ABSTRAK

YOGA ADITAMA MILE. Analisis Penerapan Model Pembelajaran *Contextual Teaching and Learning* (CTL) pada Dimensi Hak dan Kewajiban Mata Pelajaran Pendidikan Kewarganegaraan (PKn) di SDN 5 Kabila. Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Dibimbing oleh Fandi H. Binggo, selaku dosen pembimbing (I) dan Yulianti S. Mooduto, selaku dosen pembimbing (II).

Penelitian ini bertujuan untuk mendeskripsikan penerapan model pembelajaran *Contextual Teaching and Learning* (CTL) pada dimensi hak dan kewajiban mata pelajaran Pendidikan Kewarganegaraan (PKn) di SDN 5 Kabila. Penelitian menggunakan pendekatan fenomenologis dengan metode kualitatif, melibatkan guru kelas tinggi, siswa kelas IV–VI, dan kepala sekolah sebagai informan. Data dikumpulkan melalui observasi, wawancara, dokumentasi, dan triangulasi, kemudian dianalisis menggunakan model Miles & Huberman. Hasil penelitian menunjukkan bahwa penerapan CTL telah dilaksanakan pada seluruh tahapan, seperti pengaitan materi dengan pengalaman nyata, kegiatan eksploratif, diskusi, dan penilaian autentik. Namun, implementasi belum konsisten; refleksi pembelajaran masih kurang mendalam, kelas V cenderung pasif, dan sebagian guru masih menggunakan penilaian tradisional. Secara umum, CTL mampu meningkatkan pemahaman siswa mengenai hak dan kewajiban serta mendorong keterlibatan aktif. Penelitian ini merekomendasikan penerapan CTL secara lebih sistematis agar pembelajaran PKn menjadi lebih bermakna dan kontekstual.

Kata Kunci : CTL, Hak dan Kewajiban, PKn, Sekolah Dasar.

ABSTRACT

YOGA ADITAMA MILE. An Analysis of the Implementation of the Contextual Teaching and Learning (CTL) Model on the Dimension of Rights and Obligations in Civic Education (PKn) at SDN 5 Kabila. Elementary School Teacher Education Study Program. Faculty of Teacher Training and Education. Supervised by Fandi H. Binggo as the first advisor and Yulianti S. Mooduto as the second advisor.

This study aimed to describe the application of the contextual teaching and learning (CTL) model on the dimensions of rights and obligations in civics education (PKN) at SDN 5 Kabila. The research employed a phenomenological qualitative approach, involving class teachers, fourth to sixth grade students, and the school principal as informants. Data were collected through observation, interviews, documentations, and triangulations, and were analyzed using the Miles & Huberman model. The results indicated that CTL was implemented at all stages, including connecting material to real-life experiences, conducting exploratory activities, engaging in discussions, and administering authentic assessments. However, the implementation was not yet consistent; reflective learning remained superficial, Grade V was relatively passive, and some teachers still used traditional assessments. Overall, CTL enhanced students' understanding of rights and obligations and encouraged active participation. This study recommended a more systematic application of CTL to make PKn learning more meaningful and contextual.

Keywords : CTL; Right and Obligations; PKn, Elementary School.