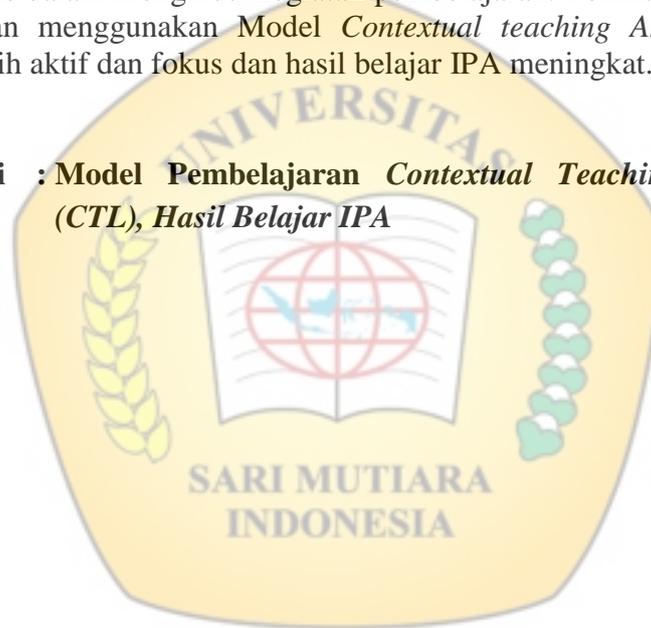


ABSTRAK

Penelitian ini bertujuan untuk mengetahui Pengaruh Model Pembelajaran *Contextual Teaching And Learning* Terhadap hasil belajar IPA Di Sekolah Dasar. Penelitian ini merupakan penelitian kepustakaan dengan melakukan tiga tahap analisis data yaitu tahap Reduksi data (*Data Reduction*), Data Display (*Display Data*), dan Kesimpulan (*Drawing Conclution*). Sumber data yang digunakan adalah sumber data sekunder. Penelitian ini menggunakan teknik analisis data Miles dan Huberman. Penelitian menunjukkan bahwa Model Pembelajaran *Contextual Teaching And Learning* memberi pengaruh yang positif terhadap hasil belajar IPA siswa sekolah dasar. Dimana sebelum menggunakan Model Pembelajaran *Contextual Teaching and Learning* cenderung pasif dan kurang fokus dalam mengikuti kegiatan pembelajaran. Terlihat perbedaan setelah pembelajaran menggunakan Model *Contextual teaching And Learning* siswa menjadi lebih aktif dan fokus dan hasil belajar IPA meningkat.

Kata Kunci : Model Pembelajaran *Contextual Teaching And Learning* (CTL), Hasil Belajar IPA



ABSTRACT

This study aims to determine the influence of Contextual Teaching And Learning Model on science learning outcomes of elementary schools. This study is library research. The study conducting three stages of data analysis: data reduction , data display, and conclusion. The data sources used were secondary data. The research used Miles and Huberman analysis technique. The study showed that Contextual Teaching And Learning Learning Model has a positive influence on science learning outcomes of elementary school students. The learning process before using Contextual Teaching and Learning Model tends to be passive and less focused in participating learning activities. There was difference after the learning process used Contextual Teaching And Learning Model, students become more active and focus and science learning outcomes increased.

Keywords: *Contextual Teaching And Learning (CTL) Learning Model, Science Learning Outcomes*

