Efforts To Improve Science Learning Outcomes On Economic Activity Materials Through Modelscontextual Teaching And Learning (CTL) Students Class IVSD State 064017 Medan

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	ABSTRACT
	This study aims to improve social studies learning outcomes by using a Contextual Teaching and Learning (CTL) model in fourth grade students of SD Negeri 064017 Medan. This type of research is classroom action research (Clasroom Action Research). The research subjects in this research were all grade IV students of SD Negeri 064017 Medan Perjuangan totaling 31 students. This research model uses the Kemmis and Mc Taggart models. The method used in this research is 1) test, 2) observation, 3) documentation. The technique used to analyze data is qualitative data and quantitative data. Social studies learning by using the Contextual Teaching and Learning (CTL) model can improve social studies learning outcomes for fourth grade students of SD Negeri 064017 Medan. Increased social studies learning outcomes in the first cycle by an average of 66.45 and an increase in the second cycle by 81.9.
Kata Kunci	*Learning Outcomes, Contextual Teaching and Learning*

INTRODUCTION

According to Winkel (1999: 53) learning is a process in which individuals interact with the environment to achieve changes in their behavior. Learning is a mental/psychic activity that takes place in active interaction with the environment which produces changes in knowledge, skills and attitudes. These changes are obtained through effort (not due to maturity), persist over a relatively long time and are the result of experience. Learning outcomes are greatly influenced by the learning process experienced by a person. The strategy and planning in question is an activity that shows how the teacher organizes the entire lesson, including: managing time, selecting models, methods, approaches and so on. This means how teachers determine strategies, as well as models and approaches in an effort to achieve learning outcomes that are in accordance with what was planned. To achieve learning goals at school, teachers are expected to use approaches, strategies, models, methods and media that are appropriate to the learning material, characteristics and environment around students. The chosen

approach should prioritize direct student involvement in learning, so that student activity is prioritized, and the teacher acts as a facilitator and motivator in the learning process. For this reason, in social studies learning, teachers are expected to use learning models that provide opportunities for students to develop their potential optimally, meaning that apart from increasing abilities from cognitive aspects, affective aspects and social skills, students also have knowledge and understanding, learning attitudes, social values and attitudes. For some students, social studies is considered a boring subject. The cause of students' low ability to learn social studies is because teachers still use the lecture model or teacher-centered model and the lack of media used. Social studies learning should use a learning model that is able to link the material taught with the real world of students, so that students are able to apply learning outcomes to their lives as members of the family and community. Based on the explanations above, researchers are interested in conducting research in class IV of SD Negeri 064017 Medan. Researchers try to overcome this by using models*"Contextual Teaching and Learning"* (CTL) on economic activity material. It is hoped that the model used can help simplify and improve student learning outcomes in social studies learning.

RESEARCH METHOD
Types of research
　　This research uses classroom action research*(classroom action research)*
**Time and Place of Research**
　　This research was carried out in June, even semester. This research was carried out at SDN 064017 which is located at Jalan Madong Lubis no 1 Medan Perjuangan. The research was carried out in class IV.
Research Subjects and Objects
　　The research subjects in this study were all class IV students at SDN 064017 Medan, totaling 31 students consisting of 13 female students and 18 male students. In determining the research subjects, the researcher first carried out preliminary observations in class, to determine the condition of the fourth grade students. The object of this research is improving social studies learning outcomes in class IV of SD Negeri 064017 Medan Perjuangan using the learning model*Contextual Teaching and Learning* (CTL). The object of this research is improving social studies learning outcomes in class IV of SD Negeri 064017 Medan Perjuangan using the learning model*Contextual Teaching and Learning* (CTL).

Research Design
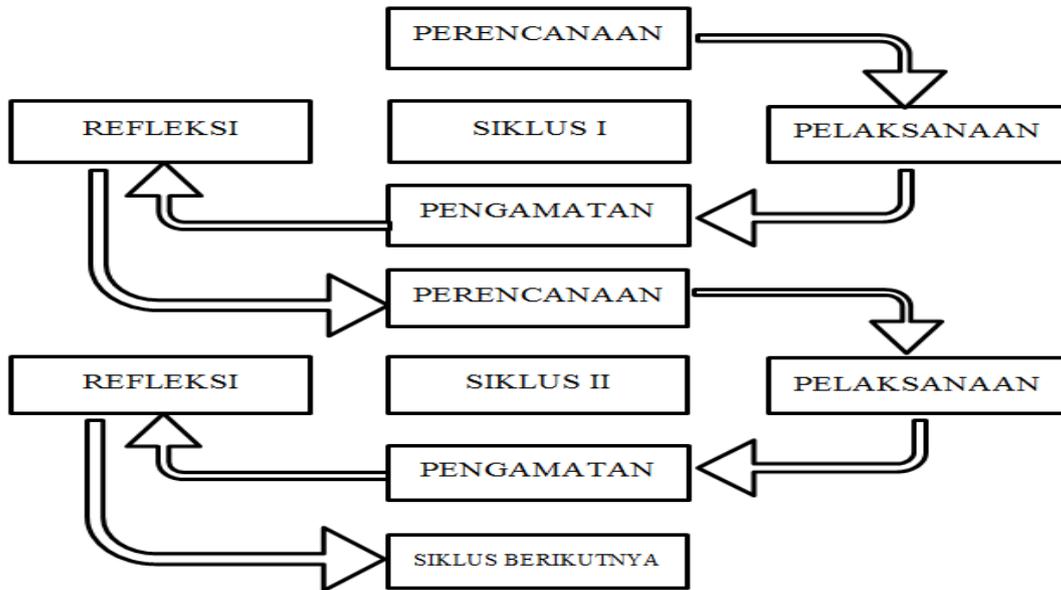
Data analysis technique
Quantitative Data Analysis

Quantitative analysis is a form of analysis in the form of numbers or figures taken from test result data. Quantitative analysis in this research was used to determine student learning outcomes in social studies learning using a learning model*Contextual Taching and Learning* (CTL).

Qualitative Data Analysis

Qualitative analysis was taken from the results of observation sheets in the social studies learning process using the learning model*Contextual Teching and Learning* (CTL).

Success Indicators

This research can be said to be successful if:

1. There was an increase in student learning achievement in social studies learning in class IV in cycle I and subsequent cycles.

2. At the end of the research, the completeness score of students' classical learning outcomes reached > 80% with 25 students having achieved the specified KKM.

RESULTS AND DISCUSSION

Pre-Cycle Students

No	Student's name	Mark	Information	
			Complete	Not Completed
1.	ACS	50	-	Not Completed
2.	AS	50	-	Not Completed
3.	YEAR	40	-	Not Completed
4.	DM	70	Complete	-
5.	JRF	70	Complete	-
6.	THE	60	-	Not Completed
7.	KD	50	-	Not Completed
8.	MRD	60	-	Not Completed
9.	MRE	60	-	Not Completed
10.	MDA	70	Complete	-
11.	MARCH	40	-	Not Completed
12.	etc	70	Complete	-
13.	PH	60	-	Not Completed
14.	Well	60	-	Not Completed
15.	PK	70	Complete	-
16.	R	70	Complete	-
17.	RP	60	-	Not Completed
18.	RS	70	Complete	-
19.	DA	60	-	Not Completed
20.	SRK	70	Complete	-
21.	SAN	70	Complete	-
22.	TD	50	-	Not Completed
23.	WAC	80	Complete	-
24.	OF	60	-	Not Completed
25.	IN THE	50	-	Not Completed
26.	MG	50	-	Not Completed
27.	IMF	60	-	Not Completed
28.	AND	60	-	Not Completed
29.	AM	70	-	Not Completed
30.	AND	60	-	Not Completed
31.	on	60	-	Not Completed
Amount		1880		
Rate-rate		60,6		
Number of students			10	

who completed			
Student Completion Percentage		32,2%	
Number of students who did not complete			21
Percentage of Student Incompletion			67,7%

In this initial condition, only 10 students (32.2%) were declared complete.
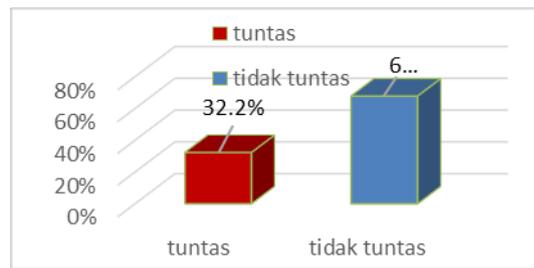
Cycle I Test

No	Student's name	Mark	Information	
			Complete	Not Completed
1.	ACS	70	Complete	
2.	AS	70	Complete	
3.	YEAR	60	-	Not Completed
4.	DM	80	Complete	
5.	JRF	80	Complete	
6.	THE	70	Complete	-
7.	KD	50	-	Not Completed
8.	MRD	70	-	Not Completed
9.	MRE	60	-	Not Completed
10.	MDA	80	Complete	-
11.	MARCH	40	-	Not Completed
12.	etc	70	Complete	-
13.	PH	60	-	Not Completed
14.	Well	70	Complete	-
15.	PK	70	Complete	-
16.	R	60	-	Not Completed
17.	RP	60	-	Not Completed
18.	RS	70	Complete	-

19.	DA	70	Complete	-
20.	SRK	80	Complete	-
21.	SAN	70	Complete	-
22.	TD	50	-	Not Completed
23.	WAC	80	Complete	-
24.	OF	70	Complete	-
25.	IN THE	60	-	Not Completed
26.	MG	50	-	Not Completed
27.	IMF	70	Complete	-
28.	AND	70	Complete	-
29.	AM	70	Complete	-
30.	AND	70	Complete	-
31.	on	60	-	Not Completed
Amount		2060		
Rate-rate		66.45		
Number of Students Completed			20	
Student Completion Percentage			64,5%	
Incomplete Number of Students				11
Percentage of Student Incompletion				35,4%

Based on the data above, it can be seen that the average score obtained by students is still relatively low, namely 66.45 and there are 20 students who got a score ≥ 70, so the percentage of class learning completeness is 64.5%.
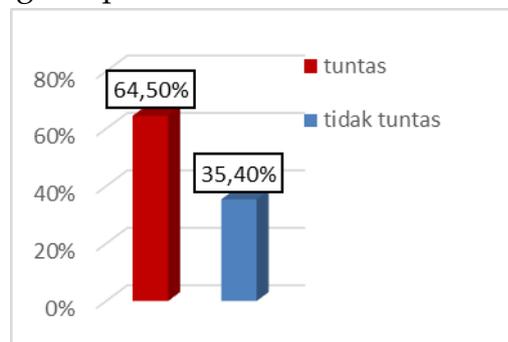
Cycle II test

No	Student's name	Mark	Information	
			Complete	Not Completed
1.	ACS	80	Complete	-
2.	AS	80	Complete	-
3.	YEAR	70	Complete	-
4.	DM	100	Complete	-
5.	JRF	100	Complete	-
6.	THE	90	Complete	-
7.	KD	70	Complete	-
8.	MRD	80	Complete	-
9.	MRE	70	Complete	-
10.	MDA	90	Complete	-
11.	MARCH	60	-	Not Completed
12.	etc	80	Complete	-
13.	PH	80	Complete	-
14.	Well	70	Complete	-
15.	PK	80	Complete	-
16.	R	90	Complete	-
17.	RP	80	Complete	-
18.	RS	90	Complete	-
19.	DA	70	Complete	-
20.	SRK	100	Complete	-
21.	SAN	100	Complete	-
22.	TD	60	-	Not Completed
23.	WAC	100	Complete	-
24.	OF	90	Complete	-
25.	IN THE	70	Complete	-
26.	MG	70	Complete	-
27.	IMF	80	Complete	-
28.	AND	90	Complete	-
29.	AM	90	Complete	-
30.	AND	80	Complete	-
31.	on	80	Complete	-
Amount		2540		
Rate-rate		81,9		
Number of Students Completed			29	

Student Completion Percentage		93,5%	
Incomplete Number of Students			2
Percentage of Student Incompletion			6,4%

After cycle II was completed, the students' tests were obtained, namely the class average score increased to 81.9 with the overall student learning completion percentage increasing to 93.5%.
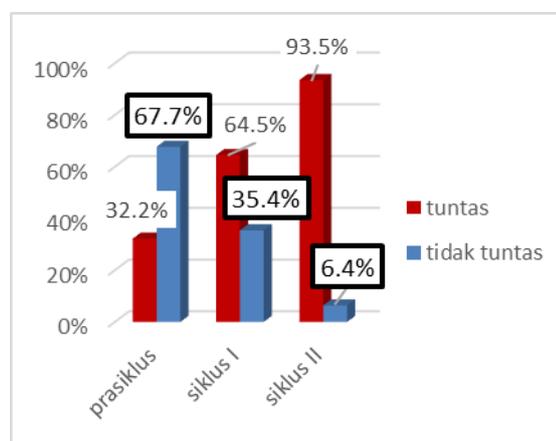
Based on the research results above, it can be stated that by using a learning model*Contextual Teaching and Learning* (CTL) can improve student learning outcomes. Therefore, the hypothesis in this research can be accepted.

CONCLUSION

Based on the results of Classroom Action Research conducted at SD Negeri 064017 Medan in class IV, it can be concluded that the model*Contextual Teaching and Learning* (CTL) can improve student learning outcomes.

This is proven by the increase in student learning outcomes. In the pre-cycle stage, the percentage of student completion was 32.2% (10 students) then increased in the first cycle to 64.5% (20 students). Then action was carried out again in cycle II and student completion increased by 93.5% (29 students). This can also be seen from the average student completion score. In the pre-cycle stage, the average student completion score was 60.6, then increased in the first cycle to 66.45. Then continued with providing action in cycle II and the average student completion increased to 81.9. So that the results have met the specified success criteria.

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