Global Education Journal
Vol. 3, 2 (May-August, 2025), pp. 637-648
EISSN: 2808-5094, DOI: 10.59525/gej.v3i2.818

Application of Contextual Teaching and Learning (CTL) Learning Model assisted by Spinning Wheel Media to Improve Social Science Learning Outcomes of Grade IV Students

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ARTICLE INFO

Keywords:

Contextual Teaching and Learning (CTL), Learning Outcomes, Social Studies, Spinning Wheel.

Article history:

Received: 2025-02-14
Revised: 2025-03-10
Accepted: 2025-07-12

ABSTRACT

This study aims to determine the completeness of social studies learning outcomes of grade IV students of SD Negeri 47 Lubuklinggau after applying the Contextual Teaching and Learning (CTL) Learning Model Assisted by Media Spinning Wheel. This type of research is quantitative research. With a research sample of 25 students in grade IVB of SD Negeri 47 Lubuklinggau. The data collection techniques used in this study are tests, observations, interviews and documentation. The data analysis techniques in this study are to determine the standard and mean deviation, normality test (Chi squared) and hypothesis test (t-test). The result of this study is that in the post test hypothesis calculation can be obtained tcount = 1.842 and ttable = 1.711. The tester's criterion is that if the tcount ≥ ttabul, then Ho is rejected and Ha is accepted. If the tcount ≤ the table, then Ho is accepted and Ha is rejected. Based on the calculation of the hypothesis test above, it was obtained that the tcount of ≥ ttable (1,842 ≥ 1,711) was rejected and Ha was accepted. In other words, the hypothesis proposed in this study can be accepted as true, meaning "The learning outcomes of grade V students in the learning of IPAS SD Negeri 47 Lubuklinggau after the implementation of the CTL learning model assisted by Media Spinning Wheel are significantly complete.

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1. INTRODUCTION

Education at the elementary school level is very important to instill students' knowledge and skills. To gain this knowledge and skills, students are required to follow a learning process. Learning is a system that aims to help the learning process of students. The system consists of a number of events

specifically designed to influence and support the student learning process (Nurhikmah, Pambudi, & Mustadi, 2022). There are a lot of problems that occur when the learning process takes place, one of which is difficulty in understanding the material when the learning process takes place, students show signs of boredom and decreased enthusiasm in participating in learning activities (Syamsul, Basyaruddin, & Yuhdi, 2020). Choosing the right learning model is essential to achieving learning goals.

With the right learning model, students can gain a better understanding of the material through an active, creative, and fun learning atmosphere. To be able to strive for more creative and fun learning, it can be made easier by using a learning medium because it can make learning more interesting and students more excited to learn (Sahabuddin, Liskawati, & Syamsiah, 2023). The existence of learning models and media can help teachers develop more varied and structured learning strategies. One of the important subjects that must be studied by students at the elementary school level is Social Science Education. Social studies teaches students how to think critically and use this knowledge in daily life (Akhter, Mahr, & Imtiaz, 2021).

In basic education, social studies (Social Sciences) helps students understand the physical and social environment and their role in society by introducing them to various aspects of social, cultural, economic, historical, and geographical life. Recognize the surrounding environment, occupations, economic activities, simple history, such as the proclamation of independence, basic geography, such as maps and island names, and the cultural diversity of Indonesia (Herlambang, Fitri, Shafira, Puspasari, & Tarawifa, 2020). Students are also expected to gain a better understanding of social life and improve their ability to think critically and analytically, as well as become more tolerant of different views and cultures (Amin, Utaya, Bachri, Sumarmi, & Susilo, 2020).

However, based on the results of observations on January 8, 2025, the activity was carried out at SD Negeri 47 Lubuklinggau, precisely in class IVB. The learning process by teachers has used learning models and media, but there are still obstacles from the student side. Some students look less active both when asking and answering questions in the learning process activities, lack understanding of the material presented, lack of discipline during the learning process and still need to improve their attitude of responsibility in learning.

In addition, in terms of facilities and infrastructure, it is quite adequate, but there are still shortcomings in terms of facilities that support the learning process. Among them is the lack of an amount of interactive learning media, globe maps, and diagram images that can help students understand the topic. A more complete globe map and diagram drawings will greatly help students understand concepts related to geography and social sciences (Faisal & Kisman, 2020). Applying interactive learning media such as educational applications or multimedia devices for presentations will increase student engagement in the classroom, making them more motivated and active (Eyob Kenta, 2019).

Based on the results of interviews that have been conducted on January 8, 2025 at SD Negeri 47 Lubuklinggau with the principal, homeroom teacher and three students in grade IV. The principal emphasized that the school is highly committed to improving the quality of education and creating an environment that supports student development. In addition, he explained the various efforts that the school has made to improve educational facilities and improve teachers' abilities. They do these things as part of a plan to produce graduates who not only excel academically but also have strong morale. However, there are still problems in the student learning outcomes section, the results show that most students have not reached the Learning Objective Completeness Criteria which is 70 and in an effort to

improve the quality of learning, it is determined that at least 80% of the learning goal achievement indicator, students are expected to achieve the level of completeness in each material.

In social studies learning in grade IV for those who have completed there are only 10 people with a percentage of 40% and those who are not as many as 15 students with a percentage of 60%. Social studies learning in elementary school is often faced with various problems, especially in terms of fostering low student interest and learning drive. Because much of the material requires a deep understanding of social concepts and past events, the social studies learning process is usually abstract so that the material is difficult to understand. As a result, students become disengaged in learning and learning becomes passive and social studies learning is difficult to deliver in an engaging and effective way for students. There are also various other factors, namely, low active involvement of students in the learning process, often causing this goal not to be achieved. One of the main obstacles is where teachers concentrate on explaining the material and students listen more without active interaction (Putri & Putri, 2020). Therefore, teachers must be more innovative in implementing learning models that are not only interesting but also relevant to students' daily lives.

The above problem shows that the social studies learning objectives in class IVB have not been achieved properly. Due to existing problems, students are not very interested in social studies lessons. This happens due to students' lack of understanding of the material and low active engagement. Therefore, the steps necessary to improve student learning outcomes in social studies learning are essential (Bukit, Ariastika, Noviati, & Lubis, 2023). One of the solutions that can be applied to overcome this problem is to use a more contextual learning model and media that can attract students' attention. Through the CTL learning model, students are directed to relate the material they learn to real experiences, thereby helping to improve their understanding and ability to apply these concepts (O'Connor, Ludgate, Le, Le, & Huynh, 2023)

In addition, the use of creative and innovative learning media is also able to increase learning effectiveness. One of the media that can be used is the Spinning Wheel media. This medium is a spinning wheel that can be used to repeat material, ask questions, solve problems in an interactive and fun way. By using this medium, students can more actively participate in learning. So that it can increase their motivation and learning outcomes (Rahmatullah & Ghufron, 2021)

The purpose of this study is to determine the completeness of social studies learning outcomes of grade IV students of SD Negeri 47 Lubuklinggau after the implementation of the Spinning Wheel-Assisted CTL Learning Model. This research to contribute knowledge in the field of pedagogy, especially to improving student learning outcomes, and to obtain data from experiments and observations about the effectiveness of the Spinning Wheel-assisted CTL learning model.

2. METHODS

The type of method used in this study is quantitative. Based on the problems that have been researched, the type of research used in this study is Pre experimental design research. The method used in this study is Pre experimental design, which is an experiment that uses only one class with no comparison class. The research design used in this study is One Group Pretest-Posttest design. The design of the research can be seen in table 1.

Table 1. Research Design

Pretest	Treatment	Posttest
O1	X	O2

(Source: Adam, 2025:55)

Information:
O_1 : Pre-test (Before being given treatment)
X : Treatment
O_2 : Post-test (After treatment)

The research place was carried out in class IVB of SD Negeri 47 Lubuklinggau. On Jl. Fatmawati Soekarno, Taba Lestari, Kec. The research time was carried out in the even semester of the 2024/2025 academic year. The research focuses on the student population of grade IVB of SD Negeri 47 Lubuklinggau for the 2024/2025 school year totaling 50 students. As described in table 2.

Table 2. Research Population

Yes	Class	Man	Woman	Sum
1	IVA	13	12	25
2	IVB	13	12	25
Sum		26	24	50

(Source: SDN 47 Lubuklinggau)

This study uses a sample with a simple random sampling technique. Simple random sampling is a simple sampling method that is carried out randomly and uses only one class for research. This is done by looking at the grades of classes IVA and IVB and comparing them with the KKTP in social studies learning. So that the sample in this study is all classes IVB which consists of 25 people, 14 men and 11 women.

Table 3. Research Sample

Yes	Class	Man	Woman	Sum
1	IVB	14	11	25

(Source: SDN 47 Lubuklinggau)

Data collection techniques are carried out with test sheets, observations, interviews, and documentation. Quantitative data analysis techniques are typically used in objective, systematic, and structured research with the aim of finding patterns, relationships, or trends in numerical data. This technique focuses on numbers and statistics to process, interpret, and draw conclusions from the collected data. The data analysis technique in the study is to determine the average score and standard deviation, test the normality of the data with chi-square match and hypothesis test.

3. FINDINGS AND DISCUSSION

This research was carried out from April 28, 2025 to May 21, 2025, in this study which was used as a sample was the State class 47 Lubuklinggau for the 2024/2025 school year. During the research, the researcher acted as a teacher. Before the research was carried out, the researcher first tested the instrument to determine the quality of each question. This trial was carried out on April 28, 2025 in the VB class with a total of 25 students using 25 multiple-choice questions. Furthermore, the results of the instrument test were analyzed to determine the level of validity, reliability, differentiation, and difficulty level of the question items.

Based on the trial, 20 valid questions were obtained, 5 questions were invalid, while the reliability level was 0.862 with a very high category, in the differentiating power calculation 5 questions were obtained in the bad category, 6 questions were categorized as sufficient, and 14 questions were categorized as good. Then, in the calculation of the difficulty level, 12 questions were obtained with the

medium category and 13 questions with the difficult category. The number of students in class IVB of SD Negeri 47 Lubuklinggau is 25 students consisting of one class.

In this study, there are two classes, namely classes IVA and IVB which amount to 50 students. However, the sample used in this research is only one class. Considering that there are two classes in this study, the sampling technique uses random sampling techniques because sampling or selection is random, namely by looking at student learning outcomes in science subjects. After the research sample is obtained, namely in class IVB, then the selected class will then be treated using the Contextual Teaching and Learning (CTL) learning model assisted by Spinning Wheel media.

The implementation of the research follows the rules that apply in schools. The results of the study were obtained from a test in the form of 20 multiple-choice questions. The test given is a pre-test, which is before students get treatment using the CTL learning model assisted by Spinning Wheel media. Furthermore, treatment was carried out using the CTL learning model assisted by Spinning Wheel media. Learning activities were carried out during two meetings (Ardiyanti, Qurbaniah, & Muldayanti, 2021). After that, a final test (post-test) was carried out after the sample received treatment using the CTL model assisted by the Spinning Wheel media in social studies lessons. On the material of cultural diversity and local wisdom.

Description of Initial Abilities

The implementation of this research began by conducting an initial test or pre-test, this was done to find out the initial ability of each student before learning treatment was carried out using the CTL learning model assisted by Spinning Wheel media in social studies learning with material on cultural diversity and local wisdom. The initial test was carried out on May 5, 2025 with a total of 25 students. The pre-test questions given are 20 multiple-choice questions that must be done by students. Based on the results of the calculation in the initial pre-test test, it can be seen in table 4.

Table 4. Pre-Test Data Recap

CD	Predicate	Experimental Classes	
		Frequency	Percentage
≥ 70	Conclusion	3	12%
≤ 70	Incomplete	22	88%
Sum		25	
Average		52,600	
Highest Score		75	
Lowest Score		20	
Baku Junction		12,757	

Based on the results of the research of the initial test data in table 4. Above it can be seen that the experimental class amounted to 25 samples, only 3 students got ≥ 70 (complete) with a percentage of (12%) which means that they have reached the completion of learning. The three students are known to gain additional understanding through tutoring outside of school. Thus, it can be concluded that overall, students' initial ability to understand cultural diversity and local wisdom in social studies subjects is still below the criteria of completeness, before the implementation of the CTL learning model assisted by Spinning Wheel media (Ufie, Oruh, & Agustang, 2021).

Final Capability Description

At the last meeting in the implementation of the research, a final test was carried out to find out the final ability of students after participating in learning with the CTL model which uses Spinning Wheel media in social studies subjects by discussing topics about cultural diversity and local wisdom. This test was held on May 21, 2025 which was attended by 25 students. The post test consists of 20 multiple-choice questions. The results of student scores in the final test are presented in table 5.

Table 5. Post-Test Data Recapitulation

Value Range	Predicate	Experimental Classes	
		Frequency	Percentage
≥ 70	Tuntas	21	84%
≤ 70	Incomplete	4	16%
Sum		25	
Average		74,800	
Highest Score		90	
Lowest Score		35	
Baku Junction		13,029	

From the results of the final test (Post-test) listed in table 5. it can be seen that 21 out of 25 students with a percentage (84%) managed to achieve a score of ≥ 70 (Complete), while 4 students with a percentage (16%) were still below the completeness criteria. These four students who have not completed generally have the characteristics of being slow in understanding the subject matter. Descriptively, this shows that the application of the model. From the results of the final test (post-test) listed in Table 5, it can be seen that 21 out of 25 students (84%) managed to achieve a score of ≥ 70 (complete), while 4 students (16%) were still below the completeness criteria. These four students who have not completed generally have the characteristics of being slow in understanding lessons. Descriptively, this shows that the application of the CTL learning model assisted by Spinning Wheel media in social studies learning with cultural diversity and local wisdom materials has succeeded in improving students' abilities to be in the complete category (Khotimah, Sutarto, & Nugroho, 2021). The average pre-test score of students was 52,600, and increased to 74,800 in the post-test, so it can be concluded that the use of the CTL learning model assisted by Spinning Wheel media significantly improved the social studies learning outcomes of grade IVB students of SD Ngeri 47 Lubuklinggau.

Determining the mean value and standard deviation

From the calculations that have been carried out using the average formula and standard deviation in the experimental class in pre-test activities and post-test activities can be seen in table 6.

Table 6. Average Calculation Results and Standard Deviation

Variabel	Average	Baku Junction
Pree-test	52,600	12,757
Post-test	74,800	13,029

Based on the results of the calculation of the average and standard deviation obtained in the initial test (Pree-test), the average student score was 52,600 with a standard deviation of 12,757. Meanwhile, in the final test (Post-test) an average score of 74,800 with a standard deviation of 13,029.

Normality Test

This data normality test is used to determine the normality of the data. The formula used to test the normality of the data is the x2 (Chi squared) compatibility test, the recapitulation of the calculation results of the pre-test and post-test normality tests can be seen in table 7.

Table 7. Normality test analysis results test data

	$x^{2hitung}$	DK	x^{2tabel}	**Conclusion**
Pre-test	2,355	5	11,071	Usual
post-test	9,764	5	11,071	Usual

Furthermore$x^{2\ hitung}$, compared with the degree of freedom dk = n-1= 6-1, where n is many classes of data intervals with a significance level of 5% (0.05). Based on the analysis $x^{2\ tabel}$of the normality test calculation, the test data in the initial test = 2.355 with the provision that if then it can be stated that the data is distributed normally. In this case, $x^{2\ hitung}x^{2\ tabel} = 11{,}071x^{2\ hitung} < x^{2\ tabel}$the pre-test data is declared normal. Likewise, the final data = 9.764 with, then it can be stated that $x^{2\ hitung}x^{2\ tabel} =$ 11,071the post-test data is normally distributed.

Uji Hypothesis

Based on the calculation of the hypothesis test results for post-test data, it can be seen in the following table 8.

Table 8. Recapitulation of Hypothesis Test Results of Post-Test Data

Test	**Stuttgart**	**Table**	**Information**
Post-test	1,842	1,711	thitung > t_{table} Ho accepted

Based on the hypothesis tests that have been carried out, it can be said that the pre-test and post-test are normally distributed, because the data is declared to be normally distributed and the standard deviation has been known. From the results of the calculation that have been obtained, tcount = 1.842 with t_{table} = 1.711 with degrees of freedom dk = n-1 = 6-1, α = 0.05. Thus tcount = 1.842 > t_{table} = 1.711, so that in this case Ho is rejected and H_a is accepted. Therefore, the hypothesis proposed in this study is acceptable.

This research was carried out at SD Negeri 47 Lubuklinggau in the 2024/2025 school year. Before the implementation of the research, an instrument test was first carried out for VB class students on April 28, 2025. The goal is to find out the quality of the questions that will be used in the research. The trial was carried out by giving 25 multiple-choice questions to VB class students. The results of the trial show that there are 20 valid questions and will be used in the pre-test and post-test.

This research was carried out 5 times with the first details of a meeting to test the instrument in the VB class, then once a pre-test was carried out by the researcher at the beginning of the meeting, twice learning was carried out using the CTL model with the help of Spinning Wheel media, and at the last meeting a post-test was carried outby researchers to determine student learning outcomes after the application of the model in social studies learning (Aiman, 2020).

The pre-test was held at the second meeting, which was on May 5, 2025 at class IVB of SD Negeri 47 Lubuklinggau. During the pre-test, the researcher distributed the questions to the students, and some of the students looked enthusiastic and excited, they immediately read the questions with focus and started working with confidence. Their faces looked serious, indicating that they were trying to give the best answer according to their abilities. However, not a few students showed expressions of confusion. Some of them seemed to look down for a long time reading the questions, then turned their

heads around them, as if remembering the lessons they had learned. Some of the other students looked relaxed but still focused, and they worked on the questions calmly without rushing.

From the results of the study, it is known that the initial test scores (pre-test) of grade IVB students are still low, only 3 out of 25 students get a score of 70 (complete), the rest have not reached completeness. Based on the results of the initial data calculation, an average score of 52,600 and a standard deviation of 12,757 were obtained. So descriptively, it can be said that the initial ability of students is still relatively low. Because the learning process provided has not used the CTL learning model assisted by Spinning Wheel media.

In addition, from the findings obtained when the researcher conducted the pre-test, 23 students who did not complete had obstacles to internal factors, namely low motivation, concentration, poor study routine, weak confidence, and limited cognitive abilities that made it difficult for students to achieve optimal learning outcomes. This is in line with Kartini (2023) opinion, that the achievement of student learning outcomes is greatly influenced by several internal factors, including motivation, concentration, study routine, self-efficacy, and cognitive ability. Low motivation can make students less active and quickly give up when facing difficulties. Weak concentration causes students to be unable to absorb information optimally. The irregularity of the study routine results in a lack of academic readiness. Low confidence makes students hesitate in the learning process (Karatas & Zeybek, 2020).

In addition, limited cognitive abilities also hinder students in understanding the material and thinking critically. Therefore, improving these factors is very important to support the optimization of student learning outcomes. Meanwhile, the 3 students who got complete scores had interest and enthusiasm in learning, were confident, and had a good concentration in learning so that it could be easy to understand learning. Students who complete their learning are generally driven by strong internal factors as well as a high interest in the material, self-efficacy plays a key role, where students' confidence in self-ability increases perseverance and ability to overcome academic difficulties. In addition, good concentration that can be fostered through creative strategies and a conducive learning environment allows the concentration of the mind on the task so that the process of understanding the material becomes more efficient (Umbara, Wahyudin, & Prabawanto, 2021).

In the second phase of the meeting, the researcher provided a learning treatment twice with material on cultural diversity and local wisdom. Before learning begins, the researcher explains that the learning process will use the CTL learning model assisted by Spinning Wheel media as a tool in the learning process, then the researcher conducts an appendix by relating students' initial knowledge about cultural diversity and local wisdom in society with the CTL with the help of Spinning Wheel media (Galvis, 2018). After the activity was completed, the researcher and the students asked questions and answers about the information obtained from the observations, then the teacher provided reinforcement based on the students' answers.

The implementation of learning or the first treatment was carried out on May 6, 2025 in class IVB of SD Negeri 47 Lubuklinggau, the material on cultural diversity and local wisdom in the community began with the teacher conveying the learning objectives. The goal is for students to understand and appreciate the diversity of cultures and local wisdom that exist in the community. The teacher explained that they will use the Spinning Wheel media as an aid during the learning process. After that, the teacher asks the students to form a group and sit with their group. After the group is formed, the teacher provides information or data related to the diversity of local cultures and wisdom, such as

examples of traditions, languages, and customs, typical foods, songs, dances, traditional clothing, and traditional musical instruments from various regions in Indonesia.

The teacher shows each student how to use the Spinning Wheel media. After the group representative played the Spinning Wheel media and got questions, then the students discussed in their groups to answer the questions and understand the material. The teacher provides guidance and reinforcement when students answer questions so that there are no mistakes in answering questions with their respective groups. After that, the group representatives came forward to answer questions in turn (Ibna, 2018).

After the discussion session and problem solving, several groups were asked to present the results of their discussion and problem solving in front of the class. The other group provided feedback and input after the presentation was over, the teacher closed the session by evaluating the results of the problem-solving that had been done by the students and providing constructive feedback to improve their understanding of cultural diversity and local wisdom. Thus, students not only learn from the material presented, but also from discussions and problem-solving carried out collaboratively (Indah Sari, Anni Holila Pulungan, & Rahmad Husein, 2020).

Then at the second treatment meeting on May 20, 2025, the teacher continued the explanation of the material from the first treatment about cultural diversity and local wisdom so that students could better understand the material. Teachers use the CTL learning model and a tool, namely the Spinning Wheel media. Students continue to learn in groups and use learning flows like the first treatment. However, the difference in this second treatment is that the questions that will be done in each group are new but still related to the material of cultural diversity and local wisdom in the first treatment. The purpose of making different questions between the first and second treatments is for students to deepen their understanding of cultural diversity and local wisdom materials (Lubis, Suryadarma, & Yanto, 2022).

The last meeting was held on May 21, 2025 after the implementation of the CTL learning model and tools, namely the Spinning Wheel media on cultural diversity and local wisdom materials, a post-test was held. The implementation of the post-test was carried out in an orderly and concentrated manner from the students. This is inseparable from the provision of learning materials that have been delivered before and are closely related to the questions being tested.

Based on the results of the study, post-test data showed that most students were able to answer questions from teachers. A total of 21 students (84%) obtained a score of ≥70 (complete), while 4 students (16%) received a score of ≤70 (incomplete), with an average score of 74,800 and a standard deviation of 13,029. From the description and calculations carried out by the researcher in the final test (post-test), the results of $t_{calculation}$ 1.842 and ttable 1.711 were obtained, so that in this case Ho was rejected and Ha was accepted. Therefore, it can be concluded that the application of the CTL learning model assisted by Spinning Wheel media on cultural diversity and local wisdom materials has been declared significantly complete. At the time of the post-test, the findings obtained by the researcher were, 21 students who completed this due to internal and external factors which included students' initial abilities, interests, learning motivation, the application of the CTL learning model, the use of Spinning Wheel media and the role of teachers in the learning process. This is in line with Slameto's (2023:15) opinion, that the success of the learning process is influenced by various factors, including students' initial ability to understand the material and their level of interest in the lesson. Students who have a high interest and motivation to learn tend to be more enthusiastic in participating in learning activities. The application of the CTL learning model has been proven to be effective in improving student

motivation and learning outcomes. This model relates the subject matter to the real-life context, thus making learning more relevant and meaningful for students. Research shows that the CTL approach can significantly increase students' motivation to learn.

In addition, the use of interactive learning media such as the Spinning Wheel can make the learning process more interesting and enjoyable. This media encourages active student participation, increases the spirit of learning, and strengthens interaction between students. Studies show that the use of the Spinning Wheel can significantly improve students' motivation and learning outcomes. The role of teachers as facilitators is also very important in supporting the success of learning. Teachers who are able to create a conducive learning environment, provide the right guidance, and utilize innovative learning strategies can support students in achieving maximum learning outcomes. Meanwhile, those who are not completed during the implementation of the post-test are constrained by internal and external factors including low student learning motivation so that they tend to be reluctant to participate during the learning process, intellectual differences make students a little slow in understanding the material given, a less conducive learning environment so that students find it difficult to focus during the learning process and lack of supervision of learning at home. This is in line (Rafiola, Setyosari, Radjah, & Ramli, 2020) that low learning motivation, differences in intellectual levels, less conducive learning environments, and lack of supervision of learning at home are the main factors that hinder student learning completion.

In the implementation of this study, it was found that through the application of the CTL learning model assisted by the Spinning Wheel media is a model and media that is suitable for use the success of most students achieving completeness in the post-test can be measured by applying learning in a real-world context, where material about cultural diversity and local wisdom is directly related to daily life, increasing curiosity in learning. In addition, the use of Spinning Wheel media, which combines visual and kinesthetic elements to encourage students' active engagement and help them build knowledge in groups.

Then, the use of Spinning Wheel media makes learning more interesting and fun so that it is more exciting during the learning process. In addition, the CTL model encourages cooperation and talking to each other. This creates an environment that supports a mastery goal structure, where success is measured by self-improvement, not by comparison with peers. In contrast, when visual, auditory, and conceptual information are presented simultaneously without proper load management, the effects of cognitive fatigue, which break focus, and reduce processing efficiency, can lead to incompleteness for some students.

Spinning Wheel media is used to attract attention and increase student engagement. This media combines elements of play with learning so that the classroom atmosphere becomes more lively and fun. Through the Spinning Wheel, students engage visually and kinesthetically which can increase motivation, strengthen memory, and reduce boredom during the learning process. The combination of the CTL model and the Spinning Wheel media is expected to make it easier for grade IVB students to understand the material presented, actively participate, and significantly improve learning outcomes.

Learning model Assisted by Media Spinning Wheel significantly completes student learning outcomes in IPAS subjects Although the research was conducted at different grade and school levels, the results obtained are consistent in showing that the learning method It is effective in improving students' understanding and achievement in the social sciences (Anazifa & Djukri, 2017). In this study, the results of the t-test analysis showed a significant difference between the pretest and posttest scores, with Ho rejected and Ha accepted. This shows that the average score of IPAS learning outcomes of

grade IV students of SD Negeri 47 Lubuklinggau significantly increased after applying the CTL Learning model assisted by Media Spinning Wheel.

Meanwhile, in the journal mentioned, the results of the study showed significant completeness in the learning outcomes of grade V students after CTL Assisted by Rotary Wheel Media. This confirms that these models and media can consistently improve student achievement in science subjects, albeit at different grade levels and in different schools. Thus, the findings in this study support the findings in the journal mentioned, confirming that the Spinning Wheel-Assisted CTL learning model is an effective model and media in improving student learning outcomes in science subjects.

4. CONCLUSION

From the results of this study, it can be concluded that the application of the Concontextual Teaching and learning (CTL) learning model assisted by Spinning Wheel media has been significantly completed to improve the learning outcomes of grade IV students of SD Negeri 47 Lubuklinggau in social studies subjects. This can be seen from the average pre-test results of 52,600 with a percentage and a post-test of 74,800, meaning that there is an increase between the average pre-test and post-test which is 22.2%. While the calculation of the t-test obtained is tcal = 1.842 > t_{table} = 1.711. so that in this case Ho is rejected and H_a is accepted. Based on the results of the research, in this case the researcher submitted several suggestions for further research, it is hoped that development can be carried out about the Spinning Wheel media in other materials.

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