PENGARUH MODEL *CONTEXTUAL TEACHING AND LEARNING* BERBASIS *SOCIOSCIENTIFIC ISSUE* TERHADAP KETERAMPILAN PEMECAHAN MASALAH DAN *SELF EFFICACY* PADA MATERI ZAT ADITIF
(Studi Eksperimen di Kelas VIII SMP Negeri 8 Banjar, Tahun Ajaran 2024/2025)

(Elin Herlina, 2025)

ABSTRAK

Elin Herlina. 2025. **PENGARUH MODEL CONTEXTUAL TEACHING AND LEARNING BERBASIS SOCIOSCIENTIFIC ISSUE TERHADAP KETERAMPILAN PEMECAHAN MASALAH DAN SELF EFFICACY PADA MATERI ZAT ADITIF (Studi Eksperimen di Kelas VIII SMP Negeri 8 Banjar, Tahun Ajaran 2024/2025)**

Penelitian ini bertujuan untuk mengetahui pengaruh model *Contextual Teaching and Learning* (CTL) berbasis *Socio-Scientific Issue* (SSI) terhadap keterampilan pemecahan masalah dan *self-efficacy* pada materi zat aditif. Penelitian dilaksanakan pada bulan September 2024 sampai April 2025 dengan menggunakan metode *quasi-experiment* dan desain penelitian *Non-equivalent Control Group Design*. Populasi penelitian adalah seluruh kelas VIII SMP Negeri 8 Banjar tahun ajaran 2024/2025, yang terdiri dari 6 kelas dengan total peserta didik sebanyak 203 orang. Sampel penelitian sebanyak 3 kelas yang ditentukan dengan teknik *purposive sampling*. Instrumen pengumpulan data terdiri atas soal uraian (10 nomor) untuk mengukur keterampilan pemecahan masalah, serta kuesioner (21 pernyataan) untuk mengukur *self-efficacy* pada materi zat aditif. Data dianalisis dengan uji ANCOVA terlebih dahulu untuk masing-masing variabel dependen, kemudian dilanjutkan dengan uji MANOVA untuk membuktikan pengaruh simultan model CTL berbasis SSI terhadap kedua variabel tersebut. Hasil penelitian menunjukkan bahwa penerapan model *Contextual Teaching and Learnin*g berbasis *Socio-Scientific Issue* berpengaruh secara signifikan terhadap keterampilan pemecahan masalah dan *self-efficacy*, serta berpengaruh secara simultan terhadap kedua variabel tersebut pada peserta didik kelas VIII SMP Negeri 8 Banjar, Tahun Ajaran 2024/2025. Oleh karena itu, model CTL berbasis SSI disarankan untuk diimplementasikan oleh guru dalam pembelajaran materi zat aditif.

Keywords: *contextual teaching and learning*, *socio-scientific issue*, keterampilan pemecahan masalah, *self efficacy*, zat aditif

THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING MODEL BASED ON SOCIOSCIENTIFIC ISSUES ON PROBLEM-SOLVING SKILLS AND SELF-EFFICACY IN ADDITIVE SUBSTANCES MATERIAL
(An Experimental Study in Grade VIII of SMP Negeri 8 Banjar, Academic Year 2024/2025)

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ABSTRACT

Elin Herlina. 2025. ***THE EFFECT OF CONTEXTUAL TEACHING AND LEARNING MODEL BASED ON SOCIOSCIENTIFIC ISSUES ON PROBLEM-SOLVING SKILLS AND SELF-EFFICACY IN ADDITIVE SUBSTANCES MATERIAL (An Experimental Study in Grade VIII of SMP Negeri 8 Banjar, Academic Year 2024/2025)***

This study aims to determine the effect of the Contextual Teaching and Learning (CTL) model based on Socio-Scientific Issues (SSI) on problem-solving skills and self-efficacy in the topic of additive substances. The research was conducted from September 2024 to April 2025 using a quasi-experimental method and a Non-equivalent Control Group Design. The population of the study consisted of all eighth-grade students at SMP Negeri 8 Banjar in the 2024/2025 academic year, with a total of 6 classes and 203 students. A sample of 3 classes was selected using purposive sampling. Data collection instruments included essay questions (10 items) to measure problem-solving skills, and a questionnaire (21 items) to measure self-efficacy in the topic of additive substances. The data were analyzed using ANCOVA for each dependent variable, followed by MANOVA to test the simultaneous effect of the CTL model based on SSI on both variables. The results showed that the application of the Contextual Teaching and Learning model based on Socio-Scientific Issues significantly affected both problem-solving skills and self-efficacy, and simultaneously impacted both variables for eighth-grade students at SMP Negeri 8 Banjar in the 2024/2025 academic year. Therefore, the CTL model based on SSI is recommended for implementation by other teachers in teaching the topic of additive substances.

Keywords: contextual teaching and learning, socio-scientific issue, problem-solving skills, self efficacy, additives