

ABSTRAK

PENERAPAN MODEL *CONTEXTUAL TEACHING AND LEARNING* DALAM UPAYA PENINGKATAN PEMAHAMAN SISWA PADA PEMBELAJARAN IPS TENTANG PERKEMBANGAN TEKNOLOGI

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Penelitian ini dilatarbelakangi oleh fakta dilapangan bahwa pembelajaran IPS di SDN 6 Cikidang Kecamatan Lembang Kabupaten Bandung Barat masih berpusat pada guru dengan penggunaan metode yang masih konvensional serta pemahaman siswa terhadap materi pembelajaran IPS masih kurang sehingga berdampak kepada nilai hasil uts yang masih kurang dari apa yang diharapkan. Hal ini terbukti dengan banyaknya siswa yang masih memiliki nilai uts di bawah KKM yang telah ditentukan, yaitu 65. Untuk mengatasi permasalahan tersebut maka peneliti berusaha meningkatkan pemahaman siswa dengan menerapkan model *contextual teaching and learning* untuk mempermudah siswa memahami suatu konsep, yaitu dengan melakukan tahapan sebagai berikut: mengembangkan pemikiran siswa, melaksanakan kegiatan inquiry, mengembangkan sifat ingin tahu, mengadakan kegiatan diskusi, menghadirkan model, melakukan kegiatan refleksi serta melakukan penilaian objektif. Penelitian ini menggunakan model Penelitian Tindakan Kelas yang diadopsi dari Kemmis dan Mc.Taggart yang terdiri dari 4 tahap penelitian tindakan, yaitu perencanaan, pelaksanaan, observasi, dan refleksi. Penelitian ini dilakukan sebanyak tiga siklus pada siswa kelas IVB SDN 6 Cikidang. Subjek penelitian ini sebanyak 30 orang siswa dengan jumlah siswa laki-laki sebanyak 12 orang dan siswa perempuan sebanyak 18 orang. Hasil belajar pemahaman siswa secara keseluruhan dari mulai pra siklus sampai dengan siklus 3 mengalami peningkatan. Hal ini dapat dilihat dari data yang diperoleh bahwa pada pra tindakan nilai rata-rata kelas 57,6 siswa yang tuntas sebesar 26,6% (8 orang), siswa yang belum tuntas sebesar 73,3% (22 orang). Pada siklus 1 nilai rata-rata kelas 73,2 siswa yang tuntas sebesar 73,3% (22 orang), siswa yang belum tuntas sebesar 26,6% (8 orang). Pada siklus 2 nilai rata-rata kelas 77,7% siswa yang tuntas sebesar 80% (24 orang), siswa yang belum tuntas 20% (6 orang). Pada siklus 3 nilai rata-rata kelas 79,4 siswa yang tuntas sebesar 93,3% (28 orang), siswa yang belum tuntas sebesar 6,7% (2 orang). Dengan melihat hasil tersebut serta kualitas jawaban siswa pada setiap siklus, indikator pemahaman siswa pada kategori menafsir, menyontohkan, mengklasifikasi dan membandingkan sudah meningkat secara signifikan.

Kata kunci : Model *Contextual Teaching and Learning*, pemahaman siswa, perkembangan teknologi

ABSTRACT

APPLICATION OF CONTEXTUAL TEACHING AD LEARNING MODEL IN AN ATTEMPT TO ENHANCE THE UNDERSTANDING OF STUDENTS IN SOCIAL SCIENCE LEARNING ON TECHNOLOGICAL DEVELOPMENT

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The research background was the facts in the field that social science (IPS) learning at SDN 6 Cikidang, Lembang Sub-district, West Bandung District, has still been teacher centered by using a still conventional method and the understanding of students on IPS learning materials has been inadequate and thus it impacted the less than expected result of *uts* (mid-semester examination). That was indicated by the many students that achieved a score under the specified KKM, 65. To solve the problem, the researcher tried to enhance the students understanding by applying a contextual teaching and learning model so as to assist the students in understanding concepts, i.e., by performing the following stages: developed students thinking, implemented inquiry activity, developed curiosity, held discussion activity, presented a model, performed reflective activity, and conducted an objective assessment. The current research used a Classroom Action Research model as adopted from Kemmis and McTaggart, consisting of 4 action research stages, namely, planning, implementation, observation, and reflection. The research was conducted by three cycles to the IVB grade students of SDN 6 Cikidang. The research subjects were 30 students, consisting of 12 male students and 18 female students. The results of learning in the students understanding from the pre-cycle to cycle 3 enhanced in general. It could be seen from the data found that in the pre-action the average class score was 57.6, the percentage of those students who completed was 26.6% (8 students), and that of who have not yet completed was 73.3% (22 students). In the cycle 1, the average class score was 73.2, the percentage of those students who completed was 73.3% (22 students), and that of who have not yet completed was 26.6% (8 students). In the cycle 2, the average class score was 77.7, the percentage of those students who completed was 80% (24 students), and that of who have not yet completed was 20% (6 students). In the cycle 3, the average class score was 79.4, the percentage of those students who completed was 93.3% (28 students), and that of who have not yet completed was 6.7% (2 students). Considering the results and the quality of the students' answers in each cycle, the indicators of students

understanding in categories of interpreting, illustrating, classifying, and comparing have enhanced significantly.

Keywords: Contextual Teaching and Learning model, students understanding, technological development