The Implementation of Contextual Teaching and Learning (CTL) to Foster Students' Social Attitudes in Social Studies Learning at SMPN 1 Gedangan

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	ABSTRACT
	This study aims to analyze the implementation of Contextual Teaching and Learning (CTL) in forming students' social attitudes in Social Studies learning at SMPN 1 Gedangan. This research employed a qualitative descriptive approach. Data were collected through classroom observations, interviews with Social Studies teachers and students, and documentation of learning activities. The research focused on Social Studies learning with the theme of Indonesian Societal Diversity, which was implemented based on the Merdeka Curriculum using teaching modules as the main instructional reference. The findings indicate that the implementation of CTL played an important role in developing students' social attitudes, including cooperation, responsibility, tolerance, empathy, and self-confidence. These attitudes emerged through learning activities that emphasized real-life contexts, group discussions, collaborative problem-solving, and reflective learning. Students actively participated in learning processes that encouraged interaction and the exchange of ideas, enabling them to internalize social values through meaningful experiences. The formation of students' social attitudes was influenced by the quality of social interaction, teacher facilitation, and a supportive classroom environment. Learning activities connected to students' daily lives allowed them to better understand social values and apply them in everyday interactions. The study concludes that Contextual Teaching and Learning is an effective pedagogical approach for integrating academic learning with the development of social attitudes through authentic and interaction-based learning experiences in Social Studies education.
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INTRODUCTION

Social Studies learning plays an essential role in developing students' understanding of social life, values, and interactions within society. Social Studies education at the junior secondary school level is not solely intended to

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introduce basic knowledge of history, geography, and economics (Afifah et al., 2022). Social Studies also plays an important role in developing students' social attitudes and skills needed in their daily lives. Through Social Studies learning, students are expected to understand social realities, develop empathy, and build critical thinking skills in responding to social issues within their surrounding environment. In this context, Social Studies functions as a learning medium that connects academic knowledge with students' real-life social experiences (Lubis et al., 2025). At the junior high school level, Social Studies is not only expected to build students' knowledge of social concepts but also to foster social attitudes that support harmonious interaction, such as cooperation, responsibility, tolerance, and empathy. However, learning practices in schools often prioritize cognitive achievement, while the formation of students' social attitudes receives less attention in the learning process.

The development of students' social attitudes requires learning experiences that are closely connected to real-life situations. Social Studies is not only intended to provide an understanding of social concepts, but also to develop the social attitudes needed by students to live together in society (Lukitaningtyas, 2022). When learning activities are detached from students' daily experiences, students tend to be passive and less involved in social interaction. This requires the implementation of a learning approach that is able to connect instructional content with students' real-life contexts. The appropriateness of the selected learning approach influences learning outcomes and students' success in engaging in the learning process (Wirati, 2023). This condition highlights the importance of learning approaches that encourage students to actively engage with learning content and relate it to their social environment. One approach that addresses this need is Contextual Teaching and Learning (CTL), which emphasizes the connection between learning materials and real-life contexts experienced by students. Learning experiences grounded in real-life situations help students recognize and respond to social issues in their surroundings more critically (Erni et al., 2020).

Contextual Teaching and Learning encourages students to actively construct understanding through interaction, discussion, and reflection (Aisyah et al., 2022). In Social Studies learning, CTL allows students to explore social issues that are relevant to their daily lives and to engage in collaborative learning activities. Through this process, students are not only expected to understand social concepts but also to practice social attitudes during learning activities. Therefore, CTL has the potential to support both cognitive and social development. Within the school environment, the development of social

attitudes is one of the primary objectives of the learning process (Apriliani & Radia, 2020).

Several studies have reported that contextual learning can increase student engagement and participation. According to Rahmawati & Rohim, (2020), the Contextual Teaching and Learning (CTL) approach provides opportunities for deeper understanding, enabling teachers to involve students more actively in the learning process. This perspective emphasizes that the learning process becomes more meaningful for students when learning strategies are considered more important than final outcomes. However, the implementation of CTL in classroom practice varies depending on learning design, teacher readiness, and classroom conditions. The researcher's preliminary observations at SMPN 1 Gedangan indicate that 37% of students have not yet demonstrated empathy and cooperation during group activities. This condition suggests that the teaching methods currently applied need to be improved. Addressing this issue requires innovation in instructional approaches. One possible strategy is the implementation of a contextual learning approach, namely Contextual Teaching and Learning (CTL).

Learning approaches that emphasize contextual relevance and social interaction are essential in supporting the development of students' social attitudes. When learning activities are connected to students' real-life social experiences, students are more likely to actively engage in the learning process and internalize social values. Contextual Teaching and Learning provides opportunities for students to construct understanding through interaction, collaboration, and reflection. Through these processes, learning becomes more meaningful and contributes to the formation of positive social attitudes in Social Studies learning at the junior secondary school level. Such learning conditions encourage students to participate actively in social interaction and develop a sense of responsibility toward shared learning activities. Meaningful interaction within the classroom also allows students to practice social skills in a structured and supportive environment. Therefore, the selection of an appropriate learning approach becomes a crucial factor in achieving the social objectives of Social Studies education.

Based on these considerations, this study aims to analyze the implementation of Contextual Teaching and Learning in Social Studies learning at SMPN 1 Gedangan. The research focuses on: 1) identifying the forms of students' social attitudes that emerge during learning activities, 2) examining the supporting and inhibiting factors in the implementation of CTL, and 3) determining the most influential factors in shaping students' social attitudes. By examining a local classroom context, this study is expected to provide insights

into how contextual learning supports social attitude development in Social Studies learning.

RESEARCH METHODE

This study employed a qualitative research approach to examine the implementation of Contextual Teaching and Learning (CTL) in forming students' social attitudes in Social Studies learning at SMPN 1 Gedangan. According to Miles and Huberman (in Qomaruddin & Sa'diyah, 2024), the most commonly used form of data presentation in qualitative research is narrative text, as it is able to describe findings in a detailed and contextual manner. A qualitative approach was selected to obtain an in-depth understanding of learning processes, classroom interactions, and participants' experiences in their natural setting. The primary objective of qualitative research is to explore a particular context by providing detailed and in-depth descriptions of existing conditions within a natural setting, focusing on what actually occurs based on empirical field data (Fadli, 2021). In qualitative research, the relationship between the researcher and participants involves social interaction. Efforts are made to minimize distance between the researcher and participants in order to establish balanced, informal, and close social relationships (Safrudin et al., 2023).

The research was conducted at SMPN 1 Gedangan during the 2024/2025 academic year. The participants consisted of a 2 Social Studies teacher and 36 eighth-grade students who were directly involved in CTL-based learning activities. Participants were selected purposively to ensure that the data reflected authentic classroom practices related to the research focus. Data were collected through classroom observations, semi-structured interviews, and documentation. Observations focused on the implementation of CTL during learning activities, including how learning was connected to students' real-life contexts and how students interacted during group discussions and classroom activities. Interviews were conducted with the teacher and selected students to explore their perspectives on the learning process and the formation of social attitudes. Documentation, such as lesson plans and learning materials, was used to support and validate the observational and interview data. Data analysis was conducted using an interactive qualitative analysis process involving data reduction, data display, and conclusion drawing. This process was carried out continuously throughout the study to identify patterns related to the implementation of CTL and the development of students' social attitudes. Data validity was ensured through triangulation by comparing findings from

observations, interviews, and documentation to enhance the credibility of the results.

RESULT AND DISCUSSION
Forms of Students' Social Attitudes Developed through Contextual Teaching and Learning

The results of this study indicate that the implementation of Contextual Teaching and Learning (CTL) in Social Studies learning at SMPN 1 Gedangan contributed to the development of various students' social attitudes, including cooperation, responsibility, tolerance, empathy, and self-confidence. These social attitudes emerged through learning activities that emphasized meaningful learning, real-life contexts, and active social interaction among students. CTL-based Social Studies learning on the theme of Indonesian Societal Diversity played a role in shaping students' social attitudes during the learning process. Social Studies lesson planning at SMPN 1 Gedangan was developed in accordance with the Merdeka Curriculum and utilized teaching modules as the primary instructional reference in determining learning objectives, materials, activities, and assessment.

Classroom observations showed that students actively participated in group discussions, collaborative problem-solving activities, and learning reflections. These activities contributed to the development of social attitudes such as tolerance, cooperation, empathy, responsibility, and self-confidence. Tolerance was evident when students were able to accept differing opinions during group discussions. Cooperation and responsibility emerged through collective agreement on task distribution within groups.

Interview data supported the observational findings. RA (VIII A) stated that group discussions helped him appreciate his peers' opinions even when they differed from his own. NF (VIII I) explained that a discussion atmosphere guided by the teacher made her more confident to speak in class. EW (VIII H) expressed that collaboration within group work helped him learn to cooperate and avoid relying on only one group member. VR (VIII F) mentioned that Social Studies learning through discussion made her more sensitive to her peers' attitudes within the group.

Students' self-confidence was also observed to develop during the learning process. Interview data indicated that students felt more confident when teachers provided opportunities to express opinions and created a supportive classroom atmosphere. Opportunities to speak during discussions and group presentations helped students become more confident in conveying their ideas in front of peers. A similar view was expressed by GA (VII B), who

felt more confident in sharing opinions due to a supportive classroom. These findings show that CTL-based Social Studies learning provided space for students to actively participate and develop self-confidence through social interaction.

The findings indicate that the development of students' social attitudes is closely related to social interaction occurring during the learning process. Social attitudes are connected to social life that shapes relationships within and around the community (Sanjaya Putra & Renda, 2022). From a social constructivist perspective, learning and social development occur through interaction and guided participation. Vygotsky explains that learning takes place through social interaction, in which more capable learners assist peers who require support to achieve understanding (Vygotsky, 1978; Arafah et al., 2023). Through repeated collaborative experiences, students constructed social meaning and internalized cooperative behavior as part of their learning process.

Responsibility developed as students actively completed assigned tasks and fulfilled their roles within group work. CTL positioned students as active agents in learning rather than passive recipients of information. Learning activities that required participation encouraged a sense of ownership and accountability. This condition aligns with the constructivist framework, which emphasizes respect for the learning process, relevance and meaningfulness, grounding in social experiences, and the creation of creative and reflective learning activities (Azzahra et al., 2025).

Tolerance and empathy emerged through dialogic learning situations in which students encountered differing opinions and social perspectives. From the perspective of symbolic interactionism, social attitudes are formed through the interpretation of symbols such as language, gestures, and actions during interaction. The way individuals interpret these symbols influences their actions in social interactions (Rouf et al., 2022). Through continuous symbolic exchanges, students learned to understand others' perspectives and develop empathetic responses.

The development of self-confidence reflects the role of a supportive and interactive learning environment. Learning experiences that value students' voices and encourage participation contribute to positive social interaction in the classroom. CTL created learning conditions that enabled students to express ideas, engage in discussion, and gradually build confidence through meaningful social participation.

Supporting and Inhibiting Factors in the Implementation of Contextual Teaching and Learning

The implementation of Contextual Teaching and Learning (CTL) in Social Studies learning at SMPN 1 Gedangan was influenced by several supporting and inhibiting factors related to learning design, classroom environment, and teacher facilitation. One of the main supporting factors identified was teacher readiness in designing contextual learning activities that emphasized inquiry, collaboration, questioning, and reflection. These learning activities encouraged interaction and active student participation during the learning process. Classroom observations showed that a supportive classroom environment strengthened the implementation of CTL. Students were more actively involved in discussions when the learning atmosphere was relaxed yet orderly. Learning activities became more dynamic and meaningful when students felt comfortable expressing opinions and engaging in discussions. The relevance of learning materials to students' daily experiences also increased engagement, as contextual content allowed students to relate academic concepts to real-life situations.

Interview data further supported these observational findings. Chloe (VII C) described a classroom atmosphere that was relaxed but still orderly, which made her feel more confident to express opinions even when she was uncertain about the correctness of her answers. This description indicates that a sense of safety in the classroom encouraged students' confidence and willingness to participate actively in learning activities. In contrast, several inhibiting factors were also identified. Limitations related to instructional time were expressed by MD (VII E), who explained that group discussions were sometimes stopped shortly after they began because the allocated time had ended. This condition shows that students did not always have sufficient opportunities to express ideas comprehensively during discussions. A similar issue was reported by NO (VII B), who stated that only one or two groups were sometimes given the opportunity to present, indicating that participation opportunities during discussions were not evenly distributed.

Based on these interview findings, it can be concluded that a supportive classroom atmosphere functioned as a key supporting factor in increasing students' confidence and participation in CTL-based learning. Meanwhile, limited instructional time and unequal opportunities to speak became inhibiting factors that reduced students' chances to engage fully in discussions, convey ideas thoroughly, and practice communication and social skills during the learning process.

These findings indicate that the successful implementation of CTL is closely related to teacher preparedness, classroom climate, and learning management. One major supporting factor was teacher readiness in designing contextual learning activities that emphasized inquiry, collaboration, questioning, and reflection. These components created learning situations that encouraged interaction and active participation (Kadhafi, 2023). The primary objective of Contextual Teaching and Learning (CTL) is to help students understand the meaning of learning materials and connect them to their real-life contexts, including personal, social, and cultural contexts. Teacher readiness in designing contextual learning activities supports the core objective of CTL, which is to help students understand learning materials by connecting them to real-life contexts. Through contextual activities, students are encouraged to actively construct knowledge and develop flexible understanding during the learning process (Sastradiharja et al., 2020).

The supportive classroom environment observed in this study reflects the importance of psychological safety in learning. From a constructivist perspective, meaningful learning occurs when students connect new knowledge with prior experiences. Constructivist learning positions students as active agents who build understanding through thinking, analysis, and decision-making based on direct experiences. CTL aligns with this principle by encouraging student involvement in learning situations that are relevant to their social realities (Mulyadi, 2022). When students feel safe and supported, participation increases and learning becomes more meaningful.

In contrast, limited instructional time and uneven participation hindered the effectiveness of CTL implementation. Contextual learning requires sufficient time for discussion, reflection, and interaction to allow all students to participate equitably. When discussion opportunities are limited, students lose chances to practice communication, confidence, and social skills. Therefore, consistent implementation of CTL components and effective classroom management are essential to maximize the potential of CTL in supporting students' social attitude development (Salelenggu & Santoso, 2021).

The Most Influential Factors in Shaping Students' Social Attitudes through CTL

The findings indicate that the most influential factor in shaping students' social attitudes in CTL-based Social Studies learning was the intensity and quality of social interaction that occurred during learning activities. Learning situations that emphasized collaboration, dialogue, and shared problem-solving provided students with repeated opportunities to practice social attitudes in authentic learning contexts.

Students actively engaged in interaction with peers and teachers during discussions, group work, and collaborative tasks. These interactions enabled students to demonstrate and develop social attitudes such as cooperation, tolerance, responsibility, empathy, and self-confidence. Teacher facilitation also played an important role in sustaining these interactions by guiding discussions, encouraging student participation, and creating a supportive learning atmosphere. The integration of real-life contexts within CTL further strengthened the formation of students' social attitudes. Learning activities connected to students' daily social experiences made learning more meaningful and encouraged students to apply social values during classroom interaction. These findings show that social interaction supported by contextual learning activities became the dominant factor influencing the development of students' social attitudes.

From a social constructivist perspective, interaction functions as the foundation of learning and social development. Learning occurs through interaction and guided participation, where students develop understanding through collaboration with peers and teachers. Social interaction creates a zone of optimal development, referring to the area between students' actual abilities and their potential abilities, which can be developed through appropriate support (Pratami, 2024). Through collaborative learning activities, students constructed social meaning and developed deeper and more sustainable understanding. Teacher facilitation played a crucial role in maintaining meaningful interaction during CTL-based learning. Teachers who guided discussions, encouraged questioning, and modeled positive social behavior created learning environments that supported the development of students' social attitudes (Harefa et al., 2022). These conditions enabled students to actively engage in learning and internalize positive social behaviors through repeated interaction.

In addition, symbolic interactionism explains how students' social attitudes were shaped through continuous interpretation of symbols during classroom interaction. Social attitudes refer to individuals' responses or reactions toward others and their environment within a social context, including how individuals perceive, evaluate, and behave toward others, as well as their ability to interact constructively and build healthy social relationships (Ramadhani et al., 2023). Through language, dialogue, and shared understanding, students negotiated meaning and adjusted their behavior based on social feedback.

These findings align with the Regulation of the Minister of Education and Culture of Indonesia Number 21 of 2016, which states that social attitudes are

reflected in behaviors such as honesty, discipline, politeness, self-confidence, care, and responsibility in social interactions (Permendikbud, 2016). The results of this study are also consistent with previous research indicating that CTL-based Social Studies learning is effective in developing positive social attitudes by connecting learning materials to students' real-life contexts (Nasution & Yusnaldi, 2024). Therefore, CTL can be considered a relevant learning approach in supporting the formation of students' social attitudes at the junior secondary school level.

CONCLUSION

The findings indicate that the implementation of Contextual Teaching and Learning (CTL) in Social Studies learning at SMPN 1 Gedangan effectively supported the development of students' social attitudes. Learning activities that emphasized real-life context, collaboration, and interaction enabled students to demonstrate cooperation, responsibility, tolerance, empathy, and self-confidence. These social attitudes emerged naturally through meaningful learning experiences that positioned students as active participants in the learning process.

The formation of students' social attitudes was shaped by the quality of social interaction facilitated during CTL-based learning. Teacher facilitation, collaborative activities, and dialogic learning environments provided opportunities for students to construct social meaning through interaction and shared understanding. The study confirms that CTL serves as an effective pedagogical approach for integrating academic learning with social attitude development through authentic and interaction-based learning experiences.

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