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The Influence of the Contextual Teaching Learning Model (CTL) on the Fourth-Grade Students' Learning Outcomes on the Theme of Beautiful Togetherness

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ABSTRACT

This paper discusses the influence of the contextual teaching and learning model on students' learning outcomes on the beautiful theme of togetherness in Grade IV at SD Negeri 065013 Medan in the academic year 2023/2024. This study uses the quantitative method. The research population involved 30 grade IV students at SD 065013 Medan. The results imply that before the treatment students had an average learning outcome of 58.80 and the students did not meet the KKM. In addition, after being given the treatment, students had an average learning outcome of 82.63. With a normality testing result of 0.200, the conclusion is that the data are normally distributed. The result of the correlation test is 0.761, which means r_{count} (0.761) > r_{table} (0.361), then Ha is accepted. Therefore, there is a significant influence between the use of the contextual teaching and learning model on the student's learning outcomes in grade IV at SD Negeri 065013 Medan. It can be seen from the results of the t-test where the t_{count} 6.214 > t_{table} 2.042 so Ha is accepted. This shows that there is a significant positive influence from the use of the contextual teaching and learning model on students' learning outcomes on the beautiful theme of togetherness in grade IV at SD Negeri 065013 Medan in the academic year 2023/2024.

Keywords*: *learning outcomes, contextual teaching and learning model, elementary students

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INTRODUCTION

Education is a conscious and planned effort to provide guidance in developing the potential of students at SD Negeri 065013 Medan. Teachers at SD Negeri 065013 Medan guide students in developing their knowledge as an effort to accelerate the development of human resources, because education is a process of human formation to develop existing potential. Education is a means of developing insights that were previously unknown to students and become known and can be mastered by students. Education is also an institution that can change a person's life for the better. Education cannot be separated from human life. Therefore, education means one of the main things for humans because it can advance a person's mindset so that a person's potential can be developed through education. The teacher as an educator must be able to create a learning model that varies according to the material being taught. So that students do not feel bored following the learning process and the learning material can also be more easily understood by students, so that learning objectives can be achieved. Based on the results of daily test

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scores for the 2023/2024 academic year that researchers obtained from SD Negeri 065013 Medan in class IV on Thursday, February 9 2023, with the homeroom teacher for class IV at SD Negeri 065013 Medan. The researcher saw that the student learning outcomes still had not reached the Minimum Completeness Criteria (KKM), namely 70. To make it clearer, the researcher explained the student learning outcome scores in the following table:

Table 1. Daily Test Scores for Class IV Students at State Elementary School 065013 Medan

Num	Subjects	KKM	Number of Students	Presentation	Completeness Description
1	Bahasa Indonesia	70	20	67%	Not Complete
			10	33%	Complete
2	IPS	70	22	73%	Not Complete
			8	27%	Complete
3	IPA	70	25	83%	Not Complete
			5	17%	Complete
	Number of Students		30		

Data Source: Homeroom teacher of Class IV of SD Negeri 065013 Medan

Based on the table above, it is known that the results of the daily tests for class IV students show that of the 30 students who have not reached the KKM in Indonesian language subjects, there are 20 students or 67%. Those who reached the KKM were 10 students or 33%. 22 students or 73% have not reached the KKM in social studies subjects. Those who reached the KKM were 8 students or 27%. 25 students or 83% of science subjects have not reached the KKM. Those who have reached the KKM are 5 students or 17%. The KKM set at SD Negeri 065013 Medan is 70. The aim of this research is to improve student learning outcomes on the theme of the beauty of togetherness by implementing the Contextual Teaching and Learning (CTL) learning model which can actively involve students.

LITERATURE REVIEW

Understanding Contextual Teaching and Learning Learning Models Contextual learning Teaching and Learning is learning that begins with presentations or verbal questions and answers (friendly, open, negotiated). Which is related to the real world of students' lives. Then you will feel the benefits of the material that will be presented, motivation to learn will appear, and the world of students' minds will become concrete. And the atmosphere becomes conducive - comfortable and enjoyable. The Contextual Teaching and Learning Learning Model is a learning concept that helps teachers link the material taught with students' real-world situations and encourages students to make connections between the knowledge they have 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. Nurdyansyah (2016:37) states that the contextual teaching and learning (CTL) learning model is a holistic learning process and aims to help students understand the meaning of teaching material. by relating it to the context of their daily lives. Namely in (personal, social and cultural context). So that students have dynamic and flexible knowledge/skills to actively construct their own understanding. Sanjaya (Nurdyansyah 2016:37) believes that the Contextual Teaching and Learning (CTL) learning model is a learning approach that emphasizes the process of full involvement of students to be able to find the material being studied and relate it to real life situations. So that it encourages students to be able to apply it in their lives. By actively involving them in the learning process.

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In line with Nurdyansyah and Sanjaya's opinion, Mashudi (2020:12) states that Contextual Teaching and Learning (CTL) is a learning model that attempts to connect the knowledge that students already have, with the students' real life context. So that in the teaching and learning process students can build more meaningful knowledge. By linking the knowledge that students have with the context of their lives. Based on the explanations of several experts above, it can be concluded that the Contextual Teaching and Learning learning model is a holistic learning process. Which helps teachers connect learning material with students' real-world life contexts, which emphasizes the process of full student involvement. To be able to find the material studied and relate it to real life situations. So that it encourages students to be able to apply it in their lives, and gain more meaningful knowledge.

Steps of the Contextual Teaching and Learning (CTL) Learning Model

(Shoimin, 2022:43-44) States that in general the steps of the Contextual Teaching and Learning learning model in the classroom consist of initial activities, core activities and final activities.

a. Initial activity

The teacher prepares students psychologically and physically to participate in the learning process, Apperception as exploring students' initial knowledge of the material to be taught, The teacher conveys the learning objectives and the main material to be studied, Explanation of group division and learning methods.

b. Core activities

Students work in groups to solve problems raised by the teacher. The teacher walks around to guide the problem solving process, Students representing groups present the results of solutions and reasons for answers to problems posed by the teacher, Students in groups complete the worksheet proposed by the teacher. The teacher walks around to observe, motivate and facilitate collaboration, Students representing groups present the results of their group work and other groups respond to the results of the work of the group that received the assignment, By referring to students' answers through questions and answers, teachers and students discuss appropriate ways to solve problems, The teacher conducts reflection by asking students about things that students feel, material that has not been understood well. Impressions and messages during the lesson.

c. End activities

The teacher and students make conclusions about how to solve the problem, Students work on assignment sheets, Students exchange their assignment sheets with each other, then the teacher and students discuss the completion of the assignment sheets and at the same time give marks to the assignment sheets according to the agreement that has been taken (this can be done if time is still available).

Advantages and Disadvantages of the Contextual Teaching and Learning Model

(Shoimin, 2022:44) Argues that Contextual Teaching and Learning has several advantages as follows: Contextual learning can emphasize students' full thinking activities, both physically and mentally. Contextual Teaching and Learning can make students learn not by memorizing, but by an experienced process, in real life. Classes in Contextual Teaching and Learning are not a place to obtain information, but rather a place to test the data they find in the field. The learning material is determined by the students themselves, not the result of gifts from other people. Besides the advantages of the Contextual Teaching and Learning learning model. Shoimin, (2022:44) believes that the Contextual Teaching and Learning learning model has shortcomings, namely: The application of contextual learning is complex learning and difficult to implement in a learning context. Apart from that, it also takes quite a long time.

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Learning Outcomes

Learning outcomes are abilities possessed by students. Learning outcomes are used as a benchmark to determine the knowledge obtained by students, to what extent students master the learning that has been learned. To find out whether the results achieved by students are in accordance with predetermined goals. And it can be known through evaluation. Sipayung (Laia, 2022: 1302) states that learning outcomes are results obtained by students after these students carry out learning and learning activities. Evidence of success that has been achieved by a student includes cognitive, affective, and psychomotor aspects". Learning outcomes can be obtained by students after students carry out a learning activity and the learning achieved by each student includes cognitive, affective, and psychomotor aspects.

Susanto (2013: 5) argues that learning outcomes are an ability or proficiency of students. That has been obtained through his mastery in mastering the learning material. What the teacher teaches, after participating in the teaching and learning process activities.

In line with Brahim and Susanto's opinion, Winkel (Purwanto, 2019: 45) states that learning outcomes are changes that occur in individuals. Which results in humans changing in their attitudes, skills, knowledge and behavior. After experiencing the teaching and learning process activities.

METHOD

Arikunto (2013: 203) Research method is a method used by researchers in collecting research data. The type of research method used by researchers in this study is experimental research method. This experimental method is used to determine the influence of the Contextual Teaching and Learning (X) learning model on the learning outcomes of grade IV elementary school (Y) students

Research design

In conducting experimental research, one important step is to make the research design. The design used by researchers in this study is Pre-experimental design. Where Pre-experimental design there are external variables that affect the formation of dependent variables. So the results of experiments that are dependent variables are not solely influenced by independent variables. This occurs because of the absence of control variables.

The design used by researchers in this study is Pre-experimental design, namely One group pretest-posttest design. In this design there is a pretest before treatment and posttest, so that the effect of treatment can be calculated by comparing posttest values with pretest. If the posttest value is greater than the ptretest, then the treatment has a positive effect.

Validity Test

According to Sugiyono (2015: 276) Validity is the degree of accuracy between the data that occurs in the object of research and the power that can be reported by researchers. Thus valid data is data that does not differ between the data reported by the researcher with the data that actually occurred in the object of research. To determine the validity of the instrument, the product moment correlation technique with rough numbers developed by Pearson is used as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{(N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}} \quad \cdots\cdots\cdots\cdots\cdots\cdots\cdots\cdots Arikunto\ (2013: 213)$$

Information:

r_{xy} = Correlation coefficient between variable X and variable Y

N = The number of samples

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$\sum X$ = The sum of the scores x
$\sum Y$ = The sum of the y score
$\sum XY$ =Number of multiplication results between x and y
$\sum X$ = Number of squares of the score x
$\sum Y$ = J The sum of squares of the y score

To determine whether the instrument is valid or not, the assistance of the SPSS Version 24 program is needed as follows:

a. If r_hitung>r_tabel with a significant level of 0.05 then the instrument is said to be valid.
b. If r_hitung≤r_tabeldengan a significant level of 0.05 then the instrument is said to be invalid.

Reliability Test

After knowing the validity of the question instrument, then this reliability test is carried out to state the level of consistency of a test question. To measure the level of efficacy of this problem used Alpha Cronbach's comparison of the formula used expressed by:

$$r_{11} = \left(\frac{k}{k-1}\right) = \left(\frac{Vt - \sum pq^2}{Vt}\right) \cdots Arikunto\ (2013: 231)$$

Information:

r_{11} = Instrument Reliability
V_t = Total variance
P = $\frac{Number\ of\ subjects\ whose\ score\ is\ 1}{N}$
q = $\frac{bthe\ number\ of\ subjects\ whose\ score\ is\ 0}{q=1-p}$

The formula for finding variance is

N = 30
$\sum x$= 373
$\sum x^2$= 3593
$\sum pq$= 5,93

$V_t = \frac{\sum X^2 - \frac{(\sum x)_2}{N}}{N}$……(Arikunto, 2013:227)

Table 2. Guidelines for Providing Reliability Interpretations

Coefficient Interval	Relationship Level
0,00-0,199	Very Low
0,20-0,399	Low
0,40-0,599	Keep
0,60-0,799	Strong
0,80-1,000	Very Powerful

Normality Test

The normality test is carried out to determine the data used normally or not in the study. To find out normal data or not, researchers use the liliefors test (Sudjana, 2022: 466) with the following steps:

a. Observation X1, X2……...Xn made a standard number Z1, Z2,.., Zn. By using formulas $Z_i = \frac{X_{1-}X}{S}$ (X dan s Each is the mean and standard deviation of the sample).

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b. For each of these raw numbers and using the standard normal distribution list, then calculated the odds F (Z_i) = P $(Z \leq Z_i)$
c. Next calculated the proportion Z_1, Z_2,…,Zn which is smaller or equal to Z_i. If this proportion is expressed by S(Z_i),

maka S(Z_i) = $\frac{banyaknya\ Z_{i,Z_2 \cdots Z_n\ yang \leq Z_i}}{n}$

d. Calculate the difference F (Z_i)- S(Z_i) Then determine the absolute price.
e. Take the price that is the largest (L_o) among the absolute prices of the difference. Then compare (L_o) with the critical value taken from the list, for a real level of ∞ = 0.05.

Researchers use the help of SPSS ver 24 with the following criteria. If the significance value is L_hitung ≥ L_tabel then it is normally distributed, while if it is L_hitung ≤ L_tabel it is abnormally distributed.

Correlation Coefficient

Table 3. Interpretation of the Correlation Coefficient

Coefficient Interval	Relationship Level
0,00 - 0,199	Very low
0,20 - 0,399	Low
0,40 - 0,599	Currently
0,60 - 0,799	Strong
0,80 - 1,000	Very strong

Test the hypothesis

The data analysis method in this study is to use a hypothesis test aimed at determining whether teacher teaching skills have a significant effect on student learning outcomes with a significant test formula for product moment correlation with the help of the SPSS program version 24 as for the formula.

$t = \frac{r\sqrt{n-2}}{\sqrt{1-r2}}$ ……Sugiyono (2015:184)

Information:
t = Significant level (t count)
n = Sample
r = Correlation coefficient

To find out whether the hypothesis is accepted (Ha) then t_(calculate) ≥ t_tabel vice versa t_hitung≤ t_tabel then the hypothesis is rejected (Ho) error level 5%.

RESULTS AND DISCUSSION

Class IV Pretest Results

In class IV which amounted to 30 people, researchers conducted tests on students. First by doing a pretest before learning and then doing a post-test after giving learning using the Contextual Teaching and Learning learning model.

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Table 4. Pretest Data Frequency Distribution

X	F	Fx	X=x-x	X2	Fx2
43	4	172	-15.8	249.64	998.56
46	5	230	-12.8	163.84	819.2
50	4	200	-8.8	77.44	309.76
53	1	53	-5.8	33.64	33.64
57	1	57	-1.8	3.24	3.24
61	2	122	2.2	4.84	9.68
64	2	128	5.2	27.04	54.08
68	3	204	9.2	84.64	253.92
71	2	142	12.2	148.84	297.68
75	4	300	16.2	262.44	1049.76
78	2	156	19.2	368.64	737.28
Overall	N= 30	1764	19.2	1424.24	4566.8

Based on the data above, the mean, standard deviation, and standard error can be as follows: Average (mean) 58,80, Standard Deviation 12,33, error Standards 2, 29.

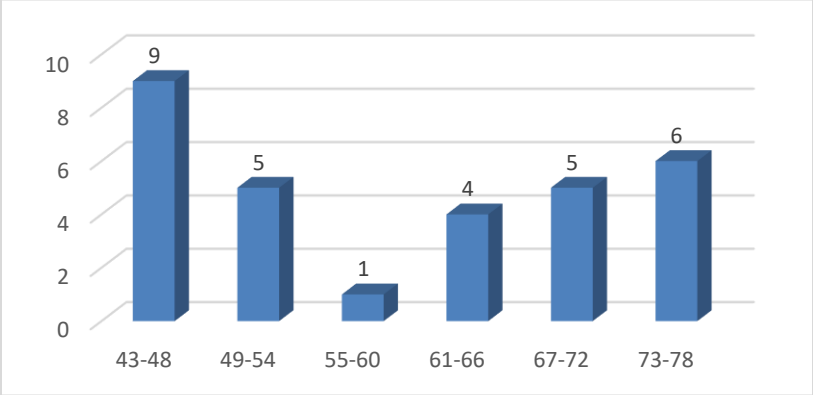

Figure 1. Frequency Distribution

Based on the frequency distribution diagram, class VI pretest scores obtained the highest value of 78 and the lowest value of 43 with an average gain (mean) of 58.80 and a standard deviation of 12.33. Students who obtained above the average as many as 8 students with a percentage of 26.66% and students who obtained below the average as many as 22 students with a percentage of 73.33%. With the highest score percentage of 30% and the lowest score percentage of 3.30%.

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Class IV Post-test Results

At the end of learning, after all subject matter is taught using the Contextual Teaching and Learning learning model, then the researcher provides a posttest that aims to determine the success rate of the actions that have been given.

Table 5. Posttest Data Frequency Distribution

X	F	Fx	X=x-x	X2	Fx2
68	3	204	-14.63	214.0369	642.1107
71	2	142	-11.63	135.2569	270.5138
75	3	225	-7.63	58.2169	174.6507
78	4	312	-4.63	21.4369	85.7476
82	4	328	-0.63	0.3969	1.5876
86	4	344	3.37	11.3569	45.4276
89	3	267	6.37	40.5769	121.7307
93	5	465	10.37	107.5369	537.6845
96	2	192	13.37	178.7569	357.5138
Overall	30	2479	-5.67	767.5721	2236.967

Based on the data above, the mean, standard deviation and standard error can be as follows. Average (mean) 82,63 Standard Deviation 27,30, Error Standards
5,07.

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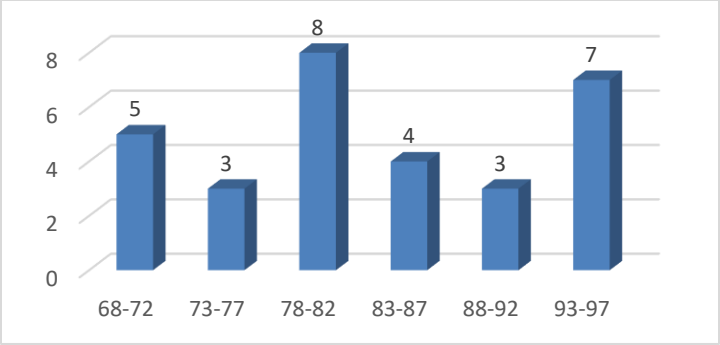

Figure 2. Post-test Value Frequency Distribution Diagram

Based on the frequency distribution diagram, the class IV post-test value obtained the highest value of 96 and the lowest value was 68 with an average gain (mean) of 82.63, a standard deviation of 27.30 and a standard error of 5.07. Students who obtained above the average as many as 27 students with a percentage of 90% and students who obtained below the average as many as 3 students with a percentage of 10%. With the highest percentage of 26.70% and the lowest percentage of 10%.

After the treatment is carried out on class IV students (UPT) of SD Negeri 065013 Medan in accordance with the material Theme 1 The Beauty of Togetherness, Sub-theme 1 Cultural Diversity of My Nation, Learning 1 that has been provided, the results of the provision of this approach can be seen

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according to the data above. From these data, it is known that there is an increase in the value of students after being given treatment and before being given treatment. The following are the average scores of pretest and post-test learning outcomes of grade IV students.

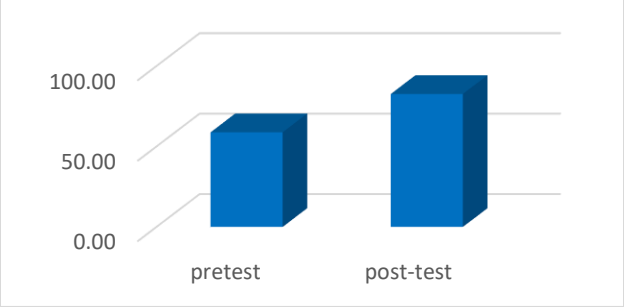

Figure 3. Class IV Pretest and Post-test Average Score Diagram

It can be seen that the value of learning outcomes of grade IV students before being given treatment using the Contextual Teaching and Learning learning model, the average score was 58.80 while after being given treatment using the Contextual Teaching and Learning learning model got an average score of 82.63. So it can be concluded that there is an increase in the average score after being given treatment to students.

Table 6. Assessment Criteria Table

Criteria	Keterangan
80-100	Very good
70-79	Good
60-69	Enough
50-59	Not enough
0-49	Fail

Source Sugiyono, (2015:184)

Results of the ContextualTeaching and Learning learning model questionnaire

At the end of learning, researchers take the last action, namely providing questionnaires of Contextual Teaching and Learning learning models to students, this aims to determine the response of students to the learning approach that has been used during the learning process.

Table 7. Frequency Distribution of Questionnaire Data

X	F	FX	X=x-x	x2	Fx2
62	1	62	-10.16	103.2256	103.2256
63	1	63	-9.16	83.9056	83.9056
65	1	65	-7.16	51.2656	51.2656
66	2	132	-6.16	37.9456	75.8912
68	1	68	-4.16	17.3056	17.3056
70	4	280	-2.16	4.6656	18.6624
71	1	71	-1.16	1.3456	1.3456

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72	5	360	-0.16	0.0256	0.128
73	1	73	0.84	0.7056	0.7056
75	5	375	2.84	8.0656	40.328
76	3	228	3.84	14.7456	44.2368
77	2	154	4.84	23.4256	46.8512
78	3	234	5.84	34.1056	102.3168
Overal	30	2165	-22.08	380.7328	586.168

Based on the data above, the mean, standard deviation and standard error can be as follows: Average (mean) 72,16, Standard Deviation 13,97, Error Standards 2,59.

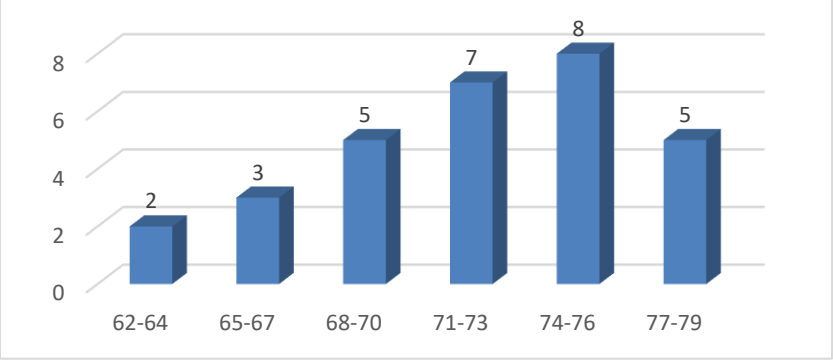

Figure 4. Frequency Distribution of Questionnaire Results

Normality Test

The normality test is carried out to determine whether the data from the post-test learning outcomes of grade IV students are normally distributed or not. Based on the calculation results using SPSS Ver 24. The data of the study results are normally distributed or not, the Kolmogorov-Smirnov normality test will be carried out at an alpa of 5%. If significant values of Kolmogorov-Smirnov ≥ 0.05 mean normal data, then the following results are obtained:

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Table 8. Instrument Normality Test Table

One-Sample Kolmogorov-Smirnov Test		
		Hasil
N		30
Normal Parameters[a,b]	Mean	82.63
	Std. Deviation	8.783
Most Extreme Differences	Absolute	0.116
	Positive	0.101
	Negative	-0.116
Test Statistic		0.116
Asymp. Sig. (2-tailed)		.200[c,d]

The significance level used by researchers is a significance level of 5% or 0.05. Based on the lilifors test (Kolmogorov-Smirnov) obtained significance of 0.200 ≥ 0.161, then class IV data are normally distributed. Based on the results of these calculations, it can be seen that the significance value of the experimental class is greater than 0.161 so that it can be concluded that the experimental class data is normally distributed.

Correlation Coefficient Test

The correlation coefficient test is used to determine whether there is an influence between the independent variable (X) and the dependent variable (Y) and the conditions for the correlation coefficient are by looking at r_(calculate)> r_tabel with the product moment correlation formula, namely:

Table 9. Correlation Coefficient Test

Correlations			
		Contextual Teaching and Learning Learning Model	Student Learning Outcomes
Contextual Teaching and Learning Learning Model	Pearson Correlation	1	.761**
	Sig. (2-tailed)		0.000
	N	30	30
Student Learning Outcomes	Pearson Correlation	.761**	1
	Sig. (2-tailed)	0.000	
	N	30	30

From the table above, it shows that the value of the correlation coefficient is 0.761. If r_(count)>r_tabel. r_(count)(0.761) > r_tabel (0.361). So there is a strong influence between the Contextual Teaching and Learning learning model on student learning outcomes. in class IV (UPT) SD Negeri 065013 Medan.

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Table 10. Interpretation of the Correlation Coefficient

Coefficient Interval	Relationship Level
0,00 - 0,199	Very Low
0,20 - 0,399	Low
0,40 - 0,599	Keep
0,60 - 0,799	Strong
0,80 - 1,000	Very Powerful

Test the hypothesis

As long as the data is declared normally distributed and the sample comes from the same or homogeneous population, then hypotheticesis testing can be carried out using the t-test. The statistics used to test this study are t-tests The hypotheses proposed are:

Ha: There is an influence of the Contextual Teaching and Learning Learning Model on student learning outcomes on the beautiful theme of togetherness in class IV (UPT) of SD Negeri 065013 Medan for the 2023/2024 Learning Year.

Ho: There is no influence of the Contextual Teaching and Learning learning model on student learning outcomes on the beautiful theme of togetherness in class IV (UPT) of SD Negeri 065013 Medan for the 2023/2024 Learning Year.

Table 11. Hypothesis Test Table (t-Test)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.704	17.305		1.428	0.164
	Contextual Teaching and Learning Learning Model	1.487	0.239	0.761	6.214	0

Based on the table above, it can be seen that the calculation results obtained a t_hitung > t_tabel value of 6,214 > 2,042 which means that there is an influence of the Contextual Teaching and Learning learning model on student learning outcomes.

Discussion of Research Results

This research was conducted at SD Negeri 065013 Medan researchers using tests and questionnaires as data collection tools with a total research sample of 30 students. The purpose of conducting this study is to find out whether there is an influence of the Contextual Teaching and Learning learning model with student learning outcomes on the beautiful theme of togetherness in grade IV.

a. Normality Test

The results of the normality test with the Sig level, α = 0.05 with the normality test criterion of L_hitung< L_tabel then the sample is normally distributed. Based on the calculation results, it

can be seen that the significant value of the Contextual Teaching and Learning learning model and student learning outcomes where L_hitung< L_tabel where the value L_hitung. Based on the results of the Kolmogrov-Smirnov test, a significance of 0.200 was obtained so that it was concluded that the sig of 0.200 > 0.05 then the class IV data were normally distributed.

b. Correlation Test

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The results of the correlation coefficient prove that there is an influence of the Contextual Teaching and Learning (X) learning model on student learning outcomes (Y) with the results r_hitung ≥ r_tabel the results of 0.761 ≥ 0.361, it can be concluded that there is a strong influence.

c. Test the Hypothesis

The hypothesis test (t-test) from the calculation of the data carried out is known to be t_hitung ≥ t_tabel value of 6.214 ≥ 2.042 with a significant level (α = 0.05). With this proves that there is a significant influence of the use of the Contextual Teaching and Learning learning model on the learning outcomes of students on the beautiful theme of togetherness in class IV (UPT) SD Negeri 065013 Medan, it can be said that the Contextual Teaching and Learning learning model is very effective in the thematic learning process in the classroom.

Based on data obtained from research at SD Negeri 065013 Medan, it can be said that there is an influence of the Contextual Teaching and Learning learning model on student learning outcomes.

CONCLUSIONS AND RECOMMENDATION

Based on the research results obtained, there is an influence of the Contextual Teaching and Learning Model on student learning outcomes on the theme of the beauty of togetherness in class IV (UPT) of SD Negeri 065013 Medan for the 2023/2024 Academic Year. The results of the correlation coefficient prove that there is an influence of the Contextual Teaching and Learning (X) learning model on student learning outcomes (Y) with the results r_hitung ≥ r_tabel the results of 0.761 ≥ 0.361, it can be concluded that there is a strong influence. By implementing the Contextual Teaching and Learning (CTL) learning model, you can improve student learning outcomes where this learning model actively involves students.

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