PERSETUJUAN PEMBIMBING

Skripsi Yang Berjudul

PENGARUH PENERAPAN MODEL *CONTEXTUAL TEACHING AND LEARNING* (CTL) TERHADAP HASIL BELAJAR MATERI MENGENAL PECAHAN SEDERHANA PADA SISWA KELAS III SDN 11 LIMBOTO KABUPATEN GORONTALO

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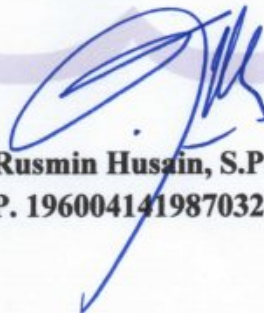**Dr. Asni Ilham, S.Pd, M.Si**
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LEMBAR PENGESAHAN

Skripsi Yang Berjudul

PENGARUH PENERAPAN MODEL *CONTEXTUAL TEACHING AND LEARNING* (CTL) TERHADAP HASIL BELAJAR MATERI MENGENAL PECAHAN SEDERHANA PADA SISWA KELAS III SDN 11 LIMBOTO KABUPATEN GORONTALO

Oleh Setia Rini Yusuf

Telah dipertahankan di depan dewan penguji

Hari/Tanggal   : Kamis, 06 September 2018

Waktu   : 10:00 WITA s/d selesai

Penguji	Tanda Tangan	Tanggal
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2. Dr. Rustam I. Husain, S. Ag, M.Pd NIP. 197507052006041001	2.	2. 06-09-2018
3. Dr. Asni Ilham, S.Pd, M.Si NIP. 195904071987032001	3.	3. 14-09-2018
4. Dra. Samsiar Rivai, S.Pd, M.Pd NIP. 195902181986032001	4.	4. 13-09-2018

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ABSTRAK

Setia Rini Yusuf. 2018. *Pengaruh Penerapan Model Contextual Teaching And Learning Terhadap Hasil Belajar Materi Mengenal Pecahan Sederhana Pada Siswa Kelas III SDN 11 Limboto Kabupaten Gorontalo*. Skripsi, Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan ,Universitas Negeri Gorontalo. Pembimbing I Dr. Hj Asni Ilham, S.Pd, M.Si dan Pembimbing II Dra. Samsiar Rivai, S.Pd, M.Pd.

Masalah dalam penelitian ini adalah apakah terdapat pengaruh penerapan model *contextual teaching and learning* terhadap hasil belajar materi mengenal pecahan sederhana pada siswa kelas III SDN 11 Limboto Kabupaten Gorontalo. Tujuan penelitian ini adalah untuk mengetahui pengaruh penerapan model *contextual teaching and learning* terhadap hasil belajar materi mengenal pecahan sederhana di kelas III SDN 11 Limboto Kabupaten Gorontalo. Metode penelitian ini menggunakan pendekatan kuantitatif. Desain penelitian yang digunakan *Pre-experimental* tipe *one group pretest posttest*. Pengambilan sampel dilakukan dengan *sampling jenuh,* sehingga sampel pada penelitian ini adalah seluruh siswa kelas III SDN 11 Limboto yang berjumlah 20.

Hasil penelitian dan pembahasan menunjukkan bahwa nilai rata-rata hasil belajar materi mengenal pecahan sederhana sebelum menggunakan model *contextual teaching and learning* yaitu 49.3 dan sesudah menggunakan model *contextual teching and learning* yaitu 78.95. Dan dari hasil uji t dependen diperoleh $t_{hitung} = 67.28$ dan $t_{tabel} = 2.093$ sehingga $t_{hitung} > t_{tabel}$. Jadi terbukti hipotesis Ho ditolak dan Ha diterima. Dengan demikian disimpulkan bahwa terdapat pengaruh model *contextual teaching and learning* terhadap hasil belajar materi mengenal pecahan sederhana pada siswa kelas III SDN 11 Limboto.

Kata kunci: Pecahan Sederhana, Model *Contextual Teaching And Learning*.

ABSTRACT

Yusuf, Setia Rini. 2018. *The Influence of the Application of Contextual Teaching And Learning Models on Learning Outcomes on the Recognition of Simple Fractions Material on Grade III Students at Elementary School SDN 11 Limboto, Gorontalo Regency.* Undergraduate Thesis, Department of Elementary Teacher Education, Faculty of Education, Universitas Negeri Gorontalo. Principal Supervisor: Dr. HjAsniIlham, S.Pd, M.Si Co-Supervisor: Dra. SamsiarRivai, S.Pd, M.Pd.

The problem statement of this study is whether there is an effect of the application of the contextual teaching and learning model on the learning outcomes of simple fraction recognition material on grade III students at Elementary School SDN 11 Limboto, Gorontalo Regency. The purpose of this study was to determine the effect of the application of the contextual teaching and learning model on learning outcomes of simple fraction recognition material in the site area. This research method employed a quantitative approach. The study design used Pre-experimental type one group pretest-posttest. Moreover, the sampling was taken by saturated sampling, so the sample of this study were all grade III students at Elementary School SDN 11 Limboto amounted to 20 students.

The results show that the average value of learning outcomes of simple fractions recognition material before using the contextual teaching and learning model is 49.3 and after using the contextual teaching and learning model is 78.95. From the results of the dependent t_{test}, obtained $t_{count} = 67.28$ and $t_{table} = 2.093$ so that $t_{count} > t_{table}$. Therefore, it is proven that Ho's hypothesis is rejected and Ha is accepted. Thus it is concluded that there is an influence of contextual teaching and learning models on learning outcomes of simple fraction recognition material for grade III students at Elementary School SDN 11 Limboto.

Keywords: Simple Fractions, Contextual Teaching and Learning Models.