



JURNAL BASICEDU

Volume 6 Nomor 3 Tahun 2022 Halaman 3405 - 3410

Research & Learning in Elementary Education

<https://jbasic.org/index.php/basicedu>



The Implementation of Contextual and Learning (CTL) Model in Critical Thinking Ability on Primary Students' Learning Outcomes

Minar Trisnawati Tobing✉

Universitas HKBP Nommensen Pematangsiantar, Indonesia

E-mail: minartobing14@gmail.com

Abstract

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kontekstual dan pembelajaran (CTL) dalam kepemimpinan berpikir kritis terhadap hasil belajar siswa. Hasil analisis data dan pembahasan dapat disimpulkan bahwa ada pengaruh penerapan pendekatan kontekstual terhadap hasil belajar PKn HAM pada siswa kelas IV SD Negeri. Dengan menggunakan teknik analisis inferensial untuk pengujian hipotesis penelitian, dalam hal ini digunakan rumus Independent Sample T_{-test} dalam program SPSS. Sebelum dilakukan pengujian hipotesis terlebih dahulu dilakukan uji normalitas dan uji homogenitas. Dari hasil analisis diperoleh data berdistribusi normal dan homogen. Karena data yang telah dianalisis berdistribusi normal dan homogen maka selanjutnya dengan uji t menggunakan rumus Independent Sample T_{-test} dengan SPSS. Hasil analisis menunjukkan bahwa signifikansi 0,033 lebih kecil dari = 0,05. Jadi H_0 ditolak dan H_1 diterima

Keywords: Model pembelajaran CTL, kemampuan berpikir kritis, hasil belajar

Abstract

This study aims to determine the effect of contextual learning and learning (CTL) models in critical thinking leadership on student learning outcomes. The results of data analysis and discussion, it can be concluded that there is an effect of applying a contextual approach to the learning outcomes of Civics on Human Rights in fourth-grade students of SD Negeri. By using the inferential analysis technique to test the research hypothesis, in this case, the Independent Sample T-test formula is used in the SPSS program. Before testing the hypothesis, the normality test and homogeneity test were first carried out. From the results of the analysis obtained data are normally distributed and homogeneous. Because the data that has been analyzed is normally distributed and homogeneous, it is continued with the T-test using the Independent Sample T-test formula with SPSS. The results of the analysis show that the significance of 0.033 is smaller than = 0.05. Thus H_0 is rejected and H_1 is accepted.

Keywords: CTL learning model, critical thinking skills, learning outcomes

Copyright (c) 2022 Minar Trisnawati Tobing

✉ Corresponding author :

Email : minartobing14@gmail.com

DOI : <https://doi.org/10.31004/basicedu.v6i3.2636>

ISSN 2580-3735 (Media Cetak)

ISSN 2580-1147 (Media Online)

Jurnal Basicedu Vol 6 No 3 Tahun 2022

p-ISSN 2580-3735 e-ISSN 2580-1147

INTRODUCTION

Education is a vital element of the development of a country through the emergence of people's prosperity or higher education. (Law of the Republic of Indonesia Number 20 of 2003) it is stated that the purpose of national education is to improve the ability and character of the nation and be honest in the sense of teaching the life of the nation, to increase the ability of students to become, capable, imaginative, independent, and responsible community members Soleha et al., (2021); Irwan & Hasnawi, (2021).

Yesya & Desyandri, (2019) defines education as "an effort to make humans or human efforts to know humans, understand, and develop rapidly, and be able to make humans more critical in thinking". To overcome this problem, educational institutions must strive to advance education and invite all levels of society to participate in improving the quality of teachers in Indonesia. The quality of education will be of higher quality or use various appropriate methods. The teaching method is a way of understanding social life so that students have a meaningful role in their lives. Therefore, every manager of an educational institution involved in providing education must understand the meaning and purpose of education, because it educates the nation's children. According to Wibowo, (2020) "Learning is a process by which behavior is generated or changed through practice or experience". Meanwhile, according to Parnawi, (2019) "learning is a process by which behavior is generated or changed through practice or practice". From the two expert opinions on the meaning of learning, it can be concluded that learning is a series of physical and mental activities to obtain a change in behavior as a result of individual experiences in interacting with the environment involving cognitive, affective, and psychomotor. Several factors influence the low learning outcomes, one of which is the ability of a teacher to manage learning by using approaches, strategies, models, and learning methods that can be adapted to suitable materials for use in elementary schools. In teaching and learning process activities, a teacher is required to carry out maximum learning which aims to maximize student learning outcomes, increase students' knowledge, attitudes, and skills of students related to the subject matter taught by a teacher Festiawan, (2020); Siahaan et al., (2021).

The CTL learning model is a learning concept that helps teachers link what is taught with students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives by involving seven main components of effective learning, namely: constructivism, questioning, inquiry, learning community, modeling, and authentic assessment as well as reflection Adim et al., (2020); Setiawan, (2020). With this concept, learning outcomes are expected to be more meaningful for students and can improve critical thinking skills towards various problems faced by students. The learning process takes place naturally in the form of student activities working and experiencing themselves, not transferring knowledge expository. According to Sari et al., (2020); Ramadhani, (2020); Muhsam, (2020) explains that CTL is a learning and teaching concept that helps teachers relate the learning materials they teach to real-world situations and encourages students to make connections between their knowledge and its application in everyday life as family members, communities and citizens. Learning outcomes are the level of student success in understanding the subject matter at school which is expressed in the form of scores, obtained from material test lesson after understanding the learning process teach level achievement student and something specific statement stated in behavior and embodiment of appearance in form writing for describing results expected learning. Behavior this could be in the form of concrete facts as well as could see with disguised facts.

According to Kusuma & Hamidah, (2020); Harefa, (2020); Nugraha et al., (2020) that "results study is a formation concept, that is the category we give on a stimulus that there is in their environment, which provides organized schema for assimilate stimulus new stimulus and determine the relationship in and between category". according to Daniati et al., (2020); Parnabhakti & Puspaningtyas, (2020); Harefa et al., (2020), "the results of the study as level success student in learn Theory lessons in the stated school in score earned from results test know amount Theory lesson certain".

Based on some expert opinion, it can be concluded that the definition results study is level success student in learning Theory in something activity learning that is formed the concept whose category we give on the existing stimulus that obtains maximum results. Based on the background of the problem, the formulation of the problem is “How is the application of the Contextual Teaching and Learning (CTL) learning model in critical thinking leadership to the learning outcomes of fourth-grade students at SD Negeri 091524 Tonduhan?”

METHOD

This research was conducted at SD Negeri 091524 PNP Tonduhan Ke. Hatonduhan District, Simalungun. This type of research is quantitative, using experimental research methods. According to Sugiyono, (2016) experimental research methods are defined as research methods used to find the effect of treatment on others under controlled conditions

This study uses a quasi-experimental method (*quasi-experimental research*) with a 2x2 factorial design. According to Hastjarjo, (2019) quasi-experiments are experiments that do not fully carry out true experiments where the source must be controlled both internally and externally. But in quasi-experiments, not all internal validity can be controlled. This study involved 2 sample groups which were designated as the experimental group. Each experimental group was treated using the CTL learning model and taught using the expository learning model.

RESULTS AND DISCUSSION

Based on the learning outcomes test for class IV A as an experimental class that has been taught with a contextual approach and class IV B as a control class using conventional learning methods, the results of descriptive statistical analysis are obtained which provide an overview of the research results. The results of the descriptive analysis of the study can be seen in table 1.

Table 1
Results of student descriptive analysis

Statistics	Statistical Value	
	Experiment Class	Control Class
	Posttest	Posttest
Number of samples	20	20
The highest score	90	85
Lowest value	65	60
Average Score (mean)	78	73
Standard division	7.1451	7.1451

Based on table 1, it can be seen that the posttest value of the experimental class taught using a contextual approach to the concept of changing the shape of objects obtained the highest value of 90 and the lowest value of 65. The average value is 78 with a standard deviation of 7.1451 while in the control class who is taught by learning the conventional method obtained the highest score of 85 and the lowest score of 60 with a maximum value of 100. The average value is 73 with a standard deviation of 7.1451. If the learning outcomes of fourth-grade elementary school students are grouped based on the minimum completeness criteria, which is 70, then the results can be seen in table 2, as follows:

Table 2
Category, frequency, and percentage of student learning outcomes of SD Negeri 091524 Tonduhan based on minimum completeness criteria

Category	Mark	Experiment Class		Control Class	
		Frequency	Percentage	Frequency	Percentage
Not Complete	<70	2	10%	5	25%
Complete	70	18	90%	15	75%

Amount	20	100%	20	100%
--------	----	------	----	------

Based on table 2, it can be seen that the value of student learning outcomes in the experimental and control classes shows the percentage of completeness of student learning outcomes in human rights lessons, namely in the experimental class 18 people have met the minimum completeness criteria with a percentage of 90% and 2 people who have not completed with 10% percentage. As for the control class, 15 students have finished studying with a percentage of 75% and 5 people who have not met the minimum completeness criteria with a percentage of 25%. Based on the results of data analysis, it can be seen that there is an effect of the contextual application on learning outcomes of Human Rights in fourth-grade students of SD Negeri 091524 Tonduhan. This can be seen from the results of descriptive statistical analysis and inferential statistics.

The results of this study when associated with theory are still relevant, according to Syafi'i et al., (2018) learning outcomes are influenced by several factors, both internal and external. The CTL learning method includes factors that come from outside students that affect student Civics learning outcomes, this is understandable, because the *Contextual Teaching and Learning* (CTL) model is a learning concept that helps teachers connect the material being taught with students' real-world situations and encourage students to make connections between their knowledge and its application in their lives as members of their families and communities. The application of the *Contextual Teaching and Learning* (CTL) learning model will create a learning atmosphere that prioritizes learning. Cooperation, fun, not boring, enthusiasm for learning, integrated learning, using various sources, active students, sharing with friends, critical students, creative teachers.

Based on the results of previous research conducted by Rahmah & Ermawati, (2022) stated that the application of the *Contextual Teaching and Learning learning model* can improve the learning outcomes of Civics on Globalization material to students, this is evidenced by the increased student learning outcomes, before the application of the CTL learning model the average student learning outcomes reached 63.4 then after applying the CTL learning model to the Civics Globalization material, the average student learning outcomes increased to 77.8.

From the results of the descriptive statistical analysis based on table 4.1, it can be seen that the highest score in the experimental class is 90 and the lowest value is 65 with an average of 78 while in the control class the highest score is 85 and the lowest value is 60 with an average of 73. The standard deviation value looks the same between the experimental class and control class which is equal to 7.1451. It can be seen that there is a significant difference in the average value between the experimental class and the control class, with a difference of 5. The difference in human rights learning outcomes shows that the use of a contextual approach in the experimental class has a significant effect.

CONCLUSION

The application of the CTL Context Learning (CTL) model is a learning development solution that has a good impact on Civics learning outcomes in elementary schools. Contextual Teaching and Learning (CTL) is an educational model that connects academic subjects with students' daily lives. The learning model in the context of teaching and learning (CTL) affects increasing Civics learning outcomes in elementary school students. This can be seen from the data after the application of the contextual teaching and learning (CTL) learning model, and the student learning outcomes of Civics have increased greatly. Based on the results of the research and discussion, it can be concluded that there is an effect of applying a contextual approach to the learning outcomes of Civics on Human Rights in the fourth-grade students of SD Negeri 091524 Tonduhan.

REFERENCES

- Adim, M., Herawati, E. S. B., & Nuraya, N. (2020). Pengaruh model pembelajaran kontekstual teaching and learning (CTL) menggunakan media kartu terhadap minat belajar IPA kelas IV SD. *Jurnal Pendidikan Fisika Dan Sains (JPFS)*, 3(1), 6–12. <https://doi.org/https://doi.org/10.52188/jpfs.v3i1.76>

- 3409 *The Implementation of Contextual and Learning (CTL) Model in Critical Thinking Ability on Primary Students' Learning Outcomes – Minar Trisnawati Tobing*
DOI: <https://doi.org/10.31004/basicedu.v6i3.2636>
- Daniati, D., Ismanto, B., & Luhsasi, D. I. (2020). Upaya Peningkatan Motivasi dan Hasil Belajar Mahasiswa dengan Penerapan Model Pembelajaran E-Learning Berbasis Google Classroom pada Masa Pandemi Covid-19. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 6(3), 601–608.
- Festiawan, R. (2020). Belajar Dan Pendekatan Pembelajaran. *Universitas Jenderal Soedirman*.
- Harefa, D. (2020). Peningkatan Hasil Belajar Siswa Dengan Pembelajaran Kooperatif Make A Match Pada Aplikasi Jarak Dan Perpindahan. *Geography: Jurnal Kajian, Penelitian Dan Pengembangan Pendidikan*, 8(1), 1–18.
- Harefa, D., Telaumbanua, T., Sarumaha, M., Ndururu, K., & Ndururu, M. (2020). Peningkatan hasil belajar IPA pada model pembelajaran Creative Problem Solving (CPS). *Musamus Journal of Primary Education*, 3(1), 1–18.
- Hastjarjo, T. D. (2019). Rancangan eksperimen-kuasi. *Buletin Psikologi*, 27(2), 187–203.
- Irwan, I., & Hasnawi, H. (2021). Analisis Model Pembelajaran Contextual Teaching and Learning dalam Meningkatkan Hasil Belajar PPKn di Sekolah Dasar. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, 3(1), 235–245. <https://doi.org/10.31004/edukatif.v3i1.343>
- Kusuma, J. W., & Hamidah, H. (2020). Perbandingan hasil belajar matematika dengan penggunaan platform Whatsapp Group dan webinar Zoom dalam pembelajaran jarak jauh pada masa pandemik Covid 19. *JIPMat*, 5(1).
- Muhsam, J. (2020). Penerapan Model Pembelajaran Contextual Teaching Learning (Ctl) Pada Materi Gaya Bagi Siswa Kelas 4 Sekolah Dasar. *Jurnal Elementary: Kajian Teori Dan Hasil Penelitian Pendidikan Sekolah Dasar*, 3(2), 53–57.
- Nugraha, S. A., Sudiatmi, T., & Suswandari, M. (2020). Studi pengaruh daring learning terhadap hasil belajar matematika kelas iv. *Jurnal Inovasi Penelitian*, 1(3), 265–276.
- Parnabhakti, L., & Puspaningtyas, N. D. (2020). Penerapan Media Pembelajaran Powerpoint melalui Google Classroom untuk Meningkatkan Hasil Belajar Siswa. *Jurnal Ilmiah Matematika Realistik*, 1(2), 8–12.
- Parnawi, A. (2019). *Psikologi belajar*. Deepublish.
- Rahmah, Z. A., & Ermawati, I. R. (2022). Pengaruh Model Pembelajaran Contextual Teaching and Learning terhadap Hasil Belajar Matematika Siswa Sekolah Dasar. *Jurnal Basicedu*, 6(1), 364–371.
- Ramadhani, S. R. (2020). Model Pembelajaran Sinektik Dan Penguasaan Kosakata Terhadap Keterampilan Menulis Puisi Siswakelas V Sd Pangeran Antasari Medan Tahun Pembelajaran 2020. *Bina Gogik: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 7(1).
- Sari, P. M. N., Parmiti, D. P., & Sukmana, A. I. W. I. Y. (2020). Hasil Belajar Matematika Melalui Model CTL Berbasis Masalah Terbuka Di SD. *Jurnal Ilmiah Sekolah Dasar*, 4(2), 248–256.
- Setiawan, A. (2020). Pengaruh Model Pembelajaran CTL (Contextual Teaching and Learning) Terhadap Hasil Belajar Siswa Pada Subtema 1 Tema 2 Kelas V SD N 1 Nusa Bakti Kecamatan Belitang III Kabupaten Oku Timur. *JEMARI (Jurnal Edukasi Madrasah Ibtidaiyah)*, 2(2), 108–119. <https://doi.org/10.30599/jemari.v2i2.575>
- Siahaan, K. W. A., Haloho, U. N., Raja Guk-guk, M. P. A., & Panjaitan, F. R. (2021). Implementation of Discovery Learning Methods to Improve Science Skills in Kindergarten B Children. *Jurnal Pendidikan Edutama*, 8(1), 33. <https://doi.org/10.30734/jpe.v8i1.1332>
- Soleha, F., Akhwani, A., Nafiah, N., & Rahayu, D. W. (2021). Model Pembelajaran Contextual Teaching And Learning untuk Meningkatkan Hasil Belajar Pkn di Sekolah Dasar. *Jurnal Basicedu*, 5(5), 3117–3124. <https://doi.org/10.31004/basicedu.v5i5.1285>
- Sugiyono, H. (2016). Metode kualitatif dan kuantitatif. *Cetakan Ke-23. Alfabeta, Bandung*.

- 3410 *The Implementation of Contextual and Learning (CTL) Model in Critical Thinking Ability on Primary Students' Learning Outcomes – Minar Trisnawati Tobing*
DOI: <https://doi.org/10.31004/basicedu.v6i3.2636>
- Syafi'i, A., Marfiyanto, T., & Rodiyah, S. K. (2018). Studi tentang prestasi belajar siswa dalam berbagai aspek dan faktor yang mempengaruhi. *Jurnal Komunikasi Pendidikan*, 2(2), 115–123.
- Wibowo, H. (2020). *Pengantar Teori-teori belajar dan Model-model pembelajaran*. Puri Cipta Media.
- Yesya, D. P., & Desyandri, D. (2019). Pengaruh penggunaan model contextual teaching and learning (CTL) dalam pembelajaran PKN di sekolah dasar. *E-Journal Pembelajaran Inovasi, Jurnal Ilmiah Pendidikan Dasar*, 1(1).