

**PENGARUH PENDEKATAN *CONTEXTUAL TEACHING AND LEARNING*
TERHADAP KEMAMPUAN BERPIKIR KRITIS IPA SISWA KELAS V SD
NEGERI DI KELURAHAN RAWAMANGUN JAKARTA TIMUR**
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ABSTRAK

Penelitian eksperimen ini bertujuan untuk mengetahui pengaruh penerapan pendekatan *Contextual Teaching and Learning* (CTL) terhadap kemampuan berpikir kritis IPA siswa kelas V SD Negeri di Kelurahan Jakarta Timur. Sampel pada penelitian ini adalah siswa kelas V SDN Rawamangun 01 Pagi Jakarta Timur sebanyak 68 orang. Pengambilan sampel dengan menggunakan teknik *cluster random sampling*. Metode yang digunakan adalah eksperimen dengan desain *Posttest Only Control Design*. Uji persyaratan analisis yang digunakan adalah uji homogenitas Lilliefors dan uji homogenitas dengan uji-F. taraf signifikan menunjukkan bahwa kedua sampel berdistribusi normal dan homogen. Hasil perhitungan dan analisis data digunakan uji-t pada taraf signifikan 0,05. Penelitian menunjukkan bahwa tes hasil kelas kontrol dan eksperimen dengan menggunakan uji-t diperoleh t_{hitung} (6,26) dan t_{tabel} (1,697) atau $t_{hitung} > t_{tabel}$ maka H_0 ditolak terdapat perbedaan kemampuan berpikir kritis yang signifikan antara siswa yang diajarkan menggunakan pendekatan *Contextual Teaching and Learning* (CTL) dan siswa yang diajarkan menggunakan pendekatan konvensional. Dengan demikian dapat disimpulkan bahwa terdapat pengaruh pendekatan *Contextual Teaching and Learning* (CTL) terhadap kemampuan berpikir kritis IPA siswa kelas V SDN di Kelurahan Rawamangun Jakarta Timur.

Kata Kunci : Pendekatan *Contextual Teaching and Learning* (CTL), kemampuan berpikir kritis IPA siswa kelas V SDN.

**INFLUENCE APPROACH OF CONTEXTUAL TEACHING AND LEARNING
ON THE CRITICAL THINKING ABILITY OF SCIENCE CLASS V
ELEMENTARY SCHOOL IN VILLAGES RAWAMANGUN EAST JAKARTA
(2016)**

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ABSTRACT

This experimental study aims to determine the effect of the application of Contextual Teaching and Learning approach towards critical thinking skills fifth grade science students Elementary School in the Village of East Jakarta. Samples in this study were students of class V SDN Rawamangun 01 Pagi East Jakarta as many as 68 people. Sampling using cluster random sampling technique. The method used is experiment with design Posttest Only Control Design. Test requirements analysis is Lilliefors homogeneity test and homogeneity test the F-test. significant level indicates that the samples were normally distributed and homogeneous. The results of calculations and data analysis used the t-test at the 0.05 significance level. Research shows that the test results of the control and experimental classes using t-test obtained $t(6,26)$ and $t_{table}(1,697)$ or $t_{count} > t_{table}$ then H_0 is rejected there is a difference that is significant critical thinking skills among students taught using Contextual Teaching and Learning approach (CTL) and students are taught using conventional approaches. It can be concluded that there are significant approach of Contextual Teaching and Learning (CTL) on the ability of critical thinking Elementary School fifth grade science students in East Jakarta Sub Rawamangun.

Keywords: Contextual Approach Teaching and Learning (CTL), critical thinking skills fifth grade science students SDN