Abstrak

Serafina, Jenia (2018). Penerapan Pembelajaran Contextual Teaching and Learning (CTL) Pada Materi Bilangan Berpangkat Kelas X SMK. Skripsi. Pendidikan Matematika STKIP PGRI Sidoarjo. Dosen Pembimbing 1) Dr. Lailatul Mubarokah, S.Pd.,M.Pd. 2) Risdiana Chandra Dhewy,M.Si.

Kata Kunci: penerapan, contextual teaching and learning, bilangan berpangkat

Pembelajaran matematika akan lebih mudah dipahami jika mengaitkan materi yang dipelajari dengan aktivitas keseharian peserta didik. Seperti yang diterapkan pada materi bilangan berpangkat pada penelitian ini. Tujuan dari penelitian ini adalah untuk mengetahui kemampuan guru mengelola pembelajaran, aktivitas peserta didik, hasil belajar peserta didik serta respon peserta didik terhadap pembelajaran *contextual teaching and learning*. Metode penelitian yang digunakan dalam penelitian ini menggunakan metode deskriptif kuantitatif. Penelitian dilakukan di SMK PGRI 1 Sidoarjo kelas X TKJ. Jumlah peserta didik dalam satu kelas adalah 34 orang. Hasil analisis data yang dilakukan adalah Kemampuan guru dalam mengelola pembelajaran *Contextual Teaching and Learning* (CTL) pada materi bilangan berpangkat diperoleh nilai 4,00 yang termasuk dalam kriteria sangat aktif. Aktivitas peserta didik selama proses pembelajaran sudah dapat dikatakan aktif, karena dari 34 peserta didik 26 kriteria aktif dan 8 masih kriteria kurang aktif karena tidak mengikuti pertemuan pertama. Hasil belajar peserta didik kelas X TKJ setelah mengikuti tes soal bilangan berpangkat dikatakan tuntas karena presentase ketuntasan hasil belajar mencapai 88,23%. Respon peserta didik dikatakan positif karena seluruh butir pernyataan termasuk dalam kategori sangat positif dan positif maka respon peserta didik dikatakan positif. Sehingga penerapan model pembelajaran *Contextual Teaching and Learning* (CTL dapat dikatakan efektif.

Abstract

Serafina, Jenia (2018). Application of *Contextual Teaching and Learning* (CTL) Learning to Class X Ranked Number Material smk. Thesis. Mathematics Education STKIP PGRI Sidoarjo. Supervisor 1) Dr. Lailatul Mubarokah, S.Pd., M.Pd. 2) Risdiana Chandra Dhewy, M.Si.

Keywords: application, contextual teaching and learning, ranked numbers

Mathematics learning will be easier to understand if you relate the material learned to the daily activities of students. As applied to the material of ranked numbers in this study. The purpose of this study is to determine the ability of teachers to manage learning, student activities, student learning outcomes and student responses to *contextual teaching and learning*. The research method used in this study uses quantitative descriptive methods. The research was conducted at SMK PGRI 1 Sidoarjo class X TKJ. The number of learners in one class is 34 people. The results of the data analysis carried out were the ability of teachers to manage *Contextual Teaching and Learning* (CTL) learning on the ranked number material obtained a value of 4.00 which is included in the very active criteria, Student Activities during the learning process can already be said to be active, because of the 34 students 26 active criteria and 8 still less active criteria because they did not participate in the first meeting. The learning outcomes of class X TKJ students after taking the test for ranked number questions are said to be complete because the percentage of completeness of learning outcomes reaches 88.23%. The response of students is said to be positive because all points of the statement are included in the category of very positive and positive, so the response of students is said to be positive. So that the application of *the Contextual Teaching and Learning* (CTL) learning model can be said to be effective.