ABSTRACT

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THE IMPACT OF CONTEXTUAL TEACHING LEARNING MODEL ON MAHABODHI VIDYA YEAR 12 STUDENT'S MOTIVATION AND COGNITIVE LEARNING OUTCOMES IN BUDDHISM SUBJECT AT MAHABODHI VIDYA HIGH SCHOOL, JAKARTA BARAT

(xvii + 102 pages + 26 appendices + 35 tables + 11 figures)

The research purpose was to examine the impact of contextual teaching learning (CTL) on Year 12 student's motivation and cognitive learning outcomes in Buddhism subject. The material covered during the research was Meditation. The research was desined using Quasi-Experimental with pre-test and post-test group design. The population of this research is year 12 students of Mahabodhi Vidya High School. There were two classes in this research, 12 Science Newton as the control class and 12 Science Tesla as the experiment class. Motivation on learning data was collected from questionnaire and cognitive learning outcome was taken from pre-test and post-test. The statistical test method deployed in the research was paired sample t-test to test the difference between pre-test and post-test, supported with independent t-test to test the difference between post-test result from experiment class and control class by using SPSS 25 for Windows. The result of paired sample t-test showed that the motivation of experiment class increased 24,65 from 55,41 to 80,06, while the motivation of control class showing less increase from 61,80 to 68,33. The cognitive learning outcomes from experiment class increase from 51,19 to 83,33, while control class showing less increase from 58,92 to 79,76. Independent sample t-tet test statistic shows sig. (2-tailed) 0.000 <0.05 with a t-count value of 2.49, and the mean result in the learning motivation of the experimental class was 80.07 while the control class was 68.34, the difference in value was 18.12. While the results of cognitive learning show the value of sig. (2-tailed) 0.038 <0.05 with a t-count value of 4.34, with a mean result in the experimental class was 83.33 and in the control class 72.02, the difference in value was 11.31. In conclusion, the CTL model has a significant effect on motivation and cognitive learning outcomes of students in Buddhism subjects.

ABSTRAK

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PENGARUH MODEL *CONTEXTUAL TEACHING LEARNING* TERHADAP MOTIVASI DAN HASIL BELAJAR KOGNITIF SISWA KELAS XII PADA MATA PELAJARAN PENDIDIKAN AGAMA BUDDHA DI SMA MAHABODHI VIDYA JAKARTA BARAT

(xvii + 102 halaman + 26 lampiran + 35 daftar tabel + 11 daftar gambar)

Penelitian ini bertujuan untuk mengetahui pengaruh model CTL terhadap motivasi dan hasil belajar kognitif pada mata pelajaran Pendidikan Agama Buddha Kelas XII pada materi Meditasi. Rancangan penelitian menggunakan *Quasi Eksperimen* dengan *pretest-postest group desaign*. Populasi penelitian adalah siswa Mahabodhi Vidya kelas XII, yakni kelas XII Science Newton sebagai kelas kontrol dan Science Tesla sebagai kelas eksperimen. Data motivasi belajar diperoleh dari angket kuesioner, dan hasil belajar kognitif melalui tes yang keduanya dilakukan dengan cara *pretest* dan *posttest*. Uji statistik menggunakan *Paired Sample t-Test* untuk menguji perbedaan nilai *pretest* dan *posttest* dan Uji *Independent t-Test* untuk menguji perbedaan *posttest* kelas eksperimen dan kontrol dengan bantuan *SPSS 25 for Windows*. Hasil uji *Paired Sample t-Test* menunjukkan motivasi kelas eksperimen 55,41 naik menjadi 80,06 atau sebesar 24,65, sedangkan motivasi kelas kontrol 61,80 naik menjadi 68,33 atau sebesar 6,53. Hasil belajar kognitif kelas ekperimen 51,19 naik menjadi 83,33 atau sebesar 32,14 dan kelas kontrol 58,92 naik menjadi 79,76 atau sebesar 20,84. Statistik uji *independent sample t-tet* menunjukkan nilai sig. (2-tailed) $0,000 < 0,05$ dengan nilai *t hitung* sebesar 2,49, serta hasil *mean* pada motivasi belajar kelas eksperimen adalah 80,07 sedangkan kelas kontrol 68,34 selisih nilai 18,12. Sedangkan hasil belajar kognitif menunjukkan nilai sig. (2-tailed) $0,038 < 0,05$ dengan nilai *t hitung* sebesar 4,34, dengan hasil *mean* pada kelas eksperimen adalah 83,33 dan kelas kontrol 72,02 selisih nilai 11,31. Kesimpulannya model CTL berpengaruh signifikan pada motivasi dan hasil belajar kognitif siswa pada mata pelajaran pendidikan agama Buddha.

Kata kunci   : Contextual Teaching Learning, Motivasi Belajar, Hasil Belajar Kognitif

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