

## **CTL (*CONTEXTUAL TEACHING-LEARNING*) METHOD : A STRATEGY FOR TEACHING OBSTACLE ON GEN-Z STUDENTS**

Ni Luh Putu Unix Sumartini  
ITB STIKOM Bali, Indonesia  
[ptunixsumartini8@gmail.com](mailto:ptunixsumartini8@gmail.com)

Teacher as the forefront of successful learning activities, strategically is expected to be able to plan and implement engaging and motivating learning activities for students. The quality of learning depends on the planning and execution of the teaching process by teachers. Therefore, planning and selecting the appropriate teaching methods for students should be done with careful consideration to the psychological profile of Generation Z. The result of our research found that there is a psychological gap between teachers and vocational school students (Generation Z). The selection of appropriate learning models greatly influence the dynamics of classroom process. In this study, the application of the CTL (Contextual Teaching and Learning) method was chosen as the right approach to address various internal and external issues faced by teachers. The use of the CTL method, which tends to connect learning to everyday life contexts, encourages students to be more aware of their surroundings and makes learning more engaging and enjoyable. This research was conducted directly towards 25 teachers at SMK Dwijendra Denpasar in a teacher's training, aiming to reintroduce the CTL (Contextual Teaching and Learning) method to teachers and remind them of the strengths of this method in teaching process. The CTL method has started to be forgotten and abandoned by many educators as mostly the process were done by online during the pandemic covid-19. The research method used in this study is qualitative, consisting of interview techniques, observation, documentation, and focused group discussions (Focus Group Discussion).

**Keywords:** CTL (Contextual Teaching and Learning); Teacher Training; Generation Z

### **INTRODUCTION**

Schools is a place where teaching and learning processes occur, creating a vital connection between students and educators. To carry out this activity effectively, it is essential to implement appropriate strategies and learning models. Choosing the right learning model is a Crucial task that teachers must prepare and execute to establish an effective learning environment. Teachers, as the forefront of successful school learning activities, are directly involved in planning and executing these processes. The quality of learning, the atmosphere in the classroom, and students' motivation depend greatly on how teachers plan and conduct the learning process. Teaching should not only be teacher-centered but must prioritize helping students learn, focusing on a student-centered approach. To maximize teaching and learning activities, teachers need to enhance their teaching skills through various teaching training programs using available methods. This is critical in improving teachers' abilities and understanding the needs of students, especially in the context of generational differences, as is the case today.

Repetitive learning models often lead to boredom among both teachers and students. This has raised concerns among educators, as both internal and external problems begin to emerge in the learning environment. One of the most prominent external issues today is the rapid advancement of technology.

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The diverse innovations brought about by technological advancements have increasingly drawn students' attention away from traditional learning methods. This presents a challenge for educators who must now compete with technology to create a learning environment that is just as engaging. Most educators today belong to Generation X and Y (born between 1965 and 1995), which creates a psychological gap between them and their students, who are part of Generation Z and Generation Alpha (born after 1996). These generational differences result in distinct ways of understanding and learning, leading to a disparity in thought patterns between teachers and students. External issues like this often exacerbate internal problems for teachers, such as lack of confidence, fear of not keeping up with technological advancements, and inadequate or ineffective teaching techniques.

Slightly the picture of generation Z students live can be seen that they tend to have very good sense of technology with a very aggressive response to new things on virtual and about tech-information. Technology with its massive information has provide potential tool for them to know and learn new things and any information. The significant characteristics of gen Z such as social media and technology addicted, multitask and multi thinker which caused less focus on one thing, quick action on thumb and mouth without any deep thinking which sometimes produce rude manner, short attention and individual. They are a visual learner and prefer to take edutainment as their teacher and belief. These all matters bring the education at school become a great defiance for the teacher. Refer to this consideration the learning style, the teaching treatment, the strategies must be carefully to carry in the class process. The teacher of this gen need be more kreatif and update in applying the enjoyable strategies, supported environment, social oriented, considering of the purpose of the learning and meaningful and also set a lot of practice for the student. As a wise man said I hear, and I forget. I see, and I remember. I do, and I understand. More practice make them more clear to see the world.

To counter these challenges therefore a modern learning models are highly relevant. The contextual learning model, or Contextual Teaching and Learning (CTL), offers an effective solution tailored to the needs of Generation Z and Generation Alpha students. CTL is not a new teaching model; it has been widely used long before the COVID-19 pandemic. However, it was largely abandoned during the pandemic due to the shift from offline to online learning, which limited of teacher-student interactions. CTL is a holistic learning process aimed at helping students understand the meaning of the subject matter and connecting it with their daily lives (personal, social, and cultural contexts), enabling them to actively construct their own understanding. (Hasibuan, 2014)

By applying the contextual learning model, educators can create an interactive and varied learning atmosphere using simple, everyday examples, such as common objects around the students or even using their own body parts as learning tools. Many basic media can be used, including items from students' bags, classroom objects, and more. For this reason, the researcher seeks to reintroduce and revive the contextual learning model among educators. A vocational school that has drawn the researcher's interest is SMK Dwijendra Denpasar, located in Denpasar, Bali. The researcher has chosen this school to conduct a study on contextual teaching methods to address the challenges of teaching Generation Z students. The training was conducted with 25 teachers at SMK Dwijendra Denpasar.

## **LITERATURE REVIEW**

Referring to the research conducted by Wiji Putri Lestari et al. (2023) on the Effectiveness of the Cooperative Learning Model with a Contextual Teaching and Learning (CTL) Approach on Mathematics Learning Outcomes, it was found that the cooperative learning model with the CTL approach can improve mathematics learning outcomes based on pretest and post test scores. The learning outcomes and the mathematics learning process in the classroom are influenced by this

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cooperative learning model using the CTL approach. The process of learning mathematics becomes enjoyable and stimulates students' curiosity about the material being taught. The implication of this research for mathematics learning and future studies is that the cooperative learning model with the CTL approach can be used as an alternative to make learning more enjoyable for students since it involves contextual aspects of everyday life. Students are better able to understand the material and apply it in real life. Teachers can use this research as a reference for how to engage students and make them more enthusiastic about learning using the cooperative learning model with the CTL approach.

In the research conducted by Muhtar (2012) on Contextual Approaches in Learning, it was found that through this approach, students are not merely treated as objects but are expected to act as subjects. With the guidance of teachers, students are encouraged to construct lessons in their own minds, meaning they do not just memorize facts, but are required to experience them and, eventually, become interested in applying them.

John Dewey developed the contextual learning model from his experiences with traditional learning. In 1918, Dewey formulated a curriculum and learning methodology related to students' experiences and interests. Students learn more effectively when what they are learning is connected to their prior knowledge and real-world activities around them. The term "contextual" comes from the word context, which means "relationship, context, atmosphere, and condition."

Elaine B. Johnson (History, 2008) stated that contextual learning is a system that stimulates the brain to create patterns that form meaning. Johnson further explained that contextual learning is a system of learning that aligns with how the brain constructs meaning by connecting academic content with students' everyday life contexts.

Meanwhile, Howey R. Kenneth (2001) defined CTL as: *"Contextual teaching is teaching that enables learning in which students apply their academic understanding and abilities in a variety of in-and-out-of-school contexts to solve simulated or real-world problems, both alone and with others."* In order to enhance students' practical learning experiences, teaching should provide more opportunities for students to engage, experiment, and experience (learning by doing), rather than just passively listening to all the information presented by the teacher. Therefore, contextual learning emphasizes real-world knowledge and experiences (real-world learning), higher-order thinking, student-centered activities, active, critical, and creative problem-solving, as well as joyful and exciting learning (joyful and quantum learning), utilizing various learning resources.

Based on these relevant studies (Agustiya et al., 2017b; Ariyoshi et al., 2016; Darmayanti, 2023; Mursalina & Retta, 2021; Rahmadeni et al., 2020; Rusyida et al., 2013; Sah et al., 2023), the contextual realm used in the research was often presented in discourse form or as examples of everyday life phenomena, with learning carried out only in the classroom. This motivated the researcher to apply the cooperative learning model with the CTL approach by using contextual domains in an outdoor learning process. The context used in this research is the buying and selling activities at the school canteen. Students are involved in activities such as observing and interviewing people involved, such as the sellers. This aims to create a significant connection between the curriculum and real-life experiences, enabling students to better understand the ideas being studied. Based on this, a study was conducted at MTs Roudhotul Ulum Seputih Mataram on the effectiveness of the cooperative learning model with the CTL approach in improving students' learning.

## 2.1 Characteristics of Contextual Learning

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According to Johnson in Nurhadi (2002: 13), there are 8 components that characterize contextual learning:

1. **Making meaningful connections:** Students can organize themselves as active learners by developing their individual interests, working independently or in groups, and learning by doing.
2. **Doing significant work:** Students make connections between school and real-life contexts, such as being business practitioners and community members.
3. **Self-regulated learning:** Students engage in purposeful, relevant activities, involving others, making choices, and producing real outcomes.
4. **Collaborating:** Students work together. Teachers and students collaborate effectively in groups, with teachers helping students understand how they influence and communicate with one another.
5. **Critical and creative thinking:** Students use higher-order thinking to critically and creatively analyze, synthesize, solve problems, make decisions, and use logic and evidence.
6. **Nurturing the individual:** Students nurture their individuality by being aware of, caring for, and striving for success without adult support.
7. **Reaching high standards:** Students recognize and achieve high standards by identifying goals and motivating themselves to reach them. Teachers demonstrate how to achieve excellence.
8. **Using authentic assessment:** Students apply academic knowledge in real-world contexts for meaningful purposes, such as publishing academic information in real-life scenarios.

## 2.2 Components of Contextual Learning

There are 7 components of contextual learning:

1. **Constructivism:** Constructivism is the development of students' thinking, encouraging meaningful learning by working independently, discovering for themselves, and constructing new knowledge and skills.
2. **Inquiry:** Inquiry is the process of learning based on systematic thinking, transitioning from observation to understanding, so students learn to use critical thinking skills.
3. **Questioning:** Questioning develops students' curiosity through interactive dialogues and promotes deeper learning by encouraging them to explore further.
4. **Learning community:** A learning community is formed through collaboration among students, with knowledge shared within groups, involving both peers and experts.
5. **Modeling:** Teachers serve as models, demonstrating tasks or behaviors for students to observe and replicate.
6. **Reflection:** Reflection involves reviewing, analyzing, and evaluating the learning experience to internalize lessons learned.
7. **Authentic assessment:** Authentic assessment measures learning outcomes through various forms of evaluation such as written tests, projects, presentations, and portfolios.

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## METHOD

This study uses a qualitative research method. In qualitative research, data is typically collected using several qualitative data collection techniques, namely: 1) interviews, 2) observations, 3) documentation, and 4) focus group discussions (FGD). The quantitative aspect of this study applies an observation approach with a One Period Pretest-Posttest Design, involving only one experimental group without a control group. Below is the research design description. The researcher conducted a pretest (initial test or initial teaching observation) to assess the initial capabilities of the subjects under study. They took turns of teaching roleplay for 20 minutes, with the teacher freely applying their own teaching methods based on their individual styles. After the first round of teaching observation, the researcher introduced an intervention using the Cooperative Learning Model with a Contextual Teaching and Learning (CTL) approach as the second step of the research. At the end of the training, a posttest (final test) was conducted through a final observation to evaluate the training results after the intervention. During this phase, the teaching steps were applied: pre-teaching, teaching, and post-teaching. All activities were carefully recorded and documented to ensure the maximum quality of the intervention.

### 3.1 Sample/Participants

This study has observed 25 teachers (accountancy, technical and hotel management department teacher) as a sample at SMK Dwijendra Denpasar (vocational school). Most of them are not from the school for teacher but from the specific major study, therefore it is suspected as the main reason of the obstacle in teaching process. Teachers were divided into 5 (five) small groups which each group consist of 5 (five) individuals. Each group had members alternating roles, with 1 person acting as the teacher and 4 as students.

### 3.2 The Instrument of Teaching Assesment Points.

| ASSESSMENT POINTS OF TEACHING |                              |
|-------------------------------|------------------------------|
| 1                             | Setting Introduction.        |
| 2                             | Explaining.                  |
| 3                             | Questioning.                 |
| 4                             | Reinforcement.               |
| 5                             | Illustrating with Examples.  |
| 6                             | Probing Questions.           |
| 7                             | Blackboard/ whiteboard Work. |
| 8                             | Stimulus Variation           |

Table 1. Table Assesment Points Of Teaching

The above points are subject to use as the standard to measure the teacher's method in the class.

### 3.3 Procedures

The procedure of this research are shown in below.



.Figure 1. Steps of Micro Teaching

Source : textbook

| First Treatment                                          |                                                                                |
|----------------------------------------------------------|--------------------------------------------------------------------------------|
| 1                                                        | Teacher greets the students.                                                   |
| 2                                                        | Teacher delivers the lesson material.                                          |
| 3                                                        | Teacher assigns tasks to the students.                                         |
| CTL ( <i>Contextual Teaching and Learning</i> ) Training |                                                                                |
| 1                                                        | Use of contextual techniques, connecting lesson material with daily life.      |
| 2                                                        | Incorporation of games, songs, and word guessing activities.                   |
| 3                                                        | Discussing the lesson material.                                                |
| 4                                                        | Asking to follow-up questions or confirming the understanding of the material. |
| 5                                                        | Providing a summary or assigning tasks.                                        |
| Final Treatment                                          |                                                                                |

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|   |                                                                                                          |
|---|----------------------------------------------------------------------------------------------------------|
| 1 | Teacher greets the students with a topic introduction through games, songs, or word guessing activities. |
| 2 | Delivering lesson material (such as formulas or rules).                                                  |
| 3 | Reviewing, summarizing, asking questions, and assigning tasks.                                           |

Table 2. CTL (Contextual Teaching and Learning) Treatment and Training Table.

## RESULTS & DISCUSSION

All learning processes were conducted in accordance with each basic competency, syllabus, and teaching instruments. The cycle of contextual teaching has been applied with the process of questioning, modelling and reflection. During the first treatment, teachers faced difficulties in opening the lesson, so they performed a basic class introduction, as long as it attracted attention and made students like interested in learning. Teaching and learning activities seemed to occur, the processes seemed to be happened but the quality and mastery of the material were challenging to achieve optimally. The mindset of as long as the lesson time was filled and students were active in the class became a safe option for conducting the process. Through the implementation of teacher's training using the contextual teaching and learning (CTL) method, teachers felt revitalized in their teaching process, as they were reminded of simple things that can spark interest in the subject matter. Contextual elements from the surrounding environment provided students with a more realistic perspective, making it easier for them to understand the material. By following all the steps in contextual teaching, the atmosphere and interest of students became more enthusiastic. By the third cycle, teachers had practiced teaching using the contextual method. They felt refreshed, finding the teaching process more enjoyable and easier, especially in introducing concepts, guiding, and providing understanding or analysis. Teachers also felt more confident with time management and had a renewed passion for teaching, as they constantly thought about incorporating real-world elements into the teaching process. From the perspective of the students, which has observed by the teachers, students felt that the class period passed amusingly and quickly. They were not bored and were excited by new things presented in each lesson, as the surrounding of environment was always integrated into the learning process. This was both challenging and stimulated a deeper curiosity. From the perspective of the students, which has observed by the teachers, students felt that the class period passed amusingly and quickly. They were not bored and were excited by new things presented in each lesson, as the surrounding of environment was always integrated into the learning process. This was both challenging and stimulated a deeper curiosity. As a student centred method of learning this model emphasized on students, this self-development focuses more on understanding and emphasizes development students' interests and experiences in everyday life, not just daily memorization. So with this CTL learning students are expected to be able to think critically and are skilled in processing knowledge in order to find and create something useful for himself and others.

Herewith it can be concluded that even though the CTL is an old method of teaching, in the period of present generation it seems still relevant and become a real method of teaching. It is real because this method can connect the lesson with the real life so that the student can be more ensure about the importance of their lesson for their future life.

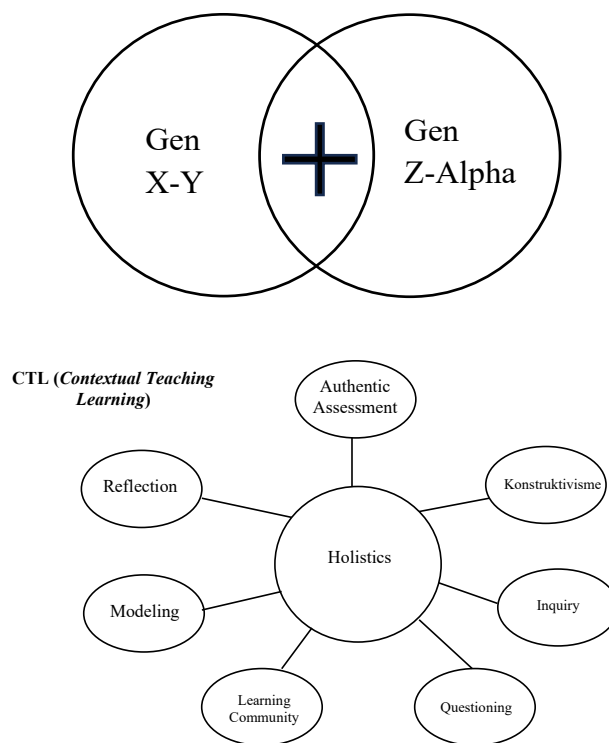


Figure 2. The Holistic Cycle of CTL

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