THE EFFECTIVENESS OF USING THE CONTEXTUAL TEACHING AND LEARNING MODEL ON THE STUDENTS' IPA LEARNING OUTCOMES FOR CLASS IV SDN 067 NILEM BANDUNG CITY

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ABSTRACT

This research is motivated by a learning process that is only teacher-centered with the use of learning models that are less than optimal, causing students to become less active and only accept the material taught by the teacher, so that students' learning outcomes in science are still low. learning outcomes before and after using the CTL model and knowing the effectiveness of science learning outcomes for fourth grade students through the Contextual Teaching and Learning model . This study uses quantitative research methods with the type of research used quasi-experimental (quasi experiment) . The research design used was pretest-posttest control group design . The samples of this study were students of class IVA and IVB at SDN 067 Nilem, each of which amounted to 29 people. The research instrument used a pretest and posttest in the form of multiple choice questions totaling 15 questions. The data analysis technique used is normality test, homogeneity test, independent sample t test and N -gain test . The results of this study indicate that the posttest average value of the experimental class is greater than the control class. The average posttest score for the control class was 80.3 and the posttest average for the experimental class was 85.9. For the independent sample t test value, the posttest result is greater than the t $_{table}$, namely t $_{count}$ 2.0854 and t $_{table}$ 2.0032. It can be concluded that there are differences in learning outcomes. The results of the N-Gain test mean that the control class means 0.400 in the moderate category and 40.01% in the less effective category, while the experimental class means 0.565 in the moderate category and 56.47% in the moderately effective category. So this proves that the experimental class that was treated with the Contextual Teaching and Learning model was effective on the science learning outcomes of fourth grade students compared to the control class that was given the direct instruction model .

Keywords : *Contextual Teaching and Learning (CTL) model , learning outcomes*