Application of The Contextual Teaching And Learning (CTL) Learning Model Using Public Service Advertising Video Media On Explanation Text Writing Skills Class VI Students of MI Attaqwa Kalanganyar Kar

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Application of The Contextual Teaching And Learning (CTL) Learning Model Using Public Service Advertising Video Media On Explanation Text Writing Skills Class VI Students of MI Attaqwa Kalanganyar Karanggeneng Lamongan

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ABSTRACT

This research is motivated by the problem of the number of students who do not complete explanatory texts. This is because the learning model used is still conventional, and the teacher is not maximal in using learning media in explanatory text material. With these conditions, students are passive and unmotivated in participate in learning, which has an impact on student learning outcomes. Based on these problems, the researchers took the formulation of the problem regarding (1) the application of the model, (2) the completeness of student learning outcomes, and (3) student responses. The purpose of this research is to find out how effective the application of the Contextual Teaching and Learning (CTL) learning model is by using public service advertisement videos as learning media in explanatory text material in terms of model application, student learning outcomes, and student responses. This study uses a mixed research method, namely qualitative and quantitative research that is descriptive. The data collection techniques used are (1) observation techniques, (2) tests, and (3) questionnaires. The results of this study indicate that the application of the Contextual Teaching and Learning (CTL) learning model using media video advertisements for public services is effective for use in explanatory text material for class VI MI Attaqwa Kalanganyar, Karanggeneng Lamongan in terms of the percentage value (1) the application of the model is 88.53%, (2) student learning completeness is 84%, and (3) student response is 83.66%.

INTRODUCTION

In the modern era like today, teachers are required to be able to carry out active, innovative, creative, effective, and fun learning activities (PAIKEM), which aim to develop students' potential by involving students in actively living, experiencing, and understanding the material based on their experiences. Thus, the material will be easier for students to understand and remember. However, the problem we often encounter today is that many teachers still carry out the conventional learning process, namely learning that takes place in one direction, where the teacher transfers knowledge to students. active students in learning becomes less and affects student learning outcomes. Conventional learning has not been able to invite students to be actively involved in independent learning through discovery and thought processes. So there needs to be innovation in every learning activity, which can be done through the application of a model del learning. The learning in question is not only capable of material but also able to encourage students to participate actively in learning activities so that students can make connections between the material studied and the real world and be able to apply it in everyday life (Sanjaya, 2008: 109).

In addition, so that the delivery of learning can run effectively and optimally, it is also necessary to have learning media as an alternative to deliver the material being taught. In choosing the media to be used, it must be adjusted to the material being

taught. Hasan et al. (27:2021) states that learning media is an intermediary or liaison between teachers and students that aims to stimulate students' stimulus to be motivated to participate in learning activities in a full and meaningful way. Thus, learning media is one of the learning alternatives to convey information from teachers to students so that learning activities can run effectively and optimally.

Based on the description above, it can be seen the importance of implementing learning models and media in achieving effective and optimal learning. The application of learning models and media also needs to be applied in Indonesian language learning. In learning Indonesian, there is writing competence, one of which is the skill of writing explanatory texts, which is taught to class VI SD/MI students. An explanatory text is a text that contains a description of natural, social, and cultural events from a scientific point of view.

Based on the results of interviews with Indonesian language teachers in class VI MI Attaqwa Kalanganyar, it was revealed that student learning outcomes in learning to write explanatory texts were less than optimal. This is shown by the daily test scores of students on explanatory text material that have not reached the KKM (Minimum Completeness Criteria). The KKM value determined is 75. Of the 25 total students, there are 12 students whose scores are below 75. Less than optimal learning outcomes are the result of the use of models and learning media that are less innovative in delivering explanatory text material. This is supported by the results of observations made during the explanatory text learning activities. In practice, the teacher still dominates and becomes the center of learning activities. This condition causes learning activities to become monotonous and boring for students. In addition, the learning media used by the teacher in delivering explanatory text material is still not optimal, namely using image media pasted on manila paper. Then students are asked to write an explanatory text according to the picture. The application of the model and the use of non-variative learning media have an impact on the limited knowledge and ideas that should be developed by students in writing explanatory texts. With the limited knowledge, ideas, and skills of students, it is difficult to achieve the planned learning targets.

Based on the problems above, an alternative action is given in the form of applying a learning model, namely contextual teaching and learning. Nurhadi (in Fahyani and Nurdyansyah, 2016:36) states that contextual teaching and learning is a learning concept that is oriented towards the linkage of material with real-world situations, and then students can apply it in everyday life. The learning model of contextual teaching and learning in learning to write explanatory texts can be done by taking the following steps: (1) constructivism, namely the process of building new knowledge based on experience. Here, the teacher asks what students have experienced related to explanatory text and relates it to learning. (2) inquiry, namely the learning process based on discovery. Here, students learn to find new knowledge for themselves from the material they learn about writing explanatory texts. (3) Questioning, namely skills in asking questions. Here, the teacher asks students questions related to explanatory text material that has not been understood. (4) modeling, namely the learning process by demonstrating or providing illustrations about a thing. At this stage, students are given video shows about natural disasters. (5) learning community, group learning process and learning resources. At this stage, students are given LKPD to each group and the teacher guides students if they have difficulty. Then the group

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representatives were present in front of the class. (6) Reflection, namely the deposition of experiences that have been learned by recalling what has been learned. Here, the teacher repeats the explanation about the explanatory text material and (7) authentic assessment, namely an assessment of student performance and products.

In addition to the application of learning models, interesting learning media are also needed so that they can increase students' interest in the material being taught, especially in the material for writing explanatory texts, namely audio-visual or video-shaped media. The videos selected in this study are public service advertisements. Public service advertisements are non-profit advertisements (Liliweri in Nugraha and Sulistyaningrum, 2018:11). In other words, this type of advertising does not seek profit from the audience. Public service advertising is a tool used to convey social messages, impart knowledge, persuade, and educate audiences. Usually, this type of advertising is used by the government to disseminate its programs. The public service advertisements used by researchers are sourced from the BNPB Indonesia YouTube account. BPNB Indonesia is the official YouTube account of the National Disaster Management Agency or BNPB for short. The BPNB Indonesia account does not only contain news related to disasters that occurred in Indonesia but also contains information related to health, governance, and awareness of the environment.

The public service advertisement was chosen by researchers because it is an interesting media because it contains visuals and audio, Besides that this video advertisement is packaged in animation so that it can increase learning motivation and can attract students' interest in learning to continue listening to the service. Students will also find it easier to understand explanatory text material and can increase students' interest in writing explanatory texts. Here, students are given a video showing a public service advertisement entitled Siaga Tanah Landsor. In the advertisement, it illustrates the causes and symptoms of landslides and how they occur, as well as the efforts that can be made to prevent and deal with landslide natural disasters. Through this show, students can develop their ideas for writing explanatory texts.

RESEARCH METHOD

This type of research uses a mixed method, namely descriptive qualitative and quantitative research. Moelong (in Valentina, 2021: 53) states that qualitative research is research that aims to understand the behavior, perceptions, motivations, and actions of the research subjects. Meanwhile, quantitative research methods are used to examine certain samples by collecting data using research instruments as well as quantitative data analysis (Sugiyono, 2015: 8).

Data is the result of recording researchers, both facts or figures (Arikunto, 2013:161). The data in this study are teacher and student activity data, student learning outcomes, and student responses. The sources of data in this study are (1) Indonesian language teachers to obtain data in the form of teacher activities (researchers) who carry out explanatory text learning, and (2) 25 students of class VIII E to obtain data on student activities, complete learning outcomes. , and student responses. The data collection techniques are observation, tests, and questionnaires. The data collection instrument is a tool for collecting data with data collection instruments including teacher and student activity observation sheets, test question sheets, and student

response sheets. The data collection procedure was carried out through the preparation, implementation, and post-research stages.

RESULTS AND DISCUSSION

1. **Observation of Teacher and Student Activities**

   a. **Teacher Activity Observation**

   Teacher activity data were observed by Indonesian language teachers using observation sheets. The teacher activity observation sheet contains 22 aspects accompanied by 4 assessment scores (1,2,3, and 4). After analyzing the teacher activity observation data, it can be concluded that the application of the CTL learning model using the video media of public service advertisements on explanatory text material is effective to be applied to class VI students of MI Attaqwa Kalanganyar, as evidenced by the acquisition of a percentage value of 94.31% with a very good category. The percentage value is calculated using the following formula.

   $$P = \frac{fx}{N} \times 100\%$$

   > Information:
   > P : Percentage
   > fx : Score
   > N : Maximum value (88)
   > 100% : Fixed number

   So that the average percentage of teacher activity is obtained as follows.

   $$P = \frac{83}{88} \times 100\%$$

   P = **94,31%**

   b. **Student Activity Observation**

   Data on student activity during learning was obtained by using student activity observation sheets which contained 19 aspects with 4 choices of assessment scores (1, 2, 3, and 4).

   Based on the results of the analysis of student activity observation data, it can be concluded that the application of the CTL learning model using public service advertising video media on explanatory text writing material is effective to be applied to class VI students of MI Attaqwa Kalanganyar as evidenced by the acquisition of a percentage value of 82.75% with a very high category. good. The percentage value is calculated using the following formula.

   $$P = \frac{x}{y} \times 100\%$$

   > Information :
   > P : Percentage of student activity
   > X : Frequency that appears
   > Y : Overall activity frequency

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100% : Fixed number

(Trianto, 2017:171)

So that the average value of the activity of all students is as follows.

$$P = \frac{64}{76} \times 100\%$$

$$P = \mathbf{84{,}21\%}$$

2. Student Learning Outcomes

Data on student learning outcomes in the explanatory text material obtained during the learning process was obtained through a test that had been prepared by the researcher. The test given consists of five questions with a maximum score of 20 in each question. The question sheets given are as follows.

Explanation Text Question Sheet

Question	Score
Make an explanatory text according to the video of the natural phenomenon "landslide" presented by your teacher by paying attention to the following points!	
1. Make an explanatory text outline based on the video that is shown by paying attention to the correct explanatory text structure!	20
	20
2. Develop the framework that you have made using the explanatory text development pattern!	
3. Make sure the contents of the explanatory text that you make are complete and in accordance with the video shown by your teacher!	20
	20
	20
4. Use the correct linguistic rules in writing explanatory texts!	
5. Make sure the explanatory text that you make is truly original from your work!	
Maximum Quantity	100

Based on the data analysis of learning outcomes, it can be seen from the number of 25 students there are 21 students who have completed learning and 4 students have not completed learning. Meanwhile, the percentage of completeness of student learning outcomes got a percentage value of 84% with a very good category. Thus, it can be concluded that the application of the CTL learning model using the video media of public service advertisements is effective to be applied in class VI students of MI Attaqwa Kalanganyar in terms of student learning completeness. The formula used to calculate the percentage value of student learning outcomes is as follows.

$$PT = \frac{nk}{N} \times 100\%$$

Information:

PT : Percentage of classical completeness

nk : Number of students who finished studying (21)

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N   : Total number of students
100%   : Fixed number

So that the percentage value of student learning outcomes is obtained as follows.

$$PT = \frac{21}{25} \times 100\%$$

$$PT = \mathbf{84\%}$$

3. Student Response

Learning responses are used to obtain information about students' responses to the learning that has been done. The student response sheet contains 15 aspects with 4 answer choices, (1 = disagree, 2 = disagree, 3 = agree, 4 = strongly agree).

Based on the results of the analysis of student response data, it can be concluded that the application of the CTL learning model using video media of public service advertisements on the explanatory text writing material is declared effective to be applied to class VI students of MI Attaqwa Kalanganyar as evidenced by the acquisition of a percentage value of 83.66% with a very good category. The formula used to calculate the percentage value of student responses is as follows.

$$P = \frac{XR}{N} \times 100\%$$

Information :
P   : Average percentage of all student responses
XR   : The value of all student responses
N   : Total number of students (25)
100%   : Fixed number

So that the percentage value of student responses is obtained as follows.

$$P = \frac{2091,67}{25} \times 100\%$$

$$P = \mathbf{83,66\%}$$

Based on observation,Student response and student learning outcome result, it can be concluded that CTL have positive outcome on student writing skills, another effective Research consistently demonstrates the effectiveness of the CTL method in boosting writing skills, particularly descriptiveness and negotiation (Rahayu & Sidabalok, 2023; Syafira & Afnita, 2022). Similarly, studies report improvements in critical thinking, motivation, and the ability to write descriptive and narrative texts (Wahyuni, 2021; Muchtar et al., 2020). Furthermore, the development of CTL-based electronic modules suggests potential for further advancement in e-learning materials to enhance text writing (Gujer & Afnita, 2019; Afnita et al., 2019).

This research focuses more on the use of video media in improving writing skills, By using video media in the Contextual Teaching and Learning (CTL) model, this research focuses on its effectiveness in enhancing writing skills. Videos offer powerful tools for presenting real-world examples, demonstrations, and explanations, leading to a deeper understanding of complex concepts and their applications in various contexts. Research evidence indicates that the CTL approach incorporating multimedia resources significantly improves students' writing and mathematical communication abilities

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(Satriani et al., 2012). Similarly, multimedia applications show promising results in improving language mastery, like Arabic, and listening/speaking skills (Selvianiresa & Prabawanto, 2017). Furthermore, the student-centered nature of multimedia teaching fosters individual development and boosts learning interest and quality. Therefore, integrating videos aligns perfectly with CTL's emphasis on creating relevant and meaningful learning experiences for students.

Videos employed in education effectively address the needs of diverse learners by offering visual and auditory learning opportunities. Visual learners benefit from real-world examples and demonstrations, while auditory learners gain from spoken explanations. This approach aligns with research findings that captioned videos can differentially impact L2 listening skills based on individual learning style preferences (Kam et al., 2020). Furthermore, studies demonstrate that combining visual presentations with auditory explanations optimizes cognitive resources and enhances learning outcomes (Schrader et al., 2021). Additionally, incorporating authentic audio and video materials improves speaking fluency for both visual and auditory learners (Mahmoudi & Tasnimi, 2023). In conclusion, the dual sensory input of video aligns with educational principles of catering to diverse learning styles and effectively promotes understanding, retention, and language proficiency for students.

The use of video media is crucial for enriching the educational experience within the CTL model. This is because video aligns perfectly with the core principles of CTL. Research has shown that video can be a highly effective educational tool, significantly enhancing students' learning and comprehension (Brame, 2016). Additionally, the CTL approach aims to develop students' scientific attitude and performance by anchoring teaching and learning in their diverse life contexts. Videos can provide a more complete, clear, varied, interesting, and fun learning experience, which resonates with the principles of CTL (Anggreni et al., 2022). Moreover, the contextual approach in CTL emphasizes full student involvement and connecting material to everyday life. Videos can actively engage students and bring learning closer to their realities, fostering a deeper grasp and practical application of knowledge, which are fundamental goals of the CTL model (Dewi & Agustika, 2022).

CONCLUSIONS

Based on the results that have been observed and analyzed in the discussion, it can be concluded that the application of the Contextual Teaching and Learning (CTL) learning model using public service advertisement media on the material of explanatory text writing skills for grade VI students of MI Attaqwa Kalanganyar is concluded to be effective. This is based on the results of (1) teacher activity of 94.31% and student activity of 84.21%, (2) student learning outcomes test of 84%, (3) student response of 83.66%. The number of students who completed their learning with scores above the KKM shows that the application of the contextual teaching and learning model using public service advertisement media has been proven to help students improve their scores in writing explanatory texts.

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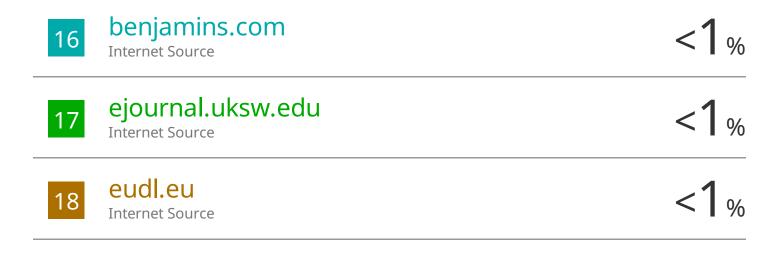
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