

The Effectiveness of Contextual Teaching And Learning (CTL) Model Using Poster Towards Students Learning Outcomes in Social Science Subject of Class IV SDN Selotinatah Suburban Ngariboyo Magetan

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Abstract

This study used quantitative methods to the study design with True Experimental Research Experimental (Experimental Research For real) The use of CTL-assisted learning model poster has an influence on the learning outcomes of students in grade IV IPS SDN Selotinatah 3 on learning in the utilization of natural resources around the neighborhood even semester 2015/2016 school year. It can be seen from the calculation of the t-test, that $t = 16.24$, while $t_{table} = 1.688$. H_0 will be rejected if t is greater than t_{table} . Therefore $t > t_{table}$ then H_0 is rejected, so that the learners by learning using CTL model-assisted poster better than learners using conventional methods. Based on analysis of these data, it can be concluded that there is influence-assisted learning model CTL IPS poster on learning outcomes in grade IV SDN Selotinatah 3 Ngariboyo Magetan Subdistrict second semester of the 2015/2016 academic year. It is based on the results of research in which the class using CTL-assisted learning model poster on the learning process of students tend to be active, independent, critical and creative, while in the class without using model CTL students only passively.

Keywords: learning model Contextual Teaching and Learning, posters, students' learning outcomes

INTRODUCTION

Learning social science should be done by presenting real learning, authentic and meaningful issues that challenge students to solve problems. Selection of learning models in accordance with teaching materials is very influential on the sustainability of the learning process.

In fact, there are many learning problems that must be discussed because the problem of learning is one of the conditions experienced by a student who will inhibit the effective process of learning. Social Sciences learning is considered a very tedious learning when using conventional method, so it takes an interesting learning that make students are more active and love learning social science subject.

According to Joyce, 1992 (in Trianto, 2010: 51-52) each instructional model directs us in designing learning to help learners achieve learning goals. It means that the teaching model is a model of learning with that model. The teacher can help the students to obtain information, ideas, skills, ways of thinking, and expressing their own ideas.

Contextual learning is not only focused on providing the ability of knowledge that is theoretical, but how to have the learning experience owned by students is always associated with actual problems that occur in the environment.

In simply way, the meaning of learning outcomes is the ability that a child acquires after a learning activity. This is because self-study is a process of one who seeks to obtain a form of relative sedentary

behavior change. According to K. Brahim, 2007 (in Susanto, 2013: 5) learning outcomes can be interpreted as the level of success of students in learning the subject matter in schools expressed in scores obtained from test results on certain subject matter.

METHODS

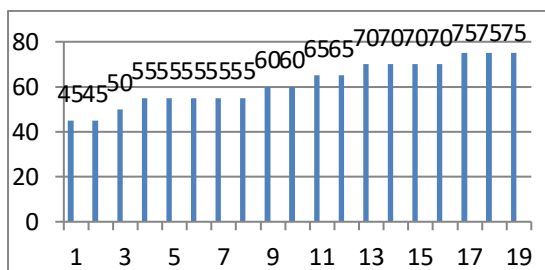
This research used quantitative method with Experimental Research design with True Experimental Research (Real Experimental Research). According to Moh. Nazir (2009: 64-65) the purpose of True Experimental Research is to investigate the presence or absence of causal relationships and how much the cause-and-effect relationships by giving certain treatments to some experimental groups and provide control for comparison.

RESULT AND DISCUSSION

The following data is the learning outcome of Control class and Experiment class:

1. Data Results of control class

Here is the table of IPS learning outcomes of fourth grade students of SDN Selotinatah 2 (Control class). The graph of percentage of social science subject learning outcome that using Conventional method is as follow:

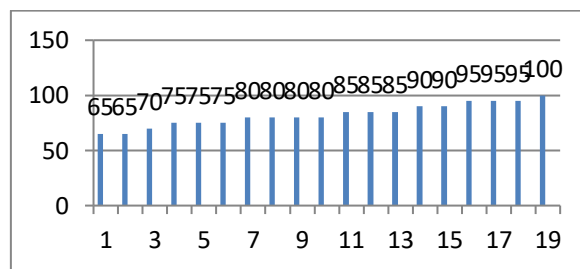


Graph 1. Social science learning outcomes (Control class)

Based on the graph above, it can be seen that the value of IPS (social science subject) learning outcomes of learners by not applying the learning model of CTL assisted poster obtained the highest value data is 75 and the lowest score is 45. Based on the value of learning outcomes of students class IV SDN Selotinatah 2 as a control class, Average value (\bar{x}) = 61.58; Median (Me) = 60, Modus (Mo) = 55, standard deviation (SD) = 9,87

2. Data Results of experiment Class

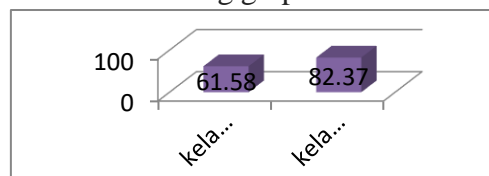
Here is the graph of social science (IPS) learning result of fourth grade students of SDN Selotinatah 3 (experimental class):



Graph 2. Students learning outcomes of IPS experiment class

Based on the graph above, it can be seen that the value of learning outcomes of learners by applying the learning model of CTL assisted poster experimental class obtained the highest value of 100, the lowest value = 65, the mean value (\bar{x}) = 82.37 Median (Me) = 80 Modus (Mo) = 80 standard deviation (SD) = 10,19.

The difference of learning result of experiment class and control class can be seen in following graph:



Graph 3 The differences learning outcome of control and Experiment Class

Based on data of student learning result of control class with student number 19 total value 1170 obtained average value 61,58; For the experimental class with a total score of 1565 obtained an average of 82.37. From result of hypothesis test analysis obtained $t_{\text{tct}} = 16,24$ and $t_{\text{table}} = 1,688$. Because $t_{\text{hitung}} > t_{\text{table}}$, then H_0 is rejected. Based on the hypothesis test, it is known that the learning outcomes of learners using CTL learning model assisted poster better than the learners learn that using conventional methods.

Learning using a CTL-assisted poster, can improve the mindset of students, because students are directly involved in learning where students seek their own learning materials. CTL learning model requires students to actively seek their own teaching materials and with the participation of students in every learning, making the knowledge of teaching materials will be stored long in the memory of students. In the learning also use the learning media in the form of poster. The poster is considered able to increase the creative power, imagination, and the sense of curiosity of students and by using poster learning media, will be more interesting and interest in student learning, because it has been known this poster has a color and shape Interesting.

CONCLUSION

Based on the results of data analysis described in the previous chapter, it can be concluded that there is influence of learning model of CTL assisted by poster to result of study of IPS in fourth grade student of SDN Selotianatah 3 District Ngariboyo Magetan District even semester of academic year 2015/2016.

The results obtained can be considered in improving the quality of

education, especially the quality of learning in the classroom conducted by teachers.

As a contribution of thinking in developing learning models, so students are more active and independent in the learning process, and improve learning outcomes. Related to the limitations of researchers in conducting this research, it is advisable that other researchers who can develop and follow up the results of this study with the subject and object of different learning.

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