

Gita Pratiwi. 2024. *Pengaruh Model Pembelajaran Contextual Teaching and Learning (CTL) Terhadap Hasil Belajar IPAS Materi Magnet, Listrik, dan Teknologi Pada Siswa Kelas V SDN 3 Dongko*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura.

Pembimbing: Dr. Agung Setyawan, S.Pd.,M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Contextual Teaching and Learning* (CTL) terhadap hasil belajar IPAS materi magnet, listrik, dan teknologi pada siswa kelas V SDN 3 Dongko. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian eksperimen, desain yang digunakan yaitu *Pre-Experimental Design* dengan *One Grup Pretest-Posttest*. Pengambilan sampel menggunakan teknik *random sampling*. Sampel yang digunakan berjumlah 20 siswa kelas eksperimen. Data dikumpulkan dengan menggunakan soal *pre-test* dan *post-test*. Hasil penelitian menunjukkan bahwa model pembelajaran *contextual teaching and learning* (CTL) terdapat pengaruh yang signifikan terhadap hasil belajar siswa. Besar pengaruh perbedaan terbukti dari hasil uji *paired sample t-test*. Hasil perhitungan uji *paired sample t-test* diperoleh nilai signifikansi sebesar 0.000. Berdasarkan kriteria pengujian jika nilai *Sig.* < 0,05 (0.000 < 0,05) maka H_0 ditolak dan H_a diterima, serta jika nilai *t*-hitung lebih besar dari *t*-tabel (14,165 > 2,093) maka H_0 ditolak dan H_a diterima yang artinya terdapat pengaruh signifikan pada penerapan model pembelajaran *contextual teaching and learning* (CTL) terhadap hasil belajar IPAS materi magnet, listrik, dan teknologi pada siswa kelas V SDN 3 Dongko.

Kata Kunci: Model pembelajaran *contextual teaching and learning* (CTL), Hasil belajar, IPAS.

Gita Pratiwi. 2024. *The Influence of the Contextual Teaching and Learning (CTL) Learning Model on Science and Social Learning Outcomes on Magnetism, Electricity and Technology for Class V Students at SDN 3 Dongko*. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunodoyo University Madura.
Supervisor: Dr. Agung Setyawan, S.Pd., M.Pd.

ABSTRAC

This research aims to determine the effect of the Contextual Teaching and Learning (CTL) learning model on science and social learning outcomes regarding magnetism, electricity and technology in class V students at SDN 3 Dongko. This research is quantitative research with an experimental type of research, the design used is Pre-Experimental Design with One Grup Pretest-Posttest. Sampling used random sampling technique. The sample used was 20 experimental class students. Data was collected using pre-test and post-test questions. The research results show that the contextual teaching and learning (CTL) learning model has a significant influence on student learning outcomes. The magnitude of the difference is proven by the results of the paired sample t-test. The results of the paired sample t-test calculations obtained a significance value of 0.000. Based on the test criteria if the Sig.<0.05 (0.000<0.05) then H_0 is rejected and H_a is accepted, and if the t-count value is greater than t-table (14,165>2.093) then H_0 is rejected and H_a is accepted, which means there is an influence significant in the application of the contextual teaching and learning (CTL) learning model on science and social learning outcomes of magnetism, electricity and technology material in class V students at SDN 3 Dongko

Keywords: *Contextual teaching and learning (CTL) learning model, learning outcomes, science and social.*