

PENGARUH MODEL *CONTEXTUAL TEACHING AND LEARNING* (CTL) BERBANTUAN MEDIA JAM SUDUT TERHADAP KOMPETENSI PENGETAHUAN SISWA KELAS III DI GUGUS 5 MARGA

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kompetensi pengetahuan matematika siswa kelas III pada materi sudut di Gugus 5 Marga akibat pembelajaran yang masih bersifat konvensional dan kurang melibatkan siswa secara aktif. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Contextual Teaching and Learning* (CTL) berbantuan media Jam Sudut terhadap kompetensi pengetahuan matematika siswa kelas III di Gugus 5 Marga. Penelitian ini merupakan penelitian kuantitatif dengan desain *quasi experiment* berbentuk *non-equivalent control group design*. Sampel penelitian terdiri atas 28 siswa sebagai kelompok eksperimen dan 27 siswa sebagai kelompok kontrol. Data dikumpulkan menggunakan tes pilihan ganda dan dianalisis menggunakan uji-t setelah memenuhi uji prasyarat normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa rata-rata kompetensi pengetahuan matematika kelompok eksperimen sebesar 82,57 lebih tinggi dibandingkan kelompok kontrol sebesar 74,22. Hasil uji hipotesis memperoleh nilai thitung = 2,842 dan ttabel = 2,006 pada taraf signifikansi 5%, sehingga thitung > ttabel (2,842 > 2,006). Dengan demikian, H₀ ditolak dan H₁ diterima, sehingga terdapat pengaruh yang signifikan model pembelajaran *Contextual Teaching and Learning* (CTL) berbantuan media Jam Sudut terhadap kompetensi pengetahuan matematika siswa kelas III di Gugus 5 Marga. Penerapan model pembelajaran ini mampu menciptakan suasana belajar yang lebih kontekstual, aktif, dan bermakna karena siswa dapat mengaitkan materi dengan pengalaman sehari-hari melalui penggunaan media konkret. Oleh sebab itu, model pembelajaran *Contextual Teaching and Learning* (CTL) berbantuan media Jam Sudut dapat dijadikan alternatif inovatif dalam meningkatkan kompetensi pengetahuan matematika siswa sekolah dasar, khususnya pada materi sudut.

Kata Kunci: *Contextual Teaching and Learning* (CTL), media Jam Sudut, kompetensi pengetahuan matematika, materi sudut

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ABSTRACT

This study was motivated by the low mathematics knowledge competency of third-grade students on the topic of angles in Cluster 5 Marga, which was caused by the implementation of conventional learning methods that did not actively engage students in the learning process. This study aimed to analyze the effect of the Contextual Teaching and Learning (CTL) model assisted by Angle Clock learning media on the mathematics knowledge competency of third-grade students in Cluster 5 Marga. This research employed a quantitative approach using a quasi-experimental design in the form of a non-equivalent control group design. The research sample consisted of 28 students in the experimental group and 27 students in the control group. Data were collected through a multiple-choice test and analyzed using an independent samples *t*-test after fulfilling the assumptions of normality and homogeneity. The results showed that the mean mathematics knowledge competency score of the experimental group was 82.57, which was higher than that of the control group, with a mean score of 74.22. The hypothesis testing yielded a *t*-value of 2.842 and a *t*-table value of 2.006 at the 5% significance level, indicating that $t_{count} > t_{table}$ ($2.842 > 2.006$). Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, indicating that the Contextual Teaching and Learning (CTL) model assisted by Angle Clock learning media had a significant effect on the mathematics knowledge competency of third-grade students in Cluster 5 Marga. Therefore, the Contextual Teaching and Learning (CTL) model assisted by Angle Clock learning media can be considered an innovative alternative for improving elementary school students' mathematics knowledge competency, particularly in learning the concept of angles..

Keyword: Contextual Teaching and Learning (CTL), Angle Clock Learning Media, Mathematics Knowledge Competency.