

ABSTRAK

PENGARUH MODEL *CONTEXTUAL TEACHING AND LEARNING* DAN *PROBLEM BASED LEARNING* TERHADAP MOTIVASI BELAJAR PENDIDIKAN PANCASILA PESERTA DIDIK SEKOLAH DASAR

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Masalah dalam penelitian ini yaitu rendahnya motivasi belajar peserta didik kelas IV SD Negeri 6 Metro Timur. Penelitian ini bertujuan untuk mengetahui pengaruh model *contextual teaching and learning* dan *problem based learning* terhadap motivasi belajar peserta didik pada mata pelajaran Pendidikan Pancasila. Metode yang digunakan adalah kuantitatif dengan desain *quasi experiment*. Populasi mencakup seluruh peserta didik kelas IV A dan IV B, sampel ditentukan dengan teknik *purposive sampling*. Teknik pengambilan data dilakukan melalui tes dan non-tes. Data dianalisis menggunakan uji regresi linear sederhana dan uji *Independent Sample T-test*. Hasil penelitian menunjukkan bahwa terdapat pengaruh model *contextual teaching and learning* terhadap motivasi belajar peserta didik dengan nilai signifikansi $0,018 < 0,05$, dan terdapat pengaruh model *problem based learning* dengan nilai signifikansi $0,016 < 0,05$, serta terdapat perbedaan pengaruh antara penerapan model *contextual teaching and learning* dan *problem based learning* terhadap motivasi belajar peserta didik dengan nilai signifikansi $0,002 < 0,05$.

Kata kunci: *contextual teaching and learning*, motivasi belajar, pendidikan pancasila, *problem based learning*

ABSTRACT

THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING MODELS AND PROBLEM BASED LEARNING ON LEARNING MOTIVATION IN PANCASILA EDUCATION FORM PRIMARY SCHOOL STUDENTS

By

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The problem in this study was the low learning motivation of fourth-grade students at SD Negeri 6 Metro Timur. This study aimed to determine the effect of the contextual teaching and learning model and problem-based learning on student learning motivation in Pancasila Education. The method used was quantitative with a quasi-experimental design. The population included all fourth-grade students in classes A and B, and the sample was determined using purposive sampling. Data collection techniques were conducted through tests and non-tests. The data were analysed using simple linear regression and the Independent Sample T-test. The results showed that the contextual teaching and learning model had an effect on student motivation to learn with a significance value of $0.018 < 0.05$. there was an effect of the problem-based learning model with a significance value of $0.016 < 0.05$, and there was a difference in the effect between the application of the contextual teaching and learning model and the problem-based learning model on student learning motivation with a significance value of $0.002 < 0.05$.

Keywords: contextual teaching and learning, learning motivation, Pancasila education , problem based learning