

Implementation of the CTL (*Contextual Teaching and Learning*) learning model for the formation of caring character of elementary school students through PKn subjects

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Article History

Received: 12 November 2025

Revised: 20 December 2025

Accepted: 16 January 2026

Keywords

Character care

Contextual teaching and learning

Education

Elementary school students

Abstract

Character education has an important role in shaping the attitudes and behaviors of students, especially the character of social care and environmental care in elementary school students. However, the learning of Pancasila and Citizenship Education (PPKn) which is still conventional is often less effective in internalizing these character values. Therefore, a learning model is needed that is able to relate the material to the real-life context of students, one of which is the Contextual Teaching and Learning (CTL) model. This study aims to examine the implementation of the CTL learning model on the formation of caring character of elementary school students through the subject of PKn. The research method used is *Systematic Literature Review* (SLR) by analyzing various scientific articles, journals, and relevant scientific papers. The results of the study show that the application of the CTL learning model in PKn learning makes a significant contribution to the formation of the character of social care and environmental care of students. Through contextual learning, students not only understand concepts cognitively, but are also able to apply caring values in daily life. Thus, the CTL learning model is considered effective in creating meaningful learning and supporting the strengthening of caring character education in elementary schools.

1. Introduction

Education is defined as a deliberate, methodical, and planned process of acquiring knowledge and skills that is systematically transmitted from one generation to the next through instruction and instruction (Azzahra & Irawan, 2023). In terms of attitudes, it is necessary to highlight one of the social tendencies among students to care about the surrounding environment. Character education is emphasized on each student to form their character, skills and abilities, as well as the potential they have to develop, so as to become human beings who behave honestly and have a noble personality in life (Azzahra & Irawan, 2023).

In modern times, character education faces great difficulties due to a morality crisis and declining empathy for students (Nuraeni, 2025). In order for students to become responsible citizens, the value of care, which includes concern for others and the social environment, must be instilled at an early age. PKN subjects' function to instill civic and moral values in the formal education system. However, according to (Astawa et al., 2020), theoretical conventional PKN learning tends to be less effective in internalizing character values in students. Virtue values, such as caring attitudes, are difficult to internalize by students in daily behavior because learning focuses only on memorizing material without focusing on social application.

Teachers are someone who has a major role in shaping the character of students in the school environment (Khairani et al., 2025). Because teachers are people who interact directly with students at school on a daily basis and understand students' personalities, behaviors, and cognitive development. There are many learning models designed to help students think effectively and actively. Different teaching models are done to suit the needs of different students. There is awareness of the importance of meaningful learning that students receive, so teachers should start using learning models that adapt students to their environment. One of the teaching models that falls under the realm of contextual learning is Contextual Teaching and Learning (CTL).

Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes students' full involvement in finding learning materials and relating them to real-life situations (Ester et al., 2023). The program's student-centered approach entails an active student role in the learning process, fostering the development of critical thinking, creativity, and proficiency in problem-solving skills. The application of the CTL learning model in PKN learning is predicated on the hypothesis that students will develop a comprehensive understanding of the concepts taught and will also be able to internalize the social values contained in the subject matter.

2. Method

This research was prepared using the concept of a literature review using the Systematic Literature Review (SLR) method. Literature study is a method used to collect and analyze relevant information from various written sources, such as books, journal articles, research reports, theses, dissertations, and other documents related to the topic being researched (Munib & Wulandari, 2021). In this study, the researcher used "Digital Library as a Learning Source" as the object of research. The subjects of this study are several researchers who have researched similar topics. The data collection and literature sources used in this study came from the Google Scholar database. According to (Maghfira et al., 2022), there is a research procedure in the literature study shown in Figure 1 below.

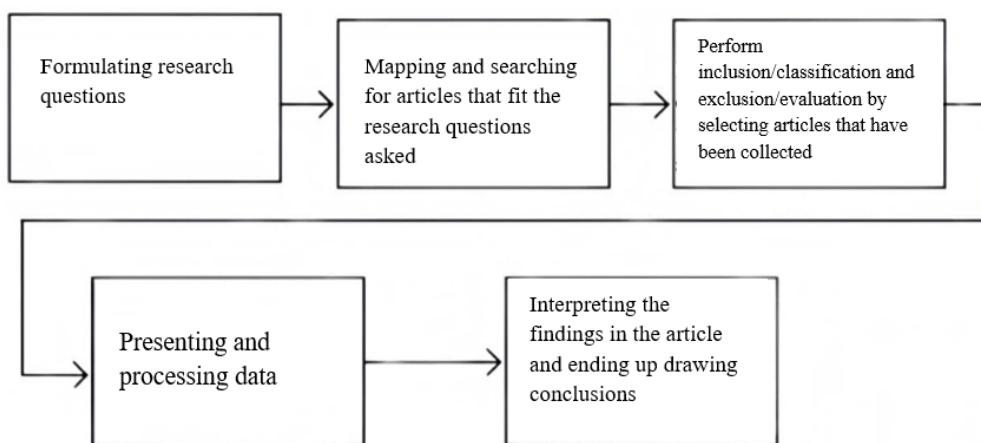


Figure 1. Research procedure in literature study

3. Results and Discussion

The results of the research data included in this literature review are an analysis and summary of articles related to the application of the CTL (Contextual Teaching and Learning) learning method to the Formation of Caring Character of Elementary School Students through PKN Subjects shown in Table 1.

Table 1. Analysis of articles related to the application of the CTL learning method

No.	Author & Year	Journal	Title	Research Results
1.	(Adha & Nasir 2025)	JIPMI: Jurnal Inovasi Pendidikan Madrasah Ibtidaiyah	Penerapan Model Pembelajaran CTL dalam Memperkuat Karakter Peduli Sosial Siswa Melalui Mata Pelajaran PPKn di MI (Madrasah Ibtidaiyyah)	The application of the CTL learning model in PPKn subjects at Madrasah Ibtidaiyah (MI) is very effective in strengthening students' social care character. This learning model allows students to understand social values such as mutual cooperation, tolerance, and justice not only in theory, but also through real-life experiences that are relevant to daily life.
2.	(Fitrianingrum, 2023)	Repository UIN Saizu Purwokerto	Implementasi Model Pembelajaran CTL dalam Mengembangkan Karakter Peduli Sosial Siswa Melalui Mata Pelajaran PPKn di MI Ma'arif NU 1 Kedungbanteng Kabupaten Banyumas	From the implementation of the CTL learning model in developing students' social care characters through PPKn subjects, it has a good impact on students, especially in students' social care character experiences in daily life. With the habituation that has been carried out by MI Ma'arif NU 1 Kedungbanteng, Banyumas Regency uses the CTL learning

				model which is situational based so that it is easy to apply.
3.	(Aini <i>et al.</i> , 2025)	Pendas: Jurnal Ilmiah Pendidikan Dasar,	Analisis Pendidikan Karakter Peduli Sosial dalam Pembelajaran IPAS Materi "Disini Tempat Tinggalku" Kelas IV SD Negeri Ngemplak Surakarta Tahun Pelajaran 2024/2025	The application of contextual learning in shaping the character of social care in grade IV students at SD Negeri Ngemplak Surakarta. Through a learning process that relates the material to students' real lives, students gain better knowledge, experience, skills, skills, and attitudes than before. Thus, through contextual IPAS learning, students are able to develop their potential optimally so that they form individuals with social care characteristics, have intelligence, skills, and positive personalities.
4.	(Ardila <i>et al.</i> , 2025)	PESHUM: Jurnal Pendidikan, Sosial dan Humaniora	Analisis Pembelajaran Kontekstual Dalam Membentuk Karakter Peduli Lingkungan Pada Peserta Didik SD IT Alam Nurul Islam	So that by implementing the contextual learning process Educators can easily form the character of caring for the environment in students, because students can gain new experiences in real life.
5.	(Saputra, 2024)	Jurnal Universitas Muhammadiyah Jakarta	Meningkatkan Kesadaran Peserta Didik dengan Model Pembelajaran Contextual Teaching and Learning (CTL) dalam Membentuk Karakter Peduli Lingkungan Sekitar di SDN Pondok Cabe Ilir 01	The results of observations and interviews showed that there was a change in student behavior in a positive direction, including increased concern for school cleanliness, awareness not to damage the environment, and active participation in environmental conservation activities. Students are also more sensitive to the problems of the surrounding environment and are encouraged to take real action in their daily lives.
6.	(Hartati <i>et al.</i> , 2021)	Pendas: Jurnal Ilmiah Pendidikan Dasar	Pembentukan Karakter Peduli Lingkungan Melalui Materi Kewarganegaraan di Sekolah	Based on the results of the research and discussions that have been conducted, it can be concluded that Civic Education (PKn) in elementary schools has an important role in shaping the character of environmental care in students. Through teaching that integrates environmental values, students begin to understand their rights and obligations in preserving nature and environmental cleanliness as part of their responsibilities as citizens.
7.	(Swasdewi, 2023)	Indonesian Journal of Educational Development (IJED)	Penerapan Model Pembelajaran <i>Contextual Teaching and Learning</i> Untuk Meningkatkan Prestasi Belajar PKn Kelas VI A SDN 10 Sumerta	The conclusion that can be drawn in this classroom action research is that the application of the CTL learning model in learning can improve the learning achievement of PKn Students Class VI A Semester I of the 2020/2021 SD Negeri 10 Sumerta school year. The results of the research obtained from the previous description were able to make students more effective and more exciting.
8.	(Yusuf, 2025)	Juris Civitas: Jurnal Hukum Dan Kewarganegaraan	Peran Pembelajaran PPKn Dalam Membentuk Karakter Siswa: Literature Review	It was concluded that PPKn learning has a significant contribution in shaping the character of students at all levels of education, ranging from elementary, junior high, to high school. At the elementary school level, PPKn serves as an initial foundation in instilling character values such as religious, discipline, tolerance, and love for the homeland.
9.	(Sabita <i>et al.</i> , 2025)	Jurnal Arjuna: Publikasi Ilmu Pendidikan, Bahasa dan Matematika	Pentingnya Pelajaran PKn di SD untuk Membentuk Karakter Peduli Lingkungan	It is concluded that character formation can be formed by studying PKn in schools, one of which is elementary school education. Therefore, Pancasila and Citizenship Education in elementary schools is one of the forums to develop and cultivate good character in students towards a sense of concern for the surrounding environment.
10.	(Zahra <i>et al.</i> , 2025)	Menulis: Jurnal Penelitian Nusantara	Analisis Implementasi Model Contextual	Fifth grade students in the Civic Education (PKn) program of UPT SDN 1 Ganjaran

Teaching and Learning Dalam Pembelajaran PKn Untuk Meningkatkan Hasil Belajar Siswa	have experienced a significant increase in their knowledge after applying the Contextual Teaching and Learning (CTL) approach. Seven out of twenty-four students, or 29.2%, met the KKM before CTL was implemented, according to the study. There is an increase of 37.5%, or 16 students (66.7%), after the implementation of CTL.
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Based on the findings of the literature study on all relevant studies, it can be concluded that the Contextual Teaching and Learning (CTL) method and PKn teaching make a significant contribution to the development of students' character, especially social care and environmental care in the classroom. Students' understanding of attitudes, and behaviors can be gradually improved by using proven teaching materials related to real-life situations.

According to research Adha & Nasir (2025), the application of the CTL approach in PPKn learning at Madrasah Ibtidaiyah is very effective in improving students' social skills. This is due to the fact that CTL involves students' feelings of empathy as an active learning subject involved in the process of determining understanding of the material studied. Social values such as cooperation, tolerance, empathy, and justice are not only taught theoretically, but are realized through activities that are in accordance with students' daily lives. Thus, learning is not abstract, but contextual and meaningful.

These findings are in line with Fitrianingrum (2023) research which shows that the application of CTL in PPKn learning has a positive impact on the development of students' caring character. Through consistent analysis of conditions and habits, students can apply social values in their daily lives, both inside and outside of school. Context-based education makes it easier for students to more easily understand the social issues around them and encourages them to take an active role in solving them.

In addition to PKn subjects, the contextual approach has also proven to be effective in other subjects, as expressed by Aini et al (2025) in learning IPAS. This study shows that learning materials related to the environment around students can encourage the development of their caring attitudes more effectively. Students gain not only cognitive knowledge, but also social skills, skills, and attitudes that support the development of caring characters.

Contextual learning makes it easier for educators to form a character of caring for the environment because students gain direct learning experience (Ardila et al., 2025). When students participate in activities such as cleaning, caring for plants, or understanding the impact of environmental damage, they will better understand the importance of preserving nature. Real experience has a stronger influence than learning that is only in the form of theory.

Saputra's research (2024) strengthens these findings by showing a significant change in student behavior after the application of the CTL model. Students are more aware of matters related to environmental cleanliness in schools, have the ability to maintain facilities, and actively participate in environmental conservation activities. Students also demonstrate ecological awareness through application-based learning that focuses on language mastery.

The role of PKn subjects in shaping the character of caring for the environment is also emphasized by Hartati et al (2021) PKn in elementary schools has a strategic approach to fulfill national obligations and rights, including responsibility for protecting the environment. This strategic approach aims to respond to obligations and rights in the national consciousness, including the responsibility to protect the environment. This is strengthened by Sabita et al (2025) who stated that PKn is one of the main forums in shaping the character of caring for the environment from an early age.

According to Swasdewi (2023), the application of CTL in PKn learning has been proven to significantly increase student learning achievement. Students actively participate in the learning

process, becoming more effective and engaging. The delivery of material in a contextual approach makes it easier for students to understand abstract concepts of citizenship.

The results of Zahra et al (2025) research also showed a significant improvement in student learning outcomes after the implementation of CTL. The percentage of student learning completeness shows a significant increase when compared to the state before the application of this method. This shows that CTL not only impacts the affective aspects and character of students, but also on their cognitive aspects. With this approach, CTL education can create a balance between academic achievement and character development.

Theoretically, Yusuf (2025) argues that PPKn learning has a big role in shaping the character of students at various levels of education. It has an important role in shaping students' personalities in various educational environments. At the elementary school level, PPKn acts as the main foundation for teaching values such as care, discipline, tolerance, love for the homeland, and social and environmental awareness. When PPKn teaching is combined with CTL teaching, the internalization process becomes more effective, as students gain understanding through language and reflection on their daily lives.

Based on the summary of all the research that has been conducted, it can be concluded that contextual learning with the CTL method on the character of caring for students is an appropriate approach to be used in basic education, especially in PKN. CTL is able to create meaningful learning, increase student involvement, and encourage the formation of social care and environmental care characters in a sustainable manner. Therefore, the implementation of CTL needs to continue to be developed and optimized as a component of a learning strategy that focuses on character education in the classroom.

4. Conclusion

The implementation of the Contextual Teaching and Learning (CTL) learning model in PKN subjects in elementary schools has proven to be effective in forming and strengthening the character of social care and environmental care in students. The CTL model allows students to connect learning materials with real life, so that character values are not only understood theoretically but also internalized through direct understanding. Various studies have shown that CTL learning is able to increase students' active involvement, foster empathy, cooperation, responsibility, and awareness of the surrounding environment. In addition to having a positive impact on affective aspects and character, CTL also contributes to improving learning outcomes and academic achievement. This confirms that CTL is able to create a balance between mastery of knowledge and character development. Therefore, the results of the implementation of the CTL learning model are very relevant to be used in basic education, especially in PKN lessons, as a learning strategy that encourages character education in a sustainable manner. Therefore, teachers are expected to maximize the use of CTL in the teaching process so that the goals of developing students' social and environmental skills can be achieved as best as possible.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/ or publication of this article.

Data Availability

The datasets generated during and/ or analyzed during the current study are available from the corresponding author on reasonable request.

Declaration on AI Use

The authors declare that no artificial intelligence (AI) or AI-assisted tools were used in the preparation of this manuscript. AI were used only to improve readability and language under strict human oversight; no content, ideas, analyses, or conclusions were generated by AI.

Acknowledgement

Thank you to our lecturer Dr. Muwakhidah, S.Pd., M.Pd. who always guides us and friends who provide support and prayers, Deep gratitude is also addressed to all participants of this research who have contributed by taking their precious time for the smooth running of this study.

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