

## Contextual Teaching and Learning Based Modules to Improve Social Studies Learning Outcomes for Grade IV Elementary School Students

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### Abstract

Education has a very important role in forming quality human resources and able to adapt to the times, especially in the 21st century era. This study aims to develop a contextual-based social studies teaching module that is valid, practical, and effective in improving the learning outcomes of fourth-grade students at SD Negeri Bina Karya. This research is a Reserch and Development (R&D) study using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. The subject od this study were 26 fourth-grade students of SD Negeri Bina Karya. Data were collected using vaidation questionnaires, practicality questionnaires, and learning outcome tests in the form of pretest and posttest. The data were analyzed using descriptive quantitative methods. The results showhed that the developed teaching module has a high level of validity, with score of 0,96 from the language expert, 0,94 from the media expert, and 0,96 from the categorized as very valid. The practicality with a score of 93% (very practical), individual trials with 73% and small group of 79% (practical). The effectiveness level was indicated by the improvement of students' learning outcomes, with an average pretest score of 30% and posttest score od 79% and an N-gain score 0,71 categorized as high. Based on these result, it can be concluded that the cobtextual-based social studies teaching module is valid, practical, and effective for use in the learning process.

### Keywords

Contextual Approach, Learning Outcomes, Module, Social Studies.



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## INTRODUCTION

Education has a very important role in forming quality human resources and able to adapt to the times, especially in the 21st century era. Learning in the 21st century emphasizes not only the mastery of knowledge, but also the development of critical thinking, creativity, collaboration, and communication skills. These skills need to be developed in an integrated manner through the learning process at school. In response to these demands, the government implements the Independent Curriculum which provides flexibility to teachers in designing learning according to the needs of students. The relevance of the Independent Curriculum to the innovative learning model of the 21st century is very important in preparing students to face the development of the Society 5.0 era. In addition, the innovation of teaching tools in elementary schools needs to pay

attention to the relationship of the material with the real life context of students so that the learning process becomes more meaningful and able to improve student learning outcomes. This challenge demands a shift from the old paradigm towards contextual material so that basic student learning outcomes can be significantly improved. (Indarta et al., 2022) (Wardani et al., 2020) (Fauziah et al., 2022)

At the elementary school level, the subject of Social Sciences (Social Studies) has a strategic role in equipping students with an understanding of social, economic, and cultural life in the surrounding environment. Social Studies education is essentially an integration of various concepts of Social Sciences and Humanities that are simplified for instructional purposes, and are systematically designed to prepare students to become good citizens, sensitive to social problems, and able to adapt in the context of a democratic and pluralistic (Musyarofah et al., 2021). society As a subject that integrates various social science concepts, social studies learning needs to be linked to real life to make it more meaningful for students (Fauziah et al., 2022) .

However, social studies learning conditions at SD Negeri Bina Karya are not completely ideal. Learning activities are still dominated using the lecture method, the learning process tends to be monotonous, and the teaching materials used are still general following the package book without adjustment to the environmental conditions around the students. As a result, the material feels abstract and students have difficulty understanding the material of economic activities because it has not been associated with their daily experiences. This condition emphasizes the importance of the availability of innovative teaching materials that are close to the real environment of students. Utilization of innovative teaching materials based on contextual teaching and learning (CTL) is very important for elementary school students because it is able to support the thinking process in accordance with the stage of concrete operational development (Aprilia et al., 2024). The development of context-based teaching materials at the elementary school level has been proven to be effective in bridging abstract material into concrete experiences, which in turn can significantly improve the achievement and learning outcomes of grade IV students (Wardani et al., 2020) .

In an effort to overcome these problems, CTL is one of the relevant alternatives to be applied in social studies learning in elementary schools. CTL is able to actively involve learners in building knowledge through learning experiences that are linked to real situations in their environment (Asmahanah et al., 2018). Learning that is oriented to the context of students' lives can increase the meaning of learning while helping students understand the material more deeply. In addition, the use of contextual indicators in teaching materials supports more adaptive learning according to the characteristics and needs of students. Furthermore, the use of modules that are systematically arranged and allow students to learn independently has proven to be effective in helping students build understanding outside of classroom learning hours. The integration of context-based material into modules has been proven to make it easier for elementary school teachers to present concrete material sequentially, thereby increasing the theoretical and practical feasibility of the teaching tool. (Abu-rasheed et al., 2023) (Andriadi et al., 2018) (Mega et al., 2022)

The development of CTL-based social studies learning modules has shown a good level of validity and practicality in supporting the learning process in elementary schools. The success of the implementation of teaching materials is also influenced by the teacher's ability to choose and develop learning tools that suit the needs of students. Therefore, an innovative teaching material designed using (Tamrin et al., 2021) (Dini Pepilina et al., 2025) CTL is needed. CTL is a teaching strategy that emphasizes the process of full involvement of students to find the material learned, then connect and apply it in real-life situations in concrete terms. The development of teaching materials in elementary schools needs to be directed to support 21st century skills while accommodating the characteristics of students and their learning environment. Based on these problems, this research is focused on the development of social studies modules based on (Mashudi & Azzahro, 2020) CTL on economic activity materials for grade IV students of SD Negeri Bina Karya that meet valid, practical, and effective criteria.

## **METHODS**

The type of research used in this study is research and development or Research and Development (R&D) using ADDIE's development model. The ADDIE model was chosen because it provides a structured, systematic, flexible, and effective instructional design framework in producing learning products that suit the characteristics of learners' needs. The ADDIE model provides a systematic and structured development procedure in producing learning products that suit the needs of learners (Branch, 2009) (Asmahasanah et al., 2018). The application of the ADDIE model procedure in constructing teaching materials in elementary schools is considered very effective because it has systematic and tested stages to produce contextual learning module products that are valid, theoretically feasible, and responsive to students' learning needs (Juwantara et al., 2023). The research was conducted at SD Negeri Bina Karya by involving 26 grade IV students as field trial subjects.

The selection of the ADDIE model is based on the characteristics of its systematic, flexible, and structured flow to evaluate each stage of development. The use of the ADDIE framework at the elementary school level has been widely proven to be effective in producing learning tools and modules that meet high standards of validity, practicality in the field, and are able to support students' conceptual understanding in depth. (Pratiwi & Yuliana, 2026)

In the analysis stage, the researcher conducted observations and interviews with grade IV teachers. The analysis was carried out through four main aspects, namely (1) analysis of the need to identify learning problems in the form of the unavailability of contextual self-teaching modules and low active involvement of students; (2) material analysis to map learning outcomes (CP) in Economics activity materials; (3) performance analysis to identify learning obstacles that are still dominated by lecture methods due to the limitations of teaching materials and (4) analysis of student characteristics to determine the level of cognitive development of elementary school students who are at the concrete operational stage so that the operational stage is concrete so that it requires visual representation and real learning experience.

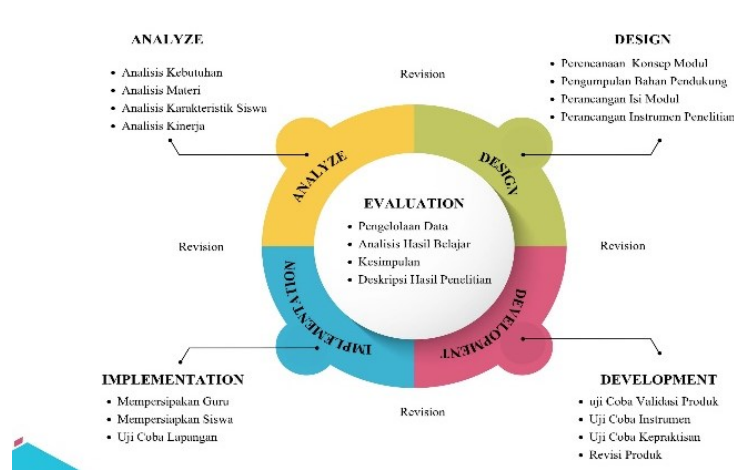


Figure 1. ADDIE Development Model

In the design stage, the focus is directed to the formulation of the initial draft of the structure of the social studies teaching module based on ctl. The components of the module are organized into three main parts. The opening section consists of a cover, foreword, table of contents, introduction, learning outcomes, pancasila student profile, instructions for use, and ctl learning steps. The core part includes material needs, types of needs, money as a tool to satisfy needs, buying and selling activities, economic activities, summarizing, training, follow-up, and assessment. The concluding section includes a glossary, bibliography, and author profile. At this stage, a grid of expert validation instruments, teacher-student practicality questionnaires, and effectiveness test instruments in the form of pretest and posttest questions were also designed.



Figure 2. CTL-Based Modules

The development stage is carried out by realizing the design of the module into a ready-to-use product. The development of the module was carried out using the Canva and Google Gemini applications by utilizing various illustrations and documentation of economic activities

that are close to the lives of students. Furthermore, the product is validated by linguists, media experts, and material experts to determine the feasibility of the product. After the validation process, a practicality test was carried out through individual trials (one to one), small groups, and classroom teacher assessments using a likert scale to determine the level of ease of use of modules in learning. The feasibility data collection instrument in the form of a validation sheet is filled out by expert lecturers to measure the quality of the initial draft of the product before it is tested. The multi-layered validation procedure involving subject matter experts, linguists, along with user trials in ADDIE is essential to ensure that the resulting teaching material products are adaptive, interactive, and in accordance with the characteristics of the target user's needs. (Risabethe & Astuti, 2017) (Bayunanda et al., 2025)

At the implementation stage, the modules that were declared valid were applied to real learning in grade IV of SDN Bina Karya to 26 students. The implementation was carried out in two meetings. The first meeting began with pretest work to measure initial ability, followed by the division of modules and the application of CTL syntax (constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment). The second meeting focused on the group project "Economic Detective Mission" through observations and interviews in the field, then ended with group reflection and the giving of posttest sheets.

At the evaluation stage, two types of assessments are carried out, namely formative evaluation running along the ADDIE model in the form of periodic revisions based on validator input and field notes. Summative evaluation was carried out at the end of implementation to measure the effectiveness of the product through a comparison of data on students' cognitive learning outcomes. (Sevtia dkk., 2022)

To determine the quality of the products from the collected data, quantitative data analysis is carried out using three main formulas. The expert sheet validation analysis used the Aiken's Coefficient V formula:

$$v = \frac{\sum s}{n(c-1)}$$

The value is based on the reference of measuring the validity coefficient of content in educational research according to . The criterion of high validity is met if the value of  $V > 0.80$ . Meanwhile, the percentage score value of the practicality score of the teacher and student questionnaire is calculated using the descriptive formula The percentage of practicality is calculated using the following percentage formula: (Solikhin dkk., 2020)

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

The quality of product effectiveness is calculated based on the difference between the increase in students' cognitive scores between the initial ability (pretest) and the final ability (posttest) using the Normalized Gain (N-Gain) formula according to the following formula: (Manasikana et al., 2022)

$$N - gain = \frac{Skor\ post\ test - skor\ pre\ test}{Skor\ optimal - skor\ pre\ test}$$

## FINDINGS AND DISCUSSION

### Findings

The validity test of the social studies teaching module based on Contextual Teaching and Learning (CTL) was carried out by three expert validators. The results of the assessment are calculated using Aiken's formula with the following data:

**Table 1. Results of the Expert Validation Recapitulation (Aiken's V Index)**

No.	Validation Components	Index Score V	Klasifikasi
1.	Linguist Validation	0,96	Very valid
2.	Media Expert Validation	0,94	Very valid
3.	Subject Matter Expert Validation	0,96	Very valid
	<b>Total</b>	<b>2,86</b>	
	<b>Average</b>	<b>0,95</b>	<b>Very valid</b>

Based on Table 1 data, the average value of the validity index amounted to 0.95 ( $V > 0.80$ ). This qualification proves that the CTL-based social studies teaching module is in very valid criteria. It can be concluded that the CTL-based social studies teaching module meets the criteria is very valid and has the feasibility to be used without structural barriers in the learning process in elementary schools.

Practicality indicators are assessed from the response of the ease of use of products by teachers and readability by students. The results of the analysis of the percentage of practicality questionnaires are presented in summary Table 2 below:

**Table 2. Results of the Module Practicality Questionnaire Recapitulation**

No.	Practicality Test Level	Percentage of Practicality	Criteria
1.	Teacher response questionnaire	93%	Very practical
2.	Individual trials (one to one)	73%	Practical
3.	Small group trials	70%	Practical
	<b>Total average</b>	<b>79%</b>	<b>Practical</b>

Based on Table 2, it shows that the average percentage of practicality is at 79%. The results of the assessment from the teacher obtained a score of 93%, which indicates that the steps of CTL-based economic activities in the module are considered very easy to implement.

The effectiveness test was measured quantitatively through a comparison of the scores of students' cognitive learning outcomes before (pretest) and after (posttest) the implementation of the module in grade IV. The following are the results of the effectiveness test in Table 3:

**Table 3. Results of Pretest and Posttest Classical Completeness Analysis**

No.	Learning Measurement	Outcome	Average score	N-Gain Value	Klasifikasi
1.	Pretest		30%	0,71	Height
2.	Posttest		79%		

Based on the data in Table 3, student learning outcomes show a very significant increase. The average score of students' initial classical completeness at the time of the pretest was only 30%, but after the implementation of the CTL-based teaching module, the average score of the posttest increased to 79%. The results of the Gain score calculation resulted in an N-gain value of 0.71 ( $g > 0.7$ ), with a high classification. The visualization of the data on the improvement of cognitive learning outcomes is presented in the form of a bar diagram in the following way:



**Figure 2. Diagram Pretest and Posttest Results**

### Discussion

This development research shows that the application of the ADDIE model has succeeded in producing social studies teaching modules based on CTL that meet three product quality criteria, namely valid, practical, and effective. These results are obtained through a series of development stages that include analysis, design, development, implementation, and evaluation. Each stage is carried out systematically so as to produce products that suit the needs of grade IV students of SD Negeri Bina Karya.

In terms of validity, the module obtained an average Aiken's V score of 0.95 which is included in the very valid category. The validity of the language obtained a value of 0.96 which indicates that the use of language in the module has met the indicators of openness, communicative, dialogical aspects, interactive, and conformity of linguistic rules. The media aspect obtained a value of 0.94 which indicates that the visual appearance, font size, layout, and ease of use of the module have met the good criteria. Meanwhile, the validity of the material obtained a value of 0.96 which shows that the isis module is in accordance with the learning outcomes, learning objectives, and characteristics of elementary school students. The results of this study are in line with research that states that contextual-based teaching materials are able to help students understand the concept of learning through an environment

that is close to their lives. This finding is also supported by those who explain that the presentation of material that is associated with the real conditions of students can improve the quality of the content and can improve the quality of the content and the meaning of the teaching materials developed. (Triwinda et al., 2021) (Wardani et al., 2020)

The modules developed were also declared practical with a practicality percentage of 79%. These results show that the modules are easy to use by teachers and students during the learning process. At the practicality test stage, the teacher provides input so that some parts of the material are summarized so that it is easier for students to understand. So that it is easier for students to understand. This is in line with the opinion (Zulfi Idayanti & Muh. Asharif Suleman, 2024) , which explains that modules can serve as self-taught materials that help learners learn more actively without relying entirely on teachers. In addition, that contextual-based modules can increase students' learning activity and independence. This condition can be seen during learning when students conduct observations, interviews, preparation of (Anggraini et al., 2022) Mind Mapping, and simple project completion.

In terms of effectiveness, the modules developed have been proven to be able to significantly improve student learning outcomes. This is shown by the increase in the average score of learning outcomes from 30 at the time of Pretest to 79 at the time posttest. In addition, the percentage of classical completeness increased from 0% to 96.15%, where 25 out of 26 students managed to achieve the criteria for achieving the learning objectives (KKTP) that had been set. The N-Gain value of 0.71 shows that the improvement in learning outcomes is in the high category. This finding is in line with the opinion and which states that learning outcomes are changes that occur in students after participating in the learning process, both in terms of knowledge, attitudes, and skills. The results of this research are also supported by (Irwitadia, 2015) (Bilhuda dkk., 2017) (Asmahanah et al., 2018) which explains that learning that is associated with the environment and real experiences of students can help improve understanding of concepts and learning outcomes in social studies subjects. Thus, the use of CTL-based teaching modules provides opportunities for students to learn and is more meaningful because the material learned is directly related to their daily lives.

This significant increase in learning outcomes proves that the presentation of social studies materials packaged in the form of contextual activities is able to make it easier for beginners to absorb information. These empirical findings are in line with research conducted by , which shows that the application of the CTL model in primary education makes a huge contribution to improving students' cognitive abilities, especially in learning materials that raise regional or community themes. (Sembiring & Yusnaldi, 2025)

In addition to improving learning outcomes, the use of CTL-based teaching modules also shows changes in students' learning behavior during the learning process. At the initial meeting, most of the students still tended to be passive, lacking confidence, in expressing opinions, and needed intensive teacher direction. However, at the next meeting, there were significant changes. Students become more active in asking questions, daring to express opinions, and being enthusiastic in participating in learning activities. They are able to work

together in groups, conduct simple interviews, compose Mind Mapping, and presenting the results of the discussion with more confidence, the change shows that learning that involves direct experience is able to increase the direct experience of being able to increase the active involvement of students during the learning process. In addition to increasing understanding, this teaching module also makes students actively involved in observing phenomena in their surrounding environment. This reinforces the evidence that the CTL is not only effective in boosting students' academic achievement in elementary school, but also plays an important role in fostering students' interest in learning, active involvement, and confidence when completing school assignments (Yusriani et al., 2026).

The improvement of learning outcomes and student involvement is inseparable from the application of the seven main components of CTL, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment (Yuniastuti, 2020). The constructivism component is applied when students relate the material of needs and buying and selling activities with the experiences they encounter in daily life. The inquiry and questioning components are realized through observation, interviews, and project assignment completion activities that encourage students to search and find information independently. Community learning is implemented through discussion and group work activities so that students can exchange ideas and learn with their peers. The modeling component is carried out by providing examples of preparing reports and completing tasks correctly. Meanwhile, reflection and authentic assessment are applied through learning reflection activities and assessment of the process and work results of students. Among the seven components, the learning community is the most prominent component because students look more active when learning in groups. Through interaction with peers, students can share experiences, discuss, and build mutual understanding so that the material for buying and selling activities becomes easier to understand. This condition shows that students as part of the learning community are able to create a more active, collaborative, and meaningful learning atmosphere.

This proves that the transfer of subject matter from conventional print forms to CTL-based structured modules is able to stimulate students' learning focus optimally. These findings are in line with research that confirms that teaching material products designed and evaluated using the ADDIE approach are significantly able to significantly boost students' interest in learning, active participation, and critical thinking skills at the primary education level. (Mardiyanti & Gunawan, 2026).

## **CONCLUSION**

Based on the results of research and development of social studies teaching modules based on Contextual Teaching and Learning (CTL) in grade IV of SDN Bina Karya, it can be concluded that the social studies teaching module based on CTL was declared very valid with an average validity of Aiken's V of 0.95. The CTL-based social studies teaching module has proven to be practical in learning with a percentage of practicality from teachers of 93% (very

practical) and an average user trial of 79% (practical). The CTL-based social studies teaching module is considered effective in significantly improving student learning outcomes, as shown by an increase in the average score from 30% (pretest) to 79% (posttest), and obtaining an N-Gain score of 0.71 which is classified as high. Thus, the CTL-based social studies teaching module is suitable to be used as one of the teaching materials to support the social studies learning process in elementary schools.

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