

JURNAL MERAH PUTIH SEKOLAH DASAR

Volume 02 No. 03 Bulan Januari Tahun 2025

Jurnal Merah Putih Sekolah Dasar (JMPSD) memuat artikel yang berkaitan tentang hasil penelitian, pendidikan, pembelajaran dan pengabdian kepada masyarakat di sekolah dasar.

<https://jurnal.unimed.ac.id/2012/index.php/jmpsdp>

JUDUL - TIDAK LEBIH DARI 16 KATA

**Afaf Atiqah, Apri Boy Sebayang, Bahagia Fitri Ningsi, Nadia Chalaska, Siti Yuli Khairani
Daulay, Juliati Juliati,**

Samudra University, Langsa City, Aceh 24416

Surel: afafatiqah05@gmail.com

ABSTRACT

This study aims to examine the effectiveness of the Contextual Teaching and Learning (CTL) approach in improving elementary school students' writing skills through a systematic literature review. The method employed was a systematic literature review by analyzing and synthesizing relevant national and international journal articles, books, and research reports related to contextual learning and writing instruction at the elementary level. The results of the review indicate that the CTL approach is effective in enhancing students' writing skills by connecting learning materials with real-life experiences. This approach encourages active student involvement, improves understanding of writing concepts, stimulates creativity and imagination, and helps students express ideas more coherently in written form. In addition, CTL creates a meaningful and enjoyable learning environment that supports students' motivation and engagement in writing activities. Therefore, the CTL approach is highly recommended for use in elementary school writing instruction to improve both the learning process and students' writing outcomes.

Keywords: *contextual teaching and learning, writing skills, contextual approach*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji efektivitas pendekatan pembelajaran kontekstual (*Contextual Teaching and Learning* / CTL) dalam meningkatkan keterampilan menulis siswa sekolah dasar melalui kajian literatur sistematis. Metode yang digunakan adalah *systematic literature review* dengan menganalisis dan mensintesis berbagai artikel jurnal, buku, serta laporan penelitian yang relevan dengan pembelajaran kontekstual dan keterampilan menulis. Hasil kajian menunjukkan bahwa pendekatan CTL efektif dalam meningkatkan keterampilan menulis siswa dengan mengaitkan materi pembelajaran dengan pengalaman nyata dalam kehidupan sehari-hari. Pendekatan ini mendorong keterlibatan aktif siswa, meningkatkan pemahaman konsep menulis, serta mengembangkan kreativitas, imajinasi, dan kemampuan siswa dalam menuangkan ide dan gagasan secara tertulis. Selain itu, pembelajaran kontekstual menciptakan suasana belajar yang bermakna, menyenangkan, dan mampu meningkatkan motivasi belajar siswa. Oleh karena itu, pendekatan CTL direkomendasikan untuk diterapkan dalam pembelajaran menulis guna meningkatkan kualitas proses dan hasil belajar siswa sekolah dasar.

Kata Kunci: *pendekatan kontekstual, keterampilan menulis, pembelajaran kontekstual*

Copyright (c) 2025 Copyright (c) 2024 Afaf Atiqah, Apri Boy Sebayang,
Bahagia Fitri Ningsi, Nadia Chalaska, Siti Yuli Khairani Daulay, Juliati
Juliati

✉ Corresponding author (Perwakilan Tim) :

Email : nadiaaliska@gmail.com

HP : -

Received 10 Nov 2024, Accepted 27 Desember 2024, Published 30 Jan 2025

INTRODUCTION

Education is a conscious and well-planned effort to create a learning environment and learning process that enable students to actively develop their potential. This is in line with Law Number 20 of 2003 on the National Education System, which states that education aims to develop students' intelligence, character, morality, and skills needed in personal and social life. One of the essential skills that must be developed from the elementary school level is writing skills.

Writing skills play an important role in language learning, as they enable students to express ideas, feelings, and experiences in written form. Writing is not only related to linguistic competence but also involves critical thinking, creativity, and the ability to organize ideas systematically. However, in practice, many elementary school students experience difficulties in writing, such as limited vocabulary, lack of ideas, and low motivation to write. These challenges indicate the need for an appropriate learning approach that can make writing instruction more meaningful and engaging for students.

One learning approach considered effective in addressing these challenges is the Contextual Teaching and Learning (CTL) approach. CTL emphasizes connecting learning materials with students' real-life experiences, allowing students to construct knowledge actively through meaningful learning processes. Through this approach, students are encouraged to discover concepts independently and relate what they learn in the classroom to situations they encounter in their daily lives. As a result, learning becomes more meaningful and relevant rather than relying solely on memorization.

Several studies have shown that the implementation of the contextual learning approach can increase students' active participation, learning motivation, and understanding of learning materials. In the context of writing instruction, CTL provides opportunities for students to develop their writing skills by expressing ideas based on real experiences, making their writing more authentic and meaningful. Moreover, this approach helps foster students' imagination, creativity, and critical thinking skills in producing written texts.

Based on the explanation above, this article aims to examine the effectiveness of the

Contextual Teaching and Learning approach in improving elementary school students' writing skills through a systematic literature review. This study is expected to provide both theoretical and practical contributions for educators in selecting and implementing appropriate learning approaches to enhance the quality of writing instruction at the elementary school level.

METHOD

This study employed a systematic literature review (SLR) method to examine the effectiveness of the Contextual Teaching and Learning (CTL) approach in improving students' writing skills. The systematic literature review was conducted by identifying, analyzing, and synthesizing relevant literature related to contextual learning and writing instruction.

The review process consisted of several stages: (1) formulating research questions, (2) determining inclusion and exclusion criteria, (3) searching for relevant literature, (4) assessing the quality of selected studies, (5) extracting and analyzing data, and (6) synthesizing and presenting the results. Literature sources included national and international journal articles, books, and research reports published within a relevant time frame.

The literature search was conducted using academic databases and digital libraries with keywords such as *contextual teaching and learning*, *writing skills*, and *contextual approach*. Studies were selected based on their relevance to the research focus, methodological quality, and contribution to understanding the implementation of CTL in writing instruction.

Data analysis was carried out qualitatively by comparing findings across studies to identify patterns, similarities, and differences regarding the impact of the CTL approach on students' writing skills. The results of the analysis were then synthesized to provide a comprehensive overview of how contextual learning contributes to improving writing instruction.

RESULTS

The findings of the literature review indicate that the Contextual Teaching and Learning (CTL) approach has a positive impact on students' writing skills. Most of the reviewed studies reported improvements in students' ability to generate ideas, organize written texts, and use

appropriate vocabulary when writing. By connecting writing activities with real-life experiences, CTL helps students understand writing tasks more meaningfully and reduces difficulties in expressing ideas in written form.

The reviewed literature also shows that CTL encourages active student participation during the learning process. Students become more engaged in writing activities when they are asked to relate learning materials to their daily experiences. This active involvement contributes to increased motivation and confidence in writing, which in turn improves the quality of students' written work.

In addition, several studies highlight that the CTL approach supports the development of creativity and imagination in writing. Students are given opportunities to explore personal experiences, social contexts, and real situations as sources of ideas for their writing. As a result, students are able to produce more coherent, expressive, and meaningful written texts.

Furthermore, the findings reveal that the implementation of CTL creates a more supportive and enjoyable learning environment. Collaboration between teachers and students, as well as among students themselves, fosters positive interactions during the writing process. These conditions enable students to construct knowledge actively and apply writing skills more effectively.

Overall, the results of the reviewed studies consistently demonstrate that the Contextual Teaching and Learning approach is effective in improving students' writing skills by enhancing engagement, understanding, and the ability to express ideas through writing.

DISCUSSIONS

The results of this systematic literature review indicate that the Contextual Teaching and Learning (CTL) approach plays a significant role in improving students' writing skills. These findings are consistent with the theoretical foundation of CTL, which emphasizes meaningful learning through the connection between academic content and real-life experiences. When students are able to relate writing tasks to their own experiences, they tend to develop a deeper understanding of the writing process and become more confident in expressing ideas in written form.

The improvement in students' writing skills can be attributed to the active learning

processes promoted by CTL. Unlike traditional teacher-centered approaches, CTL encourages students to participate actively in constructing knowledge. Through activities such as reflecting on daily experiences, discussing ideas with peers, and applying writing concepts in real contexts, students develop better organization, coherence, and clarity in their writing. This supports previous studies suggesting that meaningful learning environments enhance students' language skills and cognitive development.

Furthermore, the findings suggest that CTL contributes to increased motivation and engagement in writing activities. Writing is often perceived by students as a difficult and monotonous task; however, by integrating contextual elements, CTL transforms writing into a more enjoyable and relevant activity. Students become more interested in writing when they are allowed to choose topics related to their personal, social, or cultural experiences. This increased motivation positively affects students' persistence and performance in writing tasks.

Another important aspect highlighted in this review is the role of teachers in implementing the CTL approach effectively. Teachers act as facilitators who guide students in connecting learning materials with real-life contexts and provide appropriate feedback during the writing process. The use of varied learning media and collaborative activities further supports students in developing their writing skills. Therefore, successful implementation of CTL requires teachers to design learning activities that are relevant, student-centered, and supportive of individual learning differences.

Overall, the discussion of the reviewed studies confirms that the Contextual Teaching and Learning approach is an effective strategy for improving students' writing skills. By promoting active participation, meaningful learning, and contextual understanding, CTL not only enhances students' writing outcomes but also supports the development of creativity, critical thinking, and lifelong learning skills.

CONCLUSION

Based on the findings of this systematic literature review, it can be concluded that the Contextual Teaching and Learning (CTL) approach has a positive and significant impact on improving students' writing skills. By connecting learning

materials with real-life experiences, CTL creates a meaningful learning environment that encourages active participation, enhances understanding of writing concepts, and supports students in expressing ideas more clearly and coherently in written form.

The reviewed studies also indicate that the implementation of CTL increases students' motivation, creativity, and confidence in writing activities. Through contextual learning, students are better able to develop imagination and critical thinking skills, which contribute to higher-quality written outcomes. In addition, the teacher's role as a facilitator is essential in guiding students and designing learning activities that align with students' real-life contexts.

Therefore, the Contextual Teaching and Learning approach is highly recommended for use in writing instruction, particularly in elementary education. Future research may focus on empirical studies that examine the long-term effects of CTL on writing development and explore its application across different educational levels and learning contexts.

REFERENCES

- Ali, M. (2021). Improving early reading and writing skills using picture media for Grade 2 students at SDN 93 Palembang. *PERNIK*, 4(1), 43–51.
- Aprelia, D. A., Baedowi, S., & Mudzantun, M. (2019). The effect of the contextual approach on improving students' writing skills. *[Journal name incomplete]*.
- Hidayat, M. S. (2012). Contextual approach in learning. *INSANIA: Journal of Alternative Educational Thought*, 17(2).
- Khalik, I. (2021). Improving short story writing skills as expressive therapy for students' emotional development. *Jurnal Literasiologi*, 6(2), 556–567.
- Kuswandi, S., & Putri, N. D. (2021). Implementation of the contextual approach in Indonesian language learning to improve free poetry writing skills of Grade V students. *Jurnal Tahsinia*, 2(1), 97–109.
- La Rakima, H., & Wulandari, S. (2022). Improving early writing skills through home tutoring using picture media for Group B kindergarten students. *Jurnal Ilmiah Cahaya Paud*, 4(1), 37–44.
- Maryana, S., & Sukmawati, W. (2021). Improving simple essay writing skills through the Contextual Teaching and Learning (CTL) approach. *Ideas: Journal of Education, Social, and Culture*, 7(4), 205–212.
- Munawarah, M., & Zulkifli, Z. (2021). Teaching writing skills (*Maharah al-Kitabah*) in Arabic language learning. *Loghat Arabi: Journal of Arabic Language and Arabic Language Education*, 1(2), 22–34.
- Wiratama, N. A., Fatimah, I. D., & Widiyati, E. (2022). Improving descriptive writing skills through a contextual approach in elementary school students. *Jurnal Basicedu*, 6(3), 3428–3434.