

ABSTRAK

Linda Trinita Simanjuntak (40720110010)

PENERAPAN PEMBELAJARAN KONTEKSTUAL UNTUK MENINGKATKAN PEMAHAMAN KONSEP SISWA KELAS X IPS PADA PEMBELAJARAN EKONOMI DI SEKOLAH X PELEMBANG

(xiv + 90 halaman ; 1 gambar ; 7 tabel ; 1 diagram; 17 lampiran)

Berdasarkan pengamatan peneliti pada kelas X IPS di sekolah X Palembang, didapati siswa kesulitan memahami konsep dalam pelajaran Ekonomi. Hal ini dikarenakan siswa sulit memahami topik secara abstrak. Siswa membutuhkan pembelajaran yang nyata dan sesuai dengan kehidupan siswa sehari-hari. Berdasarkan permasalahan tersebut, peneliti merancang pembelajaran yang dapat menjadi solusi yaitu pembelajaran kontekstual. Hal ini ditunjukkan untuk melihat peningkatan pemahaman konsep siswa dengan penerapan pembelajaran kontekstual.

Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas yang dilaksanakan pada 27 Oktober 2014 dan 31 Oktober 2014. Penelitian dilakukan sebanyak dua siklus dengan melibatkan 17 siswa. Instrumen yang digunakan yaitu lembar tes siswa, lembar kuesioner siswa, lembar observasi guru mentor, dan RPP dengan menggunakan teknik analisis data secara deskriptif kualitatif.

Berdasarkan hasil yang diperoleh, dapat disimpulkan bahwa pemahaman konsep siswa dapat ditingkatkan melalui pembelajaran kontekstual. Hal ini dilihat dari peningkatan keberhasilan indikator yang dicapai oleh siswa. Pada siklus satu siswa yang lulus KKM mencapai 82.35% dan siklus dua mencapai 100%. Peningkatan pemahaman konsep siswa ini juga didasari pada keberhasilan penerapan pembelajaran kontekstual yang sesuai dengan komponen-komponennya.

Kata kunci : pembelajaran kontekstual dan pemahaman konsep

Referensi : 53 (1995-2014)

ABSTRACT

Linda Trinita Simanjuntak (40720110010)

THE IMPLEMENTATION OF CONTEXTUAL LEARNING TO INCREASE THE CONCEPTUAL UNDERSTANDING OF GRADE X SOCIAL CLASS STUDENTS IN ECONOMICS LEARNING IN PALEMBANG X

(xiv + 90 pages ; 1 figure ; 7 tables ; 1 diagram; 17 appendices)

Based on the researcher observation in grade X of Social Class at X Palembang School, the researcher saw the students' difficulty in understanding concept in Economics subject. This thing happened because the students were difficult to understand the topic abstractly. The students needed a real learning and related with daily life. Based on the problem, the researcher designed a learning that could become a solution, that was contextual learning. This thing was purposed to see the increasing of students' conceptual understanding by implementing contextual learning.

The research method that was used by the researcher was a Classroom Action Research (CAR) which was done in October 27, 2014 and October 31, 2014. The research consisted of two cycles with 17 students who were involved. The instruments were students' worksheet, questionnaire for students, mentor observation sheet and lesson plans. Qualitative descriptive was the analysis technique used to analyze the data.

Based on the data collected, it can be concluded that the conceptual understanding of the students can be increased through contextual learning. This thing can be seen from the increasing of indicator which were reached by the students. In the first cycle, there were 82,35% of students that could reach the Minimal Standard of the Criteria, and 100% in the second cycle. This increasing of the conceptual understanding of the students was based on the success of the implementation of contextual learning that was in accordance with the components.

Keywords: contextual learning and conceptual understanding

References: 53 (1995-2014)