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THE IMPACT OF CONTEXTUAL TEACHING AND LEARNING APPROACH ON CREATIVE THINKING ABILITIES IN ESSENTIAL GRADE IV INPRES TAMAMAUNG III MAKASSAR CITY

Tri Yulianti[1], Nursalam[3], Jamaluddin[3]

[1,2,3]Universitas Muhammadiyah Makassar**,** South Sulawesi, Indonesia
Email: tri706333@gmail.com

Abstract: This study uses quantitative research with a quasi-experiment. It aims to determine the effect of using the Contextual Teaching and Learning (CTL) approach on students' creative thinking skills. The design used was a post-test-only control group design. This research was conducted in class IV UPT SPF SD Inpres Tamamaung III Makassar City, Even Semester, 2022/2023 Academic Year. The population in this study were all students of SD Inpres Tamamaung III Makassar City. The sampling technique in this study used the Simple Random Sampling technique. The sample in this study in the experimental class was Class IVA, which amounted to 25 students, and the control class was class IVB, which amounted to 25 students. The research instruments were observation sheets, questionnaires, and learning outcomes tests. Data analysis techniques using descriptive statistics and inferential statistics. 1) The Contextual Teaching Learning (CTL) approach affects the creative thinking ability of fourth-grade students of SD Inpres Tamamaung III Makassar City.

Keywords: CTL approach; Creative thinking skills in social studies learning.

INTRODUCTION

Education has an essential position in preparing the next generation of the nation to be able to face the times. In Indonesian Law No. 20 of 2003, in article 1, paragraph 3, it is stated that the purpose of national education is to develop the potential of students to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. To achieve these national education goals, each education unit must organize a quality learning process to achieve educational goals (Sisdiknas, 2003).

Human resources must be developed to achieve educational goals and improve educational quality. Related to developing the quality of education, it is inseparable from the learning process. So, teachers must be able to become facilitators and motivators to create a conducive and effective learning process (Fitriyah & Wardani, 2022). So the teacher is obliged to carry out the learning process in the classroom, and the teacher has various learning components, including being able to choose the right learning approach for each material in the curriculum, creating exciting learning activities that will have an impact on learning outcomes, including, in this case, the subject matter. Social Science (Ningsih, Mayasari, & Ruswandi, 2022).

Social studies is one of the subjects that aims to equip students to develop cognitive aspects in addition to affective and psychomotor aspects. In its

development, it contains much memorized social material, so the knowledge and information students receive is limited to rote knowledge (Basuki, 2014). The nature of social studies lessons influences the learning process that masters the expository approach, especially teachers using lecture, assignment and question-and-answer methods. In the learning process, students still need to be more actively involved or even passive and maximize the results, activities and higher-order thinking skills (Desi&Wulandari 2014; Pratama, Sopandi& Hidayah 2020). Higher-order thinking skills are also crucial in mental circuits and changes in student thinking so that the learning process can be successful (Bakri, Wulandari, & Muliyati, 2020; Dini, 2018). The high-level thinking ability used in solving problems is the creative thinking ability.

From the explanation above, teachers are required to be more creative in delivering subject matter by using approaches and learning models that are active, creative, effective, innovative, and fun. (Ngalimun, 2016). So that students can understand the material presented in the learning process. In this regard, Bloom in (Mardhiyah, 2021) presents three taxonomies called the learning domain: the cognitive domain, the affective domain, and the psychomotor domain.

Students should be given many opportunities to construct knowledge and experience. Students must grapple with ideas, discuss, and ultimately be able to create concepts of understanding. Creative thinking is high-level thinking that can be learned and used to solve everyday problems. This follows (Akib & Muhsin 2019) that the creative thinking process is high-level thinking used to capture situations, make evaluations, and consider the consequences of the chosen solution.

If all the information that students learn is conveyed through teacher lectures in front of the class, it will undoubtedly be difficult for students to develop a creative attitude in themselves(Kompri, 2015). One of the learning tips that teachers can use in optimizing the development of student creativity in learning is to increase efforts to extract ideas from students through discussion and question-and-answer activities to train students' courage in releasing more ideas, ideas or student understanding of a concept or material. Discussion and question-and-answer activities will be significant if carried out with material and design approaches or learning models that can increase students' creative thinking based on students' real lives and experiences. (Pratiwi, 2012).

The results of the education and learning process based on the CTL approach will ultimately lead to the community environment. Contextual learning from the term CTL (Contextual Teaching and Learning). The results of the education and learning process based on the CTL approach will ultimately lead to the community environment. Contextual learning from the term CTL (Contextual Teaching and Learning). The word contextual comes from context, which means “relationship, context, atmosphere, or circumstances". Thus, context relates to the atmosphere (context) (Riyanto, 2014). So Contextual Teaching and Learning (CTL) is expressed as learning related to a particular atmosphere. The Contextual Teaching and Learning (CTL) approach is a learning strategy that links learning materials naturally with the natural world

so that students can connect and apply the competencies of learning outcomes in everyday life so that students will feel the importance of learning and can make meaning of what they learn (Sudarmin, 2023).

Contextual Teaching and Learning (CTL) is a learning strategy that is expected in the learning process. Students will participate to find the material learned that relates it to real-life situations to encourage students to apply it in their lives. (Khotimah, 2017).

The CTL (Contextual Teaching And Learning) approach links each learning material or topic to real life (Rahmawati, 2018). There are several ways to relate this; apart from how the material studied is directly related to real situations, it can also be done by using examples, learning resources, media and others related to the real world.

The contextual approach is a learning approach that facilitates student learning activities to seek, process, and find concrete learning experiences (related to real life) through activities of trying to do and experience it yourself (learning by doing).

The benefits of successful learning will be felt when what is obtained from learning can be applied in life. For this reason, it is expected that the contextual learning approach can improve students' creative thinking skills, learning outcomes and activities. According to (Khotimah, 2017), contextual learning is real-world learning, prioritizing real experiences, higher order thinking, student-centered, active, critical and creative students, meaningful knowledge in life, close to real life, behavioral changes occur, knowledge is given meaning, and activities are not teaching but learning. In addition, another advantage is that activities are more educational, not teaching, such as formation and problem-solving. Students and learning outcomes are measured using various measuring tools, not simply examinations. As a result, it can assist teachers in the present learning process while considering the student's environment.

Based on the background of the above problems, researchers are interested in conducting research with the aim of this study to determine the Contextual Teaching and Learning (CTL) approach to student learning outcomes in social studies subjects in class IV elementary school.

METHOD

This type of research is quantitative research with experimental methods. The experiment was intended to determine whether the Contextual Teaching and Learning (CTL) approach affected students' creative thinking skills, activities and learning outcomes. The experimental research design used was quasi-experimental, a non-equivalent control group design. This study involved two classes: one experimental class and one control class. The experimental class was given treatment in the form of Contextual Teaching and Learning (CTL) learning approach, and the control class was given teaching using conventional learning.

Research Participants

The sample selection in this study was carried out using simple random sampling (Sukmawati & Salmia, 2023). Random sampling is simple because taking sample members from the population is done randomly without regard to the strata

in that population. This method is used when population members are considered homogeneous (Sugiyono, 2013). The random sampling technique is used to determine the experimental and control classes by drawing lots so that the experimental class has 25 students and the control class has 25 students.

Data collection

The type of data used in this study is quantitative data obtained from learning outcomes data obtained from learning outcomes tests and student creative thinking questionnaires. The data collection technique in this study was to use a questionnaire.

Data analysis

The data analysis used is descriptive analysis and inferential statistical analysis. Inferential statistics are statistical techniques used to analyze sample data and apply the results to the population. This statistical technique is intended to test the hypothesis. Before testing the research hypothesis, a data prerequisite test is carried out, which includes a normality test and a data homogeneity test.

RESULTS

In this section, the Post-Test results of students in each class will be analyzed, namely the experimental class of 25 students with the Contextual Teaching and Learning approach and the control class of 25 students with the conventional model. Based on the Post-Test results, it was found that the highest and lowest scores of the experimental class were 97 and 39, respectively, with an average of 75.57. The experimental class has a class range of 58 and many classes of 6 with an interval of 10. The following are the post-test values for the experimental class.

Table1. 1
Interval of Post-Test Score for Experimental Class Students

Student score	Frequency
39 - 48	2
49 - 58	1
59 - 68	2
69 - 78	12
79 - 88	8
89 - 98	4

Meanwhile, the control class scores were 92 and 42, respectively, with a mean of 65.28. The control class has a range of 50 and many classes of 6, with an interval of 9. The following are the post-test scores in the control class.

Table 2.
Post-Test Score Interval for Control Class Students

Student score	Frequency
42 - 50	8
51 - 59	2
60 - 68	6
69 - 77	5
78 - 86	4
87 - 95	3

A more complete explanation appears in table 3 below:

Table 3.
Post-Test Result Data

Information	Experimental Class	Control Class
Maximum Score	97	92
Minimum Score	39	42
Average	75,57	65,28
Standard Deviation	12,92	15,63
Normality test	-0,78	0,29
Homogeneity Test	1,46	
T-test	2,7661	

Based on the table data above, it was found that the experimental class had a higher average than the control class.

(a) Normality test

In this study, the data normality test was carried out using the curve slope test. The normality test aims to determine whether the data obtained from the research is normally distributed or not. The data results of the mean ($\bar{x}$), mode (Mo), and standard deviation (s) between the experimental and control classes can be seen in the table below:

Table 4.
Data Normality

Normality Test	Class Experimental	Control Class
$\bar{x}$	75,57	65,28
M_o	85,6	60,81
s	12,92	15,63
K_m	-0,78	0,29

:Curve Slope.

Data is considered normally distributed if the slope value is -1 <Km< 1. Based on the data analysis above, the value for the experimental class was -0.78, and the control class was 0.29. These values lie between -1 and 1. It can be concluded that the data for both classes are typically distributed. The complete calculation can be seen in appendices 39 and 40.

(b) Homogeneity Test

In addition to having a normal distribution, the data must come from a homogeneous population. Therefore, it is necessary to conduct a homogeneity test. This study conducted the data homogeneity test with the F test. Based on the above calculations, Fcount = 1.46 and Ftable = 1.89 were obtained. Thus, H0 is accepted because Fcount < Ftable, which is 1.46 < 1.89. So this means that the experimental and control classes' post-test results are homogeneous.

Table 5.
Normality and Homogeneity Test Results Normality and Homogeneity Test Results

Class	Variance	K_m	Range	Normality test	$FHit$	$F\ Table$	Homogeneity Test
Experimental	167	-0,78	-1 <K_m <1	Normal Distribution	1,46	1,89	Homogeneous
Control	244,29	0,29					

(c) Hypothesis testing

After knowing that the data is typically distributed and homogeneous, the next step is to test the hypothesis. To prove the hypothesis that has been formulated and to obtain conclusions, the test data will be analyzed using the t-test. The calculation results show that the experimental and control classes' critical thinking ability data are typically distributed and homogeneous. Hypothesis testing using the t-test can be seen in the following table:

Table 6.
Hypothesis Test Results

$thitung$	(a=5%)	Information
2,7661	2,0040	$thitung$>$ttab$le

From the research results, the experimental class average was obtained as $\bar{x1}$ = 75.57 and the control class average was $\bar{x2}$ = 65.28 with $n1$ = 29 and $n2$ = 28 and the combined standard deviation $Sgab$ = 14.31 t_{count} = 2.7661, with α = 5% and dk = (29 + 28) - 2 = 55, we get $ttab$le = 2.0040. The testing criteria for Ho is rejected and accepted if t_{count} is greater than t_{tabel} (t_{count} > ttable). Because t_{count} > t_{table}, namely 2.7661 > 2.0040. Thus, testing the hypothesis Ho is rejected and

Ha is accepted, which means it can be concluded that there is an effect of the Contextual Teaching and Learning (CTL) approach on the creative thinking skills of fourth-grade students of SD Inpres Tamamaung III Makassar City.

DISCUSSION

This experimental research is about whether or not there is an effect of treatment after applying the CTL approach. Researchers conducted a post-test to determine whether there was an influence on the creative thinking skills of students who had been given treatment.

After testing the hypothesis with the t-test calculation, which resulted in tcount = 2.7661 and $ttab$le = 2.0040 with a significance level of α = 5%, then obtained tcount>$ttab$le. So the conclusion is that H0 is rejected and Ha is accepted, which means that the CTL approach affects creative thinking skills, activities, and social studies learning outcomes of fourth-grade students of SD Inpres Tamamaung III Makassar City.

This can also be seen from the average experimental class, more significant than the control class; the average experimental class is 75.57, and the average control class is 65.28. The post-test results were attended by 25 experimental and 25 control class students. Then, the average achievement of creative thinking ability indicators in the final test (post-test) of the experimental and control classes can be calculated.

Activity is a change in a person's energy characterized by the emergence of encouragement and effective reactions to achieve goals (Soemanto, 1990). Changes in student behavior indicate this after receiving learning by using the CTL learning approach.

Behavioral changes experienced by students include students becoming more focused and enthusiastic in paying attention to the learning material presented. This makes the material presented more meaningful to students because students get an accurate picture of the subject matter so that it is not just verbalism in its delivery; this is accomplished by employing terms associated with student life.

With this accurate picture, students will better understand the learning material, so they will be more eager to learn the material further because they find it exciting and easy to understand.

The CTL approach to learning is new for students because previously, learning was done only by the lecture method. With something new, experienced students try to understand and pay more attention to learning. This can be seen when students are allowed to ask questions; many of the students participate in asking questions about the learning material delivered by the teacher. Likewise, when students are given tasks and problems, many try to answer questions and do the tasks independently. Independence in answering questions and doing assignments are some of the characteristics of students whose activity increases in learning. Independence will also encourage students to compete to master the learning material using the CTL learning approach. They compete to be the best by trying to answer questions and do the tasks given, as seen when at the next meeting at the beginning of learning, students were given questions, so many students were able to answer questions

correctly. The courage of students in answering these questions is a form of self-actualization and competency development, which is the impact of increasing student activity through presentations. Psychologically, this indicates that student activity has increased in learning by using the presentation approach.

The results of this study are also in accordance with previous research conducted by (Ulinnuha, 2021). The results of data analysis can be concluded that the CTL (Contextual Teaching and Learning) approach has a significant effect on the learning activities of class VIII students at MTs Al Ma'arif 1 Tirtomoyo Wonogiri for the 2020/2021 academic year with a significance value <0.05.

Learning outcomes are the results of an assessment after a person has carried out a learning activity and are expressed in numbers and symbols. Learning outcomes are also the same as learning achievements, which are indicators of the success of the teaching and learning process. According to (Sudjana, 2016), learning outcomes are abilities, skills and attitudes in doing and completing something after a learning experience. Students who have strong activity have much energy to carry out learning activities because activity can be said to be a driving force within students that creates a feeling of pleasure in learning so that students' desires, such as getting learning outcomes and mastering these competencies, can be adequately achieved.

Good learning outcomes can be achieved with effective and efficient learning quality. For a learning process to run effectively and efficiently, several essential elements will increase student learning activities and interests, namely approaches, models, techniques, strategies, methods, and so on.

The increase in student activity in learning will certainly positively impact student learning outcomes, increasing learning because students can master learning materials better. As stated by (Sardiman, 2011), learning outcomes will be optimal if appropriate activity exists.

In line with that, research conducted by Khotimah (2016) shows that student activity in learning has also increased. In cycle I, student activity reached 76.25%, and in cycle II, student activity reached 86.36%. Student learning outcomes in cycle I reached 72.5%, and in cycle II, they increased to 87.5%. The conclusion drawn from this research is that applying the Contextual Teaching and Learning (CTL) learning model can improve student learning outcomes in science subjects with the theme of the environment in class I SDN Manukan Kulon II / 499 Surabaya.

In this study, the Contextual Teaching Learning (CTL) approach affects the social studies learning outcomes of fourth-grade students of SD Inpres Tamamaung III Makassar City.

CONCLUSIONS

Based on the results of research on the effect of the CTL approach on the creative thinking skills of fourth-grade students, it can be concluded that the CTL approach affects the creative thinking skills of fourth-grade students. This is based on the calculation of the Manova test for activity and learning outcomes obtained by a Sig. Value of 0.000. Because of the value of Sig. 0.000 <0.05, then Ho is rejected, and Ha is accepted. Based on this, it can be concluded that the CTL

approach significantly affects the creative thinking of grade IV students. Elementary school teachers should pay attention to the characteristics of each child's learning style so that in different ways and abilities, each child can remain integrated into one learning through an effective and efficient learning approach, one of which is the CTL learning approach.

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