ABSTRACT

Learning mathematics is a process whereby students actively construct mathematical knowledge. According to constructivist principles, a teacher or teacher as mediator and facilitator who helps students' learning process to go well. The emphasis will be on students learning and not on any discipline or teacher. Students are expected to construct knowledge by themselves, so the role of teacher as facilitator rather than tend to the information provider. This research study focused on constructivist approaches in teaching mathematics at Class V students of SDN Tanjungrejo V Malang.

This study aims to determine: (1) activity during the learning of mathematics teachers, (2) the activities of students during the learning of mathematics, and (3) results from the application of constructivist approaches to learning methods significantly improve the activity and results in learning mathematics.

The method used in this research is descriptive method with qualitative approach to determine the target achievement through the students' learning. The subjects used in this study were four students who were taken from groups of students are not exhaustive and thorough study (based on initial tests). Analytical instruments used were pieces of the observation of students and teachers and student worksheets pre-test and post-test. Implementation observatorial research carried out in coordination with the school with a view to effective performance and reliability of data obtained.

The results showed that: (1) teachers' activities during the learning process took place is included in both criteria, the average percentage of teachers at each meeting activity amounted to 49.3% of indicators evaluating the role of teachers in the teaching and learning are very good and 50.7% of Another indicator is considered very good, (2) observations on each student showed that most students in the teaching and learning activities are activities that are relevant, and (3) mastery learning and classical students already exceeds SKBM that is equal to 83.3%. Thus the research results obtained showed that the constructivist learning approach to meaningful learning can improve student learning outcomes.

Keywords: constructivist learning, mastery learning