

APPLICATION OF THE CTL (CONTEXTUAL TEACHING AND LEARNING) MODEL TO IMPROVE THE LEARNING OUTCOMES OF PPKN OF GRADE III B STUDENTS AT SDN 127 INPRES MONCONGLOE

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ABSTRACT

This research is entitled the application of the CTL (contextual teaching and learning) model to improve Civics learning outcomes for class III B students at SDN 127 INPRES MONCONGLOE. This research aims to improve Civics learning outcomes for class III B students at SDN 127 INPRES MONCONGLOE. The method used is the classroom action research (PTK) method which was carried out in the even semester of the 2023/2024 academic year. The sample for this research consisted of 30 students. Data collection is carried out by observation, tests and documentation. The results of this research were obtained from the average results of learning before action in cycle I was 41.5 in the poor category, increasing to 86.66 in cycle II in the good category.

Keywords: Contextual Teaching and Learning (CTL), Civics Learning Outcomes, Classroom Action Research (CAR)

INTRODUCTION

Civic Education (PKn) learning is essentially both natural and sociocultural, existence and social life always require values, morals and norms. The quality of the nation's life is largely determined by educational factors, the role of education is very important to create an intelligent, peaceful, open, and democratic life. Therefore, educational reform must always be carried out to improve the quality of national education in various ways and efforts by conducting research and using various learning theories and curriculum reforms to obtain student learning outcomes as expected. The goal of learning PKn in elementary schools is to shape the character or characteristics of good citizens. According to Mulyasa (2007), the goal of the PKn subject is to make: 1. Students able to think critically, rationally and creatively in responding to life problems and citizenship issues in their country. 2. Students are able to participate in all areas of activity, actively and responsibly, so that they can act intelligently in all activities. Based on the daily test data of class III B students of SDN 127 Inpres Moncongloe in the subject of Civics, it can be seen that of the 30 students who achieved the KKM set at 75, only 1 student (3.33%) completed it, while 29 students (96.6%) had not achieved the KKM.

The problem formulation of this research is Can the Implementation of the Contextual Teaching and Learning (CTL) Model Improve Civics Learning Outcomes of Grade III B Students of SDN 127 Inpres Moncongloe? Benefits This research is expected to provide benefits for students, foster and increase student interest in learning Civics, make it easier for students to understand the Civics subject matter that has been delivered, and increase the activeness of student learning outcomes in Civics learning. For teachers, it provides information to elementary school teachers about effective learning innovations in classroom learning and can provide information to elementary school teachers about the implementation of the CTL learning model. For schools, it can improve the quality of elementary school graduates in Civics learning outcomes, as a reference material in the implementation of Civics learning in elementary schools, so that the quality of Civics learning in elementary schools increases. For researchers, it can be input for conducting further research. The purpose of this research is to improve Civics learning outcomes of grade III B students of SDN 127 Inpres Moncongloe by implementing the CTL approach. In Saud (2008) the stages of the Contextual Teaching and Learning (CTL) model include four stages, namely: invitation, exploration, explanation and solution, and taking action.

In the invitation stage, students are encouraged to express their prior knowledge about the concepts being discussed. If necessary, the teacher encourages them by asking problematic questions about everyday life phenomena by connecting the concepts discussed with their own opinions. Students are given the opportunity to communicate and incorporate their understanding of the concepts. In the exploration stage, students are given the opportunity to investigate and discover concepts through collecting, organizing, and interpreting data in an activity designed by the teacher. In groups, students carry out activities and discuss the issues discussed. Overall, this stage will satisfy students' curiosity about the phenomena of life in their surroundings. In the explanation and solution stage, when students provide explanations for solutions based on their observations, coupled with teacher reinforcement, students can convey ideas, create models, summarize, and summarize. In the action-taking stage, students can make decisions, use knowledge and skills, share information and ideas, ask follow-up questions, and offer suggestions, both individually and in groups, related to problem-solving.

RESEARCH METHODS

The research design used in this study is the research design of Kemmis and Mc. Taggart (1988), where the implementation flow in this classroom action research starts from (1) planning, (2) action, (3) observation and (4) reflection. The research subjects were 30 third grade students, 15 boys and 15 girls starting on September 1-11 of the 2023/2024 academic year.

Data collection was conducted through observation, testing, and documentation. Observations were conducted by directly observing the teaching and learning conditions. This method is a data collection technique that involves directly observing student learning conditions and activities. The technique used to determine improvements in student learning outcomes in Civics in each cycle was a test. Tests were given to students at the end of each cycle. The test questions were taken from the relevant Civics textbook.

The data analysis used was qualitative data analysis through observation and quantitative analysis through written tests, which involved answering questions related to the learning material provided. The data analysis activity began by reviewing all data collected from observations and student learning test results. The results of the data analysis were then presented in qualitative descriptive form.

RESULTS AND DISCUSSION

A. Research result

This study was conducted to obtain information on the improvement of Civics learning outcomes of grade III B students at SDN 127 Inpres Moncongloe. The sample size was 30, consisting of 15 male students and 15 female students. From this sample, pretest and posttest data were obtained. The results of cycles I and II can be seen in the following table:

Table 1.Results of Student Learning Outcome Data Processing

Information	Result Score	
	Cycle I	Cycle II
Lowest value	10	40
The highest score	80	100

Mean	41.5	86.66
Median	40	90
Mode	30	100

The table shows that the students' learning outcomes in the pretest and posttest differed significantly, meaning that the students' learning outcomes improved after being given treatment using the Contextual Teaching and Learning (CTL) model.

B. Discussion

Based on the data obtained and analyzed, it is evident that student learning outcomes improved after the learning process using the Contextual Teaching and Learning (CTL) model. This can be seen from the beginning of the research conducted, namely in cycle I, where an average percentage of 40 categories was found to be lacking. In cycle I, the percentage of student activity was still low because students were still adjusting to the Contextual Teaching and Learning (CTL) model. The KKM set by the school was 75 and it was found that in cycle I, only 1 student or around 3.33% completed it and 29 other students or around 96.67%. In this cycle, the tasks given by the teacher could not be carried out properly and comprehensively. This caused student learning outcomes to remain low.

Meanwhile, in the second cycle, the number of students who completed the learning increased to 27, or approximately 90%, and 3 other students, or 10%, had not yet completed the learning. In the second cycle, the average percentage was 86.66, which was in the good category. In this final cycle, students were already accustomed to the Contextual Teaching and Learning (CTL) model, so they could carry out the tasks given by the teacher well. This resulted in improved student learning outcomes in the second cycle. Student learning outcomes depend not only on individual student abilities but also on the learning process. Learning is considered effective if the percentage of students who complete the class is high.

Thus, the results of this action analysis support the proposed action hypothesis, namely that if the Contextual Teaching and Learning (CTL) model is applied, it can improve the Civics learning outcomes of class III B students at SDN 127 Inpres Moncongloe.

CONCLUSION

Based on the research results provided, it can be concluded that the use of the Contextual Teaching and Learning learning model can improve the learning outcomes of Civics students of class III B SDN 127 Inpres Moncongloe. This is indicated by the results of the study which showed an increase in student learning outcomes in Civics lessons which in the first cycle the results were 40% in the second cycle to 86.66%. The Contextual Teaching and Learning learning model can improve student learning outcomes in several ways, such as an interesting learning process, fun learning, flexible, interactive, and personalized. Therefore, the use of Contextual Teaching and Learning needs to be applied and implemented in learning in elementary schools to improve student learning outcomes.

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