

## ABSTRAK

**SUDIRMAN. 8226181018. Perbedaan Peningkatan Hasil Belajar dan Motivasi Belajar Siswa Melalui Model *Contextual Teaching And Learning* dengan Model *Discovery Learning* Pada Materi Bangun Datar di Kelas IV SD Negeri 1 Syamtalira Bayu Aceh Utara. Tesis. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan. 2024.**

Penelitian ini dilaksanakan dengan tujuan untuk mengetahui: (1) Perbedaan Peningkatan hasil belajar siswa yang diajarkan dengan model pembelajaran *Contextual Teaching and Learning* dan *Discovery Learning*, (2) Perbedaan Peningkatan motivasi belajar siswa yang diajarkan dengan model pembelajaran *Contextual Teaching and Learning* dan *Discovery Learning*, (3) Interaksi model pembelajaran dan kemampuan awal matematika (tinggi, sedang, rendah) terhadap hasil belajar siswa, (4) Interaksi model pembelajaran dan kemampuan awal matematika (tinggi, sedang, rendah) terhadap motivasi belajar siswa. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*). Dan dalam penelitian ini Populasi penelitian adalah seluruh siswa SD Negeri 1 Syamtalira Bayu Aceh Utara. Kemudian secara acak pengelompokan kelas eksperimen 1 dan eksperimen 2. Sampel dalam penelitian ini adalah 2 kelas dari siswa kelas IV-A sebanyak 22 siswa pada kelas eksperimen 1 diajarkan dengan menggunakan model pembelajaran *Contextual Teaching and Learning* dan siswa kelas IV-B sebanyak 22 siswa pada kelas eksperimen 2 diajarkan dengan menggunakan model pembelajaran *Discovery Learning*. Instrumen yang digunakan terdiri dari: tes hasil belajar siswa dan angket motivasi belajar siswa. Analisis data dilakukan dengan uji statistik uji-t, uji anava 2 jalur dan N-Gain. Berdasarkan hasil analisis diperoleh hasil belajar siswa yang memperoleh pembelajaran model *Contextual Teaching and Learning* lebih tinggi dari pembelajaran model *Discovery Learning*. Hal ini ditunjukkan oleh rata-rata skor tes kelas eksperimen 1 yaitu 79,3 dan kelas eksperimen 2 sebesar 72,5 Motivasi belajar siswa yang memperoleh pembelajaran model *Contextual Teaching and Learning* lebih tinggi dari pembelajaran model *Discovery Learning*. Hal ini ditunjukkan oleh rata-rata skala angket kelas eksperimen 1 yaitu 115,5 dan kelas eksperimen 2 sebesar 112,5 Dan tidak terdapat interaksi antara pembelajaran dengan kemampuan awal siswa (tinggi, sedang, rendah) terhadap peningkatan hasil belajar dan motivasi belajar siswa. Berdasarkan hasil penelitian, model pembelajaran *Contextual Teaching and Learning* dapat meningkatkan hasil belajar dan motivasi belajar siswa.

**Kata Kunci:** Perbedaan Peningkatan, Hasil Belajar, Motivasi Belajar Siswa, Model Pembelajaran *Contextual Teaching and Learning*, Model Pembelajaran *Discovery Learning*.

## ABSTRACT

SUDIRMAN. 8226181018. *Differences in Improving Learning Outcomes and Student Learning Motivation through the Contextual Teaching and Learning Model with the Discovery Learning Model in Flat Building Material in Class IV of SD Negeri 1 Syamtalira Bayu, North Aceh. Thesis. Medan: Faculty of Education, Medan State University. 2024.*

*This research was carried out with the aim of finding out: (1) Differences in the improvement of student learning outcomes taught by the Contextual Teaching and Learning and Discovery Learning learning models, (2) Differences in the increase in student learning motivation taught by the Contextual Teaching and Learning and Discovery Learning learning models, (3) The interaction of learning models and early mathematics abilities (high, medium, low) on student learning outcomes, (4) The interaction of learning models and early mathematics abilities (high, medium, low) on student learning motivation. This research is a quasi-experimental research. Dan dalam penelitian ini Populasi penelitian adalah seluruh siswa SD And in this study, the research population is all students of SD Negeri 1 Syamtalira Bayu Aceh Utara. Then randomly grouping the experimental 1 and experimental 2 classes. The sample in this study is 2 classes of students in class IV-A as many as 22 students in experimental class 1 taught using the Contextual Teaching and Learning diffusion model and 22 students in class IV-B in experimental class 2 are taught using the Discovery Learning diffusion model. The instruments used consisted of: student learning outcome tests and student learning motivation questionnaires. Data analysis was carried out by t-test statistical test, 2-lane anava test and N-Gain. Based on the results of the analysis, the learning outcomes of students who obtained the Contextual Teaching and Learning model were higher than the Discovery Learning model. This is shown by the average test score of experimental class 1, namely 79,3 and experimental class 2 of 72,5. The learning motivation of students who obtained the Contextual Teaching and Learning model was higher than the Discovery Learning model. This is shown by the questionnaire scale of experimental class 1, namely 115,5 and experimental class 2 of 112,5 And there was no interaction between learning and students' initial abilities (high, medium, low) on improving learning outcomes and student learning motivation. Based on the results of the research, Contextual Teaching and Learning learning can improve learning outcomes and student learning motivation.*

**Keywords:** *Difference in Improvement, Learning Outcomes, Student Learning Motivation, Contextual Teaching and Learning Learning Model, Discovery Learning Model.*