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The Effect of Contextual Teaching and Learning (CTL) Model on Civics Learning Outcomes of Elementary School Students

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ABSTRACT

The purpose of this study was to find out whether there was an effect of the learning model on student learning outcomes in Civics class IV SD Negeri 4 Metro Barat. This type of research is a quantitative pre-experimental one-group pretest-posttest type. Pre-experimental type of one-group pretest-posttest is a study that has two tests, namely pretest and pretest. Data collection tools used in this research are observation, tests, and documentation. Based on the results of the n-gain test as many as 6 students or 46% of students experienced an increase in Civics learning outcomes in the high category, 3 students or 23% of students experienced an increase in the medium category, 1 student or 8% of students experienced an increase in the low category, and 3 students or 23% experienced an increase in the fixed category. The average value of n-gain was obtained at 0.6, which means that the increase in Civics learning outcomes has increased to the moderate category. It can be concluded that in this study the CTL model had an influence on the learning outcomes of Civics in class IV SD Negeri 4 Metro Barat.

INTRODUCTION

Education plays a crucial role in the life of society, the nation, and the state, as the progress of a country is closely tied to the quality of its education system. A well-designed educational process produces skilled human resources that contribute to national development (Sodirjonov, 2020; van Niekerk, 2020). The development of students' abilities includes cognitive, affective, and psychomotor aspects, in line with the democratic goals outlined in Law No. 20 of 2003 on the national education system (Belladonna & Anggraena, 2019; Baeihaqi & Komalasari, 2022). Article 3 states that national education serves to develop abilities, shape the character, and advance the civilization of a dignified nation, aiming to foster students' potential to become people of faith, with noble character, health, knowledge, creativity, independence, and to become responsible democratic citizens. National character is a key factor in a nation's progress (Clark, 1990; Matheos & Malaikosa, 2021). Civic education plays a vital role in producing superior and qualified citizens (Ramadhaniar et al., 2021). The Ministry of National Education's content standards for primary and secondary education specify that civic education focuses on fostering an understanding of citizenship. It aims to enable students to fulfill their rights and responsibilities as intelligent, skilled, and wise Indonesian citizens, embodying the values of Pancasila and the 1945 Constitution. According to the Ministry of National Education in Hardini, civic education aims to cultivate intellectual spirit, critical thinking, rationality, and creativity in addressing civic issues (Pertiwi et al., 2021).

Citizenship Education, or Civics, is a subject introduced as early as elementary school (SD) with the purpose of teaching values and morals. The goal of early civic education is to shape students into responsible citizens. In elementary schools, civic education focuses on developing Indonesian citizens who are intelligent, skilled, and possess good character, as guided by the principles of Pancasila and the 1945 Constitution (Parawangsa, et al., 2021). Learning about Civics

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at the elementary level is crucial because this is a time when children are highly receptive to new knowledge. This foundational education is important for instilling basic concepts about national awareness and democratic behavior in a well-structured and meaningful way. If incorrect information is taught, it can negatively influence the mindset and behavior of students, potentially impacting their future social interactions (Handayani & Yanti, 2017). Civics lessons in elementary schools also serve as a democratic learning environment, where teachers encourage discussions, question-and-answer sessions, and the exchange of opinions among students (Billiandri et al., 2022). Furthermore, Civics aims to nurture students into citizens with strong moral character (Ani et al., 2022) and foster a sense of nationalism through activities like flag ceremonies and adherence to rules, as well as understanding their rights and responsibilities as students (Berliana et al., 2022).

Civic education (PKn) should be emphasized from elementary school to instill an intellectual mindset, critical thinking, and creativity in addressing civic issues (Komara, 2017; Donbavand & Hoskins, 2021; Harrison & Polizzi, 2022). Through this education, students learn about their rights and responsibilities as intelligent, skilled, and wise Indonesian citizens, in line with Pancasila and the 1945 Constitution. In elementary schools, civic education focuses on behavior change, which can be visible or invisible, and involves three key components: internal conditions, external conditions, and learning outcomes (Gasong, 2018). Learning is understood as behavioral change based on past experiences, which help individuals solve problems (Sutiah, 2020). It is a continuous process of moving from ignorance to knowledge, from incapability to capability, through interactions with the environment (Makki, 2019). Civic education in elementary schools is compulsory, and various teaching methods are used to explain civic concepts, despite challenges in achieving desired learning outcomes. These outcomes are influenced by both internal factors, such as intelligence, interest, motivation, and learning methods (Wahyuningsih, 2020), and external factors, including family, school, community, and the surrounding environment (Hermaliza et al., 2018). To overcome obstacles, teachers can use learning models, which outline the learning process from start to finish (Rahman, 2018). The Contextual Teaching and Learning (CTL) model is particularly effective, as it encourages students to actively seek and discover knowledge, rather than merely memorizing information. This model emphasizes the importance of student engagement through questioning (Sunarsih, 2021) and links lessons to real-life experiences, making learning more relevant and meaningful (Anugreni & Pulungan, 2020). By connecting classroom material to students' lives, CTL helps foster better learning outcomes (Supriadi, 2018).

The Contextual Teaching and Learning (CTL) approach enhances students' motivation to learn and encourages them to solve problems independently, build their own knowledge, and improve their skills (Retno, 2021). This model promotes student engagement and improves learning outcomes (Sari, 2021), fostering independence in students (Novianska et al., 2021). CTL connects the material with students' real-life experiences, making learning more meaningful as students are encouraged to apply their knowledge practically. Research by Wulandari showed that using the CTL method improved third-grade science learning outcomes at SD Negeri 3 Simpang Agung, increasing from 51.85% in cycle I to 77.7% in cycle II (Wulandari, 2019). Similarly, research by Erisma demonstrated that the CTL method, applied with torso props, raised the average post-test scores of class V students at SDN Muara Bumban 1 from 43.733 to 87.2, with an N-gain value of 0.767 (Nurhaliza, 2016). Despite the benefits of CTL, observations at SD Negeri 4 Metro Barat revealed that Civics learning outcomes in grade IV remained low in the 2021/2022 academic year.

Table 1. Recap of Civics MID Semester Score of Grade IV SD Negeri 4 Metro Barat

No	**Score**	Category	**Amount**	**Percentage**
1	<73	Incomplete	6	46%
2	>/=73	Complete	7	54%
Amount			13	100%

From the table, it is evident that out of 13 students, 46% have not met the learning completion criteria, while 54% have achieved the Minimum Completeness Criteria (KKM) of 73. The Civics

curriculum for grade IV includes topics such as the precepts of Pancasila, the symbols of Pancasila, practicing the precepts, unity and integrity, and socio-cultural diversity. However, some students struggle to grasp the material, as reflected by the number of students who have not reached the KKM score. Several factors contribute to the students' incomplete learning outcomes: 1) Some students at SD Negeri 4 Metro Barat do not fully understand the teacher's explanations due to lack of attention and engagement during lessons; 2) The teacher has not yet implemented a creative and innovative learning model, leading to student boredom during class. Given these challenges, specific actions are needed to improve learning outcomes. The Contextual Teaching and Learning (CTL) model should be applied in Civics lessons for grade IV at SD Negeri 4 Metro Barat. This model helps teachers connect the material to students' everyday experiences, making it easier for students to understand the content. It is hoped that using the CTL model will enhance student performance in Civics during the 2021/2022 academic year.

RESEARCH METHODS

This type of research is a pre-experimental quantitative research type one-group pretest-posttest which aims to determine whether there is an effect of the Contextual Teaching And Learning (CTL) model on the learning outcomes of fourth grade students in Civics learning at SD Negeri 4 Metro Barat. Pre-experimental type one-group pretest-posttest is a study in which there are two tests, First, before the experiment is carried out to see the initial ability of students before being given treatment called the pretest. Second, after the experiment is carried out to see the ability of students after being given treatment called the posttest (Rusadi and Marlina, 2020).

Operational definition is describing variables operationally with the characteristics that researchers observe in an object to make precise observations. Describing variables operationally is defining research variables in such a way that the variables are measurable and specific (Nurdin & Hartati, 2019). Menurut Sugiono defines a variable as anything in the form of anything that has been determined by the researcher to be studied so that information is obtained about it and then a conclusion is drawn (Roflin & Liberty, 2021). From the above understanding, it can be explained that the operational variable is a further description in a concrete and firm manner regarding an object that is used as a research observation.

There are two types of variables: First, independent variables are variables that cause changes in the dependent variable. It can also be interpreted as a trigger or driver of changes in phenomena observed by researchers. Second, dependent variables are factors that are observed and measured to determine the existence of independent variables, factors that appear, or do not appear, or change according to what is introduced by the researcher (Dimyati, 2013). Population is an object of research consisting of humans, objects, animals, plants, symptoms, test scores, or events as a source of data that has certain characteristics in a study (Roflin & Liberty, 2021). The population in this study were fourth grade students of SD Negeri 4 Metro Barat, totaling 13 students. The population data in this study are as follows.

Table 2. Fourth grade student data of SD Negeri 4 Metro Barat

No	Grad	Male	Female	Amount
1.	Grade IV	7	6	13

A sample is a subset of the population that reflects the characteristics of the entire population. It is considered a representative portion that helps researchers draw conclusions about the whole group based on the observations made on the sample (Sudarmanto et al., 2022). In this study, the researchers used a non-probability sampling technique, meaning the sample was selected without randomization. This method involves selecting the sample based on specific criteria determined by the researchers, which may result in unequal chances for each member of the population to be chosen. In this case, all 13 students in grade IV were included as the sample for the study, meaning the researchers chose to use the entire population as their sample. By doing so, the study attempts to observe and analyze the characteristics and outcomes of the entire class, rather than selecting a smaller, randomized group.

This approach ensures that the research covers all members of the population, allowing for a comprehensive assessment of the entire group of students.

Data Collection Techniques: Observation, in general, is a method for collecting data by systematically seeing or observing. Observation is carried out with careful planning; Test, This instrument is used to obtain quantitative data, namely regarding the progress of student learning outcomes using the Contextual Teaching And Learning (CTL) model (Febriana, 2021). Where the test is carried out at the beginning (pretest) and at the end (posttest) with standard learning outcomes in accordance with KKM is 73. This test was conducted on learning Theme 7 Beautiful Diversity in My Country Subtheme 3 Beautiful Unity and Unity of My Country Learning 3.

Table 3. Pretest Question Indicator

No.	Question indicator	QuestionNumber
1.	Students are able to appreciate religious differences	2,5
2.	Students are able to mention the diversity of traits	4
3.	Students are able to understand the nature of cultural diversity	1,3

The pretest indicators assess students' understanding of diversity in religious, personal, and cultural aspects. Questions 2 and 5 measure students' appreciation of religious differences, fostering tolerance in a multicultural society. Question 4 evaluates their ability to identify diverse traits like ethnicity and language, promoting acceptance of individual differences. Questions 1 and 3 test students' understanding of cultural diversity, recognizing the value of varied cultural practices. Overall, these indicators aim to gauge students' awareness and attitudes toward diversity, essential for fostering inclusiveness and social harmony.

Table 4. Posttest Question Indicator

No.	Question Indicator	Question Number
1.	Students are able to understand the meaning of tolerance	2,5
2.	Students are able to respect religious differences	4
3.	Students are able to understand ethnic diversity	1,3

Documentation, is a record in the form of oral, written or in the form of work. Keegan says documents are data that can be easily obtained, so that research can be done well (Anggito & Albi, 2018). Research instruments are written guidelines for interviews, observations, and questions prepared to obtain information. In this research instrument, researchers used tests, observations, and documentation to collect research data. Research instruments include interviews, observations and questions prepared to obtain information, in this research instrument researchers use tests, observations and documentation to collect data.

Data analysis techniques in this study include: 1) Validity test, validity can be interpreted as the ability of a test to measure what should be measured such as essays or descriptions (Saputra, 2020). 2) Realibility test, reliability is a value that shows the consistency of a measuring device in measuring the same symptoms (Digdowiseiso, 2017). 3) Normality test, data normality is important with normally distributed data, the data is considered to represent the population (Purnomo, 2016). 4) Homogeneity test, can be used to test the similarity of several parts of the sempel, whether the samples taken from the same population are the same or not (Setyawan, 2021). 5) Hypothesis Test (t Test), Hypothesis testing is used to determine whether the independent variable has an influence on the dependent variable partially. The t test is used in research that has one or more independent variables. The t test is done by comparing the value of t_{hitung} with t_{tabel} (Darma, 2021). 6) N-Gain Test, The improvement that occurs before and after learning is calculated by the Normalized Gain formula (g).

RESULTS AND DISCUSSION

The objectives of this study are: Is there an effect of the Contextual Teaching And Learning (CTL) learning model on student learning outcomes in Civics class IV SD Negeri 4 Metro Barat in the 2021/2022 academic year. In this study, researchers used one-group pretest-posttest type pre-experimental research, which is research conducted with two tests, namely pretest and posttest. This research occurs because the research to be carried out uses an experimental group without a control group, which begins with giving a pretest to determine the initial ability of students. Furthermore, students are given treatment, namely the Contextual Teaching And Learning (CTL) learning model. Then students are given a pretest to measure students' abilities after being given the Contextual Teaching And Learning (CTL) learning model. The pretest and posttest results are presented in the table below:

Table 5. Pretest and Posttest Scores

No.	Student Names	Score	
		Pretest	***Posttest***
1.	Antonio Ramadan	80	100
2.	Aqiela Mufida	30	60
3.	Cahaya Arta Wurya	100	100
4.	Chintya Febriana Saputri	40	40
5.	Dhavi Kurniatama	80	100
6.	Diyon Pratama	30	80
7.	M. Ansori	80	100
8.	M. Galang Al-Fatih	40	60
9.	M. Kiyandra Arka Aulia	30	80
10.	M. Rizky Dinar Kitori	80	100
11.	Sabika Rachellila Rachman	90	100
12.	Sesa Jovanka	30	100
13.	Tsani Yumna Antoro	100	100

1. Normality test

The examiner conducted a normality test to test normality using the Liliefors test, as follows:

Table 6. Data of a Sample of Pretest Results

No	*Xi*	*fi*	*F*komulatif	*xifi*	$(Xi- \ )^2$	$fi(Xi- \ )^2$
1	30	4	4	120	1.043,29	4.173,16
2	40	2	6	80	497,29	994,58
3	80	4	10	320	313,29	1.253,16
4	90	1	11	90	767,29	767,29
5	100	2	13	200	1.421,29	2.842,58
∑		13		810		10.030,9
$\frac{\sum \bar{x}fi}{\sum fi}$	$= \frac{810}{13} = 62,3$					
S	$\sqrt{\frac{\sum fi(Xi - \bar{X})^2}{n-1}} = 28,9$					

2. Homogeneity Test

Researchers conducted a homogeneity test with the aim of testing the similarity (homogeneity) of several parts of the sample, namely whether the variations of the samples taken from the same population are the same or not.

Table 7. Mean and Variance of Both Pretest and Posttest Groups

***Pretest* (A)**	***Posttest* (B)**

No	Xi	(Xi-Xrata)^2	No	Xi	(Xi-Xrata)^2
1	80	313,29	1	100	190,44
2	30	1.043,29	2	60	686,44
3	100	1.421,29	3	100	190,44
4	40	497,29	4	40	2.134,44
5	80	313,29	5	100	190,44
6	30	1.043,29	6	80	38,44
7	80	313,29	7	100	190,44
8	40	497,29	8	60	686,44
9	30	1.043,29	9	80	38,44
10	80	313,29	10	100	190,44
11	90	767,29	11	100	190,44
12	30	1.043,29	12	100	190,44
13	100	1.421,29	13	100	190,44
∑	810	10.030,77	∑	1.120	5.107,72

3. Hypothesis Testing (t test)

Hypothesis testing to calculate the correlation between variable X and variable Y using the t-test formula at a significant level of 5% (0.05)..

Table 8. Difference and Average Score of Pretest and Posttest

No	*Pretest* (X1)	*Posttest* (X2)	d	d-rata2 selisih	(d-rata2 selisih)^2
1	80	100	-20	3,8	14,44
2	30	60	-30	-6,2	38,44
3	100	100	0	23,8	566,44
4	40	40	0	23,8	566,44
5	80	100	-20	3,8	14,44
6	30	80	-50	-26,2	686,44
7	80	100	-20	3,8	14,44
8	40	60	-20	3,8	14,44
9	30	80	-50	-26,2	686,44
10	80	100	-20	3,8	14,44
11	90	100	-10	13,8	190,44
12	30	100	-70	-46,2	2134,44
13	100	100	0	23,8	566,44
Jumlah	810	1120	-310		5507,72
Rata-rata skor selisih			-23,8		

4. Test-gai

In this section, the researcher will discuss the data from the research that has been conducted in the field. The data presented are in the form of pretest and posttest test results. The data are as follows:

Tabel 9. Hasil *Pretes* dan *Posttest*

No	Nama	Skor *Pretes*	Skor *Posttest*
1.	Antonio Ramadan	80	100
2.	Aqiela Mufida	30	60
3.	Cahaya Arta Wurya	100	100
4.	Chintya Febriana Saputri	40	40

5.	Dhavi Kurniatama	80	100
6.	Diyon Pratama	30	80
7.	M. Ansori	80	100
8.	M. Galang Al-Fatih	40	60
9.	M. Kiyandra Arka Aulia	30	80
10.	M. Rizky Dinar Kitori	80	100
11.	Sabika Rachellila Rachman	90	100
12.	Sesa Jovanka	30	100
13.	Tsani Yumna Antoro	100	100

From the data above, the improvement that occurred before and after learning was calculated using the Normalized Gain formula (g) developed by Hake and presented in the table as follows:

Table 10. N-gain test

No	*Pretest*	*Posttest*	*Post-Pre*	Ideal Score (100) - *Pre*	N-Gain Score	Interprestasi
1	80	100	20	20	1	High
2	30	60	30	70	0.4	Medium
3	100	100	0	0	0	fixed
4	40	40	0	60	0	fixed
5	80	100	20	20	1	high
6	30	80	50	70	0.7	Medium
7	80	100	20	20	1	High
8	40	60	20	60	0.3	Low
9	30	80	50	70	0.7	Medium
10	80	100	20	20	1	High
11	90	100	10	10	1	high
12	30	100	70	70	1	High
13	100	100	0	0	0	fixed
Means					0,6	Medium

Based on the data from Table 10, it was found that 6 students, or 46% of the total participants, showed a significant improvement in their Civics learning outcomes, placing them in the high category. Additionally, 3 students, or 23%, experienced a moderate level of improvement, while 1 student, or 8%, showed only a low increase in their learning outcomes. Furthermore, 3 students, or 23%, demonstrated a consistent but unremarkable improvement, falling into the fixed category. The average n-gain value was calculated to be 0.6, indicating that the overall improvement in Civics learning outcomes across the group was in the moderate category. This suggests that the applied teaching strategies had a positive, though varied, effect on the students' academic performance in Civics.

Based on the calculation of the normality test of the pretest results carried out on 13 students, the value is obtained L_o = 0,2394, while from the Liliefors table for a 0,05 dan n =13 – 1 =12 obtained L_{tabel} = 0,242. cause $L_o < L_{tabel}$ then H_0 accepted and concluded that the data or samples are normally distributed. As for the posttest results, the value L_o = 0,2514 and L_{tabel} = 0,242. because $L_o > L_{tabel}$ then H_0 is rejected and it is concluded that the data or sample is not normally distributed. On the homogeneity test obtained F_{hitung} = 1,96 dan F_{tabel} = 2,69 then H_0 is accepted and it can be concluded that the variations of the two population variables have the same variant or homogeneous.

From this study, based on the results of pretests and posttests that have been given to 13 fourth grade students of SD Negeri 4 Metro Barat, it is known that for the final results of the hypothesis test, the results are as follows $t_{hitung} > t_{tabel}$ then H_o rejected so that H_1 accepted. This means that there is a difference between before and after using the Contextual Teaching And Learning (CTL) learning model.

Discussion of Findings

During pre-surveys and observations, researchers identified several key issues in the classroom. Firstly, many students struggled to understand the teacher's explanations, which indicated a disconnect between the teaching approach and student comprehension. Secondly, the teacher had not incorporated a variety of learning models, leading to a monotonous and less engaging classroom environment. This lack of diversity in teaching methods contributed to students' low interest in learning, with many showing a passive attitude during lessons. As a result, some students failed to achieve satisfactory learning outcomes. Recognizing these challenges, the researchers decided to implement a learning model that could boost student enthusiasm, actively engage them in the learning process, and make the material easier to understand, with the goal of improving overall academic performance.

A learning model is a structured framework that outlines systematic procedures for organizing learning experiences to meet specific educational goals. It serves as a guide for both instructional designers and teachers in planning, delivering, and managing learning activities (Astuti et al., 2017; Octavia, 2020; Irvy, 2020). One such model is the Contextual Teaching and Learning (CTL) model, which is particularly effective because it connects classroom material with students' real-world experiences. This approach encourages students to not only understand the content but also apply the knowledge in their daily lives, making learning more relevant and meaningful. By using the CTL model, teachers can create more engaging and practical lessons that promote deeper understanding and retention of material, ultimately enhancing students' learning outcomes. The model supports a student-centered approach, helping learners actively construct knowledge through their own experiences and problem-solving, rather than passively receiving information. This hands-on and reflective learning method ensures that the material is not only understood in theory but is also applicable in real-life situations (Smart et al., 2012; Tang, 2023).

In the learning process using the Contextual Teaching And Learning (CTL) model, students look very enthusiastic. Before starting the learning process, students did the pretest first. When learning begins, students can connect learning with students' daily lives. The teacher also showed some examples that were not in accordance with the material discussed, so that students could find differences (Neftyan et al., 2018; Kaharu et al., 2023). After that the teacher divides students into groups so that they exchange opinions and discuss with each other. After they finished discussing the teacher gave pretest questions. Based on the calculation of the normality test of pretest results conducted on 13 students, the value of Lo = 0.2394 is obtained, while from the Liliefors table for a 0.05 and n =13 - 1 =12, the Ltabel = 0.242 is obtained. Because Lo < Ltabel, H0 is accepted and it is concluded that the data or samples are normally distributed. Meanwhile, for the posttest results, the value of Lo = 0.2514 and Ltabel = 0.242 is obtained. Because Lo> Ltabel, H0 is rejected and it is concluded that the data or samples are not normally distributed. In the homogeneity test, Fcount = 1.96 and Ftable = 2.69, then H0 is accepted and it can be concluded that the variations of the two population variables have the same variant or homogeneous. From this study, based on the results of pretests and posttests that have been given to 13 fourth grade students of SD Negeri 4 Metro Barat, it is known that for the final results of the hypothesis test tcount> ttable then Ho is rejected so that H1 is accepted. This means that there is a difference between before and after using the Contextual Teaching And Learning (CTL) learning model.

Based on the n-gain test results, it was observed that 6 students, representing 46%, showed a significant improvement in Civics learning outcomes, falling into the high category. Meanwhile, 3 students, or 23%, demonstrated a moderate increase, and 1 student, or 8%, experienced a low increase in their learning outcomes. Additionally, 3 students, also 23%, showed a fixed or

unchanged level of improvement. The overall average n-gain value was 0.6, indicating that the increase in Civics learning outcomes was in the moderate category. The moderate improvement in learning outcomes suggests that while some students showed progress, others struggled to fully engage with the learning process. A key factor contributing to the moderate results is that certain students were not paying adequate attention during the lessons. It was observed that these students frequently engaged in conversations with their classmates during instructional time, leading to a lack of focus on the material being explained by the teacher (Ahmed & Qasem, 2019; Indriani, 2022; Saka, 2022). As a result, these students were unable to achieve optimal scores on the pretest questions. The findings highlight the need for better classroom management strategies to keep students attentive and focused on the material to further improve their learning outcomes.

Teaching and learning are fundamental processes that involve interaction between teachers and students within an educational environment. These activities are designed to meet specific educational goals, such as imparting knowledge, developing skills, and fostering critical thinking. The teacher plays a pivotal role in this process, as they are responsible for facilitating the learning experience and guiding students toward achieving these goals. One of the most important tasks for a teacher is selecting an appropriate learning model that aligns with the predetermined objectives of the lesson or curriculum (Darling-Hammond et al., 2019; Thornhill-Miller et al., 2023). A learning model provides a structured framework for delivering content and organizing learning activities in a way that engages students and promotes effective understanding. By choosing the right model, teachers can create a learning environment that maximizes student engagement, encourages active participation, and helps students better grasp the material. The use of an appropriate learning model can significantly enhance learning outcomes, as it allows the teacher to tailor their approach to the needs of the students, making the learning experience more relevant and impactful (Grace & Gravestock, 2008; Setiawan & Qamariah, 2023). Consequently, thoughtful selection of a learning model is essential for ensuring that students meet the desired educational outcomes.

A learning model refers to the systematic and structured approach used by the teacher to present the material in a planned way. This helps create an environment where learning is both effective and efficient. When the right model is applied, students are likely to feel more engaged, motivated, and enthusiastic about their learning (El-Sabagh, 2021; Tong et al., 2022; Javornik & Mirazchiyski, 2023). Increased engagement typically leads to better performance and improved learning outcomes. In this context, the teacher plays a central role not only in delivering content but also in encouraging, guiding, and facilitating the students' learning journey. To achieve the intended learning outcomes, teachers must strive to enhance the quality of the learning process. They are responsible for creating strategies that foster active participation and promote deeper understanding among students. The Contextual Teaching and Learning (CTL) model is one approach that can significantly impact learning outcomes, particularly in Civics education (Fadhilah et al., 2017; Syaifuddin et al., 2021; Amilyana & Noer, 2021). CTL emphasizes connecting the material to students' real-life experiences, making the learning process more meaningful and relevant. This approach encourages students to actively apply what they have learned to real-world situations, enhancing their understanding and retention of the material. In conclusion, the effective use of the CTL model can positively influence the learning outcomes of fourth-grade students at SD Negeri 4 Metro Barat. By fostering a more engaging and student-centered learning environment, teachers can ensure that students not only absorb the material but also apply it in practical, meaningful ways, leading to overall academic improvement.

CONCLUSIONS

Based on the research conducted, it can be concluded that the Contextual Teaching and Learning (CTL) model has a significant effect on the Civics learning outcomes of fourth-grade students at SD Negeri 4 Metro Barat during the 2021/2022 academic year. This conclusion is supported by hypothesis testing using the t-test formula at a significance level of 5% (0.05). The results show that tcount > ttable, leading to the rejection of Ho and the acceptance of H1. This

indicates a significant difference in student scores before and after the implementation of the CTL model. Thus, it can be concluded that the CTL model positively influences the Civics learning outcomes of fourth-grade students. The use of an appropriate learning model is one of the key factors that can enhance student performance. By employing effective models like CTL, teachers can better facilitate the achievement of learning objectives, ultimately improving overall learning outcomes.

The study's findings highlight both theoretical and practical implications for using the Contextual Teaching and Learning (CTL) model in education. Theoretically, the results support the idea that CTL enhances learning outcomes by connecting academic content to real-life experiences, aligning with constructivist theory. This emphasizes the model's role in improving outcomes, particularly in Civics education. Practically, the study shows that CTL is an effective tool for increasing student engagement and motivation by linking classroom concepts to everyday life. It also encourages teachers to use creative strategies and suggests that CTL can be applied across various subjects to improve understanding and application of knowledge.

For future research, several recommendations can be made to build on the findings of this study. First, it is suggested to expand the application of the Contextual Teaching and Learning (CTL) model to other subjects and grade levels to examine its broader impact on student learning outcomes. Second, future studies could explore the long-term effects of the CTL model on student retention and real-world application of knowledge, particularly in different educational settings such as urban and rural schools. Third, incorporating a larger sample size and diverse demographics would help increase the generalizability of the findings. Lastly, qualitative methods such as interviews and classroom observations could provide deeper insights into how students and teachers perceive the effectiveness of CTL in fostering engagement and improving learning outcomes. These approaches would offer a more comprehensive understanding of the CTL model's role in education.

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