

ABSTRAK

**PENINGKATAN KEAKTIFAN DAN PRESTASI BELAJAR
MATERI PEMANFAATAN ENERGI
MELALUI PENDEKATAN SAINTIFIK SISWA KELAS IV
SD KANISIUS GAYAM I TAHUN PELAJARAN 2014/2015**

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Latar belakang penelitian ini adalah kurangnya keaktifan siswa kelas IV dalam mengikuti proses pembelajaran serta rendahnya prestasi belajar siswa pada materi pemanfaatan energi. Penelitian ini bertujuan untuk mengetahui: (1) peningkatan keaktifan belajar siswa, (2) peningkatan prestasi belajar siswa, (3) deskripsi atau gambaran penerapan pendekatan saintifik dalam meningkatkan keaktifan dan prestasi belajar siswa kelas IV SD Kanisius Gayam I tahun pelajaran 2014/2015.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang terdiri dari 2 siklus dimana terbagi dalam 2 pertemuan setiap siklusnya. Subjek dalam penelitian ini adalah siswa kelas IV SD Kanisius Gayam I tahun pelajaran 2014/2015 yang berjumlah 37 siswa. Objek penelitian ini adalah keaktifan siswa dan prestasi belajar siswa. Instrumen yang digunakan dalam penelitian ini adalah lembar pengamatan keaktifan, pedoman wawancara dan tes tertulis. Teknis analisis data yang digunakan adalah data kualitatif dan kuantitatif.

Hasil dari penelitian ini menunjukkan bahwa pendekatan saintifik dapat meningkatkan keaktifan dan prestasi belajar siswa kelas IV SD Kanisius Gayam I tahun pelajaran 2014/2015. Hal ini dapat dilihat dari (1) peningkatan persentase keaktifan, kondisi awal indikator 1 adalah 32,43%, siklus I 47,3%, siklus II 76,68%. Kondisi awal indikator 2 adalah 48,65%, siklus I 66,22%, siklus II 56,8%. Kondisi awal indikator 3 adalah 35,13%, siklus I 56,8%, siklus II 77,03%. Kondisi awal indikator 4 adalah 40,54%, siklus I 87,84%, siklus II 97,3%. Kondisi awal indikator 5 adalah 27,02%, siklus I 60,81%, siklus II 74,33%. Kondisi awal indikator 6 adalah 40,54%, siklus I 91,54%, siklus II 97,3%. Kondisi awal indikator 7 adalah 48,65%, siklus I 67,57%, siklus II 89,2%. (2) Sedangkan prestasi belajar dapat dilihat dari meningkatnya rata-rata kelas yang diperoleh yakni pada kondisi awal 59,37 pada siklus I menjadi 70,3 dan siklus II 80,67. Selain itu juga dapat dilihat dari persentase KKM yakni pada kondisi awal 29,5% meningkat pada siklus I menjadi 64,86% dan siklus II 91,89%. (3) Penerapan pendekatan saintifik dalam meningkatkan keaktifan dan prestasi belajar, melalui langkah-langkah mengamati, menanya, mencoba, menalar, dan mengkomunikasikan.

Kata kunci: keaktifan, prestasi belajar, pendekatan saintifik.

ABSTRACT

**THE IMPROVEMENT OF THE ACTIVENESS AND LEARNING ACHIEVEMENT
UTILIZATION OF ENERGY MATERIAL
THROUGH A SCIENTIFIC APPROACH OF IV GRADE STUDENTS OF KANISIUS
GAYAM I ELEMENTARY SCHOOL YEAR OF 2014/2015**

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The background of this research was the lack of the students' activeness in learning process and the lackness of student achievement in utilization of energy material. This research aimed to determine: (1) the improvement of students' learning activeness, (2) the improvement of students' achievement, (3) the description or potrait of the application of the scientific approach to improve the activeness and learning achievement utilization of energy material through a scientific approach of IV grade students of Kanisius Gayam I elementary school year of 2014/2015.

The type of this research is Classroom Action Research (CAR), consisting of two cycles which are divided into 2 meetings for each cycle. The subjects in this research were the students of IV grade Kanisius Gayam I year of 2014/201, amounting to 37 students. The object of this research are the students' activeness and the learning achievement. The instruments used in this research are the observation sheet, the interview guidance, and the written test. The technical analysis of the data used are qualitative and quantitative.

The results of this research indicate that the scientific approach can improve the activeness and the learning achievement of IV grade students Kanisius Gayam I elementary school yaer of 2014/2015. It can be seen from (1) the increase of the activeness percentage, the first condition of the first indicator was 32,43%, 47,3% in the first cycle, 76,68% in the second cycle. The first condition of the second indicator was 48,65%, 66,22% in the first cycle, 56,8% in the second cycle. The first condition of the third indicator was 35,13%, 56,8% in the first cycle, 77,03% in the second cycle. The first condition of the fourth indicator was 40,54%, 87,84% in the first cycle, 97,3% in the second cycle. The first condition of the fifth indicator was 27,02%, 60,81% in the first cycle, 74,33% in the second cycle. The first condition of the sixth indicator was 40,54%, 91,54% in the first cycle, 97,3% in the second cycle. The first condition of the seventh indicator was 48,65%, 67,57% in the first cycle, 89,2% in the second cycle. (2) While the learning achievement can be seen from the average grade increase that obtained from the first condition that is 59,37 changes into 70,3 for the first cycle and 80,67 for the second cycle. It also can be seen from the KKM percentage at the first condition was 29,5% increase in the first cycle to 64,86% and 91,89% in the second cycle. (3) The application of the scientific approach to improve the activeness and learning achievement through the steps to observe, ask, try, reason, and communicate.

Keywords: activeness, academic achievement, scientific approach.