

**PENGARUH MODEL *CONTEXTUAL TEACHING AND LEARNING*
TERHADAP HASIL BELAJAR IPA KELAS IV SEKOLAH DASAR
DI KELURAHAN JATI PULOGADUNG JAKARTA TIMUR**

(2016)

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ABSTRAK

Penelitian eksperimen ini bertujuan untuk mengetahui pengaruh model *Contextual Teaching and Learning* terhadap hasil belajar IPA kelas IV sekolah dasar. Sampel dalam penelitian ini adalah siswa kelas IV sekolah dasar yang paralel di kelurahan Jati, Pulogadung, Jakarta Timur. Pengambilan sampel menggunakan teknik *Simple Random Sampling*. Metode yang digunakan adalah metode eksperimen dengan desain penelitian *Posttest Only Control Group Design*. Pengumpulan data diambil dari tes dan pengamatan selama pembelajaran IPA. Kemudian dianalisis menggunakan uji normalitas, uji homogenitas, dan uji-t. Hasil perhitungan dan analisis menggunakan uji-t pada taraf signifikan $\alpha = 0,05$. Uji persyaratan analisis yang digunakan adalah uji normalitas dengan Lilliefors dan uji homogenitas dengan Kuder Richardson 20. Taraf signifikan menunjukkan bahwa sampel berdistribusi normal dan homogen. Penelitian menunjukkan bahwa hasil belajar kelas eksperimen dan kelas kontrol menggunakan uji-t. Diperoleh $t_{hitung} = 2,19 > 1,67 = t_{tabel}$ artinya H_0 ditolak dan H_1 diterima. Ada perbedaan rata-rata hasil belajar IPA antara siswa di kelas eksperimen dan kelas kontrol. Hasil penelitian menunjukkan bahwa nilai rata-rata kelas eksperimen yang menggunakan Model *Contextual Teaching And Learning* lebih tinggi dibandingkan dengan nilai rata-rata kelas kontrol yang menggunakan Model Pembelajaran Konvensional. Dengan demikian dapat diambil kesimpulan bahwa terdapat pengaruh Model *Contextual Teaching And Learning* terhadap hasil belajar IPA di kelas IV SD di Kelurahan Jati, Pulogadung, Jakarta Timur.

Kata kunci: Model *Contextual Teaching and Learning* (CTL), Hasil Belajar, IPA.

**THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING MODEL IN
LEARNING OF SCIENCE AGAINST THE RESULT OF LEARNING OF THE
STUDENTS IN THE FOURTH GRADE IN JATI PULOGADUNG
EAST JAKARTA**

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ABSTRACT

This experimental study aims to determine the effect of models Contextual Teaching and Learning on learning outcomes IPA fourth grade of elementary school. The sample in this study is the fourth grade students of SDN Jati 03 Pagi, Pulogadung, East Jakarta. Sampling using simple random sampling technique. The method used experimental research design Posttest Only Control Group Design. The data collection was taken from the tests and observations during the learning science. Then analyzed using normality test, homogeneity test, and t-test. The calculation and analysis used t-test at significance level $\alpha = 0.05$. Test requirements analysis is Lilliefors normality test and homogeneity test with significant Kuder Richardson 20. Samples showed were normally distributed and homogeneous. Research shows that learning outcomes control class and experimental class using t-test. Retrieved $t_{count} = 2.19 > 1.67 = t_{table}$, meaning that H_0 rejected H_1 accepted. There is an average difference between students science learning outcomes in the experimental class and control class. Results showed average value of experiments class using Contextual Teaching And Learning Model is higher than the average value of a control class using Conventional Learning Model. Thus it can be concluded that there are significant use of Model Contextual Teaching And Learning the learning outcomes of science in the fourth grade in Jati, Pulogadung, East Jakarta.

Keywords : Model of Contextual Teaching and Learning, the result of studying, science