

ABSTRAK

PENERAPAN STRATEGI REACT (RELATING, EXPERIENCING, APPLYING, COOPERATING, TRANSFERRING) UNTUK MENINGKATKAN AKTIVITAS BELAJAR SISWA

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Penelitian ini dilatarbelakangi oleh permasalahan saat pengamatan di kelas IV salah satu SDN di Kota Bandung. Hasil pengamatan, bahwasanya aktivitas belajar siswa di kelas masih rendah, kegiatan pembelajaran yang tidak melibatkan sebagian potensi siswa sehingga aktivitas kurang beragam, tidak melibatkan keseluruhan aktivitas mental serta jasmani, dan pembelajaran yang menjadikan siswa sebagai objek belajar. Tujuan penelitian untuk mengetahui pelaksanaan penerapan strategi REACT untuk meningkatkan aktivitas belajar siswa dan mengetahui peningkatan aktivitas belajar siswa. Munculnya permasalahan aktivitas belajar, peneliti memilih Penelitian Tindakan Kelas (PTK) dengan model Kemmis Mc. Taggart yang diawali dari rencana, tindakan, pengamatan, refleksi, dan perencanaan kembali, penelitian dilakukan dalam dua siklus. Berdasarkan data hasil penelitian pada siklus I rerata aktivitas belajar yaitu 55% mengalami peningkatan pada siklus II sebesar 33% dan rerata yang didapat siklus II menjadi 88%. Rekomendasi yang diberikan peneliti berupa penyediaan waktu belajar disesuaikan dengan kegiatan yang dipilih.

Kata Kunci: Strategi REACT, Aktivitas Belajar Siswa,

ABSTRACT

THE IMPLEMENTATION OF REACT (RELATING, EXPERIENCING, APPLYING, COOPERATING, TRANSFERRING) STRATEGY TO IMPROVE STUDENTS LEARNING ACTIVITIES

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This research is motivated by particular concerns during the class observation fourth grade in one of the state primary schools in Bandung. The study found that the student's learning activity in the classroom is still in below average, the learning activities do not involve a part of the student's thus the activities are less diverse; it does not involve wholly mental and physical activity, and students as a subject of learning. The purpose of this study is to find out the implementation of REACT strategy to improve student learning activity and to discover the inprovement of the student's learning activity. The emergence of learning activity issues, has led the researches to conduct Classroom Action Research (CAR) of Kemmis Mc. Taggart model begins with plans, actions, reflections, and research plan conducted in two cycles. Based on data of research result in cycle I, the learning activity is in averagely 55% and show an improvement in cycle II up to 33% and the average score in is cycle II and increase become 88%. The recommendation of the researcher is to provide form of learning time provision tailored to the selected activities.

Keywords: REACT Strategies, Learning Activities