

# PENERAPAN PEMBELAJARAN BERBASIS KONTEKSTUAL UNTUK MENINGKATKAN PRESTASI BELAJAR SISWA PADA POKOK BAHASAN SEL DAN JARINGAN DI SMU NEGERI 2 SAMPANG

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Biology

Dibuat: 2008-07-31 , dengan 3 file(s).

**Keywords:** pendekatan kontekstual, prestasi belajar

Pre-observation showed that in Senior High School 2 of Sampang, in Biology study has applied presentation discussion, but the lesson still hasn't paid attention to daily life. Most of student's achievement was valued from test, while there were still lack of affective and psychomotor observation in learning. That's why contextual approach by REACT strategy was hoped to reveal the problem.

The research kind was class action research which was aimed to find out whether contextual application could increase the second grade IPA-4 Senior High School 2 of Sampang student's achievement. The research about student's achievement by CRL approach by REACT strategy based could be divided into three competences. They were cognitive, affective, and psychomotor.

Student's achievement for cognitive phase from CTL approach application with REACT Strategy were : (a) increasing 4,26 %, if the minimum achievement limit C and the students in cycle I were 35 while cycle II were 49; (D) increased 15,9 %, if the minimum achievement limit C and the students in cycle I and II were same, 35 students ; (C) decreasing 0,23%, if the minimum achievement limit B and the students amount in cycle I were 35 while cycle II were 40; (d) Increasing 0,01%, if the minimum achievement limit was B and the students amount in cycle I were 36 while cycle II were 40; (d) increasing 0,01 %, while the minimum achievement limit B and the students amount in cycle I and cycle II same, they were 36 students. Here could be concluded that CTL approach could increase cognitive achievement of second grade IPA-4 Senior High School 2 of Sampang students.

CTL approach by REACT strategy could increase the affective phase achievement of second grade IPA-4 Senior High School 2 of Sampang. It could be proven from the excellent achievement student (A), (a) increasing 38,46% (the amount of cycle I students were 35 while cycle II were 40 students) ; and (b) increasing 38,89% (the amount of cycle I and II students were same, 35 students. Student's achievement were also could be seen from psychomotor phase. It could be proven from the excellent achievement (A); (a) increasing 5,98% (the cycle I students were 35 while cycle I were 40 students); and (b) increasing 5,56% (the amount of cycle I and II students were same 35 students. ).