

## ABSTRACT

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### **THE APPLICATIONS OF CONSTRUCTIVISM THEORY FOR 5TH GRADE STUDENTS AT SDK XYZ BANTAR SOKA, PURWOKERTO – CENTRAL JAVA IN SOCIAL STUDY CLASS.**

(XV +104 pages: 19 list of pictures; 5 tables; 6 attachments)

SDK XYZ in Bantar Soka, Purwokerto was using the conventional method in teaching-learning activities. The teacher was a single and major source of information. The teacher's role was very dominant and students were mostly just listening and taking notes in class. The students were seldom participated in teaching learning activity, such as group discussions.

The researcher conducted constructivism teaching methods for 5 th grade students at this school : to design and implement the methods and then analyzed. At first, the preliminary study was conducted to get the picture about the teaching environment of this class. After collecting the preliminary data, the researcher together with the 5th grade teacher designed the teaching plan using three methods based on constructivism theory : mind mapping, group discussions and questions-answer sessions. After implementation of these methods, the results were collected and then analyzed.

The finding on the academic achievements did not show an improvement, probably due to the short period of the implementation. However, the learning process are more positive : the students motivation increased, creativity and interaction among students are developed toward a positive goal.

The research shows a positive impact on both the students and the teacher. The teacher was getting more active and creative in teaching-learning activities. The students were actively involved in the teaching learning process. Interactive communications among students were shown in the group discussion, sharing knowledge and team work are shown as well. The principal feels that constructivism approach is suitable for her students and that she plans to apply this approach to all classes in the school in the future.

The researcher recommends that the teacher needs to use the constructivism approach more often in class. This will stimulate the creativity and active participation of students in the teaching learning process. It is important to use different methods of constructivism, not always stick to any one method. The researcher also recommends that the teacher needs to improve and sharpen his understanding and teaching skills based on constructivism approach.

References : 18 ( 1997 – 2008)

***Keywords : constructivism approach, mind mapping.***

## ABSTRAK

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**PENDEKATAN KONSTRUKTIVISME DALAM MATA PELAJARAN ILMU PENGETAHUAN SOSIAL BAGI SISWA KELAS V PADA SDK XYZ BANTAR SOKA, PURWOKERTO – JAWA TENGAH**  
(XV+104 halaman; 19 gambar, 5 tabel; 6 lampiran)

SDK XYZ di Bantar Soka, Purwokerto masih menggunakan pendekatan konvensional di dalam kegiatan belajar-mengajar. Guru masih merupakan satu-satunya informasi utama. Peran guru sangat dominan dan aktivitas siswa lebih banyak seperti mencatat dan mendengarkan. Siswa jarang dilibatkan dalam kegiatan pembelajaran seperti diskusi kelompok.

Peneliti mengadakan program pendekatan konstruktivisme bagi siswa kelas V di sekolah ini. Peneliti membuat rancangan program kemudian pelaksanaan program dan menganalisa hasilnya. Pada tahap awal, peneliti melakukan *preliminary study* untuk mendapatkan gambaran menyeluruh mengenai kegiatan belajar mengajar di kelas V. Setelah mendapat data dari *preliminary study*, peneliti bersama dengan guru kelas V membuat RPP berdasarkan konstruktivisme menggunakan tiga macam metode pengajaran : peta konsep, diskusi kelompok dan permainan tanya-jawab. Setelah pelaksanaan program selesai, maka peneliti mendapatkan data dan kemudian peneliti melakukan analisa terhadap data yang diperoleh.

Hasil dari pelaksanaan program adalah tidak menunjukkan adanya perubahan nilai yang signifikan. Hal ini salah satunya disebabkan karena keterbatasan waktu. Namun demikian, dalam proses kegiatan belajar menunjukkan adanya hal-hal positif seperti adanya motivasi dalam belajar serta adanya interaksi antar siswa dan rasa saling membantu di antara anggota kelompok.

Hasil penelitian juga menunjukkan adanya hasil yang positif baik dari sisi guru maupun siswa. Guru menjadi lebih kreatif dan aktif di dalam mengajar dan siswa dilibatkan di dalam proses belajar. Komunikasi yang interaktif antar siswa ditunjukkan di dalam diskusi dan kerja kelompok di mana di dalamnya siswa dapat saling bertukar pengetahuan. Ibu kepala Sekolah ingin menerapkan pendekatan konstruktivisme untuk semua kelas karena menurut beliau pendekatan ini yang tepat digunakan.

Peneliti menyarankan supaya guru dapat menggunakan pendekatan konstruktivisme dalam kegiatan belajar-mengajar di kelas. Hal ini dapat merangsang timbulnya kreativitas dan partisipasi aktif siswa di kelas. Selain itu, perlu bagi guru untuk dapat menggunakan metode pengajaran yang bervariasi yang berdasarkan konstruktivisme. Peneliti juga menyarankan supaya guru dapat memiliki pengetahuan dan pemahaman yang baik mengenai konstruktivisme.

Referensi : 18 ( 1997 – 2008 )

**Kata kunci : konstruktivisme, peta konsep**