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# The Effect of Contextual Teaching and Learning Model on Students' Critical Thinking Skills in Class V Science and Technology Subjects

**Nur Isnania[1*]; Tri Wahyuningsih[2]; Mustamiroh[3]; Taufiq Hidayat[4] ; Iksam[5]; Muh Ramli Buhori[6]**

[1] *Primary Teacher Education*, Mulawarman University, Indonesia
[2] *Primary Teacher Education*, Mulawarman University, Indonesia
[3] *Primary Teacher Education*, Mulawarman University, Indonesia
[4] *Primary Teacher Education*, Mulawarman University, Indonesia
[5] *Primary Teacher Education*, Mulawarman University, Indonesia
[6] *Physical Education and Sports*, Mulawarman University, Indonesia
*Corresponding Author. E-mail: nurisnania51@gmail.com

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**Abstrak**

Penelitian ini didasari oleh kurangnya kemampuan berfikir kritis peserta didik kelas V SDN 004 Samarinda Ilir. Salah satu kemampuan yang dibutuhkan siswa yaitu kemampuan berpikir kritis dalam pembelajaran. Namun, model pembelajaran di sekolah yang kurang bervariasi masih sering diterapkan oleh guru, sehingga kemampuan siswa kurang berkembang secara optimal, terutama pada mata pelajaran IPAS. Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran *Contextual Teaching and Learning* (CTL) terhadap kemampuan berfikir kritis peserta didik pada mata pelajaran IPAS Kelas V SDN 004 Samarinda Ilir tahun pembelajaran 2024/2025. Jenis penelitian ini menggunakan metode kuantitatif dengan jenis penelitian eksperimen. Desain yang dipakai adalah *Quasi Experimental* dengan model *Nonequivalent Control Group Design*. Populasi penelitian terdiri dari seluruh siswa kelas V SDN 004 Samarinda Ilir, dengan jumlah sampel 56 orang yang terbagi dalam kelas kontrol dan kelas eksperimen. Instrumen yang digunakan meliputi 16 soal pilihan ganda sebagai instrumen tes, serta dokumentasi kegiatan pembelajaran sebagai instrumen non-tes. Teknik analisis data yang diterapkan meliputi uji normalitas, uji homogenitas, serta uji hipotesis dengan *Independent Sample t-test*, karena data penelitian berdistribusi normal dan homogen, serta Uji N-Gain. Hasil penelitian uji hipotesis menggunakan *Independent Sample t-test* menunjukkan nilai Sig. (2-*tailed*) sebesar 0,000 untuk kelas eksperimen dan kontrol. Berdasarkan kriteria pengambilan keputusan *Independent Sample t-test*, jika nilai Sig.(2-*tailed*) < 0,05 maka $H_0$ ditolak dan $H_1$ diterima, sehingga ada pengaruh model pembelajaran *Contextual Teaching and Learning* (CTL) terhadap kemampuan berpikir kritis siswa dalam mata pelajaran IPAS kelas V SDN 004 Samarinda Ilir tahun ajaran 2024/2025. Peningkatan kemampuan berpikir kritis pada kelompok eksperimen sebesar 0,36 dan masuk dalam kategori sedang.

**Kata Kunci**: *Contextual Teaching and Learning*, Berpikir Kritis, IPAS, *Independent Sample t-test*

**Abstract**

*This study is based on the lack of critical thinking skills of class V students of SDN 004 Samarinda Ilir. One of the skills needed by students is the ability to think critically in learning. However, the learning model in schools that is less varied is still often applied by teachers, so that students' abilities are not optimally developed, especially in the subject of science and natural sciences. The purpose of this study was to determine the effect of the Contextual Teaching and Learning (CTL) learning model on students' critical thinking skills in the subject of science and natural sciences of Class V SDN 004 Samarinda Ilir in the 2024/2025 academic year. This type of research uses a quantitative method with an experimental research type. The design used is Quasi Experimental with the Nonequivalent Control Group Design model. The study population consisted of all class V students of SDN 004 Samarinda Ilir, with a sample size of 56 people divided into control classes and experimental classes. The instruments used included 16 multiple-choice questions as test instruments, as well as documentation of learning activities as non-test instruments. The data analysis techniques applied include normality test, homogeneity test, and hypothesis test with Independent Sample t-test, because the research data is normally distributed and homogeneous, and N-Gain Test. The results of the hypothesis test research using the Independent Sample t-test showed a Sig. (2-tailed) value of 0.000 for the experimental and control classes. Based on the Independent Sample t-test decision-making criteria, if the Sig. (2-tailed) value <0.05 then H0 is rejected and H1 is accepted, so there is an influence of the Contextual Teaching and Learning (CTL) learning model on students' critical thinking skills in the science subject of class V SDN 004 Samarinda Ilir in the 2024/2025 academic year. The increase in critical thinking skills in the experimental group was 0.36 and was included in the moderate category.*

***Keywords**: Contextual Teaching and Learning, Critical Thinking, Social Sciences, Independent Sample t-test.*

## Introduction

The development of technology and communication in the era of globalization has resulted in changes in various fields. Indonesia as part of the world community must be able to compete and adapt to existing changes, so that the need for quality human resources is good cooperation from various related parties such as the government and teachers (Paramita.A et al., 2019).

In this technological age, the quality of education in Indonesia has not yet improved. This is characterized by a lag in the quality of education, both formal and informal education. Education is very important for humans because in education, students will get various kinds of knowledge, skills, and changes in attitudes and behavior. In education there is a learning process, this process is what produces these changes (Marianah, 2019). In the learning process, the role of the teacher is very important for the success of learning.

A teacher who has maximum competence can create a positive perception in the eyes of students. What students see through the teacher's ability to teach can affect students' perceptions of the teacher. In perception, sometimes the perception is good and sometimes the perception is bad. If the stimuli received by students are good, then students will perceive the teacher's ability well and will have a good effect on their learning achievement. Students' perceptions of teacher competence greatly affect student learning achievement, teachers are expected to be able to act as teaching organizers, become facilitators of student learning, and in technical terms the teacher is able to guide student learning (Sulfemi, 2019). Teachers use various ways to achieve learning objectives, one of which is using a learning model.

Learning in the classroom, teachers need to use a good learning model so that students are able to understand the material being taught. Learning model is one of the elements in the learning process that can help students get information, ideas, skills, ways of thinking, and expressing ideas. The selection of learning models needs to be considered to increase the activeness of students by linking the relationship between students and the new knowledge obtained, such as the relationship between students' knowledge and the real conditions or experiences of students so that learning is more interesting and not bored (Afifah et al., 2023). The main foundation of good learning is constructivism, namely direct learning models, cooperative learning and problem-based learning. A suitable approach for constructivism-based learning is contextual learning or Contextual Teaching and Learning (CTL).

The Contextual Teaching and Learning (CTL) learning model is a learning model that strives for learning materials to have a connection with everyday life. In its application, students are expected to connect knowledge with students' experiences in everyday life. Thus students can easily understand learning and learning outcomes can improve. Choosing the right learning model that students like can make it easier to improve learning outcomes (Fikriyatus, Akhwani, Nafiah, & Rahayu, 2021). Contextual Teaching and Learning (CTL) aims to increase learners' motivation to take what they have learned and apply it, so that it is meaningful in the context of actions and interactions in their daily situations (Fadillah et al., 2017).

The learning process using the Contextual Teaching and Learning (CTL) model is expected to make students able to be scientific, logical, and rational with the aim of forming students' creativity in the learning process. The Contextual Teaching and Learning (CTL) model is the connection of each learning material or topic with real life. To link it can be done in various ways, apart from because the material studied is directly related to factual conditions, it can also be dealt with by providing illustrations or examples (teaching sources, media, etc.), which are either directly or indirectly sought related or related to real life experiences (Amalia & Wilujeng, 2018).

The Contextual Teaching and Learning (CTL) learning model can help students to be able to be scientific, logical, and rational. The Contextual Teaching and Learning (CTL) learning model can be a learning strategy to make learners able to think critically. The ability to think critically allows learners to study problems systematically in the face of many obstacles in an organized manner, formulate innovative questions and design appropriate solutions to the problems faced (Elis, 2022). Learners can be said to think critically if they can identify a problem, make situation pattern decisions, evaluate and build assumptions so that strategies for problem solving emerge (Elis, 2022).

Children's critical thinking skills can start early in primary education. Developing critical thinking skills is not easy. Developing critical thinking skills can not only be done in the world of education. But in the family and social environment of children can play an important role in developing children's critical thinking skills. In the world of education, the role of teachers is very influential in helping to develop students' critical thinking skills. But until now there are still many teachers who pay less attention and prioritize helping students develop critical thinking skills.

Based on the results of observations at SDN 004 Samarinda Ilir. In the implementation of learning at SDN 004 Samarinda Ilir in the learning process, researchers found that there was a lack of student interest in the learning process which was generally teacher-centered. The school has made several efforts to improve the quality of teaching to make it more interesting by following the times, especially developments in the field of education. In teaching, teachers have tried to attract students' interest in learning. The evaluation test questions given by the teacher vary from low to high cognitive levels, but there are still students who are not able to get good grades. Therefore, the learning process requires a contestual model that is expected to motivate and encourage students to be more active and think critically in the learning process. Education in Indonesia implements the latest curriculum, namely the independent curriculum. In the Merdeka curriculum, science and social studies subjects are

combined into IPAS. The curriculum that applies in the school that is the research site already uses an independent curriculum where science and social studies subjects are combined into IPAS with the aim of becoming an integrated learning.

IPAS is a science that studies living and non-living things in the universe and studies human life as individuals as well as social beings who interact with their environment. IPAS is A combination of two subjects, namely science and social studies, which are united into an integrated content, namely IPAS. Given that this IPAS learning is very important to learn, understand and apply in everyday life because IPAS learning is generally concerned with human relationships with their environment.

IPAS learning aims to develop learners' curiosity interest so that they are able to play an active role. That way IPAS learning can help students in developing their critical thinking skills. In order for learning objectives to be achieved, appropriate learning strategies and models are needed to support success in developing students' critical thinking skills.

This research will discuss a systematic problem based on the results of research that has been done beforehand on the problems to be studied. about the problems that will be studied. In this study using relavan research which includes the results of research that has been done before on the issues to be studied by explaining that the research that will take place has differences with previous research.

Researchers used some of the results of previous research that was relevant including research conducted by (Juniwati & Sari, 2019) who compiled research "The effect of Contextual Teaching and Learning (CTL) on science learning on students' critical thinking skills" in 2019. Based on the results of the study, it shows that the critical thinking skills of students with the results reached 95% for the experimental class and 25% for the control class. From the results of this study, it can be seen that there is a significant effect of applying the Contextual Teaching and Learning (CTL) learning model. The difference with the research to be studied lies in that the researcher wants to know the extent of the influence of the Contextual Teaching and Learning (CTL) learning model on IPAS subjects. While the research conducted by (Juniwati & Sari, 2019) is located in the critical thinking skills of students in science subjects of acid and base materials and in this study also used a control class which is different from the research to be carried out not using a control class.

Furthermore (Nurnadia et al., 2022) entitled "The Effect of Contextual Teaching and Learning Model on Critical Thinking Ability and Student Concept Mastery" in 2022/2023. Based on this research, the posttest results obtained students' critical thinking skills of 81.03 and concept mastery of 79.83. Based on these results it can be seen that there is an influence of the Contextual Teaching and Learning (CTL) learning model. From this research, the difference with the research to be carried out lies in the data collection technique that uses random samples. In addition, the previous research also conducted research on student concepts, while the new research conducted research on students' critical thinking skills by determining the sample.

Based on the discussion above, researchers are interested in conducting research to determine the effect of the Contextual Teaching and Learning learning model on students' critical thinking skills in IPAS subjects in class V SDN 004 Samarinda Ilir in the 2024/2025 learning year.

## Method

The type of research used is quantitative research. This research uses quantitative research methods with Quasy Experiment research. This study used the Nonequivalent Control Group Design. In this design the experimental group and control group were randomly selected. This study used the Nonequivalent Control Group Design. In this design the experimental group and control group were selected randomly. In this study using VA class of 27 students as the experimental class and VB class of 28 students as the control class at SDN 004 Samarinda Ilir as the sample.

In this study, the data collection technique is in the form of a test, which is one of the techniques in collecting data in measuring the critical thinking skills of students. The test can be in the form of practice questions or other tests. In this study, the tests used were pre-test and post-test in the form of multiple choice and documentation of learning activities. Pre-test is used to measure the ability of students before action is taken, while Post-test is used to measure the ability of students after treatment in the form of Contextual Teaching and Learning (CTL) learning model to determine the ability of students in critical thinking. students' ability to think critically. The questions in the post-test were made based on Facione's indicators, namely Interpretation, analysis, Inference, Evaluation, Explanation, and Self-Regulation.

Research instruments are tools used to obtain research data. To get research data, the research instrument must be valid, and reliable, data collection is carried out in the right way on a representative sample (Sahir, 2021).

The instruments that will be used for this research are:

1. Test Sheet

   The test sheet that will be given as a measuring tool to determine students' critical thinking skills by doing some practice questions. So that at the end of the study can be seen the results of the test to determine the effect of students' critical thinking skills after learning. The type of question that will be given is a multiple choice question type.

   In determining the validity and reliability of multiple choice questions, namely:

   a. Test the validity of the question can be seen from the results of significance and compare r count with r table
   b. Test the reliability of the question can be seen from Cronbach alpha

2. Documentation Sheet

   In this study, the documentation sheet can be in the form of photos of learning activities of students in class VA and VB SDN 004 Samarinda Ilir in the form of complementary data as information and evidence of activities that have been carried out. After conducting pre-test activities, and learning using the convention model in the control class and the CTL model in the experimental class, followed by giving a post-test to measure and see the results. by giving a post-test to measure and see the comparison of students' critical thinking skills.

Validity is a test of research questions with the aim of seeing the extent to which respondents understand the questions asked by researchers. If the results are invalid, it is possible that the respondents do not understand the questions we ask (Sahir, 2021).

The validity test is used to determine the level of accuracy of a measuring instrument for making measurements. The validity test criteria are that each point is declared valid if $r_{xy} > r_{tabel}$ . if $r_{tabel}$ obtaining the product moment value and using the guilfort formula, each point can be declared valid if $r_{xy} > r_{tabel}$ . Testing the validity of the test can use the product moment correlation formula as follows:

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\} - \{N\sum Y^2 - (\sum Y)^2\}}}$$

Source: (Sahir, 2021)

Reliable research results are the same data at different times. A reliable instrument is an instrument that, when used several times to measure the same object, will produce the same data. A reliable instrument is not necessarily valid. When conducting the reliability test, the criteria used in the test questions in the medium and high categories.

To measure the reliability of the test, the Alpha formula was used:

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum \partial_b^2}{\partial_t^2}\right]$$

Source: (Sahir, 2021)

Tabel 3.1
Test Reliability Correlation Coefficient Criteria

| Kriteria Koefisien Korelasi Reliabilitas Tes | Hasil Uji Reliabilitas |
|---|---|
| $0.90 < r \leq 1.00$ | Sangat tinggi |
| $0.70 \leq r \leq 0.90$ | Tinggi |
| $0.40 \leq r \leq 0.70$ | Sedang |
| $0.20 \leq r \leq 0.40$ | Rendah |
| $0.00 \leq r \leq 0.20$ | Sangat rendah |

Source: (Ramdani, Supriatna, & Yuliani, 2023)

In making an instrument, it is necessary to pay attention to the level of difficulty where a good instrument is to have a balanced level of difficulty that is not too difficult and not too easy. To test the level of difficulty of the question, the formula is used:

$$P = \frac{\mathrm{St} + \mathrm{Sr} - (2\mathrm{N}xSkor\ Min)}{2\mathrm{N}x(Skor\ Maks - Skor\ Min)}$$

Source: (Dia & Syah, 2022)

Tabel 3.2
Problem Difficulty Index

| Tingkat Kesukaran | Hasil Penelitian |
|---|---|
| 0.00 - 0.30 | Terlalu Sukar |
| 0.30 – 0.70 | Cukup |
| 0.70 – 1.00 | Mudah |

Source : (Hanifah, 2014)

Differentiating power is a test of the feasibility of an instrument that can be used for students with different abilities. Before determining the differentiating power of the question, it is necessary to sort the student test results from the highest score to the lowest score. To calculate the differentiating power of the question using the formula:

$$PA = PH = \frac{B_A}{J_A}$$

Source: (Magdalena, Anggraini, & Khoiriah, 2021)

Tabel 3.3
Question Distinguishing Power Index

| Daya Pembeda | Kriteria |
|---|---|
| $DP \leq 0{,}00$ | Sangat Jelek |
| $0{,}00 < DP \leq 0{,}20$ | Jelek |
| $0{,}20 < DP \leq 0{,}40$ | Cukup |
| $0{,}40 < DP \leq 0{,}70$ | Baik |
| $0{,}70 < DP \leq 1{,}00$ | Sangat Baik |

Source : (Iii & Penelitian, 2014)

In this study, a normality test was also carried out to determine whether the sample data was normally distributed or not. In this study using the Lilliefors test with a significant level α = 0.05. If the calculation result $l_{hitung} > l_{tabel}$, then the data is normally distributed. After carrying out the normality test, a homogeneity test is carried out which is to determine whether or not the samples taken from the same population are uniform. If the results of the F-test calculation $f_{hitung} > f_{tabel}$, then the data is homogeneous. To calculate homogeneity using the F-test formula at a significant level of 0.05 as follows:

$$F_{hitung} = \frac{\text{Varian terbesar}}{\text{Varian terkecil}}$$

Source: (Sugiyono, 2013)

The data that has been collected after conducting the research is then analyzed using the T-test with a significant level = 0.05.9 If $t_{hitung} > t_{tabel}$, then $H_0$ rejected, $H_1$ Retrieved.

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

Source: (Sugiyono, 2014)

The Normal Gain (N-Gain) test is used to determine whether there is an increase in the ability of critical thinking of students after the action is taken. To measure the critical thinking skills of students can use the following equation:

$$t = \frac{\bar{X} - \mu o}{\frac{s}{\sqrt{n}}}$$

Source: (Nurhasanah, 2021)

table 3.4
N-Gain Value Criteria

| Nilai N-Gain | Kriteria |
|---|---|
| g > 0.7 | Tinggi |
| 0.3 < g < 0.7 | Sedang |
| g < 0.3 | Rendah |

Source : (Dzahabiyah, Basori, & Maryono, 2021)

**Result and Discussion**

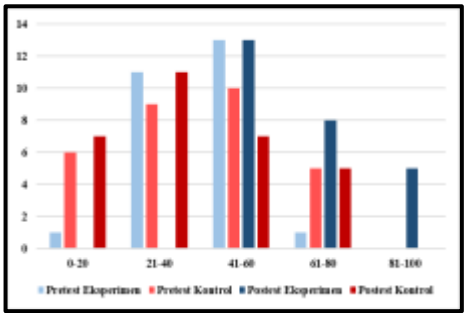
A. Research Results

Research conducted in class V SDN OO4 Samarinda Ilir using 2 classes, namely class VA and VB with a total sample of 56 students. This sample is divided into two classes, namely class VA as many as 26 students and VB as many as 30 students2 classes where the Experiment class is given pretest treatment, learning using the Contextual Teaching And Learning (CTL) learning model supported by appropriate learning media, 1 time posttest. While in the control class the researcher gave 1 pretest treatment, learning using conventional learning models, and 1 posttest. Before giving the pretest and posttest, researchers have tested the validity and reliability of the questions first on August 15, 2024. Data from pretest and posttest results from experimental and control classes were used as the main data for this study.

After conducting the instrument test, the researchers continued the research by giving a pretest on September 30, 2024 at SD Negeri 004 Samarinda Iril. From the pretest, it was found that the average score of class VA was 39.27, while the average score of class VB was 40.40. Because the average value obtained does not have a significant difference, the researcher can use the two classes as research classes. The treatment in the form of using the Contextual Teaching and Learning (CTL) learning model was carried out in the experimental class, while the control class used a conventional model or learning model commonly used by classroom teachers when teaching. when teaching. Learning activities in the experimental class were carried out on October 02, 2024. While learning in the control class was carried out on October 05, 2024 and giving post tests on October 08, 2024.

After the learning activities were completed, the researcher again conducted an evaluation using a posttest to see the final ability of students in both the control class and the experimental class. and experimental classes. This posttest activity was carried out on October 08, 2024 for the control class and October 02, 2024 for the experimental class. This posttest contains 16 multiple choice questions.

Based on the results of research conducted in experimental and control classes using research questionnaires in the form of pretests and posttests to measure the effect of the Contextual Teaching and Learning (CTL) learning model, the results of the acquisition of pretest and posttest scores are as follows:




Gambar 4.1 Grafik Nilai *PreTest* dan *PostTest* Kelas Eksperimen dan Kontrol

Based on the graph above, it can be seen that the students' ability to solve questions about the earth and its surface material is still classified as moderate. This is evidenced by the dominant students' final scores in the value intervals 41-60 and 61-80, meaning that there are still students who have not been able to answer some of the questions given correctly. In the control pretest class, the interval 0-20 was 6 people. In the experimental pretest class, the interval 21-40 was 11 people, while for the control pretest class there were 9 people. In the experimental pretest class, the interval 41-60 was 13 people. In the experimental pretest class, there were 13 students who scored in the 41-60 interval, while for the control pretest class there were 10 people. In the experimental pretest class, the interval 81-100 was none and the control pretest class was none. In this pretest, the control class was superior to the experimental class with an average experimental class score of 39.27 and an average control class score of 40.40. This is in line with previous research proposed by (Kurniawan et al., 2024), there is a difference in the average student learning outcomes where in the pretest the average student learning outcomes are 50.00, after applying interactive learning canva it can be seen that there is an increase in the average learning outcomes seen in the average posttest score of 80.00.

In the posttest, it can be seen that there is a clear difference between the posttest scores of the experimental class and the control class. This is evidenced by the increase in the number of students who achieved scores in the 81-100 interval. Based on the value of the 81-100 interval contained in the experimental class, it can be seen that there is an increase in the way students think about the material of the earth and its surface using the Contextual Teaching and Learning (CTL) learning model in the experimental class. From these data, there are 7 students from the control class who get posttest scores in the 0-20 interval, while from the experimental class there are no students who get posttest scores in the 0-20 interval. Then, in the 21-40 interval, there were 11 students from the control class and no students from the experimental class who entered this interval. While in the 41-60 interval there were 13 experimental class students and 7 control class students. In the 61-80 interval there were 8 experimental class students and 5 control class students. In the 81-100 interval there were 5 experimental class students and no students from the control class. In the results of this posttest, the experimental class was superior to the control class, with the average score of the experimental class being 62.62 and the average score of the control class being 36.80.

Based on the average pretest and posttest scores of the control class and experimental class, the results of creative thinking skills can be seen in the following table:

Table 4.1
Recapitulation of Critical Thinking Ability

| Pemusatan dan Penyebaran Data | *Pretest* | | *Posttest* | |
|---|---|---|---|---|
| | Kelas Kontrol | Kelas Eksperimen | Kelas Kontrol | Kelas Eksperimen |
| Skor Tertinggi | 75 | 63 | 75 | 94 |
| Skor Terendah | 13 | 13 | 0 | 44 |
| Rata-rata | 40,40 | 39,27 | 36,80 | 62,62 |

Based on the table above, it can be seen that the control class pretest has the highest score of 75 and the experimental class is 63. As for the lowest score in the control and experimental classes is 13. When viewed from the average of the two classes, it can be seen that both have an average value that is not much different, indicating that the average ability of students in the two classes is not much different either. which indicates that the average ability of students in the two classes is not much different either.

Furthermore, the posttest results showed that the highest score in the control class was 75 and in the experimental class was 94. Meanwhile, the lowest score in the control class was 0 and the experimental class was 44. When viewed from the average, there is a considerable difference where the control class is 36.80 while the experimental class is 62.62.

The normality test used in this study is the Shapiro-Wilk test where if the significance value is> 0.05 then the data is normally distributed and if the significance

value is <0.05 then the data is not normally distributed. The normality test has the aim of knowing whether the data obtained can be normally distributed or not (Annisak et al., 2024).

Table 4.2
Normalcy Test Results

| | *Pretest* | | *Posttest* | |
|---|---|---|---|---|
| | **Kelas kontrol** | **Kelas eksperimen** | **Kelas kontrol** | **Kelas eksperimen** |
| Sig. | 0,190 | 0,089 | 0,468 | 0,053 |
| Kesimpulan | Data berdistribusi normal | Data berdistribusi normal | Data berdistribusi normal | Data berdistribusi normal |
| Uji Shapiro-Wilk | Apabila nilai signifikansi >0,05 maka data berdistribusi normal | | | |

Based on the table above, it can be seen that the data from the pretest and posttest results in both the experimental and control groups have a significant value> 0.05. So it is concluded that the data is normally distributed.

Based on the normality test in the control class and experimental class, the data is normally distributed so that the homogeneity test can be continued where the significance level (sig) > 0.05 (Sulnas et al., 2023).

After conducting the normality test, data processing continued by testing the homogeneity of the posttest results of the experimental class and control class. The homogeneity test used is Levene's test,

where the data is homogeneous if the significance value is> 0.05 percent and the data is not homogeneous if the significance value is <0.05.

Table 4.3
homogeneity test results

| | **Kelas Eksperimen dan Kelas Kontrol** |
|---|---|
| Sig. | 0,074 |
| Uji Levene's | Sig. ≥ 0,05 maka $H_0$ diterima |
| Keputusan | Data adalah homogen |

Based on the table above, it is known that the data from the posttest results of the experimental and control classes have a significance value> 0.05. This gives the conclusion that the data from the pretest and posttest results of the experimental and control classes are homogeneous. Based on the homogeneity test using the based on mean method, it can be seen that the data obtained by the significance value (sig) on the pretest and posttest results in the control class and experimental class is sig> 0.05 (Sulnas et al., 2023)

After conducting the normality test and homogeneity test, the research continued to test the hypothesis or temporary conjecture that had been made. Because the previous test results concluded that the data was normally distributed and homogeneous, hypothesis testing was carried out using the parametric method, namely the Independent t Test.

Table 4.4
Hypothesis Test Results

| | **Kelas Eksperimen dan Kelas Kontrol** |
|---|---|
| Sig.(2 tailed) | 0,000 |
| $\alpha$ | Jika nilai sig.≤0,05 |
| Keputusan | $H_0$ ditolak |

The table above shows that the posttest data has a significance value of 0.000 which is smaller than 0.05 so that H0 is rejected. This gives the conclusion that there is a significant average difference between the critical thinking skills of the experimental class and the control class. Based on the results of hypothesis testing conducted on the Contextual Teaching and Learning (CTL) learning model research, there is an influence on students' critical thinking skills with an increase in students' critical thinking skills on an average score of 45.95 using conventional models to 76.55 using the Contextual Teaching and Learning (CTL) model, so it can be concluded that there is an influence of the Contextual Teaching and Learning (CTL) model (Lutfiyah Rahmi et al., 2023).

This study used the N-Gain Score because there was a significant difference between the average posttest scores of the experimental group and the posttest scores of the control group through an independent simple t test. The average N-Gain Score in both groups can be seen in the following table.

Table 4.5
Critical Thinking Ability Improvement Results

| | **Kelas eksperimen** | **Kelas kontrol** |
|---|---|---|
| N-Gain Score | 0,36 | -0,116 |
| Keterangan | Sedang | Rendah |

Based on the results of the N-Gain Score test calculation, it shows that the average value of the N-Gain Score for the experimental class is 0.36, including in the medium category. While in the control class the results of the N-Gain Score test calculation showed an average value of -0.116 in the low category.

B. Discussion

At the beginning of the study, a pretest was given to the 2 sample groups used, namely classes VA and VB. The purpose of the pretest in class VA and VB is to measure the initial ability and equalize the knowledge of the two classes that will be the sample in this study. Based on the results of the pretest assessment of the two classes, it can be seen that the average VA class score is 39.27 and the average VB class score is 40.40. Because the average value obtained does not have a significant difference, researchers can use classes VA and VB as research classes. In class VA as an experimental class and VB as a control class.

Learning in the control class begins with the teacher providing learning using a conventional learning model using a common method in the form of lectures. In the learning process in the control class, students only listened to the teacher while explaining the learning material, answered if the teacher asked questions and asked if there was material that had not been understood. After that the teacher gave a learning evaluation sheet in the form of a posttest. At the end of learning, students and teachers conclude learning on that day. During the learning process in the control class, it can be seen the response of students who follow the learning well. But there are some students who are not conducive to learning, some are talking to their friends and find it difficult to concentrate. When the teacher explained, the teacher gave students the opportunity to ask questions based on the material that had been delivered. However, there are still many students who are not enthusiastic about learning and tend to be silent and do not give their statements so that the teaching and learning process lacks feedback from students.

Learning in the experimental class uses Earth and its Surface material. The learning model used is the Contextual Teaching and Learning (CTL) learning model. The Contextual Teaching and Learning (CTL) learning model is a learning model that directs academic material to students' daily lives. In practice, students must be able to connect between student insights and their experiences in everyday life, thus it will be easily understood by students and student learning outcomes can be improved (Fikriyatus, Akhwani, Nafiah, & Rahayu, 2021). The learning stages in the experimental class were carried out twice with different material scopes. In the first meeting, teachers and students will discuss the topic of Earth and its Surface. Learning begins with the teacher conveying learning objectives and providing motivation to students.

After that, the teacher also gives a lighter question to provoke students' curiosity. Then the teacher then the teacher invites students to observe the environment outside the classroom. After students observe the environment outside the classroom, the teacher divides students into several groups to discuss and work on LKPD after the teacher provides an explanation of the Earth and its Surface material and discusses the results of students' observations in the environment outside the classroom. Then the teacher asks each group to work on the LKPD and the results of the work will be presented in front of the class by each group representative.

In the second meeting, the learning stages given were the same as the first meeting. However, what distinguishes the second meeting is discussing the topic of the process of forming the earth's surface. After carrying out learning for 2 meetings, the teacher asks students to work on an evaluation sheet in the form of a posttest. Before the teacher closes the lesson, the teacher reflects with the students. In the Contextual Teaching and Learning (CTL) learning model, there are 7 stages of learning, namely modeling, inquiry, questioning, learning community, constructivism, reflection, and assessment (Zulaiha, 2016).

At the modeling stage, the teacher conveys competencies, objectives, and motivation to students. The teacher provokes students' knowledge by asking questions related to the material being taught. After that the teacher invites students to observe the environment outside the classroom to provoke the curiosity of students so that it can increase the knowledge of students from their observations outside the classroom. This is in line with the opinion that explains that CTL aims to make students more familiar with the direct environment around them

when learning, and make students more active (Hasudungan, 2022).

In the inquiry stage, the teacher selects several representatives of learners to choose one of the pieces of the picture that must be arranged based on the correct statement. After all representatives have paired the pieces of the picture with the correct statement, learners briefly explain to their friends related to the image media that they have completed correctly. After that, the teacher conveys the learning by showing the learning video of the Earth and its Surface material accompanied by the teacher's explanation using power point (PPT). after that the teacher divides the learners into several groups selected by counting 1 to 4 and the same number will become one group so that four groups will be formed. At this stage it can increase the understanding of students because students are directly involved in pairing pieces of images with their corresponding statements. This is in line with the opinion that with learners directly involved in a series of learning can attract learners' curiosity in analyzing and concluding their own understanding (Nursyahrani Ananda Asamad, Abdul Rahman, 2024).

At the questioning stage, the teacher asked the students some questions related to what are the parts of the earth. After that, the teacher gave LKPD to each group to be discussed with their groupmates. The teacher goes around to each group to ask if there are any obstacles from each group. At this stage the teacher aims to increase the activeness of students so that learning is not passive. This is in line with previous research which states that at the questioning stage, there is an increase in the ability to ask questions. In the questioning stage, the ability to ask students is seen to increase, where in the previous learning students looked more passive, after applying the questioning method students became more active in asking questions (Hatami & Qadri, 2022).

The learning community stage, at this stage students focus on actively discussing with their group friends so that it can be seen that there is active cooperation in each group to get the best answers from their group. This stage the teacher directs each learner to discuss with their group mates to give each other opinions to get a diverse understanding which is in line with previous research which suggests the learning community stage where learning is carried out creatively by actively involving students so that learning is not only centered on the teacher as the center for explaining and the source of knowledge, but also from the results of discussions with their group mates (Hefni, 2020).

The constructivism stage, at this stage the teacher displays learning examples so that students can reason to encourage students to think critically. At this stage the teacher shows a learning video explaining the Earth and its Surface which will be listened to by students. At this stage, students are very enthusiastic in listening to videos because they display different learning media. This is in line with the opinion of previous research which explains learning using the constructivism method can help students to learn independently in solving problems by reasoning to improve their critical thinking skills (Chai & Abdul Karim, 2023).

The reflection stage, at this stage the teacher summarizes the learning material that has been taught and explains the benefits of learning to be given follow-up. In addition, the teacher also asks students to mention what they have learned and understood on that day's learning with the aim that the teacher can see the ability of students to receive learning. This is in line with the statement that reflection is useful for maximizing learning carried out by teachers and students so that learning outcomes are more optimal (Ritonga et al., 2022).

The assessment stage, at this stage the teacher asks students to write down the various surfaces of the earth. In addition, at this stage the teacher also provides an assessment of the ability, knowledge, and skills of the participants to assess the final results of the students' ability to receive learning. This is in line with previous research which states the benefits of assessment in learning, namely to provide an overview of the abilities and weaknesses of students to help teachers make more effective learning designs.

After the learning activities in the

control class and experimental class were completed, the researcher gave a posttest to measure the ability of students in each class. The posttest was given as many as 16 multiple choice questions. After giving the posttest to the control class and the experimental class, the research continued to conduct normality tests, homogeneity tests, and hypothesis tests.

In the normality and homogeneity tests, the data obtained during the study proved to be normal and homogeneous. Therefore, researchers used the parametric method, namely the independent T-Test test, to test the hypothesis. The results of the analysis using the independent T-Test test showed a significance value of less than 0.05 (Sig. 0.000 <0.05), so H_0 was rejected and H_1 was accepted. Thus it can be concluded that there is an effect of the Contextual Teaching and Learning (CTL) learning model on the critical thinking skills of students in IPAS subjects in class V SDN 004 Samarinda Ilir in the 2024/2025 learning year.

Comparison of pretest and posttest results between the control class and the experimental classs howed a significant difference. The average posttest score in the experimental class was 62.62, with a pretest value of 39.27. While in the control class the average posttest value was 36.80, with a pretest value of 40.40.

Based on the posttest in the experimental class and control class, it shows a significant difference and improvement in the posttest results of the experimental class compared to the control class. Judging from the posttest data from the control class and experimental class, it can be seen that there is interest and enthusiasm of students in learning IPAS material on the Earth and its Surface using the Contextual Teaching and Learning (CTL) learning model which affects the way students think. thinking of students. Based on the data obtained, there is a difference in the final results of students from the control class and experimental class after being given learning using conventional learning models in the control class and Contextual Teaching and Learning (CTL) learning models in the experimental class.

Based on the results of research in the experimental class, students' critical thinking skills increased by using the Contextual Teaching and Learning (CTL) learning model where the learning model encourages students to play an active role in obtaining information around the students' environment. This is in line with the results of relavan research.

Based on the results of research conducted and the results of relevant research, it can be concluded that the Contextual Teaching and Learning (CTL) learning model affects the critical thinking of students. The Contextual Teaching and Learning (CTL) model can affect the way students think because the Contextual Teaching and Learning (CTL) model links the learning process to a broader context and helps students to better understand learning in the classroom by linking learning to the social life of students in their environment.

Based on the results of relevant research with the title of the influence of the Contextual Teaching Learning model on critical thinking skills and mastery of student concepts (Nurnadia et al., 2022), Based on the results of the research conducted, it can be concluded that there is a significant influence of the Contextual Teaching Learning (CTL) learning model on critical thinking skills and mastery of student concepts. concept of seventh grade students of MTs Laboratory Jambi City. This can be seen from the increase in the average posttest score on critical thinking skills, namely 81.03 and concept acquisition, namely 79.83. Based on the results of the N-Gain test, it shows a significant increase in critical thinking ability, namely 0.64 and 0.50 concept acquisition. Paired t-test with a significance value of 0.000 ($p < 0.05$) shows that the alternative hypothesis is accepted, which means that the CTL learning model has a positive effect on improving students' critical thinking skills and concept mastery. This research is relevant to be applied in an effort to improve the quality of learning in schools, especially in developing students' critical thinking skills and concept

understanding. The results of previous research conducted by (Sulnas et al., 2023) with the title Effect of Contextual Teaching and Learning (CTL) model on students' critical thinking skills. Based on this research on the normality test using Kolmogorov-Smirnov, the significance value (sig)> 0.05 was obtained on the pretest and posttest results in the control class and experimental class. Based on the data obtained, it can be seen that the data is normally distributed. After that, hypothesis testing was carried out and showed a significance value of sig> 0.05 in the control class and experimental class so that the data in the control class and experimental class were not significantly different. So that the data analysis uses the manova test. Based on the results of the manova test, it shows a significance value of 0.000 (0.000 <0.05) which can be stated that there is a significant difference between the control class and the experimental class. Based on the results of data analysis, it can be concluded that the Contextual Teaching and Learning (CTL) learning model can significantly improve students' critical thinking skills on the concept of changes in the form of objects(Sulnas et al., 2023).

Based on the results of research conducted and supported by relevant previous research, it can be concluded that the Contextual Teaching and Learning (CTL) learning model can improve the critical thinking skills of students in class V SDN 004 Samarinda Ilir in IPAS subjects in the 2024/2025 learning year.

## Conclusion

The results of hypothesis testing using Independent Sample t-test show the experimental and control values. Based on decision-making criteria, if the sig. (2-tailed) <0.05 then H0 is rejected and H1 is accepted. Therefore, it can be concluded that there is an effect of the contextual teaching and learning (CTL) learning model on the critical thinking skills of students in the IPAS subject of grade V SDN 004 Samarinda Ilir in the 2024/2025 learning year. The increase in critical thinking skills in the experimental group amounted to 0.36 and fell into the medium category.

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**Curriculum Vitae**

Nur Isnania, born in Marangkayu, Sebuntal Village, Marangkayu Subdistrict, Kutai Kartanegara Regency, East Kalimantan, on April 23, 2002. April 23, 2002. She is the second of two children of the late Mr. Aziz Beta and Mrs. Rusmawati. Education started from kindergarten level at Tunas Harapan 1 Marangkayu Kindergarten in 2007 and graduated in 2008, then continued his education at Elementary School at SD Negeri 009 Marangkayu in 2008 and graduated in 2014, then continued his education at Junior High School at SMP Negeri 1 Marangkayu in 2014 and graduated in 2017, then continued his Senior High School education at SMA Negeri 1 Marangkayu and graduated in 2020. In 2020, she continued her education at Mulawarman University as a student of the Faculty of Teacher Training and Education, Elementary School Teacher Education Study Program through the SMMPTN (Independent Selection for State Universities) program. During his education at Mulawarman University, the author was active in the HIMA PGSD organization starting from 2020-2022 and served as the Daily Executive Board of the Head of the Independent Business Bureau of HIMA PGSD FKIP UNMUL in 2022. In 2023, the author carried out Real Work Lecture (KKN), Introduction to School Field (PLP), and Teaching Assistance (AM) at SD Negeri 004 Samarinda Ilir, Samarinda, East Kalimantan.