

**PENERAPAN PENDEKATAN
CONTEXTUAL TEACHING AND LEARNING UNTUK
MENINGKATKAN PEMAHAMAN KONSEP MATEMATIS
SISWA KELAS III SD**

oleh

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ABSTRAK

Penelitian ini di latarbelakangi oleh rendahnya pemahaman konsep matematis siswa kelas III pada salah satu sekolah dasar di Kecamatan Sukajadi Kota Bandung. Hal tersebut dikarenakan siswa masih kesulitan memahami materi yang abstrak dalam pembelajaran matematika. sehingga perlu suatu pendekatan yang menggiring siswa memaknai materi pembelajaran, salah satunya dengan menerapkan pedekatan *Contextual Teaching and Learning*. Tujuan dilaksanakannya penelitian ini untuk mendeskripsikan perkembangan pembelajaran dengan menerapkan pendekatan *Contextual Teaching and Learning*, serta mendeskripsikan peningkatan pemahaman konsep matematis siswa di kelas III dengan menerapkan pendekatan *Contextual Teaching and Learning*. Metode penelitian yang digunakan yaitu Penelitian Tindakan Kelas (PTK) dengan mengadaptasi model penelitian yang dikenalkan oleh Kemmis Mc. Taggart. Penelitian dilaksanakan sebanyak dua siklus. Subyek dalam penelitian ini adalah siswa kelas III SD yang berjumlah 33 orang siswa. Teknik pengumpulan data yang digunakan yaitu tes evaluasi, observasi partisipatif serta di dukung oleh dokumentasi selama pelaksanaan siklus. analisis hasil data penelitian dilakukan secara kualitatif dan kuantitatif. Perkembangan pembelajaran dari siklus I ke siklus II mengalami peningkatan, dilihat dari partisipatif siswa yang menjadi lebih aktif selama pembelajaran serta adanya peningkatan pemahaman konsep matematis dilihat dari hasil ketuntasan belajar siswa. Dengan

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demikian, pendekatan *Contextual Teaching and Learning* dapat meningkatkan pemahaman konsep matematis siswa di kelas III SD.

Kata Kunci: pemahaman, konsep matematis, pendekatan *contextual teaching and learning*.

**APPLICATION OF
CONTEXTUAL TEACHING AND LEARNING APPROACHES
TO IMPROVE UNDERSTANDING OF MATHEMATICAL
CONCEPT IN THIRD GRADE**

by

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ABSTRACT

This research was motivated by the low understanding of mathematical concept of third grade students in Bandung. It is because students are less active and difficult to understand the material in mathematics learning. So, it needs a learning approach that lead students to interpret learning materials, one of them by applying Contextual Teaching and Learning approach. The purposes of this research are to describe the development of learning by applying Contextual Teaching and Learning, and to describe the improvement students understanding of mathematical concept in third grade by applying Contextual Teaching and Learning. The research method used is classroom action research that adapted model introduced by Kemmis Mc. Taggart. This research was conducted in two cycles with subjects in this research were third grade students of elementary school which amounted to 33 students. Data collection techniques used are evaluation test, participatory observation and supported by documentation during cycle execution. Analysis of the results of research data is carried out qualitatively and quantitatively. The development of the learning from cycle I to cycle II has increased, seen from the participatory students who became more active during learning, and increased

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activity of students who become active during the learning, and increased understanding of mathematical concepts seen from the result of student learning completeness. Therefore, the Contextual Teaching and Learning approach can improve the understanding of mathematical concept of third grade students.

Keywords: understanding, mathematic concept, contextual teaching and learning approach.

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