

## ABSTRACT

Adiesty Hereza Destria, 2019. **Use of Contextual Teaching and Learning (CTL) to Develop 21st Century Skills (4Cs) High School Students.** First counselor: Dr.H.Uus Toharudin, M.Pd. Second counselor: Dr.Randi, M.S.

This study aims to obtain information about the development of 21st century skills (4Cs), namely Critical thinking, Creativity, Communication, Collaboration through the Contextual Teaching and Learning (CTL) approach to biodiversity material. The subjects in this study were class X Mathematics and Natural Sciences in SMA Kartika XIX-1 Bandung, which were sampled as many as 36 students using a quasi-experimental method with a nonequivalent control group design research design. Class X MIPA 4 is used as an experimental class using the Contextual Teaching and Learning (CTL) approach, and Class X MIPA is used as a comparison class using conventional approaches. The parameters measured were critical thinking skills tests, creativity posters, communication observation sheets, collaboration observation sheets, and students' responses to learning using Contextual Teaching and Learning (CTL). The results showed that the critical thinking skills of the experimental class students developed after learning using the Contextual Teaching and Learning (CTL) approach with the results of the calculation of N-Gain scores for each student. Students who experienced the development of critical thinking on average had an N-Gain result of 72.45 with the highest score of 100 and the lowest value of 39.02 of the number of students as many as 36 people, while in the control class critical thinking is less developed with the average calculation result of N-Gain 40.55 with the highest value of 64.29 and the lowest value of 3.85. The results showed that students' creativity skills developed after learning using the Contextual Teaching and Learning (CTL) approach by producing posters. The results obtained after students made posters with an average of 81% with the highest score of 100 and the lowest value of 37, which means students have very creative creativity. high. The results showed that students' communication skills developed after learning using the Contextual Teaching and Learning (CTL) approach with the results of the calculation of the N-Gain value for each student, Students who experienced communication development on average had an N-Gain score of 70.80 with the highest score of 100 and the lowest value is 34.21 out of 36 students. The results showed that the collaboration skills of students developed after learning using the Contextual Teaching and Learning (CTL) approach with the results of the calculation of the N-Gain value for each student. Students who experienced communication development had an average N-Gain result of 76.11 with the highest score of 100 and the lowest value is 36.96 out of 36 students. This shows that critical thinking skills, creativity, communication, and collaboration develop after learning the Contextual Teaching and Learning (CTL) approach, whereas control classes that use conventional approaches are less developed. In addition to 4Cs skills, the results

of other studies are the implementation of the Contextual Teaching and Learning (CTL) approach with an average percentage of positive responses of 84% while an average of negative responses of 16%. Thus it can be concluded that 21st century skills (4Cs) namely Critical thinking, Creativity, Communication, Collaboration in students can develop through the Contextual Teaching and Learning (CTL) approach

Keywords: Critical Skills Thinking, Creativity Skills, Communication Skills, Collaboration Skills. Contextual Teaching and Learning (CTL) Approach. Conventional Approach.