

Imroatul Muludyah. 2016. *Pengaruh Strategi Pembelajaran CTL (Contextual Teaching and Learning) Dilengkapi LKS Terhadap Sikap Ilmiah Siswa Mata Pelajaran IPA Di SDN Manyarejo Manyar-Gresik*”. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Eva Ari Wahyuni, S.Pd., M.Si dengan Pembimbing 2: Badrud Tamam, S.Si., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk: (1)mengetahui ada atau tidak adanya pengaruh strategi pembelajaran CTL (*Contextual Teaching and Learning*) dilengkapi LKS (Lembar Kerja Siswa) terhadap sikap ilmiah siswa, (2)mengetahui pengaruh strategi pembelajaran CTL (*Contextual Teaching and Learning*) dilengkapi LKS (Lembar Kerja Siswa) terhadap sikap ilmiah, (3)mengetahui respon siswa setelah menerapkan strategi pembelajaran CTL (*Contextual Teaching and Learning*) dilengkapi LKS (Lembar Kerja Siswa). Jenis penelitian eksperimen, desain penelitian ini *Quasi Eksperimental Design* dengan jenis *nonequivalent control group design*. Teknik *sampling* yang digunakan adalah *sampling jenuh*. Instrumen yang digunakan adalah lembar observasi, lembar angket, lembar tes, dan lembar dokumentasi. Hasil uji *t-test post-test sig.(2-tailed)* diperoleh $0,000 < 0,05$, berarti terdapat perbedaan sikap ilmiah siswa yang signifikan dengan pemberian perlakuan berupa strategi pembelajaran CTL (*Contextual Teaching and Learning*) dilengkapi LKS. Hasil uji *N-gain* sikap ilmiah kelas eksperimen mengalami peningkatan yang lebih baik daripada kelas kontrol, dengan nilai kelas eksperimen sebesar 0,6 dan kelas kontrol sebesar 0,1.

Kata kunci: Strategi pembelajaran CTL (*Contextual Teaching and Learning*), LKS, dan sikap ilmiah siswa.

Imroatul Muludyah. 2016. *The Influence of CTL (Contextual Teaching and Learning) Attached with Students Sheet on Students Scientific Attitude on Sciene subject at SDN Manyarejo Manyar-Gresik*". Thesis, Elementary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisor 1: Eva Ari Wahyuni, S.Pd., M.Si Advisor 2: Badrud Tamam, S.Si., M.Pd.

ABSTRACT

The purposes of this study are: (1)to determine the existance of influence of CTL (*Contextual Teaching and Learning*) learning strategy attached with students sheet on students scientific attitude, (2)to determine the influence of CTL (*Contextual Teaching and Learning*) learning strategy attached with students sheet on students scientific attitude, (3)to determine students respond after implementing CTL (*Contextual Teaching and Learning*) learning strategy attached with students sheet. The study belongs to experiments. The research design applied is *Quasi Eksperimental Design in nonequivalent control group design*. Saturated sampling is applied as the samples technique. Instruments applied are observation, questionnaire, quiz sheet and documentation sheet. The result of t-test post-test experiment sig. (2-tailed) obtains the value of $0,000 < 0,05$ which means there is a different scientific attitude after the treatments take place in form of CTL learning strategy attached with students sheet. The result of N-gain of scientific attitude on experiment class experiences an improvement that is considered better than the control class, where the experiment shows the value of 0,6, while the control is 0,1.

Keywords: CTL (*Contextual Teaching and Learning*) learning strategy, students sheets, and students scientific attitude.