

ABSTRAK

PENINGKATAN SIKAP MANDIRI DAN HASIL BELAJAR MATERI MAKNA PANCASILA MENGGUNAKAN PENDEKATAN KONTEKSTUAL SISWA KELAS IV SDK GAMPING

Lukas Aldy

Universitas Sanata Dharma

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Penelitian ini dilatarbelakangi oleh rendahnya sikap mandiri dan hasil belajar siswa kelas IV SD Kanisius Gamping tahun ajaran 2025/2026. Kondisi tersebut diketahui dari hasil observasi, wawancara, dan pengisian angket yang diisi oleh siswa kelas IV SD Kanisius Gamping. Penelitian ini bertujuan meningkatkan sikap mandiri dan hasil belajar siswa kelas IV SD Kanisius Gamping melalui penerapan pendekatan kontekstual.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Subjek penelitian yaitu siswa kelas IV SD Kanisius Gamping tahun ajaran 2025/2026. Penelitian ini menggunakan teknik pengumpulan data melalui observasi, angket, wawancara, dan tes hasil belajar. Teknik analisis data yang digunakan adalah deskriptif kuantitatif.

Hasil penelitian menunjukkan bahwa: 1) Penerapan pendekatan kontekstual melalui komponen konstruktivisme, menemukan, masyarakat belajar, bertanya, pemodelan, refleksi, dan penilaian autentik mampu meningkatkan sikap mandiri dan hasil belajar siswa materi makna Pancasila; 2) Penerapan pendekatan kontekstual mampu meningkatkan sikap mandiri siswa rata-rata skor kondisi awal 48,78, meningkat menjadi 60,24 pada siklus I, dan meningkat pada siklus II menjadi 78,71; 3) Penerapan pendekatan kontekstual mampu meningkatkan hasil belajar siswa diketahui nilai rata-rata kondisi awal 59,07 dengan ketuntasan 28,57%, menjadi 65,71, dengan ketuntasan 50,00% pada siklus I, dan meningkat menjadi 82,61 dengan ketuntasan 85,71% pada siklus II; 4) Pendekatan kontekstual efektif dalam meningkatkan sikap mandiri dan hasil belajar siswa yang ditunjukkan oleh nilai *N-Gain Score* sikap mandiri sebesar 0,5 pada kategori “sedang” dengan persentase efektivitas 59% dan kategori “cukup efektif”. Selain itu, peningkatan hasil belajar siswa ditunjukkan oleh nilai *N-Gain Score* sebesar 0,6 pada kategori “sedang” dengan persentase 63% dan kategori “cukup efektif”.

Kata kunci: Pendekatan Kontekstual, Sikap Mandiri, Hasil belajar

ABSTRACT

**IMPROVING INDEPENDENT ATTITUDES AND LEARNING
OUTCOMES THE MEANING OF PANCASILA USING A
CONTEXTUAL APPROACH FOR FOURTH
GRADE STUDENTS AT SDK GAMPING**

Lukas Aldy

Sanata Dharma University

2026

This study was motivated by the low level of independence and learning outcomes of fourth-grade students at Kanisius Gamping Elementary School in the 2025/2026 academic year. These conditions were identified through observation, interviews, and questionnaires completed by fourth-grade students at Kanisius Gamping Elementary School. This study aims to improve the independence and learning outcomes of fourth-grade students at Kanisius Gamping Elementary School through the application of a contextual approach.

This research is a classroom action research (CAR). The research subjects are fourth-grade students at Kanisius Gamping Elementary School in the 2025/2026 academic year. This research uses data collection techniques through observation, questionnaires, interviews, and learning outcome tests. The data analysis technique used is quantitative descriptive.

The results of the study show that: 1) The application of a contextual approach through the components of constructivism, inquiry, learning community, questioning, modeling, reflection, and authentic assessment was able to improve students' independence and learning outcomes in the subject of Pancasila; 2) The application of the contextual approach was able to improve students' independent attitudes, with an average initial score of 48.78, increasing to 60.24 in cycle I, and increasing in cycle II to 78.71; 3) The application of a contextual approach can improve student learning outcomes, as seen in the average initial score of 59.07 with a mastery level of 28.57%, increasing to 65.71 with a mastery level of 50.00% in cycle I, and increasing to 82.61 with a mastery level of 85.71% in cycle II; 4) The contextual approach was effective in improving students' independent attitudes and learning outcomes, as indicated by an N-Gain Score for independent attitudes of 0.5 in the "moderate" category with an effectiveness percentage of 59% and in the "quite effective" category. In addition, the improvement in student learning outcomes is shown by an N-Gain Score of 0.6 in the "moderate" category with an effectiveness percentage of 63% and in the "quite effective" category.

Keywords: Contextual Approach, Independent Attitude, Learning Outcomes