



THE ROLE OF THE TEACHER IN THE USE OF THE CONTEXTUAL MODEL TEACHING AND LEARNING (CTL) EFFORTS TO IMPROVE LEARNING OUTCOMES IN PKN LEARNING IN ELEMENTARY SCHOOLS

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Abstract

This study aims to determine the increase in learning outcomes in the use of the Contextual Teaching and Learning (CTL) model in PKN subjects for the 2022/2023 academic year. This study used a qualitative method where this research was conducted to produce descriptive data such as interview transcripts, notes, pictures, photographs, video recordings and others. In this study there is no hypothesis or hypothesis testing, but the data must be described according to the variables studied. This research was conducted at Muhammadiyah 38 Private Elementary School, Medan Krio. This research was conducted at Muhammadiyah 38 Private Elementary School, Medan Krio. The population or subject of this study were third grade students at SD Muhammadiyah 38 Medan Krio. In this descriptive-qualitative study, the CTL learning model and PKN learning outcomes became the object of research. Data collection techniques used in this study are observation, documentation and tests. By using the contextual learning model (CTL) in PKN learning, it is hoped that students can discover and develop their own learning concepts, because learning is not just memorizing facts, but learning as an effort to optimize students' cognitive, affective and psychomotor abilities. When applying the contextual learning model (CTL), it is assumed that the teacher's role in improving student learning outcomes. Teachers can show their role in teaching students. This shows that the teacher fulfills the role of teacher (who teaches the subject matter).

Keywords : Contextual model, teaching and learning

Introduction

Education is one way to achieve national development goals, namely the realization of a just and prosperous society based on Pancasila, the Unitary State of the Republic of Indonesia, which is independent, united and sovereign over the people in a safe, peaceful and peaceful atmosphere in a dynamic nation's life. This is in accordance with the opinion (Rivera, 1997) that education in general is a conscious and planned effort to create a learning atmosphere for students to actively develop themselves to acquire intelligence, personality control, religion, morals, and character. The national education system is both a goal and an important tool in the struggle to achieve the ideals of the Indonesian nation, so that the life of the Indonesian nation will develop completely, namely to shape the character of students. Humans who believe in and fear God Almighty have noble character, are knowledgeable, think critically, are creative, are independent and become citizens who are democratic and responsible. The implementation of education cannot be separated from the existence of formal education, namely schools. School is a place to acquire knowledge under the guidance of a teacher or educator. The education process in schools is expected to prepare students to become citizens who are unified and committed to protecting the Unitary State of the Republic of Indonesia. The aim of education in Indonesia is to improve the quality of the whole human being and educate the life of the nation. However, there are several problems that have not been fully resolved, starting from the design, implementation and desired results. One way to fulfill these expectations is through planned, directed and sustainable education reforms. Because the quality of education is a factor that determines the improvement of the quality of education. The quality of learning can be seen between the teacher's

learning behavior and the behavior and influence of students in achieving learning processes and outcomes. The quality of teaching improves when the teacher uses different methods suitable for students. The educational method is the process of understanding one's social life in such a way that students can contribute to it. Therefore, the managers of each educational institution participating in the education and training program must understand the importance of the training itself. Where education can educate the nation's children. But in fact one of the problems in the world of education today is the weakness of learning, especially Internship learning. Lack of student interest in learning PKN in class. It is known that it is very important to teach civics education for the development of students' character and competence. Citizenship Education is a subject that requires students to think critically and creatively, and here the teacher must try to involve students actively in civics education. Creating an inspiring, interactive and fun PKN learning situation in class is not easy, because most students still view PKN learning as conventional learning. It is believed that teacher knowledge and information do not harness cognitive potential, affective and psychomotor students as well as possible. To change this assumption, the teacher must be able to create a learning process that emphasizes student learning activities in learning. According to (Susanto, 2016), PKN learning objectives are to help students study well and develop people who have the Pancasila spirit. It is hoped that this learning can shape the attitude of students in accordance with the guidance of Pancasila. The fact shows that many students are less interested in studying PKN. Other facts also reveal the teacher's ignorance of designing material according to student characteristics so that it can make students bored, bored and undisciplined in learning. Pancasila and Citizenship Education (PKN) as the content of elementary school lessons can foster a sense of love for the motherland and nation in students (Tamami, 2020). Citizenship Education according to (MN Somantri, 2001) is an educational program with the core of political democracy, which is expanded with other sources of information related to the positive influence of schools, communities and parents, which can train students to think. critical, analytical, behaving and acting democratically, preparing for democratic life based on Pancasila and the 1945 Constitution.

Pancasila students have six characteristics, including: faith, piety to God Almighty and noble character, global diversity, mutual cooperation, independence, critical thinking and creativity. Judging from the system and learning model, many teachers use the lecture method in PKN education so that students' interest in PKN education is very low. Many students think that the teacher is the only center of learning. The reality of Internship learning is that it provides more memorization, less critical thinking, creative and analytical thinking can even lead to apathy and make students less attractive. (Pratiwi et al., 2022). Therefore, This condition only dispels the enthusiasm of the students. Therefore, the teacher's role is very important here to provide and create a fun and meaningful learning atmosphere for students and influence the quality of the learning process of Pancasila and Citizenship Education. (Hadijah et al., 2022). Monotonous learning can make students bored, which can lead to low learning. In delivering material, the teacher must choose a learning model that is appropriate to the class or student situation, so that students are interested in participating in class learning. Citizenship Education is education that reminds citizens of the importance of values, rights and responsibilities, so that everything that is done is in accordance with the goals and ideals of the nation and does not deviate from expectations. In Indonesia, education has been implemented from an early age to tertiary education to produce competent and hardworking followers who are ready to lead the life of the nation and state. Therefore, the teacher's task is not only to convey material orally or lecture, but choosing a learning model that can improve student performance in PKN subjects. Citizenship Education is essentially a form of education that aims to make students think critically, grow to become citizens who are aware of their rights and obligations in society and as a state, which also aims to increase everyone's willingness to empower citizens to become intelligent citizens. At this stage, the teacher must renew the application of the learning model to encourage students to participate in learning and provide meaningful experiences, especially in practical learning. One of the learning methods that can create a fun and not boring atmosphere that uses different learning resources and offers real experience (literal learning), namely contextual learning (CTL) or contextual learning. According to (Hasibuan, 2014) the CTL (Contextual Teaching and Learning) learning model provides a form of learning that helps teachers relate the material taught to real situations, the world faced by students. CTL learning is more interested in helping students find ways to apply what they learn. Students have the opportunity to find something relevant to their daily life. Not only conveying information from the teacher to students by memorizing material concepts but as if the thoughts come from real life. This is in accordance with the opinion (GR Somantri, 2005) that the CTL approach is an approach that helps students experience their own learning, not just receiving information from others. Students create their knowledge through various activities that help develop their thoughts, experiences, and knowledge. Furthermore, the knowledge gained by students is closely related to real everyday situations. Therefore, the contextual learning model is carefully designed and implemented. The aim is to encourage students to develop their skills in preparation for lessons. The CTL learning model also

provides opportunities for students to get to know each other and build their own knowledge, and learn to work together in groups.

Contextual learning or Contextual Teaching and Learning (CTL) is a concept that helps teachers relate the material being taught to real situations and encourages students to make connections between the knowledge acquired and its application in life, family and society (Suprijono, 2009). Thus, the CTL approach helps open students' insights in the learning process so that they are more active, more involved, more creative, exploring and developing students' potential or intelligence. The stages of the CTL approach include: constructivism, namely the process of knowledge construction by students, inquiry to find knowledge in the form of activities, asking questions, learning communities, modeling, reflection and evaluation (Widayati, 2008). The biggest problem in learning Civics is the role of the teacher and the right way to increase student activity in teaching and learning. Teachers still seem rigid, less democratic, less flexible in teaching Civics subjects, pay less attention to learning and teachers are even more active than students, while teachers only focus on delivering lessons. These problems can be related to curriculum, teachers, students, infrastructure, learning resources and others (Hendrizal, 2019). The CTL learning model has been widely used in learning from elementary school to university. Based on the experience gained from the researcher's observations of class III students at Muhammadiyah 38 Private Elementary School Medan Krio, student learning outcomes in PKN subjects were still low. The researcher found various obstacles in the learning outcomes of class III SD Muhammadiyah 38 Medan Krio, namely at the beginning of the PKN learning process, many students were still talking to their peers, paid little attention to the teacher's explanation, there were still many students who were not responsible for the assignments given and the learning model the ones used by the teacher are less varied so that students get bored quickly and are less enthusiastic about learning Internships. In PKN learning, the biggest problem is the teacher's inappropriate role in increasing student activity in delivering PKN learning material. In PKN learning, the teacher still seems very rigid, less flexible, less democratic, and teachers are more active than students. Such conditions are certainly not suitable for creating meaningful learning for students. Therefore, the authors are interested in examining the teacher's role and methods in teaching, especially in PKN learning to improve student learning outcomes with the title "The Role of the Teacher in Using the CTL Model in Efforts to Improve Learning Outcomes in PKN Learning in Elementary Schools".

Research Methodology

This study used a qualitative method where this research was conducted to produce descriptive data such as interview transcripts, notes, pictures, photographs, video recordings and others. This is in accordance with the opinion (Hamdi & Bahrudin, 2015) that descriptive research is a research method that aims to describe phenomena that are happening or have happened in the past. This research was conducted to explore, understand and describe the research topic. Qualitative data obtained from interviews, documentation, surveys, etc. In this study there is no hypothesis or hypothesis testing, but the data must be described according to the variables studied. This research was conducted at Muhammadiyah 38 Private Elementary School, Medan Krio. The population or subject of this study were third grade students at SD Muhammadiyah 38 Medan Krio. In this descriptive-qualitative study, the CTL learning model and PKN learning outcomes became the object of research. Data collection techniques used in this study are observation, documentation and tests. This is so that you can find out what the teacher's role is in implementing Internship learning using the CTL model in the learning outcomes of third grade elementary school students. These Observations and Interviews were filed in one day.

Result & Discussion

The Role of the Teacher in Using the Contextual Teaching and Learning (CTL) Learning Model at the Pekanbaru Adventist Elementary School

Based on the results of observational research conducted at Muhammadiyah 38 Krio Medan Private Elementary School, after using the CTL (Contextual Teaching and Learning) model, Civics learning outcomes increased. This growth can be seen from the results of observations. The role of the teacher in this learning is that the teacher looks for the right learning model so that students easily understand what they are learning. The role of the teacher is very important in learning. In applying the contextual learning model, the teacher acts as a teacher, educator and mentor in learning rights and obligations on the theme of education and citizenship education.

The role of the teacher as a teacher

The role of the teacher as a teacher is essentially the teacher's ability to develop students' academic competence. The teacher's task is also to help and develop their knowledge to be conveyed to students. The teacher

is also a mediator who has competent knowledge and understanding of the material being taught. In addition, teachers know how to create good communication to facilitate the teaching and learning process. Teachers can also provide solutions to student confusion in lessons that students don't understand. But in this case, the teacher can become a student teacher, offering students easy learning opportunities from lessons, so that lessons are fun, full of enthusiasm and students dare to express their opinions.

The role of the teacher as an educator

Apart from being a teacher, the teacher is also an educator who is a figure, a role model for students. The teacher is responsible for all his actions in the school. The role of the teacher as an educator can be realized by providing exemplary, motivating and guiding students so that students can make decisions and act correctly in these problems. For example, students can make decisions about their rights and obligations at school. In this case, students can add information about their learning rights and obligations.

The role of the teacher as a guide

The teacher's goal is guiding students in such a way as to discover their different potential, guiding students to achieve and fulfill their duties, so that students can grow and develop as independent and productive individuals and participate in active and communicative learning.

Using the CTL (Contextual Teaching and Learning (CTL) Learning Model)

The Contextual Teaching and Learning (CTL) Learning Model is a learning model that involves simplifying the learning process so that learning becomes more interesting. With CTL learning, students are not just conveying information from teacher to students, but students will be more active, think more critically, creatively, and be able to develop students' potential or intelligence so that learning becomes more productive and meaningful. CTL learning is a learning concept that helps teachers connect learning materials with real-life situations of students and encourages students to make connections between the knowledge they acquire and its application in everyday life. (Muslich, 2009). CTL is a learning process that aims to help students make sense of the learning material they are studying by connecting academic topics with the context of their daily lives, for example their personal, social and cultural circumstances (Johnson, 2007). With the help of the CTL approach, it is assumed that learning will take place naturally based on students' daily experiences, and not just transferring knowledge from teacher to student. The CTL learning model assumes that students learn through everyday experiences, not rote learning. According to (Rahmawati, 2018), the CTL learning model has a syntax consisting of 6 steps. The syntax of the CTL learning model is: (1) carrying out inquiry activities on all subjects; (2) develop curiosity; (3) creating a learning community; (4) evidence; (5) reflection; (6) do the actual evaluation. The CTL learning model in Citizenship Education (PKN) is as follows: (1) The teacher guides students to develop their thinking so that they can carry out meaningful and memorable learning tasks, either by asking students to work alone and looking for and finding answers on their own, or by helping students create their own knowledge and skills. What have they just encountered (2) Under teacher guidance, students are asked to identify the problems conveyed by the teacher/facts from the material presented by the teacher (3) Generate feedback students to ask questions aimed at developing student curiosity (4) The teacher forms the class into several groups for discussion and question and answer (5) The teacher shows illustrations/pictures according to PKN learning materials with CTL learning models or real media (6) Teachers and students reflect on activities (7) The teacher evaluates, ie. assess students' actual abilities.

Description of Research Data regarding the Teacher's Role in Using the Contextual Teaching and Learning (CTL) Learning Model at SD Advent Pekanbaru

In practice, the teacher uses several series of activities, for example making lesson plans first. Various methods and strategies are used by teachers in thematic learning, especially in PKN learning, so that the set goals of KI and KD can be achieved with the best possible results. Implementation of thematic learning is carried out in accordance with the syllabus and learning implementation plans (RPP) that are made so that thematic learning can run effectively. Before starting learning, the teacher must first determine the theme and sub-theme. Here the teacher uses theme 4 (My responsibilities and rights) and sub-theme 2 (My responsibilities and rights at school). The material for theme 4 and sub-theme 2 is taught in accordance with the applicable curriculum and with a learning model that best suits the student's character, so that students easily understand the material being taught and don't get bored. learning (college). The learning model used by the teacher in learning theme 4 and sub-theme 2 is Contextual Teaching and Learning (CTL). In improving student learning outcomes and student activities that are

applied contextually, namely learning where students can be involved with the PKN context and the real life context they experience in their environment. A teacher enters the class by greeting, and does not forget to pray. Before starting the lesson, the teacher builds students' enthusiasm for learning by singing a song and some clapping which is usually done every time they start learning. After that, the teacher asks the child's psychology, then the teacher conveys apperception and the purpose of today's lesson. During the main activity, the teacher asks questions about rights and obligations at school such as "Guess who knows what rights and obligations are?" and teachers provide initial knowledge about the meaning of rights and obligations as well as examples of rights and obligations in everyday life, especially at school. Next, the teacher divides into several small groups, after which each small group is given several problems in the school environment. Then, Student then asked to discuss and gather information about their experiences. The teacher then asks each group to present the results of their discussion. Other groups can provide suggestions and opinions as well as questions and answers to groups that are progressing. After communicating the results of the discussion, the teacher and students evaluate the presentation to the advanced group, then give appreciation with applause or prizes and motivation to keep the enthusiasm for learning. At the end of the lesson, the teacher gives an assessment by asking questions directly to each student. Then students and teachers together convey the conclusions on today's lesson. The teacher and students then end the lesson by praying and giving and responding to greetings.

Conclusion

The Contextual Teaching of Learning (CTL) model is a learning concept that helps teachers relate learning materials to students' real-life situations and encourages them to make connections between their knowledge in everyday life. By using the contextual learning model (CTL) in PKN learning, it is hoped that students can discover and develop their own learning concepts, because learning is not just memorizing facts, but learning as an effort to optimize. students' cognitive, affective and psychomotor abilities. When applying the contextual learning model (CTL), it is assumed that the teacher's role in improving student learning outcomes. Teachers can show their role in teaching students. This shows that the teacher fulfills the role of teacher (who teaches the subject matter).

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