

Anggraeni, Setta .2019. *Pengaruh Model Pembelajaran Contextual Teaching Learning Terhadap Motivasi dan Hasil Belajar Siswa Pada Mata Pelajaran IPA*. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I: Andika Adinanda Siswoyo, Pembimbing II: Mahmud.

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran *Contextual Teaching Learning* terhadap motivasi dan hasil belajar siswa mata pelajaran IPA. Penelitian dilaksanakan di SDN 1 Ploso Nganjuk yang berjumlah 43 siswa. Metode penelitian yang digunakan adalah metode eksperimen dengan desain penelitian *Quasi Experimental Design* dan jenis desain *Nonequivalen Control Group Design*. Teknik pengumpulan data menggunakan angket dan tes hasil belajar. Berdasarkan hasil uji hipotesis motivasi belajar siswa menggunakan uji-t diperoleh $t_{hitung} = 3,02 > t_{tabel} = 2,0195$ maka H_0 ditolak dan H_a diterima. Dengan kata lain, terdapat perbedaan yang signifikan pembelajaran menggunakan model pembelajaran CTL terhadap motivasi belajar siswa. Berdasarkan hasil uji hipotesis uji-t dua sampel *indepdent* diperoleh hasil $t_{hitung} 2,655 > t_{tabel} 2,0195$, maka H_0 ditolak. Kesimpulannya adalah terdapat pengaruh yang signifikan model pembelajaran *Contextual Teaching Learning* terhadap hasil belajar siswa pada mata pelajaran IPA. Jadi dapat disimpulkan bahwa, terdapat pengaruh yang signifikan pembelajaran menggunakan model CTL terhadap motivasi dan hasil belajar siswa kelas III pada materi pelestarian SDA di SDN 1 Ploso Nganjuk.

Kata Kunci: Model Pembelajaran *Contextual Teaching Learning*, Mata Pelajaran IPA, Motivasi Belajar, dan Hasil Belaja

Anggraeni, Setta. 2019. *Effect of Contextual Teaching Learning Model on Student Learning motivation and students learning outcomes in sains*. Thesis, Elementary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisors I Andika Adinanda Siswoyo, Advisors II Mahmud.

ABSTRACT

This research aims to know the influence of *Contextual Teaching Learning* model toward to student learning motivation and students learning outcomes in sains. The study was conducted at SDN 1 Ploso Nganjuk which was amounted 43 students. The research method used is experimental method with Quasi Experimental Design research design and design type Nonequivalen Control Group Design. Technique of collecting data using result of motivation questionnaire sheet and cognitive achievement test. Based on hypothesis test result of learning motivation used t-test obtained $t_{\text{count}} = 2,655 > t_{\text{table}} = 2,0195$ so H_0 was rejected and H_a was accepted. In other words, there is a significant differences in learning using *Contextual Teaching Learning* to the students' learning motivation. Meanwhile, the result of hypothesis test for students' learning outcomes used t_{test} , it was obtained $t_{\text{count}} = 3,02 > t_{\text{table}} = 2,0195$ so H_0 was rejected and H_a was accepted. Hence, there is a significant difference of learning using *Contextual Teaching Learning* modell to the studenst' learning outcomes. It can be concluded that there is a significant effect of learning using *Contextual Teaching Learning* modell to the motivation and students' learning outcomes in grade III on the material of preservation of natural resources at SDN 1 Ploso Nganjuk.

Key Words: *Contextual Teaching Learning* Model, sains, Learning Motivation, And Student Learning Outcomes