

ABSTRAK

Chatarina Citra Susilowati. 131414031. 2017. "PENERAPAN PENDEKATAN *CONTEXTUAL TEACHING AND LEARNING* (CTL) PADA PEMBELAJARAN MATEMATIKA MATERI GARIS DAN SUDUT PADA SISWA KELAS VIIC DI SMP KANISIUS GAYAM TAHUN AJARAN 2016/2017".

Penelitian ini bertujuan untuk (1) mendeskripsikan langkah membelajarkan materi garis dan sudut dengan menggunakan pendekatan *Contextual Teaching and Learning* (CTL) pada siswa kelas VIIC di SMP Kanisius Gayam, (2) mengetahui pemahaman siswa kelas VIIC SMP Kanisius Gayam tentang materi garis dan sudut setelah mengalami proses pembelajaran dengan menggunakan pendekatan *Contextual Teaching and Learning* (CTL).

Subyek penelitian ini adalah siswa kelas VIIC SMP Kanisius Gayam tahun ajaran 2016/2017. Jenis penelitian yang digunakan adalah deskriptif kualitatif. Data untuk mendeskripsikan pelaksanaan pembelajaran matematika dengan pendekatan *Contextual Teaching and Learning* (CTL) diperoleh dari catatan lapangan dan dokumentasi. Data untuk mengetahui pemahaman siswa tentang materi garis dan sudut setelah mengalami proses pembelajaran dengan menggunakan pendekatan *Contextual Teaching and Learning* (CTL) diperoleh dari tes hasil belajar dan wawancara.

Hasil penelitian menunjukkan bahwa (1) proses pelaksanaan pembelajaran dengan pendekatan *Contextual Teaching and Learning* (CTL) dikelas VIIC SMP Kanisius Gayam dilakukan dengan menerapkan 7 komponen utama dari pendekatan *Contextual Teaching and Learning* (CTL) yaitu pemodelan, bertanya, konstruktivisme, inquiry, masyarakat belajar, penilaian sebenarnya, dan refleksi, (2) pemahaman siswa tentang materi garis dan sudut setelah mengalami proses pembelajaran dengan menggunakan pendekatan *Contextual Teaching and Learning* (CTL) adalah 32% siswa dapat menyebutkan garis yang sejajar, berpotongan dan bersilangan, 56% siswa dapat memberikan nama sudut, mengukur besar sudut, dan menentukan jenis-jenis sudut, 16% siswa dapat menentukan besar sudut-sudut berpelurus dan berpenyiku, 8% siswa dapat menggunakan sifat-sifat sudut yang terbentuk jika dua buah garis sejajar dipotong sebuah garis lain untuk menyelesaikan soal, dan 20% siswa dapat menentukan semua pasangan sudut yang terbentuk jika dua buah garis sejajar dipotong sebuah garis lain.

Kata kunci: pendekatan pembelajaran, pemahaman siswa, *Contextual Teaching and Learning*, garis dan sudut.

ABSTRACT

Chatarina Citra Susilowati. 131414031. 2017. "IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH ON MATHEMATICS LEARNING ON THE TOPIC OF A LINE AND ANGLE FOR VIIC CLASS AT KANISIUS GAYAM JUNIOR HIGH SCHOOL 2016/2017".

The aims of this research are (1) to describe learning steps of line and angle by using Contextual Teaching and Learning (CTL) approach on students of Kanisius Gayam Junior High School at VIIC class, (2) to know an understanding of students at VIIC class of Kanisius Gayam Junior High School on the topic of a line and angle after experience a learning process by using Contextual Teaching and Learning (CTL) approach.

The subject of this research is the 7th grade students of Kanisius Gayam Junior High School 2016/2017. The type of this research is descriptive qualitative. Data that been used to described mathematics learning by using Contextual Teaching and Learning (CTL) approach has been gathered by field report and documentation. To get to know about students' understanding on the topic of line and angle after learning by Contextual Teaching and Learning (CTL) approach data was gathered from test result and interview.

The results of the research show that (1) the process of learning realization by using an approach of Contextual Teaching and Learning (CTL) on students of VIIC class at Kanisius Gayam Junior High School by implementing 7 main componens from Contextual Teaching and Learning (CTL) are modelling, questions, constructivism, inquiry, learning community, authentic assesment, and reflection, (2) students' understanding on the topic of line and angle after learning process by using Contextual Teaching and Learning (CTL) approach is 32% of students can say that line is parallel, crossed and intersected, 56% of students can giving a name of angle, measure the angle, and define what kind of angle is, 16% of students can define how large the supplementary and complementary angle, 8% of students can use the characters of angle that been shaped if 2 line was intersect by the other line to resolve a case, and 20% of students can define all of angle pair if 2 equal line intersected by the other line.

Keywords: *learning approach, students' understanding, Contextual Teaching and Learning, line and angle.*