ABSTRAK

PENINGKATAN PRESTASI BELAJAR PKN SISWA KELAS V DENGAN MENGGUNAKAN PENDEKATAN KONTEKSTUAL DI SEKOLAH DASAR NEGERI 5 PENENGAHAN BANDAR LAMPUNG

Oleh:

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Penelitian ini bertujuan untuk mendeskripsikan perencanaan pembelajaran, proses pelaksanaan pembelajaran sistem evaluasi dan peningkatan prestasi belajar pendidikan kewarganegaraan dengan menggunakan pendekatan kontekstual.

Subyek penelitian ini siswa SDN 5 Penengahan Bandar Lampung kelas VA dan VB pada semester ganjil tahun pembelajaran 2010/2011. Penelitian dilakukan dengan tiga siklus, masing-masing siklus terdiri dari dua kali pertemuan. Instrumen penelitian yang digunakan adalah : lembar penilaian aktivitas guru, lembar observasi aktivitas siswa dan tes akhir siklus. Tindakan penelitian dilaksanakan sebanyak tiga siklus dengan menerapakan tujuh komponen yaitu: konstruktivisme (*constructivism*), menemukan (*inquiry*), bertanya (*questioning*), masyarakat belajar (*learning community*), pemodelan (*modeling*), refleksi (*reflection*), penilaian yang sebenarnya (*authentic assessment*).

Hasil penelitian diperoleh kesimpulan : (1) terjadi peningkatan kualitas dalam penyusunan Rencana Pelaksanaan Pembelajaran (RPP) di setiap siklusnya. Siklus I skor RPP sebesar 25 point, siklus II sebesar 29 point, dan siklus III sebesar 33 point. (2) Proses pembelajaran terjadi peningkatan aktivitas siswa. Di kelas V-A pada siklus I siswa aktif sebesar 48,28%, siklus II sebesar 62,07% dan siklus III sebesar 86,21%, sedangkan di kelas V-B pada siklus I sebesar 57,14%, siklus II sebesar 71,43% dan siklus III sebesar 96,43%, (3) Sistem evaluasi pembelajaran menggunakan tes pilihan berganda 10 soal, di kelas V-A siklus I validitas sebesar (0,42) dengan soal valid 9 butir, reliabilitas 0,59, tingkat kesukaran sedang (0,56) dan memiliki daya beda baik (0,43) siklus II validitas sebesar (0,47) soal valid 10 butir, reliabilitas 0,58, tingkat kesukaran sedang (0,56) dan memiliki daya beda baik (0,43) dan iklus III validitas sebesar (0,45) soal valid 10 butir, reliabilitas 0,54, tingkat kesukaran sedang (0,64) dan memiliki daya beda cukup (0,35). Di kelas V-B siklus I validitas sebesar (0,46) soal valid 10 butir, reliabilitas 0,58, tingkat kesukaran sedang (0,56) dan memiliki daya beda baik (0,43) siklus II validitas sebesar (0,40) soal valid 8 butir, reliabilitas 0,60, tingkat kesukaran sedang (0,56) dan memiliki daya beda baik (0,43) dan iklus III validitas sebesar (0,48) soal valid 10 butir, reliabilitas 0,54, tingkat kesukaran sedang (0,45) dan memiliki daya beda baik sekali (0,80). (4) Prestasi siswa meningkat berdasarkan hasil tes akhir siklus, di kelas V-A jumlah siswa yang mendapat nilai ≥ 65 mencapai 41,38% (12 siswa tuntas), pada siklus II mencapai 72,41% (21 siswa tuntas) dan pada siklus III mencapai 93,10% (27 siswa tuntas), sedangkan di kelas V-B pada siklus I mencapai 20,69% (6 siswa tuntas), siklus II mencapai 68,97% (19 siswa tuntas), dan pada siklus III mencapai 93,10% (26 siswa tuntas).

Kata kunci : Prestasi Belajar, Pendidikan Kewarganegaraan Dan Kontekstual

ENHANCING LEARNING ACHIEVEMENT CLASS V PKN USING CONTEXTUAL APPROACH IN STATE PRIMARY SCHOOLS 5 PENENGAHAN BANDAR LAMPUNG

By :
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This study aims to describe the lesson planning, system implementation process and increase learning achievement evaluation of civic education by using a contextual approach.

The subjects of this study students State Primary Schools 5 Penengahan Bandar Lampung VA and VB classes in the semester learning the odd year 2010/2011. Research carried out by three cycles, each cycle consisting of two meetings. Research instruments used were: teacher assessment sheet activities, observation of student activity sheets and final test cycle. Action research carried out by applying three cycles of seven components namely: constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment.

The results obtained conclusions: (1) an increase in quality in the preparation of Learning Implementation Plan (RPP) in each cycle. Cycle I score RPP by 25 points, by 29 points cycles II and III by 33 points cycles., (2) The learning process increases student activity. In the VA class on the first cycle students amounting to 48.28% active, cycle II of 62.07% and 86.21% for the third cycle, whereas in VB class on the first cycle of 57.14%, 71.43% of cycle II and the third cycle of 96.43%, (3) Evaluation system of learning using multiple-choice test 10 questions, in class I cycle the validity of VA (0.42) by about 9 points valid, the reliability of 0.59, the level of difficulty is (0.56) and has good power difference (0.43) cycle II, the validity of (0.47) is valid about 10 items, reliability of 0.58, the level of difficulty is (0.56) and has good power difference (0.43) and III iklus validity of (0.45) about the valid 10 items, reliability of 0.54, the level of difficulty is (0.64) and has enough power difference (0.35). In the VB class I cycle the validity of (0.46) is valid about 10 items, reliability of 0.58, the level of difficulty is (0.56) and has good power difference (0.43) cycle II the validity of (0.40) about valid 8 points, reliability 0.60, the level of difficulty is (0.56) and has good power difference (0.43) and III iklus validity of (0.48) is valid about 10 items, reliability of 0.54, the level of difficulty is (0.45) and has excellent power difference (0.80). (4) increase student achievement based on test results end of the cycle, at the VA class number of students who scored ≥ 65 reached 41.38% (12 students to complete), on the second cycle reached 72.41% (21 students to complete) and on the third cycle reached 93.10% (27 students complete), whereas in VB class on the first cycle reaches 20.69% (6 students completed), second cycle reached 68.97% (19 students to complete), and in cycle III reached 93.10 % (26 students to complete).

Key words: Learning Achievement, Civic Education And Contextual