

Aprilia Halisa Alfin. 2026. Pengaruh Model *Contextual Teaching and Learning* Berkonteks *Pasarean* Aermata Terhadap Visualisasi Spasial Geometri Siswa SD. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Keguruan & Ilmu Pendidikan. Universitas Trunodjoyo Madura. Pembimbing: Nilamsari Damayanti Fajrin, S.Pd., M.Pd.

### ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Contextual Teaching and Learning* (CTL) berkonteks *Pasarean* Aermata terhadap kemampuan visualisasi spasial geometri siswa sekolah dasar. Penelitian ini menggunakan metode kuasi eksperimen dengan pendekatan kuantitatif dan desain *Nonequivalent Control Group Design*. Subjek penelitian adalah siswa kelas V SDN Kemayoran 1 Bangkalan, yaitu kelas VA sebagai kelas eksperimen berjumlah 20 siswa dan kelas VB sebagai kelas kontrol berjumlah 27 siswa. Teknik pengumpulan data menggunakan tes kemampuan visualisasi spasial geometri, lembar observasi, serta angket respon guru dan siswa. Analisis data dilakukan melalui uji validitas dan reliabilitas instrumen, uji prasyarat, uji *Mann-Whitney*, dan analisis N-Gain. Hasil penelitian menunjukkan nilai signifikansi uji *Mann-Whitney* sebesar  $0,012 < 0,05$ , sehingga  $H_1$  diterima dan  $H_0$  ditolak. Nilai N-Gain kelas eksperimen sebesar 0,2953 lebih tinggi dibandingkan kelas kontrol sebesar 0,1569. Dengan demikian, pembelajaran *Contextual Teaching and Learning* (CTL) berkonteks *Pasarean* Aermata berpengaruh terhadap kemampuan visualisasi spasial geometri siswa sekolah dasar.

**Kata Kunci:** *Contextual Teaching and Learning* (CTL), Kemampuan Visualisasi Spasial Geometri, *Pasarean* Aermata, Sekolah Dasar

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## ABSTRACT

This study aims to determine the effect of the Contextual Teaching and Learning (CTL) model, based on the *Pasarean* Aermata context, on elementary school students' spatial visualization skills in geometry. This study employed a quasi-experimental method with a quantitative approach and a Nonequivalent Control Group Design. The research subjects were fifth-grade students at SDN Kemayoran 1 Bangkalan, specifically Class VA as the experimental group consisting of 20 students and Class VB as the control group consisting of 27 students. Data collection techniques included a geometric spatial visualization ability test, observation sheets, and teacher and student response questionnaires. Data analysis was conducted through instrument validity and reliability tests, prerequisite tests, the Mann-Whitney test, and N-Gain analysis. The results showed a significance value of the Mann-Whitney test of  $0.012 < 0.05$ , so H1 was accepted and H0 was rejected. The N-Gain value for the experimental class was 0.2953, which was higher than that of the control class at 0.1569. Thus, Contextual Teaching and Learning (CTL) instruction based on the *Pasarean* Aermata context has an effect on the spatial visualization skills of elementary school students.

Keywords: Contextual Teaching and Learning (CTL), Spatial Visualization Skills in Geometry, *Pasarean* Aermata, Elementary School

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