

ABSTRAK

Rosanti, Ag. Wulan. 2016. *Peningkatan Hasil Belajar dan Kemampuan Berpikir Kritis Siswa Kelas IV pada Materi KPK dan FPB Melalui Model Pembelajaran Kontekstual SD Kanisius Ganjuran*. Skripsi. Yogyakarta: Universitas Sanata Dharma.

Latar belakang penelitian ini adalah rendahnya hasil belajar dan kemampuan berpikir kritis pada materi KPK dan FPB siswa kelas IV SD Kanisius Ganjuran. Penelitian ini bertujuan untuk 1) mendiskripsikan penerapan pembelajaran kontekstual untuk meningkatkan hasil belajar dan kemampuan berpikir kritis siswa 2) mengetahui peningkatan hasil belajar, dan 3) mengetahui peningkatan kemampuan berpikir kritis siswa.

Penelitian ini merupakan penelitian tindakan kelas. Penelitian dilakukan dengan dua siklus, setiap siklus terdiri dari dua pertemuan. Subjek penelitian adalah siswa kelas IV SD Kanisius Ganjuran berjumlah 30 siswa. Objek penelitian ini adalah hasil belajar dan kemampuan berpikir kritis matematika. Teknik pengumpulan data berupa wawancara tes dan non tes. Instrumen penelitian ini menggunakan kuesioner, observasi, wawancara dan tes tertulis berupa soal uraian. Analisis data menggunakan kuantitatif.

Langkah-langkah pembelajaran kontekstual: *relating, experiencing, collaborating, applying*, dan *transferring*. Hasil penelitian menunjukkan: siklus I hasil belajar sebesar 75,30, siklus II meningkat menjadi 82,50, dan di akhir siklus meningkat menjadi 86,30. Pencapaian KKM mengalami peningkatan dari kondisi awal sebesar 52,09% meningkat pada siklus I menjadi 63,60%, siklus II menjadi 76,60%, dan di akhir siklus meningkat sebesar 90%. Peningkatan nilai kemampuan berpikir kritis hasil kuesioner meningkat dari kondisi awal dengan 61,93 (tidak kritis) menjadi 80,58 (kritis) pada kondisi akhir. Persentase jumlah siswa minimal cukup kritis meningkat dari kondisi awal 46,66% menjadi 86,66% pada kondisi akhir. Kesimpulan dari penelitian ini adalah melalui pembelajaran kontekstual dapat meningkatkan hasil belajar dan kemampuan berpikir kritis kelas IV SD Kanisius Ganjuran.

Kata kunci: Kemampuan berpikir kritis, hasil belajar, KPK dan FPB, pembelajaran kontekstual.

ABSTRACT

Rosanti, Ag. Wulan. 2016. *The Improvement of Learning and Critical Thinking Ability of Class IV in KPK and FPB Materials Through Contextual Learning In SD Kanisius Ganjuran*. Thesis. Yogyakarta: Sanata Dharma University.

This research was based on the low result of learning and critical thinking ability on the KPK and FPB material IV of grade students SD Kanisius Ganjuran. This study aimed 1) describe the application the contextual learning to improvement of learning and math's critical thinking, 2) knowed improvement of learning outcomes, and 3) determine the improvement of students' critical thinking ability.

This research was Classroom Action Research. This research was with two cycles, each cycle consisted of two meetings. Subjects in this study were fourth grade student of SD Kanisius Ganjuran totaling 30 students. The object of this research was the result of students' learning and math's critical thinking ability. Data collection techniques such as tests and non-test. The research instrument used questionnaires, observation, interview and written test in the form of analysis questions. Analysis of the data of this study used quantitative.

Contextual learning steps consist of relating, experiencing, collaborating, applying, and transferring. The research results showed: In 1st cycle the learning outcomes of 75,30, in 2nd cycle increased to 82,50 and the end of the cycle increased to 86,30. The KKM achievement obtained increased from initial condition of 52,09%, in 1st cycle increased to 63,60%, in 2nd cycle increased to 76,60%, and the end of the cycle increased to 90%. Critical thinking ability questionnaire results increased from the initial condition with value 61,93 (not critical) to 80.58 (critical) on the end condition. Completeness percentage increased from 46.66% on the initial conditions to 86,33% on the final conditions. It could be concluded that contextual learning can improve learning outcomes and the ability to think critically of IV grade students SD Kanisius Ganjuran.

Keywords: learning outcome, critical thinking ability, Least Common Multiple and Highest Common Factor, contextual learning.