



## CONTEXTUAL TEACHING AND LEARNING (CTL) MODEL USING ‘REACH’ COMMUNICATION PATTERNS TO IMPROVE STUDENT LEARNING OUTCOMES

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Article info	ABSTRACT
<p><b>Corresponding Author:</b></p> <p>Yoyok Febrijanto  <a href="mailto:yovokfeb@gmail.com">yovokfeb@gmail.com</a>            STIKES RS Bapris Kediri</p>	<p>This study used Contextual Teaching and Learning (CTL) model and Respect, Empathy, Audible, Clarity, and Humble (REACH) as a process for improving student learning outcomes in Study Program of Management of Health Information 1<sup>st</sup> grade. The objective was to improve student learning outcomes and found a model learning that suited students. Qualitative approach of initial observations with teacher interview, student learning outcomes at pre-cycle, exams at the end of the cycle, documentation, observation sheets, and field notes all contributed to the data collected for this classroom action research project. Data was reduced, presented, examined, and made conclusions. The results of this study analysis showed that in CTL process using REACH communication patterns showed positive results and were considered effective. The findings of this study indicated that the implementation of teaching and learning activities was in accordance with the learning model and could improve student learning outcomes in the cycle.</p> <p><b>Keywords:</b> <i>Contextual Teaching and Learning (CTL), REACH, Learning Outcomes</i></p>
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### INTRODUCTION

Education can be interpreted as a system which is supported by several components to be able to achieve educational goals. These components are the basis and objectives of education, teachers/educating staff, students, curriculum, educational methods, educational instruments/media, and the educational environment (Salamah & Safiq, 2019). Not only that, but a teacher’s job is also to build learning conditions and generate motivation in learning. A teacher's responsibility as an organizer and designer of learning will not be ignored. Teachers and educators must be willing to formulate teaching and learning activities that are able to strengthen students from simple thinking abilities (low-order thinking skills) to high-order thinking skills (Darmadi, 2015). A strategy that combines course content with real-world situations is contextual learning (CTL). However, CTL involves the application of

knowledge and experience so that students can participate fully in their classroom education (Sulfemi & Yuliani, 2019).

Other research by Astuti, (2021) stated that there was an increase in learning outcomes and the ability to think creatively as well as the ability to write short stories in students at SMA Negeri 1 Cisarua, Bandung Regency. Then, the Contextual Teaching and Learning (CTL) learning method provides experience, critical and creative thinking, student-centered, knowledge that is relevant to real life, knowledge, and behavior change. (Sulfemi & Yuliani, 2019). Learning strategies consisting of lectures, assignments, and the use of Power Point slides were previously used in class. Learning media can be seen as a tool for teachers to communicate with groups of students, the learning process becomes more interesting and enjoyable, choosing appropriate learning media will also increase the interest and enthusiasm of students (Nuraini et al., 2019). In practice, the level of student participation in class is in the low category. As a form of improvement of these conditions, learning is carried out using the Contextual Teaching and Learning (CTL) model.

Contextual Teaching and Learning (CTL) is a method to help teachers connect the material being studied with actual conditions. Students are also encouraged to draw connections between their academic learning and how it applies to their roles as workers, citizens, and family members. This contextual model develops into a model that allows students to grow, expand, and use their insights and skills to solve real-world models or problems from kindergarten through high school or vocational school. (Al Tabany, 2017). Contextual Teaching and Learning (CTL) learning focuses on encouraging students to look for opportunities to apply the knowledge they have learned rather than just helping students channel material from the teacher. As a result, the Contextual Teaching and Learning (CTL) learning model has been carefully created and implemented. This is intended to inspire students to improve their lesson preparation skills (Irwan & Hasnawi, 2021). There are seven main parts of the Contextual Teaching and Learning (CTL) learning model. Each of these components has an important role in learning as explained in (Arsjad, 2013). a. Constructivism (Constructivism) is the idea that students must find new information related to the material. b. Find (Inquiry). Students acquire their skills and knowledge through a process of exploration rather than through memorizing information presented in class. c. Asking (Questioning). In the CTL learning model, the main way to stimulate, direct and evaluate students' thinking abilities is by asking questions. d. A learning community is an activity of working together to seek joint learning results. e. Modeling (Modelling). Apart from teachers and students, models can also be brought in from outside the school if an expert is needed. f. Reflection (Reflection). In the reflection component, students will be assisted by the teacher to connect knowledge from the past to the new. g. Authentic Assessment is the process of assessing student achievement in actual assessments such as quizzes, student work, presentations, demonstrations, reports, and journals.

Interpersonal communication is an interaction between two or more people where information is exchanged and a response is expected, either directly (face to face) or indirectly (Mulyana, 2017: 81). According to Sari (2020:32-43), positive social relationships can be fostered through developing individual interpersonal communication skills, which are the result of the interaction process of two or more people including sending and receiving messages. According to Tubs and Moss (2018:27), the definition of interpersonal communication is a process characterized by the realization of mutual understanding,

pleasure, mutual influence, good social relations, as well as real action as feedback between the communicator and the communicant. This concept treats all forms of communication as substances used in the process of communicating with other people.

Individually and collectively, communication is essential to everything we do as humans. To fully realize who we are as social creatures, we must form bonds with other individuals. A study (Applbaum, 1974:63) found that 70% of our waking time is spent interacting with other people. The way we talk to each other is a major factor in how happy we are.

Learning and instruction are essentially the same thing: both involve the deliberate transmission of information in a form that can be understood by the person receiving it. Lecturers act as communicators, conveying information to students who act as communicants, or students who act as communicants to each other. Because effective interaction is very important for academic success. Of course, it is important that the message is sent clearly so that it can be understood by the intended recipient; this can only be achieved if the sender is familiar with the communication process and its constituent parts. According to AW (2011:80), there are 5 laws for achieving effective interpersonal communication. The five laws include Respect, Empathy, Audible, Clarity, and Humble or can be abbreviated as REACH which means to achieve. Relevant to the concept of interpersonal communication, namely as an effort to attract the interest, approval, affection, and approval of other people.

The effectiveness of interpersonal communication can also be explained from the perspective of the 5 Inevitable Laws of Effective Communication or the Five Laws of Effective Communication (Aw, 2011: 80). The five laws include Respect, Empathy, Audible, Clarity, and Humble or can be abbreviated as REACH which means to achieve. This is relevant to the principles of interpersonal communication, namely as an effort to gain attention, recognition, love, sympathy, and positive responses from other people.

1. Respect (Appreciation). The first law in developing effective interpersonal communication is respect, which is an attitude of respect for everyone who is the target of the message we convey. Respect and mutual respect are the first laws of communication. In principle, humans want to be appreciated and considered important. If someone must criticize or scold someone, do it with full respect for the person's self-esteem and pride. If an individual builds communication with a sense and attitude of mutual respect and respect, then a person can build cooperation that produces synergy which will improve the quality of human relations.
2. Empathy. Empathy is the ability to put we in the situation or conditions faced by other people. One of the main prerequisites for having an empathetic attitude is a person's ability to listen or understand first before being heard or understood by others. Empathetic communication is carried out by understanding and hearing other people first, a person can build the openness and trust that a person needs in building cooperation or synergy with other people. A sense of empathy will increase a person's ability to convey messages in a way and attitude that will make it easier for the recipient to receive the message. Therefore, understanding communicant behavior is a must. By understanding the behavior of the communicant, a person can empathize with the needs, desires, interests, hopes and pleasures of the communicant. So before building communication or sending a message, an individual needs to understand and understand with empathy the potential

recipient of the message. So that later the message will be conveyed without any psychological obstacles or rejection from the recipient.

3. Audible (Can be heard). The meaning of audible is that it can be heard or understood well. If empathy means we must listen first or be able to receive feedback well, then audible means the message we convey can be received by the recipient of the message.
4. Clarity (Clear). Apart from the fact that the message must be well understood, the fourth law is the clarity of the message itself so that it does not give rise to multiple interpretations or different interpretations. Clarity can also mean openness and transparency. In interpersonal communication, we need to develop an open attitude (nothing to hide or hide), so that it can create a sense of trust from the recipient of the message.
5. Humble. The fifth law in building effective interpersonal communication is a humble attitude. This attitude is an element related to the first law to build a sense of respect for other people, usually based on our humble attitude. A humble attitude in essence includes service attitude, respect, willing to hear and accept criticism, not arrogant and looking down on others, brave to admit mistakes, willing to forgive, gentle and full of self-control, and prioritizing greater interests (Suranto Aw, 2011: 80-82).

Learning is the acquisition of knowledge and skills that lead to changes in a person's behavior that are intrinsic and stable over time. The term "teaching" refers to the process of conveying knowledge and skills to a group of people (students) through delivering lectures, demonstrations, and direct exercises (Maswan & Khoirul Muslimin, 2011: 219). Teaching according to Sardiman (2007: 47-54) is creating an environment where students are motivated to learn, and their efforts are guided towards certain goals. As stated above, for the teaching and learning process to be successful, there is a need for interaction between humans and each other in carrying out teaching and learning activities.

Learning outcomes include increased cognitive, emotional, and psychomotor behavior. The results of students' efforts during school-related activities are demonstrated by their learning outcomes. For teachers, learning results can be used as a reference in assessing the success of teaching and learning activities in the classroom (Maretiana et al., 2022). Learning outcomes are obtained from test scores and assignment scores given by the teacher (Mazidah & Puspasari, 2019). Learning outcomes include (1) linguistic information, such as the ability to communicate verbally and in writing, (2) intellectual skills, such as the ability to explain concepts, and interpersonal skills. (3) cognitive strategy, or the capacity to organize and control cognitive processes, (4) psychomotor ability, or the capacity to move during learning activities. 5) attitude, which refers to the capacity to accept or reject objects when forming opinions (Sulistiani, 2020). Students' learning outcomes are not only determined by their academic performance at school, but also by whether they have experienced positive changes. Students will experience the teaching and learning process as a change that occurs in each student because of experiences while interacting with their environment during the implementation stage of teaching and learning activities with the teacher (Gurdan, 2021). According to Clark in (Nurdiansah et al., 2017) Student talent influences the learning outcomes of 70% of students, while the environment influences the learning outcomes of 30% of students.

## **METHOD**

The research used a qualitative approach in the form of classroom action research. This research in Study Program of Management of Health Information 1<sup>st</sup> grade students who took the English I course. This classroom action research was carried out in two cycles, in each cycle there were three stages. Each cycle consists of four stages including planning, implementation, observation, and reflection (Arikunto, 2021).

This research used two types of data, namely data on the implementation of the learning model obtained by observing and data on student learning outcomes through test results and assessments. The data collection process used interviews conducted with subject teachers, observations by observers, and cognitive assessment tests and psychomotor assessment tests carried out at the end of each cycle meeting by distributing multiple choice questions and carrying out practice, documentation during learning activities and notes for improvement. Data analysis was obtained from data reduction, presenting data, and drawing conclusion.

## **RESULT AND DISCUSSION**

This research required two cycles to answer questions. Everything went according to plan in cycle I of the action plan. The action plan was carried out over two separate days. This was done because of the length of CTL process. In the first stage, the activity was analyzing interpersonal communication activities. In the second stage, students were asked to fill out a questionnaire with the aim of strengthening the data and supporting statements during the research. According to the scope of research that had been stated, students were enthusiastic about this research activity.

The cycle I in the first stage was carried out on Tuesday, December 5, 2023, the number of students were 14 people. After conveying the apperception and research objectives, the researchers conveyed the understanding of the work regarding the REACH, the categories that exist in the REACH and the stages in the process of researching interpersonal communication patterns during the learning process. Next, researchers reviewed the literature for all students to observe communication patterns during CTL process. The second stage of Cycle I was carried out on December 7, 2023. In essence, the main activity on the second day was distributing questionnaires to strengthen the results of observations as researchers.

Then the third stage I cycle was carried out on December 12, 2023, by analyzing the data we obtained from the results of observations and distributing questionnaires, where there were several differences when looking directly at the learning process in class with the data we got from the questionnaire. During our observation, students communicating while learning was taking place, in general, not a few applied or entered the indicators of the REACH category, therefore, it was not satisfied with the results because it showed how students communicated during the learning process, then reviewed it again. to strengthen the data from the questionnaire.

In the fourth cycle II on Thursday, December 14, 2023, researchers reviewed by comparing the results of observations with questionnaire data, it appeared from the data obtained that around 88.7% of students fell into the R (Respect) category and 11.3%. It was lacking fall into the Respect category, during classroom learning activities, the respect category that the examine was such as not putting down friends' opinions when discussing, and respecting friends' opinions when discussing.

For category E (Empathy), the percentage data showed that 89.2% had entered the empathy category during CTL process and 10.8% had not met the empathy category. In this study examined how students empathized with their colleagues or relatives when learning takes place, such as providing encouragement when an exam was about to take place, gave praise for friends' achievements, encouraged friends when they were in a down situation, and participated in group activities.

In category A (Audible) analyzed the percentage of around 92.2% of students who fell into the Audible category or could be heard in communicating, but it did not rule out the possibility that there were also students who were not very clear and easy to understand when communicating in front of the class, around 7.8%. not very significant in category A (Audible).

Furthermore, category C (Clarity) or what was known as clarity showed that 85.2% of students fell into this category, because in this clarity students did not participate enough in expressing opinions and lecturers' delivery, some of students understood and there were also some students' responses and responsiveness that were still lacking. In this category the percentage appeared to 17.5%.

The last category, namely H (Humble), showed that the percentage gain for this category was 98.6% of students entering this category, so comparing the other categories, this was the one that best meets the category, only 1.4% of students were less likely to fall into this category. Students were careful when communicating and prioritized personal treatment or attitude when communicating with colleagues during the learning process.

Cycle II, phase five, on Tuesday, December 19, 2023, reviewed and compared the results of data acquisition with field observations that there were differences in perceptions regarding the results of distributing questionnaires, namely that students had fulfilled the REACH principle category when communicating in the classroom learning process, whereas from the results of observations in class was not very similar or there was not many differences, it was just that the information obtained was less in-depth when the observation process took place.

In the final stage of cycle II, stage six, the conclusion that Study Program of Management of Health Information 1<sup>st</sup> grade students fulfilled the REACH category, which of course the researchers had analyzed for interpersonal communication patterns in classroom learning activities. The implementation of interpersonal communication using the REACH was completely appropriated, although there were some students who still did not apply the REACH category.

## **CONCLUSION**

This study objective was to determine the influence of REACH, namely Respect, Empathy, Audible, Clarity, and Humble on effective communication in the teaching and learning process in Study Program of Management of Health Information 1<sup>st</sup> grade using CTL with a qualitative approach. Based on the results of the research and discussion carried out, it could be concluded that the communication pattern carried out by students in the Respect category was positive, this was shown by the results of observations from questionnaire data (88.7%) which showed that during classroom learning activities students did not rebut other student's opinions when discussing and respected each other's opinions when discussing. In the Empathy category, it also showed positive things with the results of

observations from questionnaire data (89.2%) which showed during the learning process, students gave encouragement to their friends when the exam was about to take place, gave praise for their friends' achievements, encouraged them when their friends were in a down situation, and actively participated in group activities. Then, the Audible category also showed a positive value, this was shown by the observation results from the questionnaire data (92.2%) which showed during the learning process, one individual could communicate with another individual well and effectively. Furthermore, the Clarity category had a positive value, as shown by the results of observations from questionnaire data (85.2%) which showed that students who fell into this category could understand the message conveyed by the communicant clearly. Then in the Humble category, the research results showed a positive value with observation results from questionnaire data (98.6%) which showed that students were careful when communicating and prioritized personal treatment or attitude when communicating with colleagues during the learning process. The research results were effective and met the REACH category.

Based on the conclusions presented, the suggestions that would be put forward refer to the indicators that had the lowest average scores. Based on this, the suggestion that could be put forward in this research, the Clarity value was already at quite good criteria but was the lowest value among the others (85.2%). This was a concern for educators in Study Program of Management of Health Information 1<sup>st</sup> grade students to be able to further perfect the communication process in the teaching and learning process, especially in the field of Clarity. Apart from that, it was necessary to evaluate in CTL process that had been implemented so that students could be more active in expressing their opinions during the learning process.

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