# Student Learning Outcomes in Civics Education through the Contextual Teaching and Learning Model at Primary School

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## Article Info

## ABSTRACT

Low student learning outcomes in civics education often stem from conventional teaching methods that fail to connect classroom material with real-world experiences, as observed in primary school. Therefore, this study intends to analyze the application of the Contextual Teaching and Learning (CTL) model in improving student learning outcomes regarding the implementation of rules at school and in the surrounding environment. The research employed Classroom Action Research (CAR) with a quantitative approach, conducted at Primary School Wakarleli, Southwest Maluku. Data was gathered via interviews, observations, and documentation to verify the efficacy of the CTL model's implementation. The findings indicate that the CTL model significantly enhances student performance. In Cycle I, student learning outcomes reached only 52.94%; however, after refining the instructional approach in Cycle II, the success rate increased to 100%. This study contributes to the field of primary education by providing empirical evidence that the CTL model is an effective strategy for teaching civics, as it helps students bridge the gap between theoretical knowledge and practical application in their daily lives.

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## 1. INTRODUCTION

The metamorphosis of individuals into exceptional personalities is not an automatic process. Education is essential for enhancing individual capacity, enabling individuals to realize their full potential and contribute to the improvement of competitive human resources in the global era (Samsuri et al., 2024; Sumual et al., 2024). Suarningsih et al. (2024) elucidated that education fosters the growth and development of human potential, resulting in individuals with structured cognitive patterns, reflected in positive attitudes and behaviors. Furthermore, education facilitates the transformation of individuals from a state of limited knowledge to one of extensive understanding and from poor conduct to exemplary behavior. Educational activities at all levels, including primary, secondary, and higher education, shape humans. School education

seeks to alter students by facilitating the acquisition of knowledge, skills, and attitudes as learning outcomes. Education seeks to cultivate individuals comprehensively, encompassing character development, knowledge enhancement, skill improvement, critical thinking cultivation, and preparation for productive societal contributions, while also equipping individuals to confront future challenges (Anggrena et al., 2024; Attahakul, 2025).

Civics education offers a pivotal framework within national education for pupils to comprehend national principles, assimilate responsible citizenship, and engage actively in community life (Sautereau & Faas, 2023). Fazira et al. (2024) assert that civics education is a curricular initiative designed to cultivate responsible citizens. Civics education is a deliberate initiative aimed at cultivating national identity and ethics among citizens, serving as the basis for the exercise of rights and responsibilities in safeguarding the nation, thereby ensuring its continuity and prosperity (Wulandari et al., 2022; Youniss, 2011). Civics education is a subject that must be taught at all educational levels to cultivate the character of Indonesian citizens in accordance with Pancasila values and to promote nationalism (Anatasya & Dewi, 2021; Anugrah & Rahmat, 2024; Widiatmaka, 2023).

Civics education strives to cultivate moral values and attitudes, equipping students with the experience necessary to plan and implement positive behaviors that foster strong morals and character (Lubis et al., 2025; Zulfikar & Dewi, 2021). As stated by Sila (2024), the function and role of civics education encompass legal education, equipping students with knowledge and comprehension of legal norms to ensure compliance. Through civics education, it is hoped that students would cultivate a sense of loyalty to their homeland and contribute earnestly and wholeheartedly to the nation's advancement (Asyari & Dewi, 2021; Sofha et al., 2023).

Parawangsa et al. (2021) assert that civics education in elementary schools encompasses several aspects aimed at cultivating knowledgeable, skilled, and virtuous Indonesian citizens, in accordance with Pancasila and the 1945 Constitution. According to Anatasya and Dewi (2021), civics education is a mandatory subject in the primary and secondary education curriculum, as stipulated in Article 31, Paragraph (1) of Law No. 20 of 2003 about National Education Systems. The objective of civic education in primary school is to impart concepts of values, ethics, and norms, as this subject emphasizes the cultivation of constructive citizenship (Bukoting, 2023; Mumpuni & Muhibbin, 2025). Consequently, it is essential to address values and ethics to enable students to develop the attitudes and characters anticipated by an enlightened future generation (Putri & Dewi, 2021).

In a preliminary study by the author, student learning outcomes were evaluated according to the minimum learning criteria established in the 2013 curriculum for State Primary School Wakarleli. Specifically, students are deemed to have individually completed their learning if they achieve a score of $\geq 65\%$ of the total possible score, while class completion is considered successful if $\geq 80\%$ of students have completed their learning. The educational data indicates that the learning outcomes of Grade IV pupils at State Primary School Wakarleli have not attained the required mastery. This

condition indicates the imperative to improve the quality of the learning process to maximize student learning outcomes. The author conducted classroom action research (CAR) to improve the academic performance of fourth-grade students in civics at Primary School Wakarleli due to their poor learning outcomes.

Additionally, observations and interviews with a civics instructor at primary school Wakarleli indicate that children exhibit minimal engagement during the learning process. This signifies that the employed learning model is ineffective in fostering student engagement, necessitating a more suitable educational strategy. Consequently, the outcomes achieved are suboptimal. Consequently, the researcher endeavored to implement Contextual Teaching and Learning (CTL) to enhance student engagement in learning activities and to assess the degree of change in the academic performance of Grade IV students in Civics at primary school Wakarleli.

The contextual teaching and learning (CTL) model prioritize the active engagement of students in the learning process, enabling them to explore the subject matter and connect it to real-world scenarios for practical application in their everyday lives (Adilah & Suwardi, 2024; Nababan & Sipayung, 2023; Suhadak & Inayati, 2025). The CTL learning model, as stated by Nasution and Yusnaldi (2024), is an educational framework that integrates real-life content with student circumstances, facilitating social interaction among students, teachers, and the environment.

The Contextual Teaching and Learning (CTL) model presents a strategic solution. CTL encourages students to relate learning materials to their personal, social, and cultural contexts (Parwati & Arifin, 2024; Riza et al., 2024). Through its seven main components—constructivism, inquiry, questioning, learning communities, modeling, reflection, and authentic assessment—CTL enables more meaningful learning (Widyaswarani et al., 2024). This study aims to examine the extent to which CTL implementation can significantly improve elementary school students' learning outcomes in Civics.

While numerous studies on CTL have been conducted, this article offers innovation by (1) focusing on linking Civics material to specific social issues in the elementary school's environment (for example, local wisdom or school environmental issues), thus creating a more precise context. (2) This study not only measures cognitive learning outcomes (exam scores) but also conducts in-depth observations of changes in students' behavior (affective) and social skills (psychomotor) as they interact in accordance with Pancasila values. (3) Special emphasis on how interaction between students in small groups (as part of the CTL component) can accelerate the internalization of democratic values compared to independent learning.

This study is to examine the implementation of the Contextual Teaching and Learning (CTL) approach in enhancing student learning outcomes in Civics Education for Grade IV at primary school Wakarleli in Southwest Maluku.

## 2. METHOD

This research is the classroom action research method. This research was conducted at primary school Wakarleli, Southwest Maluku Regency. The subjects in this study

were 17 fourth-grade students at Wakarleli State Elementary School, consisting of 10 boys and 7 girls. Data collection techniques are strategic in research because the main objective of it is to obtain data consisting of interviews, observations, and documentation. This study's primary goal is to obtain valid data on the application of the contextual teaching learning (CTL) model. This study collected data through observation, interviews, documentation, and tests. The data analysis method used to obtain data in this study was an initial test and a final test for each cycle, as well as an evaluation tool with three tests, namely the initial test (I), the second test (II), and the final test (III). The test instruments were selected from the material taught, where each test was conducted at the end to determine student achievement. The following is a design for classroom action research in Figure 1.
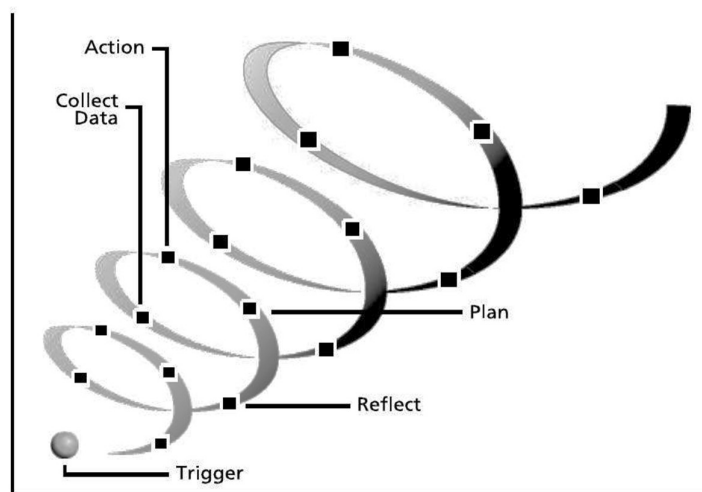


**Figure 1.** Classroom Action Research Design

In general, quantitative data analysis uses descriptive statistics as follows. To determine the improvement in individual student learning achievements, the following formula is used:

$$Final\ Score = \frac{score\ obtained}{Total\ Score} x100\%$$

And to calculate the class average, the following formula is used:

$$Average = \frac{Total\ Value\ of\ All\ Students}{Total\ Student} x\ 100\%$$

Meanwhile, for the percentage of classical completion, quantitative data analysis is used with the following formula:

$$Classical\ Completion = \frac{Total\ Compeleted\ Student}{Total\ Student} x\ 100\%$$

To assess student learning achievement, descriptive categories were used that referred to the level of mastery of the material or final marks applicable to Grade IV at State Primary School Wakarleli. These criteria are presented in Table 1 below.

**Table 1.** The Minimum Passing Grades for Grade IV Students

| Level Of Mastery of Materil | Qualification |
|---|---|
| 64-100 | Complete |
| 0-163 | Incomplete |

## 3. RESULTS AND DISCUSSION

### Results

#### Description of Pretest Student Ability

Currently, the civic education learning process predominantly employs traditional approaches, characterized by lectures and basic question-and-answer sessions. Students often exhibit passivity, with only a minority engaging in inquiry and response. Numerous pupils struggle to comprehend the principles of laws in educational settings and their surroundings due to the abstract presentation of material, which lacks direct relevance to their daily experiences. The subsequent findings of Classical Student Success on the Pretest are presented in Table 1.

**Table 2.** Classical Student Success on Pretest

| No | Interval | Students Total | Percentege | Category |
|---|---|---|---|---|
| 1 | 85-100 | 0 | 0% | Very Good |
| 2 | 75-84 | 1 | 5,8% | Good |
| 3 | 65-74 | 4 | 23,6% | Fair |
| 4 | 55-64 | 12 | 70,6% | Poor |
| 5 | <54 | 0 | 0% | Very Poor |
| | Total | 17 | 100% | |

Building upon the results of the initial tests conducted, only 5 students were declared 'Completed' or 29.41%, while 12 students were declared 'Not Completed' or 70.59%. In this Pret Test, the average score was 62.52. These results indicate that many students still experience difficulties in learning.

#### Cycle I Results

**Table 3.** Cycle I Outcomes

| No. | Students Identity | Posttest | Description | |
|---|---|---|---|---|
| | | | Complete | Incomplete |
| 1. | AAS | 80 | V | |
| 2. | AEL | 65 | V | |
| 3. | CKK | 63 | | V |
| 4. | DM | 75 | V | |
| 5. | ETP | 70 | V | |
| 6. | FD | 63 | | V |

| No. | Students Identity | Posttest | Description | |
|---|---|---|---|---|
| | | | Complete | Incomplete |
| 7. | GGS | 63 | | V |
| 8. | HRW | 60 | | V |
| 9. | JL | 65 | V | |
| 10. | JDP | 60 | | V |
| 11. | JGM | 62 | | V |
| 12. | OS | 63 | | V |
| 13. | PJ | 80 | V | |
| 14. | RVL | 63 | | V |
| 15. | TJL | 65 | V | |
| 16. | TUM | 78 | V | |
| 17. | TRL | 64 | V | |
| | Total | 1139 | 9 | 8 |
| | Average | 67 | | |
| | Percentege | - | 52,94% | 47,06% |
| | Classical Completion | 53% | | |

Following the implementation of the Contextual Teaching and Learning (CTL) model for one cycle comprising two sessions, an enhancement in learning outcomes was seen. The cumulative score rose to 1,139, yielding an average of 67. The maximum score was 80, while the minimum score was 62. The completion percentage rose to 52.94%, indicating that 9 students successfully completed the course. Despite this significant enhancement, the learning outcomes in the cycle failed to satisfy the established success criteria, specifically that at least 70% of students attain a score of ≥ 64 in accordance with the subject's minimal competency criterion for Civics.

**Cycle II Results**

**Table 4. Cycle II Learning Outcomes**

| No. | Student Identity | Posttest | Description | |
|---|---|---|---|---|
| | | | Complete | Incomplete |
| 1. | AAS | 80 | V | |
| 2. | AEL | 75 | V | |
| 3. | CKK | 73 | V | |
| 4. | DM | 85 | V | |
| 5. | ETP | 80 | V | |
| 6. | FD | 73 | V | |
| 7. | GGS | 80 | V | |
| 8. | HRW | 80 | V | |
| 9. | JL | 85 | V | |
| 10. | JDP | 80 | V | |
| 11. | JGM | 70 | V | |
| 12. | OS | 70 | V | |
| 13. | PJ | 100 | V | |

| No. | Student Identity | Posttest | Description | |
|-----|-----------------|----------|----------|------------|
| | | | Complete | Incomplete |
| 14. | RVL | 65 | V | |
| 15. | TJL | 70 | V | |
| 16. | TUM | 85 | V | |
| 17. | TRL | 80 | V | |
| | Total | 1331 | 17 | |
| | Average | 78,29 | | |
| | Percentage | - | 100% | - |
| | Classical Completion | 100% | | |

The table indicates a substantial rise following the adoption of the action in cycle II, with a total score of 1,331 and an average of 78.29. The maximum score achieved by pupils was 100, while the minimum was 65. In this cycle, all 17 students attained learning fullness, yielding a completeness rate of 100%. This condition signifies that the learning objectives in Cycle II have been fulfilled and all students have attained the Minimum Mastery Criteria for Civics Education, set at ≥ 64.

**Analysis of Student Learning Outcomes Using the Contextual Teaching and Learning (CTL) Model in Cycle I and Cycle II**

The enhancement of student learning outcomes was evaluated through the comparison of pre-test and post-test scores in each cycle. Prior to the intervention, students underwent a pre-test to assess their baseline proficiency in the learning topic. At the conclusion of each cycle, a post-test was conducted to assess learning results following the adoption of the CTL model.

The findings indicated that the application of CTL consistently yielded a beneficial impact across both cycles. During cycle I, there was progress; nonetheless, it did not attain the success benchmark. In cycle II, the enhancement was more evident, and all pupils attained total learning proficiency. The CTL model facilitated students' comprehension of the topic via authentic experiences, debates, and more significant learning activities.

**Table 5. Average Learning Outcomes of Students in Cycle I and Cycle II**

| No. | Indicators | Test Velue | | | |
|-----|-----------|---------|----------|---------|----------|
| | | Cycle I | | Cycle II | |
| | | Pretest | Postest | Pretest | Postest |
| 1. | Average | 62,52 | 67 | 62,52 | 78,29 |
| 2. | Highest Score | 75 | 80 | 75 | 100 |
| 3. | Lowest Score | 57 | 62 | 57 | 65 |
| 4. | Completion Rate | 29% | 52,94% | 29% | 100% |

To provide a clearer picture of the improvement in student learning outcomes in cycle I and cycle II in Civics Education about Implementing Rules at School and in

the Home Environment with the application of the CTL model in class IV at State Primary School Wakarleli, the comparison is presented in Figure 1.
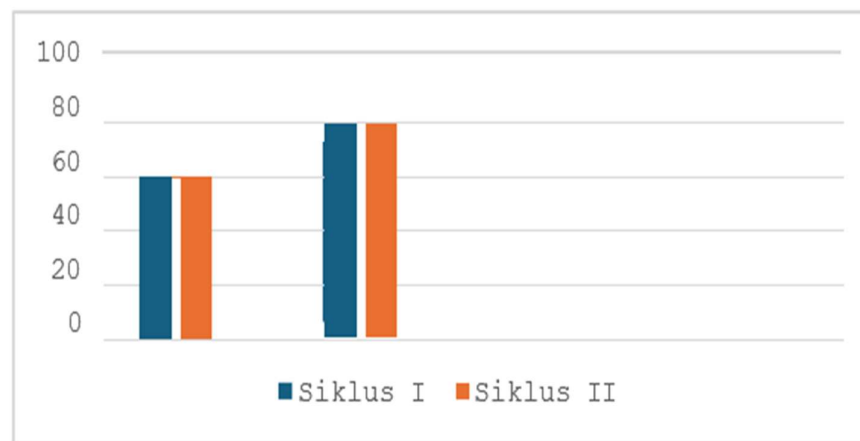


**Figure 2.** Learning Outcomes and Student Achievement Levels from Cycle I and Cycle II

The figure indicates that student learning outcomes enhanced in every cycle. In Cycle I, the average pretest score was 62.52, with a mastery level of 29% (5 students shown mastery), while the average posttest score increased to 67, with a mastery level of 52.94% (9 students demonstrated mastery). In Cycle II, the average post-test score rose to 78.29, achieving a mastery level of 100% with 17 students mastering the content.

**Discussion**

The execution of activities from cycle I to cycle II and the observational data regarding the application of the CTL learning model indicated a notable improvement in student learning outcomes. The implementation of activities from Cycle I to Cycle II and the observations of the CTL learning model indicated a notable improvement in student learning outcomes. The principle of learning is fundamentally a systematic and ongoing process that influences cognitive, emotional, and psychomotor domains (Abbasi et al., 2023; Ramli et al., 2024).

The enhancement in learning outcomes was evidenced by an average grade of 67 in the initial cycle, accompanied by a 52.94% completion rate. This indicates that nine students have not met the minimal completeness criteria. Considering the circumstances, the researcher and the educator advance to the second cycle. In the subsequent cycle, the average score rose to 78.29, and the completion rate attained 100% (17 students completed), indicating a substantial improvement relative to the initial cycle.

The comparison of the two cycles demonstrated that the implementation of the CTL learning model positively influenced the academic performance of fourth-grade PKn pupils at Primary School Wakarleli. Enhancements in the learning process during the second cycle, together with a heightened comprehension of teachers and students regarding the implementation of CTL, are important components that facilitate these

advancements. The CTL Model also assists educators in providing individualized support to students with learning challenges.

Marentek et al. (2023) assert that the contextual teaching and learning (CTL) model enables educators to connect instructional content to students' real-world experiences, fostering the ability to relate acquired knowledge to their roles within their families and society. CTL promotes collaborative learning to enhance students' willingness to inquire and engage in discussions with their classmates (Alimuddin et al., 2024; Maulidia & El Rizaq, 2025). This interaction enables each group member to assess one another, achieve comprehensive understanding, and assist peers facing challenges. The established learning environment becomes more enjoyable and encourages pupils to engage actively (Dewi et al., 2024). This situation enhances learning motivation, hence promoting improved learning results.

This research is expected to make a significant contribution to the development of education, especially at the elementary school level. This research provides empirical support for the effectiveness of the constructivist theory underlying the Contextual Teaching and Learning (CTL) model in Civics (PKn) subjects. It provides scientific references on how the relationship between academic material and social reality can accelerate the internalization of civic values in students of concrete operational age (7-12 years). In addition, it provides practical guidance and inspiration for classroom teachers in designing interactive and engaging Civics learning. Teachers can use the results of this research as a reference for shifting from conventional methods to more applicable methods. It increases the relevance of learning materials to students' daily lives, so that in addition to improving learning outcomes, students are also better able to practice democratic behavior and social responsibility in their environment.

## 4. CONCLUSION

Classroom action research (CAR) conducted at primary school Wakarleli demonstrated that the application of the Contextual Teaching and Learning (CTL) model was effective in improving student learning outcomes in Civics, particularly regarding the implementation of regulations at school and in the surrounding environment. This effectiveness was evident in the significant increase in student learning completion. In Cycle I, the student success rate was only 52.94%, indicating that many students were unable to connect theory with real-world practice. However, after improvements to the instructional pattern in Cycle II, the success rate increased sharply to 100%. The CTL model successfully bridged the gap between theoretical knowledge and practical application, making learning more meaningful and relevant to students' daily lives.

As a recommendation, it is recommended that teachers abandon conventional methods and shift to using the CTL model in Civics learning. Teachers should be more creative in identifying real-world problems in the school environment that can be used as discussion material in class to help students better understand civics concepts. Furthermore, other researchers are encouraged to expand this research with a broader subject area or apply the CTL model to other subjects with similar characteristics. In

addition, further research can examine the influence of CTL on other aspects such as students' critical thinking skills or civic disposition.

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