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The Effect of Contextual Teaching and Learning (CTL) and Motivation to Students' Achievement in Learning Civics in Grade VII SMP Imelda Medan

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Abstract : *This study aims to analyze the influence of teaching and learning contextual teaching and learning model (CTL) and learning motivation toward student students' achievement in grade VII SMP Imelda Medan. This research type is quasi experiment with two group pretest posttest design. The population of this study is all students of class VII at SMP Imelda Medan, which is 5 classes consisting of 125 students, where each class consists of 25 students. The sample selection is taken by cluster random sampling, ie the sample selection refers to the group not to the individual, where the sample is taken by the class drawing that is to write the names of the two classes on the rolled and selected paper. From the election, class VII-A was selected as an experimental class taught using CTL learning model and class VII-B was selected as an expository class. The total sample in this study is 50 students, where the class VII-A as many as 25 students and class VII-B as many as 25 students. The instrument of this research using multiple result of choice test result 30 item and instrument of learning motivation in the form of questionnaire consist of 30 statements that have been declared valid and reliable. The data in this study were analyzed by two-lane anava. The results showed that the learning model has an influence on the results of learning Civics. Students who are taught with Contextual Teaching and Learning (CTL) learning models have higher students' achievement compared to Expository learning models in Civics subjects, learning motivation has an influence on Civics students' achievement. Students who have high learning motivation to obtain better students' achievement than students who have low learning motivation, and there is interaction between learning models and student motivation in influencing student students' achievement.*

Keywords – *contextual teaching and learning (CTL), motivation, students'achievement*

I. INTRODUCTION

Education has a very big role in shaping the character and mental learners who will grow into a mature human who will do many things to the environment both individually and socially. Education is able to support future development through the development of potential learners to face and solve life problems [1]. Learners within the scope of Basic education should provide a basis for the personality of every citizen. Article 1 of Law Number 20 of 2003 on National Education System (UUSPN) states that the definition of education is: A conscious and planned effort to create an atmosphere of learning and learning process so that learners actively develop their potential to have spiritual spiritual power, self-control , personality, intelligence, noble character, and skills needed himself, society, nation and country [2].

In primary education, there is a need for renewal, ie renewal in the learning model used by teachers. Learning model is said if able to deliver students to achieve the goal of education [3]. Selection The learning approach will determine the success of the teaching and learning process. Therefore, a teacher should be able to make combinations or variations in choosing the right learning model to make it easier for learners to receive materials including Civics materials [4].

One of the learning models that involve learners participate in learning is Contextual Teaching And Learning (CTL) learning model. Thus, the use of different learning models in addition to providing variations in learning is also intended to provide a touch of empirical experience for learners learning model should be mastered by the teacher when the learning process is in progress [5]. Teachers are also obliged to educate, teach, and train students. Educate means to instill attitudes and behaviors that are implemented in the form of ethics and aesthetics in the daily interaction. Teaching is the function of teachers as transformers of science and technology, while training is the function of teachers as mentors of the students' skills. Teachers 'obligations in teaching or teaching-learning activities often experience many obstacles as they require teachers' persistence and skills in their management. On the one hand teachers should be skilled in managing learning by using learning models, on the other hand students cultivated for easy learning [6].

The selection of learning models by teachers is strongly influenced by the nature of the material to be taught, the objectives to be achieved in the teaching, and the level of student ability. In addition, each learning model always has stages (syntax) performed by students with teacher guidance. Between the syntax of one with

the other syntax has the difference [7]. Therefore, teachers need to master and apply various learning approaches in order to achieve the learning objectives to be achieved. One of the learning approaches that is expected to create a conducive, active, creative, effective, and fun learning situation is by applying Contextual Teaching And Learning (CTL) learning model. This CTL learning is a learning concept that helps teachers relate learning materials taught to the real-world situations of students and encourages students to make connections between their knowledge and application in their daily lives, involving seven major effective components: constructivism, questining, inquiri, learning community, modeling, and authentic assessment and reflection. The CTL learning model is expected to address the challenges faced by the CTL learning model that the learning process actually takes place only if students can find meaningful relationships between abstract thinking and practical application in real-world contexts [8].

Learning outcomes are the main benchmark to determine the success of learners learn, both in behavioral changes and the ability in learning. Learning outcomes can also be regarded as changes in student behavior resulting from learning [9]. The change was sought in the process of teaching and learning to achieve educational goals. Learning outcomes are the result of learning Civics as seen from the ability of students in mastering Civics based on the results of experience or lessons after following the learning periodically in the classroom. The completion of the teaching and learning process ends with evaluation to know the progress of learning or mastery of students or to the Civics material provided by the teacher. From the results of this evaluation will be known student learning outcomes are usually expressed in the form of values or numbers.

Civics learning in schools generally still uses an expository learning model in applying its learning. The use of expository model (lecture) is not effective because students tend to be passive, this is contrary to the goal of Civic Education (Civics). The aim of Civics is to enable learners to have critical, rational, and creative thinking skills in responding to citizenship issues, participating actively and responsibly [10]. Students in receiving Civics learning materials are quite good but understanding about the concept of material that has been given is still lacking. This can be seen from the evaluation process orally. Learners take a long time to be able to explain the basic concepts of Civics material that has been given by the teacher. Special and extra attention is required from the teacher in luring the students' basic knowledge in order to be able to explain the material already discussed [11].

Furthermore, in the process of learning PKN still looks some students who are less enthusiastic, still low the active participation of students during the learning process, as well as lack of understanding of the material that has been given. This is seen from the attitude of students who tend to be embarrassed to express his opinion if held question and answer. Students choose silence does not ask even though the actual student has not understood about the material being discussed. Some students are also still embarrassed to come forward if asked teachers voluntarily to explain back what they received after listening to teacher explanations. It takes a long time to persuade the students to want to present their work.

Based on the results of interviews with one of the teachers of class VII Private Junior High School Imelda Medan states the same thing with the above statement. Mrs. Lisa Sari Dewi, S.Pd. as the guardian of class VII-A said that actually the teacher has conveyed the knowledge and assigned the students to move, but less than 50% of students who want to do it well and correctly. As for if the learning is held through the active learning model, the students also have not been active in doing the task given by the teacher. This condition indicates that the students 'understanding in the learning process is still low, causing the students' learning outcomes tend to be low. In addition, the learning process of Civics conducted by teachers in the classroom is still monotonous, the teacher tends to use the direct learning model so that it has not been able to activate the students optimally in learning and less applicable on the daily occurrence of students so the result is still not optimal. The facts as mentioned above appear in the learning of Civics in Private Junior High School Imelda Medan, student learning outcomes in the subjects of Civics is still categorized as low under the KKM that has been established by the school, which is 70. This can be seen from the data of students in Private Junior High Imelda Medan are still many who get low grades of Civics subjects. One of the efforts in improving learning outcomes is that teachers should pay attention to how to use teaching models with subject matter, because the teaching model is one of the factors that can improve student learning outcomes. Therefore teachers should be more selective in choosing methods, learning models, strategies, approaches and techniques in teaching and learning [12].

Teachers should be able to generate student motivation and foster self-confidence and can ensure that Civic learning is not a difficult lesson to understand. Teachers at the same time also strive to facilitate understanding of mastery of material to students. Therefore it is necessary appropriate efforts to cultivate a sense of fun towards Civic subjects, one of which is the use of learning models that can make students active. This is very possible because with the right model of the subject will be easily accepted by students which consequently the students will have a sense of pleasure towards the subject.

II. METHOD

This research is a quasi experimental research with two group pretest-posttest design. The population of this research is all students of class VII at Imelda Junior High School in Medan, which is 5 classes consisting of 125 students. Sample in the research is taken by cluster random class, that is as much as 2 class amount 50 student. Class VII-A consists of 25 students selected as experimental class taught using CTL learning model and class VII-B consists of 25 students selected as expository class. The instrument of this research using multiple result of choice test result 30 item and instrument of learning motivation in the form of questionnaire consist of 30 statement which have been declared valid and reliable.

III. RESULT AND DISCUSSION

Result

The results obtained in this study, including the score of learning outcomes test and student motivation questionnaire data on classes taught by using learning models of CTL and by using the model of learning expository on learning Civics in class VII Private Junior High School Imelda Medan. In the research stages the two sample classes were given a pretest to see whether the two classes were normally distributed, homogeneous and had the same initial ability. The similarity of initial capability needs to be seen with the purpose when the two classes are given different treatment can be obtained significant difference learning test results from the same initial ability. The summary of pretest data of test result of learning in both classes can be seen as follows.

Table 1 Pretest Data of Students' Achievement

Experiment			Control		
Skor	F	F relative (%)	Skor	F	F relative (%)
20 – 28	2	8	20 – 28	3	12
29 – 37	5	20	29 – 37	3	12
38 – 46	4	16	38 – 46	4	16
47 – 55	4	20	47 – 55	5	20
56 – 64	7	28	56 – 64	8	32
65 - 74	3	8	65 - 74	2	8
Total	25	100	Total	25	100
Mean	49,84		Mean	48,32	

Table 1 shows that the mean of pretest of test result of experiment class student learning equal to 49,84 and mean of pretest test result of student learning class of control equal to 48,32 from mean it can be said that both classes have same initial ability. In order for later data research results can be analyzed with parametric statistics, it is necessary to test the assumption or prerequisite. The first requirement is a test of normality. Normality test aims to see the distribution of student pretest data in the two samples distributed normally or not. The results of normality test data can be seen in table 2. The results obtained by using Shapiro - Wilk test with the help of SPSS 16.

Table 2 Test of Normality of Pretes Data

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
pretes_experiment	0,163	25	0,087	0,939	25	0,137
pretes_control	0,117	25	0,200*	0,957	25	0,363
a. Lilliefors Significance Correction						
*. This is a lower bound of the true significance.						

In table 2 shows that the experimental class normality value of 0.939 with significance of 0.137 because of significance greater than 0.05 then the experimental data of the experimental class is normally distributed. Furthermore the normality value of the contraction class of 0.957 with significance of 0.363 because of significance greater than 0.05 then the data pretes control class normally distributed. It is then determined whether the two samples have the same variance. The variance similarity test is done by Test Of Homogenity Of Variance using SPSS 16. The result is presented in table 3.

Table 4.3 Homogeneity Test of Pretes Data

Test of Homogeneity of Variances			
Pretes			
Levene Statistic	df1	df2	Sig.
.399	1	48	.531

Test results show the value of F for pretes of 0.399 with a significance of 0.531 this value indicates that pretest data has the same variance because the value of sig.0,531> 0,05. In other words the pretest results of both homogeneous classes. Based on the calculation of normality and homogeneity that has been done then it can be concluded both classes have the same initial ability. The test results show that the data is normal and homogeneous, therefore the research data can be analyzed by Parametrik. Then analyzed anget result from learning motivation. In summary the results of student learning motivation can be seen in table 4.

Table 4.4 Data of Motivation

Experiment			Control		
Skor	F	F relative (%)	Skor	F	F relative (%)
70-74	3	12	70-74	9	36
75-79	5	20	75-79	2	8
80-84	6	24	80-84	7	28
85-89	5	20	85-89	5	20
90-94	6	24	90-94	2	8
Total	25	100	Total	25	100
Mean	82,72		Mean	79,92	

Furthermore, it is done by grouping students with high and low learning motivation in each - each class. Grouping is done based on the average learning motivation of all students. Students with an above-average motivation score were classified as a high learning motivation group, while students with lower than average categorical thinking ability were classified as low learning motivation group. The mean of total learning motivation is 81,32. So the value of learning motivation> 81,32 are high learning motivation while the value of learning motivation <81,32 is low learning motivation. The result of grouping can be seen in table 5.

Table 5 Student Grouping Based on Motivation

Learning Model	Motivation		Learning Model	Motivation	
	High	Low		High	Low
CTL	90	70	Expository	90	80
	92	76		86	74
	90	80		84	74
	94	80		86	74
	90	75		84	79
	88	79		82	72
	86	80		88	72
	86	79		90	74
	84	78		88	75
	88	80		82	70
	82	74		84	70
	90	72		86	70
	85			84	
Total	1145	923		1114	884
N	13	12		13	12

Subsequently given different treatment on each class. In class VIIa (experimental class) applied the use of CTL learning model. Rated VIIb (control class) applied learning by using an escalposory learning model. Different treatments in the two classes resulted in different learning outcomes. The result of postes of both classes can be seen in table 6.

Table 6 Postes Data of Students' Achievement

Experiment			Expository		
Skor	F	F relative (%)	Skor	F	F relative (%)
68 - 73	5	20	52 - 57	2	8
74 - 79	3	12	58 - 63	5	20
80 - 85	9	36	64 - 69	2	8
86 - 91	3	12	70 - 75	4	16
92 - 97	4	16	76 - 81	9	36
98 - 100	1	4	82 - 88	3	12
Total	25	100	Total	25	100
Mean	82,16		Mean	71,36	

Based on table 6 it is found that the mean of postes of students in class using CTL learning model is 82,16 whereas in the classroom use of learning model of expository equal to 71,36 from the data it seems that there is average of test result of student learning taught by using learning model of CTL is higher than the average of test result of student learning taught by learning using escalposory learning model. Furthermore, the test data of student learning outcomes are grouped according to learning motivation data. The purpose of grouping is to see test results of students who have high learning motivation and low learning motivation. Table 7 shows the results of classifying post test learning outcomes based on learning motivation.

Table 7. Grouping Student Postes Value by Level of Motivation

	Experiment	Control		Experiment	Control
High motivation	88	88	Low Motivation	72	76
	92	80		80	72
	92	76		84	72
	100	80		84	60
	88	76		76	60
	80	76		84	64
	80	80		80	56
	76	84		92	60
	68	84		84	60
	84	72		92	52
	68	72		76	60
	90	80		72	64
	72	80			
TOTAL	13	13	TOTAL	12	12
N	1078	1028	N	976	756
Mean	82,92	79,07	Mean	81,33	63,00
Total of mean	80,99		Total of mean	72,16	

Based on Table 7 can be explained that the average test results of students who have high learning motivation of 80.99 while the average test results of students who have low learning motivation of 72.16. The value of student learning outcomes that have high learning motivation is better than students who have low learning motivation. After the data collected and analyzed statistics, then performed hypothesis testing. The test of this hypothesis uses two path Anava Test which calculation is supported by SPSS 16 for windows. From the test data obtained from the test results obtained, calculated the average of each group and then compiled as a table anava two lanes. In summary, the data are presented in Table 8.

Table 8 Mean Factorial Design 2x2

Motivation	Mean of achievement		Total of mean
	Experiment	Control	
High	82,92	79,07	80,99
Low	81,33	63,00	72,16
Total of mean	82,16	71,36	

To see the difference of learning motivation and test of student learning outcomes on the given learning, Two Way Anova Test by selecting General Linear Model (GLM) Univariate on SPSS 16. The test also aims to see how the influence of learning motivation to test student learning outcomes, with high learning motivation has a high learning result test or vice versa, and whether the interaction of the use of learning models and motivation to learn influence students' achievement.

Table 9 Factor Data Inter Subject

Between-Subjects Factors			
		Value Label	N
Learning Model	1	CTL	25
	2	Expository	25
Motivation	1	High	26
	2	Low	24

Description of output statistics of ANOVA data on learning motivation and learning outcomes is presented in Table 9. This table shows that the total number of students with high learning motivation and low learning motivation in the classroom use of the CTL learning model and the classroom use of the escalposory learning model. Overall students with high learning motivation as many as 26 students and low learning motivation as many as 24 students. Furthermore tested the normality of test data of student learning outcomes. Normality test results are presented in Table 10. Normality values with Kolmogorov smirnov of 0.969 with significance of 0.219. Because the value of significance (0.219) is greater than 0.005 then the data is normally distributed.

Table 10 Normality Test Results Student Postes Study result test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
postes	.119	50	.072	.969	50	.219
a. Lilliefors Significance Correction						

Next assumption test that must be fulfilled is Homogeneity Test to see if there are similarity of variance. Homogeneity test results are shown in Table 11. The test results show the F value of 1.4013 with significance of 0.242 because the sig value. 0.242> 0.05 then both groups homogeneous.

Table 11 Intergroup Homogeneity Test

Test of Homogeneity of Variances			
postes			
Levene Statistic	df1	df2	Sig.
1.403	1	48	.242

A further two-lane ANOVA test results are shown in Table 12.

Table 12 Two Way Anova Test Results

Tests of Between-Subjects Effects						
Dependent Variable:postes						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3086.607[a]	3	1028.869	19.019	.000	.554
Intercept	292781.147	1	292781.147	5.412E3	.000	.992
Class	1534.821	1	1534.821	28.371	.000	.381
Motivation	973.787	1	973.787	18.000	.000	.281
Class*motivation	654.821	1	654.821	12.104	.001	.208

Error	2488.513	46	54.098			
Total	300180.000	50				
Corrected Total	5575.120	49				
a. R Squared = ,554 (Adjusted R Squared = ,525)						

Based on the results of anova on Table 12, the significance value of learning model 0.000 was obtained because sig.0,000 <0,05 then the hypothesis test rejected H0 or received Ha in 5% alpha level. This shows that there is an influence of the use of learning models to test the results of student learning Civics. Because the mean of the test result of student learning taught by using CTL learning model is higher than that taught by learning the use of escalposory learning model hence can be concluded the use of CTL learning model give better influence to test result of student learning rather than learning usage of escalposory learning model. Based on the results of anova on Table 12, the significance of learning motivation 0.000 was obtained because the sig 0,000 <0,05 then the hypothesis test rejected H0 or received Ha in the 5% alpha level. This shows that there is an influence of learning motivation to learn to test student learning outcomes. Because the average test results of students who have higher learning motivation higher than those who have low learning motivation it can be concluded high learning motivation to give a better influence on the test results of student learning rather than low learning motivation.

Based on the results of anova on Table 12, it is obtained the significance value of the use of learning model of learning motivation of student learning equal to 0,038 because sig.0,001 <0,05 then result of hypothesis test reject H0 or accept Ha in level of alpha 5%. This shows that there is an interaction between the use of learning models and learning motivation to learn to test student learning outcomes. The interaction result between the use of learning model and the learning motivation in influencing the test of learning result can be presented in graphic form in figure 1.

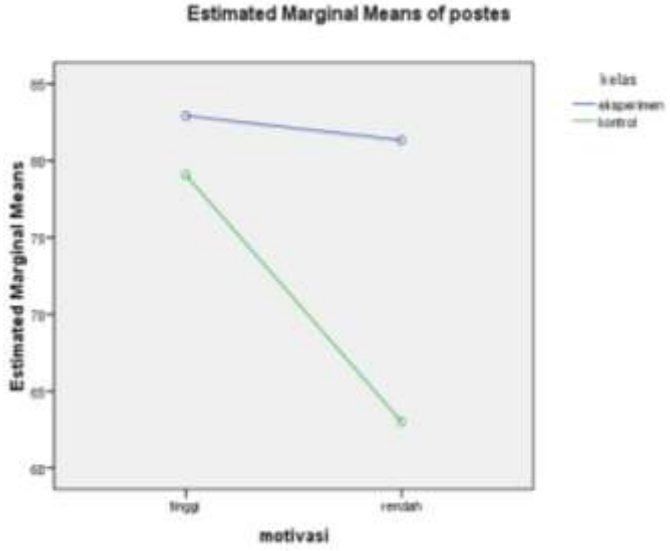

Figure 1 Graph of Interaction Usage CTL learning model And Learning Model Expository with Student Learning Motivation

In Figure 1 the interaction result of the use of learning model with learning motivation can not be seen directly with the intersection of the line, but if the two lines are extended it will occur the intersection between the two lines, it is seen that the test value of student learning outcomes with high learning motivation class usage of learning model CTL almost the same as the value of student learning outcomes with high learning motivation classroom use of escalposory learning model. In other words, both students taught by the use of CTL learning models and escalated learning models of high learning motivation show the same learning result test. Unlike students who have low learning motivation. On the graph shows that the line conditions will be widened for students with low learning motivation if taught with the use of CTL learning model and the learning model of expository. This means that the value of students' learning achievement test of low learning motivation taught by the use of CTL learning model is different from the value of the use of escalposory learning model. Students taught with the use of the CTL learning model show higher results than students taught with the use of an escapitory learning model.

Discussion

Teaching and learning process is an interaction activity between teachers, learners and reciprocal communication that takes place in an educational situation to achieve learning objectives. Mutual interaction and communication between teachers and learners is the main feature and condition for the ongoing learning process. The process of teaching and learning is not just a communication between teachers and learners, but it is an educational interaction that not only the delivery of the subject matter but also instilling attitudes and values in the learners themselves. Many factors affect student learning outcomes on Civics subjects. One factor is the learning model in addition to the student condition factor. Civics subjects have characteristics that emphasize many exercises, and independent tasks whose orientation is the learning process of seeking the role of the student is more dominant than the role of the teacher and the emergence of creativity. Due to lack of learning motivation in students, teachers need the right learning model to achieve maximum results. Therefore, the learning outcomes of students in learning Civics need to be improved, and to improve student learning outcomes are required appropriate learning model as to be applied in the learning process. The learning model that is considered able to improve student learning outcomes is a model of learning CTL. The use of CTL learning model can be applied to adjust the characteristics of the subjects.

According to Hartono said the learning model of CTL is a learning model that emphasizes the process of full student involvement in order to find the material and its relation to the reality of social life [13]. Students have full involvement in the learning process. According to Blanchard, learning CTL is a conception that helps teachers link subject content to real-world situations and student motivations to make connections between knowledge and application in their lives as family members, citizens, and labor [14]. From some CTL concepts that have been put forward, we can conclude that the learning model of CTL is a concept of learning that helps students relate between the material taught to the real world of students and encourage students to make connections between the knowledge it possesses with its application in their daily lives. With this concept, learning outcomes are expected to be more meaningful for students and can improve critical thinking skills to various problems faced by students.

In the use of the CTL learning model, the role of the teacher in this learning model raises problems and then presents facts, cases, conditions and examples that reflect a concept or principle to students. Furthermore, the teacher directs students to find concepts or ideas that make learning activities through experiences that occur in students who previously obtained about the concepts and principles relating to teaching materials, then used to solve problems. Students are led to raise questions or puzzles with questions that can generate student motivation while understanding the concepts more deeply and clearly. Based on the habit of making problems will improve the memory and can develop critical and creative thinking, the overall activities of students in formulating will increase their learning motivation.

Therefore the use of CTL learning model can make students active and spirit in following in the learning process and help students in obtaining the concept of a particular topic. Through the use of CTL learning model, students can understand a concept clearly, deeply, as well as develop the critical and creative thinking it possesses. In line with Komalasari's opinion, defining contextual learning is a learning process that links the material learned to the everyday life of the everyday student, whether in the family, school, community and citizen with the purpose of discovering the meaning of the material for life [15]. Meanwhile, according to Nurhadi (in Muslich), students' knowledge and skills are derived from the student's efforts to construct his own new knowledge and skills as he learns [16]. In accordance with the stage of development, junior high school students will still be easier to understand the concept when through concrete media, as well as in learning Civics on human rights materials. By leveraging concrete media, students will focus attention on everything that is in the media. The use of media in the learning process can also make students interested in learning so that students' interest to write to increase. By observing the media presented by the teacher the student will more easily find the concept of the material and reveal something that is in the media.

Another case with learning the use of expository learning model that has been widely used in the classroom learning activities tend to focus on the teacher. Civic learning activities take place is only a transfer of knowledge from teacher to student. This causes students not actively involved in learning and pengontruksian knowledge in him. This learning model tends to merely memorize facts and concepts without knowing how facts and concepts are formed. Based on these thoughts, the use of CTL learning model will give a very big influence on student learning motivation. Student learning motivation taught by using CTL learning model is different from student's learning motivation taught by using expository learning model. If students are taught with the use of CTL learning model will result in higher student learning motivation because students will be more active and able to work together, mutually support to empower each other in order to achieve the desired learning objectives. Achieving learning objectives through the use of CTL learning models will require less time when compared with the use of an expository learning model. Thus, it is assumed that students who are taught with learning using CTL learning model will be higher learning motivation compared with the use of expository learning model on Civics subject. The above statement supported the results of research showing that students

who are taught by learning the use of CTL learning model get better grade values than the students taught by the use of expository learning model. In addition, the result of variance analysis shows that the significance value of learning model is 0.000. Because the sig value. 0.000 <0,05 then result of hypothesis test reject Ho or accept Ha in tarap alpha 0,05. This shows that there are differences in students' learning motivation by learning the use of CTL learning model and learning use of expository learning model.

Actual learning outcomes are obtained from the learning activities it does, the results of this study as a form of evidence of the treatment or involvement of a person in doing business learning. This means that the more involvement of students in learning activities the better the learning outcomes. This result is consistent with several previous studies related to the use of the CTL learning model conducted by Diyanto. This can be seen from the acquisition of average value of learning outcomes on learning CTL is 85.57 while Examples Non Examples learning is 78.71. Based on the average of student learning outcomes that have been obtained can be concluded that the use of CTL learning model can improve student learning outcomes. In addition, the result of variance analysis shows that the significance value of learning model is 0,000. Because significant value 0.000 <0,05 then result of hypothesis test reject H0 or accept Ha in alpha level 0,05. This shows that there are differences in student learning outcomes with learning CTL and learning examples non examples [17]. From previous research that obtained about the success of learning process by using CTL learning model can be concluded that the use of CTL learning model can improve student's learning motivation, this is because in the use of CTL learning model can create an active learning atmosphere, effective to overcome student learning styles and relevant for student self-development.

Learning motivation is the ability of students to learn in solving various problems encountered during learning and trying to find answers in its own way, so that they are trained to understand how to write a narrative article better. Motivation to learn is anything that can motivate learners or individuals who want to learn. Without learning motivation, a learner will not learn and will ultimately not achieve success in learning [18]. This is in line with Sardiman's statement that human beings have different learning motives. This condition is empirically tested with the findings of this study which proves that there are significant differences in student learning outcomes between groups with high learning motivation and low motivation groups [19].

The findings prove that the average learning outcomes for students who have high learning motivation (X = 80.99) higher than the results of learning students who have low learning motivation (X = 72,16). In addition, the result of variance analysis shows that the significance value of learning motivation is 0.000. Because sig. 0.000 <0,05 then result of hypothesis test reject H0 or accept Ha in level of alpha 5%. This shows that there are differences in learning outcomes of students who have high learning motivation and students who have low learning motivation. This can be understood because students who have high learning motivation, of course more diligent work at home study and look for other sources of reference and then he felt that knowledge and skills about Civics subjects is a necessity and not a compulsion, while students who have motivation low learning is less passionate about learning, less daring to ask and less likely to be active in the learning process. The higher the motivation of learning someone will be more critical understanding of a problem and problem. Thus through understanding an issue in teaching and learning activities in the classroom will improve understanding of the given material. So learners who have high learning motivation will better understand the problems or problems of Civics in human rights materials in learning activities so that the results of learning is better than learners who have low learning motivation.

By having good learning outcomes then learners can realize in this life is always changing, or do not get what is desired, arise dissatisfaction. So learners have a high learning motivation also have a good understanding of the subject matter so that learners will have confidence in the mastery and skills himself. This study found that there is interaction between learning model with learning motivation in learning influence student learning outcomes on Civics subjects. This gives an indication that the treatment with the use of CTL learning model and students who have motivation to learn to learn to give influence to student learning outcomes. This study found students' learning outcomes that varied between the use of CTL learning model and the use of expository learning model with high learning learning motivation and low learning learning motivation, meaning that one of the two groups will produce better learning outcomes when taught using learning model and others would be better off if taught using the expository learning model.

To be able to improve the learning outcomes of Civics for students, teachers need a model of learning that is able to describe and present the subject matter in detail and sequential, besides that learning model is expected to make the students to find their own skills and knowledge needed in accordance with instructional goals that have been established . Teachers must also be able to formulate learning materials with appropriate learning models, able to ask what and how, so as to stimulate the student's response to develop the mindset of having been able to learn concepts. This is based on the fact that in discovery learning activities requires curiosity, liveliness, hard work and willpower. Thus it can be expected that there is interaction of learning model and high learning motivation to student's learning motivation. The results of this study obtained from the analysis of variance showed that the significance value of the learning model of 0.001. Because the sig value.

0.001 <0.05 then the hypothesis test results reject Ho or accept Ha in tarap alpha 0.05. This shows that there is an interaction between learning model and learning motivation toward student learning outcomes. Based on the results of the study also shows that for the group of students who have the ability to learn high learning motivation will obtain the average student learning outcomes are better for those taught with the use of CTL learning model although the difference is not significant. Likewise groups of students who have the ability to learn learning motivation low, the average value of learning motivation obtained better for those taught by using the model of learning CTL. It can be explained that for students who have the motivation to learn to study will continue to learn diligently even though taught by any type of learning. However, if given a learning model that facilitates more active activities in learning will provide better results. Impact is better shown for students who have low learning motivation. Based on these findings, it is suggested that the application of learning model on Civics should pay attention to the students' learning motivation to help students achieve better learning outcomes.

The findings of this study also indicate that the learning outcomes of groups of students with high learning motivation who were given a CTL learning model were different from the group of students who were given with the use of an expository learning model. Student learning outcomes with high learning motivation given with the use of CTL learning models are significantly different from those of low learning motivation group with the use of an expository learning model. This shows that the model of learning and learning motivation is very influential in improving students' learning outcomes. Walaupn thus expected through this finding can be taken as input for further research in looking at more detailed and accurate influence of learning model with learning motivation.

IV. CONCLUSION

Based on the results of research, and the discussion then can be obtained some conclusions as follows:

1. The learning model has an influence on the learning outcomes of Civics. Students taught with CTL learning models have higher learning outcomes compared to the Expository model of learning in Civics subject matter of human rights in class VII of Private Junior High School Imelda Medan. This is evidenced through calculations showing significant differences between students taught by CTL learning models and expository learning models.
2. Motivation to learn has an influence on the results of learning Civics. Students who have high learning motivation to obtain better learning outcomes than students who have low learning motivation in class VII Private Junior High School Imelda Medan. This is evidenced through calculations that show differences in learning outcomes of students who have high learning motivation with students who have low learning motivation.
3. There is an interaction between learning model and student's learning motivation in influencing student's learning outcomes in class VII Private Junior High School Imelda Medan. This learning motivation is more influential on students with high learning motivation taught by CTL learning model compared to the class which is taught by expository learning model.

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