Abstract

This study aims to describe the implementation of the environment-based Contextual Teaching and Learning (CTL) model in science learning at MIM Unggulan in Gorontalo City. This study used a descriptive qualitative approach, with data collection techniques through observation, interviews, and documentation. The results indicate that the implementation of environment-based Contextual Teaching and Learning (CTL) has been implemented through seven components: modeling, inquiry, questioning, learning community, constructivism, reflection, and authentic assessment. This implementation has made learning more meaningful and interactive, and increased student engagement and understanding of science concepts. However, there are obstacles in the questioning component, which is not optimal because students are still less active in asking questions. Furthermore, time constraints and differences in student abilities also pose obstacles. Thus, the implementation of environment-based Contextual Teaching and Learning (CTL) has had a positive impact, although improvements are still needed.

Keywords: *Contextual Teaching and Learning (CTL), environment-based, science learning, elementary school.*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi model pembelajaran *Contextual Teaching and Learning* (CTL) berbasis lingkungan dalam pembelajaran IPA di MIM Unggulan Kota Gorontalo. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa penerapan *Contextual Teaching and Learning* (CTL) berbasis lingkungan telah dilaksanakan melalui tujuh komponen, yaitu *modeling*, *inquiry*, *questioning*, *learning community*, *constructivism*, *reflection*, dan *authentic assessment*. Penerapan ini mampu menjadikan pembelajaran lebih bermakna, interaktif, serta meningkatkan keaktifan dan pemahaman peserta didik terhadap konsep IPA. Namun, terdapat kendala pada komponen questioning yang belum optimal karena peserta didik masih kurang aktif dalam bertanya. Selain itu, keterbatasan waktu dan perbedaan kemampuan peserta didik juga menjadi hambatan. Dengan demikian, implementasi *Contextual Teaching and Learning* (CTL) berbasis lingkungan memberikan dampak positif, meskipun masih perlu penyempurnaan.

Kata Kunci: Contextual Teaching and Learning, Berbasis Lingkungan, Pembelajaran IPA, Sekolah Dasar.