



## APPLICATION OF CONTEXTUAL TEACHING LEARNING MODEL TO IMPROVE LEARNING OUTCOMES PKn

Adimin Mendrofa<sup>1\*</sup>

Bachelor of Education, Department of Teacher Education Dasa SchoolSDN 071014 Dima  
Universitas Terbuka

Email: [adiminmendrofa@gmail.com](mailto:adiminmendrofa@gmail.com)

### Abstract

The low student scores in PKn subjects are caused by the lack of teachers' ability to choose and apply varied learning models. The solution provided by the researcher to overcome this problem is to provide action on the learning process in the form of classroom action research on PKn subjects through the application of the Contextual Teaching Learning learning model in the learning process. The Contextual Teaching Learning learning model is a learning model that can provide opportunities for students to express their own ideas and be real. This research consists of two cycles where each cycle starts from planning, implementation, observation and reflection. The purpose of this study is to describe the improvement of student learning outcomes in PKn subjects through the application of the Contextual Teaching Learning learning model and describe the implementation of the learning process in PKn subjects through the application of the Contextual Teaching Learning learning model. This research was carried out from March to April 2018 in class V-A SDN 071014 Dima with a total of 15 students, 7 boys and 8 girls. The result of the study is that the learning outcomes of students in PKn lessons through the application of the Contextual Teaching Learning learning model have increased, where at the end of the cycle the average student learning outcome is 82 with a completion percentage of 80% and the average reflection result at the end of the cycle reaches 82% classified as good, so that the learning process in PKn subjects is improved through the application of the Contextual Teaching Learning learning model. Thus, it can be concluded that student learning outcomes in PKn lessons are increased through the application of the Contextual Teaching Learning learning model and the learning process in PKn subjects is improved through the application of the Contextual Teaching Learning learning model.

**Keywords:** Contextual Teaching Learning Model, Learning outcomes

### 1. INTRODUCTION

Human Resources (HR) is one of the components that form a competitive life in the international world of globalization which urgently needs human beings who are able to adapt to these conditions. Global competence which includes the ability to master science and technology as well as personal beings based on moral competence is the main capital that must not be possessed by human beings in order to be able to maintain existence in the flow of the times that must develop. The formation of human resources can only be done through education. Education in this case is oriented to student learning efforts at school.

Through various learning models, learning strategies, learning methods and

learning approaches implemented. So that students are forged to be able to develop their potential, can be actualized optimally and in a targeted manner. Wena (2011:2) stated that "Teachers as an important component of education personnel, have the duty to carry out the learning process" and also Dimyati and Mudjiono (2006:297) said that "learning is a teacher's activity programmatically in instructional design, to make students learn actively, which emphasizes the provision of learning resources".

The learning process must be pursued effectively and attract students' interest so that there is a change in student behavior. In the learning process, teachers must be able to guide and facilitate students so that they can carry out

the process. So in this case, the professionalism of teachers is required in carrying out strategic learning for students.

One of the subjects that plays a very important role in the development of science and technology is the subject of PKn, but there are still many weaknesses and shortcomings both from teachers, students and the government's attention to schools. Based on the reality in the field that the researcher encountered while teaching in class V-A SDN 071014 Dima, the learning process that took place was still mastered by the teacher so that the learning process created was not fun at all according to the students.

As a result, students become vacuum during the learning process and have a bad effect on student learning completeness, as evidenced by the average student learning outcome which only reaches 50 with a subject KKM of 60 and a learning completion percentage of 53 % which is ideally  $\geq 75$  %. For this reason, the researcher tries to provide a solution through the application of the Contextual Teaching Learning learning model in the learning process in class V-A SDN 071014 Dima to improve student learning outcomes in subjects PKn.

The objectives of this study are (1) To describe the improvement of student learning outcomes in class V-A SDN 071014 Dima in PKn subjects through the application of the Contextual Teaching Learning learning model (2) To describe the learning process in PKn subjects in class V-A SDN 071014 Dima through the application of the Contextual Teaching Learning learning model. This research can be useful as input material for teachers in choosing and implementing the right learning model in the teaching and learning process (KBM) and add to the researcher's insight as a teacher in the future in choosing and using the right learning model in the teaching and learning process.

## 2. RESEARCH METHODS

Based on the goals to be achieved, this research is carried out by implementing Classroom Action Research (PTK). Classroom Action Research (PTK) is carried out with the aim of improving the learning process. Therefore,

this research focuses on the learning process in the classroom.

The objects of action (research objects) in this study are as follows: (1) The application of the Contextual Teaching Learning learning method in the PKn learning process (2) Improvement of student learning outcomes in PKn subjects through the Contextual Teaching Learning learning method.

The location of this Class Action Research is SDN 071014 Dima which is located in Hiliduho District, Nias Regency. The subject of this study is students of class V-A in the even semester of SDN 071014 Dima for the 2017/2018 academic year. The subjects of this study are 15 people consisting of 7 men and 8 women.

This Class Action Research is in accordance with the plan that will be carried out in the even semester of the 2017/2018 school year. The implementation of actions in this study is adjusted to the schedule at school. The implementation of the action is carried out for approximately one month and each cycle is planned 3 meetings and 1 meeting for daily exams in the form of student learning outcome tests. To collect data in this study, the research instruments used were (1) Observation Sheets, (2) Questionnaires, (3) Learning outcome tests, (4) Interview guide sheets, (5) Documentation in the form of photos.

## 3. RESULT

Based on the average results of reflection on the implementation of the learning process obtained through observation sheets and learning outcome tests, it turned out that 60.6% were obtained and did not reach the predetermined target (75%), this shows that there are still shortcomings in the learning process and student learning outcomes still do not meet the target, so this research is continued in cycle II. Based on the average reflection results, it turned out that 82% was obtained and had reached the predetermined target (75%). This shows that the learning process using the Contextual Teaching Learning learning model can be improved and student learning outcomes have improved.

#### 4. DISCUSSION

##### Data Exposure Each Cycle

###### *Cycle I*

The learning materials in the first cycle are: laws and regulations at the central level. The meeting in the first cycle as planned, was carried out in accordance with the steps of the learning model of the Contextual Teaching Learning model.

Learning is carried out by delivering learning materials classically through the Contextual Teaching Learning learning model and then forming student learning groups with a total of 3 group members. Each group discusses and tries to find several things that are the purpose of establishing central laws and regulations and mapping the results of group discussions on topics that have been determined by the researcher. The researcher facilitated students to explain the material that had been discussed by each group to other group members and other group members responded. Next, the researcher gave several questions according to the findings that had been obtained by the students. In the next stage, the researcher gives students the opportunity to ask questions or express opinions followed by drawing conclusions from the material that has been studied and dividing the instrument sheets to be done individually by students and finally the researcher gives homework (homework).

The learning process that took place in the first cycle had at least some obstacles. Based on the observations of researchers, students still seem to be not fully able to place themselves in their respective groups. Likewise, the interest and activity of students has not been fully seen, even most of the students have not been able to give their responses to the problems they want to solve, so the researcher plans to re-improve this research by continuing with the implementation of cycle II.

Based on the results of data collection at the first meeting of the first cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 53% (2) The results of observation of the learning process of teacher respondents reached 60%.

Based on the results of data collection at the second meeting of the first cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 66.5% (2) The results of observation of the learning process of teacher respondents reached 72%. Meanwhile, at the end of cycle I, the average student learning outcome was 62 with the category of sufficient and the percentage of student learning completeness reached 60%.

###### *Cycle II*

The learning materials in cycle II are: regional laws and regulations. The meeting in cycle II as planned, was carried out in accordance with the results of reflection in cycle I contained in the plan to implement learning improvement with the application of the Contextual Teaching Learning learning model.

Learning is carried out by delivering learning materials classically through the Contextual Teaching Learning learning model, then forming student learning groups with a total of 4 group members. Each group discusses and tries to find several things that are the purpose of establishing central laws and regulations and mapping the results of group discussions on topics that have been determined by the researcher. The researcher facilitated students to explain the material that had been discussed by each group to other group members and other group members responded. Next, the researcher gave several questions according to the findings that had been obtained by the students. In the next stage, the researcher gives students the opportunity to ask questions or express opinions followed by drawing conclusions from the material that has been studied and dividing the instrument sheets to be done individually by students and finally the researcher gives homework (homework).

The learning process in the second cycle saw many very significant developments. In terms of the implementation of discussions, students have been able to manage their own groups to solve the problems they face. It can also be seen that almost all group members are active in asking questions and expressing opinions both with friends and between groups.

Besides that, there are no longer students who are passive and stay silent because each gets an assignment from their group and the interest, attention and percentage of students also improve.

Based on the results of data collection at the first meeting of the second cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 75% (2) The results of observation of the learning process of teacher respondents reached 82%.

Based on the results of data collection at the second meeting of the second cycle, it was found that: (1) The average observation results of students who actively participated in learning reached 87% (2) The results of observation of the learning process of teacher respondents reached 90% while at the end of the second cycle the average student learning outcome was 83.76 with a good category and the percentage of student learning completeness reached 92%.

## 5. CONCLUSION

Based on the processing and analysis of data from the research results that have been carried out on the application of the Contextual Teaching Learning learning method in the PKn learning process in class V-A of the Even semester of SDN 071014 Dima for the 2017/2018 school year, the researcher concludes as follows: (1) Student learning outcomes can be improved by the application of the Contextual Teaching Learning learning

model in class V-A SDN 071014 Dima in PKn subjects with central laws and regulations and regions where at the end of the cycle the average learning outcome reached 83.76 and the percentage of student learning completeness was 92%. (2) The learning process in PKn subjects can be improved by applying the Contextual Teaching Learning learning model, where the average reflection result at the end of cycle II reaches 82% and is included in the good category.

## BIBLIOGRAPHY

- Dimiyati dan Mudjiono.(1999).*Belajar dan Pembelajaran*.Jakarta: PT. Rineka Cipta.
- Sudjana, Nana (2010). *Penilaian Hasil Proses Belajar Mengajar*.Bandung : Remaja Rodaskarya Offset
- Suprijono, Agus. (2009). *Cooperative Learning*. Yogyakarta: Pustaka pelajar.
- Undang-undang Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional.
- Departemen Pendidikan Nasional.(2003). *Pendekatan Kontekstual*. Jakarta: Departemen Pendidikan Nasional.
- Nurhadi (2003). *Pendekatan Kontekstual*.Jakarta : Departemen Pendidikan Nasional.

## Website

<http://herdy07.wordpress.com/2018/02/2/model-pembelajaran-contextual-teaching-learning-ctl/diakses> pada tanggal 05 Februari 2018