

ABSTRAK

Peningkatan Prestasi Belajar Mata Pelajaran Ilmu Pengetahuan Sosial Melalui Pembelajaran Kontekstual di Sekolah Dasar Negeri 01 Rejosari Kotabumi

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Penelitian ini bertujuan untuk mendeskripsikan langkah-langkah perencanaan pembelajaran, proses pelaksanaan aktivitas pembelajaran, sistem evaluasi dan peningkatan hasil belajar dengan menggunakan pendekatan pembelajaran kontekstual pada mata pelajaran Ilmu Pengetahuan Sosial di kelas V A dan V B SDN 01 Rejosari Kotabumi.

Penelitian tindakan kelas dilakukan sebanyak tiga siklus dengan memperhatikan delapan pilar pendekatan kontekstual. Tiap siklus terdiri dari tiga tahap, yaitu perencanaan, pelaksanaan, dan refleksi. Responden dalam penelitian ini adalah siswa kelas VA sebanyak 26 orang dan kelas VB sebanyak 27 orang. Data dikumpulkan dengan menggunakan metode observasi yang dilengkapi dengan tes kemampuan dan dokumentasi.

Hasil penelitian menunjukkan bahwa setelah diadakan tindakan kelas dengan pendekatan kontekstual: (1) Kemampuan guru dalam menyusun RPP di siklus I memperoleh nilai 4.33, siklus II 4.67 dan siklus III 4.83. (2) Hasil aktivitas guru dalam proses pembelajaran di siklus I mencapai 66%. Aktivitas siswa di kelas VA mencapai 57%, di kelas VB 55% dengan rincian pelaksanaan 2 pilar pendekatan kontekstual: pemodelan dan masyarakat belajar. Di siklus II, aktivitas guru meningkat menjadi 89.5%, aktivitas siswa di kelas VA menjadi 80%, di kelas VB menjadi 63%, dengan rincian dilaksanakannya 5 pilar pendekatan kontekstual: pemodelan, masyarakat belajar, inkuiri, konstruktivisme, dan bertanya. Di siklus III, aktivitas guru mencapai 100%, aktivitas siswa di kelas VA dan VB juga mencapai 100% dengan rincian dilaksanakannya ketujuh pilar pendekatan kontekstual. (3) Terjadi peningkatan pelaksanaan evaluasi pembelajaran. Siklus I skor validitas 0.35, nilai reliable 0.61 dan 14 soal memiliki tingkat kesukaran sedang, 5 soal memiliki daya beda yang baik. Siklus II skor validitas 0.43, nilai reliable 0.77 dan 5 soal dinyatakan sedang dan 2 soal memiliki daya beda yang baik. Siklus III skor validitas 0.73, nilai reliable 0.87 dan 13 soal dinyatakan sedang dan 14 soal memiliki daya beda yang baik. (4) Terjadi peningkatan prestasi belajar dalam pembelajaran IPS dari siklus I sampai siklus 3. Pada siklus 1 nilai rata-rata siswa VA adalah 72.67 dan VB adalah 71.12. Pada siklus 2 nilai rata-rata siswa VA adalah 77.25 dan VB adalah 78.95. Pada siklus 3 nilai rata-rata siswa kelas VA meningkat menjadi 85.03 dan VB sebesar 84.25.

ABSTRACT

ENHANCING LEARNING ACHIEVEMENT OF SOCIAL SCIENCE SUBJECT TROUGH CONTEXTUAL TEACHING LEARNING OF FIFTH GRADE STUDENTS IN STATE ELEMENTARY SCHOOL 01 REJOSARI KOTABUMI

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This research aimed to describe the steps of educational planning, implementation of learning activities, evaluation system as well as to find out the improvement of learning outcomes by applying contextual teaching learning (CTL) on Social Science subject in the 5th grade A and B of State Elementary School 01 Rejosari Kotabumi.

The action research was carried out in three cycles that use contextual teaching learning aspects. Each cycle consist of 3 actions that are: planning, implementation, reflection. Respondent of this research were the elementary students of the 5th grade A and B. Data were elected by the observation method, performing writing for the students and documentation.

The results of the research showed that after the implementation of contextual teaching learning action research was done: (1) The ability of teachers in preparing the Learning Implementation Plan (RPP) in the first cycle obtained the grade of 4.33 and 4.67 in the second cycle and 4.83 in the third cycle. (2) The result of teachers' activity in the first cycle learning process reached 66%. Students' activities in the VA class reaches 57%, in VB class reaches 55% with the implementation of two pillars of CTL approach: modeling and learning societies. In the second cycle, the teachers' activity increased to 89.5%, students' activity increased to 80% in VA class and 63% in VB class, with the implementation of five pillars of CTL approach: modeling, learning community, inquiry, constructivism, and ask questions. In the third cycle, the teacher's activity reached 100%, students' activity in class VA and VB also reached 100% with the implementation of the seven pillars of CTL approach. (3) There was an enhancing of learning assessment. In the first cycle assessment, validity score was 0.35 with reliability 0.61 and 14 items had medium difficulties and 5 item had good diverge capacity. The second cycle, validity score was 0.43 with reliability 0.77 and 5 items had medium difficulties and 2 items good diverge capacity. The third cycle validity score was 0.73 with reliability 0.87 and 13 items had medium difficulties and 14 items good diverge capacity. (4) The student learning outcomes of VA class in the first cycle was 72.6 and 71.12 in VB class. In the second cycle learning outcomes of VA class was 77.25 and 78.95 in VB class. In the third cycle learning outcomes of VA Class was 85.03 and 84.25 in VB class.