ABSTRAK

MENINGKATKAN KEDISIPLINAN DAN HASIL BELAJAR SISWA KELAS IV PADA MATA PELAJARAN MATEMATIKA MENGGUNAKAN PENDEKATAN KONTEKSTUAL DI SD NEGERI JETIS BANTUL

Maria Yusinta Rijayanti
Universitas Sanata Dharma
2016

Meningkatkan kedisiplinan dan hasil belajar yang kurang pada siswa kelas IV di SD Negeri Jetis Bantul mendorong peneliti melakukan Penelitian Tindakan Kelas di sekolah tersebut. Tujuan dari penelitian ini untuk (1) mengetahui penerapan pendekatan kontekstual untuk meningkatkan kedisiplinan dan hasil belajar pada mata pelajaran matematika siswa kelas IV di SD Negeri Jetis Bantul (2) meningkatkan kedisiplinan dengan pendekatan kontekstual pada mata pelajaran matematika siswa kelas IV di SD Negeri Jetis Bantul (3) meningkatkan hasil belajar dengan pendekatan kontekstual pada mata pelajaran matematika siswa kelas IV SD Negeri Jetis Bantul.

Penelitian ini merupakan jenis Penelitian Tindakan Kelas yang dilakukan dengan 2 siklus yang subjeknya adalah siswa kelas IV di SD Negeri Jetis Bantul. Setiap siklusnya terdiri dari dua kali pertemuan. Pada setiap siklus terdiri dari empat langkah yaitu perencanaan, tindakan, observasi dan refleksi. Teknik pengumpulan data meliputi wawancara, observasi, kuesioner, tes dan dokumentasi. Instrumen penelitian yang digunakan adalah pedoman wawancara, pedoman observasi, lembar kuesioner dan tes.

Penerapan pendekatan kontekstual dapat meningkatkan kedisiplinan belajar pada mata pelajaran matematika siswa kelas IV SD Negeri Jetis Bantul. Pada kondisi awal nilai rata-rata kedisiplinan belajar 70,1 (kategori cukup aktif) dengan persentase siswa minimal cukup aktif 66,7 %; siklus I rata-rata 78,6 (kategori cukup disiplin) dengan persentase 83,8 %; siklus II rata-rata 88,6 (kategori disiplin) dan persentasenya 96,8 %. Penerapan pendekatan kontekstual dapat meningkatkan hasil belajar siswa. Pada kondisi awal nilai rata-rata hasil belajar sebesar 75,40 sebanyak 56,7 % siswa mencapai KKM 75; siklus I 77,64 sebanyak 61,3 % siswa yang mencapai KKM; siklus II rata-rata 84,72 dan sebanyak 83,9 % siswa yang mencapai KKM.

Kata kunci: kedisiplinan belajar, hasil belajar, pendekatan kontekstual

ABSTRACT

ENHANCE THE DISCIPLINE AND LEARNING OUTCOMES IN CLAS IV SUBJECT IN MATHEMATICS USING CONTEXTUAL IN JETIS BANTUL ELEMENTARY SCHOOL

Maria Yusinta Rijayanti
Universitas Sanata Dharma
2017

Enhance of students' discipline and learning outcome at Jetis Bantul elementary school motivated the researcher to conduct Classroom Action Research in the school. The aims of this research were (1) to know the implementation of contextual approach to increase fourth grade students discipline and learning outcomes on Math subject at Jetis Bantul elementary school (2) enhance discipline with the implementation of contextual approach the fourth grade students on Math subject at Jetis Bantul elementary school (3) enhance learning outcome with the implementation of contextual approach the fouth grade students discipline on Math subject at Jetis Bantul elementary school.

This research was a Classroom Action Research which was conducted with 2 cycles which the subjects were fourth grade students at Jetis Bantul elementary school. Each cycle consisted of two meetings. In each cycle, there were four steps which are planning, action, observation, and reflection. The data gathering technique included interview, observation, questionnaire, and documentation. The research instruments which were used were interview guideline, observation guideline, questionnaire sheet, and test.

The implementation which contextual approach could increase fourth grade students on Math subject at Jetis Bantul elementary school. At the initial condition, the average score of the learning discipline was 70.1 ("disciplined enough" category) with the minimum percentage of adequate discipline 66.7% from 30 students; the average of cycle I was 88.6 ("disciplined enough" category) and the percentage was 83.8%; the average of cycle II was 88.6 ("disciplined" category) and the percentage is 96.8%. The implementation of contextual approach could increase students' learning outcome. At the initial condition, the average score of the learning outcome was 75.49 as much as 56.7% students reached the Minimum Criteria of Mastery Learning (KKM) which is 75; cycle I was 77.64 as much as 61.3% students which reached the Minimum Criteria of Mastery Learning (KKM); cycle II which the average was 84.72 and as much as 83.9% students reached the Minimum Criteria of Mastery Learning (KKM).

Keywords: learning discipline, learning outcome, contextual approach