



Improving Students' Learning Achievement In Indonesian Language Learning Through The Contextual Teaching And Learning (Ctl) Learning Model

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ABSTRACT :

This study aims to describe the application of the Contextual Teaching and Learning (CTL) learning model in an effort to improve student learning achievement in Indonesian language subjects in Islamic Elementary Schools. The background of the study shows indications of low learning achievement and lack of student involvement in Indonesian language learning which has tended to be conventional. The CTL model was chosen because of its potential in linking teaching materials to the real-life context of students, so it is expected to be able to create more meaningful and effective learning. This study uses a qualitative research method with a descriptive approach. The subjects of the study were fourth-grade students of Islamic Elementary Schools and Indonesian language teachers. The results of the study indicate that the application of the CTL learning model successfully created an active and interactive learning atmosphere, and was able to improve students' understanding and motivation to learn Indonesian language subjects. The conclusion of this study is that the Contextual Teaching and Learning (CTL) learning model is an effective and relevant approach to improving Indonesian language learning achievement in students by emphasizing meaningful and contextual learning experiences.

Key words: *Learning Achievement, Language Learning, Contextual Teaching and Learning*

INTRODUCTION

Education is a crucial aspect in shaping the quality of human resources in Indonesia. Therefore, improving the quality of education continues to be a primary focus, including in the teaching of Indonesian. This subject plays a crucial role because Indonesian is the primary means of communication in everyday life. From the smallest social level, namely the family, to the largest community organizations, language is used as a means of communication.

The implementation of Indonesian language learning for students in Islamic Elementary Schools (Madrasah Ibtidaiyah) has not fully achieved the expected results. This is due to teachers' approach to learning based solely on textbooks, resulting in one-way learning that results in students lacking creativity and interest in learning. The authors propose a solution to improve learning achievement using the learning model.

Contextual Teaching and Learning (CTL) learning. This model provides students with opportunities to learn through real-life experiences, which not only encourages them to master the subject matter but also increases their motivation and engagement in the learning process.

CTL is learning in which students are not merely objects tasked with reading, memorizing, and listening. Instead, they are required to seek and discover knowledge for themselves. This is influenced by students' active questioning during the learning process. CTL learning is a learning activity that involves students' real-life experiences. This learning can motivate students to connect the knowledge they learn to their daily lives, making learning more meaningful.

Learning achievement is the mastery of knowledge or skills developed in a subject, typically indicated by test scores or grades awarded by teachers. Based on this definition, learning achievement represents progress in student development after participating in learning activities for a specific period of time (Muhayah, 2004:367)

Indonesian is a subject that teaches students to communicate well and correctly. This communication can be done both orally and in writing. Based on this conclusion, the competency standards for language skills subjects aim to improve students' language skills. The presentation of this material is motivated by the fact that language skills are very important in everyday life. These four skills are interrelated with one another. The language skills that need to be considered are: (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills.

Methods

In this paper, the author uses a method called library research. This method is defined as a guideline for collecting various information and data, assisted by various sources on the topic being discussed, such as documents, books, magazines, articles, historical stories, and so on.

Result

1. Contextual Teaching and Learning (CTL) Learning Model

The word contextual comes from the word "Context," which means "relationship, context, atmosphere, and contextual circumstances." Contextual means "experienced by students." Contextual Teaching and Learning (CTL) can be defined as learning related to a specific situation. In general, contextual means related, relevant, directly related, and of interest. CTL is learning in which students are not merely objects tasked with reading, memorizing, and listening. Instead, they are required to seek and discover knowledge for themselves. This is influenced by active questioning students during the learning process (Rosyid, Mohammad Zaiful, 2019:8)

CTL learning is a learning activity that involves students' real-life experiences. This learning can motivate students to connect the knowledge they learn to their daily lives, thus

making learning more meaningful (Fera Anugraeni & Muhammad Anhar Pulungan, 2020:20) The CTL learning model is a concept where teachers link the material being taught to students' real-world situations and encourage students to make connections between their knowledge and its application in their daily lives. This model involves seven main components of contextual learning: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment (Sri Mahrani Harahap dan Mina Syanti Lubis, 2023:3)

Constructivism is a theory that emphasizes understanding and skills in the learning process. In constructivism, students' knowledge is built gradually and acquired through a limited context. The knowledge gained is not simply a set of memorized facts, concepts, or rules; rather, students must construct their own knowledge and then give it meaning through rational experience. This process is heavily influenced by prior knowledge. (Ahmad Susanto, 2019:115)

Inquiry means a learning process based on searching and discovery through systematic thinking. Discovery is a core part of CTL-based learning activities. The knowledge and skills students acquire are expected not to be the result of memorizing a set of facts, but rather the result of their own discovery by formulating problems, collecting data through observation, analyzing, and presenting the results in writing, drawings, reports, charts, tables, and other forms of work.

Asking questions is asking questions about information not understood from what is observed or questions to obtain additional information about what is observed, starting from factual questions to hypothetical questions. A person's knowledge begins with "asking." Questioning is a primary strategy in CTL-based learning. This Learning Community implies that knowledge is expected to be obtained from discussions among peers in the form of study groups. A learning community occurs when there is a two-way communication process, such as between teachers and students, or students and other students. (Ahmad Walid, 2017:114)

Modeling focuses on the importance of procedural knowledge. Through modeling, students can imitate what is being modeled. The model in question does not necessarily have to be an educator; it can also be someone who serves as an example in demonstrating something being learned. Reflection is a student's way of thinking about the material they have learned. It can also be considered a response to newly acquired knowledge. Through reflection activities in the Contextual Teaching and Learning (CTL) model, it is hoped that

learning experiences will become new knowledge for students or update existing knowledge (Ema Butsi Prihastari, 2021:23-24).

Assessment activities can actually be carried out by providing students with learning evaluations to measure the level of success of the learning process, whether the learning has been implemented correctly or not. Achievement is a learning outcome derived from information acquired in previous stages of the learning process. Achievement can take the form of skills in doing something, the ability to answer questions, and the ability to complete assignments. Achievement is a tangible ability that results from the interaction of various factors that influence, both internally and externally, the individual in learning. Learning is a process of effort undertaken by an individual as a whole as a result of their own experiences in interaction with their environment to achieve new behavioral changes (Shilfia Alfitry, 2020:6).

2. Learning Achievement

Learning achievement is evidence of a person's success. Therefore, learning achievement is the maximum result achieved by a person after putting in the effort to learn. Learning achievement is a measurement of the assessment of learning activities or the learning process, expressed in symbols, letters, or sentences that describe the results achieved by each child over a specific period.

The purpose of learning achievement is to determine the level of student mastery of the subject matter presented and to determine students' skills, motivation, talents, interests, and attitudes toward the learning program. Learning achievement is influenced by many factors. Factors that influence. Learning achievement is influenced by external and internal factors. Internal factors are factors within the student that influence learning outcomes. These include intelligence, interest and motivation, and learning styles. External factors include family, school, community, and the surrounding environment.

3. Indonesian Language Subject

Indonesian language lessons cover various aspects such as grammar, spelling, sentence structure, and the development of oral and written language skills (listening, speaking, reading, and writing). Subject matter varies depending on the level of education, from basic words, reduplications, and loanwords to complex texts such as novels, scientific papers, and job application letters. The primary goal is for students to be able to communicate effectively, appreciate Indonesian as an official language, and develop literacy and reasoning skills.

Indonesian is a subject that teaches students to communicate well and correctly. This communication can be done both orally and in writing. Based on this conclusion, the competency standards for language skills are aimed at improving students' language skills. The presentation of this material is motivated by the fact that language skills are very important in everyday life. These four skills are interrelated with one another. The language skills that need to be considered are: (1) listening skills; (2) speaking skills; (3) reading skills; and (4) writing skills.

Learning Indonesian is crucial for strengthening identity and nationalism, as it serves as a unifying language for the nation amidst diverse ethnicities and regional languages. Other benefits include improving effective communication skills, developing critical thinking skills, and preserving and promoting Indonesian cultural values through literature. Benefits of Learning Indonesian

- a. **Uniting the Nation:** Indonesian serves as a unifying tool for Indonesia's more than 270 million people, who speak a variety of regional languages, enabling all groups to communicate with one another.
- b. **Strengthening National Identity:** Indonesian is a symbol of national sovereignty and pride. Learning it strengthens patriotism and national identity.
- c. **Improving Communication Skills:** This subject teaches how to communicate effectively and efficiently, both orally and in writing, and to use language appropriately and correctly according to the rules and the situation.
- d. **Developing Thinking Skills:** Learning Indonesian can hone reasoning and logic skills. When reading and writing, students are required to structure sentences so that they are easy to understand and unambiguous.
- e. **Cultural Preservation:** Through materials such as pantun (pantun), poetry, and proverbs, students can recognize and appreciate the noble values of Indonesian culture.
- f. **Stimulating Creativity:** Exercises such as composing, writing poetry, and composing speeches can encourage students to be creative and express their ideas.
- g. **Preparation for Higher Education and the World of Work:** Mastering good and correct Indonesian is an important foundation for pursuing higher education and for communicating professionally in the world of work.

Conclusion

Improving the quality of Indonesian language education is crucial because language is the primary means of communication in everyday life. In Islamic elementary schools, Indonesian

language learning is not optimal because teachers only use textbooks, resulting in one-way learning, lack of student creativity, lack of interest, and lack of active participation. To address this issue, the Contextual Teaching and Learning (CTL) model is offered as a solution. CTL enables students to learn through real-life experiences, encouraging them to seek and discover their own knowledge, and linking subject matter to everyday life. This will increase motivation, engagement, and make learning more meaningful. CTL has seven main components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment.

The implementation of CTL is expected to improve learning achievement, which is defined as evidence of success or maximum results achieved by students after the learning process. Specifically in the subject of Indonesian, CTL aims to improve students' language skills in listening, speaking, reading, and writing, which are important foundations for effective communication in everyday life. The objectives of learning Indonesian include: (1) communicating effectively and efficiently in accordance with applicable ethics, both orally and in writing; (2) respecting and being proud to use Indonesian as the national language and language of unity; (3) understanding Indonesian and using it appropriately and creatively for various purposes; (4) using Indonesian to improve intellectual abilities as well as emotional and social maturity; and (5) respecting Indonesian literature as a cultural and intellectual treasure of the Indonesian people.

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