

ABSTRAK

**PENINGKATAN PRESTASI BELAJAR MENGGUNAKAN
PENDEKATAN KONTEKSTUAL DALAM MATA PELAJARAN IPS
SISWA KELAS IV SD NEGERI BANGUNREJO I SEMESTER GENAP
TAHUN PELAJARAN 2010/2011**

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2011

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang bertujuan untuk mengetahui apakah pendekatan kontekstual dapat meningkatkan prestasi belajar siswa pada mata IPS kelas IV SD Negeri Bangunrejo I semester genap tahun pelajaran 2010/2011.

Penelitian ini dilakukan di SD Negeri Bangunrejo I siswa kelas IV semester genap tahun pelajaran 2010/2011 yang terdiri dari 23 siswa. Obyek penelitian yaitu prestasi belajar pada mata pelajaran IPS. Pelaksanaan penelitian pada bulan Maret sampai April 2011. Penelitian dilakukan dengan dua siklus masing-masing terdiri dari dua jam pelajaran (2 x 35 menit). Proses masing-masing penelitian meliputi empat tahap yaitu: rencana tindakan, pelaksanaan, observasi, dan refleksi. Untuk mengukur keberhasilan penelitian berasal dari persentase hasil nilai evaluasi siswa yang lulus KKM pada tiap siklus. Instrumen yang digunakan adalah lembar tes untuk siswa, sedangkan validitas dan reliabilitas menggunakan *experjudgement*. Analisis data pada penelitian ini adalah prestasi belajar siswa dengan descriptor jumlah siswa lulus KKM dibagi jumlah seluruh siswa kali seratus.

Hasil penelitian ini menunjukkan bahwa pada siklus pertama belum mencapai target penelitian karena baru 65% siswa yang lulus KKM. Target penelitian dapat dicapai pada siklus dua yaitu 75% siswa lulus KKM. Karena siklus pertama masih banyak kelemahan dan akhirnya dapat diatasi di siklus dua. Kesimpulan pada penelitian ini adalah dengan menggunakan pendekatan kontekstual prestasi belajar IPS siswa SD kelas IV semester genap tahun pelajaran 2010/2011 meningkat.

ABSTRACT

**IMPLEMENTING CONTEXTUALIZED LEARNING APPROACH TO
ENHANCE THE LEARNING PERFORMANCE IN THE SOCIAL
STUDIES (IPS) OF THE SECOND SEMETER OF THE FOURTH-GRADE
STUDENTS OF
*SD NEGERI BANGUNREJO 1 2010/2011***

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This research employed Classroom Action Research (CAR). And aimed to analyze whether the implementation of contextualized learning approach was able to enhance the performance in the Social Studies (IPS) of the fourth-grade students of *SD Negeri Bangunrejo 1*.

This research was conducted in *SD Negeri Bangunrejo 1* with the 23 fourth-grade students as the participants. The participants of the research were the students performance in Social Studies. The research was carried out on March to April 2011. The research was conducted in two cycles which included two meeting hours per each (2 X 35 minutes). Each cycle applied 4 steps, which were planning, acting, observing and evaluating. The percentage of the students' score which passed KKM became the indicators of research success. The instrument used in gathering data was test. Meanwhile, *Experjudgement* technique was used to measure the research validity and reliability. The data analysis of the research was the students' performance with the descriptor; the number of the students who passed KKM was divided by the number of all students then was timed one hundreds.

This research showed that the first cycle failed since there were only 65% of the students who passed KKM. The success of the research achieved in the second cycle showing that 75% of the students passed KKM through the implementation of the contextualized learning approach. The first cycle was considered failed as there were some errors were found during the implantation and then they were fixed in the second cycle. At last, the research concluded that implementing contextualized learning approach was able to enhance the learning performance of the second semester of the fourth-grade students 2010/2011 in Social Studies (IPS).