

Worksheet Development Based On Contextual Teaching And Learning Model To Increase Critical Thinking Skill For Grade Fifth Of Elementary School

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Abstract : *Worksheet Development Based On Contextual Teaching And Learning Model Begins With The Problem Of Unavailability Of Various Learning Devices Used Yet To Stimulate The Critical Thinking Ability Of Learners. Research With This Development Is Aimed To Produce Worksheet Based On Contextual Teaching And Learning Model To Improve Critical Thinking Ability Of V Grade Elementary School Students. Research Development Refers To The Borg And Gall Model. The Results Showed That Worksheet Developed To Improve The Ability Of Critical Thinking And Learning Outcomes Of Learners Who Have Been Analyzed Using T-Test And Regression.*

Keywords : *Worksheet Development, Contextual Teaching And Learning Model, Critical Thinking*

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I. Introduction

Education Can Be Interpreted As A Conscious And Systematic Effort To Achieve Better Quality Of Life. Without Education It Is Impossible For Learners To Live In Line With The Ideals To Move Forward And Live Happily According To Their Respective Life Plans.

Efforts To Improve The Quality Of A Nation, There Is No Other Way Except Through Improving The Quality Of Education. Departing From That Thought, The United Nations (UN) Through The United Nations Educational, Scientific And Cultural Organization (UNESCO) Institute Launched Four Pillars Of Education Both For The Present And The Future, Namely: (1) Learning To Know, (2) Learning To Do (3) Learning To Be, And (4) Learning To Live Together. Most Modern Educational Systems Regard The Development Of Critical Thinking As A Vital Pedagogical Element.

Critical Thinking Is The Ability To Say Things With Confidence. The Purpose Of Critical Thinking Is To Achieve A Deep Understanding. Understanding Makes Learners Understand The Meaning And Meaning Behind An Event. Having The Ability To Think Critically Allows Learners To Analyze Their Own Thoughts To Ensure That They Have Made Choices And Draw Intelligent Conclusions. This Corresponds To Elder And Paul In Romanowski (2012: 121) Critical Thinking Is Best Understood As The Ability Of Thinkers To Take Charge Of Their Own Thinking. This Requires That They Develop Sound Criteria And Standards For Analyzing And Assessing Their Own Thinking And Routinely Use Those Criteria And Standards To Improve Its Quality.

The Explanation Explains That A Quality Education System Is The One That Produces Knowledge And Learning Processes That Depart From Static Learning To Support Learning, Evaluation, And Analysis Center On The Development Of Critical Thinking.

Curriculum 2013 Is A Competency-Based Curriculum That Formulates In An Integrated Manner The Competence Of Attitudes, Knowledge, And Skills That Must Be Mastered By Learners. Learning On The 2013 Curriculum There Are Several Themes That Apply In A Lesson. Through Contextual Problems, Can Make Learners Learn From The Experience And The Environment, Therefore Learning Must Be Understood Learners, Not Only Memorized But Learners Really Understand The Purpose And Usefulness Of The Science Core Competence And Basic Competence In Themes Can Be Achieved And Applied In Everyday Life.

Regulation Of The Government Of The Republic Of Indonesia Number 32 Year 2013 On National Education Standards, Chapter IV Article 1 On Process Standards, Stated That: The Education Process In Educational Units Is Held Interactively, Inspiration, Fun, Challenging, Motivate Learners To Participate Actively And Provide Sufficient Space For Initiative, Creativity, And Independence In Accordance With The Talent, Motivation, And Development Of Physical And Psychological Learners.

Based On These Provisions The Teacher Should Try To Make The Learners Actively And Actively Participate Optimally. Teachers Should Act As Facilitators And Learners Who Must Be More Active So As To Stimulate Learners To Think Critically. In Order To Support The Success In The Delivery Of Learning Materials To Learners, Teachers Must Apply An Approach And Also Create Teaching Materials, One Of The Worksheet.

Based On The Observations That Researchers Do In Class V SDN 2 Labuhan Ratu, In June 2017. It Is Known That The Achievement Of Student Learning Outcomes In Theme 3, Healthy Food Sub Theme 3, The Importance Of Keeping Healthy Food Intake Is Still Many Who Have Not Reached The Minimum Criteria Determined ≥ 65 .

The Low Learning Outcomes Of Learners Are Caused By Many Factors, One Of Which Worksheet Used When Learning Does Not Support The Ability Of Critical Thinking And Learning Outcomes Of Learners. Through The Questionnaire Distribution Of Teacher Needs Conducted On August 4, 2017 At The KKG Team Of Labuhan Ratu Sub-District, Showed That 100% Agreed To Develop Worksheet Based On CTL Model To Improve Critical Thinking Ability Of V Grade Elementary School Students. Things That Have Been Described Above Will Indirectly Affect Student Learning Outcomes. This Happens Because The Content Contained In The Teaching Materials Of Learners Is Less Appropriate To The Conditions Of The Environment Where Students Live.

The Results Of The Questionnaire Analysis Of Teacher Needs Indicate That The School Is Still Very Minimal Teaching Materials In Accordance With The Needs Of Learning. The Available Teaching Materials Are Only Limited Number Of Printed Books. The Worksheet They Use Is Worksheet Which Contains More About Cognitive Knowledge, Less In Affective And Psychomotor Field. Therefore, The Researcher Will Develop A Teaching Material In The Form Of Worksheet As Supporting For Learners' Book So That The Learning Done Is More Contextual According To The Local Environment Condition.

Selection Of Teaching Materials In The Form Of Worksheet Is Based On The Benefits Of Worksheet That Can Be Useful In Terms Of Academic Achievement. For Example, As A Support For Textbooks. Worksheet Can Be Used To Add Information To A Particular Class (Lee, 2014: 96).

In Addition To The Benefits Of Worksheet Above, Worksheet Also Has A Function According To Prastowo (2011: 205) Explains That The Advantages Of Worksheet That Is 1) Presents Teaching Materials That Enable Learners To Provide Interaction With The Material Provided, 2) Presents Tasks That Increase The Mastery Of Learners To The Material Given, 3) To Train The Learners' Independence, 4) Facilitate The Educator In Giving Task To The Students.

Worksheet Developed By Researchers Is Integrated With A Model Of Learning That Helps Facilitate Learners In Understanding The Material. The Learning Model Chosen In Worksheet Development Is Contextual Teaching And Learning (CTL). According To Johnson (2014: 67) CTL Is An Educational Model That Aims To Help Learners See Meaning In The Academic Material They Learn By Connecting Academic Subjects To The Context In Their Daily Lives, That Is, With The Context Of Personal, Social, And Their Culture.

The Selection Of CTL Models In Worksheet Development Is Based On CTL Being Defined As A Way Of Introducing Content By Using A Variety Of Active Learning Techniques Designed To Help Learners Connect What They Already Know To What They Are. (Hudson, 2010: 55), Gives The Effect That There Is A Significant Difference Across The Experimental Group And The Ability Of Learners In Terms Of Problem-Solving Abilities. (Suryawati, 2010: 1721).

Selection Of CTL Model Is Expected To Improve The Critical Thinking Ability Of Learners. According To Romanowski (2012: 118) That The Ability To Think Critically Is Not A Person's Traits But Formal And Informal Teaching And Development In Schools And Universities Through Teaching Practices Instilled In A Critical Perspective And Transformation.

According To Watson And Glaser In Demir (2011: 549) Critical Thinking Has 5 Sub Dimensions, Among Others; 1) Getting To Know The Problem, 2) Collecting And Selecting Suitable Data For The Solution Of The Problem, 3) Getting To Know The Structured And Non-Structured Assumptions, 4) Selecting And Formulizing The Assumptions That Are Related And Leading To Conclusion, And 5) Deducing The Valid Results And Discussing The Validity Of The Deduction.

The Results Of Wilson's (2012) Study Show That Critical Thinking Can Make Learners Demonstrate More Intense Engagement With Their Reading Content And An Indication Of The Growing Critical Disposition And Can Help Them Well In Universities. The Results Of Research By Khandaghi (2011) Also Indicate That There Is A Positive Relationship Between The CTL Model And Increase The Critical Thinking Of Learners In School.

Based On The Above Description, The Research Objectives Are Formulated As Follows: 1) Realization Of Worksheet Development Based On CTL Model To Improve Critical Thinking Ability; 2) To Know The Influence Of Worksheet Development Based On CTL Model On Critical Thinking Ability Of

Learners; 3) To Know The Difference Of Learning Result Between Participants Students Using WORKSHEET-Based CTL Model With Learners Using Conventional Teaching Materials At SD Negeri 2 Labuhan Ratu.

II. Method

The Research Method Used Is Research And Development By Using Research Steps According To Borg And Gall (1979: 624) Consisting Of 1) Initial Research And Information Gathering, 2) Planning, 3) Development Of Initial Product Format, 4) Initial Test, 5) Product Revision, 6) Field Trial, 7) Product Revision, 8) Field Trial, 9) Final Product Revision, And 10) Dissemination And Implementation. In This Study Only Limited To The First To The 6th Stage, Due To Time And Cost Constraints Required For Research.

Initial Information Gathering Was Done By Direct Questionnaire And Observation Technique In Class V A And V B To Find Out The General Description Of The Problems That Become Obstacles In The Learning Process. At This Stage Is Also A Process To Perform Needs Assessment (Needs Analysis), Identify Problems (Needs), And Perform Task Analysis (Task Analysis). In This Stage Needs Analysis Is Done To Collect Information That Required The Development Of Media In The Form Of Worksheet Based CTL Theme Of Healthy Food.

The Researcher Undertakes The Following Plan; 1) Review The Curriculum, Determine Core Competence And Basic Competence On The Theme 3 Sub-Theme 3 Which In The Learning Process Requires The Worksheet Teaching Materials To Be Developed; 2) To Formulate Indicators And Learning Objectives And Materials To Be Developed Based On The Selected Basic Competence; 3) The Selected Material Is Subtheme Matter Importance Of Keeping Health Food Intake. Through This Material The Researcher Tries To Improve The Critical Thinking Of The Students Of Class V SD Negeri 2 Labuhan Ratu; And 4) Develop A Map Of The Needs Of Worksheet To Find Out What Will Be Developed.

The Population In This Study Is All Students Of Class V SD In District Labuhan Ratu Consisting Of 9 Schools. Researchers Determine The Sample In This Study With Multistage Random Sampling Technique. SD Negeri 1 Kampung Baru Is A Sample Used To Test The Validity Of The Problem By Taking The VA Class, While In SD Negeri 2 Labuhan Ratu Is A Sample Used To Test The Value Of Learning Results. VA As The Experimental Class And VB As The Control Class, Each Of Which Amounted To 36 And 37 Students. The Reason For Choosing A VA Class As An Experimental Class Is Because VA Class Views Tend To Have Lower Academic Ability Compared To Other Classes. This Is Shown From The Value Of Learning Outcomes Students. It Is Hoped That The Experiment Class Can Improve Students' Critical Thinking Ability Through The Development Of Worksheet Based On CTL Model.

Data Collection Techniques In This Study Were Conducted In 4 Ways, Namely: 1) Documentation, This Technique Is Used To Obtain Secondary Data. This Data Is The Number Of Learners And Matters Relating To The Students' Learning Outcomes And The State Of The School In SD Negeri 2 Labuhan Ratu; 2) Observation; 3) Sheet Validation Experts; 4) Questionnaire Needs Analysis Disseminated To Teacher Team In SDN Existing In District Labuhan Ratu. Data Obtained Through The Questionnaire Are Quantitative Data; 5) Tests Used To Measure Learners' Learning Outcomes. Instruments In This Research Consist Of: 1) Instrument Of Requirement Analysis, 2) Field Test Instrument, 3) Instrument To Measure Critical Thinking Ability Of Learners, 4) Instrument To Measure Learners' Learning Result.

Technique Of Data Analysis In Research Is Instrument Test, That Is Validity Test, Reliability, Difficulty And Differentiation Which Is Used To Test Instrument Of Appraisal As The Right Measuring Instrument. To Measure Critical Thinking Ability Using Regression.

III. Result And Research

Results Of Needs Analysis

Based On The Results Of Preliminary Study At SDN 2 Labuhan Ratu Researchers Get Some Problems In Learning On, That Is 1) The Low Learning Outcomes Of Learners Are Shown By Minimum Criteria Lack Of Achievement; 2) Learners' Activities Do Not Optimize Critical Thinking Skills Because Learners No One Asks Questions To The Teacher; 3) Worksheet Used When Learning Does Not Support Critical Thinking Skills And Learning Outcomes Of Learners; 4) Ongoing Less Effective And One-Way Learning; 5) Learners Only Memorize Learning Materials Without Understanding The True Meaning Of The Learning That Has Been Going On.

Based On The Results Of Observation And Questionnaire Analysis Of The Need For Teaching Materials, The Authors Conclude That The Need To Develop Teaching Materials That Can Overcome The Problems Of Learners On The Theme Of Healthy Food Subtheme The Importance Of Keeping Healthy Foods Intake. Therefore, The Authors Develop Teaching Materials In The Form Of Student Activity Sheet (Worksheet) Based On CTL Model On Healthy Food Subtheme The Importance Of Maintaining Healthy Foods Intake.

Results Planning And Product Design

Planning Is A Form Of Follow-Up After Conducting Needs Analysis And Resource Identification To Meet The Needs. Steps In Planning And Designing The Product Are Done Through Several Steps, Namely: 1) The Preparation Of Worksheet (Outline) Framework; 2) Preparation Of Worksheet Needs Map; 3) Determine The Title Of Worksheet; 4) Worksheet Writing; And 5) Develop Worksheet Assessment Instruments.

Instructional Analysis Contains The Mapping Of Basic Competencies And Indicators In The Sub-Theme Developed, And Contains Learning Objectives Which Are The Indicators. The Mapping Of Basic Competencies And Indicators Is Adjusted To That Provided By The Teacher's Book And By Developing The Indicators. Follow Up On The Design That Has Been Done In The Stage Of Product Development Plan, Then Carried Out The Following Development Steps; 1) Pre-Writing, Which Is Material Review In Worksheet, Conducted By Collecting Resources And References And Pictures Relating To Healthy Food Items; And 2) Preparation Of Worksheet Draft Covering Content Aspect, Presentation Aspect And Chart.

The Collection Of Materials Appropriate Material Is Done By Selecting And Sorting The Material To Fit The Needs. Material Materials Are Obtained From Relevant Sources Of Books And Images Or Photographs That Correspond To The Material.

Preparation Of Worksheet

The Preparation Of Worksheet Adjusts To The Draft That Has Been Set. The Components Of Worksheet Consist Of: 1) Cover Page; 2) Page Of Author, 3) Introduction, 4) Table Of Contents, 5) General Guidance On The Use Of Worksheet, 6) Core Competence, 7) Mapping Of Basic Competency Of KI 1 And 2, 8) Mapping Of Basic Competencies KI 3 And 4, 9) Learning Steps, And 10) Bibliography.

The Cover Consists Of 1) The Title Of Worksheet Is "Competitors' Contextual Learning Worksheet Contextual Teaching And Learning, 2) Theme 3 And Sub-Theme That Is Theme 3" Healthy Food "Sub-Theme 3" The Importance Of Keeping Healthy Foods, 3) Grade Of 5th, 4) The Author's Name Is Rini Rahma Dianti, 5) Supporting Images That Illustrate Various Types Of Healthy Food.

The Worksheet Usage Guidelines Consist Of Instructions For Teachers And Instruction For Learners. The Guidance For The Teacher Contains Instruction That The Teacher Should Do In The Lesson Using This Worksheet, While The Instruction For The Learners Contains Directions For Learners To Make Learners Easier In Using Worksheet.

The Mapping Of Basic Competencies And Indicators Contains Basic Competencies And Indicators In The Learning Content That Are Integrated Into Each Lesson. Worksheet Is Organized In One Sub Theme And Consists Of 6 Lessons And Then In This Worksheet There Are 6 Mapping Of Basic Competence And Indicator, That Is Start Of Learning To-1st Until Learning The 6th.

Learning Objectives That Contain About The Goals To Be Achieved Or Competencies That Will Be Owned By Learners After Learning Activities With Worksheet. The Purpose Of The Learning That Is Determined Refers To The Indicator Of Learning, There Are 6 Learning Objectives In Accordance With The Number Of Learning In One Sub-Theme.

Learning Activities Conducted Learners Refer To The 7 Components That Exist In The CTL, Namely Konstruktivisme, Inquiry, Questioning, Learning Community, Modelling, Reflection, And Authentic Assesment.

This Trial On Sub-Theme 3 Contains Questions To Test Learners' Learning Outcomes After Using CTL-Based Worksheet Development. Instrument Question Amounted To 20 Questions That Have Passed The Validity Test, Its Reliability, The Level Of Difficulty And The Differentiation Of The Problem.

Results Test Of Material And Media

Expert Test Is Conducted To Make The Product Produced In The Form Of Worksheet Based On CTL Model On Healthy Food Sub-Theme The Importance Of Maintaining Healthy Food Intake Is Appropriate And Can Be Used By Learners. Validation Is Done By Two Experts Namely Dr. Darsono, M.Pd As A Material Expert And Dr. Adelina Hasyim, M.Pd As A Media Expert. Validation Is Done By Questionnaire, Using Likert Scale, Beside That There Is Suggestion Column Which Contains Suggestion Of Improvement To Worksheet Developed.

In The Expert Test The Validator Material Guides And Directs On The Preparation Of Worksheet In Terms Of Material And The Use Of CTL Model. Expert Test The Material On Worksheet Done Twice. In The First Material Expert Test, The Score Given By The Validator Is 87.0. As For The Suggestions That The Validator Provide Is As Follows, The Problem Should Be Made Referring To The Objectives, Use Components That Refer To CTL, Between Basic Competencies, Indicators, Materials, And Evaluation Should Be Appropriate.

Based On The Suggestions Given By The Material Experts Above, The Researchers Make Improvements To The Worksheet Developed. The Improvements Made Are 1) Correcting The Form Of

Questions That Refers To Improving Critical Thinking Skills, 2) Integrating Components Of The CTL Model And 3) Examining The Basic Competencies, Indicators, Materials And Evaluation In Order To Be Synchronized. In The Second Validation Test That After Worksheet Was Improved, The Validator Provided An Assessment With A Total Score Of 89.41. The Validator Gives The Conclusion That Worksheet Is Feasible To Be Tested With Revision / Improvement.

In The Test Of Media Experts, The Validator Guides And Directs About 1) Writing, 2) Drawing, And 3) Graphics (Layout). Expert Test Design Done Twice. In The First Design Expert Test, The Validator Score Given For Worksheet Is 55.00. Validator Provides Suggestions That The Type Of Letters That Can Be Used At Most Are 3 Types, The Size Of The Letter On The Cover Must Be Large To Clear Legible, Use The Contrasting Colors On The Cover To Make It More Interesting, The Image On The Cover Use The Original Image, Complete With Picture 4 Healthy 5 Perfect, Give Information On The Cover That Worksheet Is Product Research And Development Master Program Teacher Training Teachers At The Faculty Of Teacher Training And Education University Of Lampung.

Based On The Suggestions Given By The Media Expert, The Researcher Did Make Up On Worksheet Especially On The Cover. The Things That Are Fixed On The Cover Of Worksheet Are 1) The Size Of The Letters On The Previous Cover There Is A Small To Be Large And Clearly Legible, 2) The Previous Cover Colors Tend To Be Soft (Less Visible Contrast) To Be Clearly Seen The Contrast Of The Color, 3) The Image On Previous Cover Using Cartoon Image And Replaced With Original Image Consisting Of Food 4 Healthy 5 Perfect, And 4) On The Cover Given Information That Worksheet Is Product Research And Development Master Program Teacher Training Teacher At Faculty Of Teacher Training And Education University Of Lampung.

The Researcher Then Asks The Designer For Validation For The First Time. In The Second Design Expert Test, The Validator Provided An Assessment With A Total Score Of 88.18. The Validator Concludes That The Worksheet Has Been Improved And Proceeded At The Research Stage.

Preliminary Field Testing

Preliminary Field Testing Were Conducted On Small Groups To See The Results Of Attractiveness, Convenience, And Usefulness Of Worksheet. The Results Of This Trial Will Be Used As A Reference To Revise The Materials Developed. The Initial Product Trial Was Conducted At SDN 1 Kampung Baru.

Preliminary Field Testing Involved 10 Students In Grade V SD. Researchers Requested The Help Of Classroom Teachers In The School To Select Students With High, Low And Moderate Abilities.

At This Stage, Data Retrieval Is Done By Observation And Interview. The Result Of The Observation Indicates That The Learner Does Not Understand How To Use Worksheet At The Beginning Of The Learning, The Learners Are Motivated To Solve The Problem In Worksheet, The Learner Looks Active With His / Her Group, When The Learner's Presentation Looks Enthusiastic In Presenting The Result, The Learner Understand The Material This Can Be Seen From The Ability Of Learners To Answer Questions Submitted By Teachers, And The Use Of Development Of Worksheet Based CTL Facilitate The Task Of Teachers In The Presentation Of The Material.

The Results Of Teacher Interview Interviews Can Be Concluded The Teacher Gave Suggestions For The Form Of Writing Made More Creative And Colorfull, The Writing Of The Connection Is More Attention, The Form Of Questions Made More Interesting As A Matter Of The Form Of Crossword Puzzle, Wordsquare, And Etc ..

Main Field Testing

The Main Field Testing Are A Continuation Of The First Phase Of The Field Trial, In Which Researchers Used Worksheet-Based CTL Model Development To Improve Students' Critical Thinking Skills.

Test Results Of Critical Thinking Skills Development of Worksheet Based CTL Model

Result Of Analysis Of Critical Thinking Ability Of Worksheet Development Based On CTL Model On Healthy Food Theme Sub The Importance Of Maintaining Healthy Food Intake Is Obtained By Observing The Critical Thinking Ability Of Learners During The Learning. The Results Can Be Seen In The Following Table:

n1	n2	\bar{X}_1	\bar{X}_2	Mean Difference	T_{count}	t_{table}
36	37	77,22	62,0	8,11	2,04	0,19

Respondents	Average score
Class V A SDN 2 Labuhan Ratu	40,33
Class V B SDN 2 Labuhan Ratu	34,81
Average	3,29

The Table Above Shows That Worksheet Based On CTL Model On Healthy Food Theme Sub The Importance Of Maintaining Healthy Food Intake Has An Effect That Can Improve The Critical Thinking Ability Of VA Class Learners Compared To VB Class Learners As Control Class.

Results Of Difference Test Results Of Learning Worksheet Based CTL Model

The Difference Test Of Learning Outcomes Using Worksheet Based On CTL Model Is Done By Calculating The Pre-Test And Posttest Value Of Learners Between The Experimental Class And The Control Class. Before The Learning Activities Take Place Learners Implement Pre-Test First. After The Pre-Test Is Implemented, Learners Carry Out The Learning Activities With Worksheet, And At The End Of The Sub Theme, Learners Perform Post-Test. This Is Intended To See Whether Or Not The Changes / Improvements In Student Learning Outcomes Before And After Using The Development Of Worksheet-Based CTL Model On The Theme Of Healthy Foods On Sub The Importance Of Maintaining Healthy Food Intake.

Student Learning Outcomes Before Using Worksheet Based On CTL Model (Pre-Test) And After Using Worksheet Based On Model CTL (Post-Test) Can Be Seen In Table Below:

Class	Average Score		Enhancement (%)
	Pre test	Post test	
VA	54,86	77,22	28,95%
VB	60,41	62,03	2,611%
Average	57,635	69,625	17,22%

The Above Data Is Then Analyzed Using SPSS 21.00 With One-Tailed T-Independent Test $\alpha = 0,5$. The Calculation Results Show:

Based On The Above Calculation, It Can Be Seen That The Results Of The Coefficient Of T_{count} Of 2.042 Which Is Then Compared With The T_{table} One Tail $\alpha = 0.5$ For 0.197 Turns $T_{count} = 2.042 > T_{table} 0.197$. Then H_1 Is Accepted And H_0 Is Rejected.

So It Can Be Concluded That There Are Differences In Learning Outcomes Theme 3th Sub-Themes 3th Between Learners Using Worksheet Based On CTL Model With Learners Using Conventional Teaching Materials In Grade V Students Of SD Negeri 2 Labuhan Ratu.

IV. Discussion

Development Of Worksheet Based CTL Model

The Development Of Worksheet Based On The CTL Model On The Theme Of Healthy Food Subtheme Is Important To Maintain Healthy Food Intake. The Learning Model Used Is CTL That Links The Experience Of Learners With New Information Or Lessons Learned At School. The Results Of Hudson's (2010) Study Suggest That CTL Is Defined As A Way Of Introducing Content By Using A Variety Of Active Learning Techniques Designed To Help Learners Connect What They Already Know To What They Are.

The Influence Of Worksheet Development Based On CTL Model On Critical Thinking Ability

According To Ennis In Hassaobah (2008: 87), Identified 12 Critical Thinking Indicators, Grouped Into Five Major Activities. The Grouping Of Critical Thinking Skills Is Presented In The Table Below:

No.	Critical Thinking Indicators	Sub-Indicator of Critical Thinking
1.	Provide a simple explanation	1. Focused the question
		2. Analyze questions and ask questions
		3. Answering questions about explanations and challenges.
2.	Build basic skills	4. Consider whether the source is reliable or not
		5. Observe and consider an observation report.
3.	Conclude	6. deduction or consider the results of deduction
		7. Induces or considers induced results
		8. Create and determine the value of consideration
		9. Identify terms and definitions of considerations and dimensions.
		10. Identify assumptions
		11. Determine the action
		12. Interact with others

There Is Influence Of Critical Thinking Ability Of Worksheet Development Based On Model Of CTL To Venerable Student Of SD Negeri 2 Labuhan Ratu, Which Is Seen From Value Of Critical Thinking Ability Of Experiment Class 1452 While Value Of Critical Control Thinking Ability Is 1288.

A	B	Determination	F Count
-17,558	2,174	0,312	15,452

Based On The Table It Is Known That The Value Of Regression Equation Constant (A) Equal To -17,558 And The Value Of Coefficient Of Determination Equal To 0,312 Which Indicate Ability Or Supporting Power Of Independent Variable (Critical Thinking Use Development Of Worksheet Based On CTL Model) To The Dependent Variable. This Means The Contribution Of Critical Thinking Ability To Use Worksheet Model Of Learning Model Based On CTL Model 31,2% Toward Change Of Science Learning Result. While The Rest Equal To 68.8% Influenced By Factors Or Other Variables That Are Not Researched. Also Known As F Arithmetic Of 15.452. When Compared To Hypothesis Testing Criteria, With Criterion When $F_{count} > F_{table}$ Then H_1 Is Accepted And H_0 Is Computed When $F_{count} < F_{table}$ Then H_0 Is Accepted And H_1 Is Rejected.

Based On The Above Calculation, It Can Be Seen That The Coefficient Of T_{count} Of 15.452 Which Is Then Compared With $R_{table} A = 0.1$ Of 0.4128 Was $T_{count} = 15,452 > R_{table} 0,4128$. Then H_1 Is Accepted And H_0 Is Rejected.

In Accordance With The Calculation Of Simple Linear Regression Can Be Concluded That H_0 Is Rejected Means There Is Influence Critical Thinking Ability Of Worksheet Development Based On CTL Model Of Science Learning Outcomes Of Students Class V SD Negeri 2 Labuhan Ratu.

Differences In Learning Outcomes Using Worksheet Development With Students Using Conventional Fluent

Based On Learning Result Data Obtained From Post-Test Given That It Is Known That The Average Learning Outcomes Of Learners At The Time Of Being Treated Using The Development Of Worksheet Based On CTL Model Is Higher Than The Average Learning Outcomes Of Students Before Being Treated. So It Can Be Concluded That The Use Of Worksheet Development Based On CTL Model Is Better Than Conventional Teaching Materials In Improving Learners' Learning Outcomes. This Is In Accordance With The Opinion Of Özmen And Yıldırım In Töman (2013: 174) States That Worksheet Can Increase Learners' Interest In The Lessons And Have Qualities That Affect Success Positively.

Furthermore, Based On The Data Value Of Students' Critical Thinking Skills Obtained, It Is Known That The Average Value Of Critical Thinking Ability Of Learners When Given Treatment Using The Use Of Worksheet Based On CTL Model Is Higher Than The Average Of The Critical Thinking Ability Of The Students Before Being Treated.

Therefore, On Thematic Learning Using Worksheet Development Based On CTL Model Is Highly Recommended To Be Applied In Learning Activities In School.

Limitations Of Worksheet Development Based On CTL Model

There Are Some Limitations In This Research, Among Others Are As Follows, 1) Researchers Only Take The Results Of Research In The Form Of Cognitive Learning Outcomes On The Theme 3 Subtema 3 And Do Not Take The Results Of Affective And Psychomotor Learning To Be An Indicator Of Learning Success. This Is Due To The Limited Time, Effort And Cost, 2) The Material Developed In Worksheet Based On The CTL Model Only On 1 Subtheme Or Six Lessons, Namely Sub Theme 3 The Importance Of Maintaining Healthy Foods Intake 3) Teachers Who Teach Different Experimental And Control Classes. In The Experimental Group Who Became The Teacher Is A Researcher While In The Control Group Who Became The Teacher Is A Classroom Teacher.

V. Conclusion

Based On Research Result Of Worksheet Development Based On CTL Model On Healthy Food And Subtheme The Importance Of Maintaining Healthy Food Intake In Grade V SD Negeri 2 Labuhan Ratu Kota Bandar Lampung 2017/2018 Academic Year Can Be Concluded As Follows; 1) The Product Produced In This Research Is The Development Of Worksheet Based On CTL Model Using R & D Model From Brog And Gall In Accordance With Requirement Analysis And Research Development Stage. The Development Of Worksheet Based On CTL Model Is Adapted To The Steps Of CTL Learning Model Include (1) Constructivism (2) Inquiry (3) Questioning (4) Learning Community (5) Modeling, (6) Reflection, And (7) Authentic Assessment; 2) There Are Differences In Learning Outcomes Between Students Using Worksheet-Based CTL Model With Learners Using Conventional Teaching Materials In Grade V Students Of SD Negeri 2 Labuhan Ratu; 3) There Is

Influence Of Critical Thinking Ability Use Development Of Worksheet Based On CTL Model To Student Learning Result Of Class V SD Nergeri 2 Labuhan Ratu.

VI. Suggestion

Based On The Conclusions Outlined Above, The Following Suggestions Are Given; 1) Learners, It Is Expected That Learners Can Always Be Active In The Process Of Seeking Information In Improving The Ability Of Both Affective, Cognitive, And Psychomotor Ability, So That Learners' Learning Outcomes Will Increase; 2) Master Teachers In Applying Worksheet-Based CTL Model Should Understand The Procedures Of Worksheet Use, Always Directing, Motivating And Guiding Learners During The Learning Process So That Learners' Learning Outcomes Will Increase; 3) School, The School Is Expected To Provide Support To Classroom Teachers To Use A Variety Of Learning Models That Can Improve The Critical Thinking Skills Of Learners Especially Learning Models Of CTL Supported By Facilities In The Learning Process, 4) Further Researchers, For Further Researchers Should Be Able To Develop Model-Based Worksheet CTL Is Not Only Seen From The Cognitive Aspect But On The Affective And Psychomotor Aspects As Well As On One Theme.

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