

Implementation of the Contextual Teaching and Learning (CTL) Learning Model Assisted by Question Card Media in Social Studies Learning for Grade V Students

Sintia Sari¹, Armi Yuneti², Willy Lontoh³

¹Universitas PGRI Silampari, Indonesia; sintiasaripelawe@gmail.com

²Universitas PGRI Silampari, Indonesia; armiyuneti@gmail.com

³Universitas PGRI Silampari, Indonesia; martinwilly77@yahoo.com

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ABSTRACT

Social Studies (IPS) education in elementary schools greatly helps students understand their social, cultural, and economic environment. This study aims to determine the achievement of social studies learning outcomes of grade V of SD Negeri 47 Lubuklinggau after the implementation of the Contextual Teaching and Learning (CTL) Learning Model Assisted by Question Card Media. This type of research is quantitative research. With a sample of 25 students of grade VB of SD Negeri 47 Lubuklinggau. Data collection techniques used in this study are tests, observations, interviews and documentation. Data analysis techniques in this study are determining the standard deviation and average, normality test (Chi square) and hypothesis testing (t-test). The results of this study are in the post-test calculation of the hypothesis test can be obtained $t_{\text{count}} = 1.815$ and obtained $t_{\text{table}} = 1.711$. The testing criteria if $t_{\text{count}} \geq t_{\text{table}}$ then H_0 is rejected and H_a is accepted. If $t_{\text{count}} \leq t_{\text{table}}$ then H_0 is accepted and H_a is rejected. Based on the calculation of the hypothesis test above, it is obtained that $t_{\text{count}} \geq t_{\text{table}}$ ($1.815 \geq 1.711$) so H_0 is rejected and H_a is accepted. In other words, the hypothesis proposed in this study can be accepted as true, meaning; The learning outcomes of fifth grade students in social studies learning at SD Negeri 47 Lubuklinggau after the implementation of the Contextual Teaching and Learning learning model assisted by Question Card media are significantly complete.

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Corresponding Author:

Sintia Sari

Universitas PGRI Silampari, Indonesia; sintiasaripelawe@gmail.com

1. INTRODUCTION

Social Studies (IPS) education in elementary schools significantly helps students understand their social, cultural, and economic environment. Students learn about community life, national values, and

the role of each individual in society through IPS learning. According to Riyadi (2023:1), IPS learning encompasses everything related to society, known as social sciences, or social studies. Social studies instruction in Indonesia is adapted to evolving social perspectives.

Social Studies (IPS) at the elementary school level plays a crucial role in shaping students' social and cultural insights. Social studies in elementary schools can provide students with an understanding of social, cultural, economic, political, and geographical concepts. The material taught includes the role of individuals in society, cultural diversity, geographical conditions, simple economic concepts, and social and civic values. The goal is to develop knowledge, critical thinking, and collaborative skills through interactive, experience-based methods. Therefore, selecting the right learning model and media is crucial to achieving the desired learning objectives.

Based on the results of observations conducted on January 8, 2025 at SD Negeri 47 Lubuklinggau in grade V, in the appendix pages 178-181, the results of observations conducted on teacher activities show that teachers have also implemented a variety of learning methods such as discussions, questions and answers, and practice. In addition, teachers conduct evaluations, reflections, and conclusions about the material to determine the success of the learning process, and only teachers still use limited learning models. In contrast, observations of student activities show that students are not actively involved, asking and answering questions in learning activities, and students do not understand and pay attention to the lesson material through the model used by the teacher. Another factor that affects the quality of learning is school facilities and infrastructure. The results show that learning tools such as wall magazines, interactive media, pictures, and learning diagrams are still less accessible. The absence of facilities can change the way material is delivered, as well as student creativity and expression.

From the results of the interview which was also conducted on January 8, 2025 at SD Negeri 47 Lubuklinggau, with the principal, homeroom teacher, and three students in grade V. The principal emphasized that this school is very committed to improving the quality of education and creating an environment that supports student development. In addition, he also explained the various efforts that the school has made to improve educational facilities and improve teacher skills. This is part of the plan to produce graduates who are not only excellent in academics but also have strong morals (attachment pages 182-183). The results of the interview with the teacher also found that most students have not achieved the Learning Objectives Achievement Criteria (KKTP) which is set at 70. In an effort to improve the quality of learning, a minimum Learning Objectives Achievement Indicator (IKTP) of 80% is set, students are expected to achieve a level of mastery in each material. In social studies learning in grade V, there were only 8 people who completed it with a percentage of 32% and 17 people who did not complete it with a percentage of 68%. A low level of achievement indicates that there are obstacles in the learning process that make it difficult to understand the material (appendix pp. 184-185).

Furthermore, the results of interviews with fifth-grade students supported the results of interviews with teachers. Students stated that interaction during learning was still limited, and the use of existing interactive learning media was still inadequate. Students experienced difficulties in understanding the material because the explanations given by the teacher were not clear and effective, especially in social studies (appendix pp. 186-188). Important factors that indicate that the learning process still needs to be evaluated and improved, especially in social studies, include the lack of learning interaction so that students feel bored during the learning process. This shows that to create active, meaningful, and enjoyable learning, more varied and interesting learning models and media are needed, and increased interaction between teachers and students.

One relevant solution to address this problem is to implement appropriate learning models and media to achieve better student learning outcomes, namely the Contextual Teaching and Learning (CTL) model. The CTL model emphasizes the relationship between the material being taught and students' real-life situations, thus making learning more meaningful. When elements such as collaboration, problem-solving, and reflection are included, students become more active in learning. By using this model, students are trained to connect their knowledge to real-world situations, thereby improving their understanding and learning outcomes (Primaya et al., 2019: 17). Furthermore, the use

of innovative learning media can also increase learning effectiveness. One such media is the Question Card. Question Cards are learning aids in the form of cards containing questions related to specific subject matter. This media is designed to encourage discussion, question-and-answer sessions, and evaluation, as well as increase student interaction during the learning process. Question Cards are a fun way to improve conceptual understanding, critical thinking skills, and mastery of the material (Khairunnisa et al., 2024: 22).

Based on previous research conducted by several researchers, including Muhsam, M and Letasado, M, R (2020), it was found that the CTL learning model had an effect on student learning outcomes in the material of force for fourth grade students. Furthermore, research by Moh, A, et al. (2020) showed that the Influence of the Contextual Teaching and Learning Model Using Card Media on the Interest in Learning Science in Fourth Grade Elementary School had a significant and complete influence.

Based on the explanation above, both from the problems and also the solutions offered. Therefore, a research will be conducted with the title "Implementation of the CTL Learning Model Assisted by Question Card Media in Social Studies Learning for Grade V Students of SD Negeri 47 Lubuklinggau". From the problem above, the purpose of this research is to determine the achievement of social studies learning outcomes for grade V students of SD Negeri 47 Lubuklinggau after the application of the CTL learning model assisted by question card media. The expected benefits of this research are to provide information regarding the application of the Contextual Teaching and Learning learning model assisted by Question Card media in Social Studies Learning for grade V students of SD Negeri 47 Lubuklinggau.

2. METHODS

The research method used in this study is a quantitative approach. The method used in this study is a pre-experimental design. Pre-experimental design is a process of discovering knowledge that uses data in the form of numbers from an experimental class without a comparison class as a tool to analyze information about what is known. Based on the definition of pre-experimental design, this study was conducted without a comparison class (only one class). The research design used in this study is a one-group pretest-posttest design, the research design can be seen in table 1.

Table 1. Research Design

Pretest	Treatment	Posttest
O1	X	O2

(Source: Muhyi, et al., 2021:117)

Information:

- O1: Pretest (Test conducted before being given the Contextual Teaching and Learning (CTL) learning model treatment assisted by Question Card media).
- X: Treatment uses the Contextual teaching and learning (CTL) learning model assisted by Question Card media.
- O2: Posttest (Test conducted after being given the Contextual Teaching and Learning (CTL) learning model treatment assisted by Question Card media).

This study consists of two variables, namely variable (x) and variable (y). The independent variable is the variable that gives influence while the dependent variable is the variable that is influenced. The independent variable in this study is the Contextual teaching and learning model assisted by Question Card media. The research location was carried out in class VB of SD Negeri 47 Lubuklinggau. On Jl. Fatmawati Soekarno, Taba Lestari, Kec. Lubuklinggau Timur I, Lubuklinggau City, South Sumatra. The time of this research will be carried out in the even semester of the 2024/2025 academic year. The population in this study was the entire class V of SD Negeri 47 Lubuklinggau in the

2024/2025 academic year, totaling 49 students. The sampling used was the Simple Random Sampling technique. From the results of the values that have been seen, the researcher chose class VB with a total of 25 students consisting of 14 boys and 11 girls. The data collection technique used in this study is the test technique. The data analysis technique is carried out by; Data normality tests, hypothesis tests, and mean standard deviation values were conducted before testing the data with a t-test to determine whether the hypothesis was accepted or not.

3. FINDINGS AND DISCUSSION

This research was conducted at SD Negeri 47 Lubuklinggau starting from April 28, 2025, to May 21, 2025, using one research sample, namely class VB with a total of 25 students. In this study, the learning process used the Contextual Teaching and Learning learning model assisted by Question Card media. The implementation of this research was carried out directly with a research schedule that had been approved by the principal and the homeroom teacher of VB, this research was conducted for 5 days.

In this study, data was obtained using a written test before the research began, the questions that would be used for the written test were first tested on the instrument, the results of the instrument test can be seen in appendices 137-142. The instrument trial was conducted in the upper class which aimed to determine the quality of the questions, the validity or invalidity of the questions that would be used for the pre-test and post-test during the study. The instrument trial was conducted in class VIA of SD Negeri 47 Lubuklinggau on April 28, 2025 with a total of 28 students. The questions used consisted of 25 multiple choice questions, Based on the results of the instrument trial in class VIA, only 22 questions were valid and 3 questions were invalid, while for the reliability level of 0.875 in the very high category, in the calculation of the discriminating power, 5 questions were categorized as bad, 1 question was categorized as very bad, 11 questions were categorized as sufficient, 8 questions were categorized as good. Then, in the calculation of the level of difficulty, 19 questions were categorized as moderate and 6 questions were categorized as difficult. Therefore, the researchers will use only 22 multiple-choice questions in this study. This study was conducted in five meetings: one meeting for testing the question instrument, one meeting for the initial ability test (pre-test), two meetings for the learning process (treatment), and one meeting for the final ability test (post-test).

Description of Initial Test Data (Pre-Test)

Before implementing the Contextual Teaching and Learning learning model assisted by Question Card media, the researcher first gave an initial test (pre-test) to students as an effort to find out the level of mastery of social studies material before treatment (*treatment*) was given. This initial test (pre-test) was given to all students in the class that was the research sample, namely with a total of 25 students, conducted on May 5, 2025 in class VB. The questions used for the initial test (pre-test) were in the form of 22 multiple-choice questions, which can be seen in the appendix pages 109-112. Next, learning activities were carried out using the CTL learning model assisted by Question Card media. The list of pre-test scores can be seen in the appendix on page 170 and a recapitulation of the pre-test results can be seen in table 2.

Table 2. Recapitulation of Pre-Test Results Data

Family Card (KKTP)	Predicate	Experimental Class	
		Frequency	Percentage
≥ 70	Completed	3	12%

≤ 70	Not finished	22	88%
Amount		25	
Average		54,909	
The highest score		77	
Lowest value		18	
Standard deviation		15,128	

From the results of the initial test data research in table 2 that the experimental class of 25 students, only 3 students got ≥ 70 (complete) with a percentage of (12%) which means they have achieved learning completion. Thus it can be concluded that overall, students' initial abilities regarding the material about economic conditions in my area in the Social Studies subject are still below the completion criteria, before the application of the Question Card Media Assisted CTL Learning model.

Post-test Data Description

After the implementation of the CTL learning model assisted by Question Cards, a post-test was conducted on students to measure the improvement of learning outcomes in the subject of Social Studies. This post-test was given after the treatment was implemented, with the aim of knowing the effectiveness of the learning model and media that had been implemented. The final test was conducted on May 21, 2025, attended by 25 students in class VB SD Negeri 47 Lubuklinggau using an instrument of 22 multiple-choice questions. The results of the post-test showed an increase in scores compared to the previous pre-test, students' scores that were initially below the learning objective achievement criteria (KKTP) experienced a significant increase. The list of post-test scores can be seen in the appendix on page 171 and the recapitulation of post-test results data can be seen in table 3.

Table 3. Post-Test Data Recapitulation

Family Card (KKTP)	Predicate	Experimental Class	
		Frequency	Percentage
≥ 70	Completed	21	84%
≤ 70	Not finished	4	16%
Amount		25	
Average		74,364	
The highest score		91	
Lowest value		36	
Standard deviation		12,848	

Based on these results, it can be concluded that the CTL learning model assisted by Question Card media has a positive impact on improving student learning outcomes. Students become more enthusiastic in the learning process and are able to understand the material more deeply through thinking, discussing, and writing down their understanding. This is reflected in the increase in the class average score and a higher percentage of learning achievement compared to before the intervention was implemented.

Requirements Analysis Testing

Based on the calculations carried out using the average formula and standard deviation formula in the experimental class in the pre-test and post-test activities, this can be seen in table 4.

Table 4. Results of Calculation of Average and Standard Deviation

Variables	Average	Standard deviation
<i>Pre-test</i>	54,909	15,128
<i>Post-test</i>	74,364	12,848

The results of the calculation of the average and standard deviation obtained in the initial test (pre-test) average of 54.909 with a standard deviation of 15.128. Meanwhile, in the final test (post-test) obtained an average value of 74.364 with a standard deviation of 12.848.

The normality test aims to determine whether student learning outcome data is normally distributed or not. To determine the normality of the data, a goodness-of-fit test is used. χ^2 (Chi Square). Based on the provisions of statistical calculations regarding the data normality test with a 5% level ($\alpha = 0.05$). If 2 counts < 2 tables, it can be stated that the data is normally distributed. The table of the results of the recapitulation of the results of the pre-test and post-test data normality test in the study can be seen in table 5.

Table 5. Results of Data Normality Test

	χ^2_{hitung}	DK	χ^2_{tabel}	conclusion
<i>pre-test</i>	5,674	5	11,071	Normal
<i>post-test</i>	7,879	5	11,071	Normal

Furthermore χ^2_{hitung} compared to 1 with degrees of freedom ($dk = n - 1 = 6 - 1$, where n is the number of data interval classes with a significance level of 5% (0.05). Based on the analysis of the normality calculation of the data in the initial test (pre-test) = 5.674 with 11.071 with the provision that if < then it can be declared normal. In this case the pre-test data is declared normal, as well as the final test data (post-test) = 7.879 with 11.071 then it can be stated that the post-test data is normally distributed. $\chi^2_{tabel} \chi^2_{hitung} \chi^2_{tabel} \chi^2_{hitung} \chi^2_{tabel} \chi^2_{hitung} \chi^2_{tabel}$

Test hypothesis was conducted to determine whether there was a significant difference between student learning outcomes before and after the implementation of the CTL learning model assisted by Question Card media in the Social Studies subject in class VB of SD Negeri 47 Lubuklinggau. Statistical hypothesis testing was conducted to obtain conclusions from the pre-test and post-test. The statistical hypotheses tested in this study are as follows.

Ho	:	The average learning outcomes of fifth grade students at SD Negeri 47 Lubuklinggau after using the Contextual Teaching and Learning (CTL) learning model assisted by Question Card media were less than $\mu_0 < 70$.
Ha	:	The average learning outcomes of fifth grade students of SD Negeri 47 Lubuklinggau after using the Contextual Teaching and Learning (CTL) learning model assisted by Question Card media are greater than or equal to $\mu_0 \geq 70$.

Based on the results of the hypothesis t-test calculation, the post-test data can be seen in table 6.

Table 6. Results of Post-Test Data Hypothesis Testing

Test	thitung	tabel	Information
<i>Post-test</i>	1,815	1,711	thitung $\geq$ t tabel Ha is accepted

From table above the hypothesis test calculation can be obtained $t_{\text{count}} = 1.815$, then comparing t_{count} and t_{table} in the t distribution list with a significant level of $\alpha = (5\%)$ obtained $t_{\text{table}} 1.711$. The test criteria if $t_{\text{count}} \geq t_{\text{table}}$ then H_0 is rejected and H_a is accepted. If $t_{\text{count}} \leq t_{\text{table}}$ then H_0 is accepted and H_a is rejected. Based on the calculation of the hypothesis test above obtained $t_{\text{count}} \geq t_{\text{table}}$ ($1.815 \geq 1.711$) then H_0 is rejected and H_a is accepted. In other words, the hypothesis proposed in this study can be accepted as true, meaning "the learning outcomes of fifth grade students in social studies learning at SD Negeri 47 Lubuklinggau after the implementation of the Contextual Teaching and Learning learning model assisted by Question Card media are significantly complete".

This research was conducted at SD Negeri 47 Lubuklinggau in the 2024/2025 academic year. Prior to the research, a trial of the instrument was conducted on class VIA students. date April 28, 2025, the purpose of which was to determine the quality of each question item that would be used by the researcher. The trial would involve giving students 25 multiple-choice questions. After the trial, data showed that 22 questions were valid. Therefore, the researchers used these 22 questions to conduct the study as a measurement tool for the initial ability test (pre-test) and final ability test (post-test).

This research was conducted 5 times with the details of the first meeting being held for instrument trials, one meeting for the initial ability test (pre-test), 2 meetings for the learning process (treatment) using the Contextual Teaching and Learning learning model with the help of Question Card media and 1 meeting for the final ability test (post-test).

Before the learning process was carried out, students were first given an initial test (pre-test) on May 5, 2025 in class VB. During the implementation of the pre-test, the researcher distributed questions to students, where the class conditions were neatly arranged and conducive to carrying out the test, while the equipment needed by students such as stationery was well available. However, there were still many student errors when answering questions, this was because students still did not understand the material in the questions, students looked enthusiastic, but there were also those who lacked confidence because they did not fully understand the material. on the questions that will be tested with 22 multiple choice questions.

From the research results it is known that that the results of the initial test (pre-test) of students' scores are still far from 70 (not complete) there are only 3 students who get a score of 70 (complete) out of 25 students in class VB, so it can be said that the initial abilities of students are still relatively low. Because the learning process provided has not used the CTL learning model assisted by Question Card media. Based on the pre-test results, the researchers found that 22 students who did not complete the test had difficulty achieving optimal learning outcomes. When the researchers conducted the pre-test, the 22 students who did not complete the test had internal constraints, namely low motivation, concentration, low self-confidence, and limited cognitive abilities. This is in line with Suhono's opinion (2022:25-26), which states that many internal factors influence student learning outcomes. These include students' intelligence, motivation, interest, concentration, and study habits. Low motivation and interest in learning make students feel disinterested in the learning process, so they do not take their studies seriously or work on assignments.

Furthermore, a lack of concentration can lead to students losing focus during the learning process, resulting in a poor understanding of the material being taught. Poor study habits, such as mixing all notebooks in one book, can lead to incomplete learning. This can make it difficult for students to understand the material the teacher has taught because the information for each topic is mixed up. Meanwhile, the three students who received a passing grade showed interest and enthusiasm in learning, self-confidence, and good concentration, making it easier to understand the material. Students

who successfully complete their studies are generally driven by internal factors, including interest, motivation, and adequate intelligence or cognitive abilities (Mu'in, 2024).

In the second meeting, the researcher provided two learning treatments using a guide, such as a teaching module for the topic of economic conditions in my area. The first treatment was carried out on May 6, 2025, in class VB of SD Negeri 47 Lubuklinggau. Before the learning process was carried out, the researcher explained that the learning process would use the CTL model assisted by Question Card media as a learning aid. Next, the researcher carried out the learning process using the steps of the CTL Learning model according to Trianto (Simatupang & Purnama, 2019), firstly the formation of heterogeneous learning groups where the teacher divides students into small groups randomly consisting of 5 groups with 1 group of 5 students by taking into account the diversity of ethnic backgrounds, religions and cognitive abilities. The goal is to create a learning environment that involves all students regardless of differences and complements each other, where each group member can contribute, learn together fairly, respect each other, and support each other. After dividing the groups. The researcher conducted apperception to raise students' enthusiasm in the learning process, linking it to experiences in everyday life, then the researcher conveyed the learning objectives so that students understood what would be learned in the learning process carried out by the researcher.

Student Listening to reinforcement from the teacher regarding material on economic conditions in my area, students are encouraged to ask questions about the economic conditions in my area. Students are asked to cite examples from their daily lives regarding the economic conditions in my area. Next, the researcher demonstrates and explains how to use the Question Card media. Students listen to the teacher explain how to use the Question Card media. Then the teacher distributes Question Cards to each group. The second stage involves inquiry activities using Question Cards as learning media. In groups, students conduct inquiry activities to gather information and answer questions on the Question Cards provided by the researcher.

Through this method, students are encouraged to be more active in learning, and not just listen to the researcher's explanation. The third stage is the presentation of findings and class discussions. After carrying out group activities, students are asked to answer questions and present their findings or answers in class. This presentation is followed by an open class discussion facilitated by the teacher. The discussion aims to compare findings, deepen understanding, and learn from other students' perspectives. Then, in the fourth stage, the researcher provides reinforcement of understanding through in-class discussions. The researcher gives students the opportunity to ask questions and request further explanation of the material they have learned. This phase is important for strengthening students' understanding of the concepts being studied.

Furthermore In the fifth stage of feedback, the researcher provided feedback on students' work, both individually and in groups. This feedback encompassed not only assessment of the results, but also the process and contributions during the learning process. Constructive feedback encouraged students to continuously improve and enhance their understanding in the future. The sixth stage involved reflection and evaluation of the learning process. At the end of the learning process, the researcher facilitated a reflection activity so students could review what they had learned. Students were asked to assess their own learning process, identify the understanding they had achieved, and any challenges they had faced. This stage was crucial for fostering students' cognitive awareness of their learning process. The final activity in the learning process was closing and reinforcing motivation. In closing, the researcher provided reinforcement in the form of praise or awards to increase students' learning motivation. The researcher also emphasized the importance of continuous learning and

provided an overview of upcoming learning materials. This aimed to maintain students' enthusiasm and motivation to continue learning.

Then, in the second treatment meeting on May 20, 2025, the teacher continued explaining the material from the first treatment about the economic conditions in my area so that students would better understand the material. The teacher used the CTL learning model and Question Card media as an aid. Students continued to study in groups and used the same learning flow as the first treatment. However, the difference in this second treatment was that the questions that each group would work on were new questions but still related to the material on the economic conditions in my area in the first treatment. The purpose of making different questions between the first and second treatments was so that students further deepen their understanding of the material on economic conditions in my area. After the researcher completed the learning activities, which amounted to two meetings, the next meeting was held a post-test on May 21, 2025, the post-test was used to measure or determine student learning outcomes after being given treatment using the CTL learning model and supporting tools, namely Question Card media on the material on economic conditions in my area. The implementation of the post-test was carried out in an orderly manner and with full concentration from the students. This is inseparable from the provision of learning materials that have been presented previously and are closely related to the questions being tested. Based on the results of the post-test data research, most students were able to answer the questions given by the teacher. The number of students who received a score of ≥ 70 (complete) was 21 students (84%) and students who received a score of less than ≤ 70 (not yet complete) was 4 students (16%). With an average value 73.455 with a standard deviation of 12.146. From the description and calculations carried out by the researcher in the final test (post test) results obtained t count 1.842 and t table 1.711, so in this case H_0 is rejected and H_a is accepted. So it can be concluded that the application of the CTL learning model assisted by Question Card media on the material on economic conditions in my area was declared to be significantly complete.

During the implementation of the post-test, the findings obtained were that 21 students completed the test. This was caused by internal factors which included students' initial abilities, namely interest, learning motivation, and the application of the CTL learning model assisted by Question Card media. Interest in learning Encourage students to be active, curious, and enjoy exploring learning topics more deeply. With a heightened sense of curiosity, the learning process becomes less forced and more meaningful. Furthermore, high learning motivation can make students feel more challenged in the learning process. This, in turn, encourages students to be more diligent and consistent during learning, making it easier for them to understand the material being taught. Furthermore, with the implementation of the CTL learning model assisted by Question Card media, these three factors are further facilitated through contextual, collaborative, and enjoyable activities. This has a positive impact on student learning completion, as seen in the post-test results, where 21 students achieved a passing grade. Therefore, it can be concluded that the combination of an appropriate learning model and strengthening students' internal factors can significantly improve learning outcomes. This is in line with the opinion of Maulida et al. (2021: 38), Students with high learning interests and motivation tend to show more enthusiasm in participating in the learning process. The application of the CTL learning model has been proven to improve motivation and student learning outcomes. This learning model connects subject matter to everyday life situations, making learning more relevant and meaningful for students. Meanwhile, four students who did not complete the post-test were hampered by internal and external factors, including low learning motivation, which made them less active in participating in the learning process. Furthermore, intellectual differences can cause some students to be slower in

understanding the material. Furthermore, an unsupportive learning environment or the presence of noise during the learning process makes students less focused during the learning process. This is in line with the opinion of Suyati & Rozikin (2021: 42), who stated that low learning motivation, different intellectual abilities, and an unsupportive learning environment are factors that hinder the completion of student learning outcomes.

Furthermore, the CTL learning model significantly increases student motivation to learn. Furthermore, the use of interactive learning media such as Question Cards can make the learning process more engaging and enjoyable. This media can increase student engagement, foster enthusiasm for learning, and strengthen interactions among students. Able to positively impact student motivation and learning outcomes. Furthermore, the teacher's role as a learning facilitator is crucial to the success of the learning process. Teachers who can create a positive learning environment, provide appropriate guidance, and implement innovative learning strategies can help students achieve optimal learning outcomes.

In the implementation of this research, it was found that through the application of the CTL learning model assisted by Question Card media, it is a suitable model and media to use because it can present interactive, fun, contextual learning where students can relate material to real experiences, group discussions so that students can work together, share knowledge and more understanding of the material being taught. Question Card itself is an alternative media for teachers that is made in the form of a question card so that it is more practical to use and carry, Question Card media is in the form of cards that are given colorful colors to make it more attractive and questions are made for each group to answer. This is in line with the opinion of Kadir and Sanjaya (Kelana & Wardani, 2021: 5) explaining that CTL learning is a type of learning that emphasizes the process of full student involvement in discovering the material being taught and according to Yuliana (2019: 107) Question Card (QC) media is a question card used to convey messages that can sharpen thoughts, feelings, attention in collaborative learning or working together in groups.

The Question Card media itself can be applied to several learning materials in elementary school, one of which is in social studies learning, social studies learning itself is an educational process that aims to provide knowledge, skills, and attitudes related to social life and interactions between individuals in society. Social studies covers various disciplines such as history, geography, economics, sociology, culture, politics and social studies not only focuses on developing intellectual skills, social skills are also part of the competencies that must be mastered by students (Riyadi, 2023: 1). An example of this social studies learning is the material on economic conditions in my area in class VB semester 2 in chapter 7. Students can connect economic conditions in the surrounding area.

Based on relevant research conducted Moh, A, et al. (2020). With the research title: "The Effect of the CTL Learning Model Using Card Media on Science Learning Interest in Grade IV Elementary School." The relevance of the findings in this study with the findings in the journal mentioned is that both show that the application of the CTL learning model Assisted by Media cards (Question Card) significantly completes student learning outcomes in science and social studies subjects. Although the research was conducted in different subjects, grade levels and schools, the results obtained are consistent in showing that this learning method is effective in improving student understanding and achievement in social studies. In this study, the results of the t-test analysis showed a significant difference between the pretest and posttest scores, with H_0 rejected and H_a accepted. This shows that the average value of the social studies learning outcomes of grade IV students of SD Negeri 47

Lubuklinggau significantly increase after implementing the CTL learning model assisted by Question Card Media.

Temporary in the journal Moh, A, et al. (2020). With the research title: "The Effect of the Contextual Teaching and Learning Model Using Card Media on Science Learning Interest in Grade IV Elementary School." The results of the study showed significant improvements in the learning outcomes of fourth-grade students after CTL learning using flashcards. This also confirms that this model and media can consistently improve student achievement in science, even across different subjects, grade levels, and schools. Thus, the findings in this study support the findings in the journal Moh, A, et al. (2020), emphasized that the CTL learning model assisted by Question Card Media is an effective model and media in improving student learning outcomes in science and social studies subjects.

4. CONCLUSION

Based on the results of research and discussion, students' initial abilities are still relatively low, because there are still many errors when answering questions. This is because students still do not understand the material in the questions, some students look enthusiastic, but there are also those who lack confidence because they do not fully understand the material in the questions that will be tested. After the application of the CTL learning model assisted by Media Question Card, students provide responses and changes. Students have looked enthusiastic, confident because they have understood the material that has been taught. So the learning outcomes of social studies students in grade V of SD Negeri 47 Lubuklinggau after the application of the Contextual Teaching and Learning learning model assisted by Media Question Card are significantly complete.

Based on the research results and conclusions, the suggestion that can be given by the researcher is for future researchers, they should conduct research using the Contextual Teaching and Learning learning model using Question Card media to familiarize students with conducting group discussions to train student interaction, student cooperation and create an active and enjoyable learning atmosphere in social studies learning so that the desired learning outcomes are achieved well.

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