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LITERATURE REVIEW: APPLICATION OF CONTEXTUAL TEACHING AND LEARNING MODEL TO IMPROVE LEARNING INTEREST OF ELEMENTARY SCHOOL STUDENTS

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Abstract

This study discusses the application of the Contextual Teaching and Learning (CTL) model in an effort to increase students' interest in learning in elementary schools. Education is not only aimed at transferring knowledge, but also at forming character and life skills. However, conventional methods that are often used in the learning process cause students to act as passive listeners, thus reducing their involvement and interest. The CTL model Contextual Teaching and Learning (CTL), which emphasizes active student involvement and relates learning materials to real situations, is considered effective in overcoming this problem. This study uses a literature review method to evaluate the effects of implementing Contextual Teaching and Learning (CTL) for the past five years. The results of the analysis show that the model Contextual Teaching and Learning (CTL) can significantly increase students' interest in learning by encouraging them to actively participate and find solutions independently. In addition, this study also identified several advantages and disadvantages of the Contextual Teaching and Learning (CTL) model, and showed its impact on students' discussion skills and learning outcomes. Thus, it is expected that the application of the model Contextual Teaching and Learning (CTL) can improve the quality of education at the elementary school level, creating a more interactive and enjoyable learning atmosphere.

Keywords : CTL, Interest study, School base

Introduction

Education is a process that is not only aiming for transfer knowledge, but also to to form character and skills life a individual. In this process, a individual accept guidance and experience possible they keep going grow become a free, responsible human being responsible, innovative, and well-mannered noble. However, in the learning process, activities study ongoing teaching during this tend adopt method conventional, especially in schools basic. This is cause learning often felt monotonous , because the teacher is still often use method lecture, so that student only play a role as listener passive . Situation this make student fast feel bored, sleepy, and causing they not enough involved active in activity learning. For that, is very important for teachers to optimize use of interesting media and teaching materials use push student study in a way independent and sharpen ability think critical they. Success learning in schools is very much determined by the role active students and teachers. Level of education must become attention government and parties school in effort improvement quality education. Besides that, condition participant educate varies depending on various factors, such as condition psychological, environmental learning, parental support, and interest study. The ideal education is education that is capable stimulate creativity student in a way comprehensive, make they active, and achieve objective learning with efficient in a pleasant atmosphere. Optimal learning is only can achieved with ideal teacher support, which is capable of create conducive atmosphere. For realize effective and quality learning is necessary there is use material appropriate learning, so activity Study can in progress in a way effective and efficient. With thus, it is expected

ability discussion and results Study student can increase through method innovative and interesting learning (Ester, K, et al. 2023)

According to Ester, K, et al. (2023) The Contextual Teaching and Learning (CTL) model approach is method teaching that emphasizes involvement active all students, so that they can find and associate material studied with real world situations. With thus, the CTL model is very suitable used in learning at the level school basic, because student more easy understand material moment connected with environment around them. Besides that is, the CTL model applies principle meaningful learning with focus on the learning process that alone, push student for dig knowledge in a way independent , not just accept information from the teacher. Approach this potential create a learning process more effective and improve results study students. However, the contextual teaching and Learning (CTL) model also has a number of advantages and disadvantages in the learning process. Excess from this model among others are :

1. Emphasize student For involved direct . CTL learning will be very memorable and meaningful for participant educate because the educational process helps participant educate see meaning in the learning process. Students' CTL learning is also active so that results study it become more good . Raherka , S., Panjaitan , M., & Manalu , ET (2023)
2. Student will become more believe self in convey experience and observation they in life daily (Ester, et al,2023).
3. Student own freedom for interact and express his opinion, sense of trust self student become more height, behavior each other bother between student become decreased, motivation study student increased (Adim , M., Herawati , ESB, & Nuraya , N, 2020).

According to (Ester, K, et al, 2023), there is a number of weakness from the Contextual Teaching and Learning (CTL) model, namely :

1. Teachers often experience challenge in create atmosphere supportive classes, especially when learning done outside room, where students difficult for set up
2. Time used not enough efficient, because need long enough time to to hook theme with material .
3. Need supervision extra because in general student own great curiosity

According to Magdalena, I (2021). Basically, learning is do activities, so that in the learning process, students need lots involved. Participation student can done with method listening, seeing, writing, feeling, and thinking regarding this matter, carpenter and dale stated the importance of learning media in the learning process students. Use of learning media in delivery class materials can increase interest study students. Based on the description above, the problems that arise is : how much effective use of the Contextual Teaching and Learning (CTL) model in increase interest study student school base.

Research Methodology

This study is literature review according to Minangkabau, L. et al (2024) is method research that began with gather Then analyze results study previous in accordance with the topic to be discussed. This research aiming for Know the effectiveness of the contextual teaching learning model in increase interest study students. Data collected with collect and review related articles with deep contextual teaching and learning period 5 years time Lastly. The studies discussed covers criteria inclusion like related topics with CTL Model implementation and interest study student school base.

Result & Discussion

Learning play a role important in help participant educate for understand material. Not only just remember concept, learning need to hook concepts learned with situation everyday. This is allow participant educate for find solution alone when the teacher gives a problem, so that they can participate active in the learning process. Research results about the influence of the Contextual Teaching and Learning (CTL) learning model on interest participant educate.

Table 1. Table Criteria Evaluation

Components of the Evaluation program	Very Good	Criteria		less	Very Poor
		Good enough			
Input	81-100%	61– 80 %	41-60%	20-40%	≤ 20
Activities	81-100%	61– 80 %	41-60%	20-40%	< 20

Output	81-100%	61– 80 %	41-60%	20-40%	≤ 20
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Velani, FY, & Retnawati, H. (2020, March).

Based on analysis conducted Velani, FY, & Retnawati, H. (2020, March). In table 1 the assessment in learning use approach Contextual Teaching and Learning (CTL) is divided become three component main namely : input, activity, and output. Each components assessed based on different criteria that indicate to what extent is the implementation of CTL effective ? Table 2. Percentage Components that are included in the Very Good and Good (Cumulative) categories in Evaluation of the CTL Model Learning Program.

Table 2. Percentage of Program Components

Components of Program Evaluation	SDN 2 Singosari %	SDN 3 Pond %	SDN 2 Mangosteen %	SDN 1 Pond %
INPUT				
Availability of Learning and utilization of infrastructure and facilities	60.0	70.0	70.0	70.0
The teacher's role is as administrator	50.0	40.0	50.0	60.0
The teacher's role is as facilitator	60.0	60.0	70.0	70.0
Potential Students	40.0	40.0	50.0	50.0
Average Input	52.5	52.5	60.0	62.5
ACTIVITY				
The teacher's role as a source of learning	60.0	60.0	70.0	70.0
The teacher's role as communicator	50.0	50.0	60.0	60.0
The teacher's role as manager	40.0	50.0	50.0	60.0
The teacher's role as counselor	40.0	40.0	40.0	50.0
The teacher's role as motivator	40.0	50.0	50.0	50.0
The teacher's role as a model	50.0	50.0	60.0	60.0
The teacher's role is as an evaluator	50.0	60.0	50.0	60.0
Average Activity	47.1	51.4	54.3	58.6
OUTPUT				
Student Interest	46.4	48.3	53.6	57.1
Academic competence (Students achievement)	28.6	31.0	39.3	46.4
Average Output	37.5	39.7	46.5	51.8

Velani, FY, & Retnawati, H. (2020, March).

In table 2. documents This serve percentage components included in "Very Good " and " Good " categories in learning program evaluation use Contextual Teaching and Learning (CTL) approach in four schools , namely SDN 2 Singosari , SDN 3 Tambak , SDN 2 Manggis, and SDN 1 Tambak . Table This show that input quality , which includes availability infrastructure and the role of teachers, vary in each school , with SDN 1 Tambak take notes mark highest at 62.5%. Activity learning also shows variations , where SDN 2 Manggis and SDN 1 Tambak show more involvement Good with percentage of 54.3% and 58.6%. However , the results reflective learning interests and achievements student show good numbers , with mark reached 57.1% at SDN 1 Tambak.

Table 3. Comparison potential and output learn CTL

Classification	Potential		CTL Output		
	Value	F	%	F	%
Very Good	>80	15	13.3	23	20.4
Good	60-80	20	17.7	25	22.1
Sufficient	40-60	53	46.9	47	41.6
Less	20-40	25	22.1	18	15.9

Very Poor	≤ 20	-	-	-	-
	Amount	113	100	113	100

Velani, FY, & Retnawati, H. (2020, March).

Table 3 in document this compare potential output of learning use Contextual Teaching and Learning (CTL) approach with actual results achieved students. Table This to list percentage student in category value, such as "Very Good" (more of 80), "Good" (60-80), and "Enough" (40-60). The results show that 13.3% of students reach very good value, 17.7% good, and 41.6% sufficient. Although No all student meet the target, there is improvement significant in achievement academic they after implementation of CTL. With thus, research conducted by Velani, FY, & Retnawati, H. (2020, March) confirm that CTL approach has an impact positive on potential study student. Another study was also conducted by Putriwanti, P. (2022). Showing results existence change positive in interest Study students. In cycle I, 54% of students state No agree with related statements with interest learning. However, in cycle II, only 8% of students did not agree, while 48% of students agree and 43% strongly agree with statement This is. show existence significant improvement in interest Study student after application of the CTL model. Table 4. below serve analysis from various journal that implements approach Contextual Teaching Learning (CTL) learning towards interest study student school base.

Table 4. Study approach CTL learning towards interest Study

No.	Title	Author and Year Rise	Research result
1.	The Influence of the Contextual Teaching Learning (CTL) Learning Model on Interest Science Learning for Grade IV Students of UPTD SD Negeri 122353 Pematang Siantar	Raherka, S., Panjaitan, M., & Manalu, ET (2023).	Research result in journal This show that The implementation of the Contextual Teaching Learning (CTL) learning model was successful increase interest Study student class IV on the eye Science lessons at UPTD SD Negeri 122353 Pematang Siantar.
2.	Application of Contextual Teaching and Learning (CTL) Methods Assisted by Mystery Box Media (KOMIS) to Increase Student Interest in Class 2 SDN Mergosono 1 Malang	Wibowo, A., & Pradana, RW (2022)	This study show that Mystery Box assisted CTL method proven effective in create atmosphere interesting and interactive learning, as well push involvement active students, who ultimately contribute to the improvement interest study they.
3.	The Influence of the Contextual Teaching and Learning (Ctl) Model Assisted by Pop Up Book Media on Interest Study Students in Science Subject Class V Sd Negeri 067244 Medan Academic Year 2022/2023	Simarmata, DFB (2023).	Research result in journal This show that The use of the Contextual Teaching and Learning (CTL) model assisted by pop-up book media has influence significant to interest Study students in the eye lesson Knowledge Science (IPA) in class V of SD Negeri 067244 Medan. Average value questionnaire interest Study students being taught with the CTL model using pop-up book media is 74.71, which is included in category good.
4.	Influence Contextual Teaching and Learning Approach to Interest Study Participant Teach Mathematics Subjects	Muamar, MAH, & Agustyarini, Y. (2022)	Study show that implementation CTL approach is successful increase interest study student in eye lesson mathematics, especially in the material data processing. The results

			of data analysis, including statistical tests, show significant improvement in score student after implementation CTL method. With thus, it can concluded that effective CTL method in increase understanding and interest study student.
5.	The Influence of the Contextual Teaching and Learning (CTL) Learning Model Using Card Media To Interest Learning Science for Grade IV Elementary School	Adim , M. et al. (2020)	Research result show that the CTL learning model uses card media in a way significant increase interest students' science learning, emphasizes importance approach contextual in education.
6.	The Influence of the Contextual Teaching and Learning (CTL) Model on Interest Learning and Skills Write Essay Description	Sawitri , E., Nugrahani , F., & Suwanto , S. (2024).	Research result from journal the show that The application of the Contextual Teaching and Learning (CTL) model has influence significant to interest learning and skills write essay description student class V at SD Negeri 02 Selokaton. Before application of CTL model, interest Study student classified as low . However , after application of the CTL model, there is a clear improvement in interest study, where 65.4% of students show interest tall
7.	Influence Implementation Method Learning Ctl With Congklak Counting To Interest and Learning Outcomes Student	Azzahroh , F., Supian , A., & Maharani, A. (2022).	Research result show that there is improvement significant in interest study students, from 68% before implementation method to 79% thereafter. This journal conclude that implementation CTL method with game media traditional congklak can increase good interest and also results study mathematics student class 2 SDN Regency Mountain Long ago Bogor.
8.	Implementation of the Contextual Teaching Learning (CTL) Learning Model Based on Information and Communication of Technology (ICT) for Increase Interest And Learning Outcomes Civics Class V Students At Sdn 01 Suruh 2018/2019 Academic Year	Dewi , RK (2019).	Research result in journal This show that Implementation of the ICT-based Contextual Teaching and Learning (CTL) learning model at SDN 01 Suruh succeed increase interest and results Study student in Citizenship Education (PKn) lessons. In addition that, a lot successful students to achieve value above threshold minimum completion after method this applied .
9.	Application of Contextual Teaching and Learning Model to Motivation	Anggraeni , D., Heryanto , A., &	Study this also shows that interest study student experience

	and Interest Learning Style Grade IV Elementary School	Sunedi , S. (2024).	improvement after Implementation of the CTL model in the learning process in class IV of SD Negeri 01 Tugu Mulyo, who was proven effective in increase good motivation and also interest study students. Average score of results questionnaire interest beginning student is 56.4286, which is classified adequate. After the CTL model was applied, the average value of interest end increase to 75.1786, which includes in category good.
10.	The Effect of the Learning Model Contextual Teaching and Learning (CTL) and Interest on the Students' Natural Sciences Learning Outcomes in Class VI Toboali District Elementary School	Veranicha, F., Rumanta, M., & Rahayu, U. (2020).	Research result show that implementation Contextual Teaching and Learning (CTL) method provides influence to interest Study students . Students who have interest Study tall tend reach more results Good compared to with students who are interested study it low.

Research result show that implementation approach Contextual Teaching and Learning (CTL) learning has increase interest Study student school basic. The factors is participant educate accustomed to For participate active and discover answer individually, so that they tried very hard Study with seriously so that the results increased. Based on research data analysis mentioned , some factor affecting results Study participant educate among others are approach learning used , making student Study from other sources not only teachers. This matter help election method proper learning for develop learning to meet need participant educate. The CTL approach must be own connection the material with condition real participant educate . With thus, using method proper learning will give expected and supportive results objective learning that has been set. This in harmony with objective main CTL, namely connect the material being taught with life daily.

Conclusion

Contextual Teaching and Learning (CTL) learning model is very suitable used in the learning process in elementary school. Reasons the main thing is because the CTL model can increase interest study student school basic. This is because the CTL model allows teachers to to hook the material taught with real world situations students, so that motivate him for make connection between his knowledge with its implementation in life daily as member family and society. This is in accordance with view Yasinta , P., Meirista , E., & Taufik , AR (2020)., who stated that learning with more CTL models contextual and create student more active in the learning process. Besides that, the application of the CTL model also encourages student for collaborate and discuss with friends they, who can increase skills social and communication. With atmosphere learn more interactive, students feel more involved and excited in follow activity learning. Emphasis on experience direct and exploration also helps student for understand draft with more good, because they can see relevance material lesson with life daily them. Therefore that, the use of the CTL model is not only beneficial in increase interest learning , but also in to form character and skills more students holistic.

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