

## ABSTRAK

Tamara, Adit Rio. (2016). *Peningkatan hasil belajar dan kemampuan berpikir kritis siswa kelas IIIA pada materi perkalian dan pembagian melalui model pembelajaran kontekstual di SD Negeri Jongkang*. Skripsi. Yogyakarta: Program Studi Pendidikan Guru Sekolah Dasar, Jurusan Ilmu Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sanata Dharma.

Latar belakang penelitian ini adalah rendahnya hasil belajar dan kemampuan berpikir kritis matematika. Penelitian ini bertujuan untuk; (1) mengetahui dan memaparkan penerapan model pembelajaran kontekstual untuk meningkatkan hasil belajar dan kemampuan berpikir kritis, (2) meningkatkan dan mengetahui peningkatan hasil belajar, dan (3) mengetahui dan meningkatkan kemampuan berpikir kritis.

Penelitian ini merupakan penelitian tindakan kelas dan dilakukan dengan dua siklus. Subjek penelitian adalah siswa kelas IIIA SD Negeri Jongkang 29 siswa. Teknik pengumpulan data meliputi observasi, tes, dan kuesioner. Instrumen penelitian ini menggunakan lembar pengamatan, tes soal uraian, dan lembar kuesioner. Analisis data menggunakan statistika deskriptif.

Langkah-langkah pembelajaran kontekstual yang meliputi: (a) *relating*, (b) *experiencing*, (c) *applying*, (d) *cooperating*, (e) *trasfering*. Rata-rata kondisi awal hasil belajar 66,09 meningkat pada siklus I sebesar 69,96 dan pada siklus II sebesar 88,69. Pencapaian KKM juga belum mengalami peningkatan kondisi awal 71,43% dengan KKM 65, menurun pada siklus I sebesar 58,62% dengan KKM 68, dan siklus II meningkat menjadi 93,1% dengan KKM 75. Peningkatan kemampuan berpikir kritis, kondisi awal dengan nilai 57,65 kriteria sangat tidak kritis dan meningkat pada kondisi akhir sebesar 73,41 dengan kriteria cukup kritis dengan rentang nilai 1-100.

**Kata kunci:** hasil belajar, kemampuan berpikir kritis, pembelajaran kontekstual

## ABSTRACT

*Tamara, Adit Rio. (2016). The Improving of Learning Outcome and Critical Thinking Students for IIIA Grade Students in Multiplication and Division Material through Contextual teaching and Learning Model in Jongkang State Elementary School. Undergraduated thesis. Yogyakarta: Elementary School Teacher Education Study Program, Department of Teacher Education. Faculty of Teachers Training and Education Sanata Dharma University.*

The background of the study was concern about the low learning outcome and critical thinking in multiplication and division of IIIA grade students in Denggung State Elementary School bach 2015/2016. The purpose of this study are: (1) to implement Contextual Teaching and Learning (CTL) for improving the learning outcome and critical thinking; (2) to improve students' learning outcome, (3) to improve students' critical thinking.

This study was Implement Action Research that was conducted in two cycles in which each cycle consisted of two meetings. The participants of this study were IIIA grade students in Jongkang State Elementary School. The data collection techniques were observation, tests and questionnaires. The instrument utilized in this study were observation sheet, tests, and questionnaire sheet. The data analysis technique was descriptive statistics.

The steps of this study were: a) relating, (b) experiencing, (c) applying, (d) cooperating, (e) trasfering. The result of the study showed that CTL could improve the learning outcome and critical thinking. The average score of students' learning outcome was improving started from initiate condition as 66,09 became 69,96 in cycle I and increased more in cycle II as 88,69. The students' achievement of class average score was also decreasing started from 71,43% in the initiate condition with 65 as the class average score to 58,62% in cycle I with 68 as the average score. In addition, in cycle II, it was also improved by reaching 93,1% with 75 as class average score. The students' critical thinking skills also improved as seen in the value as 57,65 categorized as very uncritical became 73,41 categorized as critical enoughat the final condition with 1-100 value range.

**Keywords:** *learning outcome, critical thinking ,contextual teaching and learning.*