ABSTRAK

VIORELA BR GINTING, NPM: 2015010105. "Pengaruh Model Pembelajaran Contextual Teaching And Learning Terhadap Hasil Belajar Matematika Siswa Pada Materi Pecahan Kelas V SD Negeri 040470 Linggajulu ".

Penelitian di Sd Negeri 040470 Linggajulu dilakukan untuk mengetahui pelaksanaan penggunaan Model Contextual Teaching And Leraning (CTL) pada mata pelajaran Matematika terhadap hasil belajar siswa kelas V di Sd Negeri 040470 Linggajulu. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif dengan menggunakan metode quasi eksperimen dan pretest and posttest . Sampel dalam penelitian ini adalah 44 siswa yang terdiri dari kelas IV-A 22 siswa dan IV-B 22siswa. Test yang digunakan dalam penelitian ini yaitu test berbentuk pilihan berganda.Analisis data dalam penelitian ini menggunakan uji normalitas data, uji homogenitas, dan uji hipotesis antara dua faktor.

Hasil belajar siswa yang rendah disebabkan karena siswa bersifat pasif dalam proses pembelajaran, guru masih menggunakan model dan media tanpa variasi sehingga timbul kebosanan pada diri siswa, siswa tidak bersemangat dalam mengikuti proses pembelajaran, belum maksimalnya hasil belajar siswa pada mata pelajaran Matematika karena rendahnya perhatian siswa dalam mengikuti pembelajaran, dan media pembelajaran yang digunakan dalam penyampaian materi bersifat monoton mengakibatkan siswa kurang termotivasi untuk belajar.

Berdasarkan perhitungan uji hipotesis antara dua faktor untuk data kelas IV-A yang diajar dengan menggunakan model Contextual Teaching and Learning (CTL) mendapat rata-rata nilai 76,36 dan kelas IV-B yang diajar tanpa menggunakan model Contextual Teaching and Learning (CTL) mendapat rata-rata 63,18. Kesimpulan dari penelitian ini adalah penggunaan model pembelajaran Contextual Teaching and Learning berpengaruh terhadap hasil belajar matematika siswa pada materi pecahan di kelas V Sd Negeri 040470 Linggajulu Tahun Ajaran 2023/2024.

Kata kunci: Model Pembelajaran Contextual Teaching and Learning (CTL), Hasil Belajar Matematika

ABSTRACT

VIORELA BR GINTING, NPM: 2015010105. "The Influence of the Contextual Teaching and Learning Model on Student Mathematics Learning Outcomes in Class V Fraction Material at State Elementary School 040470 Linggajulu".

Research at SD Negeri 040470 Linggajulu was conducted to determine the implementation of the use of the Contextual Teaching and Learning (CTL) Model in Mathematics subjects on the learning outcomes of class V students at SD Negeri 040470 Linggajulu. The type of research used in this research is quantitative research using quasi-experimental and pretest and posttest methods. The sample in this study was 44 students consisting of 22 students in class IV-A and 22 students in class IV-B. The test used in this research is a multiple choice test. Data analysis in this research uses a data normality test, homogeneity test, and hypothesis test between two factors.

Low student learning outcomes are caused by students being passive in the learning process, teachers still using models and media without variation so that boredom arises in students, students are not enthusiastic about participating in the learning process, student learning outcomes in Mathematics are not optimal due to low student attention. in participating in learning, and the learning media used in delivering the material is monotonous resulting in students being less motivated to learn.

Based on the hypothesis test calculation between two factors for data, class IV-A which was taught using the Contextual Teaching and Learning (CTL) model received an average score of 76.36 and class IV-B which was taught without using the Contextual Teaching and Learning (CTL) model got an average of 63.18. The conclusion of this research is that the use of the Contextual Teaching and Learning learning model influences students' mathematics learning outcomes in fraction material in class V of Sd Negeri 040470 Linggajulu for the 2023/2024 academic year.

Keywords: Contextual Teaching and Learning (CTL) Learning Model, Mathematics Learning Outcomes