

# Textbook Effectiveness with Contextual Teaching and Learning Approach on Creative Thinking Ability Elementary School Students

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#### ABSTRACT

This research is a development research which aims to develop textbooks with a Contextual Teaching and Learning (CTL) approach to teach the creative thinking skills of Pancasila and Citizenship Education for elementary school students. To achieve the research objectives, Lee & Owens development research was carried out using the ADDIE model which includes analyze, design, develop, implement, and evaluate. In accordance with the product development research criteria, it must meet the criteria of validity, practicality and effectiveness. In this paper, a discussion will be carried out regarding the effectiveness of research products whose process is lifted from the evaluation stage of the research activities carried out. The research subjects were 26 students of Class V SD Negeri 200106 Padangsidimpuan. The object is Teaching Material Products that meet the effectiveness criteria. The product development evaluation stage design uses a one group pretest posttest design. Research instruments include Observation Sheets and Tests. Research conducted shows the application of learning to obtain a score of 3.47 which is in the effective category. Achievement of students' creative thinking abilities with a significance value of 0.01 which is smaller than 0.05 and an N-gain of 0.47 which indicates the product being developed is in the medium category. Thus it is concluded that civics education teaching materials with a contextual teaching and learning approach to teach elementary school students' creative thinking skills are effective. Teaching materials with a contextual teaching and learning approach are very supportive in giving directions to students to provide diverse and varied answers as well as unique answers. Besides that, it is found in active student learning, enthusiastic and enthusiastic in participating in the learning process.

Keywords: Approach, CTL, Creative Thinking, Teaching Materials, Effectiveness

### INTRODUCTION

Education is one of the most influential factors in human life. Because of the importance of education, it takes the cooperation of all parties to improve the quality of education. To produce quality education, reliable, skilled, and highly creative human resources (HR) are needed [1], [2]. In order to prepare a generation that is ready to face the world of work in the 21st century, one of the parties that plays an important role is the world of education, especially schools and teachers. Schools are the output of students who will produce the next generation who are ready to compete in the world of work [3]. Therefore, students should be equipped with skills/expertise in accordance with the 21st century.

21<sup>st</sup> century learning is a learning that provides 21st century skills to students which includes the 4 Cs of which one aspect is creative thinking skills [4]. Creative thinking is also needed to solve problems in society [5]. Learning in the 21st century is not only centered on cognitive abilities, but also includes a number of personal and social skills. This states that thinking skills, especially in solving problems, are abilities that a person must have in order

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to be successful in his life [6]. Through good thinking activities students will be able to think creatively in solving everyday problems involved with the material and concepts being studied. the ability to think creatively is an individual's ability to find ways/techniques, strategies, thoughts in order to get a solution to the problems faced [7]. The creative thinking process is a stage that includes synthesizing ideas, building ideas, planning ideas, and implementing ideas to obtain a new product [8].

The creative thinking skills of students at the school level are generally not in accordance with what is expected. The creative thinking ability of students in Indonesia is in a very low category[9]. There are students who still find it difficult to relate the concept of subject matter to everyday life, and this results in student learning outcomes being unsatisfactory [10]. Furthermore, the findings of the researchers during field observations, namely at SD Negeri 200106 on February 14, 2023 with interviews with the school principal, namely Mrs. Juli Dalimunthe S.Pd revealed that in learning students tend to use less of their thinking activities to the maximum in learning, learning is still dominated by the use of models conventional learning. Furthermore, according to the observations of researchers in learning, the teacher uses the available textbooks and causes students to be less involved in learning where the student's activities are only as listeners, listeners and taking notes on what the teacher conveys and working on the questions given in accordance with the examples.

Textbooks are a component that must exist in the learning process. Textbooks are an important part of the learning process and are used as a source of information for teachers and students (Rohmah, et al., 2017). Through a series of activities in textbooks, teachers provide opportunities for students to use higher-order thinking by using their thinking skills in learning. Teachers are expected to be able to find ways to help students learn effectively [11]. Textbooks are a component that must be studied, scrutinized, studied and used as material that will be mastered by students and at the same time can provide guidelines for studying [1]. The importance of textbooks as a guide in the learning process is contrary to the existing situation. Teaching materials used in schools today seem unattractive, not innovative and still cannot facilitate the achievement of students' mathematical abilities, one of which is students' creative thinking skills. Teaching materials can contain problems in the context of everyday life and require students to conduct experiments and or present data creatively [12].

In educational activities, especially learning, the government needs to prepare an appropriate curriculum involving active teachers and students so that learning activities become meaningful [13]. Pancasila and Citizenship Education is a compulsory subject for students of all levels of education. Civics education is one of the subjects that is useful for developing the potential of students in living life in society [14]. The material in Pancasila and Citizenship Education subjects contains values that must be practiced. This subject aims to prepare students for social life [15]. To teach this subject, a learning process is needed that supports the efforts of students to learn to practice these values. A learning model that fits this is a contextual approach.

The contextual teaching and learning approach always provides opportunities for students to actively develop their abilities. Through contextual teaching and learning, students are trained to have the ability to analyze the relationship between subject matter and events in everyday life [16]. Through the contextual teaching and learning approach students will become active in relating subject matter to real-world contexts. Mathematics lessons need to be linked to reality, problems that are close to students and in accordance with the life situations of the community[17]. through learning with a contextual teaching and learning approach students can store long-term memories and will help students apply their memories in work in the future [18]. Applying learning with the CTL approach, students are faced with activity sheets containing scaffolding which are always related to the situation/context. this will help students to understand and apply a material comprehensively in solving various problems related to student situations.

Thus the development of textbooks, the learning approach becomes a unit that must be adjusted during the learning process that is truly in accordance with the learning objectives. To achieve the full learning objectives, one way that can be taken is to strive to create a meaningful learning process [19]. Furthermore, to enrich students' understanding and facilitate the learning process according to class conditions, special designs are needed for textbooks with a contextual teaching and learning approach [20]. From the previous description the researcher is interested in conducting research on the development of textbooks with a contextual teaching and learning approach to teach creative thinking skills in Pancasila education and citizenship for elementary school students. the purpose of this research is to describe the effectiveness of textbook development using a contextual teaching and learning approach to teach Pancasila and Citizenship Education Creative Thinking Skills for Elementary School Students?.

# MATERIAL AND METHODS

In accordance with the research objectives, it is necessary to carry out development research. The development is carried out on textbook products with a contextual teaching and learning approach to teach the creative thinking skills of Pancasila and civics education for elementary school students who fulfill aspects of effectiveness. To achieve the goal, research was carried out using the ADDIE model Lee & Owen [21] which focused on the effectiveness of textbooks using the contextual teaching and learning approach at the evaluation stage. As for the subjects of the research, there were 26 students in class V of Padangsidimpuan 200106 Public Elementary School. The object of research is teaching material products that meet the effectiveness criteria. The design of research activities in the evaluation stage uses a one group pretest posttest design.

The research instrument involved observation sheets on the application of learning and tests. The observation sheet aims to measure the management of learning activities. Learning activities were observed in the initial activities, core activities and final activities. Observation of learning activities is reviewed in terms of several aspects which include Initial activity (learning communication, apperception of learning, motivating learning), Components of the contextual teaching and learning approach (Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection, Authentic Assessment) [22], Mastery of Material Learning, Suitability of Material with students' cognitive level, Utilization of Learning Resources/Learning Media, Use of Language, Closing learning activities, Time Management, Class atmosphere/Class Mastery. Furthermore, the test given to students is in the form of an essay test with 4 questions. The test aims to measure students' creative thinking skills using indicators of fluency, flexibility, elaborate and originality [23]. The questions given to students are questions that have fulfilled the validity and reliability tests.

In accordance with the development research procedures at the evaluation stage, the one group pretest posttest design was applied. This design involves pretest, learning activities with a contextual approach and posttest. The pre-test was applied to the research subjects through the provision of creative thinking ability test questions prior to learning activities. After the pretest, learning was carried out with a contextual approach in 4 (four) meetings. In the meeting, learning about Pancasila and Citizenship Education was carried out with a contextual approach to teach students' creative thinking abilities. The material used is responsibility as a citizen and social diversity. Each learning activity involves an observer to provide an assessment of the learning activity. By giving an assessment with a ricard scale (0-4). After the learning activities have been carried out in 4 meetings followed by a posttest. The post-test aims to measure students' abilities after participating in contextual learning.

Data analysis was carried out on observational data on learning management and the results of students' mathematical creative thinking skills tests consisting of a tester and a posttest. Acquisition of observational data will be processed with quantitative descriptive statistics. The score will be converted to the interpretation of the observation sheet assessment, namely  $0 \leq Score \leq 0.5$  (very bad),  $0.5 \leq Score < 1.5$  (bad),  $1.5 \leq Score < 2.5$ (Enough),  $2.5 \leq Score < 3.5$  (Good),  $3.5 \leq Score < 4.0$  (Very Good). The effectiveness of learning management is effective if it meets the criteria of good or very good. Furthermore, the results of the Creative Thinking Ability test which includes pretest and posttest results were analyzed using descriptive and inferential statistics. Descriptive statistics to provide an overview of student achievement for each indicator. Inferential statistics to test the effectiveness research hypothesis involving normality tests, homogeneity and paired t-tests. then the N-gain test is carried out to get the level of product effectiveness. Analysis of the level of effectiveness is determined based on the average value of N-Gain Normalized by consulting it on the criteria for the level of effectiveness based on N-gain normalized with Interpretation Effectiveness Ngain < 3 (Low),  $3 \le Ngain < 7$  (Medium), Ngain  $\ge 7$  (High) [24].

### **RESULTS AND DISCUSSION**

In accordance with the research design in the research activities carried out tests and learning. The test was carried out in the form of pretest and posttest. Learning was carried out in 4 meetings, each meeting with a duration of 80 minutes. The learning carried out involved observers to make direct observations at each meeting. The results of observations in learning activities can be observed in **Table 1**.

			Average			
No	Observed aspect	Meeting I	Meeting II	Meeting III	Meeting IV	value Meeting I- IV
1	Initial activity	3	2	4	3	3.00
2	CTL-Contructivism	4	3	3	4	3.50
3	CTL-Questioning	3	4	4	3	3.50
4	CTL-Inquiry	4	3	3	3	3.25
5	CTL-Learning Community	4	3	3	4	3.50
6	CTL-Modeling	3	3	3	3	3.00
7	CTL-Reflection	3	3	4	4	3.50
8	CTL-Authentic Assessment	3	4	3	3	3.25
9	Mastery of Learning Materials	4	3	3	4	3.50
10	Material suitability with students' cognitive level	4	3	4	3	3.50
	Utilization of Learning Resources /					
11	Learning Media	3	4	4	4	3.75
12	Language Use	3	4	3	4	3.50
13	Closing learning activities	4	4	3	4	3.75
14	Time Management	3	4	4	4	3.75
15	Class atmosphere/Class Mastery	3	3	4	4	3.50
	Average value	3.40	3.33	3.47	3.60	3.45

Table 1 Results of Observations or	the Management of the Contextual Teaching	ng and Learning (CTL) Approach
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From the table given above, it can be observed that the learning management achievements in each meeting are in the good category. Can be seen, at the first meeting a score of 3.44 was obtained which was in the good category, at the second meeting a score of 3.39 was obtained which was in the good category, at the third meeting a score of 3.39 was obtained which was in the good category and the fourth meeting a score of 3.61 was obtained in good category. Furthermore, if you pay attention to the acquisition of the average value of the 4 meetings, a score of 3.46 is obtained which is in the good category. thus it can be concluded that the management of learning by using contextual teaching and learning textbooks in teaching students' creative thinking abilities is effective. Graphically the results of observing learning activities can be observed in **Figure1**.



Figure 1. Observation Results of Learning Management

Apart from observing learning activities, test results were obtained from research subjects consisting of 26 students. The results of this test include pretest and posttest. The following in table 2 presents the results of the descriptive statistical analysis of the pretest and posttest.

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Table 2	Results of	Descriptive	Analysis of	Creative	Thinking	Ahility	Test
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Test	Ν	Mean	Median	Mode	Std. Deviasi	Minimum	Maximum
Pretest	26	41,92	41,50	41,00	2,08	38	47
Posttest	26	49,92	50,50	50,00	2,42	46	55

The results of the creative thinking ability test are given in table 2. The posttest scores are higher than the pretest scores. It can be observed from the mean, median, mode, standard deviation, minimum and maximum. Furthermore, to obtain the significance of the effectiveness of the application of research products, an inferential statistical test was carried out. The test was first carried out on the normality test and homogeneity test. The normality test aims to test whether the data variance is normally distributed. The test was carried out using the non-parametric statistical test One-Sample Kolmogorov-Smirnov Test with the help of SPSS 20. The hypothesis proposed is:

H<sub>0</sub> = Data variance for Creative Thinking Ability is normally distributed H<sub>a</sub> = Data variance for Creative Thinking Ability is not normally distributed

With the decision making criteria accept  $H_0$  and reject  $H_a$  if the significance is > 0.05 or vice versa. The SPSS 20 output for normality analysis is in table 3 below.

Test	Asymp. Sig. (2- tailed)	Information	Decision
Pretest	0,43	> 0,05	Accept H₀
Posttest	0,42	> 0,05	Accept H <sub>0</sub>

 Table 3. Obtain a significance value through the normality test

The acquisition of the normality significance value of the data variance for the ability to think creatively through statistical tests both pretest and posttest is greater than 0.05 which gives the decision to accept Ho and reject Ha. Thus it was concluded that the variance of the data on the ability to think creatively was normally distributed. Furthermore, the homogeneity test of data variance was carried out with the Levene statistical test. The test is to show whether the variance of the creative thinking ability data has a homogeneous (same) distribution. Furthermore, on the data of students' creative thinking abilities, an analysis of the homogeneity of the data was carried out using the Levene statistical test by submitting the following hypothesis:

 $H_0$  = Data variance for Creative Thinking Ability is homogeneous

H<sub>a</sub>= Data variance for Creative Thinking Ability is not homogeneous

The decision making criterion is to accept  $H_0$  and reject  $H_a$  if the significance is > 0.05 or vice versa. The SPSS output of the homogeneity analysis is in table 4 below.

Test	Asymp. Sig. (2- tailed)	Information	Decision
Pretest-	0,28	> 0,05	Accept H <sub>0</sub>
Posttest			

Table 4. Acquiring significance value through homogeneity test

Based on table 4, it can be seen that the acquisition of a significant value from the homogeneity of the pretest and posttest data variants for creative thinking ability is greater than the alpha level of 0.05. With this, it is decided that H0 is accepted and Ha is rejected. Thus it was concluded that the pre-test and post-test data variants of students' mathematical logical thinking abilities were homogeneous in distribution. Through inferential statistical tests and decision making, it was found that the data on students' creative thinking skills, both pretest and posttest, were normally distributed and homogeneous. Thus to test the effectiveness can be done with parametric inferential statistical tests. The test applied is paired t test. Hypothesis testing through statistical tests to obtain a significance value by pairing pretest data with posttest. The hypothesis proposed is:

 $H_0$  = There was no significant average difference between the pretest and posttest results  $H_a$ = There is a significant average difference between the pretest and posttest results

With the decision making criteria accept  $H_0$  and reject  $H_a$  if the significance is > 0.05 or tcount <t-table and vice versa. The SPSS output of the inferential statistical analysis with the paired t-test is in table 5 below.

Tes	Asymp. Sig. (2- tailed)	Category	df	t-count	t-table	-
Pretest-Posttest Creative Thinking	0,00	< 0,05	25	16,33	2,06	

 Table 5. Analysis Results of Paired t-test

Obtaining significant data (2-tailed) 0.00 <0.05 and t-count > t-table (16.33> 2.064) gave the decision to reject H0 and accept Ha. Which means that there is a significant average difference between the pretest and posttest results. In other words, there is a significant influence on improving students' creative thinking abilities through the application of textbooks with a contextual approach. This means that the application of research products has a significant influence on students' creative thinking abilities. Furthermore, the normalized N-gain obtained from the value of the ability to think creatively through the pretest and posttest is 0.36. This value is in the medium category. Thus it is concluded that the application of textbooks with the contextual teaching and learning approach is effective with moderate criteria in teaching the creative thinking skills of Pancasila and civic education in elementary school students.

Based on the results of the research, information was obtained that managing learning by applying textbooks with a contextual teaching and learning approach to teaching the creative thinking skills of Pancasila and civic education in elementary school students was effective. The results of this study are in line with research conducted by Sihotang & Sibuea in the Development of Contextual Teaching and Learning-Based Textbooks with the theme "Health Is Important" including through individual tests in very good qualifications, and through small group trials in very good qualifications. and through field trials are in very good qualifications [25]. Furthermore, research conducted by Rohmah et al. found that contextual teaching and learning-based social studies textbooks that were developed are valid, interesting, practical, and effective for use in [26]. Research on the Development of Mathematics Textbooks with a Contextual Teaching and Learning Approach for Business and Management Vocational High School Students conducted by Amalia et al showed that the small group student trials were in the very good category and the student trials the large group obtained a very good category so that the mathematics textbooks developed were feasible to be used in the learning process at schools [27]. Furthermore, Sulistyarini & Dewantara's research through learning with a contextual teaching and learning approach increased the learning outcomes and interest in learning PPKn students [28].

Furthermore, the results of the study also found that the ability to think creatively in Pancasila and citizenship education of students through the implementation of textbooks with a contextual teaching and learning approach was effective. The results of this study are in line with the results of research conducted by Cahyadi, namely in developing contextual teaching and learning materials based on text books, one of which revealed that effective teaching materials were obtained in increasing students' creative thinking abilities. Where in the trial of the teaching materials a gain score of students' creative thinking abilities was obtained at 0.775 or classified as high [29]. Anjarsari's research which aims to develop teaching materials based on contextual teaching and learning that are valid, practical and effective in improving the critical thinking skills of fifth grade elementary school students

stated that through the N-Gain test and paired sample t-test obtained a significant value <0.05. These results show that teaching materials based on contextual teaching and learning are effective in improving the critical thinking skills of fifth grade elementary school students [30]. Furthermore, research conducted by Prastuti et al in the development of contextual teaching and learning-based modules to improve students' critical thinking skills and creativity revealed the result that learning using contextual teaching and learning-based modules can increase student learning creativity and students' critical thinking skills with normalized gain. a value of 0.56 was obtained for student learning creativity and a gain of 0.50 for critical thinking skills with normalized gain criteria in the moderate category [31].

In contextual learning, it is necessary to have interaction between students and students, students and teachers, and students with textbooks. Textbooks with a contextual teaching and learning approach are prepared by connecting the subject matter to be studied with real-life situations that occur in students' everyday environments. This makes it easier for students to learn and understand the material because it is related to everyday life that they often encounter [32]. In this case, the maximum achievement of students is obtained, especially the ability to think creatively if students are given the opportunity to interact with their learning environment, both fellow friends, teachers, textbooks, and others. Students in learning are subjects who have the ability to seek, process, construct, and use knowledge [33]. Learning that is carried out needs to provide direct experience to students which involves using real-world situations in learning to achieve the goal of developing knowledge (34). In this way students will be trained to have self-confidence and independence in learning.

In contextual learning, students are encouraged to seek and find learning concepts and materials through problem solving by presenting problems related to students' daily lives. Textbooks can be used as additional references in the learning process [11]. Students internalize concepts through discovery, reinforcement, and connectedness. Students will directly connect what they learn with everyday life which has an impact on students so that it is easier to remember the subject matter [31]. Contextual teaching and learning is applied in small groups of 4-5 people. With contextual teaching and learning, students are encouraged to solve problems raised from life situations to find the meaning of the material and apply it in their lives. Presentation of contextual teaching and learning problems to students manifests students to question, analyze, and solve problems, what students have learned and new ideas during their learning [35]. The application of teaching materials with a contextual teaching and learning approach to teach creative thinking skills makes students active, enthusiastic and enthusiastic in learning activities. To be able to implement teaching materials with the contextual teaching and learning approach in teaching students' creative thinking skills, it is necessary to involve components of the contextual teaching and learning approach which include Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, Authentic Assessment.

First, every child has an initial conception that can be constructed in the learning process in developing their knowledge[36]. Learning by emphasizing constructivism directs students to be active, creative in understanding knowledge so as to produce meaning from learning. Knowledge is not a set of facts, concepts and rules ready to be put into practice. the knowledge of students is something that is built or discovered by the students

themselves [30]. Humans must first construct this knowledge and give meaning through real experience. Students in learning interact with each other both with other students and with the teacher to build their knowledge. In the process of constructing knowledge the teacher acts as a facilitator in learning [37]. Furthermore, the existing learning environment and facilities are used as supports in learning so as to create an active, effective and fun atmosphere. In other words, the classroom learning environment and school facilities as well as non-physical interactions between teachers and students are important factors for the success of enjoyable learning [38]. Students in learning are accustomed to solving problems, finding something useful for themselves, and developing ideas that exist in themselves.

Second, it involves the activity of finding learning concepts and materials. This involves student activities to make observations of phenomena, followed by meaningful activities to produce findings obtained by students themselves. In this case, the teacher directs students to find the concept of subject matter which aims to be able to work on Contextual problems at a glance before starting group discussions. Students learn with the guidance and support of the teacher will be motivated to provide their most significant work [11]. Thus, the knowledge and skills that students acquire are not the result of remembering a set of facts they face.

Third, provide opportunities for students to ask questions. In this case students are given the opportunity to ask the widest range of questions. Students can ask fellow students or ask questions and answers from fellow students. In addition, students are also given the widest opportunity to ask questions to the teacher. Asking in this case is seen as an opener to knowledge [39]. In addition, those who ask are considered as individuals who already have basic knowledge of the material being studied. Asking is seen as a reflection of individual curiosity; while answering questions reflects a person's thinking ability [18]. By asking students, of course, students clarify the knowledge they already have. In this case asking is a means of forming creative thinking skills, namely elaborate.

Fourth, empowering the learning community which is carried out by collaborating in learning. working together in learning can train students to build their own understanding of the concepts being studied (Nugraha, 2020). learning activities are carried out by discussing a problem of contextual teaching and learning by working together. Learning is carried out in groups to make it easier for students to work together in applying their creative thinking skills. The problems presented will be solved through discussion among students in groups by exchanging ideas and sharing knowledge [39]. This activity can result in student solutions to a problem that can be more diverse and varied. This really supports students' creative thinking skills in flexibility. Furthermore, students in study groups will have a deeper understanding of the problem being solved. Similar perceptions of subject matter studied by students can be realized [16].

Fifth, provide opportunities for students to solve problems with their own knowledge. In this case students represent their knowledge or make representations of their knowledge. This activity is a modeling activity that aims to design solutions to existing problems. Modeling involves the process of representing concepts and relationships in a phenomenon that can be used to clarify understanding and be used to solve problems [40]. The model in question can be in the form of giving examples of solving a case, showing the work, showing an appearance [39]. This can be done through sharing knowledge with other group friends by demonstrating the results of the discussion in front of the class. Demonstrations submitted by students will be responded to by other group students through interactions between fellow students and other groups. The interaction between one student and another student encourages them to respect each other, both respecting their own ideas and ideas and respecting the ideas and ideas of their friends [41]. This kind of learning method will be understood more quickly by students than just telling stories or giving explanations to students without being shown the model or example. This modeling really supports students' ability to think creatively on the originality indicator.

Sixth, doing Reflection, namely reflecting back on the knowledge that has just been learned, examining and responding to all events, activities, or experiences that occur in learning. This activity can be carried out by explaining the results of their reflection by standing in front of the class or standing next to the members of the group. Students explain how to use specific strategies to solve certain problems [42]. This is a learning product which is a finding back from the learning process carried out. The supervisor's role in this case specifically is to direct students to draw conclusions about the contextual teaching and learning problems that have just been resolved [41]. Furthermore, for groups of students who do not understand the teacher provides further guidance to straighten out the understanding of students who are still considered wrong. Through this process students gain new knowledge that is meaningful to them and can be applied in their lives.

Seventh, implementing Authentic Assessment in learning. This activity is an assessment of the achievement of students' creative thinking abilities in learning. Assessment is carried out on students during the learning process takes place [18]. early assessment in terms of various aspects both oral and written, activities in learning etc. This assessment involves observing, analyzing, and interpreting student answer sheets on creative thinking questions and student development in ongoing learning [39].

# CONCLUSION

Based on the results and discussion of the research, it was concluded that the application of textbooks with a contextual teaching and learning approach in teaching the creative thinking skills of Pancasila and civics education for elementary school students was effective in the moderate category. Learning Pancasila and civics education using textbooks with a contextual teaching and learning approach for elementary school students can create an atmosphere for students to be active, enthusiastic and enthusiastic in learning activities. Thus it is suggested to learning teachers to pay attention and choose an appropriate learning approach in teaching Pancasila and citizenship education in accordance with certain materials. Then for further research it is recommended to examine more deeply and more broadly related to the development of teaching materials both books, student worksheets, etc. which can help students in learning. Furthermore, researchers are expected to carry out further research on the application of textbook learning with a contextual teaching and learning approach to teach other abilities such as critical thinking skills, conceptual understanding skills, communication skills, representation skills and other abilities in

accordance with the material and learning objectives applied in good schools. quantitatively and qualitatively.

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