

ABSTRAK

Hasil observasi di SMK Negeri 2 Gunungsitoli menunjukkan rendahnya hasil belajar siswa pada materi “Jenis-Jenis Rangka Atap”, dengan rata-rata nilai di bawah Kriteria Ketuntasan Tujuan Pembelajaran (KKTP) 75. Hal ini disebabkan kesulitan siswa memahami konsep teknis, penerapan praktis, dan dominasi metode ceramah tanpa partisipasi aktif, serta kurangnya relevansi materi. Penelitian ini bertujuan menguji pengaruh signifikan model pembelajaran *Contextual Teaching and Learning* (CTL) terhadap hasil belajar siswa pada materi tersebut. Penelitian ini menggunakan metode kuantitatif dengan desain pra-eksperimen *one group pretest-posttest*. Sampelnya adalah 7 siswa kelas XI Jurusan Desain Permodelan dan Informasi Bangunan (DPIB) SMK Negeri 2 Gunungsitoli. Instrumen berupa 5 soal esai yang telah melalui uji validitas, reliabilitas, tingkat kesukaran, dan daya pembeda. Hasil uji normalitas Shapiro-Wilk menunjukkan data CTL (0.482) dan hasil belajar (0.106) berdistribusi normal, karena nilai signifikansi > 0.05 . Uji linearitas menunjukkan hubungan linear antara variabel CTL dan hasil belajar, dengan Sig. $0.625 > 0.05$ dan Fhitung (0.551) $< F_{tabel}$ (6.94) pada taraf signifikansi 5%. Uji koefisien korelasi Pearson menghasilkan nilai sig. = 0.024 . Pada tabel rentang korelasi dikategorikan memiliki tingkat hubungan "Sangat Kuat" ($0.80 - 1.000$), terdapat inkonsistensi interpretasi oleh peneliti yang menyatakan berkorelasi karena nilai sig. < 0.05 . Uji regresi linear sederhana menghasilkan persamaan $\hat{Y} = 10.385 + 1.308 X$, menunjukkan pengaruh positif CTL terhadap hasil belajar siswa. Koefisien determinasi (R^2) dilaporkan 0.674 , namun dalam perhitungan selanjutnya dinyatakan 0.674 dan KD 67.4%, menunjukkan pengaruh positif variabel bebas (CTL) terhadap variabel terikat (hasil belajar siswa) sebesar 67.4%. Uji N-Gain menunjukkan nilai 0.778 , dikategorikan "Tinggi", menandakan peningkatan hasil belajar setelah penerapan CTL. Uji hipotesis menggunakan uji-t menghasilkan $T_{hitung}=10.321$ dan $T_{tabel}=1.796$. Karena $T_{hitung}>T_{tabel}$ ($10.321>1.796$) atau nilai Sig. = $0.024 < 0.05$, maka H_0 ditolak dan H_a diterima. Ini menunjukkan terdapat pengaruh positif dan signifikan model CTL terhadap hasil belajar siswa pada materi “Jenis-Jenis Rangka Atap” di SMK Negeri 2 Gunungsitoli. Implikasinya adalah rekomendasi bagi sekolah dan guru untuk mengintegrasikan CTL, serta membantu siswa memahami materi secara kontekstual dan aplikatif.

Kata Kunci : *Contextual Teaching and Learning*, Hasil Belajar

ABSTRAC

The results of the observation at SMK Negeri 2 Gunungsitoli showed a low level of student learning outcomes on the topic of "Types of Roof Frames," with an average score below the Learning Mastery Criteria (KKTP) of 75. This is due to students' difficulties in understanding technical concepts, practical applications, and the dominance of lecture methods without active participation, as well as the lack of relevance of the material. This research aims to test the significant effect of the Contextual Teaching and Learning (CTL) model on students' learning outcomes on this subject. This study uses a quantitative method with a one group pretest-posttest quasi-experimental design. The sample consists of 7 students from the XI class of the Building Modeling and Information Design Department (DPIB) at SMK Negeri 2 Gunungsitoli. The instrument consists of 5 essay questions that have undergone validity, reliability, difficulty level, and differentiation testing. The Shapiro-Wilk normality test results show that the data for CTL (0.482) and learning outcomes (0.106) are normally distributed, as the significance values are > 0.05 . The linearity test shows a linear relationship between the CTL variable and learning outcomes, with Sig. $0.625 > 0.05$ and F-count $(0.551) < F\text{-table} (6.94)$ at a significance level of 5%. The Pearson correlation coefficient test yields a sig. value of 0.024. In the correlation range table, it is categorized as having a 'Very Strong' level of relationship (0.80 – 1.000), There is an inconsistency in interpretation by researchers who state that it

correlates because the significance value is < 0.05 . The simple linear regression test results in the equation $\hat{Y} = 10.385 + 1.308 X$, indicating a positive influence of CTL on student learning outcomes. The coefficient of determination (R Square) is reported as 0.674, However, in the subsequent calculations, it is stated as 0.674 and KD 67.4%, indicating the positive influence of the independent variable (CTL) on the dependent variable (student learning outcomes) of 67.4%. The N-Gain test shows a value of 0.778, categorized as "High", indicating an improvement in learning outcomes after the implementation of CTL. The hypothesis test using the t-test resulted in $T_{hitung}=10.321$ and $T_{tabel}=1.796$. Because $T_{hitung} > T_{tabel}$ ($10.321 > 1.796$) or the Sig. value = $0.024 < 0.05$, H_0 is rejected and H_a is accepted. This indicates a positive and significant effect of the CTL model on student learning outcomes in the topic 'Types of Roof Frames' at SMK Negeri 2 Gunungsitoli. The implication is a recommendation for schools and teachers to integrate CTL, as well as to help students understand the material contextually and applicatively.

Keywords: *Contextual Teaching and Learning*, Learning Outcomes