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The Effect of the Learning Model Contextual Teaching and Learning (CTL) and Interest on the Students' Natural Sciences Learning Outcomes in Class VI Toboali District Elementary School

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Abstract

This research aims to describe the effect of the Contextual Teaching and Learning learning model on students' interest and learning outcomes in class VI SD Negeri in Toboali District, Bangka Selatan Regency, the academic year 2019/2020. This type of research is a 2x2 factorial quasi-experiment. The population of this study were students of class VI SD Negeri in Toboali District. The sample in this study were students of class VI SD Negeri 18 Toboali, totalling 38 students with 19 students in the experimental class I and 19 students in the experimental class II. Student interest in learning was collected using a questionnaire, while data on student learning outcomes were obtained through posttests. The data obtained were analyzed using Two Way Anova with a significance level of 0.05, assisted by SPPS 24.00 for windows. The results showed differences in science learning outcomes in students who had high interest in learning with students who had low learning interests. There were no differences in learning outcomes in classes taught using Contextual Teaching and Learning assisted by video learning or classes taught using Contextual Teaching and learning assisted with teaching aids. There is no interaction between interest in learning and science learning outcomes of grade VI public SD students in Toboali District.

Keywords
contextual teaching and learning; student interests; learning outcomes

I. Introduction

Elementary school is the most basic level of education for students taken from grade one to grade six. Primary education is the initial foundation for students to build knowledge to continue formal education to the next level. The progress of a nation can only be achieved through structuring good education. (Nurjanah, 2020). The school needs to be given trust to organize and take care of itself according to environmental conditions (Musdiani, 2019). This deficiency arises due to the lack of attention of educational personnel printing institutions that pay attention to these skills (Waluyandi, 2020). Learning is essentially a cognitive process that has the support of psychomotor functions (Arsani, 2020).

As an initial foundation, of course, in elementary school, students must master specific competencies that the government has determined following national education standards. To measure the achievement of existing competencies, the students will be tested with a final exam called UASBN.

These questions measure students' competence in three subjects: Indonesian Language, Mathematics, and Natural Sciences (IPA). Until 2016 the questions UASBN tested were still using multiple-choice questions, but since 2017 the UASBN questions have used two forms,

namely multiple choice and essay. The UASBN questions are questions of national standards that have been oriented to high-level thinking or commonly referred to as Higher Order Thinking Skills (HOTS). Learning that is oriented to Higher-Level Thinking Skills is learning that involves three aspects of higher-order thinking skills, namely: transfer of knowledge, critical and creative thinking, and problem-solving.

The change in the form of the questions significantly affects the UASBN results of students in the Toboali sub-district because not all schools in the Toboali sub-district have implemented learning based on thinking critical skills so that students' UASBN results are considered relatively low from the previous year were the questions tested require high-level thinking skills. High in response.

According to several experts, the definition of higher-order thinking skills is one from Cottrel (2005), who suggests that the complex thinking process is describing a material, making conclusions, analyzing, building representations, and building a relationship by involving the most basic mental activities. Lau (2011) also suggests that critical thinking is systematically and precisely reasoning.

Fisher (2009) also suggests that critical thinking is an active way of thinking, where a person thinks about everything in depth. Find relevant information rather than ask questions and not passively wait for information.

With the change in the form of the UASBN questions into questions that emphasize skills higher thinking, of course, it will significantly affect the school UASBN scores and rankings. The low UASBN score was caused by one factor. In 2016, SDN 18 Toboali was still using the 2006 Education Unit Level Curriculum, which was not oriented towards reasoning, analyzing, and higher-order thinking skills. Meanwhile, the questions tested have required students to think critically as one of the 21st-century skills.

In addition to the use of the curriculum, the low learning outcomes are also caused by a lack of student interest in learning. Slameto (2003) states that interest is a sense of preference and attachment to a thing or activity without coercion or anyone telling. Interest is the acceptance of a relationship between themselves with anything beyond. This is evident from the observations of researchers at several elementary schools in sub-Toboali student learning activities undertaken during the lessons concentrate lasted only a fraction of active students in Learning Activities.

One of the subjects tested in the UASBN is science. As one of the subjects tested, the teachers will work harder to get high test results. Samatowa (2010) states that Natural Science (IPA) is related to finding out about nature. Science is also a science that studies events that occur in nature. Furthermore, the science learning that has been carried out is an assessment of learning outcomes. Sudarmanto (2008) states that learning outcomes are students' abilities after passing specific lessons. To improve student learning outcomes in science learning.

Several studies have been carried out by other researchers, such as that conducted by Abidin (2000) with the title "The Effect of Guided Inquiry Learning Models on Interests and Learning Outcomes of Science in Class V Elementary School Students in PamenangGugus, Pagu District", that science learning outcomes are more significant with using a guided inquiry model, besides that there is also research conducted by Osman and Suryawati (2018) which states that student learning achievement increases by using learning with the model Contextual Teaching and Learning.

Based on previous research, the researcher finally decided to conduct a study titled "The Effect of Contextual Teaching and Learning Models and Learning Interests on Science Learning Outcomes of Class VI Students at SDN Toboali District ". Because in previous studies, no one has examined the results of learning science by using the learning model

Contextual Teaching and Learning and interest in learning in research. With the aim that later in this study, the influence of the learning model and teaching aids used in each experimental class will be discussed and analyze the effect of students' interest in learning on science learning outcomes.

Smith (2010) states that Contextual Teaching and Learning addresses that some students do not see the connection or application of school content to their present or future lives. Therefore, they do not see the purpose at school but rather the relationship between learning and what happens around them.

In addition, Bernset al. (2001) stated that contextual learning is a conception of teaching and learning that helps teachers relate the content of subject matter to real-world situations; and motivate students to make connections between knowledge and its application in their lives as family members, citizens, and workers and to engage in the hard work required to learn.

Similar studies have been carried out by several other researchers, such as Ilham (2017). This study stated that the CTL learning model could improve students' critical thinking skills. Senda research was also conducted by Azizah (2017) that learning media can improve student learning outcomes.

II. Research Methods

The research method used in this study is a quasi-experimental method, which emphasizes treatment in two different study groups. The population in this study were all sixth-grade elementary school students in the Toboali sub-district, which were then selected by random sampling technique so that SDN 18 Toboali was obtained as a sample school.

In this study, the selected sample was divided into two experimental groups. The treatment that will be given is using strategiesContextual Teaching and Learning (CTL) and students' interest in learning. Wahyuniet al. (2016) suggested that CTL is a comprehensive learning process and has the aim of helping students to understand the meaning of learning materials. Meanwhile, Nawas (2018) states that the Contextual Teaching and Learning (CTL) approach is an approach that helps students understand what they are learning by connecting their subject with the context of their life.

In this study, the two groups selected and divided into two were given different treatments. Namely, the first experimental group was given a modelContextual Teaching and Learning assisted by learning videos. In contrast, a model was used for the second experimental group with the Contextual Teaching and Learning aid of learning aids. To determine student learning outcomes from applying these two learning models, students were given two tests. The first test is given before treatment (T1) is called pre-test, and the second (T2) is called post-test. This pre-test was carried out to determine the initial abilities of students in the two experimental classes and to ensure that both classes had the same initial ability. The similarity of the characteristics of the two experimental classes can be seen from the results of the pre-test carried out. This situation ensures that if there are differences in student interest and learning outcomes in the two experimental classes, it is caused by differences in treatment in the two classes.

Furthermore, what is measured in this study is student learning interest. This learning interest is an interest in learning that exists within the student's personality. This learning interest will be classified into two, namely high learning interest and low learning interest. The classification refers to the median value of the total score of the entire question or statement item. Interest in learning is high based on an interest score above the mean score.

Meanwhile, interest scores below the median value are classified as low interest in learning. The question instruments and learning interest questionnaires given in the two experimental classes have been tested previously in the non-experimental class. Both the question instruments and questionnaires given to both classes are questions and questionnaires that have been tested for validity and reliability. Muhidinand Bravo (2007) argued that a measuring instrument is valid if the instrument can measure anything precisely what is to be measured and well designed with the following provisions and the existing theory.

The test results validity of the questionnaire and instruments matter because it can be seen in the following table:

Table 1. Questionnaire Validity Test Results Question

Number	Significance Value	Validity
1	0.000	Valid
2	0.046	Valid
3	0.000	Valid
4	0.007	Valid
5	0.135	Invalid
6	0.007	Valid
7	0.426	Invalid
8	0.000	Valid
9	0.000	Valid
10	0.007	Valid
11	0.108	Invalid
12	0.023	Valid
13	0.355	Invalid
14	0.011	Valid
15	0.064	Invalid
16	0.023	Valid
17	0.007	Valid
18	0.000	Valid
19	0.023	Valid
20	0.000	Valid
21	0.000	Valid
22	0.969	Invalid
23	0.007	Valid
24	0.023	Valid
25	0.090	Invalid
26	0.055	Invalid
27	0.006	Valid
28	0.287	Invalid
29	0.000	Valid
30	0.000	Valid

After testing the validity of the questionnaire also tested its reliability. The results of the reliability test can be seen in the following table:

Table 2. Results of Test Reliability Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
0.951	30

The results of the validity of the questionnaire showed that of the 30-point declaration tested, and there are only 21 valuable items. The researchers decided to revise these statements poll invalid. The researcher believes that the number of valid questionnaire items is sufficient to represent the grid of proposed statements. The researcher only uses 20 valuable items in the experimental class. The reliability test results were obtained by Cronbach alpha of 0.951 > 0.05 so that the questionnaire is reliable.

In addition to the questionnaire test, the researchers also conducted a test instrument draft test using evaluation questions following the material being studied. This trial was also conducted at SD Negeri 17 Toboali to 20 grade VI students.

After testing, results were processed using SPSS version 24 showed that the 20 questions that tested only 11 were valid and reliable. Meanwhile, test results about the validity of the results can be seen in the following table:

Table 3. Validity Test Instrument Problem

Problem Number	Value Significance	Validity
1	0.006	Valid
2	0.060	Invalid
3	0.174	Invalid
4	0.012	Valid
5	0.012	Valid
6	0.367	Invalid
7	0.174	Invalid
8	0.000	Valid
9	0.000	Valid
10	0.174	Invalid
11	0.012	Valid
12	0.001	Valid
13	0.012	Valid
14	0.348	Invalid
15	0.000	Valid
16	0.000	Invalid
17	0.522	Invalid
18	0.348	Valid
19	0.348	Invalid
20	0.000	Valid

Based on the validity test results, of the 11 valid question instruments, the researcher only used ten questions to be tested in the experimental class. The reliability test was carried out, and the following results were obtained:

Table 4. Results of the Reliability Test

Test Instrument of the Statistical Reliability	
Cronbach's Alpha	N of items
0.783	20

The reliability test results show that the *Cronbach alpha value* of 0.783 is more significant than 0.05, so it can be concluded that the data is reliable.

III. Discussion

After the research in the two experimental classes was carried out, the learning outcomes and interest in learning were obtained as follows:

Table 5. Learning Outcomes and Interests Class Experiment

A1B1	A1B2	A2B1	A2B2
80	60	80	80
90	60	90	50
90	60	80	60
90	80	70	60
70	80	60	80
80	70	70	80
100	80	100	70
80	70	70	70
70	70	90	70
70		70	

Description:

A1B1 : Experimental group 1 CTL learning model based on HOTs assisted by learning aids with high learning interest.

A1B2 : Experimental group 1learning model *CTL* based on *HOTs* assisted by learning aids with low interest in learning.

A2B1 : Experimental group 2 learning models *CTL* based on *HOTs* assisted by learning videos with high learning interest.

A2B2 : The experimental group 2 learning model CTL-based *Hots* aided instructional videos with interest low learning

By grouping data results of learning and interest in learning the data obtained in the experimental class 1 teaching model *CTL-aided* teaching aids learning, ten students were interested in learning high and nine students with low interest in learning. In comparison, in experimental class 2, there were also ten students with high learning interest and nine students with low learning interest.

The results of the study in the two experimental classes were then tested for normality with the following results:

Table 6. Normality Test Results for Data

		Kolmogorov-Smirnov[a]			*Shapiro-Wilk*		
Learning Media		*Statistic*	*Df*	*Sig.*	*Statistics*	*Df*	*Sig.*
Learning outcomes	Viewer Tool	0.923	19	0.076	0.188	19	0.126
	Media Video	0.198	19	0.057	0.946	19	0.332
a. Lilliefors Significance Correction							

From the processing results, the significance value used is Shapiro-Wilk because the amount of data in this study is less than 60, then it can be seen that the significance value of the two classes is 0.126 and 0.332. it can be concluded that the data is usually distributed.

After the normality test was carried out, the homogeneity test was performed as a prerequisite for the two-way ANOVA test. This homogeneity test was carried out to ensure that the data was homogeneous. The results of the homogeneity test of this research data can be seen in the following table.

Table 7. Results of Homogeneity Test of Data

Dependent Variable:			
F	df1	df2	Sig.
1.146	3	34	0.345
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			
a. Design: Intercept + Class + Interest + Class * Interest			

From the data, it can be seen that the significance value of 0.345 is more than 0.05, so it can be concluded that the data is homogeneous. With the fulfilment of the two-way ANOVA test prerequisites, the next researcher will conduct a two-way ANOVA test.

After knowing the data is usually distributed and homogeneous, the next step is to analyze the data to test the hypothesis using the two-way ANOVA test. This hypothesis test uses *software* SPSS version 24. The data from the results of the research that has been carried out are processed and obtained the following results:

Table 8. Two Way ANOVA Analysis Results

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1141,111[a]	3	380,370	3,395	0,029
Intercept	211581,871	1	211581,871	1888,683	0,000
Group	61,871	1	61,871	0,552	0,462
Interest	1055,556	1	1055,556	9,422	0,004
Grout * Interest	19,766	1	19,766	0,176	0,677
Error	3808,889	34	112,026		
Total	218700,000	38			
Corrected Total	4950,000	37			
R Squared =0,231 *(Adjusted R Squared* = 0,163*)*					

After researching experimental class I and experimental class II, the average value The average critical thinking skills of students in the classexperimental I, namely students who received learning using with the help *CTL* of learning aids, were more significant than students in the experimental group II. They were taught using the model *contextual teaching and learning* assisted by videos.

The hypothesis is based on the two way ANOVA test results by looking at the significance value. The average value of student learning outcomes in experimental class I is 76.3 from a maximum value of 100, while the average value of learning outcomes in experimental class II is 73.3 from 100. These results have not been able to draw research hypotheses so that the researcher concludes.

The significance value in the two experimental classes is 0.462 (greater than 0.05), so it can be concluded that there is no significant difference between students who are taught using

the model with the *CTL* HOT-based aid of learning aids and students who are taught using the model. *CTL* based -assisted HOTS-video learning.

The absence of differences in learning outcomes in experimental class 1 and experimental class 2 in this study, although using different learning media in its implementation, can be caused by several things. Namely, the two learning media have their respective advantages and disadvantages in their use. The advantages of teaching aids, as revealed by Fatimah (2019), are that the use of teaching aids media can make students more active in learning activities, students' attention also becomes more focused and can increase students' knowledge and understanding. Not much different from the advantages of teaching aids. The learning video learning demonstration also has several advantages. Sulistyorini (2018) stated that video media could make learning more meaningful, increase student motivation, and increase knowledge and learning outcomes so that learning becomes more memorable.

In the second hypothesis, the researcher wants to know the difference in the learning outcomes of students who have a high interest in learning and students who have a low interest in learning. The two-way ANOVA test results obtained a significance of 0.004, which means that the significance value is <0.05. So it can be concluded that there are differences in student learning outcomes in science subjects who have high interest (80.00) with students who have low interest (69.44).

Significant learning between students who have a high interest in learning with a low interest in learning. There is a significant difference in learning outcomes for students with high learning interests and those with low learning interests. This is similar to Ristanti (2014) research entitled Environmental-Based Guided Inquiry Learning Model on Student Interests and Science Learning Outcomes that there are differences in results.

Differences in learning outcomes in students who have high learning interest and low learning interest can be caused by the presence of high learning interest students become more motivated and enthusiastic in learning activities and have better self-regulation skills as stated by Winataputra (2008) that with interest, everyone will be better motivated because they have better self-regulation skills.

Abidin also conducted a similar study that discussed interests and learning outcomes (2018) entitled *Pengaruh Model Pembelajaran Inkuiri Terbimbing Terhadap Minat dan Hasil Belajar IPA siswa Kelas V SD Negeri di Gugus Pamenang Kecamatan Pagu"*. However, the results of research conducted by Abidin (2018) are contrary to the results, which show that there is no influence of interest in learning on science learning outcomes in class V SD Negeri in PamenangGugus, Page District, but affects learning outcomes.

To test the hypothesis that for students who have a high interest in learning, their learning outcomes will be higher when they learn to use the video-assisted HOTS-based CTL model compared to using the HOTS-based CTL model with the aid of learning aids. This test is usually carried out further, but because of the significant results in this study, there is only one significant group, so it does not meet the requirements for further testing. For this reason, the researcher used descriptive analysis to analyze the trend. Based on the descriptive statistics presented, the results show that the average learning outcomes of students who have high interest who are taught using the CTL learning model assisted by teaching aids are 82, while students who have high learning interest who are taught using HOTS-based CTL assisted by learning videos are 78.

Thus it can be concluded that the learning outcomes of students who have a high interest in learning tend to be higher when learning to use the CTL learning model assisted by teaching aids than those learning to use the CTL learning model based on HOTs assisted by learning videos.

Researchers can conclude that the tendency for higher student learning outcomes to be taught using learning aids compared to students who are taught using learning videos occurs because, during the learning activities, students who are taught using teaching aids become more active in working on worksheets using teaching aids. Teaching aids are available so that learning outcomes tend to be higher.

As revealed in research conducted by Fatimah (2019), the learning outcomes show that the use of teaching aids media has a significant effect on improving learning outcomes because teaching aids can focus students' attention and increase student motivation in ongoing learning activities.

This fourth hypothesis proves that the learning outcomes of students who have a low interest in learning are higher if they are taught using the HOTs-based CTL learning model with the aid of learning aids than when taught using HOTs-based CTL model with the help of learning videos. To test this hypothesis, a test is usually carried out. However, because of the significant results in this study, there was only one significant group, so that it did not meet the requirements for further testing. The researchers analyzed it descriptively using descriptive statistical data. Using the CTL learning model assisted by teaching aids is 70.00; while students who have low interest in learning taught using CTL assisted by learning videos are 68.89.

Several factors can also influence the low score. When students watch learning videos, not all students have good visual-spatial intelligence abilities and can re-understand the aspects described. As expressed by Winataputra (2008), visual-spatial intelligence abilities include active imagination and the ability to visualize ideas well. In this case, most students who are taught using learning videos are not yet fully accustomed to visualizing ideas and imagining actively but are limited to watching activities without understanding the meaning of the spectacle.

Thus it can be concluded that the learning outcomes of students who have low interest in learning tendto havehigher results in classes that learn to use the CTL learning model assisted by teaching aids compared to learning outcomes with high interest in the CTL learning model assisted by learning videos.

The results in this study are different from the research assisted by video learning, also by Sulistyorini (2018), which suggests that the use of learning videos has a significant effect on listening and writing skills.

The fifth hypothesis proves the effect of the interaction between student learning outcomes and student interest in learning. To conclude, the researchers used the results of the two-way ANOVA analysis in Table 4.10, which obtained a significance value of 0.677, more significant than 0.05. Thus, it can be concluded that there is no interaction effect between the CTL learning model assisted by teaching aids and the CTL learning model assisted by learning videos.

The results of the fifth hypothesis test in this study are similar to the research results conducted by Sugiharti (2016) with the title of Relation of Learning Interests with Learning Outcomes in Class V Elementary School Students of Gugus Wijaya Kusuma Ngaliyan Semarang. In the results of his research, Sugiharti (2016) revealed that there was no significant difference between interest in learning and learning outcomes.

IV. Conclusion

Who learn to use the video-assisted CTL learning model and the CTL learning model assisted by learning aids. Based on the results of data analysis research and research discussions about the effect of the learning model contextual teaching and learning (CTL)and student interest on student learning outcomes in class VI SDN 18 Toboali, South Bangka Regency, it can be concluded that there is no difference in student learning outcomes in science subjects. There are differences in science learning outcomes between students with high learning interest and low learning interest. Students with high interest have significantly higher learning outcomes than those with low interest. The learning outcomes of students who have a high interest in learning have a higher tendency when learning to use the CTL learning model assisted by teaching aids than those who study using the CTL learning model assisted by learning videos. Learning outcomes for students who have low interest in learningtend to be higher when learning to use the CTL learning model assisted by teaching aids than learning using the CTL learning model assisted by learning videos. There is no interaction between the CTL learning model and students' interest in learning outcomes in science subjects.

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