

ABSTRAK

Maria Yolani, 21.0083. Pengaruh Model Pembelajaran Kontekstual dalam Meningkatkan Hasil Belajar Peserta Didik Kelas VIII A Pada Mata Pelajaran Pendidikan Agama Katolik Di SMP Susila Koting. Skripsi. Program Studi Pendidikan Keagamaan Katolik, Institut Filsafat dan Teknologi Kreatif Ledalero, 2025.

Penelitian ini bertujuan untuk mengetahui adakah pengaruh model pembelajaran kontekstual dalam meningkatkan hasil belajar peserta didik kelas VIII A di SMP Susila Koting. Adapun metode yang digunakan adalah metode kuantitatif eksperimen jenis *one-group pretest-posttest*. Subjek dalam penelitian ini adalah peserta didik kelas VIII A yang berjumlah 27 orang. Data dari penelitian ini diperoleh dari observasi pembelajaran kelas dan tes.

Hasil penelitian menunjukkan bahwa ada perbedaan signifikan rata-rata nilai hasil belajara antara pretest dan posttest. Perbedaan ini ditunjukkan dengan nilai *paired sample t test* sig. 2 tailed $0,000 < 0,05$. Perbedaan signifikan menunjukkan bahwa model pembelajaran kontekstual dapat meningkatkan hasil belajar peserta didik dalam mata pelajaran pendidikan agama katolik. Hasil nilai tes menunjukkan skor rata-rata sebelum diberi perlakuan (*pretest*) sebesar 68,96 dan skor rata-rata sesudah diberi perlakuan (*posttest*) sebesar 85,85.

Berdasarkan kajian peneliti maka disimpulkan bahwa model pembelajaran kontekstual merupakan model pembelajaran yang mampu membuat peserta didik semakin aktif dan meningkatkan hasil belajar peserta didik. Hasil belajar peserta didik akan semakin meningkat apabila dalam kegiatan belajar, pendidik menerapkan model pembelajaran yang tepat dan sesuai dalam kegiatan pembelajaran.

Kata kunci : Pembelajaran Kontekstual, Hasil Belajar, Peserta Didik

ABSTRACTION

Maria Yolani, 21.0083. The Influence of the Contextual Learning Model in Improving Learning Outcomes of Grade VIII A Students in the Catholic Religious Education Subject at SMP Susila Koting. Thesis. Study Program of Catholic Religious Education, Institute of Philosophy and Creative Technology Ledalero, 2025.

This study aims to determine whether the contextual learning model has an influence in improving the learning outcomes of Grade VIII A students at SMP Susila Koting. The method used in this study is a quantitative experimental method with a one-group pretest-posttest design. The subjects of this study were the 27 students of Grade VIII A. Data for the research were obtained through classroom learning observations and tests.

The results of the study showed a significant difference in the average scores between the pretest and posttest. This difference is indicated by the paired sample t-test value with a sig. 2-tailed result of $0.000 < 0.05$. This significant difference indicates that the contextual learning model can improve student learning outcomes in the Catholic Religious Education subject. The test results showed that the average score before the treatment (pretest) was 68.96, and the average score after the treatment (posttest) was 85.85.

Based on the researcher's analysis, it is concluded that the contextual learning model is an effective model that encourages students to be more active and improves their learning outcomes. Student learning outcomes will continue to improve when educators apply appropriate and suitable learning models during the teaching and learning process.

Keywords: Contextual Learning, Learning Outcomes, Students