

## ABSTRAK

Regita Puja Pramesti. 2025. Penerapan Model *Contextual Teaching and Learning* Berbantuan Media Kahoot untuk Meningkatkan Hasil Belajar Kognitif Materi Pecahan Pada Siswa Kelas V Sekolah Dasar. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, UNIVERSITAS PGRI MADIUN. Pembimbing (I) Dr. Hendra Erik Rudyanto, S.Pd., M.Pd. (II) Pinkan Amita Tri Prasasti, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar kognitif siswa melalui penerapan model *Contextual Teaching and Learning* yang memanfaatkan media Kahoot pada materi pecahan. Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK). Subjek penelitian ini difokuskan pada siswa kelas V di SDN Nampu 01, Kecamatan Gemarang, Kabupaten Madiun. Teknik pengumpulan data pada penelitian ini yakni: tes, observasi dan dokumentasi. Sedangkan teknik analisis data pada penelitian ini data kualitatif terdapat 4 tahapan yakni pengumpulan data, reduksi data, penyajian data serta penarikan kesimpulan. Data kuantitatif dari tes, rerata skor, dan ketuntasan belajar. Hasil penelitian menunjukkan bahwa dengan menggunakan media Kahoot untuk materi pecahan, dan penerapan model *Contextual Teaching and Learning* dapat meningkatkan proses dan hasil pembelajaran siswa. Pada tahap pra siklus, ditemukan bahwa dari 12 siswa, 8 (67%) memperoleh nilai dibawah Kriteria Ketuntasan Minimal (KKM), dan hanya 4 (33%) memperoleh nilai di atas KKM dengan nilai rata-rata sebesar 57. Pada siklus I, hasil belajar kognitif siswa meningkat. Jumlah siswa yang mencapai nilai di atas KKM meningkat menjadi 7 siswa, atau (58%), dengan nilai rata-rata 70,8. Namun, ada 5 siswa, atau (42%), yang belum mencapai ketuntasan belajar. Pada siklus II, hasil belajar kognitif 10 siswa atau (83%) berhasil mencapai KKM.

Kata kunci: *contextual teaching and learning*, media kahoot, hasil belajar kognitif

## **ABSTRACT**

*Regita Puja Pramesti. 2025. Application of Contextual Learning Model Assisted by Kahoot Media to Improve Cognitive Learning Outcomes of Fraction Material in Grade V Elementary School Students. Thesis. Elementary School Teacher Education Study Program, FKIP, PGRI UNIVERSITY OF MADIUN. Advisor (I) Dr. Hendra Erik Rudyanto, S.Pd., M.Pd. (II) Pinkan Amita Tri Prasasti, S.Pd., M.Pd.*

*This study aims to determine the improvement of students' cognitive learning outcomes through the application of the Contextual Teaching and Learning model utilizing Kahoot media on fraction material. This study uses Classroom Action Research (CAR). The subjects of this study were focused on fifth grade students at SDN Nampu 01, Gemarang District, Madiun Regency. Data collection techniques in this study were: tests, observation and documentation. While the data analysis technique in this study qualitative data there are 4 stages, namely data collection, data reduction, data presentation and drawing conclusions. Quantitative data from tests, average scores, and learning completeness. The results of the study showed that by using Kahoot media for fraction material, and the application of the Contextual Teaching and Learning model can improve the process and results of student learning. In the pre-cycle stage, it was found that out of 12 students, 8 (67%) obtained scores below the Minimum Completion Criteria (KKM), and only 4 (33%) obtained scores above KKM with an average score of 57. In cycle I, students' cognitive learning outcomes increased. The number of students who achieved scores above the KKM increased to 7 students, or (58%), with an average score of 70.8. However, there were 5 students, or (42%), who had not achieved learning completion. In cycle II, the cognitive learning outcomes of 10 students or (83%) managed to achieve the KKM.*

*Keywords: contextual teaching and learning, kahoot media, cognitive learning outcomes*