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PENGARUH MODEL PEMBELAJARAN *CTL (CONTEXTUAL TEACHING AND LEARNING)* BERBANTUAN *MATHYSTER BOX* TERHADAP PEMAHAMAN KONSEP SISWA KELAS III

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya pemahaman konsep matematika siswa kelas III di SD Negeri Lemahireng 01. Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran *CTL (Contextual Teaching and Learning*) berbantuan media *Mathyster Box* terhadap kemampuan pemahaman konsep siswa. Metode penelitian yang digunakan adalah kuantitatif dengan desain eksperimen kuasi (*Non-Equivalent Control Group Design*). Sampel penelitian terdiri dari kelas IIIA sebagai kelas eksperimen dan kelas IIIB sebagai kelas kontrol.

Hasil penelitian menunjukkan bahwa penerapan model CTL berbantuan *Mathyster Box* memberikan dampak signifikan. Nilai rata-rata *post-test* kelas eksperimen mencapai 90,67, lebih tinggi dibandingkan kelas kontrol sebesar 82,53. Analisis statistik melalui uji *Independent Sample t-test* menghasilkan nilai signifikansi 0,012 < 0,05, yang berarti hipotesis nol ditolak. Selain itu, angket pemahaman konsep menunjukkan skor 87% untuk kelas eksperimen. Simpulan penelitian ini adalah penggunaan model CTL berbantuan media *Mathyster Box* secara efektif meningkatkan pemahaman konsep matematika siswa dibandingkan model konvensional tanpa media bantuan.

Kata kunci: *Contextual Teaching and Learning, Mathyster Box*, Pemahaman Konsep, Matematika

ABSTRACT

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THE INFLUENCE OF THE CTL (CONTEXTUAL TEACHING AND LEARNING) LEARNING MODEL ASSISTED WITH MATHYSTER BOX ON CLASS III STUDENTS' UNDERSTANDING OF CONCEPTS

This research was motivated by the low understanding of mathematics concepts in class III students at SD Negeri Lemahireng 01. This research aims to test the effect of the CTL (Contextual Teaching and Learning) learning model assisted by Mathyster Box media on students' ability to understand concepts. The research method used is quantitative with a quasi-experimental design (Non-Equivalent Control Group Design). The research sample consisted of class IIIA as the experimental class and class IIIB as the control class.

The research results show that the application of the CTL model assisted by the Mathyster Box has a significant impact. The average post-test score for the experimental class reached 90.67, higher than the control class of 82.53. Statistical analysis using the Independent Sample t-test produces a significance value of 0.012 <0.05, which means the null hypothesis is rejected. Apart from that, the concept understanding questionnaire showed a score of 87% for the experimental class. The conclusion of this research is that the use of the CTL model assisted by Mathyster Box media effectively increases students' understanding of mathematical concepts compared to conventional models without assisted media.

Keywords: *Contextual Teaching and Learning, Mathyster Box, conceptual understanding, mathematics*