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# Improving Fourth-Grade Students' Learning Outcomes in Pancasila Education through the Contextual Teaching and Learning Model at SD Negeri 1 Tepa

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***ABSTRACT***

*This study aimed to improve the Pancasila Education learning outcomes of fourth-grade students at SD Negeri 1 Tepa, Southwest Maluku Regency, through the Contextual Teaching and Learning (CTL) model, with a focus on Pancasila as a value system for daily life. The study was motivated by students' low learning outcomes and limited participation in Pancasila Education classes. Classroom action research was conducted in two cycles with 27 students. Data were collected through observation, tests, and documentation, and were analyzed qualitatively and quantitatively. In the pre-cycle, only 40.74% of students reached the Minimum Mastery Criterion (MMC), and students showed low enthusiasm, limited participation, and difficulty expressing their ideas. After Cycle I, mastery increased to 70.37%, but observations showed that the teacher had not yet fully mastered the CTL steps and student participation remained suboptimal. After refinements in Cycle II, mastery reached 88.89%. Observations also confirmed improvements in student engagement, motivation, and self-confidence, as well as in the teacher's classroom management. The CTL model, supported by iterative instructional refinement, effectively improved Pancasila Education learning outcomes and strengthened students' understanding of Pancasila as a value guiding everyday life.*

**ABSTRAK**

Penelitian ini bertujuan meningkatkan hasil belajar Pendidikan Pancasila murid kelas IV SD Negeri 1 Tepa, Kabupaten Maluku Barat Daya, melalui model *Contextual Teaching and Learning* (CTL) dengan fokus pada Pancasila sebagai sistem nilai dalam kehidupan sehari-hari. Penelitian dilatarbelakangi oleh rendahnya hasil belajar dan keaktifan murid dalam pembelajaran Pendidikan Pancasila. Penelitian tindakan kelas dilaksanakan dalam dua siklus dengan subjek 27 murid. Data dikumpulkan melalui observasi, tes, dan dokumentasi, kemudian dianalisis secara kualitatif dan kuantitatif. Pada prasiklus, hanya 40,74% murid yang mencapai Kriteria Ketuntasan Minimal (KKM), serta murid menunjukkan antusiasme rendah, partisipasi terbatas, dan kesulitan mengungkapkan gagasan. Setelah Siklus I, ketuntasan meningkat menjadi 70,37%, tetapi hasil observasi menunjukkan bahwa guru belum sepenuhnya menguasai langkah-langkah CTL dan partisipasi murid belum optimal. Setelah perbaikan pada Siklus II, ketuntasan mencapai 88,89%. Hasil observasi juga menunjukkan peningkatan keterlibatan, motivasi, dan

kepercayaan diri murid, serta pengelolaan kelas oleh guru. Model CTL yang disertai perbaikan pembelajaran secara bertahap efektif meningkatkan hasil belajar Pendidikan Pancasila dan memperkuat pemahaman murid tentang Pancasila sebagai nilai yang menuntun kehidupan sehari-hari.

## INTRODUCTION

In the global context, the quality of education in Indonesia remains at a level that is less than satisfactory and requires serious attention when compared with other countries that are more advanced in the education sector. Nevertheless, education is an important aspect of life. Students carry great hope for the nation and for Indonesia's progress. However, it should be noted that the main role in creating a high-quality society is played by education (Toto Iswanto et al., 2022:164).

As one of the main pillars of national development, education occupies a strategic position in improving the competence and quality of human resources, because through education, the internalization of values, character formation, and development of individual potential can be carried out systematically and continuously. Within the framework of realizing Indonesia's national aspirations, education serves as the main instrument for achieving national goals. The Preamble to the 1945 Constitution establishes the goal of educating the Indonesian people and ensuring public welfare.

Therefore, human development through the education sector must be a priority in every national development agenda. Law Number 20 of 2003 on the National Education System states that education aims to shape the character and civilization of a dignified nation and educate society. In general, the goal of education is to develop students into whole human beings, namely individuals who have faith and devotion to God Almighty, possess noble character, be physically and mentally healthy, master knowledge and skills, be able to think critically and innovatively, have independence, and be able to fulfill their role as democratic citizens who uphold social responsibility. Therefore, education is not merely understood as an academic process, but also as a strategic means of shaping national personality and character. As stated by Toto Iswanto and colleagues (2022:164), education is a fundamental activity that aims to instill noble values and shape students' attitudes and personalities so that they can face the dynamics of life in the modern era.

The preliminary research conducted between March 17 and 20, 2026, showed that there were various obstacles in Pancasila learning concerning the meaning of its principles in everyday life. In the Pancasila topic taught to Grade IV students at SD Negeri 1 Tepa, the teacher tended to use a teacher-centered method, namely monotonous lectures. As a result, students had difficulty understanding the material and their learning outcomes were not optimal, especially because their final scores did not reach the MMC of 65. There were 19 students in Grade IV at SD Negeri 1 Tepa. Only 9 students (47%) achieved the MMC, while 10 students (53%) did not achieve the MMC.

To address this problem, the use of learning media is needed to increase students' learning motivation so that they become involved in classroom activities and achieve optimal results. Media such as pictures can serve as learning tools or channels and learning resources that can help students acquire new knowledge and skills.

The successful achievement of educational goals is strongly influenced by the use of effective learning models. With appropriate learning methods, the teaching and learning process can run smoothly and optimally so that the expected goals can be achieved. Various student-centered learning models can be applied in learning activities. In the context of Pancasila learning, students' learning outcomes can be

improved through certain strategies, for example by internalizing the basic values of Pancasila into students' lives so that they become citizens with strong character, high integrity, and a deep sense of patriotism.

In education, the Contextual Teaching and Learning (CTL) approach can be used to connect learning materials with real-life situations. CTL is a learning approach that emphasizes the connection between the material being studied and students' daily experiences so that learning becomes more meaningful. The purpose of CTL is to help students understand and apply knowledge in everyday life. Therefore, the learning process focuses not only on the delivery of material by the teacher, but also on developing learning strategies that encourage students to understand the learning process, its benefits, and how to achieve optimal learning outcomes. Thus, students are expected to have higher learning motivation and readiness to face the future (Dulyapit et al., 2024:104–105).

In the field of education, Contextual Teaching and Learning (CTL), or the contextual approach, is defined as a learning approach designed to bridge subject matter with students' everyday life realities. Teachers play a role in connecting academic concepts with real situations close to students' lives, encouraging them to understand the relevance of the knowledge they learn. This enables students not only to master theory, but also to apply that knowledge in interactions within their families and communities. Constructivist learning emphasizes active, creative, and productive self-understanding through meaningful learning experiences. Students should be accustomed to solving problems and managing the ideas they develop so that they are beneficial to themselves (Apit Dulyapit et al., 2024:105).

Pancasila Education at the elementary school level plays a role in developing students into democratic and responsible citizens who possess good character and personality. Through this learning, students are expected to understand and carry out their rights and obligations as citizens in everyday life. In addition, instilling moral values from an early age is an important aspect of the educational process. Therefore, innovation in learning is needed so that educational goals can be achieved optimally. One approach that can be applied is Contextual Teaching and Learning (CTL), a learning approach that connects material with real situations in students' environments. Through this approach, students gain direct learning experiences through activities of observing, trying, and experiencing the learning process themselves, so that understanding of the material becomes more meaningful and can increase students' interest in learning (Apit Dulyapit et al., 2024:105).

Considering the problems described in the background section, this study focuses on the use of the Contextual Teaching and Learning (CTL) model as a strategy to improve students' Pancasila learning outcomes at SD Negeri 1 Tepa, Southwest Maluku Regency.

## METHOD

This study used a Classroom Action Research (CAR) method that was conducted in two cycles. Each cycle consisted of planning, action implementation, observation, and reflection. The research subjects were Grade IV students of SD Negeri 1 Tepa in the 2025/2026 academic year. Research data were collected through observation, tests, and documentation. Observation was used to observe teacher and student activities during the learning process, while tests were used to measure students' learning outcomes before and after the implementation of the CTL model. Data were analyzed qualitatively and quantitatively. Qualitative analysis was conducted on observation results and field

notes, while quantitative analysis used descriptive statistics to determine improvements in student learning outcomes. The success criterion was established when all students achieved the Minimum Mastery Criterion (MMC).

## RESULTS AND DISCUSSION

### Results

### Pre-Cycle

Based on the pre-cycle results, learning was still predominantly teacher-centered. Students mostly listened to the teacher's explanations, took notes, and completed questions individually. Some students appeared less active in asking questions, less confident in expressing opinions, and were not yet able to connect Pancasila material with everyday life.

**Table 1.** Student learning outcomes in the pre-cycle.

| No | Information | Total students | Presentase |
|---|---|---|---|
| 1 | Students achieving mastery | 11 | 40,74% |
| 2 | Students not achieving mastery | 16 | 59,26% |
| 3 | Total students | 27 | 100% |
| 4 | Average score | 68,15 | - |

Berdasarkan Tabel 1, diketahui bahwa dari 27 siswa, hanya 11 siswa atau 40,74% yang mencapai KKM, sedangkan 16 siswa atau 59,26% belum mencapai KKM. Nilai rata-rata kelas pada pra siklus adalah 68,15.

### Cycle I

The action in Cycle I was carried out by implementing the CTL model in Pancasila learning. The teacher began the lesson by providing an aperception activity through questions related to students' experiences, such as mutual cooperation, mutual respect, and obeying rules at school and at home.

During learning activities, students were given opportunities to ask questions, discuss, express opinions, and present their group work. The teacher acted as a facilitator who guided students to discover concepts independently. The Cycle I learning outcomes were as follows:

**Table 2.** Student learning outcomes in Cycle I.

| No | Information | Total students | Presentase |
|---|---|---|---|
| 1 | Students achieving mastery | 19 | 70,37% |
| 2 | Students not achieving mastery | 8 | 29,63% |
| 3 | Total students | 27 | 100% |
| 4 | Average score | 76,30 | - |

Based on the table, the number of students achieving the MMC increased to 19 students or 70.37%, while students who had not achieved mastery numbered 8 students or 29.63%. The class average increased to 76.30.

### Cycle II

In Cycle II, the teacher again implemented the CTL model with more systematic steps. The lesson began with an aperception activity concerning examples of behavior

that reflects Pancasila values in everyday life. Students were divided into groups, and each member was assigned tasks, such as reading problems, writing discussion results, expressing opinions, and presenting group results. The following are the student learning outcome data for Cycle II:

**Table 3.** Learning outcomes in Cycle II.

| No | Information | Total students | Presentase |
|---|---|---|---|
| 1 | Students achieving mastery | 24 | 88,89% |
| 2 | Students not achieving mastery | 3 | 11,11% |
| 3 | Total students | 27 | 100% |
| 4 | Average score | 84,07 | - |

Based on the table, 24 students or 88,89%, sedangkan siswa yang belum tuntas berjumlah 3 siswa atau 11,11%. Nilai rata-rata kelas meningkat menjadi 84,07.

## Comparison of Learning Outcomes in the Pre-Cycle, Cycle I, and Cycle II

The improvement in student learning outcomes from the pre-cycle to Cycle II can be seen in the following table.

**Table 4.** Comparison of learning outcomes across cycles.

| Research phase | Average score | Students achieving mastery | Presentase ketuntasan | Students not achieving mastery |
|---|---|---|---|---|
| Pre-cycle | 68,15 | 11 | 40,74% | 16 |
| Cycle I | 76,30 | 19 | 70,37% | 8 |
| Cycle II | 84,07 | 24 | 88,89% | 3 |

Based on the table, there was an increase in student learning outcomes at each stage of the research. In the pre-cycle, the percentage of students achieving mastery was only 40.74%. After the intervention in Cycle I, mastery increased to 70.37%. Then, in Cycle II, mastery increased further to 88.89%. The increase in average scores was also evident from the pre-cycle to Cycle II. The average score in the pre-cycle was 68.15, increasing to 76.30 in Cycle I and further to 84.07 in Cycle II. Dengan demikian, penggunaan model CTL terbukti dapat meningkatkan student learning outcomes in Pancasila Education in Grade IV at SD Negeri 1 Tepa.

## Discussion

Learning is a systematic activity that includes planning, implementation, and evaluation. Behavioral Change: It aims to achieve cognitive competencies (knowledge), affective competencies (attitudes), and psychomotor competencies (skills). Active & Meaningful: It empowers students to think critically, reflect, and connect material with real life. In common usage, the term replaces “teaching” to emphasize the teacher’s active role in helping students learn, rather than merely delivering material (Komalasari, 2013, p. 3). The learning process is a systematic series of interactions and activities (physical and mental) between educators and students to achieve educational goals. It includes the preparation (pre-instructional) implementation (instructional), and evaluation stages to achieve behavioral changes in cognitive, affective, and psychomotor domains. The concept of learning outcomes consists of two terms: “outcome” and “learning,” each of which has a specific meaning and therefore requires further explanation to understand them comprehensively.

Learning is essentially a change that occurs within an individual after carrying out a particular activity. Such changes are not limited to the cognitive aspect, but also

include affective and psychomotor aspects, producing new knowledge, skills, and attitudes reflected in behavioral changes (Sunarti Rahman, 2021:297). According to Tohirin (2011:80), learning outcomes indicate students' achievements after learning as a result of the interaction between learning and teaching. Dimyati and Mudjiono (2013:209) state that learning outcomes can be viewed from two perspectives. From the teacher's perspective, teaching activities reach the closing stage through an evaluation process to assess students' achievement.

The results of this study show that the implementation of the Contextual Teaching and Learning (CTL) model was able to improve Pancasila Education learning outcomes among Grade IV students at SD Negeri 1 Tepa. This improvement can be seen from the increase in average scores and the percentage of students achieving mastery in each research cycle. The contextual learning approach, according to Sanjaya (2006:109), is an approach that prioritizes students' direct involvement so that they can understand the material being studied in depth.

The improvement in learning outcomes cannot be separated from the characteristics of the CTL model which emphasizes the connection between learning materials and the context of students' real lives. In Pancasila Education, students are encouraged to understand the meaning of Pancasila values through various examples and experiences they encounter in everyday life. Thus, students do not merely memorize concepts, but also understand their relevance and application in real life. This is consistent with Suprijono (2009:46), who states that CTL not only functions to transfer knowledge, but also encourages students to develop a more meaningful understanding by connecting the knowledge they possess with its application in everyday life.

In the pre-cycle, the learning process was still dominated by the lecture method so students tended to become passive recipients of information. This condition resulted in low student participation in learning and affected learning outcomes. After the CTL model was implemented, students began to become actively involved in the learning process through asking questions, discussing, observing, and solving problems related to the material being studied. This is consistent with Abdul Karim (2017:147), who emphasizes that contextual learning can increase student engagement and facilitate the application of knowledge in real situations in their social environment.

The improvement in learning outcomes in Cycle I shows that the CTL model began to have a positive effect on students' understanding. However, the results were not yet optimal because students were still adapting to the newly implemented learning model. In addition, the teacher still needed time to optimize the implementation of each CTL component in the learning process.

The improvements made in Cycle II resulted in a more significant increase. More structured and contextual learning activities made it easier for students to understand the material taught. Students also became more active in constructing their own knowledge through the learning experiences gained during the learning process. The increased learning activity directly contributed to improved student learning outcomes.

The findings of this study are consistent with the CTL concept, which states that learning becomes more meaningful when students are able to connect the material being studied with real experiences in their lives. When students discover the meaning of the material they learn by themselves, the resulting understanding becomes stronger and lasts longer than learning that focuses only on the delivery of information by the teacher.

Thus, the implementation of the CTL model was proven effective in improving Pancasila Education learning outcomes because it can create a learning environment that is active, participatory, and meaningful. This model provides students with opportunities to construct knowledge based on real experiences so that their understanding of the material becomes deeper and learning outcomes improve optimally.

## CONCLUSION

The implementation of the Contextual Teaching and Learning (CTL) model can improve student learning outcomes in Pancasila Education. The improvement in learning outcomes can be seen at every stage of the research. In the pre-cycle, the number of students achieving the MMC was 11 students or 40.74%, with a class average score of 68.15. After the CTL model was implemented in Cycle I, the number of students achieving mastery increased to 19 students or 70.37%, with a class average of 76.30. Subsequently, in Cycle II, the number of students achieving mastery increased again to 24 students or 88.89%, with an average score of rata-rata kelas 84,07. Dengan demikian, persentase ketuntasan belajar siswa meningkat from 40.74% in the pre-cycle to 88.89% in Cycle II. This improvement shows that the research success indicator was achieved because the number of students achieving mastery exceeded the classical mastery target, namely at least 80% of students achieving the MMC. Therefore, the Contextual Teaching and Learning (CTL) model can be used as an effective alternative learning model to improve student learning outcomes in Pancasila Education in Grade IV at SD Negeri 1 Tepa.

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