

ABSTRAK

Skripsi dengan judul *“Pengaruh Model Pembelajaran Contextual Teaching and Learning (CTL) terhadap Hasil Belajar Matematika Materi Himpunan Siswa Kelas VII SMPN 2 Ngunut Tulungagung Tahun Pelajaran 2016/2017”* ini ditulis oleh Riskha Yulianti, NIM. 2814133158, Fakultas Tarbiyah dan Ilmu Keguruan, Jurusan Tadris Matematika, IAIN Tulungagung, Pembimbing: Dr. Maryono, M.Pd.

Kata kunci: Model Pembelajaran *Contextual Teaching and Learning (CTL)*, Hasil Belajar Matematika, Materi Himpunan.

Model Pembelajaran *Contextual Teaching and Learning (CTL)* adalah suatu konsep belajar yang membantu guru mengaitkan materi yang diajarkan dengan situasi dunia nyata peserta didik ke dalam kelas. Sedangkan hasil belajar merupakan kemampuan yang diperoleh siswa setelah melalui kegiatan belajar. Tujuan dari penelitian ini adalah (1) untuk mengetahui pengaruh penerapan model pembelajaran *Contextual Teaching and Learning (CTL)* terhadap hasil belajar matematika materi himpunan siswa kelas VII SMPN 2 Ngunut Tulungagung; (2) untuk mengetahui besarnya pengaruh penerapan model pembelajaran *Contextual Teaching and Learning (CTL)* terhadap hasil belajar matematika materi himpunan siswa kelas VII SMPN 2 Ngunut Tulungagung.

Pendekatan penelitian yang digunakan adalah pendekatan kuantitatif, jenis penelitiannya eksperimen semu (*Quasy Eksperimen*). Populasi dalam penelitian ini adalah seluruh siswa kelas VII SMPN 2 Ngunut Tulungagung, teknik sampling dengan *simple random sampling* dan sampel yang diambil adalah kelas VII-F dan VII-G. Instrumen pengumpulan data berupa: pedoman observasi, pedoman dokumentasi, dan soal tes (*post-test* untuk memperoleh hasil belajar), teknik analisis data dengan uji-t yang sebelumnya diuji prasyarat (homogenitas dan normalitas). Kemudian untuk mengetahui besar pengaruhnya menggunakan perhitungan *effect size*.

Setelah penulis mengadakan penelitian, penulis mendapatkan data berupa nilai tes matematika. Data tersebut kemudian dianalisis dengan menggunakan rumus uji t. Setelah data dianalisis dengan menggunakan perhitungan manual (sebelumnya diuji prasyarat homogenitas dan normalitas), didapatkan t_{hitung} sebesar 3,22655 dan t_{tabel} sebesar 1,1667 dengan taraf signifikan 5%. Berdasarkan nilai t hitung dan nilai t tabel dapat dilihat bahwa $t_{hitung} = 3,22655 \geq t_{tabel} = 1,1667$ artinya H_1 diterima atau adanya perbedaan yang signifikan antara pembelajaran dengan model pembelajaran *Contextual Teaching and Learning (CTL)* dan pembelajaran konvensional terhadap hasil belajar matematika materi himpunan siswa kelas VII SMPN 2 Ngunut Tulungagung tahun pelajaran 2016/2017. Berdasarkan perhitungan nilai rata-rata kelas didapatkan nilai rata-rata kelas eksperimen sebesar 80,12 dan nilai rata-rata kelas kontrol sebesar 70,24. Jadi rata-rata kelas eksperimen = 80,12 > rata-rata kelas kontrol = 70,24. Sehingga dapat disimpulkan bahwa ada pengaruh model pembelajaran *Contextual Teaching and Learning (CTL)* terhadap hasil belajar matematika materi himpunan siswa kelas VII SMPN 2 Ngunut Tulungagung tahun pelajaran 2016/2017.

Berdasarkan perhitungan *effect size* yang telah dilakukan dengan perhitungan secara manual diketahui bahwa besarnya pengaruh penerapan model pembelajaran *Contextual Teaching and Learning (CTL)* terhadap hasil belajar matematika adalah sebesar 0,72402. Pada interpretasi tabel Cohen's, nilai *effect size* sebesar 0,72402 berarti berpengaruh sebesar 76%. Hal ini menunjukkan bahwa pengaruh model pembelajaran *Contextual Teaching and Learning (CTL)* terhadap hasil belajar matematika materi himpunan siswa kelas VII SMPN 2 Ngunut Tulungagung tergolong sedang.

ABSTRACT

Thesis with the title “*The Effect of learning models Contextual Teaching and Learning (CTL) towards Student’s Math Learning Outcomes with the topic: Set in Seventh Grade of SMPN 2 Ngunut Tulungagung, School Year 2016/2017*” this was written by Riskha Yulianti, Student’s Number: 2814133158, Faculty of Tarbiyah and Science Teaching, Departement of Mathematics Tadris. Advisor: Dr. Maryono, M.Pd.

Keywords: *Learning Models Contextual Teaching and Learning (CTL), Math Learning Outcomes, Set.*

Learning Model Contextual Teaching and Learning (CTL) is a concept that helps teachers learn to associate what is taught with real-world situations into the classroom learners. While the results of learning a skill acquired after the students through learning activities. The purpose of this study is (1) to know the effect of the application of learning models Contextual Teaching and Learning (CTL) towards student’s Math learning outcomes with the topic: set in seventh grade of SMPN 2 Ngunut Tulungagung; (2) to know how much the effect of the application of learning models Contextual Teaching and Learning (CTL) towards student’s Math learning outcomes with the topic: set in seventh grade of SMPN 2 Ngunut Tulungagung.

The approach used in this study is a quantitative approach, the type of quasi-experimental research (quasy Experiment). The population in this study were all students seventh grade of SMPN 2 Ngunut Tulungagung, sampling techniques with simple random sampling and the sample taken is class VII-F and VII-G. Data collection instruments include: guidelines for observation, documentation guidelines, and about the test (post-test to obtain the results of study), data analysis techniques using t-test was previously tested prerequisites (homogeneity and normality). Then to determine the effect size using calculation of effect size.

After the authors conducted research, the authors obtain data such as mathematics scores. The data is then analyzed using t test formula. After the data were analyzed using manual calculations (previously tested prerequisite homogeneity and normality), t obtained by 3.22655 and t table is 1.1667 with a level of t significant 5%. Based on the value of t and t table can be seen that $t = 3,22655 \geq t = 1.1667$, it means that H_1 is received or there are significant differences between learning with Contextual Teaching and Learning (CTL) and conventional learning towards student’s Math learning outcomes with the topic: set in seventh grade of SMPN 2 Ngunut Tulungagung in the academic year 2016/2017. Based on the calculation of the average grade obtained an average value of 80.12 experimental class and the average value control class is 70.24. So on average the experimental class = 80.12 > average grade control = 70.24. It can be concluded that there is the effect of the application of learning models Contextual Teaching and Learning (CTL) towards student’s Math learning outcomes with the topic: set in seventh grade of SMPN 2 Ngunut Tulungagung, school year 2016/2017.

Based on the calculation of effect size that has been done manually it can be seen that the effect of Contextual Teaching and Learning (CTL) towards student's Math learning outcomes is 0,72402. On the interpretation Cohen's table, the value of effect size is 0,72402 it shows that the effect is 76%. This suggests that the effect of Contextual Teaching and Learning (CTL) towards student's Math learning outcomes with the topic: set in seventh grade of SMPN 2 Ngunut Tulungagung is medium.