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ABSTRAK

Permasalahan dalam penelitian ini adalah rendahnya pemahaman konsep perkalian pada siswa kelas IV SD yang disebabkan oleh praktik pembelajaran tradisional (ceramah dan hafalan) yang lebih menekankan hasil prosedural daripada pemahaman konseptual. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Contextual Teaching and Learning* terhadap pemahaman konsep perkalian siswa. Menggunakan pendekatan kuantitatif dengan desain *one- group pretest-posttest*, penelitian ini melibatkan siswa kelas IV SDN Gili Timur 2 sebagai subjek. Data dikumpulkan melalui instrumen tes (*pretest dan posttest*) dan dianalisis menggunakan *paired sample t-test*. Hasil penelitian menunjukkan peningkatan rata-rata skor dari 51,05 menjadi 72,35. Hasil uji hipotesis menunjukkan nilai thitung (7,006) > ttabel (2,093) dan signifikansi $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Disimpulkan bahwa penggunaan model *Contextual Teaching and Learning* berpengaruh signifikan terhadap pemahaman konsep perkalian siswa kelas IV.

Kata Kunci: *Contextual Teaching and Learning*, Pemahaman Konsep, Perkalian.

Rohmah, Sarifatur. 2025. *The Effect of the Contextual Teaching and Learning Model on Fourth Graders' Understanding of Multiplication Concepts*. Thesis. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University, Madura.

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ABSTRACT

The problem in this study is the low understanding of multiplication concepts in fourth-grade elementary school students caused by traditional learning practices (lecturing and memorization) that emphasize procedural outcomes rather than conceptual understanding. This study aims to determine the effect of the Contextual Teaching and Learning learning model on students' understanding of multiplication concepts. Using a quantitative approach with a one-group pretest- posttest design, this study involved fourth-grade students of SDN Gili Timur 2 as subjects. Data were collected through test instruments (pretest and posttest) and analyzed using a paired sample t-test. The results showed an increase in the average score from 51.05 to 72.35. The results of the hypothesis test showed a calculated t value (7.006) > t table (2.093) and a significance level of $0.000 < 0.05$, so H_0 was rejected and H_a was accepted. It was concluded that the use of the Contextual Teaching and Learning model had a significant effect on fourth-grade students' understanding of multiplication concepts.

Keywords: Contextual Teaching and Learning, Concept Understanding, Multiplication.