

ABSTRACT

Dea Indriyani, 2024. The Effect of Contextual Teaching And Learning Model Assisted by Kahoot Media on Elementary School Mathematics Learning Outcomes. Supervised by Dr. Siti Maryam Rohimah, M.Pd. and Sunata, S.Pd., M.Pd.

This study aims to analyze the effect of the application of Contextual Teaching and Learning (CTL) learning model supported by Kahoot application on mathematics learning outcomes of fourth grade students. Based on observations at SDN 097 Cirateun Kulon, it was found that students' math learning achievement was still low, with only 30% of students reaching the Minimum Completion Criteria (KKM). CTL was chosen as a method that can link the subject matter with real-life situations, while Kahoot was used as an interactive and interesting evaluation tool. This study used a quasi-experimental approach with a pretest-posttest design and compared two groups of students, namely the group using the CTL model with Kahoot and the group using conventional learning methods. The results showed that there was a significant increase in students' math learning outcomes in the group using the CTL model with the help of Kahoot compared to the group using the conventional method. In addition, students using CTL with Kahoot also showed increased motivation and active participation in the learning process. These findings suggest that the implementation of the CTL model supported by Kahoot application can have a positive impact on students' mathematics learning outcomes in elementary schools.

Keywords: Contextual Teaching and Learning, Kahoot, math learning outcomes, learning motivation, interactive learning.

KECAP PAMAGEUH

Dea Indriyani, 2024. Pangaruh Model Pangajaran Contextual Teaching Learning Anu Dibantuan Ku Media Kahoot Kana Hasil Diajar Matematika di Sakola Dasar. Dibimbing ku Dr. Siti Maryam Rohimah, M.Pd. sareng Sunata, S.Pd., M.Pd.

Panalungtikan ieu tujuanana pikeun nganalisis pangaruh palaksanaan model pangajaran Contextual Teaching and Learning (CTL) anu didukung ku aplikasi Kahoot kana hasil diajar matematika murid kelas IV SD. Dumasar kana pangamatan di SDN 097 Cirateun Kulon, kapanggih yén prestasi diajar matematika murid masih kénéh rendah, kalayan ngan 30% murid ngahontal Kriteria Ketuntasan Minimal (KKM). CTL dipilih salaku métode anu tiasa ngahubungkeun materi pelajaran sareng situasi kahirupan nyata, sedengkeun Kahoot dianggo salaku alat bantu evaluasi anu interaktif sareng pikaresepeun. Panalungtikan ieu nganggo pendekatan kuasi-eksperimen kalayan desain pretest-posttest sareng ngabandingkeun dua kelompok murid, nyaéta kelompok anu ngagunakeun model CTL kalayan Kahoot sareng kelompok anu ngagunakeun métode pangajaran konvensional. Hasil panalungtikan nembongkeun yén aya paningkatan anu signifikan dina hasil diajar matematika murid dina kelompok anu ngagunakeun model CTL kalayan bantuan Kahoot dibandingkeun sareng kelompok anu ngagunakeun métode konvensional. Sajaba ti éta, murid anu ngagunakeun CTL kalayan Kahoot ogé nunjukkeun paningkatan motivasi sareng partisipasi aktip dina prosés diajar. Temuan ieu nembongkeun yén implementasi model CTL anu didukung ku aplikasi Kahoot tiasa masihan pangaruh positif kana hasil diajar matematika murid di sakola dasar.

Kata Kunci: Contextual Teaching and Learning, Kahoot, hasil diajar matematika, motivasi diajar, pangajaran interaktif.