ABSTRACT

BINNER SIHALOHO. *Improvement of Thinking Humanity Values Through Contextual Teaching And Learning and Value Clarification Technique on Social Study in Bharlind Primary School Medan Tuntungan. Basic Education Department of Postgraduate programme, Universitas Negeri Medan.2011.*

The problems in this research are ; 1. How is the level of thinking ability of the pupils about humanity value before and after the application of Contextual Teaching and Learning (CTL) and Value Clarification Technique (VCT) in the process of learning social Science Study in Class V of Bharlind Primary School Medan Tuntungan ? 2. How is the integration of Contextual Teaching and Learning (CTL) and Value Clarification Technique (VCT) upon the improvement of pupils ability in thinking humanity value in the process of Socila Science Study in Class V Bharlind Primary School Medan Tuntungan ?

The object of this research are : 1. To reveal the pupils thinking ability of humanity value before and after the application of CTL and VCT in the Study process of Social Science education in class V of Primary School. 2 To Reveal now the application of integration between CTL and VCT upon The improvement of pupils thinking ability about humanity value in the Study process of Social science education in class V primary School.

The method of research used here is the class action research method. The research was done within two series or sessions. The subjects of this research are fourty pupils. The main object of the research is the application of integrated CTL and VCT, and thinking ability of pupils about humanity values in the material of social science study the place of the research is class V Private Primary School of Bharlind Medan Tuntungan.

The result (yield) of the research indicates that there is the enhancement of thinking humanity values for the pupils atsession I dan II, this fact can be seen in the test result at each session. Where of at session I pre-test I there were only five pupils (12.5%) who got the same score with KKM*) that is score 70 and as many as 35 pupils got the score below the KKM or less than score 70 (87.5%). During the post test session I there have been as many as nime pupils (22.5%)

*Notice : KKM (Kriteria Ketuntasan Minimum)

Who obtained higher score than KKM with score 80 and who abstained the same score as KKM, as many as 24 pupils (60%) mean while, there were only seven pupils the remainder who got the score below the KKM point (17.5%). It was obvious from post test session II the addition of pupils total who obtained higher score than and the same score as that of KKM that is ; as many as 32 pupils (80%) getting higher score than KKM, as many as eight pupils (20%) getting the same score as KKM score, and there was none of the pupils getting score below (lower) the KKM score.

There after it can be concluded that the application of CTL and VCT can improve pupils thinking ability of humanity values in the study of social science in class V of Primary School.

ABSTRAK

BINNER SIHALOHO. *Peningkatan Berpikir Nilai-Nilai Kemanusiaan Melalui Contextual Teaching And Learning dan Value Clarification Technique pada Pembelajaran Ilmu Pengetahuan Sosial di SD Bharlind Medan Tuntungan: Prodi Administrasi Pendidikan Program Pascasarjana Universitas Negeri Medan.2011.*

Adapun yang menjadi masalah dalam penelitian ini yakni: 1. Bagaimanakah tingkat kemampuan berpikir nilai kemanusiaan siswa sebelum dan sesudah penerapan Contextual Teaching and Learning (CTL) dan Value Clarification Tecnique (VCT) dalam proses pembelajarn pendidikan Ilmu Pengetahuan Sosial di kelas V SD Swasta Bharind Medan Tuntungan?. 2. Bagaimana perpaduan *Contextual Teaching and Learning* (CTL) dan *Value Clarification Tecnique* (VCT) terhadap peningkatan kemampuan berpikir nilai kemanusiaan siswa dalam proses belajar mengajar pendidikan Ilmu Pengetahuan Sosial di kelas V SD Swasta Bharlind Medan Tuntungan?.

Tujuan penelitian ini yakni : 1. Mengungkapkan kemampuan berpikir nilai kemanusiaan siswa sebelum dan sesudah penerapan *Contextual Teaching and Learning* (CTL) dan *Value Clarification Tecnique* (VCT) dalam proses pembelajaran pendidikan Ilmu Pengetahuan Sosial di kelas V SD Swasta Bharlind Medan Tuntungan. 2. Mengungkapkan bagaimana penerapan perpaduan antara *Contextual Teaching and Learning* (CTL) dan *Value Clarification Tecnique* (VCT) terhadap peningkatan kemampuan berpikir tentang nilai kemanusiaan siswa dalam proses belajar mengajar pendidikan Ilmu Pengetahuan Sosial di kelas V SD Swasta Bharlind Medan Tuntungan.

Metode penelitian yang digunakan adalah metode penelitian tindakan kelas. Penelitian dilakukan dengan dua siklus. Subjek penelitian yakni siswa sebanyak 40 orang. Objek utama penelitian yakni penerapan perpaduan pendekatan CTL dan VCT, dan kemampuan berpikir nilai-nilai siswa dalam pembelajaran materi IPS di kelas V SD Swasta Bharlind Medan Tuntungan.

Hasil penelitian menunjukan bahwa, terdapat peningkatan berpikir nilai-nilai kemanusiaan bagi siswa pada siklus I dan siklus II, hal ini dapat dilihat dari hasil test pada setiap siklus. Dimana pada siklus I pree test siklus I hanya 5 orang (12.5%) yang memiliki nilai sama dengan Kriteria Ketuntasan Minimum (KKM) yakni skor 70 dan sebanyak 35 orang siswa memiliki nilai dibawah KKM atau kurang dari skor 70 (87.5%). Pada post test siklus I sudah ada siswa memiliki skor lebih besar dari KKM sebanyak 9 orang (22.5%) dengan skor 80 dan memperoleh sama dengan nilai KKM sebanyak 24 orang (60%) sementara itu hanya tinggal 7 orang siswa yang memiliki skor nilai kurang dari nilai KKM (17.5%). Dari post test siklus II tanpak ada peningkatan jumlah siswa yang memperoleh nilai lebih besar dari KKM dan sama dengan nilai KKM, yakni; sebanyak 32 orang (80%) yang memiliki lebih besar dari nilai KKM, sebanyak 8 orang (20%) yang sama dengan nilai KKM, dan tidak ada lagi siswa yang memperoleh nilai dibawah KKM.

Dengan demikian dapat disimpulkan bahwa penerapan CTL dan VCT dapat meningkatkan berpikir nilai-nilai kemanusiaan siswa dalam pembelajaran IPS di kelas V SD Swasta Bharlind Medan Tuntungan.