**ABSTRAK**

**MENINGKATKAN AKTIVITAS DAN HASIL BELAJAR SISWA MELALUI CONTEXTUAL TEACHING AND LEARNING PADA MATERI ARITMATIKA SOSIAL KELAS VII DI SMP TUNAS**

**KARYA BATANG KUIS TAHUN AJARAN 2017/2018**

**JULIANTI**

Perumusan masalah dalam penelitian ini adalah Bagaimana aktivitas belajar siswa selama proses pembelajaran melalui Contextual Teaching and Learning ? Apakah penggunaan Contextual Teaching and Learning dapat meningkatkan hasil belajar siswa?

Penelitian ini bertujuan untuk meningkatkan aktivitas dan hasil belajar siswa SMP Tunas Karya Batang Kuis. Penelitian ini merupakan penelitian tindakan kelas yang mengacu pada pembelajaran Contextual Teaching and Learning *,*dengan subjek penelitianya yaitu siswa kelas VII SMP Tunas Karya Batang Kuis pada tahun pelajaran 2017/2018 dan objek dari penelitian ini adalah aktivitas dan hasil belajar dengan model pembelajaran Contextual Teaching and Learning*.*

Data yang diperoleh dari hasil penelitian ini berupa hasil tes dan juga lembar observasi kegiatan belajar siswa. Dari hasil analisis di dapatkan bahwa persentase rata-rata aktivitas siswa pada siklus I adalah 55,33%, pada siklus II adalah 61,99% sedangkan hasil observasi pada siklus III adalah 75,48%. Ternyata aktivitas siswa melalui pembelajaran Contextual Teaching and Learning dalam penyajian aritmatika sosial dikelas VII SMP Tunas Karya Batang Kuis meningkat.Sedangkan persentase siswa yang mencapai ketuntasan hasil belajar pada siklus I, II, III berturut-turut adalah 56,67%, 70% dan 90%.Ternyata hasil belajar siswa yang mengacu pada pembelajaran Contextual Teaching and Learning dalam penyajian aritmatika sosial dapat meningkat.

Dengan demikian dapat disimpulkan bahwa aktivitas dan juga hasil belajar siswa yang mengacu dalam pembelajaran Contextual Teaching and Learning dalam penyajian Aritmatika Sosial dikelas VII SMP Tunas Karya Batang Kuis dapat di tingkatkan.

**Kata Kunci:** Aktivitas Belajar Siswa, Hasil Belajar Siswa, Pendekatan Contextual Teaching and Learning

**ABSTRACT**

**IMPROVING ACTIVITIES AND RESULTS OF STUDENT LEARNING**

**THROUGH CONTEXTUAL TEACHING AND LEARNING IN THE**

**SOCIAL ARITMATICS OF THE VII CLASS IN TUNAS KARYA BATANG KUIS ACADEMIC YEAR 2017/2018**

**JULIANTI**

The formulation of the problem in this research is how do student learning

activities during the learning process through Contextual Teaching and Learning?

Is the use of Contextual Teaching and Learning improve student learning

outcomes?

This study aims to improve the activities and learning outcomes of SMP Tunas

Karya Batang Kuis students. This research is a classroom action research that

refers to the learning of Contextual Teaching and Learning, with the research

subjects namely the seventh grade students of Tunas Karya Batang Kuis Middle

School in the 2017/2018 school year and the objects of this study are activities

and learning outcomes with learning models Contextual Teaching and Learning .

Data obtained from the results of this study are in the form of test results and also

observation sheets of student learning activities. From the results of the analysis, it

was found that the average percentage of student activities in the first cycle was

55.33%, in the second cycle was 61.99% while the results of the observations in

the third cycle were 75.48%. It turns out that student activity through learning

Contextual Teaching and Learning in the presentation of social arithmetic in class

VII Tunas Karya Middle School Batang Kuis is increasing. While the percentage

of students who achieve mastery of learning outcomes in cycles I, II, III are 56.67%, 70% and 90 %. It turns out student learning outcomes that refer to learning Contextual Teaching and Learning in presenting social arithmetic can increase.

Thus it can be concluded that the activities and learning outcomes of students who

refer to learning Contextual Teaching and Learning in the presentation of Social

Arithmetic in class VII Tunas Karya Middle School Batang Kuis can be

improved.

Keywords: Student Learning Activities, Student Learning Outcomes, Contextual Teaching and Learning Approaches