

ABSTRAK

**Pengaruh *Contextual Teaching and Learning* dan Kemampuan Mendesain
Bahan Ajar Terhadap Hasil Belajar IPA Siswa Kelas IV
SDN Kecamatan Damar**

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Pemanfaatan model pembelajaran yang tepat merupakan salah satu hal penting bagi pendidik untuk mendorong hasil belajar siswa dalam pembelajaran IPA. Selain itu kemampuan pendidik untuk merencanakan dan mendesain bahan ajar juga sangat penting dalam mencapai hasil belajar yang diharapkan. Penelitian ini bertujuan untuk mengetahui 1) pengaruh *Contextual Teaching and Learning* terhadap hasil belajar IPA 2) pengaruh kemampuan mendesain bahan ajar terhadap hasil belajar IPA dan 3) pengaruh *Contextual Teaching and Learning* dan kemampuan mendesain bahan ajar terhadap hasil belajar IPA. Metode penelitian ini menggunakan menggunakan metode angket (kuesioner) dan tes hasil. Pengujian hipotesis menggunakan analisis *product moment* dan analisis regresi linier ganda. Hasil penelitian menunjukkan 1) ada pengaruh yang positif dan signifikan dari *Contextual Teaching and Learning* dengan hasil belajar IPA dengan koefisien determinasi 15,620286 % diperoleh persamaan regresi $\hat{Y} = 0,75347604 + 0,74607126X_1$ 2) ada pengaruh yang positif dan signifikan dari Kemampuan Mendesain Bahan Ajar terhadap hasil belajar IPA dengan koefisien determinasi 12,808708% diperoleh dengan persamaan regresi $\hat{Y} = 27,32241079 + 0,499412497X_2$ 3) ada pengaruh yang positif dan signifikan dari *Contextual Teaching and Learning* dan Kemampuan Mendesain Bahan Ajar dengan hasil belajar IPA diperoleh koefisien determinan gandanya 0,190878% dengan persamaan regresi ganda $\hat{Y} = -8,00894 + 0,544967X_1 + 0,299367X_2$.

Kata Kunci : CTL, kemampuan mendesain bahan ajar dan hasil belajar

ABSTRACT***THE EFFECTS OF CONTEXTUAL TEACHING LEARNING AND ABILITY TO DESIGN TEACHING MATERIALS ON SCIENCE LEARNING OUTCOMES OF CLASS IV SDN DAMAR DISTRICT STUDENTS***

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The use of appropriate learning models is one of the important things for educators to encourage student learning outcomes in science learning. In addition, the ability of educators to plan and design teaching materials is also very important in achieving the expected learning outcomes. This study aims to determine 1) the effect of Contextual Teaching and Learning on science learning outcomes 2) the effect of the ability to design teaching materials on science learning outcomes and 3) the effect of Contextual Teaching and Learning and the ability to design teaching materials on science learning outcomes. This research method uses a questionnaire (questionnaire) and test results. Hypothesis testing using product moment analysis and multiple linear regression analysis. The results showed 1) there was a positive and significant effect of Contextual Teaching and Learning with science learning outcomes with a coefficient of determination of 15,620286% obtained by the regression equation = $0.75347604 + 0.74607126X_1$ 2) there was a positive and significant relationship between Design Ability Teaching Materials on science learning outcomes with a coefficient of determination of 12.808708% obtained by the regression equation = $27.32241079 + 0.499412497X_2$ 3) there is a positive and significant effect of Contextual Teaching and Learning and the ability to design teaching materials with science learning outcomes obtained coefficients the multiple determinant is 0.190878% with multiple regression equation = $-8.00894 + 0.544967X_1 + 0.299367X_2$.

Keywords: *CTL, ability to design teaching materials and learning outcomes*