

ABSTRAK

Fitriani, Desilia. 2025. Implementasi Model *Contextual Teaching and Learning* (CTL) Terhadap Peningkatan Pemahaman Operasi Hitung Matematika Kelas III SD. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Islam Balitar. Pembimbing: (1) Ida Putriani, S.Pd., M.Pd., (2) Ida Putri Rarasati, S. Pd., M. Pd.

Kata Kunci: model CTL, pemahaman matematika, operasi hitung.

Penelitian ini dilatarbelakangi rendahnya pemahaman konsep operasi hitung matematika siswa kelas III SDN Tawangsari 01, terutama pada materi operasi hitung. Hasil observasi, wawancara, dan angket menunjukkan pembelajaran yang kurang mengaitkan materi dengan kehidupan nyata serta minimnya penggunaan media dan pendekatan kontekstual. Akibatnya, sebagian besar siswa belum mencapai Kriteria Ketuntasan Minimal (KKM) dengan rata-rata nilai di bawah 75. Tujuan penelitian ini adalah untuk mendeskripsikan implementasi model *Contextual Teaching and Learning* (CTL) dalam pembelajaran operasi hitung matematika pada siswa kelas III SDN Tawangsari 01 serta mengukur peningkatan pemahaman konsep operasi hitung setelah diterapkan model pembelajaran CTL.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode *pre-eksperimen one-group Pretest-Posttest* design. Subjek penelitian adalah 40 siswa kelas III, dengan teknik total sampling. Instrumen meliputi tes *Pretest* dan *Posttest*, lembar observasi, dan dokumentasi. Analisis data dilakukan melalui uji normalitas, uji homogenitas, dan Paired Sample t-Test untuk mengetahui perbedaan hasil belajar sebelum dan sesudah perlakuan.

Hasil penelitian menunjukkan model pembelajaran *Contextual Teaching and Learning* (CTL) berpengaruh signifikan terhadap peningkatan pemahaman konsep operasi hitung. Nilai rata-rata *Posttest* lebih tinggi dibanding *Pretest*, dengan uji Paired Sample t-Test menunjukkan signifikansi $< 0,05$. Siswa menjadi lebih aktif, mampu mengaitkan materi dengan kehidupan sehari-hari, dan memahami konsep lebih baik. Dengan demikian, pembelajaran berbasis CTL terbukti efektif meningkatkan hasil belajar matematika siswa sekolah dasar.

ABSTRACT

Fitriani, Desilia. 2025. Implementation of the Contextual Teaching and Learning (CTL) Model to Improve Understanding of Mathematical Arithmetic Operations in Grade III Elementary School. Faculty of Teacher Training and Education. Islamic University of Blitar. Supervisors: (1) Ida Putriani, S.Pd., M.Pd., (2) Ida Putri Rarasati, S.Pd., M.Pd.

Keywords: CTL model, mathematical understanding, arithmetic operations.

This research is motivated by the low understanding of mathematical calculation operation concepts among third-grade students at SDN Tawang Sari 01, especially regarding calculation operations. Observations, interviews, and questionnaires showed that learning rarely connects the material to real-life situations and lacks the use of media and a contextual approach. As a result, most students have not achieved the Minimum Completeness Criteria (KKM), with average scores below 75. The purpose of this study is to describe the implementation of the Contextual Teaching and Learning (CTL) model in teaching mathematical calculation operations to third-grade students at SDN Tawang Sari 01 and to measure the improvement in students' understanding of calculation operation concepts after applying the CTL learning model.

This research uses a quantitative approach with a one-group Pretest-Posttest design method. The subjects are 40 third-grade students, selected by total sampling technique. The instruments include Pretest and Posttest tests, observation sheets, and documentation. Data analysis was conducted through normality tests, homogeneity tests, and Paired Sample t-Test to determine the difference in learning outcomes before and after the treatment.

The results indicate that the Contextual Teaching and Learning (CTL) learning model has a significant effect on improving the understanding of calculation operation concepts. The average Posttest score was higher than the Pretest, with the Paired Sample t-Test showing a significance level of less than 0.05. Students became more active, able to relate the material to daily life, and better understood the concepts. Thus, CTL-based learning proved effective in improving elementary students' mathematics learning outcomes.