

**PENGARUH PENERAPAN MODEL PBL DENGAN PENDEKATAN
CONTEXTUAL TEACHING AND LEARNING BERBANTUAN MEDIA
INTERAKTIF TERHADAP PRESTASI BELAJAR MATEMATIKA SISWA
KELAS VIII**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya prestasi belajar matematika siswa kelas VIII dimana salah satu penyebabnya adalah kurangnya penekanan pada proses pembelajaran matematika di kelas. Tujuan dari penelitian ini adalah untuk menguji pengaruh penerapan model PBL dengan pendekatan *Contextual Teaching and Learning* berbantuan media interaktif terhadap prestasi belajar matematika siswa kelas VIII. Penelitian ini merupakan penelitian eksperimen semu dengan desain *posttest only group design*. Populasi penelitian ini adalah siswa kelas VIII. 4 sampai VIII. 11 SMP Negeri 2 Singaraja Tahun Ajaran 2024/2025 dengan total 280 siswa dan pengambilan sampel menggunakan teknik *cluster random sampling*. Dari hasil pengundian diperoleh kelas VIII.6 sebanyak 34 siswa sebagai kelas eksperimen yang mengikuti pembelajaran menggunakan model PBL dengan pendekatan *Contextual Teaching and Learning* berbantuan media interaktif dan kelas VIII.5 sebanyak 35 siswa sebagai kelas kontrol yang mengikuti pembelajaran konvensional yaitu model PBL dengan pendekatan *Saintific* berbantuan LKPD. Hasil penelitian mengungkapkan bahwa kelas eksperimen memiliki rata-rata skor *post-test* sebesar 80,47, sedangkan kelas kontrol memperoleh rata-rata skor *post-test* sebesar 75,82. Hasil uji hipotesis yang menggunakan *independent sampel t-test* dengan taraf signifikansi 0,05 menunjukkan nilai signifikansi (sig.) sebesar 0,00 dimana $0,00 < 0,05$. Hal ini mengindikasikan terdapat pengaruh signifikan dari penerapan model PBL dengan pendekatan *Contextual Teaching and Learning* berbantuan media interaktif dalam meningkatkan prestasi belajar matematika. Berdasarkan temuan tersebut, dapat dinyatakan bahwa prestasi belajar matematika siswa yang dibelajarkan menggunakan model PBL dengan pendekatan *Contextual Teaching and Learning* berbantuan media interaktif lebih tinggi daripada prestasi belajar matematika siswa yang dibelajarkan dengan pembelajaran model PBL dengan pendekatan *saintific* berbantuan LKPD.

Kata-kata kunci: *Contextual Teaching and Learning*, media interaktif, model PBL, prestasi belajar matematika.

**THE EFFECT OF IMPLEMENTING THE PBL MODEL WITH THE
CONTEXTUAL TEACHING AND LEARNING APPROACH USED BY
INTERACTIVE MEDIA ON THE MATHEMATICS LEARNING
ACHIEVEMENT OF GRADE VIII STUDENTS**

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ABSTRACT

This study is motivated by the low mathematics academic achievement of VIII grade students where one of the causes is the lack of emphasis on the mathematics learning process in the classroom. The purpose of this study was to examine the effect of applying PBL model with the Contextual Teaching and Learning approach assisted by interactive media on the mathematics academic achievement of grade VIII students. This research is a quasi-experimental study with post-test only group design. The population of this study was 280 students in grades VIII.4 to VIII.11 of SMP Negeri 2 Singaraja in the 2024/2025 academic year and the sample was selected using cluster random sampling. Using this technique we got 34 students from VIII.6 as an experimental class and 35 students from VIII.5 as a control class. The experimental class, followed a learning process using the PBL model combined with a Contextual Teaching and Learning approach assisted by interactive media. The control class followed conventional learning using the PBL model with a scientific approach, assisted by student worksheets (LKPD). The results revealed that the experimental class had an average post-test score of 80.47, while the control class obtained an average post-test score of 75.82. The results of hypothesis testing using an independent sample t-test (1 tailed test) with a significance level of 0.05 show a significance value (sig.) of 0.00 where $0.00 < 0.05$. This indicates that there is a significant effect of applying PBL model with the Contextual Teaching and Learning approach assisted by interactive media in improving mathematics academic achievement. Based on these outcomes, it can be stated that the mathematics academic achievement of students taught by using the PBL model with a Contextual Teaching and Learning approach assisted by interactive media is higher than the mathematics academic achievement of students taught with conventional learning using the PBL model with a scientific approach, assisted by student worksheets (LKPD).

Keywords: contextual teaching and learning, interactive media, PBL model, math learning achievement.