

ABSTRAK

Dewi Pratiwi. Pengembangan LKS Materi Pecahan Berbasis Pendekatan Kontekstual untuk Meningkatkan Hasil Belajar Siswa pada Kelas V SD di Kec. Tanjung Pura. Program Pascasarjana, Universitas Negeri Medan 2016.

Tujuan penelitian ini adalah untuk mengetahui: (1). Peningkatan hasil belajar matematika berbasis pendekatan kontekstual dengan LKS materi pecahan yang dikembangkan di kelas V SD. (2). Keefektifan LKS materi pecahan yang dikembangkan berbasis pendekatan kontekstual terhadap hasil belajar siswa di kelas V SD. (3). Respon siswa terhadap LKS materi pecahan yang dikembangkan berbasis pendekatan kontekstual di kelas V SD. Subjek penelitian ini adalah siswa kelas V SD Negeri No 050733 Tanjung Pura yang berjumlah 10 siswa sebagai ujicoba I, siswa kelas V SD No 054933 Pekubuan untuk uji coba II yang berjumlah 26 siswa dan siswa kelas V SD No 050725 Tanjung Pura yang berjumlah 26 siswa sebagai kelas penerapan. Penelitian ini menggunakan penelitian pengembangan dengan model pengembangan modifikasi *Dick and Carey*. Model ini terdiri dari beberapa tahapan yakni: melakukan analisis kebutuhan siswa, perencanaan, mendesain pengembangan, menyusun tes acuan berdasarkan tujuan pembelajaran, pengembangan LKS, validasi ahli, revisi dan uji coba produk akhir. Subjek penelitian adalah siswa kelas V SD sebanyak 62 siswa. Data tentang kualitas produk pengembangan ini dikumpulkan dengan angket respon siswa dan respon guru. Data-data dikumpulkan dianalisis dengan teknik analisis deskriptif kuantitatif. Hasil penelitian ini menunjukkan bahwa: (1). LKS yang dikembangkan valid dalam kategori sangat layak dengan persentase 87%. (2). Respon siswa pada uji coba skala I dan uji coba II terhadap LKS yang dikembangkan dalam kategori sangat baik yakni 76% dan 90,4%. (3). Uji keefektifan produk diperoleh bahwa LKS efektif untuk meningkatkan hasil belajar siswa dengan ketuntasan hasil belajar siswa sebesar 88%.

Kata Kunci: pengembangan, LKS, pecahan, matematika, pendekatan, kontekstual



ABSTRACT

Dewi Pratiwi. LKS Development Material Fractions Based On Contextual Approach to Improve Student Learning Outcomes in the 5th Grades of Elementary School in Tanjung Pura District. Post-Graduate Program, State University of Medan, 2016.

The purpose of this research was to determine: (1). Mathematics learning outcome based on contextual approach with LKS material fractions are developed in the 5th grades of elementary school. (2). The effectiveness of LKS material fractions are developed based on contextual approach to the learning outcomes of students in the 5th grades of elementary school. (3). Students' response to the LKS material fractions are developed based on contextual approach in the 5th grades of elementary school. The subjects of research is the 5th grades students of SD No. 050733 Tanjung Pura totaling 10 students as a small-scale trial, 5th grades students of SD No. 054933 Pekubuan as a large-scale trial totaling 26 students and 5th grade students of SD No. 050725 Tanjung Pura totaling 26 students. This study uses a development research with model development modification Dick and Carey. The model consists of several stages namely: analysis of student needs, planning, design development, preparing reference test based on the learning purpose, LKS development, expert validation, revision and testing of the final product. Trial subjects are consisted of 4 validators (1 expert of material and 3 teachers). 10 students for small-scale trial and 26 students for large-scale trial. Data about the quality of the products of this development are collected by the questionnaire of students response and teacher responses. The data was collected and analyzed by quantitative descriptive analysis techniques. The results of this study indicate that: (1). LKS developed is valid in very worthy category with a percentage of 87%. (2). Student responses on a small-scale trial and large-scale trial to LKS developed in the excellent category ie 90.4% and 91.5%. Similarly, the effectiveness of the test product is obtained that LKS effectively improve student learning outcomes with the completeness of student learning outcomes by 88%.

Keywords: Development, LKS, fractions, mathematics, approach, contextual