

ABSTRAK

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PENERAPAN METODE *DRILL* UNTUK MENINGKATKAN PEMAHAMAN KONSEP PADA PELAJARAN MATEMATIKA TOPIK KPK DAN FPB DI SD XYZ PAPUA

(vii + 91 halaman: 3 gambar; 7 tabel; 32 lampiran)

Idealnya, siswa kelas VI seharusnya mampu menguasai perkalian, ekuivalen, dan kemampuan berhitung dari kelas sebelumnya dalam pembelajaran matematika. Namun ada hal berbeda yang peneliti temukan di sebuah Sekolah Dasar di Papua, ada banyak siswa yang tidak mampu menguasai perkalian, menentukan kelipatan, dan bagaimana menghitung secara akurat, baik itu menghitung FPB dan KPK.

Oleh karena itu, peneliti melakukan penelitian ini untuk mengetahui penerapan metode *drill* untuk meningkatkan pemahaman konsep siswa dalam pembelajaran matematika dan juga untuk mengetahui langkah-langkah efektif dalam menggunakan metode *drill* untuk meningkatkan pemahaman konsep siswa dalam pembelajaran matematika.

Metode penelitian yang peneliti gunakan adalah Penelitian Tindakan Kelas (PTK) dengan model Kemmis dan McTaggart. Penelitian ini berlangsung dari tanggal 27 Oktober hingga 4 November 2015. Instrumen yang peneliti gunakan antara lain lembar tes, ceklis guru pamong, ceklis siswa, dan refleksi peneliti. Peneliti menganalisis data menggunakan metode analisis deskriptif.

Menurut hasil penelitian, peneliti menyimpulkan bahwa penerapan metode *drill* mampu meningkatkan pemahaman konsep siswa kelas VI dalam pembelajaran matematika di Sekolah Dasar XYZ di Papua. Pemahaman konsep siswa mencapai kriteria yang telah peneliti tentukan sebelumnya sebesar 75% dari total jumlah siswa yang mendapatkan nilai minimum 75 dalam menghitung KPK dari 2 dan 3 bilangan serta FPB dari 2 dan 3 bilangan.

Kata Kunci: Metode *Drill* dan Pemahaman Konsep
Referensi: 34 Referensi (2001-2014)

ABSTRACT

BERLIAN KRISTI NUGRAHANI (30720120013)

THE IMPLEMENTATION OF *DRILL* METHOD TO IMPROVE MATHEMATIC CONCEPTUAL UNDERSTANDING ON COUNTING GREATEST COMMON DIVISOR (GCD) AND LEAST COMMON MULTIPLE (LCM) AT XYZ ELEMENTARY SCHOOL IN PAPUA

(vii + 91 pages: 3 pictures; 7 tables; 32 attachments)

Ideally, grade VI students should be able to master the multiplications, equivalent, and the counting abilities in learning mathematics from the year before. However, there is different fact that the researcher found in Papua elementary school, there were many students who did not know how to do the factoring, determining multiples, how to count least common multiple and greatest common divisor, and moreover, they were counting inaccurately. Therefore, the researcher did this research to know the implementation of *drill* method to improve students' conceptual understanding in mathematics and to know the effective steps of *drill* method to improve students' understanding in mathematics.

The research method that the researcher used was Classroom Action Research (CAR) with Kemmis and McTaggart model. This research was held from October 27th to November 4th 2015. The instruments for this research were the quiz sheets, mentor's checklist, student's checklist and researcher's reflection. The researcher analyzed the data using descriptive analysis.

According to the research's result, researcher concluded that the implementation of *drill* method was able to improve grade VI students' conceptual understanding in mathematics at XYZ elementary school in Papua. The students' conceptual understanding reached the criteria that had been set before which is 75% from the total number of students we were able to get minimum score of 75 in counting least common multiple of two and three digit number, and greatest common division of two and three digit number.

Key Word: *Drill* Method and Concept Understanding

References: 34 References (2001-2014)