

Use of CTL (Contextual Teaching and Learning) Learning Methods in Increasing Learning Interest of Kesetaraan Paket C

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ABSTRACT

Contextual Teaching and Learning (CTL) is an instructional approach aimed at fostering meaningful understanding by connecting academic content to the real-life contexts of learners. The Paket C equivalency education program is a form of non-formal education equivalent to senior high school, designed for school-age individuals and adults who are unable to continue formal education. This program seeks to equip learners with knowledge, skills, competencies, and attitudes equivalent to high school graduates, enabling them to develop personal, social, intellectual, and vocational capacities. This study aims to describe: (1) the stages of implementing the CTL approach, (2) the application of CTL principles, and (3) the outcomes of CTL implementation in relation to students' learning interest. The study employs a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation. The data sources consisted of 10 participants, including 4 tutors and 6 Paket C learners at PKBM Maritim Labuan. The findings indicate that: (1) the stages of CTL implementation include activating prior knowledge, acquiring new knowledge, developing understanding, applying knowledge through practice and experience, and conducting reflection; (2) the implementation of CTL incorporates key principles such as constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment; (3) the CTL approach contributes to an increase in learners' interest, as evidenced by their enjoyment in learning, increased attention to instructional materials, exercises, assignments, and homework, active participation in question-and-answer sessions, discussions, and group work, as well as the fulfillment of their need to gain knowledge and practical benefits from the learning materials.

Keywords: CTL Learning Method, Interest in Learning, Package C Equivalency

INTRODUCTION

Contextual Teaching and Learning (CTL) is an instructional approach that emphasizes learners' active engagement in constructing knowledge by discovering learning materials and relating them to real-life contexts, thereby encouraging the application of knowledge in everyday situations. In PKBM Maritim Labuan, the learning process adopts the CTL approach, where instructional materials are designed to be practical and concrete. Learners are not only

engaged individually or collaboratively but are also actively involved in developing their understanding by linking the acquired knowledge to their daily experiences, particularly within maritime and coastal contexts.

The relevance of CTL is particularly evident in non-formal education settings, where learners often possess prior work experience and diverse life backgrounds. In the case of PKBM Maritim Labuan, most learners are closely connected to coastal and maritime activities, making contextualized learning essential for enhancing engagement and comprehension. However, learners' interest in equivalency education programs is frequently reported to be low. This condition may be attributed to the mismatch between conventional teaching methods and learners' real-life conditions, including work commitments and the limited relevance of abstract learning materials. Therefore, CTL is considered a suitable approach to bridge this gap by integrating academic content with learners' lived experiences.

Previous studies have demonstrated the effectiveness of CTL in improving both learning processes and outcomes. (Shah et al., 2025). (Arsyad, 2025) The CTL model is able to create a contextual and meaningful learning situation, thereby encouraging students to be more active, involved, and able to develop ideas and solve problems logically and creatively. (Anju Nofarof Hasudungan, 2022) The results of the study show that CTL learning is the right approach to learning during the COVID-19 pandemic, considering that CTL emphasizes three things: process, discovery, and application. (Ruwaidah, 2022) Improving student learning achievement is caused by increased activity and interaction between teachers and students in the classroom learning process using the CTL (Contextual Teaching and Learning) learning strategy model implemented by teachers, in accordance with teacher performance values.

Argues that this learning concept has three important points, namely: first, emphasizing the process of student involvement in discovering material; second, encouraging students to find connections between the material being studied and real-life situations; and third, encouraging students to apply it in their lives (Sanjaya, 2016). The objectives of this study are to describe (1) the stages of using the CTL learning method, (2) the implementation of the principles of the CTL learning method, and (3) the results of the CTL learning method and student learning interest.

CTL can be an effective strategy in improving the quality of learning at the elementary school level, so it needs to be integrated into the curriculum and training for teachers for optimal implementation (Putri et al., 2025). (Setiana, 2017) The similarities between Setiana's research variables and those of this researcher lie in the use of the CTL learning method and learning interest.

METHOD

This study employs a qualitative approach with a descriptive method. The qualitative approach is used to gain an in-depth understanding of the learning phenomena in their natural context, while the descriptive method aims to describe the existing conditions factually without any treatment or manipulation of the variables under investigation.

The study was conducted in the Paket C equivalency program at PKBM Maritim, located in Kampung Makui RT/RW 002/002, Kalanganyar Village, Labuan District, Pandeglang Regency. The research participants consisted of 10 individuals, including 4 tutors

and 6 Paket C learners. The participants were selected using a purposive sampling technique based on their direct involvement in the learning process.

Data collection techniques included observation, interviews, and documentation. Observation was carried out to directly examine the learning process, particularly the implementation of the Contextual Teaching and Learning (CTL) approach. In-depth interviews were conducted with tutors and learners to obtain information regarding their experiences, perceptions, and learning interest. Documentation was used to support the data in the form of records, archives, and evidence of learning activities.

Data analysis was conducted interactively through several stages, namely data collection, data reduction, data display, and conclusion drawing and verification. These processes were carried out continuously to ensure the validity and consistency of the findings.

The data sources in this study consisted of primary and secondary data. Primary data were obtained directly from tutors and learners through observation and interviews, while secondary data were collected from relevant supporting documents.

DISCUSSION

Stages of Using the CTL Learning Method in Package C Equivalency Education at PKBM Maritim Labuan

The results of the study show that there are stages of using the CTL learning method in the learning process in package C equivalency education at PKBM Maritim Labuan with the following five characteristics of the CTL learning process.

Knowledge Activation

The activation activities conducted by tutors at PKBM Maritim Labuan were carried out by posing several questions aligned with previous learning materials and the surrounding community context. This approach was intended to assist learners in discovering new knowledge and skills. Each learner possesses a set of prior knowledge that, when strong and accurate, can facilitate the connection between existing knowledge and new information, thereby enabling the construction of a more comprehensive knowledge structure. However, learners often experience difficulty in spontaneously establishing relevant connections between their prior knowledge and new learning situations. In other words, when the learning process is disrupted or constrained, prior knowledge may not be effectively activated, thus hindering the integration of new knowledge. Similarly, when learners' prior knowledge is insufficient or not aligned with the given context, it may become a barrier to learning.

In line with the above statement, the results of a study (Muhammad, 2020) reveal that the concept of prior knowledge is a set of experiences, attitudes, knowledge, and even beliefs that individuals have acquired from their life experiences, which will be used to construct new knowledge and experiences. In the context of learning, the prior knowledge possessed by learners plays a significant role. Prior knowledge is important in learning.

Knowledge Acquisition

The acquisition of new knowledge is influenced by the prior knowledge possessed by students PKBM Maritim Labuan. The more knowledge, skills, and experience students have, the easier it is for them to acquire new knowledge or skills. This new knowledge is acquired

deductively, meaning that learning begins with studying the whole and then paying attention to the details.

Understanding Knowledge

The knowledge and experiences acquired by learners should be applied in real-life contexts. In this regard, tutors facilitate learners in connecting their knowledge and experiences with real-world situations by providing concrete examples drawn from the learners' immediate environment. CTL learning facilitates understanding of the material and stimulates learners' interest in learning because each learner has an obligation to complete the tasks or questions given by the tutor with confidence and courage, as the answers they express or write down are the result of their group discussions. In understanding new knowledge, learners need to investigate and test all possible aspects of that new knowledge.

Practicing Knowledge and Experience

The knowledge and experience gained must be applied in real life. Students not only understand the material they are learning but also how it can be applied in their daily lives. Contextual Teaching and Learning (CTL) is a learning approach that emphasizes the process of full student involvement in discovering the material being learned and connecting it to real-life situations, thereby encouraging students to apply it in their daily lives.

Reflect

Reflection serves as feedback for improving and refining learning strategies, as it represents a response to events, activities, or newly acquired knowledge. In the learning process, both tutors and learners engage in reflection at the end of each session with the aim of enhancing and optimizing both the learning process and its outcomes.

Implementation of CTL Learning Method Principles in Package C Equivalency Education at Pkbm Maritim Labuan

Constructivism

Knowledge is not viewed merely as a collection of facts, concepts, or principles to be received and memorized; rather, it is understood as a construct developed by individuals through real-life experiences. From this perspective, learning is a process of assimilating and connecting new experiences with previously acquired knowledge. In the learning process, tutors provide opportunities for learners to actively construct and develop their knowledge based on their prior experiences, without being limited by age differences. This approach aligns with the characteristics of learners in non-formal education, who typically possess diverse experiential backgrounds.

Therefore, learning is not solely oriented toward memorization but emphasizes the independent construction of knowledge through learners' active engagement. This process is supported by the integration of prior knowledge and real-life experiences, resulting in more meaningful understanding.

Questioning

The knowledge possessed by students always begins with questioning. Asking questions is a reflection of the thinking process, giving learners the opportunity to read and understand the material studied in the book, then giving learners who do not yet understand the opportunity to ask questions. If a learner asks a question, they are given the opportunity

to answer it first. If no one answers, the tutor answers the learner's question. Thus, this questioning activity is very important in order to explore information and confirm what is already known, as well as to direct students to aspects that they do not yet know.

Discovering

Discovering is the core part of CTL-based learning. The acquisition of knowledge and skills is not obtained from memorizing a set of facts or information, but is the result of discovering for oneself through several students being given the opportunity to search, process, and find more concrete learning experiences through the involvement of student activities in trying, doing, and experiencing for themselves. Thus, it can be concluded that CTL learning emphasizes the process of direct, gradual, and collaborative group involvement of students in discovering material, meaning that students are actively involved in discovery activities through observing, questioning, gathering information, processing information, and communicating.

Learning Community

Contextual learning emphasizes the importance of learning as a social process. Through interaction in the learning community, the learning process and outcomes become more meaningful. The practice of learning communities is manifested in the form of group work both inside and outside the classroom. Knowledge and skills are acquired from sharing between friends and between groups. In other words, in learning at PKBM Maritim Labuan, the use of the CTL method to increase students' interest in learning has formed learning groups so that students can work together and share between friends, between groups, between those who know and those who do not know, so that students acquire new knowledge.

Modeling

Modeling is a learning process by demonstrating an example that can be imitated by each student. Modeling focuses on the importance of procedural knowledge. Tutors use various media to provide models on how to use, how to do, or how to operate something. The sources of reference for the examples shown to students are taken from books, magazines, instructions for use, and electronic tutorials (YouTube). This is done with the aim of making students more interested in the knowledge or skills they need to acquire so that they are able to use, do, or operate something.

Reflection

Reflection is a way of thinking about what has just been learned or thinking back on what has been done during learning. Reflection is an activity to observe, organize, analyze, re-clarify, and evaluate what has been learned. At the end of the learning session, the tutor allows a moment for students to reflect. This takes the form of direct questions about what they have learned that day, notes or journals in the students' books, the students' impressions and suggestions regarding that day's learning, discussions, and work results.

Authentic Assessment

Authentic assessment is an effort to collect various data that can provide an overview of the students' learning progress. Authentic assessment assesses the knowledge and skills acquired by students. The assessors are not only tutors, but also other friends and even other people. Furthermore, he said that the characteristics of authentic assessment are: 1) it is carried out during and after the learning process; 2) it can be used for formative and summative

purposes; 3) it measures skills and performance, not the memorization of facts/theories; 4) it is continuous; 5) it is integrated; and 6) it can be used as feedback.

Results of CTL Learning Methods and Interest in Learning in Equivalency Education Package C at Pkbm Maritim Labuan

Feelings of Happiness

Pleasure in learning is closely related to learning interest. The indicators of learning interest are 1) feeling pleasure in learning, 2) focusing attention and thoughts on learning, 3) willingness to learn, 4) inner desire to be active in learning, and 5) efforts made to realize the desire to learn.

The use of the CTL learning method has been empirically proven to foster a sense of joy in students, if students engage in the learning process with a sense of joy because the teaching material is always connected and adapted to their real lives, which will ultimately lead to a high interest in learning. This interest in learning encourages maximum learning outcomes. In other words, teaching material that is relevant to the needs and daily lives of students creates a sense of joy in learning. Enjoyment in learning will encourage an interest in learning. A high interest in learning encourages maximum learning outcomes.

Attention

Students' attention arises in line with their level of interest in learning. Those who have a high interest in learning will also have a high level of attention to learning. Based on the results of field research, it was revealed that students devoted their attention and thoughts to the learning process. This was evident in the fact that students completed the exercises, assignments, and homework given after the CTL learning method was implemented.

The attention of students in the learning process is very important and influential in the learning process and outcomes. Students' interest in learning is demonstrated by their attention to lessons, assignments, exercises, homework, and even other tasks. Students will pay attention to teaching materials if they are useful and relevant to their lives.

Conversely, if the teaching materials are not useful and relevant to the students' real lives, it is certain that students will not pay attention to the lessons. Students' attention to a subject will increase their interest in learning. A high interest in learning will improve learning outcomes.

Interest

Interest in learning is a factor that motivates students to learn, based on their interest and desire to learn. Students' interest in learning can be fostered and developed in various ways through activities in the learning process. Learning material will be interesting if it is presented using a variety of learning methods. Learning methods will be interesting if they use appropriate media, resources, and learning tools. The suitability of methods, learning media, learning resources, and learning tools can spark students' interest in the learning process.

It is important for learning to be interesting for students if the teaching material is relevant and useful for their current and future lives. One thing that should not be overlooked is that at the beginning of the lesson, the teaching material should be linked to the students' past experiences.

Needs are met

Interest does not arise on its own; there is an element of need. Contextual learning is a learning concept that helps connect learning material with real-life situations and encourages students to make connections between their knowledge and its application in real life. Students feel that their needs are being met because learning is carried out in the context of real life in a natural way, with meaningful tasks, meaningful experiences, group work, discussions, and peer correction, a high level of togetherness and social interaction, so that learning becomes active, creative, productive, cooperative, and enjoyable.

The learning process can meet the needs of students for the present and the future. This means that the teaching material must be related to the students' experiences in their daily lives. In addition, the teaching material must be ensured to be beneficial for their future lives.

CONCLUSION

1. Stages of Using the CTL Learning Method in Package C Equivalency Education at PKBM Maritim Labuan

The use of CTL learning methods in package C equivalency education at PKBM Maritim begins with knowledge activation (linking the learning material/theme/activity to be carried out with the knowledge and experience of the students with the previous learning material/theme/activity and asking questions/quizzes to recall and connect with the next material/theme/activity); knowledge acquisition (involving students' knowledge and experience in observing, questioning, and gathering information); knowledge comprehension (through designing, revising, creating, and developing a concept); practicing knowledge and experience (finding connections between the learning materials/themes/activities being studied and real-life situations); and reflection (evaluating the learning process that has just been completed to review whether the actions taken are in accordance with the initial plan. In improving learning activities, tutors should apply the stages of the CTL learning method sequentially (in order) and completely (nothing is missed) so that learning can run effectively and meaningfully.

2. Implementation of CTL Learning Method Principles in Package C Equivalency Education at PKBM Maritim Labuan

The implementation of the CTL learning method in package C equivalency education at PKBM Maritim Labuan uses the principles of constructivism (learners build and develop knowledge based on experience through active involvement in the learning process), questioning (activities to explore information and confirm what is already known and direct attention to aspects that are not yet known), discovery (activities to formulate problems, observe, question, collect information, process information, and communicate), learning communities (knowledge and skills are obtained from sharing activities between friends and between groups), modeling (knowledge and skills acquired from examples from various sources), reflection (making connections between previously acquired knowledge and skills with new knowledge and skills so as to gain something useful for oneself about what has been learned), and authentic assessment (collection of data and information in the form of assessment of attitudes, knowledge, and skills so as to provide an overview of the learning progress of students). In implementing the CTL learning method in package C equivalency education at PKBM Maritim Labuan, tutors should always encourage students to actively

participate in doing, trying, and reconstructing the teaching material themselves and correlating it with their real lives so that they can solve various problems within themselves, their families, and their communities.

3. Results of CTL Learning Methods and Interest in Learning in Equivalency Education Package C at PKBM Maritim Labuan

The CTL learning method can increase the interest of students in Package C equivalency education at PKBM Maritim Labuan. This is evident in the increase in feelings of enjoyment (students' attention to learning materials, exercises, assignments, and homework); interest (students actively participating in question and answer sessions, discussions, and group work); and fulfillment of needs (students feeling the benefits of learning activities because what they learn is related to what they already know and events that actually occur in real life). In creating interesting and enjoyable learning, tutors should prepare appropriate, varied, and up-to-date learning materials, tools, media, and resources so that learning becomes active, creative, productive, collaborative, and enjoyable. In addition, the administrators of the C package at PKBM Maritim Labuan should continuously communicate and request assistance with learning tools, media, and materials from the Banten Provincial Education Office.

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