

The Application of Contextual Teaching and Learning (CTL) Method to Increase Motivation to Learn PPKN

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ABSTRACT

This study aims to identify the extent to which the application of Contextual Teaching and Learning (CTL) method can increase students' motivation and understanding of Pancasila values in learning Pancasila and Civics Education (PPKn) at SMK Negeri 1 Kaligondang. Based on the results of the pre-survey, it was found that most students had difficulty in understanding the basic concepts of the state and the practice of democracy. The CTL method is applied to connect the subject matter with the context of students' real life, so that learning becomes more relevant and applicable. This study used a Classroom Action Research (PTK) approach with 33 students as subjects and data collection through observation and questionnaires. The results showed that the application of the CTL method succeeded in increasing student motivation and activity, with an average increase in motivation of 82.9% in cycle II. It was also found that student and teacher activities experienced a significant increase in each cycle. This study concludes that the CTL method can improve the quality of Civics learning, especially in character building and understanding democratic values. Therefore, it is recommended for educators to continue applying CTL methods in learning to increase student participation and the relevance of the material being taught.

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1. INTRODUCTION

Education is a well-planned effort to create a learning environment that supports optimal student development. The main objective of education in Indonesia is to shape students' character in line with the values of Pancasila, which includes the development of moral, mental, and social skills. Pancasila education has a vital role in shaping students' critical thinking skills, so that they become individuals who obey God, as stated in the first precept of Pancasila, which is "Belief in God." In addition, this education also aims to develop noble morals, physical and mental health, broad knowledge, and independence that enable students to play an active role as democratic and responsible citizens.

Along with the times, the utilization of learning media is increasingly considered important. Learning media, as a tool used by teachers, plays a major role in achieving learning objectives effectively and efficiently. According to Aditya (2018) and Sukmawarti (2021), learning media helps increase student motivation and design more interesting and interactive learning activities. This media can stimulate students' cognitive, emotional, and skill aspects, and support the development of various types of abilities such as visual, auditory, and kinesthetic. This is in accordance with the findings of Dwiqi et al. (2020) and Pranata et al. (2022) who revealed that the use

of appropriate learning media can arouse students' enthusiasm for learning and create a more meaningful learning experience.

However, there are still many challenges in classroom learning, especially in learning Pancasila and Civics Education (PPKn). One of the main problems is the learning methods used, which sometimes tend to be monotonous, such as boring lectures and assignments, so students lose motivation to learn (Siswinarti, 2019). To overcome this, a new approach that is more contextual and involves students actively in the learning process is needed. One method that can be used is Contextual Teaching and Learning (CTL), which connects material with students' real-life problems (Damayanti Nababan, 2023). This method allows students to find the meaning of learning by linking theory with the reality around them, so that learning becomes more relevant and applicable in everyday life.

Based on the results of a pre-survey conducted at SMK Negeri 1 Kaligondang in class X DKV 3, several significant problems were found, such as students' lack of understanding of the basics of the country, especially regarding the constitution and democratic practices, such as the flow of elections. Although the CTL method has been applied, there are still many students who do not understand the material well, only a few students understand and are correct in its application. This study aims to identify the extent to which the application of the Contextual Teaching and Learning (CTL) method can increase students' understanding of Pancasila values and improve their learning motivation in learning Civics.

Given the importance of understanding democracy for the younger generation, especially in a country that adheres to a democratic system like Indonesia, researchers want to find solutions to improve the existing learning process, so that students can better understand the basic concepts of Pancasila and democracy in a more in-depth and applicable manner. This research is expected to contribute to improving the quality of Civics learning, especially in character building and understanding democratic values for students, which is very important in the context of the life of the nation and state in Indonesia.

2. RESEARCH METHODS

This type of research is class action research. The subjects of this study were all students of class X DKV 3 SMK Negeri 1 Kaligondang, totaling 33 people. Data collection methods were carried out by using observation (test) and questionnaire methods. The research data analysis method uses qualitative and quantitative analysis. The criteria for success in reference to the success indicators of this class action research used is the KKM of PPKn subjects for class X DKV 3 is 80. If classically students have achieved 85% completeness in obtaining a final test score ≥ 80 , then this class action research can be said to have been successful. The research design of each cycle in this Classroom Action Research uses Kemmis and Taggart (2000).

3. LITERATURE REVIEW

The application of learning models that combine various approaches has proven effective in improving various aspects of learning. One model that has gained attention is the combination of Contextual Teaching and Learning (CTL), Numbered Head Together (NHT), and Picture and Picture (PnP). According to Nurhayati (2025), this combination model succeeded in significantly improving teacher activities, student learning motivation, and student learning activities and outcomes. In cycle IV, a very significant improvement was recorded, with 100% of descriptors showing improvement, indicating that the application of this method in learning was able to have a positive impact on student learning outcomes.

Further research by Rizki (2024) at MAN 2 Sumbawa also confirmed similar findings. In cycle IV, students' learning outcomes experienced an encouraging increase, where 100% of students managed to reach a better level of understanding. This shows that the application of Contextual Teaching and Learning (CTL) in the subject of Pancasila and Civics Education (PPKn) can improve the learning outcomes of grade XI students. The application of this model successfully provides the right pattern to increase students' learning motivation, which in turn has a positive impact on the quality of their learning outcomes. In addition, Handayani (2022) conducted research at SD N 3 Sidoluhur which examined the application of the Contextual Teaching and Learning (CTL) model in learning Indonesian for grade III students.

The results of this study show that the CTL model can significantly improve student learning outcomes. This improvement is due to the application of more contextual learning, which is able to connect the subject matter with real experiences that are relevant to students, thus making it easier for them to understand and remember the material taught. Another study conducted by Sumiati (2023) also confirmed the effectiveness of the CTL model, particularly in improving the motivation and learning outcomes of students in class X IPA 5 at SMA Negeri 1 Bantul. The findings from this study show that the CTL learning model has a positive impact in increasing students' active participation in learning, which ultimately contributes to improving their learning outcomes.

Sumiati (2023) explains that this model allows students to learn in a more relevant context, which makes it easier for them to understand more complex concepts and apply them in everyday life. Overall, the combination

of Contextual Teaching and Learning model with other approaches such as Numbered Head Together (NHT) and Picture and Picture (PnP) proved effective in improving students' motivation, activity and learning outcomes. Existing studies provide a clear picture that contextual learning models not only improve students' academic understanding, but also motivate them to be more active and engaged in the learning process. This model is a relevant solution to improve the quality of education, especially in the context of learning that emphasizes the connection between subject matter and students' real life.

4. RESULTS AND DISCUSSIONS

1. Cycle 1

a. Pre-cycle test results of questionnaire

The results of the questionnaire on student learning motivation in the learning process in this pre-cycle trial through a questionnaire can be seen in the following table:

Tabel 4.2 Pre-cycle trial results through questionnaire on student learning motivation

No	Criteria	Frequency (N)	Percentage (%)
1	Very good	0	0
2	Good	4	20
3	Simply	6	30
4	Less	10	50
5	Very Less	0	0
Total		20	100

The table above shows that most of the conditions of learning motivation of students in class X DKV 3 SMK Negeri 1 Kaligondang are in the less category. With the acquisition of a good category of 20% with a frequency (N) of 4, a sufficient category of 30% with a frequency (N) of 6, a category of less than 50% with a frequency (N) of 10. The table above shows that most of the conditions of learning motivation of students in class X DKV 3 SMK Negeri 1 Kaligondang are in the less category. With the acquisition of 50% less category, 30% enough category, and 20% category.

b. Observation of student activity

The results of observations of student activity in the learning process in cycle I can be seen in the following table:

Tabel 4.6 Observation results of student activity cycle I

No	Student Activity	Cycle Score I	Average	Criteria
1	Students actively take notes on the lesson material	20	0.5882353	Good
2	Students are active in group discussions	18	0.5294118	Good
3	Students actively ask questions and propose ideas	18	0.5294118	Good
4	Responding to questions	17	0.5	Less
5	Promptness in submitting assignments on time	13	0.3823529	Less
Total		86	2.5294118	Good
Average		2.529411765	2.5294118	Good
Criteria		Good		Good

Based on the results of observations of student activities carried out in cycle I, the average score obtained was 2.52 with good criteria. This shows that in general student activity in learning activities is good. It's just that there are several indicators of student activity that need to be addressed and need to be improved, namely:

1. Responding to questions, students in terms of responding to questions are still in the criteria less. This is because when a question is asked to students, there are still very many who do not want to answer it.
2. The accuracy of collecting assignments on time, students in terms of the accuracy of collecting assignments on time is still in the criteria less. This is because in this case students in collecting student assignments, either papers or group reports, are more often not on time or even make excuses for missing at home and not submitting assignments on time.

2. Cycle II

- a. The results of the questionnaire results on student learning motivation in the learning process in cycle II can be seen in the following table :

Tabel 4.8 Questionnaire results on student learning motivation Cycle II

No	Criteria	Total	Percentage (%)
1	Very Good	15	75
2	Good	5	25
3	Simply	0	0
4	Less	0	0
5	Very Less	0	0
Total		20	100

The table above shows that most of the conditions of learning motivation of students in class X DKV 3 SMK Negeri 1 Kaligondang are in the good category. With the acquisition of a very good category of 75% with a frequency (N) of 15 and a good category of 25% with a frequency (N) of 5.

a. Student Activity Observation

The results of observations of student activity in the learning process in cycle II can be seen in the following table:

Tabel 4.9 Observation results of student activity cycle II

No	Student Activity	Cycle Score I	Average	Criteria
1	Students actively take notes on the lesson material	20	0.5882353	Good
2	Students are active in group discussions	20	0.5882353	Good
3	Students actively ask questions and propose ideas	20	0.5882353	Good
4	Responding to questions	18	0.5294118	Good
5	Promptness in submitting assignments on time	18	0.5294118	Good
Total		96	2.8235294	Good
Average		2.823529412	2.8235294	Good
Criteria		Good	Good	

Based on the results of observations of student activities carried out in cycle I, the average score obtained was 2.82 with good criteria. This shows that in general student activity in learning activities is good. From the pre-cycle, the results of student learning motivation were obtained with insufficient criteria. With the acquisition of a good category of 20% with a frequency (N) of 4, a sufficient category of 30% with a frequency (N) of 6, a category of less than 50% with a frequency (N) of 10 which illustrates that in general student learning motivation is in the poor category. In cycle I there was an increase with the acquisition of student learning motivation with very good criteria of 20% with a frequency (N) of 4 and a good category of 80% with a frequency (N) of 16 which illustrates that in general student learning motivation is in the good category.

Whereas in cycle II there was an increase again with the acquisition of student learning motivation with very good criteria of 75% with a frequency (N) of 15 and a good category of 25% with a frequency (N) of 5. which indicates that in general student learning motivation is in the very good category. From the pre-cycle, the results of student activity were obtained with less criteria. With the acquisition of the category less with the score obtained 74 which illustrates that in general student activity is in the less category. In cycle I there was an increase with the acquisition of student activity in the good category of 86 with an increase of 12% which illustrates that in general student activity is in the good category.

Whereas in cycle II it increased again with the acquisition of student activity with good criteria of 96 with an increase of 10% which indicates that in general student activity is in the excellent category. From the pre-cycle, the results of teacher activity were obtained with good criteria. With the acquisition of the category less with the score obtained 22 which illustrates that in general the teacher's activity is in the good category. In cycle I there was no increase with the acquisition of teacher activity in the good category of 22 which illustrates that in general student activity is in the good category. Whereas in cycle II there was an increase with the acquisition of teacher activity with very good criteria of 38 with an increase of 32% which indicates that in general teacher activity is in the very good category.

According to Johnson (in Tukiran Taniredja et al, 2012: 49) the CTL system is an educational process that aims to help students see meaning in the academic material they learn by connecting academic subjects with the context of their daily lives, namely with the context of their personal, social and cultural circumstances. To achieve this goal, the system makes meaningful connections, does meaningful work, does self-regulated learning, does cooperation, thinks creatively and critically, reaches high standards, and uses authentic assessment. The

contextual teaching and learning (CTL) model is a learning model that focuses on students (student centered). So that in the learning process students are required to be more active.

In general, it can be said that the purpose of motivation is to move or arouse someone so that his desire and willingness to do something so that he can get results or achieve certain goals. This opinion shows that the contextual teaching and learning (CTL) learning model is a learning model that aims to increase student motivation. Because the contextual teaching and learning (CTL) learning model positions students to be able to analyze information and requires students to be able to find and analyze a problem. Therefore, the above learning motivation competencies can be realized through the learning process using the contextual teaching and learning (CTL) learning model.

So it is expected that the contextual teaching and learning (CTL) learning model does not make students smart in knowledge alone but also has other abilities such as the ability to analyze information, and analyze problems that are developing in society. In this study, the percentage of success in increasing student learning motivation with the contextual teaching and learning (CTL) learning model can be seen in cycle II regarding student learning motivation, which is 82.9%. Thus it can be stated that this research was successful.

5. CONCLUSIONS

This research proves that the application of Contextual Teaching and Learning (CTL) is effective in increasing students' motivation and learning activities in Pancasila and Civics Education (PPKn) subjects at SMK Negeri 1 Kaligondang. The results of the pre, first, and second cycles showed a significant increase in student motivation and activity, with the majority of students in the 'good' and 'very good' categories. Improvements were also seen in teacher activities, especially in cycle II, indicating that the CTL method played an important role in improving the quality of learning.

Based on these findings, it is recommended that educators continue to apply CTL models to increase student participation as well as the relevance of the material taught. Teachers are advised to be more creative in connecting the material with real-life contexts, so that students find the learning more useful and applicable. Further research can be conducted to investigate other factors that can influence student learning outcomes, with a focus on more contextualised and relevant learning.

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