

The Application of Contextual Teaching and Learning (CTL) Approach in PPKn Learning at UPT SD Negeri Gaprang 01

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Abstract

This study aims to describe the application of the Contextual Teaching and Learning (CTL) approach in learning Pancasila and Citizenship Education (PPKn) at UPT SD Negeri Gaprang 01. The research was conducted using descriptive qualitative methods with data collection techniques of observation and interviews. The CTL approach was chosen because it connects the material to students' real-life experiences, aiming to enhance understanding and active participation. The results showed that the application of CTL in PPKn learning in class 5 involved seven components: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment. Its implementation had a positive impact on student engagement, concept comprehension, and the development of civic values.

Penelitian ini bertujuan mendeskripsikan penerapan pendekatan Contextual Teaching and Learning (CTL) dalam pembelajaran Pendidikan Pancasila dan Kewarganegaraan (PPKn) di UPT SD Negeri Gaprang 01. Penelitian dilakukan dengan metode deskriptif kualitatif melalui teknik observasi dan wawancara. Pendekatan CTL dipilih karena menghubungkan materi dengan kehidupan nyata siswa sehingga dapat meningkatkan pemahaman dan partisipasi aktif mereka. Hasil penelitian menunjukkan bahwa penerapan CTL dalam pembelajaran PPKn di kelas 5 melibatkan tujuh komponen utama: konstruktivisme, bertanya, menemukan, masyarakat belajar, pemodelan, refleksi, dan penilaian autentik. Penerapan pendekatan ini berdampak positif terhadap keterlibatan siswa, pemahaman konsep, serta penanaman sikap dan nilai-nilai kewarganegaraan. Dengan demikian, pembelajaran menggunakan pendekatan CTL dalam mata pelajaran PPKn di kelas 5 UPT SD Negeri Gaprang 01 berhasil menjadi pendekatan yang efektif dan relevan dalam mendukung pembelajaran yang bermakna dan kontekstual di sekolah dasar.

1. Introduction

Education also serves to build students' competencies so they can face real-life challenges. The subject of Pancasila and Citizenship Education (PPKn) is the primary means of instilling values, norms, morals, and national awareness from an early age. Setiawati, Mahfuroh, & Azha (2024) state that PPKn learning can also serve as the foundation for fostering democratic attitudes. PPKn learning is expected to be relevant to students' lives so that it is easy to understand and apply in daily life. Wahyuni & Muhibbin (2024) state that learning requires a relevant and contextual approach so that students can connect the material with real-life experiences. Through this approach, learning can be student centered, enabling students to actively participate in the learning process.

In reality, Civic Education learning is still often teacher-centered, resulting in a lack of student participation in the learning process. In line with Sudjana's opinion in Muisdalifah, Sugiantoro, Susiana, Kusumawati, & Niswatin (2024), learning has been teacher-centered, making students passive during learning. Therefore, an approach that makes learning student-centered is needed. Adim, Herawati, & Nuraya (2020) state that Contextual Teaching and Learning (CTL) facilitates student learning activities through active participation so that learning can be student-centered.

The CTL approach is a strategic alternative solution to be applied in Civic Education (PPKn) learning. The CTL approach is a learning concept that helps teachers connect the material they teach with students' real-world situations and encourages students to connect their knowledge with its application in daily life (Huda, 2023). CTL is a contextual approach, meaning there is a connection between the lesson material and students' real-life experiences. CTL emphasizes discussion-based learning, making learning activities more active, collaborative, and

reflective. This approach not only emphasizes theoretical mastery of the material but also emphasizes students' ability to apply their knowledge in real-life situations in their daily lives.

According to Meilinda & Utaminingsih (2024), the CTL approach allows students to feel the relevance of learning and instills the importance of learning in daily life. According to Swasdewi (2023), through the CTL approach, learning can be more relevant, effective, and enjoyable for students. With this approach, students are encouraged to develop meaningful conceptual understanding by connecting knowledge with their real-life experiences. This approach fosters students' ability to think critically and take responsibility for their learning process. However, in the context of Civic Education (PPKn) learning, in-depth studies on the application of the CTL approach remain limited. Hence, conducting a more comprehensive investigation of the CTL approach becomes essential. This study seeks to explore the implementation and effectiveness of the CTL approach in grade 5 PPKn learning at UPT SD Negeri Gaprang 01. Specifically, the research aims to explain how the CTL approach is applied in the classroom and evaluate its impact on students' engagement and conceptual understanding.

2. Method

This study employed a descriptive qualitative approach, using open non-participatory observation as the primary data collection technique. The observations were carried out in grade 5 of UPT SD Negeri Gaprang 01 during Civic Education (PPKn) lessons involving 17 students. The observation aimed to examine how the Contextual Teaching and Learning (CTL) approach was implemented by the classroom teacher. The observation instrument consisted of an observation sheet containing indicators of CTL components, including constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Prior to the observation, students were informed that they would be observed and that the researcher would act solely as a non-participatory observer.

In addition to observation, interviews were conducted with the classroom teacher to gain deeper insights into the effectiveness of the CTL approach and to identify the necessary conditions for achieving the intended learning objectives. Data from observations and interviews were analyzed using a qualitative descriptive analysis technique, which involved data reduction, data display, and conclusion drawing/verification. To ensure the validity and credibility of the qualitative data, the study applied triangulation of techniques by comparing observation and interview results, conducted member checking with the teacher, and maintained detailed field notes to strengthen data trustworthiness.

3. Results and Discussion

They should be combined. The study results should be clear and concise. Restrict the use of tables and figures to depict data that is essential to the message and interpretation of the study. The results should be presented in a logical sequence in the text, tables and illustrations. The part of result exposes the findings obtained from research data which is related to the hypotheses. The results should summarize (scientific) findings rather than providing data in great detail. The discussion should explore the significance of the results of the work. Explains the findings obtained from research data along with theory and similar research comparison. Make the discussion corresponding to the results, but do not reiterate the results. The following components should be covered in discussion: How do your results relate to the original question or objectives outlined in the Introduction section (what/how)? Do you provide interpretation scientifically for each of your results or findings presented (why)? Are your results consistent with what other investigators have reported (what else)? Or are there any differences?. Include in the discussion the implications of the findings and their limitations, how the findings fit into the context of other relevant work, and directions for future research. Based on the results of observations and interviews, the fifth-grade teacher at UPT SD Negeri Gaprang 01 has implemented the CTL approach through three stages, namely introduction, core activities, and conclusion. In the introduction stage, the teacher greets the students, asks about their well-being, leads a prayer, and conducts an apperception. In the core activity stage, the teacher asks the students to read the worksheets in turn to introduce the material, divides the students into four groups, and gives them assignments through worksheets to analyze the location and boundaries of Blitar Regency. The teacher then guides the discussion by providing

explanations and directions for completing the assignment by drawing the cardinal directions. At the end of the activity, the students are asked to present the results of their discussion in front of the class. The closing is conducted by assessing and emphasizing the material.

Constructivism is evident during the *apersepsi* phase by asking questions related to the names of local leaders from the provincial level down to the family level. Constructivism is the philosophical foundation for forming students' cognitive knowledge through meaningful understanding based on prior experiences (Kholid, 2023). During constructivism, the teacher acts as a facilitator guiding students to learn actively (Lathifah, Hardaningtyas, Pratama, & Moewardi, 2024). This aligns with the findings of Erni, Yunus, & Nur (2020), who state that in constructivism, students must build understanding through active engagement in learning.

The discovery component emerges when students are asked to analyze the location and boundaries of Blitar Regency and answer questions in the LKPD based on the information they find in the LKS. According to Fadhli & Yoenanto (2021), the discovery process begins with observation and meaningful activities that will eventually uncover facts. This process encourages student involvement in forming knowledge obtained from the results of their own discovery process (Kurniasih, 2021). Discovery enables student-centered learning, thereby fostering critical and analytical thinking skills (Pramana, Suarni, & Margunayasa, 2024). This aligns with Puspitasari,

Widayat, & Sumartono (2023), who state that inquiry can focus students' critical thinking to obtain the correct answers to the problems presented. Furthermore, Dewatiari (2023) states that the discovery process has been proven to improve students' learning outcomes and motivation. When students were working on the LKPD, the time allotted for completion had expired, yet some students had not finished their tasks. Therefore, the teacher implemented learning management by extending the time to ensure the inquiry process could proceed optimally. The teacher's good management skills are key to effective learning. Management skills alone are insufficient to make a teacher effective, but a teacher cannot be effective without management skills (Efendi & Gustriani, 2022).

The questioning component appeared several times during the lesson. The teacher initially asked questions such as the boundaries of Blitar Regency in the north, south, east, and west to explore the students' knowledge. When the teacher explained the natural features of Blitar, such as beaches, mountains, hills, highlands, and lowlands, the teacher also asked about the types of work that were suitable for these geographical conditions. This encourages students to think critically and connect the material to real life. The teacher also explains that the CTL approach, which connects students' real lives to the material, makes them more active in learning. Additionally, the questioning process is evident when students work on worksheets. Students actively ask questions about how to complete the tasks. The teacher then responds with clear instructions on how to complete the worksheets. The questioning process is also an important component as it stimulates students' active thinking (Pratama, 2023). In line with the opinion of Penanta, Ogi, & Tumbel (2023), questioning is the primary strategy in CTL learning. The questions posed by students position the teacher as a facilitator, thereby supporting student-centered learning (Aror & Listiani, 2024). Through the application of questioning, learning becomes more active, promoting a broader and deeper learning process and outcomes (Fusfita, 2022).

The learning community component emerges when teachers divide students into four groups to complete worksheets through discussion. Through discussion activities, students are trained to express their opinions in front of many people using appropriate language. Students can learn from one another, exchange information, and respect the opinions of others. This aligns with the principle of a learning community, where knowledge is realized through social interaction within learning groups. CTL believes that learning can be effective when conducted in groups or through discussion. With group discussions in CTL, teachers note that students become more active during the learning process. This is in line with the opinion of Femisha & Madio (2021), who suggest that teachers conduct learning in groups. During discussion activities, teachers act as mediators by facilitating the students' discussion activities (Rahayu, Ndona, & Setiawan, 2022).

The modeling component emerges when teachers provide examples of compass directions on the blackboard to explain the boundaries of Blitar Regency. Through modeling, students can understand and apply the material they have learned in their daily lives (Pratama, 2023). Concrete media should be used to support student understanding. In line with the opinion of Firlanda, Rulviana, & Maruti (2024), the use of concrete media can support the modeling done by teachers because memories of trying something new are more memorable. Real media helps connect learning with students' experiences, so that students' understanding is more profound (Fauziyah, Sutriyani, & Zumrotun, 2024).

Authentic assessment components were applied by teachers when students were asked to send representatives from each group to come forward and present the results of their discussions on completing the worksheets. The worksheets were used to assess students' abilities based on their own understanding through the process they went through, rather than focusing on the final results (Mashudi & Azzahro, 2020). In this activity, teachers provide assessments based on students' active participation and the results of their discussions, which are reflected in the collected worksheets and presentations. In line with Pratama's (2023) view, authentic assessment is measured by evaluating the learning process and the final outcome of the worksheets, which are presented by each group. To avoid disputes among students during the selection of group representatives, the teacher uses a variation of the Hom Pim Pa game, aiming for a fair selection process for all students. Meanwhile, other students are asked to compare their work with that of the presenting students. After each group's representative presents, the teacher provides additional explanations and emphasizes each answer to reinforce students' understanding of the material.

At the end of the lesson, the teacher emphasizes the material and asks for reflection in the form of questions about whether there is any material that students want to ask about or have not yet understood. Reflection is used by the teacher as a benchmark to determine students' understanding of the material that has been presented and as the final assessment result (Pratama, 2023). Reflection is an effort to observe, organize, analyze, clarify, and evaluate what has been learned (Wowor, Tumewu, & Mokal, 2022). This opinion is supported by Masfufah & Ellianawati (2020), who state that during reflection activities, students are guided to recall what they have learned. However, due to time constraints when students are working on worksheets, the reflection conducted by teachers is not very in-depth. At the end of the lesson, the teacher closes the activity with a prayer and ends with a greeting.

Civics education in grade 5 at UPT SD Negeri Gaprang 01 has been implemented using the Contextual Teaching and Learning (CTL) approach. Based on the research conducted, learning using the CTL approach was carried out well and showed positive results. The CTL approach was considered effective by teachers and students when applied in civics education, but improvements and refinements are still needed. By applying all components of CTL, the learning process is relevant to real life and meaningful for students. This aligns with Adim et al. (2020), who state that CTL enables students to actively build understanding and apply it in real life. This is further supported by Hasudungan (2022), who notes that the CTL approach helps teachers connect the material to students' real-life experiences.

The CTL approach is effective in teaching, as indicated by increased student participation during the learning process through the questioning component applied by teachers and improved student learning outcomes. According to the research results, the questioning component often appears both when students ask questions about things they do not understand and when teachers ask questions to assess students' understanding. Improvements in student learning outcomes are influenced by knowledge gained from understanding and thinking (Rezeki & Haryanti, 2022). Through the questioning component in Civic Education learning, it can stimulate creativity and critical thinking in both teachers and students. Additionally, through group discussions, students actively participate during learning to make independent discoveries. In learning activities, students are no longer passive listeners but are actively involved in the learning process (Pratama, 2023).

This study shows that learning with the CTL approach is effective when the material being studied is related to students' daily lives, so that the material provided by teachers can be

easily understood by them. This aligns with previous research conducted by Sitepu, Perangin-angin, & Nasriah (2023), which states that the application of the contextual approach in Civic Education (PPKn) learning can improve learning outcomes. In line with this, research by Wandoka, Ritiauw, & Johaness (2022) also states that the success of PPKn learning using a contextual approach is influenced by the motivation of teachers, which makes students more enthusiastic when learning. Based on these studies, CTL has proven to create a more lively and enjoyable learning environment, allowing students to learn actively and contextually, thereby impacting their learning success.

3.1 Conclusion

This study concludes that the implementation of the Contextual Teaching and Learning (CTL) approach in Pancasila and Civic Education (PPKn) lessons in grade 5 at UPT SD Negeri Gaprang 01 has been carried out through the preliminary, core, and closing stages effectively. The seven components of CTL—constructivism, discovery, questioning, learning community, modeling, reflection, and authentic assessment—have been integrated into the learning process. This indicates that the CTL approach has been effectively implemented and has yielded positive results.

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All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

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