

ABSTRAK

Materi daur air dan peristiwa alam berhubungan erat dengan kehidupan siswa karena sejak kecil siswa sudah melakukan kegiatan yang berhubungan dengan air dan alam. Walaupun demikian kebanyakan siswa di SDN Congkrang 1 Muntilan masih banyak yang kesulitan memahami daur air dan peristiwa alam melalui percobaan.

Berdasarkan dari permasalahan diatas, maka penulis menentukan tujuan penelitian untuk mengetahui apakah metode demonstrasi-eksperimen dapat meningkatkan prestasi belajar siswa kelas V SDN Congkrang 1 Muntilan. Prosedur pelaksanaan penelitian berdasarkan informasi tentang kondisi awal prestasi siswa dan banyaknya kendala-kendala yang dialami oleh guru dalam menyampaikan materi ajar. Informasi diperoleh dari hasil wawancara guru kelas V. Berdasarkan wawancara tersebut maka didapatkan data nilai kelas V tentang daur air dan peristiwa alam.

Dari refleksi diketahui bahwa dalam melaksanakan perbaikan pembelajaran guru sudah menerapkan metode eksperimen tetapi guru kurang memberikan motivasi kepada siswa, peran guru masih dominan, siswa belum semuanya aktif dalam proses pembelajaran. Dari langkah perbaikan siklus I diperoleh temuan prestasi siswa bertambah. Kemudian perbaikan siklus pada siklus II memfokuskan penggunaan metode demonstrasi-eksperimen dengan media nyata. Ternyata dengan menggunakan penerapan metode demonstrasi-eksperimen untuk menyampaikan materi daur air dan peristiwa alam, dapat meningkatkan pemahaman dan prestasi siswa terhadap materi pembelajaran.

Hasil penelitian menunjukkan bahwa sebelum diambil tindakan dengan menggunakan metode Demonstrasi-Eksperimen nilai rata-rata siswa kelas V pada tahun ajaran 2011/2012 berada dibawah KKM yaitu 70 dan persentase siswa yang mencapai KKM masih rendah, yaitu 26%. Setelah dilakukan tindakan, terjadi peningkatan nilai rata-rata pada siklus I meningkat menjadi 67,65 dengan persentase 43% dan pada siklus II nilai rata-rata siswa meningkat 80,62 dengan persentase 90%.

Kata kunci prestasi belajar, metode Demonstrasi-eksperimen.

ABSTRACT

Cycle of water and natural phenomena materials are loosely related to student's life since childhood because students are engaged in activities related to water and nature. Nevertheless, most students in State Elementary School of Congkrang 1 in Muntilan still have many lacks and difficulties in understanding the material on the cycle of water and natural phenomena through a trial.

Based on the above issues, the author determines the purpose of study to determine whether demonstrative experiment method can improve V grade of Congkrang 1 Elementary School student's achievement or not. Procedures for implementing the research is based on information about the initial conditions of student's achievement and many obstacles that experienced by the teacher in grade V of Congkrang 1 Elementary School. Based on the interview data obtained about the value of fifth grader in learning the cycle of water and natural phenomena.

From the result, the researcher knew that the teacher had implemented experiment method in doing the reflection in the teaching and learning process but the teacher is less motivating the students. The teacher acted dominantly in the teaching and learning process so not all students learned and practiced actively. From the first cycle of corrective measures had findings that the students' achievement had increase. Later, improvements in cycle II focuses on demonstrative experiment method using real media. Apparently, by using this method for delivering the cycle of water and natural phenomena can increase the students' understanding and students' achievement.

The result showed that before doing demonstrative experiment method, the mean of students score of grade V were under the minimum result scores (KKM). The percentage was 26% but after the researcher did the demonstrative experiment method the student score percentage increased into 67,65%. The increasing happened in cycle I. The student minimum result scores also increased into 43%. In cycle II increase into 80,62%. Whereas the students who reached the minimum scores result (KKM) increased into 90%.

The keys of this study are students result in studying and demonstrative experiment method.