

ABSTRAK

PENERAPAN MODEL *GUIDED DISCOVERY LEARNING* UNTUK MENINGKATKAN PEMAHAMAN KONSEP MATEMATIS SISWA KELAS IV SEKOLAH DASAR

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Penelitian ini adalah penelitian tindakan kelas (PTK) mengenai penerapan model *guided discovery learning* untuk meningkatkan pemahaman konsep matematis siswa. Subjek penelitian ini adalah siswa-siswi kelas IV di salah satu Sekolah Dasar di Kecamatan Sukasari Kota Bandung. Penelitian ini bertujuan untuk (1) memperoleh gambaran tentang proses pembelajaran matematika dengan menerapkan model *guided discovery learning*; (2) memperoleh gambaran tentang peningkatan pemahaman konsep matematis siswa setelah menerapkan model *guided discovery learning*. Pelaksanaan penelitian ini di latar belakang oleh rendahnya pemahaman konsep matematis siswa pada pokok bahasan Bangun Ruang, yang mengakibatkan hasil belajar siswa rendah. Berdasarkan permasalahan tersebut, maka dilakukan Penelitian Tindakan Kelas (*Classroom Action Research*) yang mengadaptasi dari model Kemmis dan Mc. Taggart yang terdiri dari empat tahap yaitu perencanaan, pelaksanaan, observasi dan refleksi dengan dua siklus. Instrumen pengungkap data yang digunakan dalam penelitian ini yaitu lembar observasi aktivitas guru dan siswa dan tes evaluasi. Hasil penelitian menunjukkan adanya perkembangan pada proses pelaksanaan pembelajaran dan peningkatan pemahaman konsep siswa. Hal ini dibuktikan dari tes pemahaman konsep siswa mengalami peningkatan dari siklus I ke siklus II. Pada siklus I, ketuntasan belajar siswa hanya mencapai 59% mengalami peningkatan pada siklus II menjadi 86%. Selain itu, peningkatan pemahaman konsep siswa juga terlihat dari perolehan nilai rata-rata tes evaluasi. Pada siklus I, rata-rata nilai siswa hanya mencapai 74 meningkat pada siklus II menjadi 86. Dari hasil tersebut, dapat disimpulkan bahwa model *guided discovery learning* dapat meningkatkan pemahaman konsep matematis siswa.

Kata Kunci : Model *Guided Discovery Learning*, Pemahaman Konsep Matematis Siswa

An Abstract

The Guided Discovery Learning To Improve The Students' Mathematic Concept Understanding at 4th Grade Elementary School

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This research was an action class about the application of guided discovery learning to improve the students' mathematic concept understanding. The subject of this research was the students of IV grade in one of the elementary school in *Kecamatan Sukasari*, Bandung. This research objective was (1) to get the picture about the learning process of mathematic by applying the guided discovery learning, (2) to get the picture of the raising of the students' mathematic concept understanding after applying the guided discovery learning. This research was conducted due to the fact that the students' mathematic concept understanding was still low at geometry , so it resulted the students' learning result was low too. Based on that issue, a classroom action research was conducted which adapted from Kemmis model and Mc. Taggart that consist of four steps, which are planning, action, observation and reflection with two cycles. Data revealed instruments which were used in this research were teacher activity observation sheet, students, and evaluation test. The result of the research showed that there was improvement at learning activity process and student understanding process. It was proven by a test of student understanding process that increased from cycle I to cycle II. At cycle I, student learning completeness just reached 59% and increased at cycle II to 86%. Beside that, the rise of student understanding concept was seen from the average score of evaluation test. At the cycle I the average students' score just reached 74 and increased at cycle II to 86. Based on that fact, it could be concluded that guided discovery learning can increase the students' mathematic concept understanding.

Key words : The Guided Discovery Learning, Students' Understanding Concept