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The Influence of the Contextual Teaching and Learning Model Assisted by Audio Visual Media on Student Learning Outcomes in Social Science Subject Class V SD Inpres 1 Kayumalue Pajeko

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A B S T R A C T

This study aims to determine the effects of the Contextual Teaching and Learning Model on the learning outcomes of science students in Class V SD Inpres 1 Kayumalue Pajeko through the use of audiovisual resources. This study uses a quantitative technique and a quasi-experimental research design. The 42 grade V pupils from SD Inpres 1 Kayumalue Pajeko for the 2024–2025 school year, 21 of whom were in the experimental class and 21 of whom were in the control class, make up the study's population. For sampling, the saturation sampling approach is employed. Data collection techniques include observations, interviews, learning outcome evaluations, and documentation. In data analysis, both descriptive and inferential analysis are employed. This study uses a quantitative technique and a quasi-experimental research design. The 42 grade V pupils from SD Inpres 1 Kayumalue Pajeko for the 2024–2025 school year, 21 of whom were in the experimental class and 21 of whom were in the control class, make up the study's population. For sampling, the saturation sampling approach is employed. Data collection techniques include observations, interviews, learning outcome evaluations, and documentation. In data analysis, both descriptive and inferential analysis are employed. The results showed that the average score of the experimental class was V SD Inpres 1 Kayumalue Pajeko

INTRODUCTION

Learning could be a framework comprising of a few components that connected with each other (Jamil, 2019). Meanwhile, according to Ardiana (2022), learning could be interaction between students, teachers, and educational resources in a classroom setting. Instructors manage the whole set of learning activities within the learning handle, including learning and the comes about are within the frame of teaching impacts.

Agustina et al. (2023) expressed that within the autonomous educational programs, science and social ponders learning are combined into IPAS. The reason of IPAS within the free educational programs is to create interface, interest, dynamic parts, and be able to develop information and aptitudes. In the mean time, agreeing to Purba (Fadlilah & Imaniar, 2024) uncovered that IPAS learning based on the free educational modules can be carried out with the interaction of teachers with understudies so that there's correspondence between them.

Syamsuddin and Istiyono (Syamsuddin & Mutiara, 2021) said that great learning is the learning given by instructors based on a really guided learning structure and exercises so that understudies contribute specifically to learning.

Lastrijanah et al. (Suradi & Sumiati, 2022) uncovered that the significance of a great interaction prepare in classroom learning, a educator should increment his inventiveness to be able to show learning media that can be valuable as a apparatus for passing on information from instructors to understudies. Instructors should utilize learning media to attain compelling learning.

Based on observations made in the Va class of SD Inpres 1 Kayumalue Pajeko, it was found that students' understanding of social studies subjects is still lacking because the learning is still monotonous. This is due to the dearth of media and models that educators employ in the classroom.

According to observations made by Mrs. Yusna S.Pd., the class teacher, during an interview in the Va SD Inpres 1 Kayumalue Pajeko class, the learning process is still focused on the instructor, and the learning outcomes are still deficient. According to the overall student completion rate in the science course, 14 students, or 66.67% of the total, have finished, while 33.33% have not. (7 students). This is because in the learning process, the teachers of grade Va of SD Inpres 1 Kayumalue Pajeko use more lecture methods and package book media which causes a lack of student participation in the material delivered in the learning process. Seeing these conditions, it shows the need for changes in the learning process in order to create an active, creative and fun learning atmosphere.

In social thinks about learning, understudies are anticipated to be able to create their interest to think about the marvels that exist around their lives. It can too play an dynamic part in keeping up, keeping up, and protecting the assets around it appropriately (Azzahra et al., 2023). Based on the over issue, the analyst will attempt to apply a media-assisted learning show that's anticipated to be way better for understudy learning results in IPAS learning, specifically by utilizing the Relevant Instructing And Learning demonstrate helped by Sound Visual Media.

Bahri (Dewi, 2023) contends that Relevant Teaching and Learning could be a learning demonstrate that makes a difference instructors interface fabric with genuine life. Nurhadi (Rofiq et al., 2020) said that relevant learning may be a learning concept from instructors that brings the genuine world into the classroom and energizes understudies to form associations between information and genuine life.

Concurring to Daryanto in (Daniyati et al., 2023), learning media is everything whether people, objects, or the encompassing environment that can be utilized to communicate or channel messages in learning. so that it can fortify students' consideration, intrigued, considerations and sentiments in learning exercises. Learning media could be a instrument that can be utilized to assist the learning prepare to be more viable and ideal (Fadilah et al., 2023).

Agreeing to Hermawan in (Gabriela, 2021), sound visual could be a cutting edge directions media that's in understanding with the advancement of the times (propels in science and innovation) counting media that can be seen and heard. Meanwhile, concurring to Hamdani in (Ichsan et al., 2021) Sound and visuals or can be called sound seeing media where sound visual will make the introduction of instructing materials to understudies more complete and ideal.

LITERATURE REVIEW

The Audio-visual Media in address is within the frame of video media. Nurwahidah et al. (Azizah et al., 2024) stated that the utilize of audiovisual learning media within the frame of recordings will motivate understudies to be more fascinated by the lessons to be conveyed, so that the utilize of recordings given in learning will cause fervor in students as long as their utilize is suitable and in understanding with the sub-topics displayed.

The researcher is interested in carrying out a study to analyze "The Influence of the Contextual Teaching and Learning (CTL) Model Assisted by Audio Visual Media on Student Learning Outcomes in Science Subjects Class," using the description provided by V SD Inpres 1 Kayumalue Pajeko.

METHODOLOGY

Quantitative research employing quasi-experimental methods is the methodology employed research methods. Concurring to Sugiyono (Matovani et al., 2022), exploratory investigate strategies can be translated as "investigate strategies utilized to discover the impact of certain medicines on others beneath controlled conditions". Exploratory investigate was carried out in two classes employing a comparative course.

There are two groups in this study that will be studied, namely the first group with treatment using the audiovisual-assisted contextual teaching and learning model (X_1), whereas the other group received therapy using the lecture approach (X_2). The group receiving treatment with the help of audiovisual The experimental class was called the control class, while the group that did not receive instruction using the audio-visual aided contextual teaching and learning approach was called the contextual teaching and learning model.

Table 1. Research Design Pre Test-Posttest Control Experiment Design

Class	Pretest	Treatment	Posttest
Experimental class	O_1	X_1	O_2
Control class	O_1	X_2	O_2

Information:
X_1 : Treatment using a contextual approach
X_2 : Treatment using the lecture method
O_1 : Initial test
O_2 : Final test

The study's population consists of 21 students from class Va of SD Inpres 1 Kayumalue Pajeko, which serves 21 pupils from class Vb, which acts as the control group, and the experimental group so that 42 people make up the total population.

Table 2. Number of research population

Yes	Class	L	P	Number of Students
1.	Experimental class	11	10	21
2.	Control class	7	14	21
Total Population				42

RESULTS AND DISCUSSION

Pretest Results

In class V of SD Inpres 1 Kayumalue Pajeko, the researcher conducted her research by designating the VA class as an experimental class consisting of 21 pupils utilizing the Contextual Teaching and Learning Assisted Audio Visual model, and the 21-student VB class as a control group employing the lecture technique. The pretest findings for the experimental and control groups are descriptively analyzed as provided below, specifically:

Table 3. Results of Pretest Data Analysis for Experimental and Control Class

	N	Minimum	Maximum	Mean	Hours of deviation
Pre-Test Experiment	21	41	91	69.14	15.787
Pre-test check-ups	21	32	91	68.43	18.465
Valid N (listwise)	21				

The experimental class's pretest scores, as determined by the aforementioned data, had a standard deviation of 15,787, a 69.14 as the mean, 91 as the maximum, and 41 as the lowest. However, the control group's pretest results showed a mean score of 68.43, a maximum score of 91, and a lowest score of 32 and a standard deviation of 18,465. It is evident from the preceding pretest statistics that the majority of students' abilities fall short of the KKTP, indicating that they lack a basic comprehension of the subject matter.

Posttest Results

The following is a descriptive analysis of the experimental class's and the control class's posttest, namely:

Table 4. Results of Posttest Data Analysis for Experimental and Control Class

	N	Minimum	Maximum	Mean	Hours of deviation
Post-Test Experiment	21	59	100	79.62	12.560
Post-Test Control	21	41	91	73.76	14.869
Valid N (listwise)	21				

According to Following treatment with the Contextual Teaching and Learning model using audiovisual materials, the experimental class's posttest results showed a mean score of 79.62, greater than the experimental class's pretest mean score. A bigger standard deviation and a maximum score are also seen in the experimental class posttest compared to the experimental class of 100, and a minimum score of 59 pretest.

Based on this data, it demonstrates that the average student score has grown considerably, with the experimental class's posttet score being higher and reaching the KKTP pretest is still relatively low. Some students received good ratings on the experimental class's posttest, and some even received perfect scores (100), indicating a rise in the average score. This demonstrates how student learning results may be enhanced via the use of audiovisual aids in conjunction with the Contextual Teaching and Learning approach.

Based on After employing the lecture approach, the control class posttest data showed a mean score of 73.76, higher than the mean value of the control class pretest. The standard deviation was 14,869. The maximum score was 91, the minimum was 41, and the mean score was 73.76. According to the control class's average posttest score, there was that some students experienced a considerable improvement and some other students obtained the same score on the pretest score. This shows that the lecture method has not significantly improved student learning outcomes.

Normality Test Results

The Lilliefors (Kolmogrov-Smirnov) test was used to perform the normalcy test in this study with the use of the SPSS 23 software. The normalcy test findings from this investigation have the following values:

Table 5. Normality Test Results of Pretest and Posttest Data

Class		Kolmogorov-Smirnova		
		Statistic	df	Itself.
Student Learning Outcomes	Pre-Test Experiment	.173	21	.100
	Post-Test Experiment	.170	21	.113
	Pre-test check-ups	.169	21	.119
	Post-Test Control	.158	21	.187

All study data had a Sig value of > 0.05, according to the findings of the data normalcy test utilizing Liliefors (Kolmogorov-Smirnov) with the aid of SPSS 23. This was based on the data in Table 5. The Sig The experimental and control pretests had corresponding results of 0.100 > 0.05 and 0.119 > 0.05. Both the experimental and control posttests had Sig values of 0.113 > 0.05 and 0.187 > 0.05, respectively. As a result, it may be said that all data points have a normal distribution.

Homogeneity Test Results

The homogeneity test was carried out using the levene test or barlett test with the help of *the SPSS 23 program*. The following are the results of the homogeneity test obtained in this study, namely:

Table 6. Homogeneity Test Results Post-Test Experiment and Control

		Levene Statistic	df1	df2	Itself.
Student Learning Outcomes	Based on Mean	.071	1	40	.791
	Based on Median	.034	1	40	.855
	Based on Median and with adjusted df	.034	1	34.353	.856
	Based on trimmed mean	.044	1	40	.834

Based on table 6, it is known that the Sig Based on Mean value is 0.791 > 0.05, so it can be concluded that the *experimental class posttest group and the control class posttest group are the same or homogeneous.*

Hypothesis Test Results
The results of the hypothesis testing obtained are:

Table 7. Results of *Paired Sample T-Test* Experimental Class

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Hours of deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 PreExperiment - PostExperiment	-10.476	6.853	1.495	-13.596	-7.357	-7.006	20	.000

Table 7 indicates that 0.000 is the Paired Sample T-test's significant value. Given that the T-test's significant result is less than 0.05 (0.000 < 0.05), Ho is rejected and Ha is approved. This suggests that the learning results are impacted by the Contextual Teaching and Learning approach, which is backed by audiovisual materials of students in the science class V of SD Inpres 1 Kayumalue Pajeko.

CONCLUSION AND RECOMMENDATION

The researcher discovered that pupils were eager to respond to the questions posed during the learning process. Students appear engaged during the learning process when the researcher asks them to locate nearby technology or equipment and collaborate to finish the LKPD accurately. With the use of audio-visual materials, the Contextual Teaching and Learning learning approach offers students with the opportunity to think critically and deepen their understanding inside and outside of school. Students learn to understand the technology or equipment found around them along with the benefits, roles and problems obtained from these technologies or equipment in their daily lives.

The provision Learning films that use motion animation to teach content are an example of audio-visual media. Researchers use learning films at the start of the learning process after posing a lighter question to encourage and provide answers to the lighter inquiry. Additionally, a lesson film titled "Technology for Life" was supplied by the researcher. This instructional film may help you comprehend the subject matter more easily and reduce boredom during the learning process.

Figure 1. Learning Using Contextual Teaching and Learning Model Assisted by Audio Visual

Based on the conducted study, the experimental class's The average posttest score for the learning outcomes was 79.62, while the average posttest score for the control class was 73.76. The experimental class's pretest learning outcomes had a Sig value of 0.100 > 0.05, whereas the control class's pretest had a Sig value of 0.119 > 0.05. These data were used to calculate the normality test results in table 4.5. Given that the experimental class's posttest learning results were 0.113 > 0.05 and the control class's posttest learning results were 0.187 > 0.05, it can be said that the research findings are normally distributed.

In addition, based on table 4.6, Given that the Sig Based on Mean value is 0.791 > 0.05, it can be said that the posttest groups for the experimental and control classes are identical or homogenous. Additionally, a hypothesis test can be conducted using the Paired Sample T-Test, which is supported by SPSS 23 in table 4.7, since the requirements for normally and homogeneously distributed research data have been satisfied. If the Sig value from the experimental class pretest and posttest is 0.000 < 0.05, then Ho is rejected and Ha is accepted. Therefore, it can be said that the Contextual Teaching and Learning paradigm, which is supported by audio-visual materials, influences how well students understand science in the classroom V of SD Inpres 1 Kayumalue Pajeko.

This result is consistent with the study of Ansori et al. (2020), which found that learning outcomes for both groups of pre-test samples were lower before and after treatment than they were after the treatment (post-test). A tcal value of ≥ ttable (2,140 ≥ 2,000) was obtained at a significant level of 5% with a degree of freedom (dk = 59) and a sig value. (2-tiled) ≤ 0.05 (0.037 ≤ 0.05) according to the results of statistical tests using the SPSS 25 program with the Independent Sample T-test test technique, demonstrating that the Contextual Teaching and Learning model with learning video media has an impact on the science learning outcomes of SDN 9 Ampenan grade V pupils for the 2019–2020 school year.

This research is also supported by Saingo et al. (2022) showing the influence of audiovisual media on student learning outcomes in thematic learning, topic 9 subtheme 3 grade IV SDN Bandungrejosari 1 Malang, using the Contextual Teaching and Learning (CTL) Model. We may infer that the usage of learning videos in Contextual Teaching and Learning has a favorable impact on student learning outcomes in theme learning methodology. The findings of the hypothesis test utilizing the t-test, with a significance threshold of 0.031 smaller

< 0.05, demonstrate this. If the significance value is less than 0.05 (sig, < 0.05), according to the hypothetical formula, Afterward, Ha gets accepted while Ho is turned down. This suggests that students' learning results in theme learning are impacted when they utilize the Contextual Teaching and Learning paradigm with video content and their comprehension of the material that is taught without the use of the model.

According to the findings of the study carried out at SD Inpres 1 Kayumalue Pajeko, The learning results of grade V science students at SD Inpres 1 Kayumalue Pajeko are impacted by the Contextual Teaching and Learning approach, which is bolstered by multimedia resources. Ha was accepted and Ho was rejected because the significant value of the T-Test was less than 0.05, as shown by the results of the hypothesis test using the Paired Sample T-Test at a significant threshold of 5% (0.05), which produced a significant value of 0.000. Therefore, it can be concluded that the study's findings show that experimental classrooms that employ the Contextual Teaching and Learning paradigm with audio-visual aids have a favorable effect on students' learning outcomes materials in social studies subjects compared to control classes that use the lecture method.

FUTHER STUDY

This research still has delays, so further research needs to be conducted regarding the topic The Influence of the Contextual Teaching and Learning Model Assisted by Audio Visual Media on Student Learning Outcomes in Social Science Subject Class V SD Inpres 1 Kayumalue Pajeko in order to improve this research and add insights for readers.

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