Can The CTL Model Motivate Students?

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Abstract: *This study aims to see the ability of the CTL approach to motivate elementary students in Ulakan Subdistrict. The population used in this study was 80 elementary school teachers in Ulakan Subdistrict. The research instrument used in this study was a questionnaire using a Likert scale, where the answers to each instrument item had gradations from very positive to very negative. The results showed that there was an effect of the CTL approach on the motivation of elementary school students in the District of Ulakan with a very high percentage of 56.25%. The results of simple linear regression analysis for hypothesis testing obtained variable X correlation coefficient of 0.504 and positive sign; Sig (2-tailed) of 0,000 is smaller than 0.05.*

Keywords: CTL Approach, Motivation, Elementary School

1. Introduction

A learning will work well if the students we learn feel motivated by the learning we teach. One of the reasons is of course the learning approach that we use does not attract the attention of the students we are educating. One of the materials taught in elementary schools is material about the preservation of natural resources.

CTL provides a new color in learning in elementary schools with the motto of learning that is real, concrete and applicable (Usmaedi & Pamungkas Alamsyah, 2016). Many teachers who do not expect this one approach can motivate students to learn in elementary school.

2. Literature

CTL Aproach
The learning approach is the teacher's perspective on learning in the learning process that is very general in nature, inspires, strengthens and underlies the learning method (Sudrajat, 2008). One of the learning models is the CTL learning model. The CTL approach is a holistic approach that aims to motivate students to understand subject matter with the context of everyday student life (Aise & Noviana, nd). The approach has several components, namely:
1) Constructivist (Constructivism) In constructivist strategies take precedence over how many students gain and remember knowledge. With this basis in the learning process students build their own knowledge through active involvement in the learning process.
2) Finding (Inquiry) Knowledge and skills acquired by students are expected not to result in remembering a set of facts, but the results of finding themselves. The teacher must design a learning in the form of activities found in whatever form the material is taught.
3) Asking (Questioning) Asking this is seen as a learning activity encouraging, guiding, and having students' thinking skills. The skill of asking must be trained by the learner / teacher, someone has a high curiosity but each of them is unable to express because it is not trained and used to it. Teachers must provide many opportunities for

students to ask, contextual strategies are learner-centered learning.
4) Learning community (Learning Community) This concept suggests that learning outcomes be obtained from the results of cooperation with other people, for that learners are advised to always carry out learning in study groups. Forming learning communities is involving several people to learn.
5) Modeling Modeling in learning is something that is needed to be replicated. Learners give a model of how to learn. The model can be designed by involving students or can bring in from outside.
6) Reflection (Reflection) Reflection is a response to new events, activities, or knowledge received. Learners take the meaning of a process that they have followed and expanded gradually through the learning context.
7) Authentic Assessment The authentic assessment procedure is to show the assessment ability that does not only refer to the results but the assessment of the process. (Aise & Noviana)

Motivation
Work motivation is one of the factors that determine a person's performance. The size or influence of motivation on a person's performance depends on how much intensity of motivation is given (Blaskova, Blasko, Figurska, & Sokol, 2015). Based on this, work motivation is an encouragement from a person in performing their duties professionally and systematically according to competence, in order to achieve goals, and fulfill the needs of achievement and obtain satisfaction in the form of recognition and appreciation.

Method
This study examines the effect of the CTL approach on the motivation of public elementary school students in the Ulakan District. The research method uses ex-post facto with quantitative approaches and correlational designs. The population in this study were all public elementary school teachers in Ulakan Subdistrict who tried the CTL model in their lessons. There are 80 PNS teachers who still work in each of the primary schools. The research instrument used in this study was a questionnaire using a Likert scale, where the answers to each instrument item had gradations from

very positive to very negative such as: Highly Motivated (ST), Motivated (T), Rarely (J), Very Rarely (SJ), and Never (TP).

3. Result and Discussion

Table: Distribusi Frekuensi Skor Peran CTLsebagai memotivasi siswa

Kategori	Rentang skor	Frekuensi	Persentase
Very motivate	>35	45	56,25
Motivation	25 – 35	10	12,50
Normal	10– 25	15	18,75
Low	5 – 10	5	6,25
Very Low	≤5	5	6,25
	Total	80	100,00

The table shows that in general the assessment of public elementary school teachers in Ulakan Subdistrict about the role of the CTL approach to motivating students in the Ulakan District Public Elementary School is very high with a percentage of 56.25%.

Descriptive statistical analysis for the role variable data CTL motivates students to show a range of scores between 25 to 35. The results of the analysis show that the role variable of the CTL approach to motivate students has a mean of 25.405; standard deviation of 3.35; median of 15.00; and mode 13.

The results of simple linear regression analysis for hypothesis testing obtained variable X correlation coefficient of 0.504 and positive sign; Sig (2-tailed) of 0,000 is smaller than 0.05. Thus it can be concluded that there is a positive correlation between the CTL approach model and student motivation. Based on these results, a decision can be made that the null hypothesis (Ho) is rejected and the hypothesis that there is a positive influence on the role of the CTL approach to student motivation is accepted.

4. Conclusion

Based on the statistical calculation, the result of the coefficient of influence of variable X is 0.504 and is positive; which indicates that the role of CTL has a positive effect on student motivation. Therefore increasing the role of the CTL approach will be very helpful in increasing student motivation. The results of the study are in accordance with the meaning of CTL which implies a holistic process approach and aims to motivate students to understand the meaning of the subject matter they are learning by linking the material with the context of everyday life. So the CTL approach can be maximally utilized to achieve the stated goals.

5. Acknowledment

This research is expected to provide input to teachers who teach in elementary schools and become an alternative to motivate students in teaching. Then for other researchers, it can be a guideline in conducting CTL model studies both in the application of educational

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