

ABSTRAK

Evensiana Jae: Pengaruh Model *Contextual Teaching And Learning (CTL)* Terhadap Hasil Belajar Ranah Kognitif Matematika Siswa Sekolah Dasar. Skripsi, ISBI Singkawang 2024.

Penelitian ini bertujuan untuk: 1) Untuk menjelaskan pengaruh model pembelajaran *contextual teaching and learning (CTL)* terhadap hasil belajar ranah kognitif matematika siswa sekolah dasar; 2) Untuk menjelaskan seberapa besar pengaruh model pembelajaran *contextual teaching and learning (CTL)* terhadap hasil belajar ranah kognitif matematika siswa sekolah dasar. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian eksperimen dengan pendekatan kuantitatif dan desain penelitian *posttest only control group design*. Penelitian ini dilakukan di SD 21 Singkawang. Sampel dalam penelitian ini adalah siswa kelas VA yang berjumlah 25 siswa sebagai kelas eksperimen dan kelas VB yang berjumlah 25 siswa sebagai kelas kontrol. Teknik dan instrumen dalam pengumpulan data yang digunakan dalam penelitian ini yaitu soal tes. Hasil penelitian menunjukkan bahwa: (1) berdasarkan perhitungan dengan rumus uji normalitas data hasil belajar ranah kognitif siswa pada pembelajaran matematika siswa kelas eksperimen $0,107 > 0,05$ maka H_0 diterima dan didapatkan hasil dari uji normalitas data hasil belajar ranah kognitif siswa pada pembelajaran matematika siswa kelas kontrol $0,123 > 0,05$ maka H_0 diterima; (2) uji homogenitas data hasil belajar ranah kognitif siswa pada pembelajaran matematika $0,738$, jadi dapat disimpulkan data yang diperoleh bersifat homogen; (3) Uji $T_{hitung} = 2,15$ dan $t_{tabel} = 2,01$ diperoleh $t_{hitung} > t_{tabel}$ yaitu $2,17 > 2,01$ maka H_a diterima dan H_0 ditolak; (4) Uji *effect size* $0,615$ dengan kriteria sedang. Jadi dapat disimpulkan terdapat pengaruh model pembelajaran *contextual teaching and learning (CTL)* terhadap hasil belajar ranah kognitif matematika siswa SDN 21 Singkawang.

Kata kunci: Model CTL, Hasil Belajar Ranah Kognitif, Pecahan.

ABSTRACT

Evensiana Jae: *The Influence of the Contextual Teaching and Learning (CTL) Model on Learning Outcomes in the Cognitive Domain of Mathematics for Elementary School Students. Thesis, ISBI Singkawang 2024.*

This research aims to: 1) To explain the influence of the contextual teaching and learning (CTL) learning model on learning outcomes in the cognitive domain of mathematics for elementary school students; 2) To explain how much influence the contextual teaching and learning (CTL) learning model has on the learning outcomes in the cognitive domain of mathematics for elementary school students. The type of research used in this research is experimental research with a quantitative approach and a posttest only control group design. This research was conducted at SD 21 Singkawang. The samples in this study were 25 students in class VA as the experimental class and class VB with 25 students as the control class. The techniques and instruments for collecting data used in this research are test questions. The results of the research show that: (1) based on calculations using the normality test formula for students' cognitive domain learning outcomes data in mathematics learning for experimental class students, $0.107 > 0.05$, then H_0 is accepted and the results obtained from the normality test of students' cognitive domain learning outcomes data for students' mathematics learning control class $0.123 > 0.05$ then H_0 is accepted; (2) homogeneity test of students' cognitive domain learning outcomes data in mathematics learning is 0.738, so it can be concluded that the data obtained is homogeneous; (3) T test $t_{count} = 2.15$ and $t_{table} = 2.01$, obtained $t_{count} > t_{table}$, namely $2.17 > 2.01$, so H_a is accepted and H_0 is rejected; (4) The effect size test is 0.615 with medium criteria. So it can be concluded that there is an influence of the contextual teaching and learning (CTL) learning model on learning outcomes in the cognitive mathematics domain of students at SDN 21 Singkawang.

Keywords: CTL Model, Cognitive Domain Learning Outcomes, Fractions.