

## Application of the Contextual Teaching and Learning (CTL) Model to the Learning Outcomes of Pancasila Education for Grade IV Students

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### ABSTRACT

This study aims to determine the completeness of Pancasila Education learning outcomes after the application of the Contextual Teaching and Learning (CTL) learning model in Pancasila Education learning for fourth-grade students of SD Negeri 21 Lubuklinggau. This type of research is an experiment with a One Group Pre-test and Post-test design. In this study, one sample class was used, namely fourth grade with a total of 22 students. This means that all members of the population were sampled, the sampling technique was carried out using a saturated sampling technique. The instrument used by the researcher was in the form of 24 multiple-choice questions. Data collection was taken using a test. Data were analyzed using the z-test formula. Based on the results of the data analysis test with a confidence level of  $\alpha = 5\%$ , it showed  $Z_{hitung} = 6.17$  and  $Z_{tabel} = 1.65$ . Because  $Z_{hitung} > Z_{tabel}$ , it can be concluded that the learning outcomes of Pancasila Education for class IV of SD Negeri 21 Lubuklinggau after the application of the Contextual Teaching and Learning (CTL) model to the learning outcomes of Pancasila Education for class IV of SD Negeri 21 Lubuklinggau are significantly complete.

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### 1. INTRODUCTION

Education is a very important thing in human life, therefore humans cannot be separated from education, where with education humans will be more advanced in their civilization and more civilized in their social life. Education is one of the important sectors in development in every country (Kurniawan, 2023). In the Law on the Education System No. 20 of 2003 concerning the national education system, education is "a conscious and planned effort to create a learning and teaching atmosphere so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals and skills needed by themselves and society ". Meanwhile, Darmadi (2019) states that education is an activity that is arranged or planned to create

conditions for teaching and learning activities in the learning process for students to be able to actively develop their potential and expertise in matters such as religion, potential areas of identity, individual, intelligence, manners, and skills they have (Adipat, Laksana, Busayanon, Asawasowan, & Adipat, 2021). For this reason, education cannot be separated from the good implementation of the curriculum.

The curriculum, as an educational plan, holds a strategic position within all aspects of educational activities. Given the curriculum's crucial role in education and human development, curriculum development cannot be carried out without a solid and strong foundation. A curriculum is a planned and structured set of objectives, content, learning materials, and methods used in learning to achieve educational goals (Syarnubi, Syarifuddin, & Sukirman, 2023). The curriculum aims to guide and provide structured learning experiences for students so they can develop optimally in various aspects, including knowledge, skills, and attitudes. In the independent curriculum, Pancasila education is a crucial subject for building student character based on Pancasila values (Guritno et al., 2023). This subject focuses on learning the noble values of Pancasila, which students are expected to apply in their daily lives to become good, wise, and responsible citizens.

Learning models are also needed in the learning process to facilitate the teaching and learning process. According to Joyce & Weil (2018), a learning model is a plan or pattern that can even be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in the classroom. Octavia (2020) states that a learning model is a conceptual framework that describes systematic procedures in organizing learning activities to achieve learning objectives. In this case, educators must be highly creative in implementing interesting learning models to foster students' enthusiasm for learning.

In order for learning to be carried out in accordance with the desired learning objectives, a learning model can be applied. The Contextual Teaching and Learning (CTL) learning model directs the learning process that links the material taught to students' real-world situations, so that they can apply knowledge and skills in everyday life. According to (Hasan, 2021) CTL Model Learning is a teaching and learning activity that helps teachers link the material they teach to real-world situations. Students absorb lessons by capturing meaning in school material, and capturing meaning according to the assigned tasks, linking new information with previously owned knowledge and experience. Yolanda (2014) states that the CTL Model is a learning concept where teachers bring the real world into the classroom and encourage students to make connections between the knowledge they have and its application in their daily lives, while students acquire knowledge and skills from limited contexts little by little and from the process of constructing themselves as provisions for solving problems in their lives as members of society.

The main objective of Contextual Teaching and Learning is to help students find meaning in learning through active involvement in a relevant learning environment. The advantages of this learning model are that the learning atmosphere will be more enjoyable, students will be more sensitive to their environment, students will be more confident in conveying their experiences and observations in everyday life, students will be better prepared to handle challenges that usually arise in everyday life. The weaknesses of the CTL learning model include teachers having to master scientific procedures, the time used is less efficient because it takes a long time to link themes with materials, teachers often have difficulty in creating a conducive class, especially when learning is done outside the classroom, students will be difficult to manage, require extra supervision because in general students have a very large curiosity (Rosada, 2023). The CTL Learning Model can be applied in Pancasila Education Learning.

Based on the results of observations on Tuesday, January 14, 2025, which can be seen on page 70 at SD Negeri 21 Lubuklinggau, which has been carried out by researchers, it was found that there were several students who tended to be passive in the learning process, because teachers provided lessons using material with the lecture method due to the lack of supporting books for Pancasila Education learning in this independent curriculum so they were still looking for learning resources from other books and the internet. So that the desired learning objectives have not been achieved. SD Negeri 21 Lubuklinggau has used the independent curriculum.

The Learning Objective Achievement Criteria (KKTP) in Pancasila Education Learning is 70. The number of fourth grade students is 22 people. What can be seen on page 115 is the student's obstacles during the learning process, namely the difference in the level of student understanding in understanding the material taught by the teacher. There are 6 students (22.7%) who have completed Pancasila Education Learning and 16 students (72.72%) have not achieved (KKTP) or who have not completed Pancasila Education Learning, especially in the Pancasila Education subject, students will have difficulty in understanding the material and trying to solve the questions given by the teacher. Thus, teachers need to repeat the explanation and provide easy examples that are easy for students to understand.

Based on the existing problems, it is known that the low ability in Pancasila Education Learning, especially in the material of being proud as an Indonesian nation, is caused by several factors. One of the factors is where students have difficulty in historical and cultural knowledge, the influence of globalization that has been given. The main factor is the inappropriateness of the learning methods used by teachers and is not appropriate to provide opportunities for students to be more active, student motivation in participating in learning is still low, this shows that teachers have not maximally designed interesting learning, including one of them is the use of learning methods that can motivate students in Pancasila Education Learning on the material of being proud as an Indonesian nation. In Pancasila Education Learning on the material of being proud as a good Indonesian nation, students still have difficulties due to limited basic knowledge.

The CTL model can emphasize active students in learning activities, students can also learn directly by linking the learning obtained in the learning process with students' daily lives. Based on the description above, the author conducted a this study. This study aims to determine the completeness of Pancasila Education learning outcomes after the application of the Contextual Teaching and Learning (CTL) learning model in Pancasila Education learning for fourth-grade students of SD Negeri 21 Lubuklinggau.

## 2. METHODS

The research method employed by the author is quantitative in nature. Data collection was conducted using research instruments, and the data were analyzed quantitatively with the objective of testing the proposed hypothesis. Based on the research problem, the author applied a quasi-experimental design without a comparison group. The specific design used was the one-group pre-test and post-test design. This type of quasi-experimental design, as described by Jackets (2016:70), is illustrated in Table 1.

<i>Pre-test</i>	<i>Treatment</i>	<i>Post-test</i>
O <sub>1</sub>	X	O <sub>2</sub>

**Table 1.** Design Experiment Pseudo (Jakni, 2016: 70)

O<sub>1</sub>: *Pre-test*

## X: Implementation of the Contextual Teaching and Learning Model (CTL)

O<sub>2</sub>: *Post-test*.

This research was conducted in Grade IV at SD Negeri 21 Lubuklinggau, located at Jl. Garuda Hitam, Kelurahan Pasar Permisi, Kecamatan Lubuklinggau Barat II, Kota Lubuklinggau. The study began on January 16, 2025, during the second semester of the 2024/2025 academic year. A saturated sampling technique was used, which means that all members of the population were included as the research sample. In this case, the sample consisted of all 22 students in Grade IV at SD Negeri 21 Lubuklinggau. The data analysis technique employed in this study was quantitative, involving the calculation of the mean value, standard deviation, normality test, and hypothesis testing.

### 3. FINDINGS AND DISCUSSION

The research was carried out from April 22 to May 22, 2025, at SD Negeri 21 Lubuklinggau. The implementation was conducted directly by the researcher and followed the existing school schedule. The learning model applied was the Contextual Teaching and Learning (CTL) model in Grade IV at SD Negeri 21 Lubuklinggau. Before the intervention, an instrument trial was conducted on April 23 in the same class to evaluate the quality of the test items that would be used in the pre-test and post-test.

Based on the results of the instrument trial, which consisted of 25 questions, the validity analysis showed that 24 items were valid and 1 item was invalid, specifically item number 1.

**Table 2.** the results of the instrument

VALID	INVALID
2,3,4,5,6,7,8,9,10,11,12	1
13,14,15,16,17,18,19,20	
21,22,23,24,25	
Total = 24 Questions	Total = 1 Question

Based on the reliability analysis, the result was 0.71, which falls into the high category. Therefore, 24 of the test items were deemed suitable for use and considered to have reliable accuracy. The discriminatory power analysis revealed that 12 questions had very good discrimination, 7 questions provided fairly good information, 4 questions had minimal discrimination, and 1 question demonstrated poor discrimination.

**Table 3.** discriminatory power analysis

Fairly Good	Minimal	Poor	Very Good
1,9,15,20,21, 24,25	3,10,18,22	13	4,5,6,7,8,11,12,14,1 6,17,19,23
Total = 7 Question	Total = 4 Question	Total = 1 Question	Total = 12 Question

After the instrument test was conducted, the researcher administered a Pre-Test to determine the students' initial abilities before applying the Contextual Teaching and Learning (CTL) model in Pancasila Education for Grade IV students at SD Negeri 21 Lubuklinggau. After the Pre-Test revealed students' initial capabilities, learning activities using the CTL model were conducted in four meetings. At the final stage of the research, a Post-Test was administered to determine whether the CTL model led to improved learning outcomes in Pancasila Education.

### Pre-Test Results

The Pre-Test was given to assess students' initial knowledge before the CTL model was implemented. This test was administered during the first meeting and consisted of 24 multiple-choice questions, which students completed independently. The results of the Pre-Test are shown in Table 4.

**Table 4.** Frequency distribution of pre-test scores

Score	Description	Pre-Test	
		Frequency	Percentage
$\geq 70$	Tuntas	6	27,27%
$\leq 70$	Tidak Tuntas	16	72,73%
<b>Total</b>		<b>22 Students</b>	
<b>Average Score</b>		<b>58,90</b>	

Based on Table 4, 6 students (27.27%) achieved the minimum mastery criteria ( $\geq 70$ ), while 16 students (72.73%) did not. The overall average score was 58.90.

### Post-Test Results

The Post-Test was conducted to assess the final learning outcomes after using the CTL model in the Pancasila Education lesson, specifically on the topic of national pride. The test consisted of 24 multiple-choice questions. Results are shown in Table 2.

**Table 5.** Post-Test Learning Outcomes

Value	Description	Post-Test	
		Frequency	Percentage
$\geq 70$	<b>Completed</b>	20	90,91 i%
$\leq 70$	Not Completed	2	9, i09 i%
<b>Total</b>		<b>22 Student</b>	
<b>Average Score</b>		<b>81,3</b>	

The highest Post-Test score was 91, and the lowest was 66. A total of 20 students (90.91%) passed, and 2 students (9.09%) did not meet the minimum criteria. The overall average was 81.3.

To determine the effectiveness of the CTL model, the mean and standard deviation were calculated for both the Pre-Test and Post-Test results.

**Table 6.** Results of Calculation of Mean and Standard Deviation

Mean	Standard	Deviation Variable
Pre-Test	58,90	16,93
Post-Test	81,3	8,60

This table indicates a significant improvement from Pre-Test to Post-Test, with a decreased standard deviation, suggesting a more consistent performance among students.

### Uji Normalitas Data

The normality test was used to determine whether the Pre-Test data was normally distributed at a significance level of  $\alpha = 0.05$ . The results are presented in Table 4.

**Table 7.** Results of the Pre-Test Data Normality Test

Test	$\chi^2_{hitung}$	$\chi^2_{tabel}$	Kesimpulan
Pre-Test	6,9535	11,07050	Normal

Because  $X^2$  count <  $X^2$  table, the Pre-Test data is considered normally distributed.

### Uji Normalitas Post-Test

Uji inormalitas ini bertujuan untuk mengetahui kinerjanya data. Jika data tidak normal, maka dapat digunakan uji normalitas data, dengan taraf  $\alpha = 0,05$   $X^2_{hitung} < X^2_{tabel}$  maka data dinyatakan bahwa data berdistribusi normal. Hasil analisis uji normalitas data terakhir dapat dilihat pada tabel 4.5

**Table 8.** Results of the Post-Test Data Normality Test

Test	$X^2_{hitung}$	$X^2_{tabel}$	Conclusion
Post-Test	9,383	11,07050	Normal

Based on the table above, the testing criteria state that if the value of  $X^2_{calculated}$  is less than  $X^2_{table}$ , then the data is considered to be normally distributed. The normality test analysis was conducted on the final test data, or Post-Test. The Post-Test data refers to the students' final abilities. This data was calculated to determine whether it followed a normal distribution. Since the result showed that  $X^2_{calculated} < X^2_{table}$ , it can be concluded that the Post-Test data is normally distributed.

### Hipotesis Test

Based on the calculations performed, the obtained value of  $Z_{calculated} = 6.17$  exceeds the critical value  $Z_{table} = 1.65$  ( $\alpha = 0.05$ ), leading to rejection of the null hypothesis ( $H_0$ ) and acceptance of the alternative hypothesis ( $H_1$ ). Thus, the hypothesis proposed in this study is supported. This outcome indicates that the application of the Contextual Teaching and Learning (CTL) model significantly enhanced students' learning outcomes in Pancasila Education for Grade IV at SD Negeri 21 Lubuklinggau.

Before the main study commenced, a pilot test of the instrument was conducted with Grade IV students at SD Negeri 21 Lubuklinggau on Wednesday, April 23, 2025, during a single session. The purpose of this pilot was to validate the items before they were used in the actual research. Following this validation, the main study proceeded in four sessions: one Pre-Test to measure baseline learning achievement, two instructional sessions using the CTL model, and one Post-Test to evaluate post-intervention learning outcomes.

First meeting – Pre-Test (Tuesday, May 6, 2025): At this stage, students had not yet met the Learning Objectives Achievement Criteria (KKTP). Only 6 students scored  $\geq 70$ , while 16 scored below 70. This was expected, as CTL had not yet been applied.

Second meeting – Application of CTL (Saturday, May 10, 2025): Students learned about "pride as an Indonesian nation." The researcher introduced CTL principles and asked questions to connect the material to their prior knowledge. Students then engaged in discovery-based activities, analyzed provided images, asked questions, and formed groups of six to work on assignments. They concluded with reflection and received formative assessment. Challenges included distractions, difficulty answering questions, and low group participation.

These initial challenges stemmed from students' unfamiliarity with CTL, causing nervousness and reluctance to participate. Third meeting (Saturday, May 17, 2025): By this point, students had adjusted to CTL. Learning became more effective and enthusiastic; group work fostered collaboration, peer support, increased confidence, and mutual respect. Throughout the CTL sessions, students actively participated in task-based group learning. Pancasila Education emphasizes values, principles, and state fundamentals that go beyond memorization, encouraging deep understanding, discussion, reflection, and real-world application. Students are encouraged to engage in simple experiments and derive conclusions independently.

Fourth meeting-Post-Test (Tuesday, May 20, 2025): The final test revealed significant improvements. Twenty students (90.91%) scored  $\geq 70$ , while two (9.09%) did not meet the threshold. Scores ranged from 66 to 95, with an average of 81.3 ( $SD = 8.60$ ). The normality test showed  $X^2_{\text{calculated}} = 10.5839 < X^2_{\text{table}} = 11.0705$ , indicating a normal distribution. With  $Z_{\text{calculated}} = 6.17 > Z_{\text{table}} = 1.65$ , the hypothesis was confirmed students had mastered the topic "Pride as Indonesian Citizens."

Two students who did not achieve mastery were found to be distracted and disengaged during instruction, hindering task completion and achievement of KKTP. In response, the researcher connected the material to real-life contexts and involved parents. Following these interventions, students became more focused and were able to complete the tasks successfully.

The study demonstrates that CTL significantly improves learning outcomes in Pancasila Education for Grade IV students at SD Negeri 21 Lubuklinggau. Comparisons between Pre-Test and Post-Test results show clear gains in achievement. Initial mastery was observed in 6 students, increasing to 20 after the intervention. CTL effectively bridges academic content with real-life contexts, motivating students to apply their learning as family members, citizens, and future professionals. In conclusion, the CTL learning model not only enhanced students' knowledge but also fostered positive attitudes. It actively involves learners in meaningful activities that connect academic lessons to real-world settings.

## CONCLUSION

Based on the research results and discussion, it can be concluded that the learning outcomes of Pancasila Education for Grade IV students at SD Negeri 21 Lubuklinggau significantly improved after the application of the Contextual Teaching and Learning (CTL) model. Based on the post-test results assessed at a significance level of  $\alpha = 0.05$ , it was obtained that  $Z_{\text{calculated}} = 6.17$  and  $Z_{\text{table}} = 1.64$ . Since  $Z_{\text{calculated}} > Z_{\text{table}}$ , the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. Therefore, it can be concluded that the application of the CTL model effectively improves student learning outcomes in Pancasila Education. In light of the research findings and conclusions, it is suggested that future researchers utilize the CTL model to familiarize students with contextual learning approaches in Pancasila Education, enabling them to achieve the expected learning outcomes more effectively. Researchers are also encouraged to carefully plan both the instructional design and time allocation, and to prepare all necessary materials and resources to ensure that the learning activities can be carried out optimally.

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