

**“PENGARUH MODEL CONTEXTUAL TEACHING AND LEARNING (CTL)
TERHADAP KEMAMPUAN BERPIKR KRITIS SISWA”**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Contextual Teaching and Learning* (CTL) terhadap kemampuan berpikir kritis siswa di kelas IV SDN Pucung IV. Jenis eksperimen yang digunakan dalam penelitian ini didekati secara kuantitatif. Studi pre-eksperimen dengan *pretest* dan *posttest* adalah metodologi yang digunakan. Sampel penelitian ini sebanyak 23 responden, 13 di antaranya laki-laki dan 10 diantaranya perempuan. Metode pengumpulan data adalah menggunakan tes kemampuan berpikir kritis yang sebelumnya telah diuji validitas dan reliabilitas. Analisis data yang digunakan pada penelitian ini adalah statistik deskriptif dan inferensial. Berdasarkan hasil penelitian, diperoleh nilai sig (2-tailed) sebesar $0,000 < 0,05$. ini menunjukkan bahwa H_0 ditolak dan H_1 diterima. Model *Contextual Teaching and Learning* (CTL) berdampak pada kemampuan berpikir kritis dalam pembelajaran IPA mengikuti terapi, demikian temuan tersebut. Model *Contextual Teaching and Learning* dapat membantu siswa mengembangkan kemampuan berpikir kritisnya saat belajar IPA. Model *Contextual Teaching and Learning* sangat membantu dalam proses pembelajaran sebagai hasilnya. Setiap siswa mendapat kesempatan untuk bekerja sama dalam kelompoknya, dan siswa menuliskan kembali hasil percakapannya dengan bahasanya masing-masing, sehingga meningkatkan tingkat kemandiriannya dalam perkembangan belajarnya model *Contextual Teaching and Learning* secara signifikan mempengaruhi kapasitas berpikir kritis seseorang. Ini menunjukkan bahwa terdapat terdapat pengaruh penerapan model CTL dengan kemampuan berpikir kritis siswa.

Kata Kunci: Model Pembelajaran, *Contextual Teaching and Learning* (CTL), Berpikir Kritis

"THE INFLUENCE OF CONTEXTUAL TEACHING AND LEARNING (CTL) MODEL ON STUDENTS' CRITICAL THINKING ABILITIES"

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ABSTRAK

This study aims to determine the effect of Contextual Teaching and Learning on students' critical thinking skills in class IV SDN Pucung IV. The type of experiment used in this study was approached quantitatively. A pre-experimental study with pretest and posttest is the methodology used. The sample of this research was 23 respondents, 13 of whom were male and 10 of whom were female. The data collection method is to use a critical thinking ability test that has previously been tested for validity and reliability. The data analysis used in this study is descriptive and inferential statistics. Based on the research results, a sig (2-tailed) value is $0.000 < 0.05$. this shows that H_0 is rejected and H_1 is accepted. The Contextual Teaching and Learning (CTL) model has an impact on critical thinking skills in science learning following therapy, according to the findings. The Contextual Teaching and Learning model can help students develop their critical thinking skills when studying science. The Contextual Teaching and Learning model is very helpful in the learning process as a result. Each student gets the opportunity to work together in a group, and students rewrite the results of their conversations in their own language, thus increasing their level of independence in the development of their learning. The Contextual Teaching and Learning model significantly influences a person's critical thinking capacity. This shows that there is an effect of applying the CTL model to students' critical thinking skills.

Keywords: *Learning Model, Contextual Teaching and Learning (CTL), Critical thinking*