

ABSTRACT

Nur Afni. 2019. An Application of the Contextual Teaching and Learning Model with a Scientific Approach to Improve the Student Learning Competency of SD N 22 Kuranji, Padang. *Thesis*. Graduate Program of Universitas Negeri Padang.

Science lessons at SDN 22 Kuranji were still dominated by teachers. This caused the low learning competency of science students. One way to improve the student learning competency was to use a learning model that can be applied well. The learning model was a Contextual Teaching and Learning model with a scientific approach. The use of this learning model is expected to be able to improve the student learning competency in science as well as an understanding of science concepts and the application of science in the daily environment. This research was aimed at seeing the application of the Contextual Teaching and Learning model with a scientific approach that can improve the student learning competency of science at SDN 22 Kuranji.

This research was a class action research. The subjects of the study were the students of class IV.A SDN 22 Kuranji Padang in the academic year 2018/2019. This research was conducted in two cycles, each cycle consisting of planning, action, observation and reflection. The instrument of this research was the results of the cognitive evaluation, affective observation sheets and student skills assessment sheets.

The research data were analyzed qualitatively and quantitatively. The results showed that the Contextual Teaching and Learning model with a scientific approach to the cognitive domain competency for pre-cycle was 64,91%, cycle I was 74,60% and cycle II was 83,25%. The results of observing the affective competency area for pre-cycle were 55,80%, cycle 1 was 71,20% and cycle 2 was 75,30% and the results of observing the competency domain for pre-cycle skills are 40.80%, the first cycle was 70.00% and the cycle II was 76.20%. Based on the results of the research, it can be concluded that there is an improvement in the student learning outcomes of class IV.A SDN 22 Kuranji Padang through the application of the Contextual Teaching and Learning model with a scientific approach.

ABSTRAK

Nur Afni. 2019. Penerapan Model *Contextual Teaching and Learning* dengan Pendekatan Sainifik untuk Meningkatkan Kompetensi Belajar Peserta Didik Sekolah Dasar Negeri 22 Kuranji Kota Padang. Tesis. Pascasarjana Universitas Negeri Padang.

Pelajaran IPA di SDN 22 Kuranji masih didominasi oleh guru. Hal ini menyebabkan rendahnya kompetensi belajar IPA peserta didik. Salah satu cara untuk meningkatkan kompetensi belajar peserta didik adalah dengan menggunakan model pembelajaran yang dapat terapkan dengan baik. Model pembelajaran tersebut adalah model pembelajaran *Contextual Teaching and Learning* dengan pendekatan saintifik. Penggunaan model pembelajaran ini diharapkan mampu meningkatkan kompetensi belajar IPA peserta didik serta pemahaman konsep sains dan penerapan sains di lingkungan sehari-hari. Penelitian ini bertujuan untuk melihat penerapan model *Contextual Teaching and Learning* dengan pendekatan saintifik dapat meningkatkan kompetensi belajar IPA peserta didik di SDN 22 Kuranji.

Penelitian ini merupakan penelitian tindakan kelas. Subjek penelitian adalah peserta didik kelas IV.A SDN 22 Kuranji Padang Tahun Ajaran 2018/2019. Penelitian ini dilaksanakan dalam dua siklus, setiap siklus terdiri dari perencanaan, tindakan, pengamatan dan refleksi. Instrumen penelitian ini adalah hasil evaluasi pengetahuan, lembar observasi sikap dan lembar penilaian keterampilan peserta didik.

Data hasil penelitian dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan bahwa model *Contextual Teaching and Learning* dengan pendekatan saintifik pada kompetensi ranah pengetahuan untuk pra siklus adalah 64,91%, siklus I adalah 74,60% dan siklus II adalah 83,25%. Hasil pengamatan kompetensi ranah sikap untuk pra siklus adalah 55,80%, siklus I adalah 71,20% dan siklus II adalah 75,30% dan hasil pengamatan kompetensi ranah keterampilan pra siklus adalah 40,80%, siklus I adalah 70,00% dan siklus II adalah 76,20%. Berdasarkan hasil penelitian dapat disimpulkan bahwa terjadi peningkatan hasil belajar peserta didik kelas IV.A SDN 22 Kuranji Padang melalui penerapan model pembelajaran *Contextual Teaching and Learning* dengan pendekatan saintifik.