

Implementation Of Contextual Teaching And Learning Learning Model To Improve Pkn Learning Outcomes In Elementary Schools

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ABSTRACT

Learning is an interactive process that involves collaboration between students, teachers, and the surrounding environment. Learning models have an important role in achieving optimal learning outcomes. One of the learning models that can be applied is Contextual Teaching and Learning (CTL). This study aims to conduct a literature review of the influence of the Contextual Teaching and Learning learning model on elementary school civics learning outcomes. The method used in this study is the SLR (Systematic Literature Review) method. Data collection was carried out by collecting and reviewing articles related to Contextual Teaching and Learning published from 2014-2024. The articles used in this study are 12 journal articles obtained from the Google Scholar database. Based on this study, the use of the Contextual Teaching and Learning learning model has an influence on improving the learning outcomes of Pkn in elementary schools.

Keywords: CTL, learning model, learning outcomes, Civics, elementary school.

1. INTRODUCTION

According to Damri and Fauzi Eka Putra (2020:1) Civic education is education that reminds us of the importance of the values of the rights and obligations of citizens. Everything that is done should be in accordance with the goals and ideals of the nation and deviate from what is expected. According to (Dini Anggraeni Dewi, 2021; Suhendar et al., 2024) Civic Education is a subject that can be a foundation or basis for children to form the character of a good generation of the nation at the elementary school level. Meanwhile, according to (Lasmawan & Natajaya, 2014; Suhendar & Rambe, 2023) learning that is more dominated by educators can cause students' creativity to be less developed. So from this

statement, it indirectly says that good civic education learning is learning that can actively involve students and the use of innovative models by educators.

Civics learning should be meaningful, namely Civics is able to teach and develop meaningful life skills or competencies to students, not just conveying artificial information or information that is less useful for students' lives (Pramono et al., 2023; Suhendar et al., 2023). Because one of the characteristics of elementary school-aged children is that they like to play. This requires teachers to master learning models or methods that can attract children's interest and attention in following the learning process. To provide real learning experiences to students, educators need learning models that can provide the expected learning influence. Meaningful learning means that the knowledge or skills taught in school can be applied and implemented in everyday life.

One of the learning models that can provide a real and meaningful learning experience is the CTL (Contextual Teaching Learning) learning model. In practice, educators must be able to connect students' insights with their experiences in everyday life, so that it will be easily understood by students and student learning outcomes can be improved. The Contextual Teaching Learning Model is a learning model that directs academic material to students' daily lives. Contextual Teaching and Learning or often known as CTL, is a learning method that the author chooses to meet the facilities that will be provided to students, where this concept links students to the material being studied with real life in full with the aim that students are able to flexibly understand knowledge from one context to another.

The writing above is in accordance with the opinion of Komalasari (2017) who explains that the main characteristics or characteristics of contextual learning are problem-based, using multiple contexts, depicting student diversity, supporting self-regulated learning, using study groups in an atmosphere of interdependence, utilizing authentic assessment. The implementation of the Contextual Teaching and Learning learning model for Civics subjects has been widely tested in elementary schools and with the many successes of this learning model, CTL is widely considered as one way to increase the interest and learning outcomes of students in elementary schools. Therefore, the author is interested in making "Implementation of the Contextual Teaching and Learning Learning Model to Improve Civics Learning Outcomes in Elementary Schools" as the title and topic for this article.

2. RESEARCH METHOD

This research method uses the Systematic Literature Review (SLR) method. According to Soleha, et al. (2021) Systematic Literature Review (SLR) is a scientific study that focuses on a particular topic. This method makes it easier for researchers to identify theories or methods, develop theories or methods, identify differences between theories and relevance in the field. Systematic Literature

Review (SLR) is a term used to refer to a particular research methodology, from collecting and evaluating research related to the topic (Wahyudin, 2020). Meanwhile, Setiawan, et al. (2021) said that Systematic Literature Review (SLR) is known as a systematic literature review method, namely a method of reviewing documents to identify, evaluate and explain everything related to the research topic, and answer predetermined research questions.

Data collection was conducted by searching articles through Google Scholar with the keywords "learning outcomes", "PKn", "CTL", and "Elementary School". This study began by formulating the problem and research objectives, then collecting several research articles through Google Scholar. Analyzing the research data obtained and reported in table form. Literature review activities such as collecting data or information, evaluating data, theories, information or research results, and analyzing publication results such as books, research articles or research questions that have been prepared.

The articles to be reviewed are selected based on several criteria, namely (1) theme, (2) title, (3) abstract, (4) keywords from search results, and (5) year of publication. The first stage, articles that do not meet the criteria of the theme or topic of the title are eliminated. The second stage, reviewing the abstracts of relevant articles according to the articles to be compiled. The third stage, articles are reviewed from the contents carefully to find research results.

3. RESULT AND ANALYSIS

Based on the search results, the author obtained 12 relevant articles on the application of the Contextual Teaching and Learning (CTL) learning model to improve the learning outcomes of Citizenship Education (PKN) in elementary schools. The results of the study on the application of the contextual learning model are presented in Table 1.

Table 1. Several Studies on the Application of Contextual Teaching and Learning (CTL) to Learning Outcomes

Researcher	Year	Title	Result
Irwan, I., & Hasnawi, H.	2021	Analysis of the contextual teaching and learning model in improving civics learning outcomes in elementary schools	This study uses a classroom action research method with the results that using the CTL model in the Civics subject on the material of the Meaning of Images on the National Emblem Garuda Pancasila, experienced an increase in the learning outcomes of class III students of SD Negeri 2 Laompo in the 2020/2021 academic year.

Khairiyah, M., & Samad, M.	2023	The Influence of Character Education of Love for the Country Using Contextual Teaching and Learning on the Learning Outcomes of Citizenship Education Subjects at Tala'borong Inpres Elementary School, West Bajeng District, Gowa Regency.	This study uses a quantitative approach with a Pre-Experimental research type using a test technique with research results showing the influence of the application of the Contextual Teaching and Learning method on increasing the learning outcomes of class V students at SD Inpres Tala'borong, Bajeng Barat District, Gowa Regency.
Merentek, R. M., Poluan, D., Pangkey, R. D., & Legi, M. Y.	2023	Implementation of Contextual Teaching and Learning (CTL) Learning Model to Improve Student Learning Outcomes in Civics Subjects in Grade IV Elementary Schools	This study uses a classroom action research method with the results of the application of the Contextual Teaching and Learning (CTL) learning model being able to improve student learning outcomes in the Civics subject of rights and obligations material for class IV of GMIM Karowa Elementary School.
Mahira, N. S. S., Hasan, N., & Magdalena, I.	2023	The Effect Of Contextual Teaching And Learning Method On Pkn Learning Outcomes Of Grade V Students Of Panunggangan 02 State Elementary School, Tangerang City.	This study uses a positivistic research method with a quantitative approach to collect data such as tests, observations, and document studies. After conducting this study, the results showed an increase in the scores of class V students of SDN Panunggangan 02 Tangerang in the PKN subject after the application of the Contextual Teaching and Learning (CTL) learning model during teaching and learning activities.
Binahari, N. A., Husna, F. A., & Hajron, K. H.	2023	Improving Civics Learning Outcomes Using the Contextual Teaching Learning (CTL) Learning Model for Elementary School Students in Grade 3.	This study uses the classroom action research (CAR) method with the results showing an increase in students' grades after using the Contextual Teaching and Learning (CTL) learning model in class 3 of Muhammadiyah Kaliabu Elementary School in the Civics subject.
Suardi, S., Usman, H., & Yulfaita, A.	2024	Improving Student Learning Outcomes with Learning Models in Civics Lessons for Grade	This study uses the Classroom Action Research method with the results that by using the Contextual Teaching and Learning (CTL) learning model in the

		IV	learning process, it can improve the learning outcomes of Civics students in Class IV.B UPT SPF SD Inpres Minasa Upa 1.
Soleha, F., Akhwani, A., Nafiah, N., & Rahayu, D. W.	2021	Contextual Teaching and Learning Model to Improve Civics Learning Outcomes in Elementary Schools	This study uses a quantitative approach of the meta-analysis type. Data sourced from the scientific journal Google Scholar by analyzing the results of the study of the gain score of civics learning outcomes between pretest and posttest. The results of the data after the application of the Contextual Teaching and Learning (CTL) learning model, the learning outcomes of civics students experienced a very significant increase. The average data results from 8 articles used as samples amounted to 81.77 from the previous average value of 64.88, meaning there was an increase of 16.89.
Juniar, N. H., Fadhillah, D., & Hasan, N.	2024	Development Of Pkn Encyclopedia Learning Media Based On The Contextual Teaching And Learning (Ctl) Approach On Pancasila Material In Grade Ii At State Elementary School Bubulak 1 Tangerang City	This study uses the development method and Research and Development. In the form of data collection by observation, interviews, questionnaires and documentation studies. Related to the use of Encyclopedia learning media on Pancasila material for grade II. The quality of encyclopedia media products based on the Contextual Teaching and Learning (CTL) approach on Pancasila material is very good.
Benu, A. B. N., Kota, M. K., & Mboeik, W. D.	2024	Application Of The Contextual Teaching And Learning (Ctl) Learning Model To Improve Learning Outcomes In Pkn Learning Of Grade V Students Of Sd Inpres Holotula	This study uses the classroom action method (CAR). In the form of data collection with observation and test techniques on the application of PKN subjects with the help of audio-visual media, it was found that by using the Contextual Teaching and Learning (CTL) model on theme 9 Objects around us sub-theme 1 learning 3 PKN material about events that reflect forms of unity and togetherness to build harmony in life can improve

			student learning outcomes in class V. A Sd Inpres Holotula.
Fawaz, A., & Farhurohman, O.	2022	The Use of Contextual Teaching and Learning (CTL) Methods in PPKn Learning at SDN Babadsari 1	This study uses qualitative research with research results that the use of the Contextual Teaching and Learning (CTL) method in improving learning outcomes is considered quite effective. The CTL approach requires students to connect the concepts studied with their situations.
Mandasari, D. S.	2019	Development of Civics Teaching Materials for Grade V Based on the CTL (Contextual Teaching and Learning) Approach to Improve Elementary School Students' Learning Outcomes at Sdn Lerpak 3 Bangkalan.	The results of the study on the Development of Class V Teaching Materials oriented towards the CTL approach are categorized as good and feasible to use. This is based on the expert material validator score of 2.75 so that $2.6 < 2.95$ and the expert curriculum and media validator score of 2.9 so that $2.6 < 2.9$, then the Teaching Materials are categorized as feasible and feasible to use. So it can be concluded that there is an influence of the use of Class V PKN Teaching Materials oriented towards the Contextual Teaching and Learning (CTL) approach on student learning outcomes.
Suriani, N. K.	2019	Implementation of Contextual Teaching and Learning (CTL) Learning Model to Improve Civics Learning Achievement	This study uses a classroom action research method with the results that the CTL learning model can improve civics learning achievement in Class V Semester I students of SDN 3 Kawan.

Based on the research results in table 1, it states that the CTL learning model can improve students' civics learning outcomes. In line with previous research presented by Suardi (2024), the ability to understand concepts before the application / in cycle I of the Contextual Teaching and Learning (CTL) learning model was very low, at 40% with the number of students who completed 6 people. Meanwhile, the average class after the application / in cycle II of the Contextual Teaching and Learning (CTL) learning model showed an increase in results to 86.7% with the number of students who completed as many as 13 people.

Merentek (2023) stated that the initial conditions before the Contextual Teaching and Learning (CTL) learning model was implemented, students were less

active in learning, teachers only dominated teaching methods so that the learning process did not attract students' attention, in the learning process they only listened to the teacher's explanation and memorization, causing students to feel bored, many students looked lazy, were not confident in working on practice questions, which resulted in low student learning outcomes. After the Contextual Teaching and Learning (CTL) learning model was implemented, students became more active in asking teachers or friends and discussing in groups, and students already understood by connecting the material being studied with real life.

The Contextual Teaching Learning (CTL) learning model is an approach that aims to help students understand the subject matter by connecting it to the context of their personal, social, and cultural lives. In the application of this model, there are seven main components, namely: constructivism, discovery, questions, learning communities, modeling, reflection, and authentic assessment. The syntax in this CTL model emphasizes learning that is fully focused on students, encourages active participation in learning groups, makes the learning process more interesting, and makes the knowledge gained more meaningful (Darmawati, 2015).

Based on the results of previous research conducted by Benu (2024), it was stated that the application of the Contextual Teaching and Learning learning model can improve the learning outcomes of Civics on the material of unity and oneness in students, this is evidenced by the results in cycle I of 21 students who achieved the specified KKM were 12 students (57.14) and those who did not achieve KKM were 9 students (42.86), while in cycle II of 30 students, those who achieved KKM were 19 students (90.48) and those who did not achieve KKM were 2 students (9.52). From the results of cycle I and cycle II there was an increase, it was said to be successful because it had achieved the specified completion criteria, namely 80%.

In line with research conducted by Soleha (2021), the effect of using the Contextual Teaching and Learning model in Civics learning showed a significant increase with an average result of 81.77 from the previous average value of 64.88, which means an increase of 16.89. It is concluded that the Contextual Teaching and Learning (CTL) learning model has a very positive effect on the Civics learning outcomes of elementary school students.

Civics is a material that is very relevant to everyday life, and through the CTL learning approach, students can relate the material to real-life conditions. In elementary school, Civics teaches students to understand and adapt to life inside and outside of school. Because civics education material emphasizes more on practices and habits in everyday life, students are encouraged to develop basic knowledge and understanding as provisions for continuing their education (Susanto, 2016). Civics Education (PKn) has a very important role in creating superior and quality citizens. Based on this, it can be concluded that Civics is an important subject because it focuses on practices and habits in everyday life that

are supported by knowledge and understanding. Therefore, the application of the CTL learning model is very appropriate for Civics subjects (Akhwani, 2018; Kholil et al., 2024). Based on table 1, looking at the results of 12 previously implemented research articles, it shows that after implementing the Contextual Teaching and Learning (CTL) learning model, it can improve the civics learning outcomes of elementary school students.

Characteristics of the CTL Learning Model

In contextual learning, there are eight main components that characterize it, as expressed by Johnson in Rahmi (2023):

- 1) Making meaningful connections.** Students are expected to be able to relate the subject matter to their real-life experiences and contexts, so that learning feels more relevant and meaningful. This includes the ability of students to learn actively both individually and in groups, as well as learning by doing.
- 2) Doing significant work.** Students are involved in work that is relevant to their daily lives. This encourages students to find connections between what they learn in school and situations outside of school.
- 3) Self-regulated learning.** Contextual learning encourages students to regulate their own learning process, including setting goals and choosing appropriate learning methods.
- 4) Collaborating.** Collaboration between students and between students and teachers is highly emphasized in contextual learning. Students work in groups to support each other and collaborate in understanding the subject matter.
- 5) Critical and creative thinking.** Students are encouraged to think critically and creatively in solving the problems they face. Contextual learning emphasizes the importance of higher-order thinking and the ability to explore new ideas.
- 6) Nurturing the individual.** Contextual learning does not only focus on academic aspects, but also pays attention to the personal development of students. Teachers play a role in helping students grow and develop holistically.
- 7) Reaching high standards.** Contextual learning aims to achieve high standards in education, both in terms of knowledge and student skills. Students are encouraged to strive to achieve the best results in every learning activity.
- 8) Using authentic assessment.** Assessment in contextual learning is carried out authentically, namely an assessment that reflects students' abilities in real situations, not just through formal exams

Strengths and Weaknesses of the CTL Learning Model

a) Advantages of the CT Learning Model

The contextual learning model has several advantages, including training students to think critically and creatively in collecting data, analyzing an issue, and finding solutions to problems (problem solving). Students are given the freedom to determine the information they need, allowing them to learn to work effectively in groups and collaborate well. In addition, the learning process in class becomes more enjoyable and not boring (Nababan, 2023; Dalimunthe et al., 2024). In addition to these things, the contextual learning model also has various other advantages, including:

- 1) Students become more prepared to face problems that commonly arise in everyday life;
- 2) Students will be more confident in expressing what they experience, and what they see in real life;
- 3) Students are more sensitive to their environment;
- 4) The learning atmosphere will be more enjoyable.

b) Weaknesses of the CTL Learning Model

This learning model also has several weaknesses, including (Nababan, 2023):

- 1) More intensive supervision is needed because students generally have a very high curiosity;
- 2) Teachers often face difficulties in creating a conducive classroom atmosphere, especially when learning is done outside the classroom, where students will be difficult to control;
- 3) The time used is less effective because it takes a long time to connect the theme with the material;
- 4) Teachers need to have a good mastery of scientific procedures.

4. CONCLUSION

The use of the Contextual Teaching and Learning learning model for elementary school students is very appropriate to provide an influence on improving the learning outcomes of Civics in Elementary Schools. By using the Contextual Teaching and Learning model, it can help teachers relate the material taught to the real-world situations of students and motivate students to make connections between the knowledge they have and its application in their lives as family members and society. The CTL model can improve students' responses to learning, enable students to process information obtained from their observations, students become more active when discussing with friends, and students have begun to get used to learning using the Contextual teaching and learning (CTL) model.

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