

**Improving Student Learning Outcomes through the CTL Model
Aided by Media Pancasila Diagram**

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Abstract

This research is based on low students' learning outcomes. The purpose of this study is to improve the learning outcomes of grade V students of elementary school (*Sekolah Dasar Negeri/SDN*) 8 Gondosari using the Contextual Teaching and Learning model assisted by Pancasila diagram media. This research was a classroom action research. This research was done in two cycles. The subject of this research was 17 students of class V SDN 8 Gondosari. The data was collected through interview, observation, and writing test. The data was analyzed qualitatively and quantitatively. The results of the first cycle showed the percentage of 64.71%. For the second cycle, the percentage was 88.24%. Meanwhile, the results of interviews and observations obtained from teachers and students, namely for teacher skills in the first cycle, obtained a score of 66%, while in the second cycle 92% for student learning activities in the first cycle with a score of 58%, there was an increase in the second cycle of 73%. Based on these findings, it can be concluded that the use of Contextual Teaching and Learning model assisted by Pancasila diagram media can improve the learning outcomes of grade V students of SDN 8 Gondosari.

Keywords: learning outcomes, contextual teaching and learning, pancasila diagram media

INTRODUCTION

The quality of education is currently a concern. Quality education is an effort to be able to integrate with the current era and face future challenges. Education is required to be relevant to the needs of society which is always developing due to the advancement of science and technology. Through education, it is hoped that Indonesia can form a whole human being who is able to overcome current and future problems well. The quality of education can be improved through educational innovation. With education, humans can acquire various knowledge and develop their abilities. There is a need for education that must adapt to the guidance and development of the times, in order to create superior individuals (Tarisa et al., 2022). At this level, a person begins to acquire various knowledge that can be applied in daily life, both in the family and in society. The elementary education curriculum in it contains several subjects that must be mastered by students, one of which is Pancasila Education. The current curriculum is an independent curriculum (Amalia et al., 2024). The independent curriculum is a curriculum that aims to foster a superior national generation.

Pancasila education is a subject that fosters knowledge and real understanding of students in daily life to form democratic Indonesian citizens, understand their status in society, understand the rights and obligations of citizenship, love the homeland, and have a national spirit, so that in the life that will be faced later students are really ready (Magdalena et al., 2020). Pancasila education is very important, especially for elementary schools so that they can behave in accordance with the norms and rules that apply in daily life, both in the school environment and in the community. Our students, the future heirs of the nation, will live and learn in the midst of advanced scientific advances that have never been experienced by humankind. Education is very important in expanding children's knowledge in this country. Therefore, teachers are obliged to create creative and innovative learning conditions to stimulate students' interest and enthusiasm in the teaching and learning process, in order to improve student learning outcomes.

Based on the results of observations made on October 9, 2023 in class V learning of SDN 8 Gondosari with 17 students, it is known that there are problems including teachers not using teaching aids in the learning process, student activities tend to be passive due to the lack of learning aids. Low student activity can affect student learning outcomes (Oktavianti & Santoso, 2015). Student learning outcomes were low where only 2 students received a complete score of 11.76% while 15 students did not complete 88.2%. Based on these observations, teachers need to create a fun, interesting classroom atmosphere and make students can learn directly that can be applied in daily life. According to San et al. (2019), the role of teachers is needed because teachers are educators who are assigned to be facilitators for children. That way teachers can create an optimal teaching and learning atmosphere. Nisaak et al., (2023) state the use of the right model in the learning process can make students more active. In accordance with the learning model Contextual Teaching and Learning.

Firmansyah et al., (2019) explains Contextual Teaching and Learning is a learning strategy that emphasizes the process of full involvement of students to be able to find the material learned and relate it to real-life situations so as to encourage students to apply it in their lives. Contextual Teaching and Learning process that is associated with daily life. So, using the Contextual Teaching and Learning model can make students more involved in the learning activities delivered by the teacher, in a way that students can see and relate the material in real life. This method can make students remember more about the material that has been delivered by the teacher by being assisted by using more fun learning media.

The selection of Contextual Teaching and Learning as a learning model in research needs to be supported by the use of media to maximize the quality of learning. Learning media is a means of channeling messages that can be used to make it easier for teachers to convey learning materials so that students can more easily understand (Ulfa et al., 2020). Khairani et al., (2023) explains if the model Contextual Teaching and Learning can improve the learning outcomes of elementary school students in grade V on thematic content. Cycle I is 74.2% while cycle II is 86.2%, and can increase student learning activities. Irwandy et al., (2019) have similarities, namely the model Contextual Teaching and Learning can improve student learning outcomes, and there is debate, namely using audiovisual media while researchers use Diagram Pancasila media. Based on the results of the study, it can be concluded that the application of the CTL model can improve student learning outcomes.

Learning media is communication or introductory messages from teachers to students that make it easier for educators to convey learning materials and help students understand the material so that learning goals can be achieved optimally. Learning media that are interesting and can increase students' interest in learning include picture diagrams. Picture diagrams present images or photos with attractive visualizations. The media selected in the study is the Diagram Pancasila. Media Diagrams illustrated with symbols of the Pancasila precepts along with images of their application in daily life are associated with the local wisdom of Javanese culture. Santoso et al., (2020) Local wisdom and distinctive values that have been possessed by the Indonesian nation since long ago as one of the cultural heritages of the Indonesian nation must not fade. That way culture can be introduced to today's children (Ismaya & Santoso, 2019). As in the first precept, namely the One Godhead, an example of its application is earth almsgiving. By using the Pancasila Diagram media, students can see directly the image and can be understood. Based on the exposure to the above problems, the purpose of the research is to analyze the application of the CTL model to improve student learning outcomes assisted by Diagram Pancasila media based on the learning culture of Pancasila Education Class V.

METHOD

The type of research used was Class Action Research, one of the strategies to solve problems that utilizes real actions and the process of increasing the likelihood of detecting and solving problems. The research was carried out in two cycles through four stages, namely planning, action, observation, and reflection. This research was carried out for 2 weeks. With the research subjects of class V students of SDN 8 Gondosari which amounted to 17 students. This study applies the Contextual Teaching and Learning model of students divided into small groups of 4-5 people. In groups, students work together and are independently responsible for their study time.

This research is divided into two cycles, namely cycle I and cycle II. After the implementation of the Contextual Teaching and Learning model, the learning outcomes of students will be seen. If the first cycle is complete, research will not be carried out to cycle II, on the contrary, if cycle I is not complete, research will be carried out to the next stage of cycle II. Learning outcome data was collected through the learning outcome test of the first and second cycle tests. Then other data was obtained during interviews and observations. The learning outcome test can be used to measure the level of mastery of student material in a certain period of time after participating in learning. The test is carried out at the end of each implementation of the learning action. With multiple-choice questions 25 while the description of 5 questions. Then by conducting interviews with

students aims to find out their response to the learning that has been learned. This interview is also to find out the extent of the effectiveness of the application of the Contextual Teaching and Learning method in improving their learning outcomes in the material, the relationship between the precepts of Pancasila and its application in daily life.

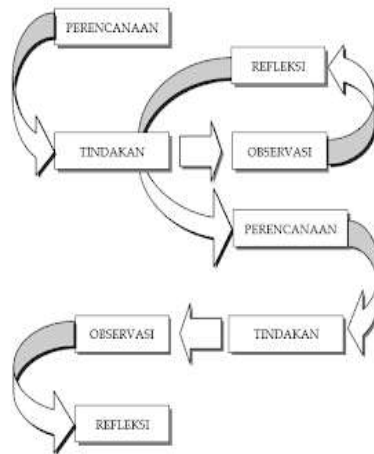


Diagram 1. Kammis & Taggart Learning Model

The data analysis in this study uses learning and observation methods. The analysis of learning outcomes uses comparative descriptive analysis by comparing student test scores between cycle I and cycle II. The analysis of learning outcomes was carried out to see the percentage of the level of completeness after the action was taken. The determination of the percentage of completeness level uses the following formula:

$$\text{Completeness (\%)} = \frac{\text{jumlah siswa yang tuntas}}{\text{total siswa}} \times 100\%$$

After that, the observation is analyzed based on the results of observation of students' activities during learning and evaluating the activities that have been carried out. So at the end of each implementation of the action, reflection is carried out. The purpose of reflection is to be able to conclude the process of action of the activity.

FINDINGS AND DISCUSSION

Pre-Cycle

Based on pre-cycle data conducted on October 9, 2023, it is known that there are problems in learning in grade V of SDN 8 Gondosari. The problem is that teachers when teaching have not used the media of teaching aids, students are still passive because there are no teaching aids that can make them interested and excited to understand learning, resulting in low student learning outcomes. Classical completeness 11.76% (2 students completed), while those who did not complete were 88.24% (15 students did not complete).

Table 1. Pre-Cycle Results

| KKTP | Number of Students | Percentage | Classification |
|-----------------|--------------------|------------|----------------|
| ≥ 75 | 11 | 64,71% | Complete |
| ≤ 75 | 6 | 35,29% | Incomplete |
| Average | | 71 | |
| Classical Terms | | 64,71% | |

Cycle I

a. Planning

Planning is an activity that begins with planning a research idea by planning a research idea which is a follow-up result of classroom observation which aims to find the inhibiting factors that cause low learning outcomes. In the problems that arise, the researcher uses the Contextual Teaching and Learning assisted by Diagram Pancasila media to improve student learning outcomes. The first cycle planning stage carried out by the researcher, before the researcher conducts classroom action research, the activities carried out in other stages: determining the material, compiling teaching modules, preparing the material, preparing the media, making student worksheets, making observation sheets, make a grid – question grid.

b. Action

In the action stage of the first cycle of actions, the researcher carried out the research and at the same time became a teacher in the first cycle of meeting I and meeting II in class V SDN 8 Gondo sari in the action of the research, the researcher used a teaching module made in accordance with the steps of the Contextual Teaching and Learning model assisted by Diagram Pancasila media. The second stage is action. The research was carried out using the Contextual Teaching and Learning model assisted by Diagram Pancasila media to improve student learning outcomes on the material Relationship between Pancasila precepts in application in daily life. In the action of classroom actions in the first cycle of the first meeting on Thursday, February 22, 2024, and the first cycle of the second meeting on Saturday, February 24, 2024.

The first cycle of research for meeting 1 was carried out on Thursday, February 22, 2024 at 07.00 – 09.00 WIB with a time allocation of 3 x 35 minutes for the material to determine the precepts of Pancasila using the Diagram Pancasila media. This activity has three stages, namely the initial activity, the core activity, and the closing activity. The initial activity of the teacher's activities was greeting, making attendance, praying together, providing motivation, and encouraging by using the national mandatory song. Then enter the core activities of the teacher applying the langlah model – the steps of Contextual Teaching and Learning as there are 7 stages, namely: the 1st stage: conveying the learning objectives (Constructivism), the 2nd stage: the teacher guides students to make media observations (Inquiry), the 3rd stage: students ask questions (Questioning), the 4th stage: group discussion activities (Learning Community), the 5th stage students present the results of the discussion (Modeling), the 6th stage the teacher gives questions (Reflection), the 7th stage of the teacher submits the assessment directly (Authentic Assessment). The last activity was closing.

The research of the first cycle of the second meeting was carried out on Saturday, February 24, 2024 at 07.00 – 09.00 WIB with an allocation of 3 x 35 minutes for the material to determine symbols and order the precepts of Pancasila. At this stage, there are three stages, namely the initial activity, the core activity, and the closing activity. The initial activity of the teacher's activities was greeting, making attendance, praying together, providing motivation, and encouraging by using the national mandatory song. Then enter the core activities of the teacher applying the langlah model – the steps of Contextual Teaching and Learning as there are 7 stages, namely: the 1st stage: conveying the learning objectives (Constructivism), the 2nd stage: the teacher guides students to

make media observations (Inquiri), the 3rd stage: students ask questions (Questioning), the 4th stage: group discussion activities (Learning Community), the 5th stage students present the results of the discussion (Modeling), the 6th stage the teacher gives questions (Reflection), the 7th stage of the teacher submits the assessment directly (Authentic Assessment). Then the activity of working on the evaluation questions of the first cycle.

c. Observation

The observation stage is carried out during the learning process. In carrying out this activity, it includes, observation of student learning outcomes in the learning process of Pancasila Education as well as the relationship between Pancasila precepts using the CTL model assisted by Pancasila Diagram media. Student learning outcomes in the first cycle of the evaluation test with a total of 25 multiple-choice questions and 5 description questions were carried out on Saturday, February 24, 2024. Based on the evaluation test of the first cycle, the average classical score was 71 with the information of students completing 11 with a percentage of 64.71% and incomplete 6 with a percentage of 35.29%. In the first cycle, the highest score was 90 and the lowest score was 38. Based on research, student learning outcomes in cycle I have not reached the 75% success indicator. It can be seen from the table:

Table 2. Learning Outcome Data for Class V Students

| NO | Name | Cycle I | Success Rate |
|-----|----------------|----------|--------------|
| 1. | ANA | 76 | Complete |
| 2. | DTS | 86 | Complete |
| 3. | FCA | 63 | Incomplete |
| 4. | MSPA | 80 | Complete |
| 5. | MD | 79 | Complete |
| 6. | MAA | 42 | Incomplete |
| 7. | MAA | 76 | Complete |
| 8. | MDA | 58 | Incomplete |
| 9. | MRA | 80 | Complete |
| 10. | MSGH | 90 | Complete |
| 11. | MSA | 64 | Incomplete |
| 12. | NAM | 80 | Complete |
| 13. | RIA | 80 | Complete |
| 14. | DMA | 78 | Complete |
| 15. | MH | 38 | Incomplete |
| 16. | ID | 84 | Complete |
| 17. | AZM | 54 | Incomplete |
| | Average | 71 | |
| | Complete | 11 | |
| | | (64,71%) | |
| | Incomplete | 6 | |
| | | (35,29%) | |
| | Highest Scores | 90 | |
| | Lowest Rate | 38 | |

From the Table 2, it can be concluded that the learning outcomes of grade V students of SDN 8 Gondosari show that 11 students who completed with a percentage of

64.71% and 6 students who did not complete with a percentage of 35.29% can be described in Diagram 2.

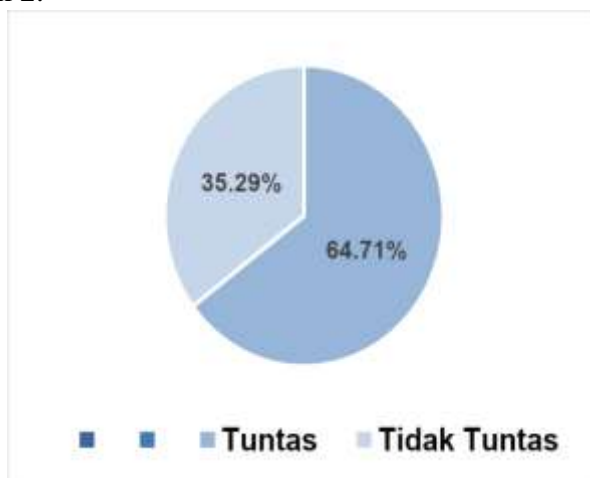


Diagram 2. Students' Learning Outcome in Cycle I

Based on the Diagram 2, it can be concluded that the learning outcomes of the first cycle of students have not reached the success indicator set by the researcher of 75%. There were 11 students who completed and 6 students who did not complete. The factors that affect students who are not complete are because FCA, MAA, MDA, MSA, MH, AZM students, there are students who still do not understand the model given by the teacher when teaching, students are still confused when doing problems because when the teacher explains the material the students are not focused. The research conducted in class V of SDN 8 Gondosari using the independent curriculum, students were declared complete in learning and obtained a score of 75. From the data, there were 11 students who completed and 6 students who did not complete. Thus, the research is said to be successful if it reaches a completeness of 75.

d. Reflection

After carrying out learning in the first cycle, student learning outcomes, skills and activities are still lacking. That way, the implementation of class actions in cycle II is still necessary. In the first cycle of reflection activities carried out, teachers give evaluation questions to students, then teachers ask what materials are still not understood by students. After everything is done, it can be continued to cycle II.

Cycle II

a. Planning

Planning is an activity that begins with planning a research idea by planning a research idea which is a follow-up result of classroom observation which aims to find the inhibiting factors that cause low learning outcomes. In the problems that arise, the researcher uses the Contextual Teaching and Learning assisted by Diagram Pancasila media to improve student learning outcomes. The first cycle planning stage carried out by the researcher, before the researcher conducts classroom action research, the activities carried out in other stages: determining the material, compiling teaching modules, preparing the material, preparing the media, making student worksheets, making observation sheets, make a grid of questions

b. Action

In the action stage of the second cycle of actions, the researcher carried out the research and at the same time became a teacher in the second cycle of meeting I and meeting II in class V SDN 8 Gondosari in the action of the research, the researcher used a teaching module made in accordance with the steps of the Contextual Teaching and Learning model assisted by Diagram Pancasila media. The second stage is action. The research was carried out using the Contextual Teaching and Learning model assisted by Diagram Pancasila media to improve student learning outcomes on the material Relationship between Pancasila precepts in application in daily life. In the implementation of classroom actions in the second cycle of the first meeting on Thursday, February 29, 2024, and the second cycle of the second meeting on Saturday, March 2, 2024.

The first cycle of research for meeting 1 was carried out on Thursday, February 22, 2024 at 07.00 – 09.00 WIB with a time allocation of 3 x 35 minutes for the material to determine the precepts of Pancasila using the Diagram Pancasila media. This activity has three stages, namely the initial activity, the core activity, and the closing activity. The initial activity of the teacher's activities was greeting, making attendance, praying together, providing motivation, and encouraging by using the national mandatory song. Then enter the core activities of the teacher applying the Langlah model – the steps *of Contextual Teaching and Learning* as there are 7 stages, namely: the 1st stage: conveying the learning objectives (Constructivism), the 2nd stage: the teacher guides students to make media observations (Inquiri), the 3rd stage: students ask questions (Questioning), the 4th stage: group discussion activities (Learning Community), the 5th stage students present the results of the discussion (Modeling), the 6th stage the teacher gives questions (Reflection), the 7th stage of the teacher submits the assessment directly (Authentic Assessment). The last activity was closing.

The second cycle of research for the second meeting was held on Saturday, March 2, 2024 at 07.00 – 09.00 WIB with an allocation of 3 x 35 minutes for the material to determine symbols and sort the precepts of Pancasila. At this stage, there are three stages, namely the initial activity, the core activity, and the closing activity. The initial activity of the teacher's activities was greeting, making attendance, praying together, providing motivation, and encouraging by using the national mandatory song. Then enter the core activities of the teacher applying the langlah model – the steps of Contextual Teaching and Learning as there are 7 stages, namely: the 1st stage: conveying the learning objectives (Constructivism), the 2nd stage: the teacher guides students to make media observations (Inquiri), the 3rd stage: students ask questions (Questioning), the 4th stage: group discussion activities (Learning Community), the 5th stage students present the results of the discussion (Modeling), the 6th stage the teacher gives questions (Reflection), the 7th stage of the teacher submits the assessment directly (Authentic Assessment). Then the activity of working on the evaluation questions of the first cycle.

c. Observation

The observation stage is carried out during the learning process. In carrying out this activity, it includes, observation of student learning outcomes in the learning process of Pancasila Education as well as the relationship between Pancasila precepts using the CTL model assisted by Diagram Pancasila media. Student learning outcomes in the first cycle of the evaluation test with a total of 25 multiple-choice questions and 5 description questions were carried out on Saturday, March 2, 2024. Based on the evaluation test of

the second cycle, the average classical score was 82 with the information of students completing 15 with a percentage of 88.24% and incomplete 2 with a percentage of 11.76%. In cycle II, the highest score was 96 and the lowest score was 56. Based on research, student learning outcomes in cycle I have reached a success indicator of 75%. It can be seen in Table 3.

Table 3. Learning Outcomes of Cycle II

| NO | Name | Sikus II | Success Rate |
|----------------|------|----------|--------------|
| 1. | ANA | 78 | Complete |
| 2. | DTS | 90 | Complete |
| 3. | FCA | 76 | Complete |
| 4. | MSPA | 90 | Complete |
| 5. | MD | 88 | Complete |
| 6. | MAA | 62 | Incomplete |
| 7. | MAA | 88 | Complete |
| 8. | MDA | 82 | Complete |
| 9. | MRA | 84 | Complete |
| 10. | MSGH | 96 | Complete |
| 11. | MSA | 80 | Complete |
| 12. | NAM | 86 | Complete |
| 13. | RIA | 86 | Complete |
| 14. | DMA | 80 | Complete |
| 15. | MH | 56 | Incomplete |
| 16. | ID | 90 | Complete |
| 17. | AZM | 76 | Complete |
| Average | | 82 | |
| Complete | | 15 | |
| | | (88,24%) | |
| Incomplete | | 2 | |
| | | (11,76%) | |
| Highest Scores | | 96 | |
| Lowest Rate | | 56 | |

From the Table 3, it can be concluded that the learning outcomes of grade V students of SDN 8 Gondosari show that 15 students who completed with a percentage of 88.24% and 2 students who did not complete with a percentage of 11.76% can be illustrated in Diagram 3.

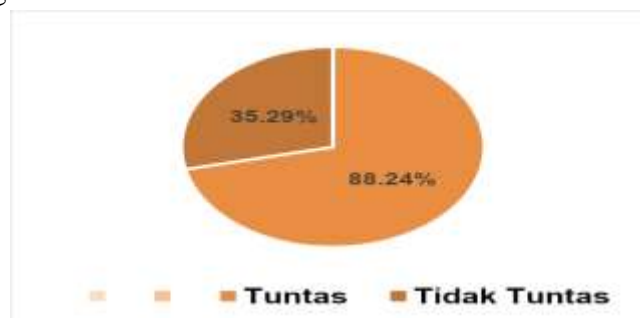


Diagram 3. Students' Learning Outcomes in Cycle II

d. Reflection

In the reflection stage carried out by the researcher, the action of the action in cycle II from the data after the implementation of the action can be seen from the data that has been collected. Based on the research data, the results of the evaluation test of the second cycle obtained an average classical score of 82 with the information of students who completed 15 students with a percentage of 88.24% and 2 students who had not completed it with a percentage of 11.71%. In cycle II, the highest score was 96 and the lowest score was 56. Based on research data, the learning outcomes of students in the second cycle of Pancasila Education content have reached the success indicator, which is 75%. The results of the class action research that has been carried out need further analysis so that it is more meaningful. Therefore, an analysis of learning outcomes is presented. Learning outcomes according to Somayana, (2020) Stating that learning outcomes are changes or new abilities that students acquire after doing learning activities because learning basically a person's behavior can change when they get experience. The learning outcome of a sentence consists of the word result and learning.

The results of the first cycle of research show that the shortcomings at the time of the evaluation of the first cycle of student learning outcomes are still low because at the time of learning there are still students who do not pay attention and talk to themselves, there is still shyness to ask questions and are not confident. The assessment of students' learning outcomes is not only measured by their level of mastery of knowledge, but also by the attitude and skills of students. The shortcomings in cycle I have been corrected in cycle II by maximizing learning by using the Contextual Teaching and Learning model assisted by Diagram Pancasila media. Conditions after the application of the model so that the classroom situation is conducive, students are more likely to actively ask questions, and listen during learning, teachers provide motivation to students in stringing words to be expressed, to overcome this, teachers should give rewards to students. Based on this explanation, it can be concluded that the hypothesis of the proposed action has been proven and the success indicator has been successfully achieved by obtaining a percentage of 88.24% in the second cycle.

Table 4. Recapitulation of Students' Learning Outcomes

| No. | Activities | Number of Students | | Percentage | |
|-----|------------|--------------------|--------------|------------|--------------|
| | | Complete | Not Complete | Complete | Not Complete |
| 1. | Pre-Cycle | 2 | 15 | 11,76% | 88,24% |
| 2. | Cycle I | 11 | 6 | 64,71% | 35,29% |
| 3. | Cycle II | 15 | 2 | 88,24% | 11,76% |

For the following observation data, the observation results of teachers' skills in teaching have increased from pre-cycle to cycle I to cycle II. In the pre-cycle, a score of 74 percent of 58% was obtained with sufficient criteria. Meanwhile, in the first cycle, a score of 85 percent was obtained with a percentage of 66% with the criteria of Good. In the second cycle, a score of 118 percent, 92% was obtained with very good qualifications. Student learning activities were obtained from the results of observation in the pre-cycle score of 638 percent, 37% with less criteria. In the first cycle, a score of 985 was obtained, a percentage of 58% with sufficient criteria. In the second cycle, a score of 1234 was obtained, a percentage of 73% with good criteria. Thus, it can be concluded that there is an increase in learning activities from pre-cycle to cycle I and to cycle II.

Discussion

The results of the study show that from the recapitulation of the results of the relationship between the pre-cycle, cycle I, cycle II, there is information about Ascending – Ascending obtained by all students with a total of 17 students, with the success rate of Complete – Complete, Incomplete – Complete and Incomplete – Incomplete. There are 11 students including ANA, DTS, MSPA, MD, MAA, MRA, MSGH, NAM, RIA, DMA, ID where some of the students stated that they could further increase the value of learning outcomes because teachers when teaching material on the relationship between the precepts of Pancasila by applying values in daily life which initially the teacher only used the lecture method and it has made them understand the material, Then with the presence of the teacher, explaining using teaching aids such as the Pancasila diagram becomes more understanding, because when lifting with the Pancasila Diagram, there are clear and real pictures that can be played, making the memory of the material stronger, making them happier when participating in learning.

As for the information on Ascending – Ascending with a success rate of Incomplete – Incomplete, there were 2 students, namely MAA and MH, the students stated that during the discussion activity by using the Pancasila Diagram tool, which made them able to clearly see the images of symbols and values of Pancasila in daily life was a good help to them, because they were still not fluent in reading, so with the Pancasila Diagram they understood better. But indeed, when working on the questions, they are immersed in writing and reading, which makes it difficult for them to answer the questions that have been given, which makes their grades inadequate. So that way, the teaching and learning process of the relationship between the precepts of Pancasila by using the CTL model assisted by the Pancasila Diagram media has succeeded in influencing the improvement of student learning outcomes at SDN 8 Gondosari. In line with research Khairani et al., (2023), using the CTL model can improve student learning outcomes. Similar to Irwandy et al., (2019), the CTL model assisted by audiovisual media can increase students' results. Similarly, this research can be increased because by using the CTL model assisted by the Pancasila Diagram media.

The results of this study show that the model Contextual teaching and learning with the help of Pancasila Diagram media can improve student learning outcomes. Indah et al., (2023) state the use of the CTL learning model with teaching aids also has advantages and disadvantages in the process. The advantage of the CTL model is that being a student is not only memorizing but also being able to integrate the experience with the knowledge (Nababan & Sipayung, 2023). So that it makes you more confident in the material. The application of the CTL model has been proven to improve student learning outcomes. The advantages of the contextualized learning approach include real-world learning, prioritization of real-world experiences, higher-order thinking, student-centeredness, active, critical and creative students, meaningful knowledge in life, and proximity to real life, behavior change, and knowledge. The meaning and activities given are learning, not teaching. An additional advantage is that the following activities are more similar to education than teaching. The CTL learning model has some drawbacks regarding situational learning. This includes differences in learning approaches that are the focus of classroom teachers, the concept of the learning situation itself, the possibility of individual differences between students in the classroom, student activities and facilities, media, tools, and learning tools comprehensively.

Student activities support learning Students now show initiative and creativity when learning, have a good insight into each subject, have a changed attitude in dealing

with problems, and have high personal responsibility when completing their assignments. Education, problem solving, students becoming teachers, and learning outcomes are measured using a variety of measuring tools, not just tests. The results of the research carried out are strengthened by research Rombe et al., (2022) which found that the use of the learning model Contextual Teaching and Learning can improve student learning outcomes with a score of 68.4% in the first cycle increased in the second cycle of 81.82%. Further research by Rohmah et al., (2020) about model application Contextual teaching and learning with the help of animal circle box media, it can improve student learning outcomes. From the research conducted, the researcher obtained data to apply the CTL (Contextual Teaching and Learning) learning model as the right solution to overcome the problems encountered in schools. The learning model was successfully implemented. The improvement of CTL student learning outcomes is also supported by Teaching Action research conducted by previous researchers. CTL students participate in meaningful activities that help them connect academic lessons to real-world situations they face. By connecting with both, students become aware of the importance of what they learn in school, students find meaning in the classroom material by actively selecting, organizing, organizing, processing, planning, researching, seeking information, and drawing conclusions from their own activities.

This research has a similarity, namely using the same teaching tool media, namely DISILA which can make students understand the material better because there are images of Pancasila symbols and their application in daily life. Because using the right model and media will make learning more meaningful (Amellina et al., 2023). It can be concluded that the application of the CTL model assisted by teaching aids can successfully improve the learning outcomes of grade V students of SDN 8 Gondosari.

CONCLUSION

Based on the results of the classroom action research carried out, it can be concluded that the learning outcomes by applying the Contextual Teaching and Learning model assisted by Diagram Pancasila media with the material Relationship between Pancasila Precepts and Application in daily life have increased in cycle I to cycle II. In the first cycle, the average score was 71 with a percentage of 64.71% in the good category, while in the second cycle it obtained an average score of 82 with a percentage of 88.24% in the very good category, and had achieved the set success indicator, which was ≥ 75 . The learning method is a way of doing or presenting, describing, experiencing, and giving exercises to students to achieve certain goals. Based on the above understanding, it can be concluded under the contextual model a form of orderly and directed exchange of ideas both in small and large groups with the aim of obtaining an understanding, agreement, and a common decision on a problem. The use of contextual models using image media in PKn learning is expected to allow students to concentrate more and learn actively in the learning process, increase students' interest in learning, increase student creativity, students are able to understand facts and events in their environment and are able to think critically and use or apply some of the definitions of Pkn in relation to daily life. It is better to next researcher to do the similar analysis with different subject at school.

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