ABSTRAK

PENGARUH MODEL PEMBELAJARAN BERBASIS PENDEKATAN *CONTEXTUAL TEACHING AND LEARNING* TERHADAP PRESTASI BELAJAR IPA PADA SISWA KELAS III SD BUDYA WACANA I YOGYAKARTA

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Penelitian ini bertujuan untuk mengetahui apakah penerapan model pembelajaran berbasis pendekatan *Contextual Teaching and Learning* (CTL) berpengaruh terhadap prestasi belajar IPA siswa kelas III SD Budya Wacana I Yogyakarta. Desain penelitian ini adalah *quasi-experimental* tipe *pretest-posttest non equivalent group design*. Populasi penelitian ini adalah siswa kelas III SD Budya Wacana I Yogyakarta sebanyak 44 siswa. Sampel penelitian ini terdiri dari 22 siswa kelas 3.2 sebagai kelompok kontrol dan 22 siswa kelas 3.1 sebagai kelompok eksperimen. *Treatment* yang diterapkan pada kelompok eksperimen adalah penerapan model pembelajaran berbasis pendekatan *Contextual Teaching and Learning* (CTL) yaitu yang menerapkan pendekatan dengan 7 langkah sintaks sebagai berikut: 1) konstruktivisme, 2) inkuiri, 3) bertanya, 4) masyarakat belajar, 5) pemodelan, 6) refleksi, dan 7) penilaian autentik/sebenarnya.

Hasil penelitian menunjukkan bahwa penerapan model pembelajaran berbasis pendekatan *Contextual Teaching and Learning* (CTL) berpengaruh terhadap prestasi belajar IPA pada soal tes pilihan ganda semester gasal tahun ajaran 2017/2018. Hasil analisis terhadap data penelitian mengafirmasi hipotesis penelitian. Hasil dari uji signifikansi pengaruh perlakuan menggunakan statistik parametrik dengan *Independent samples t-test* menunjukkan bahwa, $p = 0,000 (p < 0,05)$. Besar pengaruh perlakuan (*effect size*) terhadap prestasi belajar IPA adalah $r = 0,35$ atau setara dengan 12% yang termasuk efek menengah.

Kata kunci: Model Pembelajaran Berbasis Pendekatan *Contextual Teaching and Learning* (CTL), Prestasi Belajar.

ABSTRACT

THE EFFECT OF LEARNING MODEL BASED ON THE CONTEXTUAL TEACHING AND LEARNING APPROACH TO LEARNING ACHIEVEMENT IN SCIENCE STUDENTS OF 3Rd GRADE ELEMENTARY SCHOOL BUDAYA WACANA 1 YOGYAKARTA

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The purposes of this study are to find out whether the application of the learning model based on the Contextual Teaching and Learning (CTL) approach affects the science learning achievement of 3rd grade elementary school Budya Wacana I Yogyakarta.this study design is quasi-experimental types of pretest-posttest non equivalent group design. The populations of the study are 3rd grade student of elementary school Budya Wacana I amount 44 student. The research sample covered 22 grade 3.2 students as a control group and 22 class 3.1 students as the experimental group. The treatment applied to the experimental group was the application of a learning model based on the Contextual Teaching and Learning (CTL) approach, which applied an approach with 7 steps syntax as follows: 1) constructivism, 2) inquiry, 3) asking, 4) learning society, 5) modeling , 6) reflection, and 7) authentic / actual assessment.

The results of data analysis showed that: learning model based on the Contextual Teaching and Learning (CTL) approach affects the science learning achievement on multiple choice multiple semester test questions 2017/2018 school year. The results of the analysis of the research data affirm the research hypothesis. The results of the significance test of the effect of treatment using parametric statistics with Independent samples t-test showed that, $p = 0,000$ ($p < 0.05$). The effect of treatment (effect size) on science learning achievement is $r = 0.35$ or equivalent to 12% which includes intermediate effects.

Keywords: Learning Model Based On Contextual Teaching and Learning (CTL) Approach, Learning Achievement.