

**PENGARUH *MODEL CONTEXTUAL TEACHING AND LEARNING*
BERBANTUAN *FLASHCARD*, MUATAN AKU BERPRILAKU
PANCASILA TERHADAP HASIL BELAJAR PENDIDIKAN PANCASILA
KELAS II GUGUS V SUSUT**

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model *Contextual Teaching and Learning* berbantuan *flashcard* terhadap hasil belajar Pendidikan Pancasila peserta didik kelas II Gugus V Susut. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu menggunakan rancangan *Nonequivalent Post-test Only Control Group Design*. Sampel penelitian terdiri atas satu kelas eksperimen dan satu kelas kontrol yang dipilih melalui teknik *cluster random sampling*. Data hasil belajar dikumpulkan menggunakan tes objektif pilihan ganda dan dianalisis menggunakan statistik deskriptif serta statistik inferensial. Hasil penelitian menunjukkan bahwa peserta didik yang mengikuti pembelajaran menggunakan model *Contextual Teaching and Learning* berbantuan *flashcard* memperoleh hasil belajar yang lebih tinggi dibandingkan peserta didik yang mengikuti pembelajaran konvensional. Dengan demikian, model *Contextual Teaching and Learning* berbantuan *flashcard* efektif digunakan untuk meningkatkan hasil belajar Pendidikan Pancasila peserta didik sekolah dasar.

Kata Kunci: *Contextual Teaching and Learning*, *flashcard*, hasil belajar, Pendidikan Pancasila, sekolah dasar.

***THE EFFECT OF THE CONTEXTUAL TEACHING AND
LEARNING (CTL) MODEL ASSISTED BY FLASHCARDS ON GRADE II
STUDENTS' PANCASILA EDUCATION LEARNING OUTCOMES IN
CLUSTER V SUSUT***

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ABSTRACT

This study aimed to analyze the effect of the Contextual Teaching and Learning model assisted by flashcards on the Pancasila Education learning outcomes of second-grade students in Cluster V Susut. This research employed a quantitative approach using a quasi-experimental design with a Nonequivalent Post-test Only Control Group Design. The sample consisted of one experimental class and one control class selected through cluster random sampling. Data were collected using a multiple-choice objective test and analyzed through descriptive and inferential statistics. The findings revealed that students who learned through the Contextual Teaching and Learning model assisted by flashcards achieved higher learning outcomes than those who received conventional instruction. Therefore, the Contextual Teaching and Learning model assisted by flashcards is effective in improving elementary school students' learning outcomes in Pancasila Education.

Keywords: Contextual Teaching and Learning, flashcards, learning outcomes, Pancasila Education, elementary school.