Develpoment of CTL Model on Blended Civic Education Learning in Grade IV Theme 7 Sub Theme 1 Private Elementary School SDS GKPS Medan Tenggara

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Abstract Type study this is study development with using the ADDIE, As for results of the Feasibility instrument used that is with results questionnaire validation CTL based learning model expert *Blended Learning* by 84%, validation learning media expert by 90%, validation RPP experts by 88%, validation LKPD experts by 95% and the Learning Outcome Test carried out with results validation N=35 students score r table show number 0.361 result reliability question of 0.790 and results teacher 's response is 91.6% and the result response student by 96%. With results it's a CTL -based model *Blended Learning* learning PPKn in grade IV SDS GKPS Medan Tenggara is said to be "Very" Worth "use" in learning Then results from Instrument with results *gain score* 0.74 then could is said to be a based CTL learning model *Blended Learning* learning PPKn in class IV SDS GKPS Medan Tenggara is " Effective ".

Keywords: CTL Model, Blended Learning Model, PPKn

1 Introduction

Society is one element of the formation of a state in which the state has a responsibility to its citizens and vice versa. Being a good and reliable citizen is one of the contributions in the development of a country. The readiness of citizens is very necessary in the current 21st century development period, known as the "industrial revolution 4.0" signifies a condition the development of increasingly sophisticated technology, the industrial revolution 4.0 is a digital concept that affects the needs of industry and the economy. This revolution will bring many changes significant efficiency have an impact on jobs that are more dominated by the use of technology.

As a means to optimize benefits from use technology it can be seen the role of education is to strengthen learning based on technology information for support implementation system learning in Century industrial revolution 4.0. Moreover, during the COVID-19 pandemic, there was an

attack by the corona virus or *severe actue respiratory syndrome* (SARS-Cov-2), an infectious disease that can attack the respiratory system. So for now, learning restricted with distribution time done cause time study stare advance at school less than optimal and reduce quality learning .

In the context of education in the era of the industrial revolution 4.0, education has a fairly high level of challenge, the more sophisticated the technology, the freer public space that can be accessed by children. With this, educators must be able to change the teaching and learning process.

The implementation of learning is often full of science alone, for that learning is carried out also includes skills and moral competencies that function to fortify global flows. As according to the regulation of the minister of education and culture number 70 of 2013 concerning the basic framework and structure of the curriculum as curriculum improvement, there are external challenges, including those related to the flow of globalization and various environmental issues, advances in technology and information, the rise of creative industries, culture and educational developments. international level"[1].

As an external challenge, the implementation of learning using technology is developed through creativity and new ideas as an effort to attract children's attention in the learning process. As for the use of internet applications in learning, students can explore the ability of learning activities and make it easier to get a variety of information from various learning sources provided on the internet. The use of the internet in every learning activity does not escape the supervision of teachers and parents so that children do not abuse the internet function.

Thematic learning of the 2013 curriculum is learning that uses themes in linking several lesson content with which students can understand a concept based on one theme for several applied lessons. In elementary education, Civics Education is one of the thematic lesson content, while the purpose of Civics in elementary schools is one of the right means to implement values in character education for students to form and create democratic and character students in accordance with the values values contained in Pancasila.

Mentioned as a "discipline", Civics learning has a *"subject matter"* , namely the study of political, legal, social and educational fields that are scientifically and systematically structured in citizenship knowledge (*civic knowledge),* citizenship skills (*civic skills),* and citizenship character (*civic disposition).*

In realizing a democratic society, Civics learning in elementary schools contains tolerance material by recognizing, understanding the concept of tolerance and implementing tolerance in the environment of students with various religious, ethnic, social and cultural differences aimed at shaping the democratic attitude of children from elementary school age.

From the above, Civics learning strategies in high-grade elementary schools must be able to trigger the ability of students who are oriented to the activeness of students in learning activities

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[1]Permendikbud Republik Indonesia Nomor 70 (2013). Tentang Standar Kompetensi Lulusan (SKL)

to observe, ask questions, reason, try and communicate. With an effective learning strategy that can develop children's thinking skills, a *blended learning model was developed* that adapts to the 4.0 revolution in the 21st century and is also adapted to the conditions of the *COVID-* 19 pandemic where learning is carried out through online learning. It is also in accordance with the constructivist theory where the CTL model is able to construct students' knowledge through knowledge of what they want to know as initial knowledge.

Knowledge is the result of a cognitive construction of reality through activities with the formation of schemas, concepts that are constructed through the experiences they experience.

The CTL learning model was developed in accordance with the current technological era through *blended learning learning techniques* as a learning medium by combining online and face-to-face learning[2]. This is also related to the COVID-19 pandemic by implementing distance learning or through online learning using *blended learning -based CTL learning models* as a forum for Civics learning in grade IV SD.

As for the application of the CTL model based on *blended learning,* it is hoped that updating the learning system by implementing communication through applications that can be used with it does not reduce the quality of Civics learning, therefore it is necessary to conduct research with the title " **Model Development *-Based Contextual Teaching and Learning* (CTL) *Blended Learning* Civics Learning in Class IV SD S GKPS Southeast Medan** ".

1.1 Model Development *Contextual Teaching Learning* based on *Blended Learning* in Civics learning for grade IV SD

Citizenship education is a vehicle for developing and preserving noble and moral values rooted in the culture of the Indonesian nation which is expected to be realized in realizing good and reliable citizens. As for the material for learning Civics in class IV on theme 7, Sub - theme 1 is about diversity. Implementing a *blended learning -based CTL model* can help children's learning creativity. The application of the *contextual teaching learning* model is a learning concept that helps teachers relate the material being taught to students' real world situations and encourages students to make connections between their knowledge and the application of everyday life.

Contextual teaching learning seeks and facilitates students to connect real-life learning. Therefore, a teacher who teaches with *contextual teaching learning* must be able to present learning in which the teacher acts as a facilitator and leads children to real problem solving through the newly acquired knowledge that requires all class components to be active in learning[3].

The development of the *Contextual Teaching Learning model* based on *blended learning* in Civics learning in elementary schools at SD S Medan Tenggara aims to further develop the

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[2]Dwiyogo. D. Wasis, *Pembelajaran Berbasis Blended Learning* (Depok, Grafindo, 2018)

[3] Muchith, Saekhan, Pembelajaran Kontekstua, (Semarang, Reisa Media Group, 2008)

blended learning model that has been applied in the school. The development of the model is carried out by making a product guidebook for implementing the *Contextual Teaching and Learning model* based on *blended* learning in Civics learning in grade IV SD S GKPS Medan Tenggara by providing learning tools through the Learning Implementation Plan by developing more creative indicators and learning steps based on and making PPKn LKPD that is practical and attracts children's attention in learning. LKPD is given to students to increase understanding of the learning material.

2 Types of research

The type of research used in this research is development research (R&D). The product to be developed is a *blended learning -based CTL learning model* along with learning support tools, namely the Learning Implementation Plan (RPP), Student Worksheets (LKPD) and Learning Outcomes Test (THB) for students in grade IV Elementary School with Theme 7 (It's beautiful Diversity in my country) subtheme 1 by using the existing steps in development research. The development research model used is the ADDIE model which was pioneered by Dicky and Carry. Borg and Gall (1983) say that the research and development approach, namely research-oriented for develop, and validate the products used in research[4].

2.1 Data collection
To measure the validity , effectiveness and feasibility of developing a CTL model based on *blended learning* in Civics learning, research instruments and data collection techniques were developed. The instruments used in this study were: validation sheets (experts) materials and experts instructional design, technologist), and tests in the form of question *posttest* there is in LKPD and response questionnaire students

3 Result and Discussion

Based CTL learning model *Blended Learning* on learning PPKn Theme 7 sub- theme 1 grade IV SDS GKPS Medan Tenggara is one of the learning models that can be used made as guide in learning in the classroom applied by the teacher in developing a payload model eye lesson PPKn .

CTL -based model development *Blended Learning* conducted for adequate learning Creative PPKn _ so that could shape learning PPKn is fun and interesting desire child in study PPKn . A good learning model _ is could Fulfill criteria appropriateness for knowing feasibility of -based CTL learning model *Blended Learning* with conducting a validity test by the lecturer learning model expert , learning media expert , expert plan implementation , learning media experts and experts in LKPD learning test design PPKn in grade IV SD.

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[4] Sugiyono, Metode Penelitian & Pengembangan (Bandung, Alfabeta, 2017)

Revision model validation obtain 93% value with " worthy " criteria used and without revision ". Then from results revision next RPP validation get 88% value with " worthy " criteria used and without revision ". revision Next Media validation get value 80% with " worthy " criteria used and without revision ". Validation next is LKPD obtain value 80% with " worthy " criteria used ".

Based on data analysis , obtained question with category hard total of 5 questions invalid (14.3%) and 3 questions (15%), questions with category currently totaling 10 questions (50%) and questions with category easy totaling 7 questions (35%). Analysis power question item differentiation aim for differentiate Among students who have ability height and ability currently nor ability low 2 points question (10%), question with category medium 9 grains questions (45%) and questions with category 9 points high questions (45%).

Then results teacher response Gainscore test results or enhancement student 's average score class IV SDS GKPS Medan Tenggara in the post- test activity that has been carried out held after application of the CTL model based on Blended Learning on the material Theme 7 Sub theme 3 already " high " criteria , namely with average score of 91compared to score acquisition activity pretest before using the CTL model based on Blended Learning with acquisition score 63 with " medium " criteria . This thing could show that existence enhancement knowledge on learning PPKn with Theory theme 7 sub theme 3 with score gainscore that is of 0.74 with " effectiveness " criteria height " so that could concluded that the CTL model is based on Blended Learning in learning PPKn could said to be " effective " used in learning in grade IV SD on learning PPKn ". and students regarding the CTL -based model *Blended Learning* with instrument results in the form of the questionnaire that has been provided show that results teacher 's response to the - based CTL learning model *Blended Learning* said worthy with percentage 91.6%. This thing show that the developed model could Fulfill demands needs learning so that make it easy in study . Then on the instrument in the form of questionnaire about response students who have provided show that results response student to the -based CTL learning model *Blended Learning* on learning PPKn Theme 7 Sub - theme 3 in grade IV SDS GKPS Medan Tenggara reached 96.9% with criteria very worth . With thereby could used in classroom learning . _

4. Conclusion

Result of study this is a number of product learning namely 1) Syntax of -based CTL Learning Model *Blended Learning* , 2) RPP, 3) Learning Media , 4) LKPD, 5) Learning Outcomes Test . With results evaluation validation research model product by 84%, learning media products by 80%, RPP products by 88%, LKPD products by 95% and Learning Outcomes Tests carried out with results validation N = 30, value r $_{table}$ show number 0.361 result reliability reliability question of 0.844 and results teacher 's response is 91.6% and the result response student by 96%. From result the could said worthy used in learning PPKn in grade IV SDS GKPS Menteng .

Pretest results question PPKn implemented _ in learning with an average of 62 and the result *posttest* question PPKn implemented _ in learning with an average of 91 with results *gain score*

is 0.74 which can be is said to be a -based CTL model *Blended Learning* learning PPKn in class IV SDS Medan Tenggara stated effective.

References

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