

Nihayatul Wafiroh (200611100234). Pengaruh Model Pembelajaran Kooperatif Tipe *Student Teams Achievement Division* (STAD) dengan Pendekatan *Contextual Teaching and Learning* Terhadap Hasil Belajar Matematika Kelas IV UPTD SDN Demangan 1. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing : Parrisca Indra Perdana, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) dengan pendekatan *Contextual Teaching and Learning* terhadap hasil belajar matematika kelas IV UPTD SDN Demangan 1. Metode penelitian yang digunakan adalah kuantitatif dengan desain quasi eksperimen bentuk *nonequivalent control group*. Pengambilan sampel dilakukan dengan menggunakan teknik *nonprobability sampling* jenis *purposive sampling*. Sampel pertama yakni kelas IVB berjumlah 32 siswa sebagai kelas eksperimen yang diberikan perlakuan model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) dengan pendekatan *Contextual Teaching and Learning*. Sampel kedua yakni kelas IVC sebagai kelas kontrol yang diberikan perlakuan seperti cara guru mengajar di kelas yakni menggunakan model pembelajaran, dengan jumlah siswa 33. Hasil penelitian menunjukkan adanya pengaruh model pembelajaran kooperatif tipe *Student Teams Achievement Division* (STAD) dengan pendekatan *Contextual Teaching and Learning* terhadap hasil belajar matematika kelas IV UPTD SDN Demangan 1.

Kata Kunci : *Student Teams Achievement Division, Contextual Teaching and Learning, Hasil Belajar*

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ABSTRACT

This study aims to determine the effect of cooperative learning model type Student Teams Achievement Division (STAD) with Contextual Teaching and Learning approach on mathematics learning outcomes of class IV UPTD SDN Demangan 1. The research method used is quantitative with quasi experimental design in the form of nonequivalent control group. Sampling was done using nonprobability sampling technique purposive sampling type. The first sample is class IVB totaling 32 students as an experimental class which is given the treatment of a cooperative learning model of Student Teams Achievement Division (STAD) type with a Contextual Teaching and Learning approach. The second sample is class IVC as a control class which is given treatment like the way the teacher teaches in class, namely using a learning model, with 33 students. The results showed that there was an effect of the cooperative learning model of the Student Teams Achievement Division (STAD) type with a Contextual Teaching and Learning approach on the learning outcomes of mathematics class IV UPTD SDN Demangan 1.

Keywords: Student Teams Achievement Division, Contextual Learning, Learning Outcomes