

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pemahaman konsep pada mata pelajaran Bahasa Indonesia siswa kelas III disalah satu SDN Kabupaten Bandung. Hal ini disebabkan dalam pembelajaran siswa cenderung mendengarkan dan menulis apa yang disampaikan oleh guru tanpa memahami materi. Penelitian ini bertujuan mendeskripsikan pelaksanaan dan hasil pemahaman konsep siswa dengan menggunakan model *Contextual Teaching and Learning* (CTL). Metode penelitian ini adalah metode penelitian *mixed method* mengadptasi dari *crewel*. Dalam penelitian ini dilaksanakan dua kali pertemuan, partisipasi penelitian ini adalah siswa kelas III SD yang berjumlah 15 siswa. Intrumen peneliatian menggunakan lembar observasi dan wawancara penggunaan model *Contextual Teaching and Learning* (CTL), lembar *pretest-posttet* mengetahui hasil pemahaman konsep. Semua data yang diperoleh dianalisis baik secara kuantitatif dan kualitatif. Hasil penelitian ini menunjukkan 1) pelaksanaan pembelajaran dengan menggunakan model *Contextual Teaching and Learning* (CTL), 2) hasil pemahaman konsep pada *pretest-posttest* meningkat. Dapat disimpulkan bahwa penerapan model *Contextual Teaching and Learning* (CTL) dapat meningkatkan pemahaman konsep.

**Kata Kunci:** Pemahaman konsep, Model *Contextual Teaching and Learning* (CTL), Siswa Kelas III.

## **ABSTRACT**

This research aims to determine the understanding of concepts in Indonesian language subjects for class III students at one of the elementary schools in Bandung Regency. This is because in learning students tend to listen and write what the teacher says without understanding the material. This research aims to describe the implementation and results of students' understanding of concepts using the Contextual Teaching and Learning (CTL) model. This research method is a mixed method research method adapted from Crewel. In this research, two meetings were held, the participants in this research were 15 grade III elementary school students. The research instrument uses observation sheets and interviews using the Contextual Teaching and Learning (CTL) model, pretest-posttest sheets to determine the results of understanding the concept. All data obtained was analyzed both quantitatively and qualitatively. The results of this research show 1) the implementation of learning using the Contextual Teaching and Learning (CTL) model, 2) the results of conceptual understanding in the pretest-posttest increased. It can be concluded that the application of the Contextual Teaching and Learning (CTL) model can increase understanding of concepts.

**Keywords:** Understanding concepts, Contextual Teaching and Learning (CTL) Model, Class III Students.