

**PENGARUH PENDEKATAN *CONTEXTUAL TEACHING AND LEARNING (CTL)* TERHADAP SIKAP ILMIAH PADA MUATAN IPA PESERTA DIDIK KELAS V SD NEGERI DI KELURAHAN KEBON BARU, JAKARTA SELATAN**

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**ABSTRAK**

Penelitian eksperimen ini bertujuan untuk mengetahui pengaruh pendekatan *Contextual Teaching and Learning (CTL)* terhadap sikap ilmiah peserta didik kelas V pada muatan IPA. Sampel pada penelitian ini adalah peserta didik kelas V SDN Kebon Baru 09 Jakarta Selatan sebanyak 28 peserta didik. pengambilan sampel menggunakan teknik *simple random sampling*. Adapun penelitian ini menggunakan pendekatan kuantitatif, metode eksperimen, dengan desain *posttest only control*. Pengumpulan data dilakukan menggunakan instrumen non-tes berbentuk angket yang telah teruji validitas dan reliabilitasnya dengan koefisien korelasi yang didapat sebesar 0,898. Kemudian data angket dianalisis menggunakan uji normalitas, homogenitas, dan uji-t. Berdasarkan analisis data angket yang telah diuji normalitas dan homogenitasnya didapatkan hasil bahwa kelas eksperimen dan kontrol berasal dari populasi yang berdistribusi normal dan homogen. Oleh karena itu, hipotesis statistik diuji menggunakan uji t dengan taraf signifikansi  $\alpha = 0,05$ . Setelah diuji, maka didapat hasil nilai  $t_{hitung} = 6,669$  dan nilai  $t_{tabel} 2,005$  sehingga dapat disimpulkan bahwa  $t_{hitung} > t_{tabel}$  yang artinya  $H_0$  ditolak dan  $H_1$  diterima. Hal ini menunjukkan bahwa rata-rata sikap ilmiah peserta didik yang diajarkan dengan pendekatan *Contextual Teaching and Learning (CTL)* lebih tinggi dibandingkan dengan peserta didik yang diajarkan dengan pendekatan ekspositori. Penelitian ini menunjukkan bahwa pendekatan *Contextual Teaching and Learning (CTL)* memberikan pengaruh terhadap sikap ilmiah peserta didik kelas V Sekolah Dasar.

Kata Kunci: Pendekatan *Contextual Teaching and Learning (CTL)*, Sikap Ilmiah.

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING (CTL)  
APPROACH TOWARDS SCIENTIFIC ATTITUDE ON SCIENCE SUBJECT OF  
FIFTH GRADERS OF STATE ELEMENTARY SCHOOL IN KELURAHAN  
KEBON BARU, SOUTH JAKARTA**

(2019)

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**ABSTRACT**

*The study aimed at investigating the effect of Contextual Teaching and Learning (CTL) towards scientific attitude on science subject of fifth graders of state elementary school. The samples of the study were 28 students of fifth graders at 09 state elementary school in South Jakarta by using simple random sampling technique. The present study used quantitative approach, experimental method with posttest only control design. The data of this study was obtained through a non-test instrument in the form of a questionnaire that has been tested for its validity and reliability with a correlation coefficient of 0.898. The data were the normality test, homogeneity, and t-test. The questionnaire data analysis that has been tested for its normality and homogeneity revealed that the experimental and control classes came from populations that were distributed normally and homogeneously. Therefore, the statistical hypothesis is tested using a t-test with a significance level= 0.05. After being tested, the result of  $t_{count}$  (6.669) and the value of  $t_{table}$  (2.005), to imply  $t_{count} > t_{table}$ , that means  $H_0$  is rejected and  $H_1$  is accepted. The results of this study indicated that the average scientific attitude students taught with the Contextual Teaching and Learning (CTL) approach are higher than students taught by the expository approach. The study shows that there is significant effect of the use of the Contextual Teaching and Learning (CTL) approach towards the scientific attitude of fifth grader students on science subject.*

*Keywords: Contextual Teaching and Learning (CTL) approach, scientific attitude.*