

## ABSTRAK

Kemampuan prestasi belajar dan kemandirian belajar masih kurang, sehingga diperlukan adanya inovasi dalam meningkatkan prestasi belajar dan kemandirian belajar yaitu dengan penggunaan model kontekstual berbantuan alat peraga puzzle matematika, yang mana model pembelajaran kontekstual menekankan siswa untuk menemukan sendiri (*inquiri*), serta model pembelajaran kontekstual akan mengaitkan dengan lingkungan sekitar dengan materi yang diajarkan, yang mana sangat membantu dalam proses pembelajaran berlangsung, dan alat peraga puzzle matematika berguna untuk membantu siswa memahami secara mudah materi yang diajarkan, sehingga prestasi belajar dan kemandirian belajar meningkat. Penelitian ini mempunyai tujuan meningkatkan prestasi dan kemandirian belajar matematika materi bangun datar melalui model pembelajaran kontekstual berbantuan alat peraga puzzle matematika di kelas V SD N Gebangsari 03. Data tes dianalisis dengan menggunakan tes evaluasi dan angket kemandirian belajar yang diberikan dalam 2 siklus. Hasil yang dicapai dalam peningkatan prestasi belajar siklus I memperoleh persentase ketuntasan 71,43% dan untuk siklus II mencapai ketuntasan klasikal 84,21%. Kemudian untuk hasil angket kemandirian belajar siklus I memperoleh persentase 73,29% dan siklus II memperoleh nilai persentase 91,61% masuk dalam kriteria sangat baik. Sesuai hasil penelitian dapat dikatakan bahwa model pembelajaran kontekstual berbantuan alat peraga puzzle matematika dapat meningkatkan prestasi dan kemandirian belajar siswa di kelas V SD N Gebangsari 03.

**Kata kunci:** Model Pembelajaran Kontekstual, Alat Peraga Puzzle Matematika, Prestasi Belajar, Kemandirian Belajar

## **ABSTRACT**

The ability of learning achievement and independent learning is still lacking, so it is necessary for innovation in improved learning achievement and independent learning is by the used of contextual models aided by visual aids puzzle math, which is contextual learning model emphasized the students found on their own (the inquiry), as well as contextual learning model, will associated with the surrounding environment with the content, which is very helpful in the learning processed, and useful visual aids math puzzle to helped students easily understood the material being taught, so that the learning achievement and independent learning increased. This study has the goal of improved achievement and mathematics independent learning of flat shapes material through contextual learning aided visualaids math puzzle in class V SD N Gebangsari 03. The test data were analyzed used the evaluation tests and questionnaires gave independent learning in 2 cycles. The results achieved in the first cycle of learning achievement gained 71.43% and the percentage of completeness for the cycle II reached 84.21% classical completeness. Then on the results of questionnaires independent learning cycle I gained percentage 73.29% and the cycle II gained a percentage value of 91.61% included in the criteria very well. According to the results of study, it could be said that the contextual learning model aided visual aids math puzzle could increased the performance and independence of student learning in class V SD N Gebangsari 03.

**Keywords:** Contextual Learning Model, Visual Aids Math Puzzle, Learning Achievement, Learning Independence