

ABSTRAK

**PENINGKATAN KEDISIPLINAN DAN HASIL BELAJAR MATEMATIKA
KONSEP PENJUMLAHAN PADA SISWA KELAS II SD DENGAN MEDIA *BEAD
FRAME* BERBASIS MONTESSORI**

Erine Tiara Tabetta
Universitas Sanata Dharma
2024

Dalam penelitian ini, menggunakan penelitian tindakan kelas dengan model Kemmis dan Mc. Taggart. Instrumen yang digunakan yaitu wawancara, lembar observasi dan soal evaluasi. Tujuan penelitian ini adalah 1) menjelaskan penerapan media *Bead Frame* berbasis Montessori pada mata pelajaran matematika materi penjumlahan; 2) mengetahui media *Bead Frame* berbasis Montessori dapat meningkatkan kedisiplinan siswa kelas II SD Negeri Puren; 3) mengetahui media *Bead Frame* berbasis Montessori dapat meningkatkan hasil belajar matematika konsep penjumlahan.

Hasil penelitian menunjukkan adanya peningkatan kedisiplinan dan hasil belajar matematika konsep penjumlahan dengan menggunakan media *Bead Frame* berbasis Montessori. Persentase siswa yang disiplin pada kondisi awal sebesar 15%, meningkat pada siklus I menjadi 44% dan siklus II meningkat menjadi 92,5%. Maka, peningkatan kedisiplinan siswa dari siklus I ke siklus II sebesar 48,5%. Penerapan media *Bead Frame* berbasis Montessori dapat meningkatkan hasil belajar siswa pada mata pelajaran matematika materi penjumlahan. Berdasarkan data hasil penelitian pada siklus I diketahui persentase siswa yang mencapai KKTP sebesar 78%, dan siklus II diketahui persentase siswa yang mencapai KKTP sebesar 85%. Sehingga peningkatan hasil belajar siswa dari siklus I ke siklus II sebesar 7%.

Kata Kunci: kedisiplinan, hasil belajar matematika konsep penjumlahan dan media *Bead Frame* berbasis Montessori.

ABSTRACT**IMPROVING DISCIPLINE AND LEARNING OUTCOMES OF MATH ADDITION CONCEPT IN GRADE II ELEMENTARY SCHOOL STUDENTS WITH MONTESSORI-BASED BEAD FRAME MEDIA**

Erine Tiara Tabetta
Sanata Dharma University
2024

In this study, using classroom action research with Kemmis and Mc. Taggart model. The instruments used are interviews, observation sheets and evaluation questions. The objectives of this study are 1) to explain the application of Montessori-based Bead Frame media in mathematics subjects of addition material; 2) to know that Montessori-based Bead Frame media can improve the discipline of grade II students of Puren State Elementary School; 3) to know that Montessori-based Bead Frame media can improve the learning outcomes of mathematics addition concepts.

The results showed an increase in discipline and learning outcomes of math addition concepts by using Montessori-based Bead Frame media. The percentage of disciplined students in the initial condition was 15%, increased in cycle I to 44% and cycle II increased to 92.5%. Thus, the increase in student discipline from cycle I to cycle II amounted to 48.5%. The application of Montessori-based Bead Frame media can improve student learning outcomes in addition to material math subjects. Based on the research data in cycle I, it is known that the percentage of students who reached KKTP was 78%, and cycle II, it is known that the percentage of students who reached KKTP was 85%. So that the increase in student learning outcomes from cycle I to cycle II was 7%.

Keywords: *discipline, math learning outcomes of addition concepts and Montessori-based Bead Frame media.*