Bulletin of Science Education

Vol. 3, No. 3, September 2023
https://attractivejournal.com/index.php/bse/index

The Influence Model Contextual Teaching and Learning Component Community on Social Skills of Elementary School Students

Sri Mulyani[1], Siti Kamila[1], D. Wahyudin[1], Jennyta Caturiasari[1], Tiara Yogiarni[1], Hisny Fajrussalam[1]
[1]*Universitas Pendidikan Indonesia Bandung, Indonesia*

srimulyani@upi.edu*

ARTICLE INFO
Article history:
Received
September 12, 2023
Revised
December 07, 2023
Accepted
December 11, 2023

Abstract

Social skills abilities in society are very necessary to prepare good and educated citizens. Social skills need to be developed in learning through models, methods, approaches or learning techniques, especially in social studies learning. To determine the influence of the Community Component Contextual Teaching and Learning model in efforts to improve social skills abilities, as well as determine the increase in the final score of students' social skills abilities, the researchers used a quasi experiment (quasi experiment). The subjects in this study consisted of 48 fifth grade elementary school students. The results of data analysis show that the influence of the CTL model on students' social skills is 49.6%. The results of the n-gain t test obtained a sig value of 0.000, so H0 rejected so it can be concluded that the increase in social skills abilities of students who receive CTL model learning is better than students who receive conventional learning.

Keywords: Contextual Teaching and Learning (CTL) Model, Learning Community, Student Social Skills

Published by CV. Creative Tugu Pena
ISSN 2774-4299
Website https://attractivejournal.com/index.php/bse/

INTRODUCTION

Education is interpreted as a process undertaken by a person in the form of regular and systematic formal schooling as well as informal education in the form of play groups or training. There's no denying it's in the process education is available interaction between students and teachers which aims to ensure that students receive guidance to develop their existing skills, while interaction between students is not only in the playing process but also in the learning process.

Social studies is known as social studies and is a science that studies humans in all their aspects and the systems of social life. The term social studies is the name of a subject taught at primary, secondary and final secondary school levels and study programs which are synonymous with the term "social studies". (Rayon Teacher, 2012). According to Djahiri (in Rahmad, 2016) social studies is a science that combines a set of concepts selected from the social sciences and other branches of science, which are then processed according to educational principles and taught to become a teaching program at the school level (Ho et al., 2023; Mala et al., 2023). Social studies can also be interpreted as knowledge that originates from social problems which is then taughtat school. So, social

studies education is defined as subjects that improve students' understanding, skills, behavior and values towards society, nation and state.

Social studies education studied at school is not only focused on cognitive abilities, in social studies learning it can also instill the skills students need for life.in society, nation and state. This is reinforced by Ginanjar's (2016) statement that the implementation of the social studies learning process only focuses on cognitive aspects so that it does not prepare students to become good citizens of the country. Winataputra (2002) states that the aim of social studies learning is that social problems can be understood by students so that they can experience and solve these social problems. Therefore, it is important to strengthen the role of social studies so that social studies teaching does not only focus on intellectual development, but can also develop students' social skills and then prepare them for a better life in society.

According to Aini (2018), ongoing social studies learning is still less than optimal in terms of its effectiveness. For this reason, learning innovation is needed which is expected to be able to create effective learning. According to Setyowati (2019), one of the learning models that is thought to be applicable is the CTL learning model, hereinafter referred to as CTL. According to Mashudi & Azzahro (2020) CTL is learning that attempts to connect students' knowledge with real life experiences to build meaningful knowledge. In the CTL model there are components that are interconnectedeaten When these components are implemented, they can provide new experiences for students (Syaifuddin & Nurlaela, 2021). The contextual model (CTL) is a learning process that has a comprehensive or overall perspective (Syahbana, 2012). CTL emphasizes students being actively involved through various experiences and sources of information, this means that teachers are not the only source of knowledge and learning for students, but theyCan finding other sources for learning materials (Kasmad & Protomo, 2012). It can be concluded that CTL learning is learning that involves students to be productive and have meaningful learning, where students can search for material that was taught laterturn it off with real life, and it is hoped that students candemonstrate such learning in the future.

Social studies learning is expected not only to improve students' understanding abilities, but alsoimprove the ability of students' social skills. Social skills are the abilities that students must have to enter society where the social skills in question are the ability to communicate, establish relationships with other people, work together, respect each other and the ability to receive and convey opinions. In social skills, there is the ability to work together, where when students work together, things can be created*learning community* which can be interpreted as a learning process where teachers train students to work together and use learning resources from their learning partners (Shea, 2006), as seen in*learning community* Learning outcomes are achieved through collaboration with others through different experiences. By participating in learning, students will become accustomed to giving and receiving information in a sustainable learning society in the future.

Based on the explanation of the problems above, it can be concluded that the need for social studies learning to be delivered in a fun way and not always using monotonous methods, and social studies learning in schools is not only focused on cognitive results but can also be focused on students' social skills, where these social skills are useful for students when they live in society later. So researchers are interested in carrying out research regarding the influence of the contextual teaching and learning model of community components in efforts to improve social skills in social studies learning.

METHODS

This research used a Quasi Experimental design method*non equivalent control group* where the implementation used 2 study groups (Rombel) 1 class as the experimental class and 1 other class as the control class. This is because the determination

of the assumed results is based on the monitoring results of the two groups. According to (Sugiyono, 2013), in carrying out the research, a pretest was carried out between the two groups to see the initial conditions and also to observe the differences between the control class and the experimental class.

The two groups, namely the control and experimental classes, were determined not randomly or by a purposive sampling technique, which can be interpreted as a technique for determining samples with certain considerations (Sugiyono, 2013). The considerations that the researcher paid attention to when choosing this school were because they paid attention to the attitudes and behavior of students in terms of their social skills, where after making initial observations the researcher paid attention to the students' social skills.not good yet. The sample used in this research was 44 class V students at SDIT Baiturrahman Sukapura.

In order to obtain the required data, the research instrument used in data collection is an observation sheet where this observation sheet is used to measure student attitudes towards social studies learning with the CTL model which will be seen in student treatment which is then analyzed to determine student attitudes before and aftergiven treatment, and usedalso sheets questionnaire which aims to measure students' behavior, responses and responses to social studies learning with the CTL model. The data analysis carried out in this research is analysisstatistics and also inferential analysis.

RESULTS AND DISCUSSION

This research was carried out in 3 meetingsin the classroom experiments that do learning using the CTL model orin the classroom control with conventional models. At the first meeting the researcher conductedpost tes in the form of observations and students filling out questionnaires. This was done in both classes, then continued with learning where the experimental class used the CTL model and the control class used the conventional model. Then at the second meeting they were still learning where the experimental class used the CTL model and the control class used the conventional modelon the day thirdly, after learning, the researcher carried out a pretest in the form of observation and students filled out a questionnaire sheet. This was done in both classes. After getting the datain each-each class, in order to see students' social skills abilities before implementing the model*Contextual Teaching And Learning* (CTL) components*Learning Community*, then descriptive statistical analysis is carried out with pretest score data sourced from the results of the observation sheet so that the pretest results can be seen in the table below:

Table 1 Descriptive statistics of experimental and control pretest data

Class	N	Average	Shoes minimum	Score maximum	Std. deviation
Experiment	24	58.125	37.5	75.0	8.5418
Control	24	58.333	42.5	67.5	5.5495

In table 1visible data the experimental class pretest had an average score 58.125 and has a minimum score of 37.5 and a maximum score of 75.0. Meanwhile the control class had an average score of 58.333 and had a minimum score of 42.5 and a maximum score of 67.5. Based on this data, it can be seen that the control class got a higher average score, but the significance of the difference between the two classes cannot be seen.

Then, we look at students' social skills abilities after being given treatmentclass experimentuse CTL models andclass control with a conventional model, results can be obtainedpositions below this :

Table 2 Descriptive statistics of experimental and control posttest data

Class	N	Average	Shoes minimum	Score maximum	Std. deviation
Experiment	24	81.979	60.0	97.5	8.1421
Control	24	73.750	57.5	85.0	7.1475

It can be seen in table 2 that the posttest data for the experimental class received an average score of 81,979 and a minimum score of 60.0 and a maximum score of 97.5. Meanwhile, the control class had an average score of 73,750 and a minimum score of 57.5 and a maximum score of 85.0. Based on the data, it can be seen that the experimental class received a higher average score than the control class. After carrying out descriptive analysis, it is continued with inferential analysis (prerequisite test) to see the differences between the two significance classes.

Before looking at the differences between the two classes, it is necessary to carry out a prerequisite test first in the form of a normality test which aims to see whether the data obtained is normally distributed or not and a homogeneity test aims to see whether the data obtained is homogeneous or not.No. The results of the normality test can be seen in the table below:

Table 3 Normality results of posttest scores observing students' social skills

Class	Data posttest		Information
	Significance Value	Significance level (α)	
Experiment	0,300	0,05	Normal
Control	0,175	0,05	Normal

It can be seen in the Normality test table with Shapiro-Wilk at levelsignificance α=0.05, the results obtained for the social skills ability in the experimental class were 0.300, while for the control class the results obtained were 0.175. According to the normality test criteria, both the experimental class and the control class have valuesignificance greater than α=0.05 then H0 is accepted, meaning the posttest scoreclass both experiments and controls were normally distributed.

After carrying out the normality test, a homogeneity test is then carried out which aims to find out whether the samples used have the same variation or not. Homogeneity test results can be seen in the table below:

Table 4 Homogeneity test of pretest-posttest scores

Data	Levene Statistic	Significatio n	a	Information
Experimental and Control pretest data results	2.855	0.098	0,05	Homogeneo us
Experimental posttest data results and Control	0.052	0.820	0,05	Homogeneo us

Based on the results of the homogeneity test, the pretest-posttest scores for the experimental class and control class stated that the pretest scores hadsignificance 0.098 > α or 0.05. Therefore, H0 is accepted, which means that the pretest scores for the experimental class and control class can be stated to be the same or homogeneous. Meanwhile, the posttest score hassignificance 0.820>α or 0.05. Therefore, H0 is accepted, which means that the posttest scores for the experimental class and control class can be stated to be the same or homogeneous.

After carrying out the normality test and homogeneity test on the posttest scores of the experimental class and control class, it was stated that the results of both classes were normally distributed and homogeneous. Next, what was carried out was a difference test using the independent t-test which intended to observe significant differences between the pretest and posttest scores for the two classes. The results of the independent t-test can be seen in the table below:

Table 5 Results of pretest-posttest parametric test of students' social skills

Data	Sig. (2-Tailed)	a	information
Experimental and Control Pretest Results	0,921	0,05	H0 is accepted
Experimental and Control Posttest Results	0,001	0,05	H0 is rejected

Looking at table 5, the score is obtainedsignificance independent t-test, the pretest score for the experimental class and control class was 0.921. Marksignificance is >0.05 then it can be stated thatH0 Accepted, meaning that there is no difference in the pretest data for the two classes. Meanwhile, the posttest scores for the experimental class and control class had a result of 0.001. Marksignificance If it is <0.05, it can be concluded that H0 is rejected and Hi is accepted, meaning that the posttest data in the two classes are different. From the results of different tests using parametric tests, it can be seen that there is an increasing effect that occurs in the experimental class and control class. The next step is to carry out a simple linear regression test to see how much influence the CTL model has on abilitystudents' social skills The results of the linear regression test can be seen in the following table:

Table 6 Simple linear regression test

r	*R Square*	*Std.Error of the Estimate*
0,704	0,496	5.9101

It is known that the results of the coefficient of determination test show that the valuer Square of 0.496. Thus, it can be concluded that the influence of the CTL model on students' social skills is 49.6%.

After seeing the magnitude of the influence of the CTL model, the next N-Gain test was carried out to see the improvement that occurred in both classes. To determine the increase in the social skills scores of experimental class and control class students, you canseen flatly-rata corN-gaininbothclasses.Resultn-gain obtained in the table following:

Table 7 Average n-gain of experiment and control

Class	N-Gain	Interpretation
Experiment	0.5737	Currently
Control	0.3697	Currently

Based on the n-gain calculation of the experimental and control classes, the average n-gain in the experimental class was 0.5737 with a moderate interpretation and the control class was 0.3697 with a moderate interpretation. From these data it can be concluded that the improvement in the experimental class was greater than the control class but both were in the moderate interpretation. Next, a difference test is carried out to see whether there are significant differences. However, before that, a prerequisite test is carried out, namely the normality and homogeneity test of the n-gain value. The following are the results of the normality and homogeneity test of the N- Gain value

Table 8 Normality test results for n-gain values

Class	Data posttest		Information
	Significance Value	Significance level (α)	
Experiment	0,685	0,05	Normal
Control	0,462	0,05	Normal

According to the normality test criteria both classes have valuessignificance >α = 0.05 then H0 is accepted, which means the N-gain value in both classes is normally distributed.

Table 9 Results of the n-gain homogeneity test

Data	Levene Statistic	Significatio n	a	Information
Experimental class N-gain value and Control Class	0,000	0,992	0,05	Homogeneo us

This can be seen from the results of the value homogeneity testposttest two class statessignificance 0.992 > α or 0.05. So H0 is accepted, which means that the n-gain value of social skills for both classes can be declared the same or homogeneous. After carrying out the prerequisite tests, the next thing to do is test the differences using the independent t-test following the results of the independent t-test:

Table 10 T2-tailed n-gain test results of students' social skills

Data	p-value	a	informatio n
Experimental and Control n-gain Results	0,000	0,05	H0d itolak

Based on the table above, the values are obtainedsignificance uji independent t-test two class is 0.000. If the significance value is <0.05, it can be stated that H0 is rejected, meaning that the n-gain value in the two classes has a significant or real difference in value. The results of the questionnaire filled out by students in the Experimental class showed that there was an increase, this can be seen in the following diagram:

Diagram 1 Results of the experimental class questionnaire

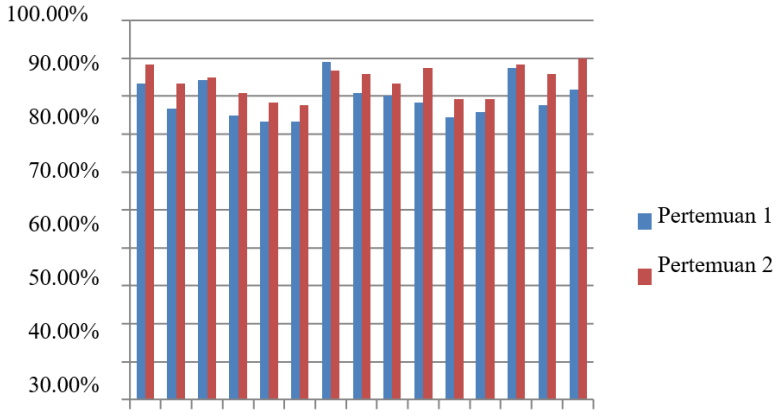

Diagram 1 shows student activitiesin the classroom the experiment improved quite well. In the data obtained, students experienced a decrease in statement number seven where students felt they were still lacking in the aspect of listening to other people when speaking. This could be caused byvarious factors such as the interests of students

when taking part in learning, the attitudes of some students who still prioritize themselvesalone and the condition of the students when filling out the questionnaire (questionnaire) because when filling it out at the third meeting.
Close to break time so you can make itstudents already not focused, whereas the filling in at the first meeting was held in the morning where the students were in a focused condition. Based on the results of the questionnaire filled out by students in the Control class, there is visible improvement, this can be seen in the diagram below:

Diagram 2 Control Class Questionnaire Results

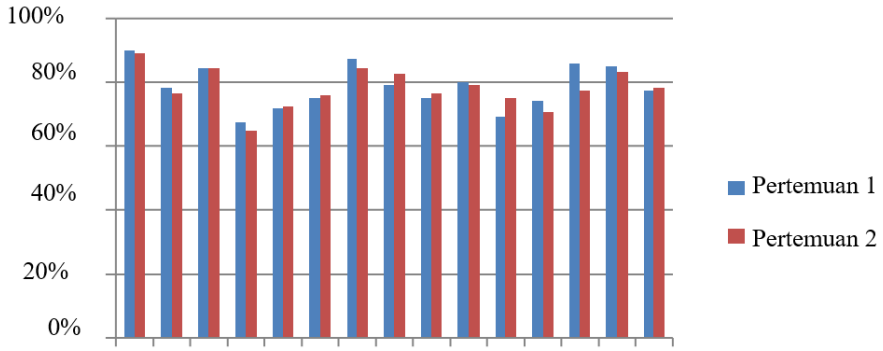

Diagram 2 shows that student activity in the control class had varying results, where there were several statements that had increased, some had decreased. The data obtained by students decreased in statement number thirteen where students did not use itnew model (CTL). Halthis is because In the control class, students use the conventional model so they do not feel like they are learning with the CTL model.

Based on test resultssignificance regression which is intended to identify whether it is significant or notinter-influence two variables to be measured obtained sig values. amounting to 0.000 <0.05 in accordance with the decision making criteria H0 is rejected and it is concluded that the CTL model has a significant effect on students' social skills abilities. After it was discovered that the two variables had a significant effect, a coefficient of determination test was carried out to identify how much influence the CTL model had on students' social skills, which was 49.6%. Based on the analysis presented, the CTL model has a linear relationship with students' social skills abilities and is proven to have an influence of 49.6%.

The influence of the CTL model on students' social skills abilities was carried out by looking at the similarity of the results of the independent t-test on the posttest scores for the experimental class and the control class which had a result of 0.001. Marksignificance is smaller than 0.05, then H0 is rejected, meaning that the posttest data in the experimental class and control class are different. Based on research results which show that the average scorepretest There are differences in the two classes, the research results show that the average scorepretest the experimental class has a higher score, namely 81.97, while the control class has a score of 73.75, so the difference in score between the experimental class and the control class is 8.22. then it can be concluded that the average scorepretest in the experimental class and control class there is a difference between the class that receives learning using the CTL model (experimental class) and the class that receives learning using the model (conventional).

This research, apart from looking at the average scores obtained in the pretest and posttest, also looked at the increase in the N-gain score of the social skills of students in the experimental class and control class which could be seen by the average N-gain score in both classes. In the Experimental class the N-gain value obtained was 0.5737 with a moderate interpretation and in the control class it was 0.3697 with a moderate interpretation. Learning with the CTL model can improve students' social skills

(Jumiatin, 2015). The CTL model which emphasizes the learning community component can improve students' social skills because the learning community component students getrelated information learning is not just sourcedfrom students but also with friend-friends, students discuss with each otherbased on questions-questions asked by teachers and students discuss with each other and help in solving problems, this is what makes students' social skills more visible.

CONCLUSION

Results of research on the influence of the model*contextual teaching and learning* component*community* in an effort to improve students' social skills abilities in social studies learning in elementary schools carried out at SDIT Baiturrahman can be takenconclusion where based on a simple linear regression test, it shows the influence of the component CTL model*community* to improve skill abilitiessocial amount 49.6%. Influencemodel CTL community component seento students who follow learning with the CTL model are more visible in the indicators of communication skills where students can express opinions well, group building skills where students can work together and help each other with friends, problem solving skills where students candiscuss for looking for a way out and students can control their emotions when studying and basic interaction skills where students can build good relationships with teachers and their peers.

The increase in students' social skills in the experimental class and control class can be seen based on the average n-gain score. The experimental class obtained an average n-gain of 0.5737 with a moderate interpretation and the control class obtained an average n-gain of 0.3697 withinterpretation currently. The experimental class had a higher improvement value than the control class even though both classes had moderate interpretations. The difference test then obtained results in the form of a p-value of 0.000<0.05, indicating that there was a significant difference. Then it can be proven by an increase in the social skills of the experimental class and the control class which are better at using the CTL model in implementing their learning compared to those who do not use the CTL model.

From the results of research on the influence of the Community Component CTL model in efforts to improve students' social skills in social studies learning in elementary schools, researchers can provide recommendations to readers who want tocarry out research who want to use the Community Component CTL model andsocial skills It's a good idea to look for different samples so that research will continue to develop and get varied resultsintegrate with other learning models.

REFERENCES

Aini, N. (2018). Improving Students' Social Skills in Social Sciences Subjects Using the Make A Match Type Method for Class IV Students at MI Ma'arif 1 Punggur, Central Lampung. 6.

Al Hakim, M. F., Sariyatun, S., & Sudiyanto, S. (2018). Constructing Students Critical Thinking Skill Through Discovery Learning Model And Contextual Teaching And Learning Model As Solution Of Problems In Learning History. *International Journal Of Multicultural And Multireligious Understanding No.5 Vol.4* , 175-183.

Afrina, A., Abbas, E. W., & Susanto, H. (2021). The Role of Historical Science in Social Studies Learning Materials for Increasing Values of Student's Nationalism. *The Innovation of Social Studies Journal*, *3*(1), 1-8.

Ginanjar, A. (2016). Strengthening the Role of Social Studies in Improving Students' Social Skills. Harmony Vol. 1 No. 1 , 119.

Guru Rayon, P. (2012). Deepening Material and Learning Methodology. Bandung: Indonesian Education University.

Hendawati, Y., Pratomo, S., Suhaedah, S., Lestari, N., Ridwan, T., & Majid, N. W. (2019, October). Contextual Teaching And Learning Of Physics At Elementary School. *In Journal Of Physics: Conference Series* , (Vol. 1318, No. 1, P. 012130). IOP Publishing.

Ho, H. C. Y., Poon, K. T., Chan, K. K. S., Cheung, S. K., Datu, J. A. D., & Tse, C. Y. A. (2023). Promoting preservice teachers' psychological and pedagogical competencies for online learning and teaching: The T.E.A.C.H. program. *Computers & Education*, *195*, 104725. https://doi.org/10.1016/J.COMPEDU.2023.104725

Jumiatin, D. (2015). The Influence of Contextual Teaching and Learning (CTL) on Early Childhood Social Skills. Tunas Siliwangi, 73-81 Vol.1 No.1.

Kasmad, M., & Protomo, S. (2012). Paikem-Based Learning Models. Jakarta: Pustaka Mandiri.

Mala, O., Kain, V. J., & Forster, E. M. (2023). Evaluating an educational program for enhancing neonatal intensive and special care nurses' and midwives' competence with neonatal pain management: A quasi-experimental study. *Journal of Neonatal Nursing*. https://doi.org/10.1016/J.JNN.2023.11.013

Mashudi, D.H., & Azzahro, F.M. (2020). Contextual Teaching And Learning. Lumajang: LP3DI Press.

Rahmad. (2016). The Position of Social Sciences (IPS) in Elementary Schools. Muallimuna Vol.2 No1 ,70.

Setyowati, D. (2019). The Effectiveness of a Contextual Teaching and Learning Approach with Concepts on Elementary School Students' Skills. Journal of Educational Research Vol.39, No 2, 51-56.

Sugiyono. (2013). Educational Research Methods. Bandung: Alphabeta.

Shea, P. (2006). A study of students' sense of learning community in online environments. *Journal of Asynchronous Learning Networks*, *10*(1), 35-44.

Syahbana, A. (2012). Improving the Mathematical Critical Thinking Ability of Middle School Students Through a Contextual Teaching and Learning Approach. Edumatica Volume 02 Number 01, 45-58.

Syaifuddin, T., & Nurlaela, L. (2021). Contextual teaching and learning (CTL) model to students improve learning outcome at senior high school of model terpadu Bojonegoro. *IJORER: International Journal of Recent Educational Research*, *2*(5), 528-535.

Winataputra, U.S. (2002). Elementary School Social Sciences Materials and Learning. Jakarta: Open University.