

ABSTRAK

Ida Hayati Waluyaningrum, 2025. *Penerapan Strategi CTL (Contextual Teaching And Learning) dengan Model Cooperative Learning untuk Meningkatkan Keaktifan Siswa dan Hasil Belajar IPS Siswa Kelas IV SDN 03 Taman Kota Madiun Tahun Ajaran 2025/2026.* Tesis. Madiun: Program Studi Pendidikan Ilmu Pengetahuan Sosial, Program Magister, Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Prof. Dr. H. Parji, M.Pd., (II) Dr. Nurhadji Nugraha, S.Pd, M.M.

Kata Kunci: *Contextual Teaching And Learning, IPS, Keaktifan Siswa, Hasil Belajar*

Penelitian ini bertujuan untuk (1) Mendeskripsikan Penerapan strategi CTL (Contextual Teaching and Learning) dengan model Cooperative Learning untuk meningkatkan keaktifan siswa dan hasil belajar IPS siswa kelas IV SDN 03 Taman Kota Madiun Tahun Ajaran 2025/2026, (2) Penerapan Strategi CTL (Contextual Teaching and Learning) dengan model Cooperative Learning dapat meningkatkan keaktifan siswa kelas IV SDN 03 Taman Kota Madiun dan (3) Penerapan Strategi CTL (Contextual Teaching and Learning) dengan model Cooperative Learning dapat meningkatkan hasil belajar siswa kelas IV SDN 03 Taman Kota Madiun.

Metode penelitian ini menggunakan pendekatan kualitatif dengan jenis Penelitian Tindakan Kelas. Penelitian tindakan ini dilakukan dalam dua siklus. Data dikumpulkan melalui tes, observasi, wawancara dan dokumentasi. Teknik analisis data dalam penelitian ini adalah analisis deskriptif. Data yang diperoleh setiap siklus berupa data penilaian keaktifan dan hasil belajar siswa pada pembelajaran IPS menggunakan metode CTL dengan model cooperative learning. Hasil penelitian didapatkan bahwa penerapan Strategi CTL dengan model cooperative learning dapat meningkatkan keaktifan dan hasil belajar siswa, hal ini terbukti pada siklus I nilai keaktifan rata – rata hanya 72,46% menjadi naik 85,125% pada siklus ke II. Sedangkan hasil belajar siswa pada tes awal siklus I mencapai rata – rata nilai 73,1% menjadi naik 86,25% pada siklus ke II. Hasil penelitian menunjukkan bahwa penerapan CTL membentuk dinamika pembelajaran yang kontekstual dan interaktif, di mana siswa menunjukkan variasi keaktifan dan pemaknaan materi berdasarkan pengalaman, kemampuan, dan motivasi masing-masing. Aktivitas pengamatan, diskusi kelompok, pemecahan masalah, dan refleksi memungkinkan sebagian siswa menafsirkan materi IPS dengan mengaitkan konsep dengan pengalaman nyata. Pola interaksi guru-siswa dan antar siswa berperan penting dalam membangun pemahaman bersama dan menegaskan perbedaan pemaknaan antar individu. Temuan ini menegaskan bahwa strategi CTL berfungsi sebagai pendekatan yang menekankan keterlibatan aktif, interaksi sosial, dan relevansi materi dengan konteks nyata siswa, sehingga pembelajaran IPS berlangsung secara bermakna sekaligus menampilkan variasi interpretasi yang alami dalam kelas.

ABSTRACT

Ida Hayati Waluyaningrum, 2025. *Implementing the Contextual Teaching and Learning (CTL) Strategy with the Cooperative Learning Model to Improve Student Activity and Social Studies Learning Outcomes for Fourth-Grade Students at SDN 03 Taman, Madiun City, Academic Year 2025/2026.* Thesis. Madiun: Social Studies Education Study Program, Master's Program, Postgraduate School, Universitas PGRI Madiun. Supervisors: (I) Prof. Dr. H. Parji, M.Pd., (II) Dr. Nurhadji Nugraha, S.Pd, M.M.

Keywords: *Contextual Teaching and Learning (CTL), Social Studies, Student Activity, Learning Outcomes.*

This study aims to: (1) describe the implementation of the CTL (Contextual Teaching and Learning) strategy combined with the Cooperative Learning model to improve student activity and Social Studies learning outcomes for fourth-grade students at SDN 03 Taman, Madiun City, in the 2025/2026 academic year; (2) determine whether the implementation of the CTL strategy with the Cooperative Learning model can increase the activity of fourth-grade students at SDN 03 Taman, Madiun City; and (3) determine whether the implementation of the CTL strategy with the Cooperative Learning model can improve the learning outcomes of fourth-grade students at SDN 03 Taman, Madiun City.

The research method used a qualitative approach with Classroom Action Research (CAR). This action research was conducted in two cycles. Data were collected through tests, observations, interviews, and documentation. The data analysis technique used in this study was descriptive analysis. The data obtained in each cycle consisted of assessment data on student activity and learning outcomes in Social Studies learning using the CTL method with the cooperative learning model. The results showed that the implementation of the CTL strategy with the cooperative learning model could improve student activity and learning outcomes; this is evidenced by the average student activity score increasing from 72.46% in Cycle I to 85.125% in Cycle II. Meanwhile, student learning outcomes increased from an average score of 73.1% in the initial test of Cycle I to 86.25% in Cycle II. The findings indicate that the application of CTL creates a contextual and interactive learning dynamic where students demonstrate variations in activity and material interpretation based on their respective experiences, abilities, and motivations. Observation activities, group discussions, problem-solving, and reflection allowed students to interpret Social Studies material by linking concepts to real-life experiences. Teacher-student and peer-to-peer interaction patterns played a vital role in building collective understanding and acknowledging individual differences in meaning-making. These findings confirm that the CTL strategy serves as an approach that emphasizes active engagement, social interaction, and material relevance to the students' real-world contexts, ensuring that Social Studies learning takes place meaningfully while accommodating natural variations of interpretation within the classroom.