ABSTRAK

NIZMI PUTRI. **8186181001**. Pengaruh Model Pembelajaran *Contextual Teaching and Learning* dan Keterampilan Sosial terhadap Hasil Belajar Siswa di SD Negeri 101788 Marindal I. Pendidikan Dasar, Pascasarjana 2021.

Tercapainya proses belajar mengajar sangat tergantung pada peran guru dalam kegiatan pembelajaran di kelas.Hasil perhitungan menunjukkan bahwa hasil belajar memiliki reliabilitas dengan signifikan 0,73<0,05 dan hasil angket keterampilan sosial memiliki reliabilitas dengan signifikan 0,85<0,05.Hasil belajar peserta didik kelas IV SDN 101788 Marindal I dalam 3 tahun terakhir masih belum mencapai Kriteria Ketuntasan Minimal (KKM) yang telah ditentukan yaitu 71.Penelitian ini bertujuan untuk menganalisis: (1) pengaruh model pembelajaran *Contextual Teaching and Learning* lebih tinggi dibandingkan dengan model pembelajaran Langsung; (2) hasil belajar PPKn siswa yang memiliki keterampilan sosial tinggi lebih tinggi dibandingkan dengan siswa yang memiliki keterampilan sosial rendah (3) interaksi antara model pembelajaran *Contextual Teaching And Learning* dan keterampilan sosial dalam mempengaruhi hasil belajar PPKn siswa kelas IV. Penelitian berbentuk *Quasi Experimental Design* dengan faktorial 2x2. Instrumen yang digunakan yaitu tes hasil belajar PPKn dan instrumen Keterampilan Sosial. Analisis data menggunakan anava dua jalur. Hasil penelitian menunjukkan: (1) Terdapat pengaruh model pembelajaran *Contextual Teaching and Learning* terhadap hasil belajar PPKn siswa di kelas IV SD Negeri 101788 Marindal I; (2) Hasil belajar PPKn siswa yang memiliki keterampilan sosial tinggi lebih tinggi dari siswa yang memiliki keterampilan sosial rendah; (3) Terdapat interaksi antara model pembelajaran Contextual Teacher and Learning dan keterampilan sosial terhadap hasil belajar PPKn Siswa di SD Negeri 101788 Marindal I.

Kata kunci: hasil belajar, keterampilan sosial, model pembelajaran *contextual teaching and learning*.

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ABSTRACT

NIZMI PUTRI. **8186181001**. *The Effect of Contextual Teaching and Learning Learning Models and Social Skills on Student Learning Outcomes at SD Negeri 101788 Marindal I. Basic Education, Post Graduate 2021.*

The achievement of the teaching and learning process is highly dependent on the role of the teacher in learning activities in the classroom. The results of the calculations show that learning outcomes have a significant reliability of 0.73 <0.05 and the results of the social skills questionnaire have a significant reliability of 0.85 <0.05. The learning of grade IV students of SDN 101788 Marindal I in the last 3 years has not yet reached the specified minimum completeness criteria (KKM), which is 71. This study aims to analyze: (1) the effect of the Contextual Teaching and Learning learning model is higher than the learning model Live; (2) the PPKn learning outcomes of students who have high social skills are higher than students who have low social skills (3) the interaction between the Contextual Teaching and Learning learning model and social skills in influencing the learning outcomes of the fourth grade students of PPKn. The research was in the form of a Quasi Experimental Design with a 2x2 factorial. The instruments used were the PPKn learning outcomes test and the Social Skills instrument. Data analysis used two-way ANOVA. The results showed: (1) There was an effect of the Contextual Teaching and Learning learning model on the learning outcomes of students' PPKn in class IV SD Negeri 101788 Marindal I; (2) Students who have high social skills have higher PPKn learning outcomes than students who have low social skills; (3) There is an interaction between the Contextual Teacher and Learning learning model and social skills on student PPKn learning outcomes at SD Negeri 101788 Marindal I.

***Keywords**: learning outcomes, social skills, contextual teaching and learning learning models.*