THE USE OF CONTEXTUAL TEACHING AND LEARNING (CTL) MODEL OF LEARNING TO ENCOURAGE AND INCREASE STUDENT LEARNING OUTCOMES IN NATURAL SCIENCES LEARNING ABOUT THE CONCEPT OF GREEN PLANTS

(Classroom Action Research In The First Semester Of Fifth Grade Students Of SDN Loyang I Indramayu Academic Year 2016/2017)

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ABSTRACT

Concerns expressed in the class researchers that interest and student achievement is low, because the teachers do not use appropriate learning models and less provide interesting activities for students so the result is student less interested in following science subjects. Therefore, the researchers tried using CTL learning model that aims to see whether the results of the learning achievement of class V IPA increased when used in CTL learning model in science learning. Research conducted at SDN Loyang I Sub Cikedung Kabuapten Indramayu, with a population of fifth grade students numbered 34 students. The research conducted is classroom action research using the theory Kemmis and Taggart consisting of two cycles with the stages of planning, action, observation adn reflection. the results showed the increase in the percentage of students learning achievement natural science pesertta class V with an average value of 66.17% the first cycle, the second cycle is 80.88%. Additionally in the first cycle of students who reached the KKM 60 only 28 students or 82.35%, in the second cycle is 33 students or 97.05%. For the execution and implementation of measures to increse the percentage, in the first cycle of activity learners 82.14%, 92.5% lesson plan and activities aducators 95.16%. While on the second cycle of activity that learners 96%, 95% and lesson planning educator activity 95%. Seeing the results achieved prove that learning by using CTL learning model used by educators are correct. Buoyed by the percentage increase in each cycle.

Keywords: Contextual Teaching And Learning Model Learning (CTL), learning.