

Sitti Norkholizah. 2024. *Pengaruh Pendekatan Contextual Teaching and Learning (CTL) Terhadap Hasil Belajar IPAS Siswa Kelas V SDN Majungan*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Isna Ida Mardiyana, S.Pd., M.Pd.

ABSTRAK

Penelitian ini merupakan penelitian kuantitatif. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh yang signifikan pada pendekatan pembelajaran *contextual teaching and learning* (CTL) terhadap hasil belajar IPAS siswa. Desain penelitian yang digunakan dalam penelitian ini yakni *Pre-Eksperimental* dengan bentuk *One-Group Pretest-Posttest Design*. Sampel yang digunakan dalam penelitian ini menggunakan Teknik sampling jenuh dengan jumlah sampel sebanyak 22 siswa. Pengumpulan data penelitian ini menggunakan observasi, tes, dan dokumentasi. Hasil penelitian ini menunjukkan bahwa pendekatan *contextual teaching and learning* (CTL) berpengaruh terhadap hasil belajar IPAS siswa kelas V SDN Majungan, Kabupaten Pamekasan. Berdasarkan perhitungan uji hipotesis dengan uji *paired sample t-test* diperoleh t_{hitung} sebesar -20,014 dan t_{tabel} sebesar -2,085 nilai signifikansi sebesar 0,000. Berdasarkan kriteria pengujian uji pihak kiri jika $-t_{hitung} < -t_{tabel}$ maka H_1 diterima dan H_0 ditolak. Dapat dinyatakan nilai $-t_{hitung} < -t_{tabel}$ yaitu $-20,014 < -2,085$ sehingga H_1 diterima. Pada hasil $Sig. 2(tailed) < 0.05$ ($0,000 < 0.05$) maka H_0 ditolak dan H_1 diterima, yang artinya terdapat pengaruh pendekatan *contextual teaching and learning* (CTL) terhadap hasil belajar IPAS siswa. Keterlaksanaan pembelajaran dengan pendekatan *contextual teaching and learning* (CTL) terlaksana dengan kriteria sangat baik dengan rata-rata sebesar 92.

Kata kunci: Pendekatan, *contextual teaching and learning*, hasil belajar siswa.

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ABSTRACT

This research is a quantitative research. The pupose of this study was to determine the significant effect of the Contextual Teaching and Learning (CTL) approach in the learning outcomes of IPAS grade V students of SDN Majungan. The research design used in this research is Pre-Eksperimental with the form of One-Group Pretest-Posttest Design. The sample used in this study used a saturated sampling technique with a total size of 22 students. Data collection in this study used observation, test, and documentation. The results of this study indicate that the Contextual Teaching and Learning (CTL) approach has an effect on the learning outcomes of fifth grade SDN Majungan Pademawu, Pamekasan Regency. Based on the calculation of hypothesis test with the paired sample t-test, obtained t_{hitung} is -20,014 and t_{tabel} is -2,085 a significance value of 0,000. Based on left-sided test criteria, if $-t_{hitung} < -t_{tabel}$ then H_1 is accepted and H_0 is rejected. It can be stated that the value of $-t_{hitung} < -t_{tabel}$ is $-20,014 < -2,085$ so H_1 is accepted. On the results of Sig. 2(tailed) $< 0,05$ ($0,000 < 0,05$) then H_0 is rejected and H_1 is accepted, which means that there is an effect on the Contextual Teaching and Learning (CTL) approach on students IPAS learning outcomes. The implementation of learning with Contextual Teaching and Learning (CTL) approach was carried out with very good criteria with an average of 92.

Keyword: *approach, contextual teaching and learning, student learning outcomes.*