

## ABSTRAK

**JUSMAYARNI DALIMUNTHER.** Pengaruh Penerapan Strategi CTL Dan Gaya Belajar Terhadap Hasil Belajar Pada Tema Keragaman Suku Bangsa Dan Budaya Indonesia Siswa Kelas IV SD IT Khairul Imam Medan. Tesis. Medan: Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan, 2017.

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh strategi pembelajaran kontekstual ( *Contextual Teaching and Learning / CTL* ) dan ekspositori terhadap hasil belajar IPS siswa. (2) Pengaruh perbedaan gaya belajar visual, auditori, dan kinestetik terhadap hasil belajar IPS siswa. (3) Interaksi antara strategi pembelajaran CTL dengan gaya belajar dalam mempengaruhi hasil belajar IPS siswa. Penelitian ini merupakan penelitian quasi eksperimen. Populasi penelitian ini adalah sebahagian peserta didik kelas IVa dan IVb serta IVc Sekolah Dasar SD IT Khairul Imam dan sebagai sampel dalam penelitian ini adalah kelas IVa untuk kelas eksperimen sebanyak 43 siswa yang diajarkan dengan menggunakan pendekatan pembelajaran kontekstual dan untuk kelas kontrol kelas IVb sebanyak 42 siswa yang diajarkan dengan menggunakan pendekatan pembelajaran ekspositori. Hasil penelitian menunjukkan bahwa: (1) Pendekatan pembelajaran kontekstual memberikan hasil belajar peserta didik yang lebih tinggi bila dibandingkan dengan pendekatan pembelajaran Ekspositori, hal ini terlihat dari nilai hasil belajar rata – rata diperoleh peserta didik pada kelompok yang diajar dengan pendekatan pembelajaran kontekstual mencapai  $\bar{X} = 23.9$ , sedangkan kelompok peserta didik yang diajar dengan menggunakan pendekatan pembelajaran Ekspositori mencapai  $\bar{X} = 20.1$ ; (2) Kelompok peserta didik yang memiliki gaya belajar yang memiliki perbedaan secara signifikan. Hasil analisis varians untuk gaya belajar menunjukkan harga  $f_h$  sebesar 5.947 lebih besar dari harga  $f_1$  sebesar 4.07 pada taraf signifikan  $\alpha = 0,05$  sehingga  $H_0$  ditolak pada taraf signifikan  $\alpha = 0,05$ .; dan (3) Terdapat interaksi antara metode belajar dengan gaya belajar dalam mempengaruhi hasil belajar Ilmu Pengetahuan Sosial, hal ini diunjukkan bahwa  $f_h = 16.240 > f_t = 4.07$ .

**Kata Kunci:** Pembelajaran Kontekstual, Pembelajaran Ekspositori, Hasil Belajar, dan Gaya Belajar.

## ABSTRACT

**JUSMAYARNI DALIMUNTHER.** *Influence Strategies Against CTL And Learning Styles Learning Outcomes On Scene Ethnicity and Cultural Diversity Indonesia Grade IV SD IT Khairul Imam Medan.* Thesis. Terrain: Basic Education Studies Graduate Program, State University of Medan, 2017.

This study aims to determine: (1) Effect of contextual learning strategies (Contextual Teaching and Learning / CTL) and expository against IPS student learning outcomes. (2) The effect of differences in learning styles of visual, auditory, and kinesteti the IPS student learning outcomes. (3) The interaction between the learning strategy CTL learning styles in influencing student learning outcomes IPS. This research is a quasi experimental. The study population was sebahagian learners class IVa and IVb and IVc Elementary School Elementary IT Khairul Imam and as samples in this research is class IVa to an experimental class for 43 students taught by using the approach of contextual learning and to control class class IVb as many as 42 students taught using expository approach. The instrument used consisted of: (1) achievement test used in this study were 36 multiple-choice items (2) Sheet student motivation questionnaire 30 items. The instrument has qualified content validity and construct validity and reliability coefficients. The results showed that: (1) The learning approach of contextual learning outcomes learners are higher when compared to the learning approach Expository on the subjects of Social Sciences, as seen from the value of learning outcomes Average - Average gained learners in the group taught by contextual learning approach achieve  $\bar{X} = 23.9$ , while a group of students taught using learning approach Expository achieve  $\bar{X} = 20.1$ ; (2) group of learners who have learning styles that differ significantly. Results of analysis of variance for both approaches learning style shows  $f_{hitung}$  is greater than the price of  $f_{tabel}$  at 4:07 on a significant level  $\alpha = 0,05$  so that  $H_0$  is rejected at the significance level  $\alpha = 0.05$ . It can be concluded that the IPS There are differences in learning outcomes of students who have learning styles are visual, auditory, and kinesthetic verified; and (3) There is interaction between learning method with learning styles in influencing learning outcomes Social Sciences, it is evident from the results of studies showing that for groups of learners who have a learning style high-gain value of higher learning for those who are taught by learning approaches contextual.

**Keywords:** *Contextual Learning, Expository Teaching, Learning Outcomes and Learning Styles*