ABSTRACT

ROMA PUTRA. 8186184001. Development of a *Cognitive Distance-Based Contextual Teaching and Learning* (CTL) Learning Model to Improve *Higher Order Thinking Skills* (HOTS) of Students at Elementary Schools in Lubuk Pakam.

This study aims to determine (1) the feasibility of the *cognitive distance-based Contextual Teaching Learning* (CTL) model to improve *High Order Thinking Skill* (HOTS) (2) the practicality of the *cognitive distance-based Contextual Teaching and Learning* (CTL) model to improve *High Order Thinking Skill* (HOTS,) and (3) the effectiveness of the *cognitive distance-based Contextual Teaching and Learning* (CTL) model to improve *High Order Thinking Skill* (HOTS). The development model in this study uses Borg and Gall. The stages of the research design consist of potential problems, data collection, product design, validity, design revision, product trial, product revision, use trial, product revision, and mass production. Data collection techniques by collecting various information through observations at the research site, interviews with classroom teachers, questionnaires for material feasibility tests and design feasibility, teacher response questionnaires, questionnaires for students used when conducting product tests in small groups and tests to assess the effectiveness of using the cognitive *distance-based contextual teaching and learning* (CTL) model to improve *higher order thinking skills* (HOTS). This learning model was developed and then tested for feasibility by material experts and design experts. The development of a cognitive *distance-based contextual teaching and learning* (CTL) learning model to improve HOTS in the nation's cultural diversity teaching materials has met the criteria of 'Very Feasible' by using the assessment of material expert validation obtained a percentage of 93% and the validation of design experts obtained a percentage of 91% with the category of 'Very Feasible'. The cognitive *distance-based contextual teaching and learning* (CTL) learning model to improve HOTS in the teaching materials of the cultural diversity of my nation has met the practical criteria for use. The teacher's response showed a percentage of 94.87% with the 'Very Practical' category and the percentage of student responses reached 88.57% with the "Very Practical" category. The cognitive *distance-based contextual teaching and learning* (CTL) learning model to improve the HOTS of the cultural diversity teaching materials of my nation that was developed met the effective criteria. The increase in student HOTS is seen from the increase in *pretest* and *post-test* results and learning completeness with a percentage score for the pre test of 81.0% and a post test with a percentage of 88.8%. From the above results, it can be concluded that students' higher-level thinking skills have improved after using the cognitive *distance-based contextual teaching and learning* (CTL) learning model, and the *cognitive distance-based contextual teaching and learning* (CTL) model are effective for use in schools.

Keywords: Development, Learning Programs, *Contextual Teaching Learning*, *High Order Thinking*, History and Culture Learning.

ABSTRAK

ROMA PUTRA. 8186184001. Pengembangan Model Pembelajaran *Contextual Teaching and Learning* (CTL) Berbasis *Cognitive Distance* untuk Meningkatkan *Higher Order Thinking Skill* (HOTS) Peserta Didik pada Sekolah Dasar di Lubuk Pakam.

Penelitian ini bertujuan untuk mengetahui (1) kelayakan model *Contextual Teaching Learning* (CTL) berbasis *cognitive distance* untuk meningkatkan *High Order Thinking Skill* (HOTS). (2) kepraktisan model *Contextual Teaching and Learning* (CTL) berbasis *cognitive distance* untuk meningkatkan *High Order Thinking Skill* (HOTS) , dan (3) efektifitas model *Contextual Teaching and learning* (CTL) berbasis *cognitive distance* untuk meningkatkan *High Order Thinking Skill* (HOTS). Model pengembangan dalam penelitian ini menggunakan Borg dan Gall. Tahapan rancangan penelitian terdiri dari potensi masalah, pengumpulan data, desain produk, validitas, revisi desain, uji coba produk, revisi produk, uji coba pemakaian, revisi produk, dan produksi massal. Teknik pengumpulan data dengan mengumpulkan berbagai informasi melalui observasi pada lokasi penelitian, wawancara dengan guru kelas, angket untuk uji kelayakan materi dan kelayakan desain, angket respon guru, angket untuk siswa yang digunakan pada saat melakukan uji produk pada kelompok kecil serta tes untuk menilai efektifitas penggunaan model *contextual teaching and learning* (CTL) berbasis *cognitive distance* untuk meningkatan *higher order thinking skill* (HOTS). Model pembelajaran ini dikembangkan lalu diuji kelayakan oleh ahli materi dan ahli desain. Pengembangan model pembelajaran *contextual teaching and learning* (CTL) berbasis *cognitive distance* untuk meningkatkan HOTS pada materi ajar keanekaragaman budaya bangsaku telah memenuhi kriteria ‘sangat layak’ dengan menggunakan penilaian validasi ahli materi diperoleh persentase sebesar 93% dan validasi ahli desain memperoleh persentase sebesar 91% dengan kategori ‘Sangat Layak’. Model pembelajaran *contextual teaching and learning* (CTL) berbasis *cognitive distance* untuk meningkatkan HOTS pada materi ajar keanekaragaman budaya bangsaku yang dikembangkan telah memenuhi kriteria praktis untuk digunakan. Respon guru menunjukkan perolehan persentase 94,87% dengan kategori ‘Sangat Praktis’ dan perolehan persentase respon siswa mencapai 88,57% dengan kategori “sangat praktis”. Model pembelajaran *contextual teaching and learning* (CTL) berbasis *cognitive distance* untuk meningkatkan HOTS materi ajar keanekaragaman budaya bangsaku yang dikembangkan memenuhi kriteria efektif. Meningkatnya HOTS siswa dilihat dari peningkatan hasil *pretest* dan *post-test* dan ketuntasan belajar dengan nilai persentase untuk pre test 81,0% dan post test dengan persentase 88,8%. Dari hasil di atas dapat disimpulkan bahwa kemampuan berpikir tingkat tinggi siswa mengalami peningkatan setelah menggunakan model pembelajaran *contextual teaching and learning* (CTL) berbasis *cognitive distance*, dan model *contextual teaching and learning* (CTL) berbasis *cognitive distance* efektif untuk digunakan di sekolah.

Kata kunci: Pengembangan, Program Pembelajaran, *Contextual Teaching Learning, High Order Thinking*, Pembelajaran Sejarah dan Kebudayaan.