



Efforts to Improve Student Learning Outcomes through Cooperative Learning with Contextual Approach

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Abstract

Penelitian ini bertujuan untuk meningkatkan keaktifan dan hasil belajar siswa kelas IV pada mata pelajaran Pendidikan Kewarganegaraan (PPKn) di UPT SDN 13 Pinrang. Metode pembelajaran yang awalnya berpusat pada guru dan cenderung pasif, kemudian diganti dengan model pembelajaran kooperatif yang dipadukan dengan pendekatan kontekstual (Contextual Teaching and Learning/CTL). Penelitian ini dilaksanakan dalam dua siklus, dengan menggunakan instrumen observasi, tes, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran kooperatif dengan pendekatan CTL secara signifikan meningkatkan keaktifan siswa dan hasil belajar mereka. Keaktifan siswa dalam berpartisipasi, bertanya, dan berdiskusi meningkat secara signifikan pada setiap siklus. Begitu pula dengan hasil belajar siswa yang ditunjukkan dengan peningkatan nilai rata-rata kelas dan persentase siswa yang tuntas KKM. Kesimpulannya, model pembelajaran kooperatif dengan pendekatan CTL merupakan alternatif yang efektif untuk meningkatkan kualitas pembelajaran PPKn, terutama dalam hal keaktifan dan hasil belajar siswa.

Kata Kunci: Pendekatan Kontekstual, Hasil Belajar

Abstrack

This research aims to increase the activity and learning outcomes of class IV students in the Citizenship Education (PPKn) subject at UPT SDN 13 Pinrang. The learning method, which was initially teacher-centered and tended to be passive, was later replaced with a cooperative learning model combined with a contextual approach (Contextual Teaching and Learning/CTL). This research was carried out in two cycles, using observation, test and documentation instruments. The research results show that the application of the cooperative learning model with the CTL approach significantly increases student activity and their learning outcomes. Students' activeness in participating, asking questions and discussing increased significantly in each cycle. Likewise, student learning outcomes are shown by an increase in the average class score and the percentage of students who complete the KKM. In conclusion, the cooperative learning model with the CTL approach is an effective alternative for improving the quality of Civics learning, especially in terms of student activity and learning outcomes.

Keywords: Contextual Teaching and Learning, Learning Outcomes

Instruction

Civic education is one of the subjects that must be taught at all levels of education in Indonesia (Nurgiansah, 2021). The purpose of Civics Education is to form citizens who are smart, responsible, and participate in political life and obey the values of Pancasila in carrying out life professions (Magdalena .2020).

In accordance with Law No.20 of 2003 concerning the national education system, article 3 states that "National education functions to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of the nation "students to become human beings who are devoted to God Almighty, have noble character, are healthy,

knowledgeable, capable, creative, independent and become democratic and responsible citizens".

Leonson (2018) states that Civics learning should be able to equip students with adequate knowledge and intellectual skills as well as practical experience in order to have competence in participating. Learning in the classroom will be very effective if the teacher carries it out by understanding the role, function and usefulness of the subjects he teaches (Wirta, 2021).

Therefore, there are two things that need attention in preparing for Civics learning in the classroom, namely prospective knowledge, namely learning materials and learning methods used in teaching (Rofiah & Rofiana, 2017).

Teachers must have mastery of materials, methods, media, and be able to plan and develop their learning activities (Saputra, 2022). The teacher's ability to master the material, methods, media, and be able to plan and develop learning activities will affect the success of student learning, both the success of cognitive aspects, as well as affective aspects and psychomotor aspects (Arifin, 2022).

Contextual learning (Contextual Teaching Approach) is a learning concept that can help teachers link the material they teach with the real world situation of students and encourage students to make connections between the knowledge they have and its application in their daily lives (Astuti, Novita, & Ismail, 2020; Hikam & Karima, 2020).

Students will learn well if what they learn is related to what they already know and to the activities or events that occur around them. Some previous findings state that the *Contextual Teaching Approach* learning model improves learning outcomes and student activeness in learning (Putri et al., 2023; Rukajat, 2019). The *Contextual Teaching Approach* model is able to improve students' understanding of the material presented by the teacher, this is evident from increasing student activity in the learning process (Rahayu, Prasetyo, & Cahyo Budi Utomo, 2023; Sukamto, 2022).

Every learning model, including *Contextual Teaching Approach*, has advantages and disadvantages in the learning process. The advantages of this learning model are that the learning atmosphere will be more enjoyable, students are more sensitive to their environment, students will become more confident in conveying their experiences and observations in everyday life and students will be better prepared to handle challenges that usually arise in everyday life. As for the weaknesses of the *Contextual Teaching Approach* learning model, among them are that the teacher must master scientific procedures more, the time used is less efficient, because it takes a long time to link the theme with the material, and often the teacher has difficulty in creating a conducive class, especially when learning is done outside the classroom, students will be difficult to manage and requires extra supervision because in general students have enormous curiosity (Dulyapit, A., & Rahmah, N. 2023).

Meanwhile, related to learning outcomes, it is explained as follows, student learning outcomes are changes in behavior as a result of learning in a broader sense that includes cognitive, affective, and psychomotor fields. The success of the learning process can be seen from the learning outcomes of students. Learning outcomes show the results of the efforts achieved by students as long as they carry out activities at school and for educators the learning outcomes of students can be used as guidelines for evaluating the success of teaching and learning activities. Meanwhile, for students, learning outcomes are information that serves to measure the level of ability or learning success, whether it has improved well or has decreased. According to Handayani (2021) Learning outcomes are the center of public attention this is due to the assumption that an aspect that becomes the final assessment of the various processes that each student has carried out.

However, the desired reality does not match expectations, this can be seen in the data on the final semester test scores in Civics, because for students Civics is a difficult and boring lesson

because of the various concepts of solving problems that must be memorized. So that some students in class IV UPT SD Negeri 13 Pinrang experience problems in learning PKN scores.

Looking at the data obtained by the low Civics learning achievement of class IV UPT SD Negeri 13 Pinrang students, which only reached an average of 68.86, shows that the students studied are still very low in ability. Only this gap makes researchers as new teachers in this school must immediately find a way out. This is what makes researchers have to immediately take action through this Classroom Action Research.

Based on the reality above, researchers are encouraged to improve the Civics learning process by using methods that can stimulate students to think as well as master the subject matter through Classroom Action Research entitled "Efforts to Improve Student Learning Outcomes Through Cooperative Learning with Contextual Approach in Civics Education Subjects in Class IV UPT SD Negeri 13 Pinrang".

The formulation of the problem in this study is whether the application of the Contextual Teaching Approach learning model can improve the learning outcomes of Civics class IV UPT SD Negeri 13 Pinrang students?

The objectives to be achieved in this study were to improve the learning outcomes of Civics Education of students in Class IV UPT SD Negeri 13 Pinrang.

This research is expected to gain several benefits to all parties. For Unimen University, as reading material and an addition to new scientific sources for institutions, so that these institutions more often use contextual learning models as an effort towards democratization of education.

For school education institutions, as information material that can be used as a reference in learning activities, especially Pancasila and citizenship education subjects that are oriented towards understanding Pancasila values (humanity / integrity). For classroom teachers as input and skill development in

teaching activities, especially student development and can apply the morality knowledge they learn in the wider environment.

For researchers, to add scientific insight into the contextual learning approach and as a contribution of thoughts from researchers which is a form of actualization of the role of students in service to educational institutions. For students, with the application of contextual learning, it is hoped that the learning outcomes of Pancasila and citizenship education of students can increase.

Method

The Contextual Teaching Approach (CTA) has been widely recognized as one of the effective methods in improving student engagement and learning outcomes. This study uses the Classroom Action Research (PTK) method with the CTA approach designed in two cycles to explore how CTA can affect student activeness and learning outcomes in the classroom. The PTK method is designed to improve learning practices through reflective action, involving four main stages in each cycle: planning, implementation, observation and reflection.

1. Planning

In the planning stage, researchers developed lesson plans (RPP) by integrating the CTA approach. This plan involved the selection of teaching materials relevant to students' real-life contexts, as well as learning strategies designed to make the materials more contextual and interesting. Researchers design learning activities that allow students to relate academic concepts to their daily experiences. For example, in math learning, researchers can use contextual problems that relate to students' daily lives, such as the calculation of shopping costs or the measurement of food ingredients.

As part of the planning, researchers also prepare evaluation tools that will be used to measure student activeness and learning outcomes. These evaluations include formative tests, qualitative assessments, as well as instruments to measure students' participation

and involvement in learning activities. By preparing relevant evaluations, researchers aim to obtain accurate data on the effectiveness of the CTA approach in improving student activeness and learning outcomes.

2. Implementation

Implementation was carried out according to the plan that had been developed, involving the application of various CTA strategies in learning activities. The researcher applied methods such as the use of contextual problems, case studies, and problem-based projects to increase student engagement. In this process, students are given the opportunity to solve problems related to real situations, collaborate with friends, and discuss the solutions they find.

For example, in math learning, researchers can provide real cases such as budget planning for school events or measuring garden areas. Students then work in groups to complete these tasks, which not only helps them understand math concepts better but also improves their cooperation and communication skills. This approach aims to bridge the gap between theory and practice, so that students can see the relevance of the material learned to their daily lives.

3. Observation

Observations were conducted during the learning process to assess student engagement and the effectiveness of the CTA approach. The researcher recorded various aspects of student engagement, including participation in discussions, involvement in group work, and student motivation. These observations are important to gain a deep understanding of how students interact with the material and each other during learning activities.

During the observation, the researcher also noted changes in students' attitude towards learning, such as increased interest and confidence. The data collected from these observations was used to assess whether the CTA approach was successful in increasing student engagement and if there was a need for adjustments in the learning strategy.

4. Evaluation

Evaluation is carried out to measure student learning outcomes after the application of the CTA approach. Researchers used formative tests to measure students' understanding of the material taught. This test is designed to assess whether students can apply the concepts they have learned in real situations.

In addition to formative tests, researchers also conduct qualitative assessments to measure changes in students' attitudes and engagement during learning. These assessments may include interviews with students, feedback from teachers, and analysis of students' portfolios. By combining quantitative and qualitative data, researchers can obtain a comprehensive picture of the effectiveness of the CTA approach in improving student learning outcomes.

5. Reflection

Reflection was conducted after the evaluation to evaluate the effectiveness of the CTA implementation and plan improvements for the next cycle. Researchers analyzed data from observation and evaluation to identify the strengths and weaknesses of the CTA approach. Based on the results of the reflection, the researcher revised the lesson plan and strategies used for the next cycle.

This reflection involved discussions with the research team and the development of strategies to address the challenges identified during the first cycle. Researchers also considered feedback from students and teachers to ensure that the improvements made were in line with their needs and expectations. This reflection process is crucial to ensure that the CTA approach is implemented effectively and continues to evolve to improve the quality of learning.

By using the Contextual Teaching Approach in this study, the researcher aims to improve students' activeness and learning outcomes by linking learning materials with their real-life context. Through two PTK cycles that include planning, implementation, observation, and reflection, this research is

expected to provide insight into the effectiveness of CTA in creating a more contextual and relevant learning experience for students.

Result and Discussion

1. Pre Cycle

In the pre-cycle of Civics learning in class IV UPT SDN 13 Pinrang, Pinrang District, Watang Sawitto Regency, the problem that occurs is that the learning that takes place every day is still teacher-centered. The lecture method used by the teacher makes students passive and unable to develop their knowledge. Civics learning is a subject that contains a lot of material. Civics learning that is taking place is still visible from the number of class IV students, namely 22, there are only 3 students who are interested in Civics subjects while the others are still busy with their own classmates.

The learning outcomes obtained by all 1) grade IV students in the pre-cycle were only 8 students who completed the KKM out of 22 students with KKM>70. Student learning outcomes are low based on the assessment given by the fourth grade Civics teacher with the details below:

1.1 Pre-Action Civics Learning Outcomes

NO	KKM	Completeness	Before Action	
			Number of Students	Percentage (%)
1.	< 70	Not Completed	14	63,63
2.	> 70	Completed	8	36,36
Total			22	100

Based on table 4.1, it can be seen that the comparison of students who achieved learning completeness or met the KKM (≥ 70) was 8 students (36.36%) while students who did not achieve learning completeness were 14 students (63.63%), with the highest score being 83, the

lowest score was 40 while the average was 59.81.

Cycle I Data Presentation

a. Cycle I Action Planning

- 1) Researchers analyzed the syllabus to determine the basic competencies and indicators that would be delivered to students.
- 2) Making lesson plans
- 3) Making instruments, namely student test sheets
- 4) Developing learning evaluation tools

b. Data Description of Cycle 1 Learning Steps

Cycle I is an improvement from the pre-cycle and the learning process has used Cooperative with Contextual Teaching Approach in Civics subjects. This research was conducted on October 21, 2014.

Cycle I Meeting

The first action was carried out on the date using learning materials on the distinctiveness of the Indonesian nation such as diversity, and natural wealth using the Cooperative method with Contextual Teaching Approach.

a) Initial Activity

This action stage is the researcher When the teacher enters the class, the teacher says greetings, the students respond very enthusiastically because there is a new teacher in their class. Apperception, namely the teacher introduces himself first, after introducing himself the teacher asks students to introduce themselves. Then the teacher provides motivation and learning objectives and then carries out the learning process by saying greetings and inviting all students to pray together. checking student attendance, class cleanliness and tidiness, readiness of notebooks and learning resources.

b) Core Activities

In this core activity the teacher conveys material about Recognizing the distinctiveness of the Indonesian nation such as diversity, natural wealth, and hospitality such as the

definition of diversity, flora and fauna, various tribes and cultures that exist in Indonesia. The teacher presents pictures about the material to be studied, namely pictures about cultural customs in Indonesia. After explaining the material, the teacher provides an opportunity for students to ask questions and respond to the material that has been presented if there is material that has not been understood and understood. Furthermore, the teacher gives group assignments to students.

c) Final Activity

After completing the question and answer session, the teacher asks the students if there is any material that has not been understood by the students related to the material, and about the benefits or wisdom of learning the material that has been learned, and asks whether today's learning is fun or not. Next, the teacher ends the lesson with prayer and greetings.

Second Meeting of Cycle I

The second action was carried out on the date. The material at this second meeting is Hospitality

a) Initial Activity

The initial learning activity begins with the teacher saying greetings and continued with prayer, then the teacher checks the presence of students. The teacher asked about the condition of the students and the teacher asked about the students' readiness to participate in the learning. Students are divided into 4 groups so that students are excited before learning and giving questions about the previous material that has been learned whether students understand or not, besides that before starting learning the teacher provides motivation to students.

b) Core Activities

In the core activities at the second meeting discussing the learning material of hospitality, students pay attention to the explanation from the teacher. In this material students are asked to give examples of friendly attitudes in everyday life.

c) Final Activity

In the final activity the teacher and

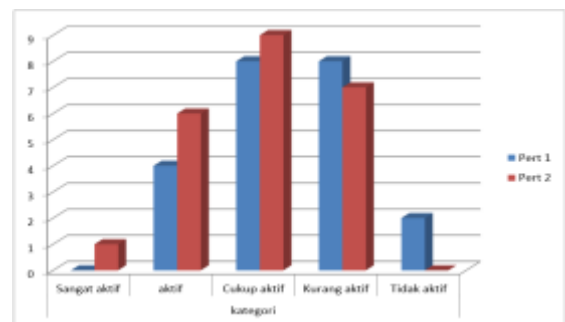
students together summarize the material that has been learned. Furthermore, the teacher provides evaluation sheets for students. And the teacher ends the lesson by leading the prayer and saying greetings. Description of Teacher and Student Activities in Cycle I

Based on the observation sheet of student activeness in Civics learning using Cooperative methods with *Contextual Teaching Approach*, (attached) the following results were obtained:

Table 2 Observation Results of Student Activeness

No	Meeti ng	Category					Total
		Very active	On	Simp ly On	Les s Act ive	Ina cti ve	
1	Pert 1	-	4	8	8	2	22
2	Pert 2	1	6	9	7	-	22

From the table above, at meeting 1 there were 0 very active students, 4 active students, 8 moderately active students, 8 less active students, and 2 inactive students. While at the 2nd meeting there was 1 very active student, 6 active students, 9 moderately active students, and 7 less active students. This means that there is an increase in the level of student activeness from meeting 1 to meeting 2 in cycle 1:



Cycle I Reflection

Many students are less enthusiastic in answering the questions that have been given by the teacher. Some students are not serious in paying attention to the teacher's explanation. The observer still found some students chatting when the teacher gave an explanation Some students were still passive in group activities.

Based on the reflection of cycle I, the

actions that the teacher will take in cycle II are:

1. The teacher should be able to master the class conditions as much as possible.
2. Provide explanations to students not too fast and use language that is easy for students to understand.
3. Teachers can give additional grades to students who are active in learning
4. The teacher gave prizes to students who got high scores.

Cycle II Action Planning

Analysis of Cycle I Results

Identify the strengths and weaknesses of cycle I Develop strategies to improve student engagement and understanding based on the reflections from cycle I.

Developing a Learning Plan

Develop a lesson plan for cycle II by considering the results and feedback from cycle I. Develop evaluation instruments that are more suitable for measuring student understanding.

Developing Learning Materials

Select materials that are appropriate for students' level of understanding and make them more relevant to the context of students' daily lives. Prepare more interesting teaching materials, such as visual media, and supporting teaching aids. Develop evaluation tools to assess student understanding, both in the form of tests and performance assessments. Data Description of Cycle II Learning Steps

First Meeting of Cycle II

a) Initial Activity

The teacher greeted and prayed with the students. Checked the students' attendance, readiness of books and stationery, and class cleanliness. Reminded the learning objectives and motivated the students.

b) Core Activities

The material studied is "Students' participation in society". The teacher divides the students into small groups to discuss their respective roles in society and gives concrete

examples. Each group presents the results of their discussion, and the teacher provides feedback and clarification if needed. The teacher gives an individual assignment to design an action plan on how they can contribute to their community.

c) Final Activity

Class discussion to summarize the day's learning material. Evaluate students' understanding through short tests or oral questions. The teacher motivates and rewards students who actively participate and show progress. End the lesson with prayer and greetings.

Second Meeting of Cycle II

a) Initial Activities

Starting with greetings, prayers, and checking attendance. Dividing students into new groups to give each student the opportunity to collaborate with different friends.

b) Core Activities

The material studied was "Pancasila Values in Daily Life". It focuses on the application of Pancasila values in students' daily actions. The teacher uses role plays or simulations to help students understand and apply the values of Pancasila. Students discuss real situations and how they can apply the values of Pancasila in those situations.

c) Final Activity

Summarize the learning material and discuss the benefits of applying Pancasila values in everyday life. The teacher provides feedback on the results of group activities and individual tests. End the lesson by giving awards and additional motivation to students who show progress. Description of Teacher and Student Activities in Cycle II

Table 3 Observation Results of Student Activeness

No Meeting	Category						Total
	Very active	On active	Simply On	Less Active	Inactive		
1 Pert 1	6	5	4	5	2		22
2 Pert 2	8	7	5	2	-		22

From the table above, at meeting 1 there were 6 very active students, 5 active students, 4

moderately active students, 5 less active students, and 2 inactive students. While at the 2nd meeting there were 8 very active students, 7 active students, 5 moderately active students, and 2 less active students. This means that there is an increase in the level of student activeness from meeting 1 to meeting 2 in cycle 1.

Cycle II Reflection

Student Engagement:

It can be seen that there was an improvement in student activeness in cycle II compared to cycle I. In the first and second meetings of cycle II, the number of highly active students increased significantly.

The decrease in the number of less active and inactive students demonstrates the effectiveness of the new approach implemented.

Success:

The use of relevant materials and activities involving group discussions and role-playing helped to increase student participation. Additional rewards and motivation have proven effective in increasing student engagement and interest.

Next Steps:

Continue to improve learning methods based on student feedback and observation results. Develop further strategies to ensure all students are actively involved in each activity. The actions applied in cycles I and II showed an increase in student activeness. The Cooperative learning method with Contextual Teaching Approach applied has helped students be more involved in learning Civics.

The methods applied in cycle II, including the use of relevant materials and teaching strategies that engaged students in discussions and simulations, proved to be more effective in improving students' understanding and engagement compared to cycle I.

This study shows that the application of the Cooperative method with Contextual Teaching Approach in learning Civics in class IV UPT SDN 13 Pinrang resulted in a significant increase in student activeness and their learning outcomes. In cycle I, although there was progress, some challenges such as

lack of enthusiasm and classroom management needed to be improved. Cycle II showed better results with increased student engagement, thanks to improvements in learning methods and the use of more relevant materials. In conclusion, a more interactive and contextualized approach proved effective in increasing students' participation and understanding, making it a useful strategy to implement in future learning.

Conclusion

This study aims to improve the learning outcomes of Civics Education (PKn) class IV UPT SD Negeri 13 Pinrang students by applying Cooperative methods using Contextual Teaching Approach. Based on the results of research and data analysis that has been done, the following conclusions can be drawn:

Improved Student Learning Outcomes:

The implementation of Cooperative learning model with Contextual Teaching Approach showed significant improvement in students' learning outcomes. In the pre-cycle, only 36.36% of the students achieved KKM, while after applying the learning method in cycle I and II, there was an increase in the number of active students and progress in their learning outcomes.

Student Engagement:

Student engagement saw a significant increase from cycle I to cycle II. In cycle I, there were variations in the level of student engagement, with some students still being less active.

However, in cycle II, the number of highly active students increased, and the decrease in the number of less active students showed that the contextual approach and cooperative methods were effective in increasing student engagement.

Effectiveness of Learning Methods:

The Cooperative learning model with Contextual Teaching Approach proved effective in improving students' understanding of Civics materials. The use of relevant materials and teaching strategies that engage students in discussions and simulations contribute to increased student engagement and understanding.

Challenges and Improvements: Despite the improvement, some challenges such as classroom management and student enthusiasm in cycle I needed to be addressed. Improvements implemented in cycle II, such as the use of more engaging materials and additional motivational strategies, successfully addressed some of these issues and produced better results.

The application of Cooperative method with Contextual Teaching Approach in Civics learning in class IV UPT SD Negeri 13 Pinrang proved to be effective in improving learning outcomes and student activeness. This method is able to connect learning material with the context of students' daily lives, thus motivating them to be more active and understand the material better. This research recommends the application of this method as a useful learning strategy to be applied in the future.

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