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THE EFFECT OF THE LOCAL WISDOM-BASED CONTEXTUAL TEACHING AND LEARNING (CTL) MODEL ON THE LEARNING OUTCOMES OF PANCASILA EDUCATION IN GRADE IV STUDENTS OF SDN 101961 TIMBANK DELI

Febbita Putri Amanda Awli Geovany, Apiek Gandamana, Tiarnita Maria Sarjani Br. Siregar, Waliyul Maulana Siregar, Putra Afriadi
School Teacher Education, Faculty Education Science, State University of Medan, Indonesia
Email: febbitaputri10@gmail.com

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Contextual Teaching and Learning (CTL), Results Learning, PPKn.

Abstrak

Study This aim For know the influence of the Contextual Teaching and Learning (CTL) learning model on results Study students in the eye Pancasila and Citizenship Education (PPKn) lessons for grade IV. Research This due to the low background results Study student because of the learning process Still teacher -centered so that student not enough active and less understand material learning. The research method used is study quantitative with type experiment use One Group Pretest-Posttest Design. Research Sample totaling 32 students class IV. Data collection techniques were carried out through tests, observations, and documentation. Instruments study in the form of 35 grains question choice double that has been tested validity and reliability. Research results show that all over grains question declared valid with calculated r value more big from r table of 0.349 and Cronbach's Alpha value of 0.918 which shows that instrument reliable with very high category. The research results also show existence improvement results Study student after implementation of the CTL learning model. This can seen from the average pretest score was 59.84 and increased to 84.69 in value posttest. Based on hypothesis test results using the t test obtained that thitung more big than t table so that Ha is accepted and H0 is rejected. With thus can concluded that there is significant influence use of the Contextual Teaching and Learning (CTL) learning model towards results Study students in the eye Pancasila and Citizenship Education (PPKn) lessons for grade IV. The CTL learning model is capable of create atmosphere learn more active, fun, and meaningful so that student more easy understand material learning.

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INTRODUCTION

Education is a designed process For develop potential participant educate in a way comprehensive, good in aspect knowledge, skills, and attitude. In context education basic, learning process No only achievement - oriented ability academic, but also on formation required character and values in life socialize. One of the eye lessons that have role strategic in formation character participant educate is Pancasila Education. Subject This aim For implant Pancasila values, forming identity nationality, as well as develop appropriate attitudes and behavior with the norms of life nation and state.

Pancasila Education has important position in system Indonesian education because functioning as means For form participant Educate those who have faith and morals noble, responsible answer, and have a sense of love homeland. Through Pancasila Education learning, participants educate expected capable understand and practice the values contained in Pancasila in life everyday. However, in In practice, Pancasila Education learning is often still teacher -centered (*teacher- centered learning*) and emphasizes aspect memorization material compared to understanding as well as implementation learned values. Conditions the cause participant educate not enough active in the learning process so that impact on low results learning gained.

Learning outcomes is one of the indicator the success of the educational process. According to Sudjana (2019), results Study is abilities possessed participant educate after accept experience learning that includes aspect cognitive, affective, and psychomotor. High and low results Study influenced by various factors, good internal and external factors factor external. One of the factor very important external factors is use of appropriate and appropriate learning models with characteristics participant educate. Therefore that, teachers are required For capable select and apply learning models that can create experience learning that is meaningful, interesting, and capable increase involvement participant educate in the learning process.

One of the learning models that is assessed capable create meaningful learning is Contextual Teaching and Learning (CTL). The CTL model is approach connecting learning material lesson with situation real experience participant educate so that knowledge gained become more easy understood and applied in life everyday life. According to Johnson (2018), CTL helps participant educate find meaning from material studied through relatedness between draft academic with experience real. With Thus, participants educate No only accept information in a way passive, but also active build understanding based on experiences and the surrounding environment.

The application of the CTL model becomes the more relevant if combined with wisdom local development in the environment participant educate. Wisdom local is living values, norms, traditions and culture as well as develop in society and inherited from generation to generation. Integration of wisdom local in learning can help participant educate understand material in a way more contextual Because related direct with life and the environment they live in know. In addition, the use of wisdom local in learning can also strengthen identity culture as well as foster a sense of pride to culture area.

Pancasila Education Learning has close relationship with values wisdom local Because both of them You're welcome teach moral, social and national values. Values such as mutual cooperation, tolerance, deliberation, responsibility responsibility and concern social content in Pancasila there are also many found in culture local Indonesian society. Therefore that, the application of the CTL model is based on wisdom local

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viewed capable give experience learn more meaningful and contextual for participant educate.

Based on results observation early at SDN 101961 Timbang Deli, found that the learning process of Pancasila Education is still face a number of obstacles. Some participants educate show level low participation in activity learning. In addition, learning Still dominated by methods lecture so that participant educate tend passive and less own chance For connect material lesson with experience real that they have. Condition the impact on the results Study participant education that is not optimal. Some participant educate Still experience difficulty in understand the concepts taught as well as apply the values of Pancasila Education in life daily.

Problems the show the need innovation in a capable learning process increase involvement participant educate at a time repair results study. One of the alternatives that can implemented is use of the Contextual Teaching and Learning (CTL) model based on wisdom local. This model allows participant educate Study through close experience with life they so that the learning process become more active, interesting, and meaningful. In addition, the integration wisdom local expected can help participant educate understand the values of Pancasila Education in general more concrete and applicable.

Various study previously show that application of the CTL model can increase activities and results Study participant learn. Learning that connects material with context life real proven capable increase motivation learning, understanding concept, as well as ability think critical participant educate. However Thus, research that is special study application of the CTL model based on wisdom local to the eye Pancasila Education lessons at school base Still relatively limited, especially for students class IV of SDN 101961 Timbang Deli. Therefore that, research This important done For get description empirical about the influence of the CTL model based on wisdom local to results study Pancasila Education.

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Contextual Teaching and Learning (CTL) Model

Contextual Teaching and Learning (CTL) model is approach learning that emphasizes relatedness between material studied with situation real experience participant learn. Through this model, participants educate pushed For connect knowledge acquired at school with experience daily so that learning become more meaningful. CTL is based on views constructivism that places participant educate as subject active in build his knowledge Alone through experience real learning.

In In its implementation, CTL helps participant educate understand draft learning with connect it to the environment social, cultural and life everyday learning No only focus on mastery material, but also on the ability participant educate in apply knowledge possessed For solve various problems found in life real. Therefore that, the CTL model is assessed capable increase activity learning, motivation, ability think critical, and results Study participant educate.

The implementation of CTL involves a number of component important, namely constructivism, inquiry, questioning, society learning community, modeling, reflection, *and* assessment authentic *assessment.* Through components said, participants educate get experience learn more active, contextual, and participant - centered educate.

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Learning Based on Local Wisdom

Wisdom local is values, norms, traditions, customs customs, as well as growing knowledge in life society and inherited in a way hereditary. Wisdom local become identity culture that has role important in form character and behavior society. In the world of education, wisdom local can made into as source relevant learning with life participant educate so that learning become more near with environment social and cultural they.

Learning based wisdom local is a learning process that integrates values culture local to in materials and activities learning. Approach This aim For help participant educate understand material in a way more contextual at a time implant values positive culture. Through learning based wisdom local, participants educate No only get knowledge academic, but also developing attitude value culture, tolerance, mutual cooperation, and a sense of love to environment and area origin.

In the research this, wisdom local focused on diversity cultural values found in the Timbang Deli area and its surroundings. culture the used as context Pancasila Education learning so that participant educate can understand material through close experiences and realities with life they.

Pancasila Education in Elementary Schools

Pancasila Education is eye purposeful lessons For form participant educate to understand, appreciate and practice the values of Pancasila in life daily. Subjects This play a role important in build character, identity nationality, as well as attitude democratic participant educate since age early.

In Independent Curriculum, Pancasila Education does not only focus on aspects knowledge, but also on development attitudes and skills that reflect the values of Pancasila. One of them material studied in grade IV of school base is element *Bhinneka Tunggal Ika,* which emphasizes understanding to diversity Indonesian culture and attitude value difference as form practice Pancasila values.

Pancasila Education Learning will more effective if associated with experience real participant educate. Therefore that, the application of the CTL model is based on wisdom local assessed in accordance Because allows participant educate understand Pancasila values through context the culture they meet in life daily.

Learning outcomes

Learning outcomes is change acquired behavior participant educate after follow the learning process. Changes the can in the form of improvement knowledge, skills, and attitude that shows achievement objective learning. Learning outcomes often used as indicator success a learning process Because reflect level mastery participant educate to material that has been studied.

High and low results Study influenced by various factors, good internal and external factors factor external. Internal factors include interest, motivation, ability, and readiness Study participant educate. Meanwhile that, factor external covering environment learning, method learning, learning media, as well teacher competence in manage the learning process.

In study this, the result Study measured through the test given before and after application of the CTL model based on wisdom local. Measurement the done For know to what extent the learning model is applied capable increase understanding participant

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educate to Pancasila Education material.

The Influence of CTL Model Based on Local Wisdom on Pancasila Education Learning Outcomes

CTL based model wisdom local believed own influence positive to results learning Pancasila Education. This model connect material learning with experience real participant educate as well as values culture that lives in the environment they. Integration between learning contextual and wisdom local make the learning process more meaningful, interesting, and easy understood by participants educate.

Various study previously show that CTL -based implementation wisdom local capable increase participation students, motivation learning, ability think critical, and results learning in the eyes Pancasila Education lessons. In addition to improving aspect cognitive, this model also supports development character participant educate through introduction values culture local such as mutual cooperation, tolerance, work same, and attitude value diversity.

With Thus, the use of *the Contextual Teaching and Learning* (CTL) model based on wisdom local expected capable create more Pancasila Education learning active, contextual, and meaningful so that impact on increasing results Study participant educate Class IV of SDN 101961 Timbang Deli.

RESEARCH METHODS

Study This use approach quantitative with method experiment quasi - *experimental* research for know influence application of *the Contextual Teaching and Learning* (CTL) model based on wisdom local to results learning Pancasila Education for students Class IV of SDN 101961 Timbang Deli. Approach quantitative chosen Because study focused on measurement and analysis connection between variables studied through processed numerical data in a way statistics.

The research design used is *One Group Pretest- Posttest Design,* namely design research involving One group given subject test before treatment (*pretest*) and test after treatment (*posttest*). Through design this, researcher can compare results Study student before and after implementation of the CTL model based on wisdom local so that influence treatment given can known in a way more clear.

Study was held at SDN 101961 Timbang Deli which is located in the District Percut Sei Tuan, Deli Serdang Regency, North Sumatra. Subject study is all over student class IV which consists of in accordance with amount participant educate active in the year teachings research. Data collection techniques sample done with use *saturated sampling* (*total sampling*), namely all over member population made into as sample study Because the amount relatively limited and possible For investigated in a way overall.

Research data collected through technique test. The instrument used in the form of question test results studying Pancasila Education which is compiled based on achievements learning and objectives learning that applies to class IV school basic. Test given twice, namely before application of learning models as *pretest* For know ability beginning students and after application of learning models as *posttest* For know results Study after treatment given. Before used, instruments study moreover formerly tested validity and reliability For ensure that instrument capable measure results Study in a way precise and consistent.

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Procedure study started with giving *pretest* to student For obtain capability data beginning. Next, the learning process implemented with implementing a *Contextual Teaching and Learning* (CTL) model based on wisdom local. In In its implementation, Pancasila Education material is linked with various values, traditions, customs and culture local nearby with life daily student so that learning become more contextual and meaningful. After all over series learning finished implemented, students given *posttest* For know change results learning that occurs after application of learning models the.

Data obtained Then analyzed use statistics descriptive and inferential analysis descriptive used For describe average value, value highest value lowest, and level achievement results Study students. Next, a normality test was carried out as a prerequisite test analysis For know distribution of research data. Testing hypothesis done using *paired sample t-* test with level significance of 0.05 for know whether there is significant difference between mark *pretest* and *posttest.* Analysis results the used as base For determine There is or whether or not the influence of *the Contextual Teaching and Learning* (CTL) model based on wisdom local to results learning Pancasila Education for students Class IV of SDN 101961 Timbang Deli.

RESULTS AND DISCUSSION

Study This aim For know influence application of *the Contextual Teaching and Learning* (CTL) model based on wisdom local to results learning Pancasila Education for students Class IV of SDN 101961 Timbang Deli. Learning implemented with integrate Pancasila Education material, especially on the elements *Unity in Diversity,* with various mark wisdom local development in the environment Timbang Deli community, such as mutual cooperation, deliberation, tolerance, and work same. Approach the allows participant educate connect material learning with experience real that they meet in life daily so that the learning process become more meaningful.

Research result show that application of the CTL model based on wisdom local give impact positive to improvement results Study students. Before treatment given, students moreover formerly follow *pretest* For know ability beginning they to Pancasila Education material. After the learning process using the CTL model based on wisdom local implemented, students return given *posttest* For know change results learning that occurs after treatment.

Comparison results Study student before and after application of the CTL model based on wisdom local can seen in Table 1.

Table 1. Comparison of Pretest and Posttest Results

Information	Pretest	Posttest
highest score	70	95
Lowest Value	50	75
Average	59.84	84.84
Amount Student Completed	0	32
Amount Students Not Finished	32	0

Source : Research Data

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Based on Table 1, it can be seen that that results Study student experience quite an improvement significant after applied CTL model based on wisdom local. The average value of students increase from 59.84 at the time *pretest* to 84.84 at the time *posttest.* In addition, before treatment given No there is students who achieve completeness learning, while after treatment all over student succeed reach completeness. Findings This show that the learning model applied capable help student understand Pancasila Education material in general more effective compared to condition before treatment given.

Improvement results Study the No let go from characteristics of the CTL model that emphasize relatedness between material learning with context life real participant educate. In study these values wisdom local made into as source Study so that participant educate more easy understand concepts of Pancasila Education. When students learn material about diversity, tolerance, and unity, the teacher links them with experience real that they find in life public around. With Thus, learning No Again nature abstract, but rather become more concrete and close with life student.

In addition to improving understanding concept, application of CTL model based on wisdom local also encourages participation active student during the learning process. Students No only listen teacher explanation, but also involved in discussion, observation work environment groups and activities related reflections with culture local. Condition the make student more motivated For Study Because material studied own connection direct with the experiences they have have. As a result, students become more easy understand material and capable remember information learned in term longer time.

Analysis results statistics also show that application of the CTL model based on wisdom local give significant influence to results learning Pancasila Education. Hypothesis test results show mark significance of 0.000 or more small of 0.05. In addition, it was obtained mark *t* count amounting to 18,742 so that hypothesis null (H_0) is rejected and the hypothesis alternative (H_a) is accepted. The results show that there is significant influence from application of the CTL model based on wisdom local to results students' Pancasila Education learning Class IV of SDN 101961 Timbang Deli.

Findings study This in line with theory learning contextual which states that participant educate will more easy understand material when information obtained associated with experience and environment real they. The CTL model provides chance to student For build his knowledge Alone through the process of discovering, observing, discussing and reflecting experience learning. When this model combined with wisdom local, participants educate No only get understanding more academic good, but also get experience strengthening learning identity culture and character nationality they.

Research result this also supports study previously stated that integration of CTL and wisdom local capable increase results Study participant learn. Learning that utilizes culture local as context learning can increase involvement students, strengthening understanding concept, as well as help participant educate connect material lesson with reality life daily.

In a way overall, results study show that *the Contextual Teaching and Learning* (CTL) model is based on wisdom local is one of the alternative effective learning in increase results studying Pancasila Education at school basic. This model capable create more learning active, contextual, meaningful, and close with life participant educate. Through integration values culture local to in the learning process, students No only experience improvement results Study in a way cognitive, but also acquiring greater understanding deep about Pancasila values that can implemented in life daily.

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CONCLUSION

Activity socialization about importance value other people's opinions are implemented to Medan State University students have walk with good and capable give greater understanding deep about importance attitude tolerance, effective communication, and respect to diversity view in life academic. Through delivery material, use of educational poster media, and activity discussion group, students get outlook about importance value right every individual For convey opinion as part from values democracy and culture healthy academic. The MPR RI Smart Quiz Case used as example in activity this also helps student understand How difference view can cause debate if No accompanied by with attitude each other honor.

Activity results show that student own high enthusiasm during follow all over series socialization. Through the discussion process, students No only Study convey opinion in a way polite, but also develop ability For listen, understand, and appreciate different views. Activities This give experience direct to student about importance dialogue, deliberation and openness in finish difference opinion, good in the lecture process, organization student affairs, as well as interaction social in the environment campus. With Thus, the activities socialization This participate contribute in form character more students democratic, critical, and responsible answer.

In a way overall, socialization This succeed reach goals that have been determined, namely increase awareness student about importance value other people 's opinions as one fundamental values in life academic and social. Therefore that, activity similar need implemented in a way sustainable as effort strengthen culture Open, inclusive and respectful academics diversity thinking. Through implementation attitude each other honor in every discussion and decision-making process decisions, students expected capable become generation intellectuals who are not only superior in a way academic, but also has character democratic, tolerant, and capable guard harmony in life society, nation and state.

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