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PENGARUH MODEL PEMBELAJARAN CONTEXTUAL TEACHING AND LEARNING (CTL) BERBASIS SETS TERHADAP PEMAHAMAN KONSEP SISWA KELAS IV SD HJ. ISRIATI MOENADI UNGARAN

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran CTL berbasis SETS terhadap pemahaman konsep siswa. Desain penelitian ini adalah quasi experiment, non equivalent control group design. Sampel diambil secara purposive sampling dan di dapatkan kelas IVC sebagai kelas eksperimen dan IVB sebagai kelas control di SD Hj. Isriati Moenadi Ungaran. Teknik pengumpulan data menggunakan observasi, kuesioner dan tes. Teknik analisis data dalam penelitian ini adalah uji normalitas, uji homogenitas, uji regresi linier sederhana, uji-t. Hasil penelitian menunjukkan : 1) Terdapat pengaruh penggunaan model pembelajaran Contextual Teaching and Learning (CTL) berbasis SETS terhadap pemahaman konsep siswa, hal ini dibuktikan dengan taraf signifikansi $< 0,05$ yaitu $0,032 < 0,05$ dan 2) Terdapat perbedaan model pembelajaran CTL berbasis SETS terhadap pemahaman konsep siswa dengan menggunakan uji-t dengan nilai signifikansi $0,00 < 0,05$.

Kata Kunci : CTL berbasis SETS,Pemahaman konsep

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**THE EFFECT OF SETS-BASED CONTEXTUAL TEACHING AND LEARNING
(CTL) LEARNING MODEL ON THE UNDERSTANDING OF CLASS IV
STUDENTS CONCEPTS SD HJ. ISRIATI MOENADI UNGARAN**

ABSTRACT

This study aims to determine the effect of the SETS-based CTL learning model on students' conceptual understanding. The research design was a quasi experiment, non equivalent control group design. The sample was taken by purposive sampling and obtained IVC class as the experimental class and IVB as the control class at SD Hj. Isriati Moenadi Ungaran. Data collection techniques using observation, questionnaires and tests. The data analysis techniques in this study were normality test, homogeneity test, simple linear regression test, t-test. The results showed: 1) There is an effect of using the SETS-based Contextual Teaching and Learning (CTL) learning model on students' conceptual understanding, this is evidenced by the significance level <0.05 , namely $0.032 <0.05$ and 2) There are differences in the CTL-based learning model. SETS on students' understanding of concepts using t-test with a significance value of $0.00 <0.05$.

Keywords: SETS-based CTL, Concept understanding