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THE EFFECT OF CONTEXTUAL LEARNING MODEL ON STUDENTS' LEARNING OUTCOMES IN SCIENCE SUBJECTS IN GRADE III

Bethesda Angela Siahaan[1], Muktar B Panjaitan[2], Aprido Simamora[3]
[a] Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia
[b] Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia
[c] Pendidikan Guru Sekolah Dasar, Fakultas Keguruan Dan Ilmu Pendidikan Universitas HKBP Nommensen Pematangsiantar, Indonesia
Corresponden E-mail: bethesdasiahaan155@gmail.com

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ABSTRACT

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran kontekstual terhadap hasil belajar siswa Ilmu Pengetahuan Alam dan Sosial (IPAS) kelas III di UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar. Instrumen penelitian terdiri dari butir-butir tes kognitif yang telah melalui uji validitas dan reliabilitas, menghasilkan 20 butir tes yang valid dan reliabel dengan koefisien reliabilitas tinggi sebesar 0,885. Butir-butir tes ini menunjukkan daya diskriminatif yang baik dan tingkat kesulitan yang sesuai untuk siswa kelas III SD. Data dikumpulkan melalui pretest dan posttest yang diberikan sebelum dan setelah perlakuan menggunakan model pembelajaran kontekstual. Hasil pretest menunjukkan nilai rata-rata siswa 44,4, dengan 23 siswa tidak memenuhi Kriteria Prestasi Belajar (KKTP), sedangkan posttest menunjukkan peningkatan yang signifikan dengan nilai rata-rata 79,6 dan 23 siswa dinyatakan lulus. Analisis data menggunakan uji normalitas Shapiro-Wilk menunjukkan distribusi normal, dan pengujian hipotesis menghasilkan nilai signifikansi 0,00 ($p < 0,05$) dengan thitung > ttabel. Oleh karena itu, dapat disimpulkan bahwa terdapat pengaruh signifikan penggunaan model pembelajaran kontekstual terhadap hasil belajar IPAS. Hasil observasi mendukung temuan ini dengan menunjukkan peningkatan keterlibatan dan minat siswa selama proses pembelajaran. Secara keseluruhan, penelitian ini menyimpulkan bahwa model pembelajaran kontekstual memberikan kontribusi positif terhadap peningkatan hasil belajar IPAS bagi siswa kelas III di sekolah tersebut..

Keywords:
Contextual Learning Model, Learning Outcomes, IPAS

ABSTRACT

This study aims to determine the effect of using the contextual learning model on the learning outcomes of Natural and Social Sciences (IPAS) students in Grade III at UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar. The research instrument consisted of cognitive test items that had undergone validity and reliability tests, resulting in 20 valid and reliable items with a high reliability coefficient of 0.885. These test items demonstrated good discriminative power and an appropriate difficulty level for third-grade elementary students. Data were collected through pretests and posttests administered before and after the treatment using the contextual learning model. The pretest results showed an average student score of 44.4, with 23 students not meeting the Learning Achievement Criteria (KKTP), while the posttest showed a significant increase with an average score of 79.6 and 23 students declared passing. Data analysis using the Shapiro-Wilk normality test revealed a normal distribution, and hypothesis testing yielded a significance value of 0.00 ($p < 0.05$) with tcount > ttable. Therefore, it can be concluded that there is a significant effect of using the contextual learning model on IPAS

learning outcomes. Observational results support these findings by indicating increased student engagement and interest during the learning process. Overall, this study concludes that the contextual learning model positively contributes to the improvement of IPAS learning outcomes for Grade III students at the school.

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. This is an ongoing process that occurs not only in school but also within the family and community. Education involves the transfer of knowledge, skill development, attitude formation, and the instillation of noble values (Tamari & Akmal, 2018).

This is also in accordance with the following opinion, a summary of Dewey's statement, J. (Lidwina et al., 2021) states that education is part of life itself, not just preparation for the future. Education should be centered on student experience, encourage critical thinking, and aim to form individuals who are active and play a role in a democratic society. According to the following opinion, a summary of Paulo Freire's statement considers education as a tool for liberation and empowerment, which encourages critical awareness of social reality. He rejects the one-way model of education and emphasizes the importance of dialogue and reflection in the learning process (Castelli et al., 2015). And according to Nelson Mandela, although not an expert on formal education, Nelson Mandela, an anti-apartheid figure and former President of South Africa, provided a very strong view on the importance of education. He stated, "Education is the most deadly weapon in the world, because with education it can change the world." (Hazwinda, 2018).

In Indonesia, the objectives of education are clearly regulated in Law Number 20 of 2003 concerning the National Education System. According to Article 3, the objectives of national education are: "To develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." From these objectives, we can understand that education is not only oriented towards the cognitive aspect (knowledge), but also on the holistic development of individuals that includes spiritual, emotional, social, and life skills aspects (Khusna & Ulfah, 2021).

Based on the opinions of the experts above, it can be concluded that education is more than just academic learning; it is a transformative process that empowers

individuals to think critically, actively participate in society, and create positive change. The goal of education is to create Indonesians who are devout to God Almighty and have noble morals, who are capable, high-achieving, creative, democratic, and responsible.

Today, we know that the curriculum is very important in the success of education. As stated by (Elisa 2017:2) The curriculum is something that is planned as a guide to achieve educational goals, such as designing or planning ideas, aspirations of humans or citizens who will be formed (Nurmaizura et al., 2024). The curriculum can be realized is what is called a real curriculum, meanwhile, what cannot be realized is actually something that is still an idea. The curriculum has a strategic position in education because in general the curriculum is a description and vision, mission and educational goals of a nation. This also positions the curriculum as the Central value content that will be transformed to students (Adli, 2022) . Based on the definition of the curriculum above, it can be concluded that the curriculum is something that has been planned from the beginning, which will be a guide in achieving educational goals, where the curriculum contains the content and subject matter that will be taken within a predetermined time period. Learning is essentially a teacher's activity in teaching students, this means that the learning process is to create or make students in a learning condition. The point at which students are in a learning condition can be observed and observed through indicators of the activities carried out, namely focused attention, enthusiasm for asking, answering, commenting on presentations, discussions, or finding (Putra, 2021).

Learning is the result of the interaction between the passing system and the response. A person can be said to have learned when they experience a change in their behavior (Susanto, 2020). According to Isyana (Suhandri & Sari, 2019), learning is an activity in which there is a process from not knowing to knowing, not understanding to understanding, unable to being able to achieve optimal results. According to Saiful and Aswan (Panjaitan, 2020), learning is a change in behavior influenced by experience and practice. The point in question is a change in behavior that concerns knowledge, skills, and attitudes. In the teaching and learning process, there is one human component, namely the teacher. Teachers who are tasked and work to strive to achieve the learning objectives that have been set from the beginning are what is called learning outcomes. According to Dimayanti (Zurimi et al., 2023), learning outcomes are the result of interactions between teachers and students, also known as the teaching and learning process. According to Sudjana Nurrita (2018), learning outcomes are competencies or skills that can be achieved by students through learning activities designed and implemented by teachers in a particular school and class. According to Purwanto (Naranjo et al., 2018), learning outcomes are the abilities or competencies possessed by students, including cognitive, affective, and isomotor abilities, after carrying out and participating in learning.

The success and quality of education are influenced by various factors such as the education system, facilities and infrastructure, teacher quality and professionalism, curriculum, and learning. Improving the quality of education is a logical consequence of good learning (Dewi & Primayana, 2019). Good learning requires the adjustment and improvement of the learning process by using innovative and varied learning models.

This is also the case with Natural Sciences (IPAS) lessons. In essence, the existence of IPAS in basic education is a means of developing students' understanding of individual and group guidance, living together and interacting with their environment, and their ability to express opinions and think critically about natural phenomena that occur in their surroundings (ISNAINI, 2023). Common educational problems in Indonesia include several common educational problems that still occur and pose challenges in improving the quality and access to education. Quality education is certainly expected for the progress of a nation; education is not merely a means of being an agent of production to create real transformation. Indonesia is an archipelagic country in the form of a Republic with a population of 275.36 million. Currently, Indonesian education is regulated by Law No. 20 of 2003 concerning the National Education System. Education in Indonesia is divided into three main channels: formal, non-formal, and informal. A system will produce quality results; if implemented properly, it will certainly have many positive aspects and positive outcomes. Some common educational problems in Indonesia include the following: Many children in Indonesia still face difficulties in accessing education, especially in remote areas, in the interior, or poor communities. Long distances between homes and schools, lack of transportation, and minimal educational infrastructure in these areas hinder equitable access to education. Educational disparities between urban and rural areas, as well as between socioeconomic groups, remain a serious problem in Indonesia. Educational facilities and quality are generally better in urban areas than in rural areas. Children from poor families often experience difficulties in accessing high-quality education. Challenges related to the quality of teachers and educators in Indonesia remain. Lack of adequate training, limited qualified human resources in the education sector, and high turnover rates in some regions hinder the consistency and quality of teaching. Some parties argue that the education curriculum in Indonesia is still less relevant to the needs of the world of work and global developments (Kurniawan et al., 2022).

Too much theoretical content and a lack of practical skills empowerment can hinder students from developing relevant and applicable skills. Many Indonesian schools still face challenges related to inadequate facilities and infrastructure. This includes limited classroom space, laboratories, libraries, limited internet access, and poor sanitation. These deficiencies can impact students' learning experiences and the quality of education provided. Disparities in access to adequate information and communication technology remain a problem in Indonesia (Amalina, 2020). Not all students have equal access to computers, the internet, or digital resources. This can result in disparities in their ability to access information and online learning. Indonesia's evaluation and examination systems are often controversial. Sometimes, evaluations that focus too much on national standardized tests can overlook students' holistic development and more inclusive alternative assessment methods (Pujiastuti, 2015).

The ability of third grade students in science learning is considered lacking, this is evident from the average score of students obtained which is still below the Minimum Completion Minimum (KKM) (70). Along with the development of the world of education, many more interesting learning approaches have been discovered. One of them is by

using the Contextual approach. According to Sanjaya (2008) the Contextual Learning Model is a learning strategy that emphasizes the process of student involvement as a whole to discover and connect it with real everyday situations, namely their environment, thus encouraging students to apply it in their lives. The Contextual Approach is not only listening and taking notes, but is a process of seeking direct experience. Through this process, students not only develop cognitive aspects, but also develop affective and psychomotor aspects.

In addition, Sanjaya (Muliastrini & Handayani, 2023) also found that learning with the Contextual Learning Model has the following characteristics: 1) in CTL, learning is a process of activating existing knowledge (activating knowledge); 2) contextual learning is learning in order to acquire and add new knowledge (acquiring knowledge); 3) understanding knowledge (understanding knowledge) means that the knowledge obtained is not to be memorized but to be understood and believed; 4) practicing the knowledge and experience (applying knowledge) 5) reflecting (reflecting knowledge) knowledge development strategies (Anggraini, 2017).

According to Anisah (Yunus et al., 2019) the advantages of the contextual learning model include: (1) learning becomes more meaningful in real life, because students can grasp the relationship between learning experiences at school and real life, (2) learning is more productive and able to foster conceptual reinforcement in students, (3) teachers are more intensive in guiding students, because they no longer play a role as information but rather class managers as a team that works together to discover new knowledge and skills for students, (4) teachers provide opportunities for students to discover or apply their own ideas and invite students to use their own strategies for learning (Marta et al., 2020).

In addition, the shortcomings of the contextual learning model written by Machdans (in Dewi Puji Astuti, 2014) include; in the selection of information and materials in class based on the needs of students in the case of the class the level of student ability varies so that teachers will have difficulty inviting students to realize and be aware of using their own strategies for learning. However, in this context, of course, teachers need extra attention and guidance for students so that the learning objectives are in accordance with what was originally implemented (Badriah & Maaruf, 2018). With these advantages and disadvantages, the shortcomings of the contextual learning approach can be anticipated by applying the seven main components of the existing approach by carrying out learning as well as possible and minimizing errors in learning (BUJURI & BAITI, 2019).

Based on the results of observations at the UPTD of State Elementary School 122399 Jl. Mawar Pematangsiantar, information was obtained that there were several students who had low learning outcomes and most of the students had not reached the Minimum Completion Criteria (KKM) set by the school, namely 70, from 27 students, 20 had completed the KKM, and 7 others were far below average. Therefore, by using a learning model, the teaching and learning process will run well and achieve maximum results. Learning strategies can be in the form of models or media carried out by teachers

during the learning process, including implementing innovative learning, one of the innovative learning models is the contextual learning model

2. METHOD

The type of research conducted is experimental research with a quantitative approach. Sugiyono (Panuntun & Paramita, 2020) explains that the experimental research method can be interpreted as a research method used to find the effect of the treatment implemented, namely the Pre-Experimental Design method in accordance with the limited number of samples to be studied.

A population is the entire research subject, the entire object being studied, whether it be people, objects, events, values, or events. A population can also be defined as a generalized area consisting of objects/subjects that have specific quantities and characteristics determined by the researcher to be studied and then conclusions drawn (Sitepu et al., 2023).. So the population in this study is all third grade students of UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar.

According to Sugiyono (Dandirwalu et al., 2021) A sample is a subset of the population with the characteristics and number of subjects. The sample used in this study was determined using contextual learning techniques. In conducting the sampling, the researcher mixed the subjects into the population so that all subjects were considered equal. The sample consisted of third-grade students of the UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar.

According to Arikunto (Servista Bukit, 2022) states that research is a tool or facility used by researchers in collecting data so that their work is easier and the results are better, in the sense of being more accurate, complete, and systematic so that it is easier to process (Kwi, 2025). Variations in the type of research are questionnaires, checklists, interview guidelines, observation guidelines from this understanding it can be said that "researchers must use research methods using instruments or tools so that the data obtained is better. In this study, researchers will use a written method with a test question instrument, the test questions that will be given are multiple choice questions

3. RESULTS AND DISCUSSION

Description of Research Results

This research is a pre-experimental research using a one group pretest-posttest design conducted in class II of UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar with a total of 25 people. The test given during the research has been tested for validity first in class III of UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar with a total of 25 people.

Instrument Test Data Results

The instrument trial was conducted at the UPTD of SD Negeri 122353 Pematangsiantar on Sisingamangaraja Street. The instrument trial was conducted in class III with 25 students on August 27-28, 2025. Data from the instrument trial were then processed to find validity, reliability, difficulty level, and discriminatory power processed using Microsoft Excel and SPSS 26. The validity test is a test used to show the

extent to which the measuring instrument used in a measure what is measured. The validation of this study was conducted in class III with 30 students with 20 questions. The person product moment correlation at a significant level of 5% (0.005) with N = 25 with r table 0.396. In this criterion, if r count> r table, then the test question is valid, and vice versa if r count <r table then the test question is invalid. Based on the validation test results, the test question is invalid. Based on the validation test, the results of the questions showed that 20 were valid and 10 were invalid. (Sarira, 2024) .

Hypothesis Testing

Based on the prerequisite analysis, *the Pretest* and *Post-test data were obtained* with normal distribution, which was then continued with testing using a paired *sample t-test* to determine the effect of the Contextual learning model on student learning outcomes in class III Science learning, with the following results (Kosassy et al., 2021):

Table 1. Hypothesis Test Results

Information	Mark
T_{count}	11,427
T_{table}	1.7 1 1
Significance (2- *tailed*)	0.00

Based on the table, it can be seen that the results of the comparison of *the pretest* and The post-test has a significance value (sig 2-tailed) of 0.00 < 0.05. In addition, the $_{calculated\ t\ value}$ is 1 11.427 with a t_{table} of 1.7 1 1 with an error level of 5%. Thus, the $_{calculated\ t} > t_{table}$ which means H_0 is rejected and Ha $_{is\ accepted}$, it can be concluded that there is an influence of the Contextual learning model on the learning outcomes of grade III students of UPTD SD Negeri 12 2399 Jl. Mawar Pematangsiantar.

Discussion of Research Results

This section will describe the results of the study. These results are the conclusions drawn based on the collected and analyzed data. This study aims to determine whether the use of a contextual learning model has an effect on the science learning outcomes of third-grade students at the UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar. This research instrument takes the form of test questions to measure students' cognitive abilities. Before the questions are administered to the research subjects, each item undergoes a feasibility test to ensure the instrument is suitable and can be used as a measurement tool in the research. The first test is validity, followed by reliability, discriminatory power, and difficulty levels for the valid questions (Sitorus et al., 2022).

The results showed that 20 of the 30 items were declared valid and reliable with a very high reliability coefficient (0.885). The items used were also able to differentiate students well based on their ability levels. The level of difficulty of the questions was also evenly distributed with the majority being in the moderate to easy category, which is suitable for use by elementary school students, especially third grade students. Therefore, the 20 questions can be used as a measuring tool during research (Ramdani, 2018).

During the research timeline, data collection was conducted by giving students time to answer questions twice: a *pretest* given before the treatment was given and *a post-test* given after the treatment was given. After *the pretest,* there were 23 students who did not

meet the Objective Achievement Criteria (KKTP), only 2 students met the Objective Achievement Criteria (KKTP). This was caused by a lack of student interest in learning and the influence of their environment. The average score obtained by students was also still quite low, namely 44.4. Meanwhile, the *post-test results* showed a significant increase. A total of 23 students were declared complete, and the average student score increased sharply to 79.6 (Prayunisa & Mahariyanti, 2022). This indicates that the use of the Contextual learning model has a positive impact on student understanding. In fact, the highest score reached 100, and only two students did not reach the Learning Objective Achievement Criteria (KKTP). Overall, this improvement is very clear when compared to the pretest results (Swandewi et al., 2019).

A pretest is an activity that tests students' mastery of the material or material taught before receiving treatment, while *a posttest* is an activity that tests students' mastery of the material after receiving treatment. All *pretest* and *posttest data* were analyzed by testing their normality using the *Shapiro-Wilk formula.* The results showed that the average *pretest score* was 44.4 and the average *posttest score* was 79.6. The results of the normality test analysis showed that the pre-test and post-test data were normally distributed because the Sig. value was > 0.05 (Watini, 2019). The *pre-test data* had a value of 0.11 > 0.05, and the *post-test data* had a value of 0.18 > 0.05. After the normality test was conducted, a hypothesis test was conducted which was calculated based on the *pretest* and *posttest scores* (Sinaga & Silaban, 2020) . Based on the results of the hypothesis test, it was concluded that there was comparative results of *pretest* and The post-test has a significance value (sig 2-tailed) of 0.00 < 0.05. In addition, the $_{\text{calculated t value}}$ is 11.427 with a t_{table} of 1.7 1 1 with an error level of 5%. Thus, the $_{\text{calculated t}} > t_{\text{table,}}$ which means H_0 is rejected and Ha $_{\text{is accepted. It can be concluded that there is an influence of the}}$ Contextual learning model on the learning outcomes of class III students of UPTD SD Negeri 1 22 39 9 Jl. Mawar Pematangsiantar (Salsabilah et al., 2025).

The results of the analysis above which indicate the influence of the use of contextual learning media are in line with the results of the observations made (Hakim & Azizi, 2023). The results of the observations show that students often quickly feel bored and lack focus during the lesson (Zulfa et al., 2020). However, students begin to be actively involved in the learning process when the contextual learning model is used (Takim, 2021). Based on the results of the analysis obtained and the results of the observations that have been carried out, it can be concluded that there is an influence of the use of contextual learning media on the learning outcomes of grade III students in the UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar

4. CONCLUSION

Based on the results of research conducted in class III of UPTD SD Negeri 122399 Jl. Mawar Pematangsiantar, it can be concluded that the Contextual learning model has an influence on students' social studies learning outcomes. This can be seen from the increase in students' average scores, namely the average score of students at the time of the pre-test was 44.4 and the average score of students at the time of the post-test was 79.6. The number of students who met the Learning Objective Completion Criteria (KKTP) also

increased from 2 people to 23 people after learning using the Contextual learning model. The results of data analysis using the normality test showed that the data were normally distributed, and the hypothesis test showed that there was a significant difference between the pretest and post-test results (sig 2-tailed = 0.00 < 0.005 and tcount = 11.427 > ttable = 1.711). Thus, H0 was rejected and Ha was accepted, which means there was an influence of the Contextual learning model on improving students' social studies learning outcomes

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