

IMPROVING CIVICS LEARNING OUTCOMES THROUGH AUDIOVISUAL-ASSISTED CONTEXTUAL TEACHING AND LEARNING (CTL)

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Abstract: Civics Education (PPKN) learning in elementary schools often faces challenges such as low student motivation and limited use of engaging instructional media, which can negatively affect learning outcomes. Therefore, this study aims to examine the effect of the Audiovisual-Assisted Contextual Teaching and Learning (CTL) model on students' PPKN learning outcomes. This research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, acting, observing, and reflecting stages. The subjects of the study were 17 fifth-grade students at SD Negeri 37 Lubuklinggau, comprising 9 male and 8 female students. Data were collected through observations, tests, interviews, and documentation, and analyzed descriptively. The results indicated a significant improvement in students' learning outcomes. In Cycle I, the average pre-test score was 61.76%, increasing to 67.06% in the post-test. In Cycle II, the pre-test average score improved to 77.65%, while the post-test score reached 87.06%. In conclusion, the Audiovisual-Assisted CTL model effectively improves Civics Education learning outcomes. It is recommended that teachers apply this model regularly and utilize varied audiovisual media to enhance student engagement and understanding.

Keywords: Contextual Teaching and Learning, Audiovisual Media, Learning Outcomes, Civics Education

INTRODUCTION

Learning is an effort undertaken by one or more individuals to induce a change in themselves towards a better direction, systematically through experience and training. Based on the academic differences possessed by each student, learning must be able to accommodate these

variations by improving students' abilities from their previous capabilities. Learning involves interaction between the educator and students with the goal of developing the intellectual, emotional, and social capacities present within every student.

Djamaluddin and Wardana (2019:14) state that learning is a system aimed at assisting students' learning processes. It contains a series of events designed and structured in such a way as to influence and support students' internal learning processes. This process can occur in various contexts, both formally and informally. The Merdeka Curriculum (Independent Curriculum) connects PPKN learning with several approaches that focus on developing students' character and competence through the Pancasila Student Profile reinforcement projects.

Learning helps students understand concepts, facts, and principles in various fields of knowledge. Civics Education (PPKN) learning supports the educational process designed to equip students with an understanding of Pancasila values, legal norms, rights and responsibilities as citizens, knowledge of their local culture, and the ability to actively participate in community, national, and state life. PPKN learning is not only directed towards students' understanding of Pancasila and the 1945 Constitution, but also towards familiarizing them with their surrounding local areas. This aims to instill a sense of patriotism (love for the homeland) within each student and foster understanding of their local region. Anif Istianah (2024:32) states that education based on local wisdom is a form of education that teaches students to always be connected to the real context they face. This confirms that PPKN learning is capable of increasing students' awareness of their own local area.

PPKN learning at the elementary school level can shape an independent mindset, facilitated by conceptual understanding such as recognizing their own territory. PPKN is one of the main subjects expected to foster the character of love for the homeland within every student. Innovative learning resources based on local wisdom are a vital step in supporting the strengthening of local cultural resilience.

Based on the daily tests conducted for fifth-grade students at SD Negeri 37 Lubuklinggau, the PPKN learning outcomes are still below the Criteria for Achieving Learning Objectives (KKTP), which is set at 70. This is evidenced by the daily test results where only 41% of fifth-grade students met the KKTP, while 59% did not. Therefore, to overcome this constraint, teachers need to use an appropriate learning model to actively motivate students to participate in learning. Thus, teachers must seek and implement easy and creative teaching methods. The initial step is to change the learning model to one that is more innovative. Hence, for the PPKN

learning material in Chapter 4, *Mengenal Wilayahnya Dalam Konteks Kota* (Recognizing Their Area in the Context of the City), aligned with the Merdeka Curriculum's Learning Objective Flow (ATP), the teacher must use an appropriate learning model, one of which is The Contextual Teaching and Learning (CTL) Model directs learning concepts that help teachers connect instructional material with students' real-world situations. CTL provides conceptual understanding to help students link the material they learn in class with what exists in their daily lives. One of the advantages of CTL is that students can assign meaning to the learning performed for their daily lives. In this process, Audiovisual media can become a useful tool for organizing ideas, connecting concepts, and visualizing the relationship between the information acquired.

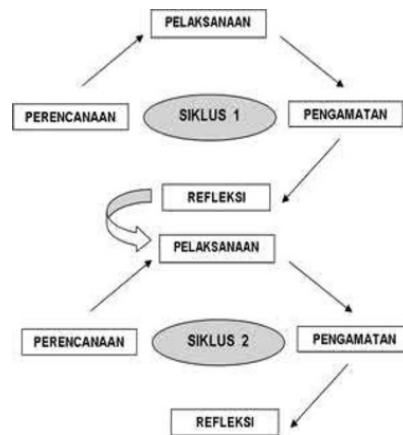
Based on the explanation above, the authors conclude that research will be conducted to improve the Civics Education (PPKN) learning outcomes of fifth-grade students at SD Negeri 37 Lubuklinggau, through the application of the Audiovisual-Assisted CTL learning model. By doing this, it is expected that students can connect the material they learn in class with what exists in their daily lives.

METODOLOGI

Research Design

The type of research used in this study is Classroom Action Research (CAR). Mills (Wardhani & Wihardit, 2009:15) defines action research as a systematic inquiry conducted by teachers, principals, or school counselors to gather information about various practices being implemented. CAR is a research method that can improve the quality of instruction, enhance the quality of the learning process, and ultimately increase classroom learning outcomes (Winarsih 2022:70).

The implementation of this classroom action research adopts the model proposed by Kemmis & McTaggart (Arikunto, 2012:45), which consists of four phases: planning, acting, observing, and reflecting. The model for CAR activities according to



Research Subject

The subjects of this research are the fifth-grade students, totaling 17 participants, consisting of 9 males and 8 females.

Data Collecting

1. Observation

Observation is used to monitor and document the activities that occur during the learning process. This aims to collect relevant data related to the ongoing achievement of learning goals. The research instrument applied is an observation sheet using a **rating scale** model. This rating scale serves as a guide tool to measure various observed aspects using pre-determined scales or criteria. Through this method, observation is conducted with a more structured and systematic approach.

2. Test

A test can provide a description of the intensity level of an individual's behavior, whether compared to other students or compared to a certain benchmark (Inanna, et al., 2021:56). The tests conducted in this study are in the form of a **Pre-test** (initial test) and a **Post-test** (final test). The Pre-test is administered to determine the initial knowledge regarding the topic to be taught, while the Post-test is carried out to see the students' learning outcomes after the intervention (treatment) is given. After the questions are completed, all answer sheets are collected, corrected, and subsequently analyzed by the researcher. This test will yield data

regarding the learning outcomes of fifth-grade students at SD Negeri 37 Lubuklinggau in the Civics Education (PPKN) subject.

3. Interview

The use of the interview technique has several advantages. One of them is allowing the source person (interviewee) to provide precise responses to the questions posed by the researcher. Additionally, using the interview technique can prevent misunderstandings between the source person and the researcher. This allows the researcher to accurately interpret the information obtained from the interviewee (Fadhallah, 2021:3).

4. Documentation

Documentation serves as evidence or material to support the veracity of a statement. In this research, documentation is used as evidence, such as taking pictures (photos) during the learning process conducted.

Data Analysis

The data obtained in the research was analyzed using quantitative data analysis techniques. Qualitative data analysis is the process of processing and interpreting non-numerical data (such as observations, interviews, and documentation) to draw meaningful conclusions about the phenomenon being studied.

RESEARCH RESULT

Finding

No.	Siklus	Treatment	Nilai Rata Rata	Tidak Tuntas		Tuntas		Jumlah	
				F	Persen (%)	f	Persen (%)	F	Persen (%)
				1.	Siklus 1	<i>Pre-test</i>	61,76	10	58,82
		<i>Post-test</i>	67,06	7	41,18	10	58,82	17	100
2.	Siklus 2	<i>Pre-test</i>	77,65	3	17,65	14	82,35	17	100
		<i>Post-test</i>	87,06	1	5,88	16	94,12	17	100

Discussion

This research utilized the **Audiovisual-Assisted CTL learning model** in each cycle over two cycles. This section will discuss the data presented in the previous section. To facilitate the comparison of results for each cycle, the researcher presents the bar chart recapitulation of PPKN learning outcome completeness below.



Based on the data obtained in the diagram above, there is a visible increase in student learning outcomes from Cycle 1 to Cycle 2. In Cycle 1, only 59% of all students successfully achieved the level of completeness (mastery) in the PPKN subject. This indicated that students still required guidance in understanding the material presented. This served as a reflection for the researcher to improve the learning process in the classroom so that students could actively participate in every learning activity. In Cycle 2, there was a significant increase to 94% of all students who achieved the level of completeness in the PPKN subject.

Therefore, the increase from Cycle 1 to Cycle 2 is 35%, demonstrating that the Audiovisual-Assisted CTL learning model used in the instruction is acceptable to the students. This model successfully helped students understand the material on *Recognizing Their Area in the Context of the City*.

Thus, the implementation of the Audiovisual-Assisted CTL learning model shows an improvement in the PPKN learning outcomes of fifth-grade students at SD Negeri 37 Lubuklinggau. This is indicated by the improvement in student results between Cycle 1 and Cycle 2. Using the Audiovisual-Assisted CTL learning model successfully helps students connect the material they learn in class with what exists in their daily lives.

This aligns with Artini (2022:410), who states that the CTL model is a teaching and learning activity that helps teachers connect the material they teach with real-world situations. This statement is further strengthened by Ester (2023:968), who states that Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes students' full involvement in discovering learning material and linking it to real-life situations.

Equally important, the use of Audiovisual media also plays an active role in improving student learning outcomes. Based on research conducted by Sanjaya (Mulyadi et al., 2018:136), audiovisual media is defined as instructional and educational media that activates students' eyes and ears during the teaching and learning process.

Therefore, based on the research findings and supported by continuous research, the observed effects are not merely a "one-time effect." Instead, the learning model has proven to be consistent in improving student learning outcomes. This result not only provides satisfaction with the current achievement but also serves as a strong consideration for continuing to implement the Audiovisual-Assisted CTL model in subsequent learning activities.

CONCLUSION

Based on the findings of this classroom action research, it is concluded that the Audiovisual-Assisted Contextual Teaching and Learning (CTL) model successfully improved the Civics Education (PPKN) learning outcomes of fifth-grade students at SD Negeri 37 Lubuklinggau during the 2025/2026 academic year.

The results of this study revealed that students involved in this model were more motivated and active in learning, evidenced by the increase in learning outcomes in each cycle. Students were also able to connect the material learned in class with their daily lives.

Furthermore, this model is relevant to the curriculum, aligning with the expected learning approach which prioritizes conceptual understanding and the application of knowledge in practical contexts. Therefore, the researcher concludes that the Audiovisual-Assisted CTL learning model is relevant and effective for use in instruction, especially in Civics Education (PPKN).

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