

Teacher Perspective: Implementation of Contextual Teaching and Learning Model

Rizki Nurjehan¹, Khairil Ansari², Yusnadi³

^{1,2,3}Universitas Negeri Medan, Medan, Indonesia

Abstract

Received: : March 20, 2024
Revised: : April 3, 2024
Accepted: : April 30, 2024

Research on Teacher Perspectives in the implementation of the Contextual Teaching and Learning model aims to analyze teachers' views on the implementation of the Contextual Teaching and Learning model. This research analyzes the difficulties, obstacles, advantages and disadvantages during the process of implementing the Contextual Teaching and Learning model. This research uses a qualitative descriptive method using observation sheets and questionnaires to collect the required information data and process it into the findings described. The findings obtained from the research are that there are obstacles to implementing the Contextual Teaching and Learning model at the Learning Community stage of 50% compared to the level of difficulty at other stages such as constructivism 20%, inquiry 10%, questioning 5%, modeling 5%, reflection 5% and authentic assessment 5%. Furthermore, it can be seen that the lowest level of implementation was in the Learning Community component, with 55 people answering that it was not implemented. Furthermore, in other components, namely constructivism, inquiry, questionnaire, modeling, reflection and authentic assessment, it was seen that an average of 15 to 20 people answered that it had not been implemented. So the research results conclude that there are obstacles to the implementation of the Learning Community stages in the Contextual Teaching and Learning model. The difficulty of implementing the Learning Community stages by teaching staff.

Keywords:

Perspectives, Teachers, Models, Contextual Teaching and Learning

(*) Corresponding Author: nurjehan@gmail.com

How to Cite: Nurjehan, R., Khairil Ansari, & Yusnadi. (2024). Teacher Perspective: Implementation of Contextual Teaching and Learning Model. *JTP - Jurnal Teknologi Pendidikan*, 26(1), 260-269. <https://doi.org/10.21009/jtp.v26i1.44084>

INTRODUCTION

A learning model is a framework or system used by educators to design and implement effective learning experiences for students. Learning models include organized and structured learning strategies and methods, as well as techniques and tools used in teaching. The learning model is an important component in the learning process that must be mastered by teachers so that it can be implemented into the learning process. Learning models are an important part of the learning process because they are able to bridge the learning objectives to be achieved in the learning process.

According to Joyce et al. (2016) argue that a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in class or elsewhere. According to (Khoerunnisa & Aqwal, 2020) a model is a general pattern of learning behavior to achieve the expected learning goals. The learning model is one of the important

components and requirements for improving learning related to student interest in class, to student creativity in participating in the learning process (Asyafah, 2019; Fatmawati, 2018). According to Gall et al. (2003) states that "the core of teaching process of learning within which the students can interact and study how to learn". Then Joyce & Weil argue that "A model of teaching is a description of a learning environment".

According to Joyce et al. (2016), there are four elements that must be present in a learning model, namely: 1) Syntax, 2) The social system, 3) Principles of reaction, and 4) Support system. In addition to the four elements above, in the book "Learning Models" issued by the Directorate of High School Development, Ministry of Education and Culture of the Republic of Indonesia (2018, 2017), one more element is added, namely instructional and nurturant effects. Learning models can include aspects such as time organization, student grouping, learning environment, types of learning activities used, and use of technology in learning. A good learning model must pay attention to student needs and characteristics, and encourage the development of desired skills and abilities.

Law no. 20 of 2003 concerning the National Education system states that the learning process is carried out interactively in order to motivate students to participate actively so as to make students creative and have skills. Contextual Teaching and Learning is a learning model that is quite familiar in the world of education. Contextual Teaching and Learning is a learning model that connects students' immediate environment in the learning process.

Based on the results of bibliometric studies, 999 studies were conducted in 2013-2023 related to Contextual Teaching and Learning. The studies that have been carried out prove that Contextual Teaching and Learning is quite effective in the learning process. However, the reality in the field based on observations regarding the application of the Contextual Teaching and Learning model in the classroom, Gebang District Elementary School has not implemented this model in the classroom learning process. Meanwhile, based on the research that has been conducted, it is concluded that the Contextual Teaching and Learning model is very effective in improving student learning outcomes and student learning motivation.

In its application, the Contextual Teaching and Learning model integrates learning material with the immediate environment (Nurhadi, 2002; Sagala, 2009) so that students can more easily understand and achieve learning goals (Aqib, 2013; Hartono, 2013; Poerwati & Amri, 2013). The Contextual Teaching and Learning model aims to enable students to build their own knowledge (Asra, 2009), connecting and applying knowledge in their own real life contexts.

Application of the Contextual Teaching and Learning model that has been carried out in research (Ratnasari & Nasrullah, 2022; Maharani et al., 2022 Revolita Tambunan, 2021; Sarbiyono, 2020) with the category of being effective in improving learning outcomes, high level thinking skills, creative thinking, independent learning, and problem solving abilities.

The Contextual Teaching and Learning model is very familiar in the world of education from elementary to higher education. This model is able to encourage students to work together, collaborate and share ideas which can improve higher level thinking skills. The Contextual Teaching and Learning

model is able to improve high level thinking skills (Yolanti & Winanto, 2023; Suryandari & Yuanta, 2023; Herlita et al., 2023) which are needed in the 21st century. High level thinking skills can increase students' ability to compete at a higher level high level and prepare students to compete in the future (Asphar et al., 2021).

However, the findings obtained in Langkat Regency Elementary Schools, especially SDN 050763 Gebang, are that there is still a low level of application of learning models in the classroom learning process. Meanwhile, based on the theory above, it is stated that the importance of implementing learning models in the classroom is a bridge to achieving learning goals. In fact, other research states that one learning model, namely Contextual Teaching and Learning, is quite effective in being applied to improve learning outcomes and several other skills. This Contextual Teaching and Learning model is also a learning model that is very familiar because it has been widely applied, tested and researched in various regions, schools and various subjects.

Therefore, researchers are interested in researching the perspectives of teaching staff, especially in Langkat Regency Elementary Schools, in implementing learning models, especially the Contextual Teaching and Learning model. Through this research, it is hoped that we can collect and process the desired information regarding teacher perspectives on the application of the Contextual Teaching and Learning model.

METHODS

This research is a qualitative descriptive study. This research uses observation sheet instruments and questionnaires with the aim of gathering information from educators regarding the implementation of the Contextual Teaching and Learning model in the classroom. This research was conducted on teachers at the Gebang District Elementary School, Langkat Regency. Research using qualitative descriptive methods has the aim of producing data that is processed using descriptive qualitative methods. The aim of this method is to produce accurate information and findings directly obtained from sources regarding the object being researched. The hope is that this method will be able to answer the information needed directly on target. So that researchers can find objective information. Furthermore, it can be used as a reference in taking further action or policy.

RESULTS & DISCUSSION

The results of a questionnaire distributed by researchers in Langkat Regency regarding the perceptions of teachers as teaching staff in elementary schools regarding the application of learning models in the teaching and learning process in the classroom are as follows:

Table 1. Application of Learning Models

Description	Results (%)		
	Always	Sometimes	Never
Have you ever tauht using a learning model?	51.3	47.9	0.8
Have you ever attended training or similar activities regarding the application of learning models?	49.6	50	0.4
If you attended the training, did you apply the results in the teaching and learning process?	49.6	49.1	1.3
Have you ever used a culture-based learning model in teaching?	5.55	5.55	88.9
If you use a learning model to teach learning material, do you create learning tools?	4.6	91.9	3.5
Is teacher ability an obstacle experienced in implementing the learning model?	93.6	2,2	4.2

Based on table 1 of the application of the Learning Model above, it can be seen that the majority of teachers, namely 51.3%, answered "always" apply the learning model in the teaching and learning process in the classroom. Meanwhile, 88.9% of teachers answered "never" in implementing culture-based learning models in the teaching and learning process. When viewed from the teacher's ability to apply the learning model based on the results of the questionnaire distribution above, it is 93.6%, making the teacher's ability an obstacle in implementing the learning model.

Further findings from the research show that there are obstacles in implementing the Contextual Teaching and Learning model perfectly with its seven components. One component that is difficult to implement is the Learning Community component. Learning Community is one of the components of Contextual Teaching and Learning which aims to form study groups so that students are able to discuss a lot, search for information and build their own knowledge. The Learning Community component is an important part of implementing the Contextual Teaching and Learning model. At the Learning Community stage, students will also be trained in high-level thinking skills, namely the level of analysis, evaluation and creating their work. The process of creating work requires group discussions to sharpen information, collect information, analyze information and evaluate information in order to develop new knowledge concepts that are produced into students' personal knowledge products which will later be shared with other students to exchange or show their work through demonstrations. However, based on empirical data on the level of implementation obtained in the field from several elementary school teachers in Gebang District, it shows that the Contextual Teaching and Learning model has not been implemented perfectly and experienced the most obstacles in the Learning Community component.

Based on figure 1, it can be seen that the lowest level of implementation was in the Learning Community component, with 55 people answering that it was not implemented. Furthermore, in other components, namely constructivism, inquiry, questionnaire, modeling, reflection and authentic assessment, it was seen that an average of 15 to 20 people answered that it had not been implemented. From the data above, it can be seen that there is quite a gap in the implementation

of one component of Contextual Teaching and Learning compared to other components.

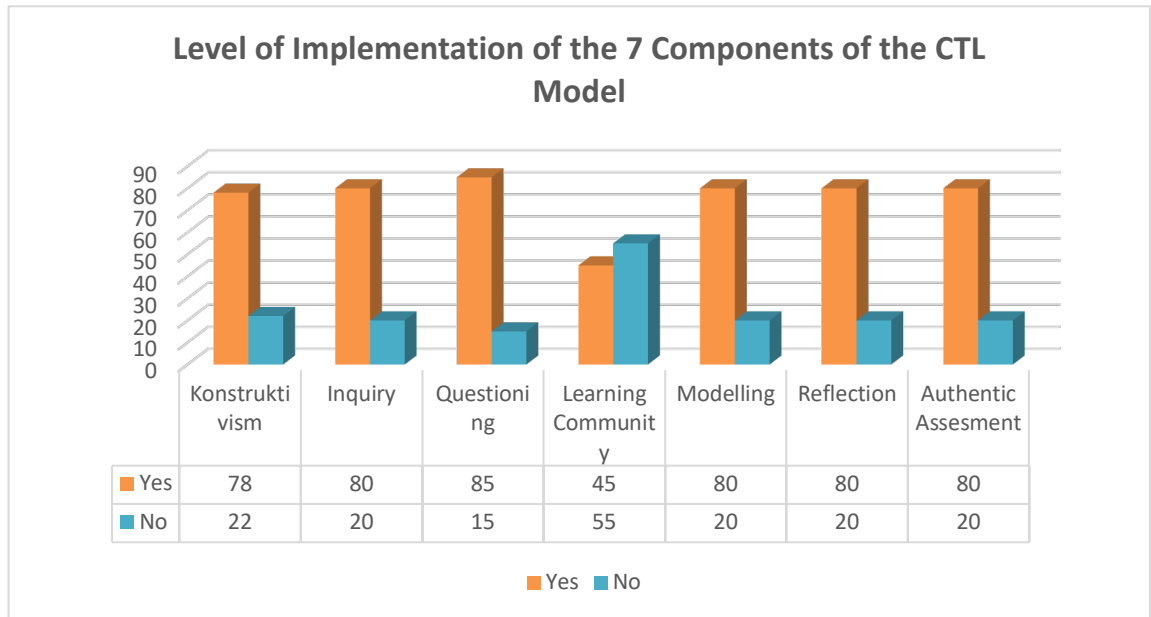


Figure 1. Level of implementation of the 7 CTL components

Next, the researcher explored again the consequences of the high level of non-implementation of the learning community component due to the difficulty in implementing this component which was considered by teachers. This is supported by empirical data regarding the percentage level of difficulty in implementing the components of the Contextual Teaching and Learning model as follows:

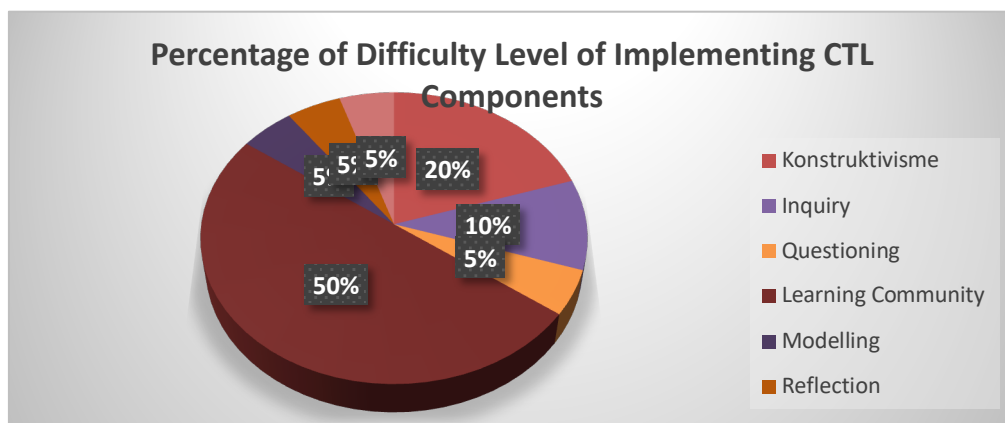


Figure 2. Percentage of difficulty level of implementing CTL components

Based on figure 2 above, it can be seen that the highest percentage of difficulty level in the application of Contextual Teaching and Learning is 50% in the Learning Community component. This component is considered the most difficult to implement compared to other components such as constructivism 20%, inquiry 10%, questioning 5%, modeling 5%, reflection 5% and authentic assessment 5%.

Law no. 14 of 2005 concerning Teachers and Lecturers, in article 10 paragraph 1 it is stated that, "Teacher competence as referred to in Article 8 includes pedagogical competence, personality competence, social competence and professional competence obtained through professional education." The importance of a teacher's ability to apply learning models according to experts is to be able to achieve the desired learning goals. According to Joyce, each learning model directs teachers in designing learning to help students achieve learning goals.

The changing times and technology force teachers to play a role in improving themselves so that they are not left behind. Puspitarini (2022) teachers must be creative, develop various strategies, methods and learning models to present interesting learning activities, and must also be able to utilize e-learning as an alternative learning. Teachers play a very important role in the success of the teaching and learning process. In order to achieve the desired learning objectives and in accordance with the needs of current developments, teachers must continue to improve in formulating the learning process and determining the learning model to be applied.

A teacher should continue to learn if he still wants to continue teaching. Teachers must have a personality who likes to learn wherever they are. A teacher's learning does not have to be within the walls of a school bench. Teachers can learn independently both from reference books they read and journals resulting from research by researchers and education observers. Zulfah & Sholeh (2021) teacher competency is a very important factor. The ability to apply learning models is one of the competencies that a teacher must have. Teacher competency can be obtained from formal education such as Teacher Professional Education. Teachers who have mastered the competencies as teachers must of course meet the qualifications required in the world of education.

The qualifications needed in the world of education include an educational background in accordance with the subject area being taught, having a professional teacher certificate, having a teaching plan, teaching procedures and interpersonal relationships. Teachers who meet competency qualifications will support the quality of students. Gisselawati & Fatonah (2022) quality teachers will produce quality students, teachers who have competence will produce students who have potential.

The importance of a teacher's ability to apply learning models according to experts is to be able to achieve the desired learning goals. According to Joyce, each learning model directs teachers in designing learning to help students achieve learning goals. According to Arends (2008) the term learning model refers to a particular approach to instruction which consists of objectives, syntax (sequence or flow patterns), environment, and overall management system. According to Slavin, the learning model is able to become a reference for a learning approach including its objectives, syntax, environment and management system. In fact, according to Wijayanti & Zulaeha (2015), a theoretical framework is needed to combine learning materials and material delivery strategies with technology integration.

The Learning Model is a series of activities in the teaching and learning process which aims to help students acquire skills, values, ways of thinking,

expressing themselves and building their own knowledge. The functions of the learning model are: a) Guidelines for designers of the teaching and learning process and teachers in planning teaching and learning activities; b) Guidelines for teachers in carrying out the teaching and learning process so that teachers can determine the steps and everything needed during the teaching and learning process.

The learning model will make it easier for teachers to identify obstacles that occur if the activities carried out are ineffective and unproductive. Not all types of learning models are appropriate for every subject or subject matter. Therefore, it is important for a teacher to master more than one learning model so that it can be adapted to the needs of students and the subjects in each material taught.

Based on the National Higher Education Standards in the fourth part of the learning process standards, one of the characteristics of the learning process as in article 10 paragraph (2) letter a is contextual. According to Mahfudz & Sukarno (2023) in his research he found that the Contextual Teaching and Learning approach was able to improve cognitive competence and 21st century skills competence.

The learning model is one very important aspect in the learning process. Learning models must be present in the teaching and learning process. A teacher must master the learning models that he must apply during the teaching and learning process according to student needs. Saidi (2022) low motivation and student learning achievement is influenced by many factors. One of them is the method or approach used by teachers in the teaching and learning process. An educator must try to find alternative solutions that can overcome learning problems. One solution that needs to be implemented is to test the application of various learning models in the teaching and learning process by teachers so that their effectiveness in the field can be determined.

The learning model functions as a guide in implementing the learning process. The learning model is also a catalyst in achieving learning goals. Rahmawati (2023) in their research stated that teachers are strongly encouraged to apply the models or methods set out in the RPP. According to Hapipah et al. (2021) learning models influence motivation and learning achievement. Therefore, the learning model should be implemented in the classroom learning process. And the findings in the field can become information data that can be used as material for consideration in conducting subsequent research, especially in innovating the development of learning models that suit the needs in the field.

CONCLUSION

Based on the results of the research conducted above, it can be concluded that it is important to apply learning models in the learning process to achieve learning goals, improve learning outcomes and other required skills. Previous research related to one learning model that is quite familiar and has been widely researched in its application, namely the Contextual Teaching and Learning model. In subsequent research on the teacher's perspective on the application of the Contextual Teaching and Learning model, several findings were found with

the conclusion that the application of the Contextual Teaching and Learning model, especially in Langkat Regency Elementary Schools, could not be implemented perfectly according to the 7 stages in the Contextual Teaching and Learning model.

Learning Community or study group stage is considered a stage that is quite difficult to implement. Even though it is at this stage that students' cognitive, critical and innovative processes are placed. However, in reality in the field, according to the teachers' perspective, this stage is an obstacle in implementing the Contextual Teaching and Learning model. So this has an effect on teachers being lazy to re-apply the Contextual Teaching and Learning model. Even though this stage is quite important for honing students' social interaction skills.

The Learning Community stage or the formation of learning groups is difficult for students to be conditioned on because students are difficult to manage, undisciplined, difficult to listen to teacher directions or commands and other things, making the implementation of the Contextual Teaching and Learning model take quite a lot of time and fail to achieve the expected goals. Therefore, it is hoped that through the findings of this research, further innovative research can be carried out which is able to answer the problems that occur at the Learning Community stage or the formation of group learning so that teachers will be motivated again in implementing the Contextual Teaching and Learning model.

REFERENCES

- Aqib, Z. (2013). *Model-model dan strategi pembelajaran kontekstual (inovatif)*. Yrama Widya.
- Arends, R. . (2008). *Learning to teach: belajar untuk mengajar*. Pustaka Pelajar.
- Asphar, F. Q., Hidayat, S., & Suryana, Y. (2021). Rencana Pelaksanaan Pembelajaran Berbasis Higher Order Thinking Skills di Sekolah Dasar. *Jurnal Basicedu*, 5(4), 2635–2643. <https://doi.org/https://doi.org/10.31004/basicedu.v5i4.1276>
- Asra, S. &. (2009). *Metode Pembelajaran*. CV Wacana Prima.
- Asyafah, A. (2019). Menimbang Model Pembelajaran (Kajian Teoretis-Kritis atas Model Pembelajaran dalam Pendidikan Islam). *TARBAWY: Indonesian Journal of Islamic Education*, 6(1), 19–32. <https://doi.org/10.17509/t.v6i1.20569>
- Fatmawati, S. (2018). Pengembangan Model Pembelajaran Contextual Teaching and Learning untuk Meningkatkan Kreativitas Siswa. *Bidayatuna*, 1(2), 37–46.
- Gall, M. D., Borg, W. R., & Gall, J. P. (2003). *Educational Research: An Introduction*. Pearson Education. Inc.
- Gisselawati, D., & Fatonah, N. (2022). Linieritas Pendidikan Guru dalam Peningkatan Prestasi Belajar Siswa di SDN Karang Anyar 03. *Jurnal PGMI Universitas Garut*, 1(1), 41–44.
- Hapipah, Ahmad, H., & Reskiah. (2021). Pengaruh Model Pembelajaran Tutor Sebaya terhadap Motivasi dan Prestasi Belajar Matematika Siswa. *Journal Pegguruang: Conference Series*, 3(2), 472–478.

- Hartono, R. (2013). *Ragam Model Mengajar yang Mudah Diterima Murid*. Diva Press.
- Herlita, F., Yamtinah, S., & Wati, I. K. (2023). The Effect of the PjBL-STEM Model on Students' Critical Thinking Ability in Science Learning. *Jurnal Inovasi Pendidikan IPA*, 9(2), 192–202. <https://doi.org/10.21831/jipi.v9i2.57963>
- Joyce, B. R., Weil, M., & Calhoun, E. (2016). *Models of teaching*. Pustaka Pelajar.
- Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis Model-model Pembelajaran. *Fondatia*, 4(1), 1–27. <https://doi.org/10.36088/fondatia.v4i1.441>
- Maharani, A. L., Sudarman, S., & Farida, N. (2022). Pengembangan Handout Matematika Berbasis Android Dengan Model Contextual Teaching and Learning Pada Materi Aritmatika Sosial. *EMTEKA: Jurnal Pendidikan Matematika*, 3(1), 31–43. <https://doi.org/10.24127/emteka.v3i1.1431>
- Mahfudz, M., & Sukarno, S. (2023). The Effect of Ex-add Learning Techniques on Critical Thinking Skills and Pedagogic Competence of Islamic Education Students. *Journal of Education and Learning*, 17(2), 221–228. <https://doi.org/10.11591/edulearn.v17i2.20782>
- Nurhadi. (2002). *Pendekatan Kontekstual (CTL)*. Universitas Negeri Malang.
- Poerwati, L., & Amri, S. (2013). *Panduan Memahami Kurikulum 2013*. Prestasi Pustakaraya.
- Puspitarini, D. (2022). Blended Learning sebagai Model Pembelajaran Abad 21. *Ideguru: Jurnal Karya Ilmiah Guru*, 7(1), 1–6. <https://doi.org/10.51169/ideguru.v7i1.307>
- Rahmawati, T. (2023). Science Learning Management Based on Higher Order Thinking Skills (HOTS). *Jurnal Penelitian Pendidikan IPA*, 9(1), 533–541. <https://doi.org/10.29303/jppipa.v9i1.3152>
- Ratnasari, S., & Nasrullah, A. (2022). Meningkatkan Kemampuan Berpikir Kreatif dan Kemandirian Belajar Siswa MA dengan Model Pembelajaran Contextual Teaching and Learning (CTL) pada Materi Peluang. *Jurnal Pembelajaran Matematika Inovatif*, 5(6), 1675–1688. <https://doi.org/10.22460/jpmi.v5i6.1675-1688>
- Revolita Tambunan, R. (2021). Peningkatan Kemampuan Pemecahan Masalah Matematika Siswa SMP Kota Pematangsiantar Melalui Pembelajaran Contextual Teaching And Learning (Ctl). *Jurnal Sosial Sains*, 1(12), 1706–1710. <https://doi.org/10.59188/jurnalsosains.v1i12.289>
- Sagala, S. (2009). *Konsep dan Makna Pembelajaran*. Alfabeta.
- Saidi, A. S. (2022). Penerapan Pembelajaran Kontekstual Berbasis Masalah Untuk Meningkatkan Prestasi Belajar Fisika pada Siswa Kelas XII IPA-4 SMA Negeri 1 Boyolangu Tulungagung. *EDUPROXIMA: Jurnal Ilmiah Pendidikan IPA*, 4(1), 44–51. <https://doi.org/10.29100/eduproxima.v4i1.2765>
- Sarbiyono, S. (2020). Penerapan Pendekatan Kontekstual Dan Pemecahan Masalah Matematis Untuk Meningkatkan Aktivitas Dan Prestasi Belajar Matematika. *EMTEKA: Jurnal Pendidikan Matematika*, 1(1), 79–86. <https://doi.org/10.24127/emteka.v1i1.482>
- Suryandari, S., & Yuanta, F. (2023). The Influence of The Contextual Teaching

- Learning (CTL) Learning Model on the Learning Outcomes of Social Sciences Natural Resources Material Class IV SDN Jepara I/90. *Education and Human Development Journal*, 8(2), 76–82. <https://doi.org/10.33086/ehdj.v8i2.5290>
- Wijayanti, W., & Zulaeha, I. (2015). Pengembangan Bahan Ajar Interaktif Kompetensi Memproduksi Teks Prosedur Kompleks yang Bermuatan Kesantunan Bagi Peserta Didik Kelas X Sma/Ma. *Seloka - Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 94–101.
- Yolanti, A., & Winanto, A. (2023). Contextual Teaching and Learning dalam Meningkatkan Hasil Belajar IPAS dan Keterampilan Berpikir Siswa Kelas IV SD. *Jurnal Educatio*, 9(4), 2155–2163. <https://doi.org/10.31949/educatio.v9i4.6046>
- Zulfah, M., & Sholeh, M. M. A. (2021). Peran Kepala Sekolah dalam Meningkatkan Kompetensi Guru pada Masa Pandemi Covid-19. *Prosiding Konstelasi Ilmiah Mahasiswa Unissula (Kimu)* 5, 164–172. <http://jurnal.unissula.ac.id/index.php/kimuhum/article/view/17619>