

ABSTRACT

THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) MODELS TO IMPROVE THE LEARNING OUTCOMES AND THE CREATIVE THINKING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS

Motivated by the cognitive learning outcomes that have not yet reached the KKM and observations indicate that the learning process is didn't trained students to think creatively , the purpose of study is to know how the application of the Contextual Teaching and Learning (CTL) to improve learning outcomes and Creative Thinking Skills (KBK) students . The method of research used in this study is pre-experimental with one group pretest - posttest design . Retrieval of data on research conducted using a multiple choice test to measure cognitive, a description of the test to measure the Creative Thinking Skills , a non - test observation sheet for measured of affective student, observation sheets of psychomotor domain of students , and the observation sheet CTL models for students and teachers . Anaysis data for Cognitive test and KBK test done by calculating the normalized gain value from the pretest and posttest scores , while the analysis data of observational from the affective and psychomotor done by calculating the average score of students that is converted into *Indeks Prestasi Kelompok* (IPK) . Analysis data for results from observations of CTL models is calculating the percentage of the learning stage has been completed , then interpreted into the category *Keterlaksanaan Model Pembelajaran* (KMP) . The results showed the average value of the normalized gain of 0,44 for the cognitive domains including the medium category , with details of the gain values were normalized to aspects C1 is 0,37 , aspects C2 is 0,71 , aspect C3 is 0,45 and aspects C4 is 0,32 . The results of the study to the KBK conducted an average gain of normalized by 0,40 with the medium category , with details of the value of the average normalized gain of 0,45 for fluency aspects , 0,32 for aspects flexilbility, and 0,53 for aspects originality and 0,32 for aspects elaboration. The results of the analysis for the affective aspect obtained by IPK of 79,87 % with including high category and psychomotor aspects of 86.36 % including high category . The result of observation for CTL model by the teacher for each meeting is 88 % , 100 % , and 100 % , whereas by the student for each meeting by 86 % , 88 % , 86.8 % . Therefore , it can be concluded that the application of Contextual Teaching and Learning models can improve learning outcomes and skills of junior high school students to think creatively .

Keywords: Contextual Teaching and Learning, Learning Outcomes, Creative Thinking Skills

Desy Nuryanti, 2014

The Application Of Contextual Teaching And Learning (CtI) Models To Improve The Learning Outcomes And The Creative Thinking Skills Of Junior High School Students

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

ABSTRACT

THE APPLICATION OF CONTEXTUAL TEACHING AND LEARNING (CTL) MODELS TO IMPROVE THE LEARNING OUTCOMES AND THE CREATIVE THINKING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS

Motivated by the cognitive learning outcomes that have not yet reached the KKM and observations indicate that the learning process is didn't trained students to think creatively , the purpose of study is to know how the application of the Contextual Teaching and Learning (CTL) to improve learning outcomes and Creative Thinking Skills (KBK) students . The method of research used in this study is pre-experimental with one group pretest - posttest design . Retrieval of data on research conducted using a multiple choice test to measure cognitive, a description of the test to measure the Creative Thinking Skills , a non - test observation sheet for measured of affective student, observation sheets of psychomotor domain of students , and the observation sheet CTL models for students and teachers . Anaysis data for Cognitive test and KBK test done by calculating the normalized gain value from the pretest and posttest scores , while the analysis data of observational from the affective and psychomotor done by calculating the average score of students that is converted into *Indeks Prestasi Kelompok* (IPK) . Analysis data for results from observations of CTL models is calculating the percentage of the learning stage has been completed , then interpreted into the category *Keterlaksanaan Model Pembelajaran* (KMP) . The results showed the average value of the normalized gain of 0,44 for the cognitive domains including the medium category , with details of the gain values were normalized to aspects C1 is 0,37 , aspects C2 is 0,71 , aspect C3 is 0,45 and aspects C4 is 0,32 . The results of the study to the KBK conducted an average gain of normalized by 0,40 with the medium category , with details of the value of the average normalized gain of 0,45 for fluency aspects , 0,32 for aspects flexilbility, and 0,53 for aspects originality and 0,32 for aspects elaboration. The results of the analysis for the affective aspect obtained by IPK of 79,87 % with including high category and psychomotor aspects of 86.36 % including high category . The result of observation for CTL model by the teacher for each meeting is 88 % , 100 % , and 100 % , whereas by the student for each meeting by 86 % , 88 % , 86.8 % . Therefore , it can be concluded that the application of Contextual Teaching and Learning models can improve learning outcomes and skills of junior high school students to think creatively .

Keywords: Contextual Teaching and Learning, Learning Outcomes, Creative Thinking Skills

Desy Nuryanti, 2014

The Application Of Contextual Teaching And Learning (CtI) Models To Improve The Learning Outcomes And The Creative Thinking Skills Of Junior High School Students

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu