The Effect of the CTL (Contextual Teaching and Learning) Learning Model on the Formation of Character Based on Local Wisdom Values (Mattabe) and Social Studies Learning Outcomes of Class V Students

Usriani[1], Rosleny B[2], Syarifuddin Cn Sida[3]*

[1]*Universitas Muhammadiyah Makassar*

* Corresponding Author. E-mail: usrianirizal@gmail.com

Abstrak

Tujuan penelitian adalah untuk mengetahui gambaran Muatan Pelajaran IPS dengan penerapan model pembelajaran CTL (Conntextual Teaching and Learning) Siswa Kelas V; gambaran hasil belajar IPS dengan penerapan model pembelajaran CTL (Conntextual Teaching and Learning) Siswa Kelas V; dan pengaruh penerapan model CTL (Conntextual Teaching and Learning) terhadap Pembentukan Karakter berbasis nilai-nilai kearifan lokal (Mattabe) dan hasil belajar IPS Siswa Kelas V. Jenis penelitian ini adalah kuantitatif, deskriptif inferensial dalam penelitian ini diberikan perlakuan tertentu (treatment), yaitu kelas kontrol dan kelas eksperimen. Sampel dalam penelitian ini adalah sebagian dari populasi dengan Teknik pengambilan sampel adalah random sampling. Metode pengumpulan data yang digunakan yaitu kuesioner pembentukan karakter berbasis nilai-nilai kearifan lokal (mattabe) dan tes pilihan ganda hasil belajar siswa. Tehnik analisis data yang digunakan yaitu pertama dengan menggunakan pendekatan statistik deskriptif, uji prasyarat, dan uji hipotesis Manova. Hasil penelitian, uji hipotesis menggunakan manova, dengan nilai sig. adalah $0,000 < 0,05$ maka H_o ditolak dan H_1 diterima yaitu terdapat pengaruh signifikan penerapan penerapan model CTL (Conntextual Teaching and Learning) terhadap Pembentukan Karakter berbasis nilai-nilai kearifan lokal (Mattabe) dan hasil belajar IPS Siswa Kelas V.

Kata kunci: model pembelajaran CTL, karakter, budaya lokal, hasil belajar

Abstract

The purpose of this research is to find out the description of Social Studies lesson content by applying the CTL (Contextual Teaching and Learning) learning model for Class V students; description of social studies learning outcomes with the application of the CTL (Contextual Teaching and Learning) learning model for Class V students; and the effect of the application of the CTL (Contextual Teaching and Learning) model on character formation based on local wisdom values (Mattabe) and social studies learning outcomes for Class V students. This type of research is quantitative, descriptive inferential in this study given certain treatment, namely control class and experimental class. The sample in this study is part of the population with the sampling technique is random sampling. The data collection method used is a character building questionnaire based on local wisdom values (mattabe) and a multiple choice test for student learning outcomes. The data analysis technique used is the first by using a descriptive statistical approach, prerequisite test, and Manova hypothesis testing. The results of the study, test the hypothesis using manova, with a sig value. is $0.000 < 0.05$, then Ho is rejected and H1 is accepted, that is, there is a significant effect on the application of the CTL (Contextual Teaching and Learning) model to Character Building based on local wisdom values (Mattabe) and social studies learning outcomes for Class V students.

Keywords: CTL learning model, character, local culture, learning outcomes

Pendahuluan

Education is a vehicle or a very valuable investment that is used not only to liberate people from backwardness, but also from ignorance and poverty and to increase human resources. Quality human resources will be the main foundation so that a nation can compete in the era of globalization. The quality of human resources depends on the quality of education. The government's efforts to improve education by providing a budget in the form of BOS funds (School Operational Fees), revamping the curriculum and holding teacher professionalism education training. In addition to these efforts, the government has also issued Regulation of the Minister of National Education of the Republic of Indonesia (Permendiknas RI) Number 41 of 2007 concerning process standards for BSNP primary and secondary education units ("Standar Isi untuk Satuan Pendidikan Dasar dan Menengah Standak Kompetensi dan Kompetensi Dasar," 2006). Standard educational process is one of the government's efforts to improve the quality of the learning process. However, the efforts made by the government have not led to optimal results.

The level of achievement of this competency that is not yet optimal can be used as an alternative reflection that the level of competition and the relevance of learning also deserves to be taken seriously. Another symptom that marks the ineffectiveness of learning in schools is characterized by the dominance of the teacher's role in learning. Conventional learning is done in one direction. In this learning students simultaneously do two activities, namely listening and taking notes (Djamarah, 2011). Conventional learning is learning that has long been used. Learning with excess teacher dominance will hinder students from learning actively, imaginatively, and creatively in experiencing their own learning process. In addition, so far the meaning and nature of learning is often only interpreted as receiving information and the completeness of delivering material to students.

Education is the goal of life that must be achieved with a struggle that is not easy, because it requires sacrifice that is not cheap. Every education a person takes, will certainly be able to provide a valuable life in the future. The function of education is to humanize humans, develop their potential to become individuals who have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and the State.

Education is something that is important for the country, the importance of this education is as stated in Law Number 20 of 2003 concerning the National Education System where education can be carried out by learning and learning. Learning can be done by students themselves, can be done at school or at home. While learning can be done together between a teacher and students in class. In learning there is social science learning in elementary schools, Social Sciences which is often abbreviated as IPS, the essence of IPS is to develop a concept of thinking based on the reality of social conditions that exist in the students' environment, so that by providing IPS education it is hoped that it can give birth to responsible citizens. responsible for the nation and the country.

The main objective of learning Social Sciences is to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude towards social problems that occur in society, to have a positive mental attitude towards the improvement of all inequalities that occur every day both that befall himself and that of society (Mulyasa E, 2007).

Learning Social Sciences is able to prepare, foster, and shape students' abilities to master the knowledge, attitudes, values, and basic skills needed for life in society. The quality and success of learning is strongly influenced by the ability and accuracy of the teacher in choosing and using learning methods (Aw, 2016). With social studies content, students are introduced to how a democratic society with responsibilities as a peace-loving civil society. This is based on the understanding of the National Education Standards Agency ("Standar Isi untuk Satuan Pendidikan Dasar dan Menengah Standak

Kompetensi dan Kompetensi Dasar," 2006) which explains that the content of social science lessons is made to be developed cognitively, understanding, ability to analyze a social condition of society that will be faced, and able to enter dynamic social life.

Ideally learning Social Sciences in class should be packed with constructivist understanding. Learning the constructivism model is a learning process that begins with cognitive conflict, which in the end knowledge will be built by students through experience and the results of interaction with their environment (Ika Karlina, 2019). Learning that is based on constructivist insight is contextual learning with an emphasis on knowledge built by students themselves little by little. Knowledge in the minds of students is not a set of facts, concepts or rules that are ready to be taken and remembered, students must construct their knowledge and give meaning in real life.

Social Sciences Education places more emphasis on the skills that students must have in solving problems, both problems that exist within themselves to even complex problems. In essence, Social Sciences education is more focused on providing students with problem-solving skills (Arikunto, Suhardjono, 2011). Learning by using a learning model, students are expected to be able to recognize, understand, and find solutions to problems that exist in everyday life through learning Social Sciences.

The Contextual Teaching and Learning (CTL) learning model is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives by involving seven components of contextual learning, namely : constructivism, questioning, inquiry, learning community, modeling, and authentic assessment (Trianto, 2013). The learning model is a conceptual framework that is used as a guide in conducting learning. Instruction or learning is a system that aims to help the student learning process, which contains a series of events that are designed, arranged in such a way as to influence and support the student learning process.

The CTL (Contextual Teaching and Learning) learning model is a learning model that provides facilities for student learning activities to seek, process, and find learning experiences that are more concrete (related to real life) through the involvement of student activities in trying, doing, and experiencing for themselves, (Rusman, 2013). The contextual learning model is a learning concept that assumes that children will learn better if the environment is created naturally, meaning that learning will be more meaningful if children work and experience what they learn themselves, not just knowing it." (Kunandar, 2011).

Contextual learning provides more opportunities for students to do, try, and experience for themselves (learning to do), students are not just passive listeners. This learning prioritizes real knowledge and experience (real word learning), high-level thinking, student-centered, active, critical, creative students, problem-solving, fun, exciting, not boring students (joy full and quantum learning) and uses various Learning Resources.

This model is supported by several advantages, one of which is learning becomes more meaningful and real. This means that students are required to be able to capture the relationship between learning experiences at school and real life (local culture). This is very important, because by correlating the material found with real life, it will function functionally, the material studied will be firmly embedded in the student's memory, so it will not be easily forgotten..

In addition, the contextual learning model in its application also has advantages, namely for teachers it can help teachers associate the material being studied with students' real-world situations, while for students this contextual learning model can make students relate the knowledge they already have (local culture) with its application in everyday life so that students understand more quickly and the learning carried out becomes more meaningful. and can assist students in

achieving a better understanding of the IPS concept.

Social studies education goals can be grouped into three categories, namely intellectual development of students, development of a sense of responsibility as members of society and the nation, as well as self-development of students as individuals. (Hidayati, 2008). Dalam Permendiknas No. 22 of 2006 concerning Content Standards states that social studies subjects aim for students to have the following abilities: Recognize concepts related to people's lives and their environment. Have the basic ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life. Have awareness of social and human values. Have the ability to communicate, cooperate, and compete in a pluralistic society, at the local, national and global levels.

This nation's character education is also an urgent issue to be taught and set as an example. Students or students must not only be intellectually and emotionally educated, but also their character needs to be built so that superior and noble personalities will later be created. After about two years, our country was hit by the Covid 19 pandemic, schools were closed, students studied at home, and especially in the highlands, teachers visited students' homes in small groups by carrying out an emergency curriculum but still adhering to strict health protocols. (Salmia & A. Muhammad Yusri, 2021). As a result, learning is less than optimal with various problems of illiterate parents, assignments done by older siblings or parents and there are still many problems faced.

Entering the 2022 school year, schools began to open with limited face-to-face meetings, which was hard work for teachers because they had to introduce and familiarize students with the 18 characters. What the researchers found was when the teacher was standing talking, students passed by in front of the teacher without saying excuse me or "mattabe". Because it is necessary to conduct research related to the character and student learning outcomes.

Metode

This research is a Quasi-Experimental Research or Quasi-Experimental Research with the assumption that this research cannot fully control the variables that will affect the research results.

This study uses quantitative research. The Quantitative Method is based on the philosophy of positivism, applied to research samples from certain populations, data collection uses research instruments, data analysis is quantitative/statistical in nature, with the aim of testing the established hypotheses (Sugiyono, 2013).

Experimental research was used to determine the effect of the CTL (Contextual Teaching and Learning) model on the formation of character based on local wisdom values (mattabe) and social studies learning outcomes for class V Cluster III Dew Pagi Gowa Regency. In the material of human interaction with the environment and its influence on development social, cultural and economic society of Indonesia.

Researchers used the experimental method to determine the effect of the variables applied in the research. Nonequivalent control group design experimental method (Sugiyono, 2015). Effect of treatment (O2-O1) - (O4-O3). This study used a control group and an experimental group. Both will be given a pretest to see the initial conditions of the two groups. Methods and media are then applied to the selected groups. Posttest was conducted to see the effect of the method applied in one of the groups.

Instruments in this study such as observation and measurement techniques in the form of observation of character values as well as multiple choice questions for learning outcomes.

Sources of data in this study were: 1) Sources of primary research data in the form of pre-test and post-test scores, documentation and scores of students' character values using observation sheets. 2) The secondary data sources used are school profiles, facilities and infrastructure, student data as well as teacher data for Region III Dew Morning.

After the data has been combined completely, the next stage is data analysis.

Data analysis is carried out after the activities of all respondents or other data sources have been collected. The data analysis technique is in the form of statistics, so there are two kinds of statistics used, namely:

The hypothesis test uses the Manova test to measure the effect of independent variables on a categorical scale on several dependent variables at once on a quantitative data scale. This statistical analysis was assisted by the SPSS 20.0 for windows program, which was carried out at a significantly smaller level than (0.05)

Hasil dan Pembahasan (70%)

The CTL learning model was advanced to determine character formation based on local wisdom values (Mattabe) and social studies learning outcomes for fifth grade students. In this study, eight meetings were held in the control class and eight meetings in the experimental class.

In the control class, the researcher made observations for two days, and on the third day the students were given a pretest to determine students' initial ability to characterize local wisdom values and also their learning outcomes. After finding the value on the pretest, then it is analyzed and gets a low score, both from the character value of local wisdom and on learning outcomes. Therefore the researcher conducted research in the control class by providing a conventional learning model at the fourth meeting to the seventh meeting. At the eighth meeting the researchers gave a posttest in the form of a questionnaire to find out the formation of character based on local wisdom values and in the form of a learning achievement test to find out the increase in learning outcomes. Then these values were analyzed using SPSS v.25.

Likewise with the experimental class which was held for eight meetings, namely at the first and second meetings, the researcher made observations. On the third day, the researcher gave a pretest to find out the initial character abilities based on local wisdom values and student learning outcomes. At the fourth meeting until the seventh meeting the researcher gave lessons using the CTL learning model, and on the eighth day students were given a posttest to find out the increase in character building based on local wisdom values (mattabe) and student learning outcomes. Furthermore, the pretest and posttest values were analyzed using SPSS v.25.

The value of the pretest questionnaire in the control class and the experimental class is the value before being given treatment. The following are the posttest scores for the control class and the experimental class

Table 1 Posttest questionnaire statistics for the control class and the experimental class

Statistics

		postest kontrol	postest eksperimen
N	Valid	20	20
	Missing	0	0
Mean		67.52	83.38
Std. Error of Mean		1.674	1.275
Median		65.00	81.00
Mode		65	81
Std. Deviation		7.672	5.844
Variance		58.862	34.148
Range		27	21
Minimum		57	77
Maximum		84	98
Sum		1418	1751

Based on the table above, by carrying out the posttest in the control class and the experimental class after being given treatment. In the control class the minimum value is 57 and the maximum value is 84. The median value is 65.00, and the mode value is 65 and the average value is 67.52. Whereas in the experimental class with a minimum value of 77 and a maximum value of 98. The median value is 81.00 and the mode value is 81, and the average value is 83.38. Based on these statistical test scores, it can be concluded that the CTL learning model can influence the

character formation of local wisdom values (mattabe) in fifth grade students.

Next will be described in the diagram below.

Diagram 1 Posttest control class and experimental class
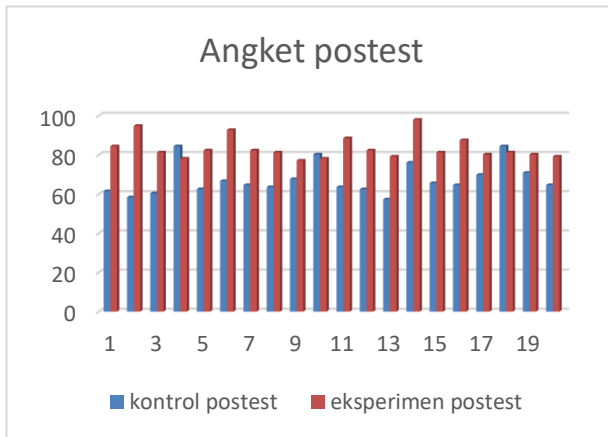
Based on the diagram above, it can be explained that the bar chart in red is for the experimental class which is much higher than the bar in blue. So it can be concluded that the experimental class using the CTL model has an effect on the formation of character based on local wisdom values (mattabe).

The control class and the experimental class were given the same learning outcomes test to find out student learning outcomes before being given treatment and after being given treatment. The following is the posttest data of students in the control class and experimental class.

Table 2 The posttest learning outcomes of the control class and the experimental class

Statistics

		kontrol postest	eksperimen postest
N	Valid	20	20
	Missing	0	0
Mean		67.50	82.50
Std. Error of Mean		1.602	2.702
Median		70.00	90.00
Mode		70	90
Std. Deviation		7.164	12.085
Variance		51.316	146.053
Range		30	40
Minimum		50	60
Maximum		80	100

Sum		1350	1650

Based on the statistical test on the posttest scores above, the control class has a minimum score of 50 and a maximum score of 80 with an average score of 67.50. While the value in the experimental class with a minimum of 60 and a maximum of 100 with an average of 82.50. Based on the values of the experimental class, it can be concluded that the CTL learning model can affect learning outcomes in fifth grade students. Furthermore, student scores will be categorized based on their value range. can be seen in the bar chart below.

Diagram 2 Posttest control class and experimental class
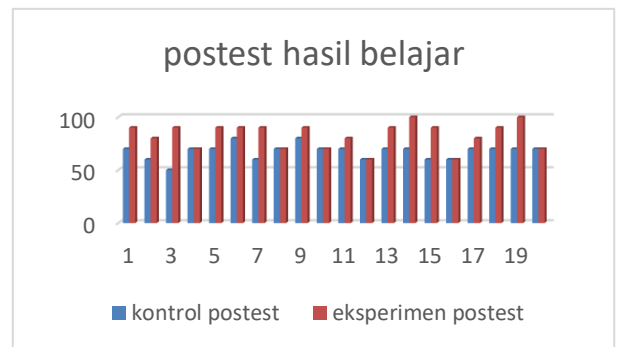
The results of the posttest bar chart in the control class and experimental class above, it can be explained that the value of the experimental class was much improved by using the CTL learning model.

Hypothesis testing was carried out to determine the effect of applying the CTL (Contextual Teaching and Learning) model on the formation of character based on local wisdom values (Mattabe) and social studies learning outcomes for Class V students. Then it was carried out using the manova test.

Based on the hypothesis, the criteria used to determine the assumptions are that if Sig. in table <0.05 then Ho is rejected and if Sig.> 0.05 then H1 is accepted.

Tabel 3 Uji hipotesis

Multivariate Tests[a]

Effect		Value	F	Hypothe sis df	Error df	Sig.
Intercept	Pillai's Trace	.993	2809.968[b]	2.000	37.000	.000
	Wilks' Lambda	.007	2809.968[b]	2.000	37.000	.000
	Hotelling's Trace	151.890	2809.968[b]	2.000	37.000	.000

	Roy's Largest Root	151.890	2809.968[b]	2.000	37.000	.000
kelas	Pillai's Trace	.620	30.173[b]	2.000	37.000	.000
	Wilks' Lambda	.380	30.173[b]	2.000	37.000	.000
	Hotelling's Trace	1.631	30.173[b]	2.000	37.000	.000
	Roy's Largest Root	1.631	30.173[b]	2.000	37.000	.000

a. Design: Intercept + kelas

b. Exact statistic

Based on the SPSS test above, that the sig. is 0.000 <0.05, then Ho is rejected and H1 is accepted, that is, there is a significant effect of the application of the CTL (Contextual Teaching and Learning) model on Character Building based on local wisdom values (Mattabe) and social studies learning outcomes for Grade V students. Multivariate test results in above, by making a decision that there is an influence on the formation of character based on local cultural values (mattabe) and the learning outcomes of class V students using the CTL Learning Model.

Simpulan (5%)

Description of student character based on local wisdom values (Mattabe) IPS lesson content with the application of the CTL (Contextual Teaching and Learning) learning model for Class V students The use of the CTL learning model influences the formation of character based on local cultural values (mattabe) which is done by using a questionnaire , with an average categorization of student values that agree with local culture-based character building (mattabe) which has an assessment of three indicators, namely whoever or, sipakalabbiri, and sigunakannga.

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