

**APPLICATION OF CONTEXTUAL TEACHING AND LEARNING (CTL)  
MODEL TO IMPROVE STUDENT LEARNING OUTCOMES ON  
SUBTHEME OF NATURAL RESOURCE UTILIZATION IN INDONESIA**

**(Classroom Action Research on Class IV A<sub>2</sub> State Primary School Asmi  
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by

**MELLIAN LESTIANA  
NIM 135060027**

**ABSTRACT**

This research was carried out at State Primary School Asmi Bandung in the fourth grade of A<sub>2</sub> that have 34 students, the purpose of this research is to improve students' learning outcomes in subtheme of natural wealth utilization in Indonesia by using Contextual Teaching and Learning model (CTL) Learners at the time of the learning process that shows the results of low learning or have not reached the value, learners have not shown the attitude of confidence, care and attitude of responsibility during the learning process, the understanding of learners who lack of learning materials, and skills in communicating the low. The problem is caused by the monotonous learning because the educator uses the method or learning model that is less varied. Classroom Action Research (CAR) uses the instrument in the form of teacher activity observation sheet, interview sheet, student worksheet, and test sheets of pretest and posttest, and questionnaire response of learners. The study was conducted in 3 cycles, with each cycle consisting of 2 meetings and stages in each cycle of planning, implementation, observation, and reflection. In the first cycle, the learning achievement of knowledge (cognitive) aspect reached value as many as 14 people or 41%, in the second cycle increased by 22 people or 65%, then in the third cycle increased by 29 people or 85.3%. The result of learning on the attitude aspect (affective) in cycle I which reached the criteria in the learning process as much as 8 people or 24%, in the second cycle increased by 17 people or 50%, and in the third cycle increased as many as 29 people or 85.3%. The result of learning skill aspect (psychomotor) in cycle I which reached the criterion as much as 9 people or 26%, in cycle II increased to 20 people or 59%, and on the third cycle increased by 31 people or 91%. Implementation of Contextual Teaching and Learning (CTL) model can improve learners' learning outcomes, as seen from the excellent improvement in each cycle.

**Keywords:** Contextual Teaching and Learning Model (CTL), Student Learning Outcomes, Classroom Action Research (CAR).