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PENGARUH MODEL PEMBELAJARAN *CONTEXTUAL TEACHING & LEARNING* (CTL) BERBANTUAN VIDEO PEMBELAJARAN INTERAKTIF (VIPI) TERHADAP KEMAMPUAN PEMECAHAN MASALAH MATEMATIKA PADA SISWA KELAS III SD

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui Kemampuan Pemecahan Masalah Matematika Siswa Melalui Pengaruh Model Pembelajaran *Contextual Teaching and Learning* (CTL) dengan Media Video Pembelajaran Interaktif. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi experiment* tipe *Non-Equivalent Control Group Design*. Subjek penelitian terdiri atas dua kelas, yaitu kelas III A sebagai kelas eksperimen yang memperoleh pembelajaran CTL berbantuan Video Pembelajaran Interaktif dan kelas III B sebagai kelas kontrol yang memperoleh pembelajaran CTL tanpa bantuan Video Pembelajaran Interaktif. Teknik pengumpulan data dilakukan melalui tes kemampuan pemecahan masalah, angket, dan observasi. Analisis data menggunakan uji prasyarat berupa uji normalitas dan homogenitas, serta uji hipotesis menggunakan uji independent sample t-test dan analisis regresi. Hasil penelitian menunjukkan: (1) Terdapat perbedaan yang signifikan antara kelas eksperimen yang menggunakan model pembelajaran *contextual teaching and learning* berbantuan media video pembelajaran interaktif dan kelas kontrol yang menggunakan model *contextual teaching and learning* tanpa media video pembelajaran interaktif, dengan nilai signifikansi $0,000 < 0,05$ berdasarkan uji independent t test. (2) Terdapat pengaruh

model pembelajaran *contextual teaching and learning* berbantuan media video pembelajaran interaktif terhadap kemampuan pemecahan masalah siswa, dengan nilai signifikansi $0,000 < 0,05$ berdasarkan uji regresi. Kesimpulan dari penelitian ini adalah model pembelajaran *contextual teaching and learning* berbantuan media video pembelajaran interaktif efektif dalam meningkatkan kemampuan pemecahan masalah siswa.

Kata Kunci: *Contextual Teaching and Learning*, Video Pembelajaran Interaktif, Kemampuan Pemecahan Masalah, Matematika

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***THE EFFECT OF THE CONTEXTUAL TEACHING AND LEARNING
(CTL) LEARNING MODEL USED BY INTERACTIVE LEARNING VIDEOS
(VIPI) ON THE MATHEMATICAL PROBLEM-SOLVING ABILITY OF
GRADE III ELEMENTARY SCHOOL STUDENTS***

ABSTRACT

The purpose of this study was to investigate the students' mathematical problem-solving abilities through the influence of the Contextual Teaching and Learning (CTL) learning model, incorporating interactive learning video media. This study employed a quantitative approach with a quasi-experimental design, specifically the Non-Equivalent Control Group Design type. The research subjects consisted of two classes: class III A, an experimental class that received CTL learning assisted by Interactive Learning Videos, and class III B, a control class that received CTL learning without the aid of Interactive Learning Videos. Data collection techniques were carried out through problem-solving ability tests, questionnaires, and observations. Data analysis employed prerequisite tests, including normality and homogeneity tests, as well as hypothesis testing using independent sample t-tests and regression analysis. The results of the study showed: (1) There was a significant difference between the experimental class using the contextual teaching and learning model assisted by interactive learning video media and the control class using the contextual teaching and learning model without interactive learning video media, with a significance value of $0.000 < 0.05$ based on the independent t test. (2) There was an influence of the contextual teaching and learning model

assisted by interactive learning video media on students' problem-solving abilities, with a significance value of $0.000 < 0.05$ based on the regression test. The conclusion of this study is that the contextual teaching and learning model assisted by interactive learning video media is effective in improving students' problem-solving abilities.

Keywords: *Contextual Teaching and Learning, Interactive Learning Videos, Problem Solving Skills, Mathematics*