ABSTRAK

AHMAD TEGUH PURNAWANTO: Pengaruh Pendekatan *Contextual Teaching and Learning* terhadap Kualitas Pembelajaran IPA di SMPN 4 Randublatung. **Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogya karta, 2013.**

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan *Contextual Teaching and Learning* (CTL) terhadap (1) kemampuan pemahaman konsep IPA dan (2) kualitas proses pembelajaran IPA.

Penelitian ini merupakan eksperimen semu dengan variabel bebas pendekatan CTL, dan variabel terikat meliputi (1) kemampuan pemahaman konsep IPA dan (2) kualitas proses pembelajaran IPA. Pengambilan data untuk kemampuan pemahaman konsep IPA dilakukan dengan menggunakan tes objektif, kualitas proses pembelajaran IPA dengan lembar obsevasi tujuh komponen kualitas pembelajaran CTL berbentuk *rating scale* dari Likert. Validitas instrumen dilakukan dengan *Item and Test Analysis*. Data dianalisis dengan menggunakan *t-test* dan uji Mann Whitney. Populasi dalam penelitian ini adalah peserta didik kelas VII SMP 4 Randublatung Kabupaten Blora dan sebagai sampel adalah kelas VII-B dan VII-C yang dipilih secara acak dengan teknik *cluster sampling*. Desain eksperimen yang digunakan pada kelompok eksperimen dan kelompok kontrol adalah r*andomized control-group pretest-postest design*". Perlakuan eksperimen menerapkan pendekatan CTL.

Hasil penelitian menunjukkan bahwa: (1) ada pengaruh yang signifikan pendekatan CTL terhadap kemampuan pemahaman konsep IPA, dengan t = 4,189, pada α = 0,05; (2) ada pengaruh yang signifikan pendekatan CTL terhadap kualitas proses pembelajaran IPA, dengan Uji-Mann Whitney, *p-value* = 0,000 pada α = 0,05. Dari hasil perhitungan tersebut, dapat disimpulkan bahwa penerapan pendekatan CTL berpengaruh nyata terhadap peningkatan kemampuan pemahaman konsep IPA dan kualitas proses pembelajaran IPA kelas VII di SMP 4 Randublatung.

Kata kunci : C*ontextual Teaching and Learning*, pemahaman konsep IPA, kualitas pembelajaran IPA

ABSTRACT

AHMAD TEGUH PURNAWANTO: *The Effect of Contextual Teaching and Learning Approach on the Science Teaching Quality in SMPN 4 Randublatung*. **Thesis. Yogyakarta: Graduate School, State University of Yogyakarta, 2013**.

This study aims at identifying the effect of contextual teaching and learning approach (CTL) on (1) the ability to understand the science concept and (2) the quality of the science teaching process.

This study was a quasi experiment with the CTL approach as the independent variable and the dependent variable includes: (1) the ability to understand the science concept; (2) the quality of the science teaching process. The data on the ability to understand the science concept were collected using an objective test, and those on the quality of science teaching process using seven components of CTL science teaching quality in the form of a rating scale from Likert. The instrument validity was measured using the item and test analysis. The data were analyzed using the t-test and Mann Whitney test. The research population was the 7^{th} grade students of Randublatung 4 State Secondary School Blora Regency and the sample was class 7^{th}. B and class7^{th}. C established randomly using the cluster sampling technique. The experimental design in this research used the randomized control group pretest-posttest design. The experimental action applied CTL approach.

The results of this research show that (1) there is a significant effect of the CTL approach on the ability to understand the science concept, with $t = 4.189$ in $\alpha = 0.05$; (2) there is a significant effect of the CTL approach on the science teaching process quality as shown by Mann Whitney test result that P-value = 0.000 in $\alpha = 0.05$. From that calculation, it can be concluded that applying the CTL approach have significant effect on increase the ability to understand the science concept and increase the quality of science teaching process of 7th grade students of Randublatung 4 State Secondary School.

Keywords: *CTL, understanding science concept, science learning process quality.*