



Implementation of the CTL Model to Increase Student Activity and Learning Outcomes in Class IV IPS Learning with Media Couple Card

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Abstract. The aim of this study is to improve student activity and learning outcomes using the CTL model with the help of Couple Card media for IV grade students at SDN Rancaekek 05, Rancaekek District, Bandung Regency. This research is a Classroom Action Research (Classroom Action Research) model Kemmis and Mc. Taggart. The purpose of this study was to improve student activities and learning outcomes in social studies learning cultural diversity CLASS IV. The research was carried out in the first semester of the 2019/2020 academic year in two cycles. The subjects in this study were the IV grade students of SDN Rancaekek 05, totaling 39 students with 20 male students and 19 female students. Data collection techniques used are tests and observations. Meanwhile, the data collection instrument used observation sheets and test questions. The results showed that there was an increase in student activity and learning outcomes in social studies learning class IV SDN Rancaekek 05. Student learning outcomes in the initial data, the average class was 68.2 for completeness there were 22 students (56.4%) and not yet completed there are 17 students (43.5%). This result does not meet the KKM, which is 75. In the first cycle, the increase in class average results is 71 for completeness there are 27 students (69.2%) and 12 students have not completed (30.7%) meaning there is an increase in the average score. The average initial data to the first cycle is 2.8%, while the second cycle the results have increased again, namely the class average increased to 79.4 and completeness there are 32 students (82.1%) and 7 students have not completed (17.9%) thus, there is an average increase from cycle I to cycle II of 8.4%. In addition, the activeness of students in participating in learning has also increased. This is marked by the increased activeness of students in asking, answering questions and expressing opinions.

Keywords: CTL Model, Activities, Learning Outcomes, Couple Card.

INTRODUCTION ~ Social studies learning emphasizes the elements of education and debriefing for students. The emphasis of learning is not limited to efforts to transfer a number of concepts that are mere rote to students, but lies in efforts so that students are able to make what they have learned as a provision in understanding and participating in living life in society, as well as as a provision for themselves to continue to higher education. The expected learning atmosphere is to make students as subjects who try to explore themselves, solve problems themselves from a concept being studied, while the teacher acts

more as a motivator and facilitator. The learning situation that is expected here is that students play more roles. To achieve this goal the teacher's role is very decisive. Learning situations that involve students to play an active role in the learning process will increase student activity and learning outcomes.

Real conditions in the field that the implementation of social studies learning is still teacher centered. As based on the results of observations and interviews with teachers, on July 16, 2019 on social studies learning in class IV SDN Rancaekek 05, Rancaekek District, Bandung Regency. In



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the final test in the preparation for Indonesian Independence learning, of all 39 students, there were 17 students or 43.58% who scored below the Minimum Completeness Criteria (KKM) set by the teacher, which was 70.

Based on the problems that occur, then one way that the teacher can do is to use an attractive learning model for students and use appropriate learning media so as to arouse and increase student interest in social studies subjects. The learning model that will be used is Contextual Teaching and Learning (CTL) with the help of Couple card media in learning, especially in the material for preparing for Indonesian independence.

Contextual Teaching and Learning (CTL) is a learning model that emphasizes the process of full student involvement to be able to find the material being studied and relate it to real-world life situations so as to encourage students to be able to apply it in their lives (Sanjaya, in Sujana and Sopandi, 2018 : 201).

"Couple Card learning media is a learning media that contains paired cards, namely, there are question cards and answer cards that complement each other, the goal is that students can find the available answer cards" (Zulaikha (2014: 221). This media is very suitable for students whose class conditions are hyperactive (Like Noisy Alone) Most hyperactive children like game learning media, because with games children become motivated.

Media Couple Card prioritizes the cultivation of social skills, especially the ability to work together, the ability to interact, and the ability to think quickly through games to find a partner using a card (Wahab, 2008: 59). Couple Card media selection is done so that students achieve the expected learning objectives.

The results of research in previous journals, show that the CTL model can increase student learning motivation, increase student activity, and increase mastery of concepts (Ekowati, et al, 2015). Then the results of other studies say that the mathematical thinking ability of students who use the CTL model is higher than students who use the conventional model (Mardianto, 2016). There are also research results conducted by Rubini and Permatasari (2014), which show that students' scientific literacy increases after applying the CTL model.

This study aims to improve student activity and learning outcomes through the implementation of the CTL model with the help of Couple Card media".

METHOD

The research method used in this research is penelitian tindakan kelas (PTK). The research model used by the researcher is the spiral model from Kemmis and Mc. Taggart. This classroom action research procedure is carried out through several stages which are described in several cycles as an effort to examine the problem that is the focus of the research. The

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researcher also analyzed the data from the observations in each cycle and reflected on the problems to be used as reference material in making improvements in the next cycle.

Operationally, the stages of research activities are carried out in several cycles, as illustrated in the following chart:

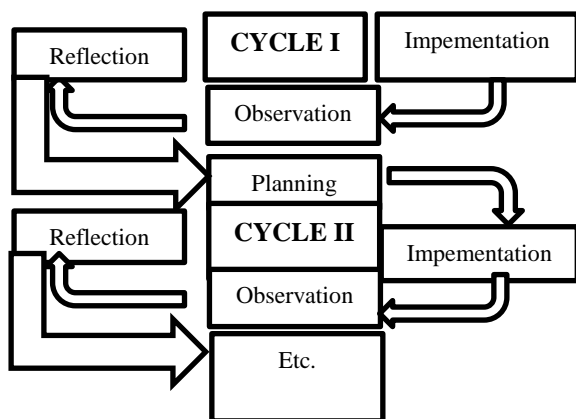


Figure 1. The Spiral Model of Kemmis and Taggart (Arikunto, 2009: 3)

Action research begins with planning, which will be prepared based on the problem to be solved. Implementation (Action), which is something that will be done by researchers in an effort to improve, change and increase the desired learning outcomes. Observation is observing the process and results of an action taken and the last reflection (reflection) is an analytical activity regarding all information obtained from the implementation.

This research was conducted at SDN Rancaekek 05 which is located in Rancaekek District, Bandung Regency. The subjects of this study were 5th grade students at SDN Rancaekek 05, . with a total of 29 people, consisting of 20 male

students and 19 female students. Data collection techniques used in this study were observation and test techniques. The research instrument used by the researcher in this study was the teacher activity observation sheet, student activity observation sheet, and test questions. The data analysis used is quantitative, where the data that has been obtained from the field is in the form of quantitative data which is analyzed using a simple correlation equation, then it is described or described the extent to which the implementation of the CTL model with the help of the Couple Card learning media is significantly related to the process and student learning outcomes. about the material for the Preparation of Indonesian Independence.

RESULTS AND DISCUSSION

Based on observations made by researchers, it is known that the initial data on the activity of fourth grade students at SDN Rancaekek 05 with the total value of student activity is 2401 (61.5%) and there are 8 students or 20.5% who are in good criteria (B), 26 students or 66.6% who are in the sufficient criteria (C), and 5 students or 12.8% who are in the less criteria (K).

Based on observations made by researchers, it is known that the initial data on social studies learning outcomes for fourth grade students at SDN Rancaekek 05 are still many of them students who score less than the KKM, that is, below 70. Of the 39 students, only 22 students (56.4%)



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who scored above the KKM and were said to be complete, while 17 students (43.5%) had not yet achieved completeness. The average value of the class obtained is 68.2%.

In learning activities, students are also still less active, even often chatting with their classmates. When the teacher asks questions, students tend to answer together, not having the courage to answer questions individually.

Student activity in the initial data there are 8 students or 20.5% who are in good criteria (B), 26 students or 66.6% who are in sufficient criteria (C), and 5 people or 12.8% who are on the criteria less (K). Meanwhile, from the exposure of the first cycle, there were 18 students or 46.1% who were in good criteria (B), 21 students or 53.8% who were in sufficient criteria (C), and 0 students or no students who were in the less criteria (K).

Student learning outcomes in the first cycle increased compared to the initial data before conducting the research. In the initial data, there were 22 students (56.4%) who completed and reached the KKM, which was more than 70, while those who had not completed as many as 17 people (43.5%). Students who completed the first cycle were 27 people (69.2%) and achieved the KKM which was more than 70 and those who had not completed as many as 12 people (30.7%) and got a score less than the KKM which was below 70. Although in the first cycle the results

student learning increases and is in the high criteria, but it still has not reached the target of >80%. Thus, this research was continued in the next cycle, namely cycle II.

Reflection on the action in the first cycle is more focused on the problems that arise during the action. The next step after analyzing the findings in the first cycle of research is to overcome the problems and fix them. This is intended so that it is not found again in the next cycle, namely cycle II.

Based on the actions taken by the researcher, it is known that the student activity in the second cycle of action research in class IV SDN Rancaekek 05 with the total value of student activity is 3273 (83.9%) and there are 32 students or 82.1% who are on the good criteria (B), 7 students or 17.9% who are in the sufficient criteria (C), and 0 students or no students who are on the less criteria (K).

Student activities in the first cycle can be seen that, there are 18 students or 46.1% who are in good criteria (B), 21 students or 53.8% who are in sufficient criteria (C), and 0 people or none. students who are in the less criteria (K). Meanwhile, in the second cycle there were 32 students or 82.1% who were in good criteria (B), 7 students or 17.9% who were in sufficient criteria (C), and 0 students or no students who were in the less criteria (K). it is clear that there is a significant increase between student



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activity in cycle I and student activity in cycle II

In addition to student learning activities, researchers also observed student learning outcomes in the preparation for Indonesian independence learning materials. Cycle II learning outcomes. Student learning outcomes in the second cycle increased compared to the first cycle. In the first cycle, 27 people (69.2%) completed and reached the KKM, which was more than 70 while those who had not completed were 12 (30.7%) and got a score of less than The KKM is below 70. While the students who completed the second cycle were 32 people (82.0%) and achieved the KKM which was more than 70 and those who had not completed as many as 7 people (17.9%) and got a score less than the KKM which is below 70 So that learning in cycle II is said to be successful and there is no need to do the next cycle.

The comparison of student learning outcomes from cycle I to cycle II clearly increased, in cycle I there were 27 students (69.2%) who scored above the KKM and were said to be complete and there were 12 students (30.7%) who had not achieved completeness. . While the student learning outcomes in the second cycle, there are 32 students (82.1%) who get a score above the KKM and are said to be complete and there are 7 students (17.9%) who have not achieved completeness. The average score of students increased from 71% to 79.4%. This is an increase of 8.4%.

The implementation of the cycle II has gone well, the teacher conducts IPS studies learning on the material for the Preparation of Indonesian Independence by using the Couple Card media properly. This can be seen from the results of observations, both observations of teacher skills and observations of student activities and also increased student learning outcomes in cycle II. Overall the results of the implementation of the second cycle are as follows.

a. Teacher skills in cycle II increased compared to cycle I. The percentage obtained was 85%, which means that the qualifications of teacher skills in learning are in very good criteria.

b. Student activity in cycle II also increased compared to cycle I with the total value of student activity being 83.9%, which means that the qualifications for student activity in learning in cycle II are in high criteria.

c. The results of the final test showed that learning completeness in the second cycle was 82.1% or 32 students who had completed and 17.9% or 7 students were still incomplete in social studies learning with the average value of learning outcomes in the second cycle was 79, 4%.

Based on the description above, it can be concluded that the teacher's skills up to the second cycle have been increasing. The teacher has made learning effective and interesting, besides that the teacher is also skilled in learning by using the CTL model with the help of Couple Card



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media well. The increase was also seen in student activities and student learning outcomes which were getting better than the previous cycle. It is easier for students to understand the concept of social studies learning in the material for Preparation for Indonesian Independence by using the CTL model using the Couple Card media. This is evidenced by the results of research in cycle II that have been assisted in achieving the predetermined indicators of success, so the research is not continued for the next cycle. Because it has been able to show that using the CTL model with the help of Couple Card media can improve social studies learning outcomes.

Comparison of the results of student learning activities from the initial data, cycle I, and cycle II has increased in each cycle. In the initial data from the number of 39 students with the observed aspects namely activeness, responsive discussion (speech), and cooperation, there were 8 students or 20.5% who were in good criteria (B), 26 students or 66.6% who are in the sufficient criteria (C), and there are 5 students or 12.8% who are in the less criteria (K) with a total score of 2401 or 61.5%. Then the researchers took action in the first cycle, the results of student learning activities in the first cycle experienced a slight increase from the number of 39 students with the observed aspects, namely activeness, responsive discussion (speech), and cooperation. There are 18 students or 46.1% who are in the good criteria (B), 21 students or 53.8%

are in the sufficient criteria (C), and there are 0 students or no students who are in the less criteria (K) with a total score of 2701 or 69.2%.

Although the action research that has been carried out in the first cycle has increased from the previous data, namely the initial data, however, researchers still have to make improvements in the next cycle, namely cycle II. After making improvements in the second cycle, student learning outcomes increased even more from the number of 39 students with the observed aspects namely activeness, responsiveness of discussion (speech), and cooperation there were 32 students or 82.1% who were in good criteria (B), 7 students or 17.9% who are in the sufficient criteria (C), and there are 0 students or no students who are in the less criteria (K). In this second cycle the researchers have provided more action than the previous cycle, namely through learning more fun by using Couple Card media. This is proven after the researchers conducted action research in cycle II, the results of student learning activities increased with the total score obtained by 3273 or 83.9%. The comparison of student learning activities can be illustrated by a diagram which includes the following.

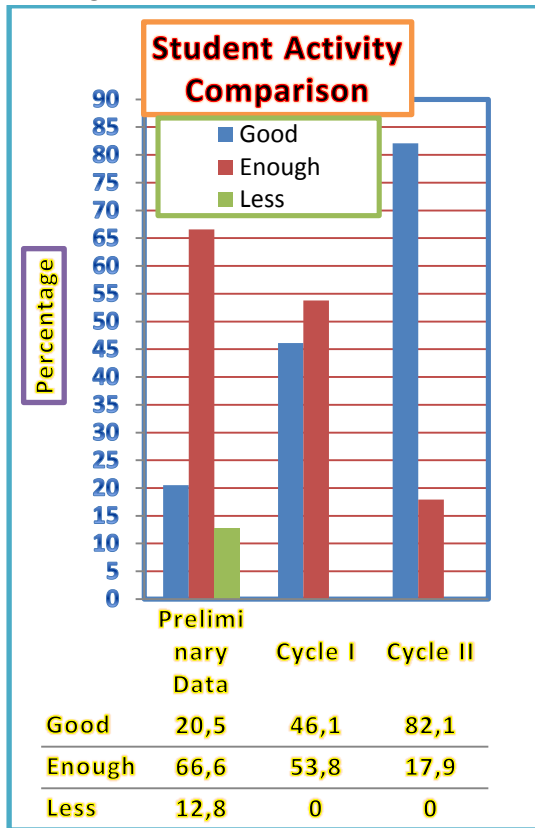


Figure 2. Student Activity Comparison Chart In the Initial Data Cycle I and Cycle II

Students who completed the initial data in the learning process were only 22 students (56.4%), and those who had not completed as many as 17 students (43.5%). Then after taking action in the first cycle there was an increase in student learning outcomes, students who completed were 27 students (69.2%), and those who had not completed were 12 students (30.7%). After taking action in the first cycle, it was continued in the improvement stage, namely the second cycle, in the second cycle the students who completed it increased to 32 students (82.1%) while the students who had not completed it decreased to only 7 students (17.9%).

From the description above, it can be seen that the results obtained from the first cycle and second cycle increased by 12.8% from the first cycle of 69.2% to 82.1%. Meanwhile, when compared with the initial conditions, the increase in student learning outcomes reached 25.6%, namely the percentage of the initial conditions from 56.4% to 82.1%. The actions taken in cycle I and cycle II prove that Couple Card media can improve social studies learning outcomes for fourth grade students at SDN Rancaekek 05. Implementation of learning with Couple Card media can increase student activity and learning outcomes in the learning process so as to improve student social studies learning outcomes. As for student learning outcomes from the initial data, cycle I, to cycle II when described in the form of a diagram, they are as follows.

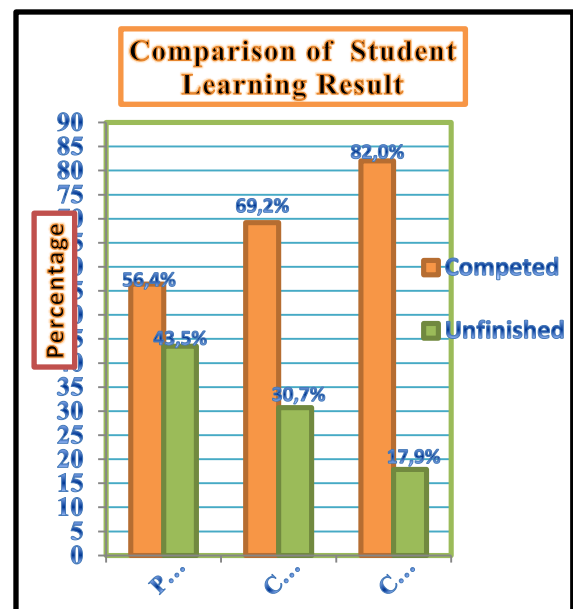


Figure 3. Comparison Diagram of Student Learning Outcomes from Initial Data in Cycle I and Cycle II



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From the explanation of the results of observations of teacher activities, student activities, and student learning outcomes above, it can be concluded that, before the researcher carries out an action, the researcher first conducts observations and interviews with the fourth grade teacher at SDN Rancaekek 05 to find out the initial data. When the researchers made observations, the researchers found a problem in social studies learning in class IV SDN Rancaekek 05, from a total of 39 students, there were 17 students or 43.5% who scored below the minimum completeness criteria (KKM) that had been set, which was equal to 70, this is due to the following factors.

1. In social studies learning, students do not understand the subject matter presented by the teacher.
2. Less varied learning methods.
3. Not using the Couple Card learning model and learning media.
4. Students listen to the teacher's explanation but students are less focused.
5. In social studies learning, students are still passive.

Observing these conditions certainly makes learning completely only controlled by the teacher, students just stay silent, sit, listen, and take notes on what is conveyed by the teacher. Teachers are less varied in using learning models and media, with the reason that a lot of time is taken up to

prepare the media and there is still a lot of material that must be conveyed to students so that the teacher uses the lecture method. With the problems that occur, then one way that can be done besides using methods that are attractive to students is by applying appropriate learning media so as to arouse and increase student interest in social studies subjects. The model used to overcome these problems, one of them by using the CTL learning model, while the media that can be used is the Couple Card learning media in the material for the Preparation of Indonesian Independence.

CTL learning is a learning model that emphasizes the full involvement of students to be able to find the material being studied and relate it to real-world situations so as to encourage students to be able to apply it in their lives (Sujana & Sopandi, 2018). The application of CTL learning will greatly help teachers to connect subject matter with real world situations and motivate students to form connections between knowledge and apply it in everyday life as members of the family and community (Surdin, 2018).

Media Couple Card prioritizes the cultivation of social skills, especially the ability to work together, the ability to interact, and the ability to think quickly through the game to find a partner using a card.

From the description above, action research was carried out using the CTL



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model assisted by the Couple Card media. After the researcher carried out the action using the CTL model assisted by the Couple Card media, student activities, student learning outcomes, and teacher activities or performance increased from each cycle. With an increase in student learning activities, student learning outcomes, and teacher activity or performance that occurs in each cycle, it shows that the research that has been carried out has been successful.

CONCLUSION

Based on the explanation above, it can be concluded that the application of the CTL model with the help of the Couple Card media has been proven to increase student learning activities, student learning outcomes, and teacher activity or performance there is a significant increase in each cycle. First, the teacher's performance in the first cycle got a score of 76 and was in good criteria (B). Then the researchers made improvements in the second cycle, the results of the teacher's performance increased more than the previous cycle, the value obtained in the second cycle was 85 and was in very good criteria.

Second, student learning activities in the initial data from a total of 39 students, there are 8 students or 20.5% who are in good criteria (B), 26 students or 66.6% who are in sufficient criteria (C), and there are 5 students or 12.8% who are in the less criteria (K) with a total score of 2401 or 61.5%. Then the researchers took action in

the first cycle, the results of student learning activities in the first cycle experienced a slight increase from the number of 39 students, there were 18 students or 46.1% who were in good criteria (B), 21 students or 53.8% who are in the sufficient criteria (C), and there are 0 students or no students who are in the less criteria (K) with a total score of 2701 or 69.2%. Furthermore, the researchers made improvements in the next cycle, namely cycle II. After making improvements in the second cycle, student learning activities increased even more from the number of 39 students, there were 32 students or 82.1% who were in good criteria (B), 7 students or 17.9% who were in sufficient criteria (C), and there are 0 students or no students who are in the less criteria (K) with a total score of 3273 or 83.9%.

Third, student learning outcomes in the initial data, in the learning process only 22 students (56.4%), and 17 students (43.5%). Then after taking action in the first cycle there was an increase in student learning outcomes, students who completed were 27 students (69.2%), and those who had not completed were 12 students (30.7%). After taking action in the first cycle, it was continued in the improvement stage, namely the second cycle, in the second cycle the students who completed it increased to 32 students (82.1%) while the students who had not completed it decreased to only 7 students (17.9%). the results obtained, from the first cycle and the second cycle an increase of 12.8% from the first cycle of 69.2% to 82.1%.



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Meanwhile, when compared with the initial conditions, the increase in student learning outcomes reached 25.6%, namely the percentage of the initial conditions from 56.4% to 82.1%.

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