Peningkatan Kemampuan Matematika Tentang Operasi Hitung Campuran Bilangan Pecahan Melalui Pendekatan *Open-Ended* Pada Siswa Kelas V Sekolah Dasar

(Penelitian Tindakan Kelas di SDN Pulo 03 Pagi Kebayoran Baru Jakarta Selatan)

2020

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ABSTRAK

Penelitian ini bertujuan untuk meningkatkan kemampuan operasi hitung campuran bilangan pecahan pada siswa kelas V SDN Pulo 03 Pagi Kebayoran Baru Jakarta Selatan. Subjek penelitian ini adalah siswa kelas V SDN Pulo 03 Pagi Kebayoran Baru Jakarta Selatan yang berjumlah 32 orang. Metode penelitian yang digunakan adalah penelitian tindakan kelas dengan menggunakan model Kemmis & Mc. Taggart. Pengumpulan data dilakukan sebanyak dua siklus. Setiap siklus dilakukan melalui tahapan perencanaan, pelaksanaan, pengamatan, dan refleksi sebagai dasar perencanaan ulang pada siklus berikutnya. Hasil penelitian menunjukkan terdapat peningkatan kemampuan operasi hitung campuran melalui pendekatan *open-ended* dari siklus I sebesar 57% menjadi sebesar 80% pada siklus II. Melalui penelitian ini dapat ditarik kesimpulan bahwa melalui pendekatan *open-ended* dapat meningkatkan kemampuan operasi hitung bilangan pecahan pada siswa kelas V SDN Pulo 03 Pagi Kebayoran Baru Jakarta Selatan.

Kata Kunci: Pendekatan *open-ended*, kemampuan operasi hitung, matematika, bilangan pecahan

Improved Mathematical Ability About Calculating Mixed Faction Number Operations Through An Open Approach In class V Elementary School Students

(Classroom Action Research at Pulo 03 Pagi Elementary School Kebayoran Baru, South Jakarta)

2020

Naufal Ario Wibowo

ABSTRACT

This study aims to improve the operation ability of calculating the mixed number of fractions in fifth grade students at SDN Pulo 03 Kebayoran Baru, South Jakarta. The subjects of this study were 32 students in the fifth grade of SDN Pulo 03 Pagi Kebayoran Baru, South Jakarta. The research method used was classroom action research using Kemmis & Mc. Taggart. Data collection is done in two cycles. Each cycle is carried out through the stages of planning, implementation, observation, and reflection as a basis for re-planning in the next cycle. The results showed an increase in the ability to calculate mixed operations through an open-ended approach from cycle I by 57% to 80% in cycle II. Through this research, it can be concluded that through an open-ended approach can improve the ability to calculate fraction operations in fifth grade students of Pulo 03 SDN Kebayoran Baru, South Jakarta.

Keywords: Open-ended approach, numeracy ability, mathematics, fractions