ABSTRAK

Khairunnisa', 2023. Pengaruh Penerapan Pendekatan Pembelajaran *Contextual Teaching And Learning* (CTL) Terintegrasi Budaya Lokal terhadap Motivasi dan Hasil Belajar Matematika Siswa Kelas IV SD Gugus II Kecamatan Walenrang Utara Kabupaten Luwu, dibimbing oleh Irwan Akib dan Sukmawati.

Penelitian ini bertujuan untuk mengetahui perbedaan motivasi dan hasil belajar secara simultan dan parsial antara siswa yang dibelajarkan menggunakan pendekatan pembelajaran *Contextual Teaching and Learning* (CTL) terintegrasi budaya lokal dengan siswa yang dibelajarkan menggunakan pendekatan pembelajaran konvensional di sekolah dasar. Penelitian ini dilakukan di Gugus II Kecamatan Walenrang Utara Kabupaten Luwu dengan menggunakan pendekatan kuantitatif. Jenis penelitian yang digunakan adalah *quasi eksperimental design* dengan desain penelitian *nonequivalent control group design*. Populasi penelitian adalah seluruh kelas IV SD di Gugus II Kecamatan Walenrang Utara Kabupaten Luwu tahun ajaran 2022/2023. Pengambilan sampel dilakukan dengan teknik *cluster random sampling*. Teknik pengumpulan data yang digunakan adalah angket dan tes. Uji hipotesis yang digunakan adalah uji Manova.

Hasil penelitian yang dilakukan pada uji statistik Pillai's Trace, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root diperoleh nilai sig. 0,000 < 0,05 sehingga disimpulkan terdapat perbedaan signifikan secara simultan motivasi dan hasil belajar antara siswa yang dibelajarkan menggunakan pendekatan *Contextual Teaching and Learning* (CTL) terintegrasi budaya lokal dengan siswa yang dibelajarkan dengan pendekatan konvensional di sekolah dasar Pada motivasi belajar diperoleh nilai sig. 0,000 < 0,05 sehingga disimpulkan terdapat perbedaan signifikan motivasi belajar matematika antara siswa yang dibelajarkan dengan pendekatan *Contextual Teaching and Learning (CTL)* terintegrasi budaya lokal dengan siswa yang dibelajarkan dengan pendekatan pembelajaran konvensional di sekolah dasar. Pada hasil belajar diperoleh nilai sig. 0,030 < 0,05 sehingga disimpulkan bahwa terdapat perbedaan signifikan hasil belajar matematika antara siswa yang dibelajarkan dengan pendekatan pembelajaran *Contextual Teaching and Learning (CTL)* dengan siswa yang dibelajarkan dengan pendekatan pembelajaran konvensional di sekolah dasar.

Kata Kunci: Pendekatan Pembelajaran Contextual Teaching and Learning (CTL) Terintegrasi Budaya Lokal, Motivasi Belajar, Hasil Belajar.

ABSTRACT

Khairunnisa', 2023. The Effect of Applying the Local Culture Integrated Contextual Teaching and Learning (CTL) Approach to the Motivation and Learning Outcomes of Mathematics in Class IV SD Cluster II, Walenrang Utara District, Luwu Regency. Supervised by Irwan Akib and Sukmawati.

This study aimed determining the differences in motivation and learning outcomes simultaneously and partially between students who were taught using the Contextual Teaching and Learning (CTL) learning approach integrated with local culture and students with conventional learning approaches in elementary schools. This research was conducted in Cluster II Walenrang Utara District, Luwu Regency using a guantitative approach. The type of research used was a guasiexperimental design with a noneguivalent control group research design. The research population were all grade IV elementary schoois in Cluster II Walenrang Utara District, Luwu Regency for the 2022/2023 academic year. Sampling was done by cluster random sampling technigue. Data collection technigues in the form of tests and hypothesis testing used was the Manova test.

The results of research conducted on the Pillai's Trace statistical test, Wilks' Lambda, Hotelling's Trace, Roy's Largest Root obtained a sig. $0.000 < 0.05$ so it is concluded that there are significant differences simultaneously in motivation and learning outcomes between students who were taught using the Contextual Teaching and Learning (CTL) learning approach integrated with local culture and students who were taught with conventional learning approaches in elementary schools. In learning motivation, scores are obtained sig. $0.000 < 0.05$, so it can be concluded that there are significant differences in motivation to learn mathematics between students taught using the Contextual Teaching and Learning (CTL) learning approach integrated with local culture and conventional learning approaches in elementary schools. In the learning outcomes obtained sig. $0.030 > 0.05$ so it is concluded that there are significant differences in mathematics learning outcomes between students who are taught with the Contextual Teaching and Learning (CTL) learning approach and conventional learning approaches in elementary schools.

Keywords: Contextual Teaching and Leaming (CTL) Approach Integrated with Local Culture, Learning Motivation, Learning Outcomes.