

ABSTRAK

Putri Fajar Wahyuni, 2026. Peningkatan Kemampuan Berhitung Perkalian 1-10 Melalui Penerapan Model Contextual Teaching and Learning (CTL) Berbantuan Media Papan Perkalian Pada Siswa Kelas 2 Sekolah Dasar. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun, Pembimbing (I) Hartini, S.Sn., M.Pd. , (II) Eka Nofri Ari Yanto, S.Pd., M.Pd.

Penelitian ini bertujuan untuk meningkatkan kemampuan berhitung perkalian 1-10 siswa kelas 2 SDN Sugihwaras 1 melalui penerapan model pembelajaran Contextual Teaching and Learning (CTL) berbantuan media papan perkalian. Latar belakang penelitian ini adalah rendahnya hasil belajar siswa pada materi perkalian serta kurangnya variasi model dan media pembelajaran yang digunakan guru. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing terdiri dari tahap perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian berjumlah 20 siswa. Teknik pengumpulan data dilakukan melalui tes, observasi, dan dokumentasi. Hasil penelitian menunjukkan peningkatan yang signifikan. Pada Siklus I, hanya 12 siswa (60%) yang tuntas. Pada siklus II meningkat menjadi 19 siswa (95%). Rata-rata nilai juga meningkat dari 69,50 menjadi 85,50. Penerapan model CTL berbantuan media papan perkalian efektif meningkatkan kemampuan berhitung perkalian 1-10 dan keaktifan siswa dalam memahami konsep perkalian secara lebih konkret dan menyenangkan.

Kata Kunci: *CTL*, Media Papan Perkalian, Kemampuan Berhitung, Perkalian, Pembelajaran Kontekstual.

ABSTRACT

Putri Fajar Wahyuni, 2026. Improving Multiplication Calculation Skills (1–10) through the Application of the Contextual Teaching and Learning (CTL) Model Assisted by Multiplication Board Media for Grade 2 Elementary School Students. Undergraduate Thesis, Primary School Teacher Education Study Program, Faculty of Teacher Training and Education (FKIP), Universitas PGRI Madiun. Supervisors: (I) Hartini, S.Sn., M.Pd., (II) Eka Nofri Ari Yanto, S.Pd., M.Pd.

This study aims to improve the multiplication calculation skills (1–10) of Grade 2 students at SDN Sugihwaras 1 by applying the Contextual Teaching and Learning (CTL) model assisted by multiplication board media. The study was motivated by low student learning outcomes regarding multiplication material and a lack of variety in the teaching models and media used by the teacher. This research is a Classroom Action Research (CAR) study conducted in two cycles, each comprising planning, implementation, observation, and reflection stages. The research subjects consisted of 20 students. Data collection techniques included tests, observation, and documentation. The results showed a significant improvement. In Cycle I, only 12 students (60%) achieved mastery. In Cycle II, this figure rose to 19 students (95%). The average score also increased from 69.50 to 85.50. The application of the CTL model assisted by multiplication board media was effective in improving multiplication calculation skills (1–10) and enhancing student engagement in understanding multiplication concepts in a more concrete and enjoyable manner.

Keywords: CTL, Multiplication Board Media, Calculation Skills, Multiplication, Contextual Learning.