

Contextual Teaching and Learning Models in Improving Learning Motivation and Communication Skills of Students in the Social Sciences Subject at Tadulako Sports Public High School

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ABSTRACT

Knowledge social is the object of science, his research is society, or always human capricious. Because the characteristic is always a society variable, up to now Not yet can be investigated and analyzed in a complete manner the connection between the elements inside the public in a deeper manner. To know social knowledge in a concrete manner is, what is to be the center of the study. one _ quite a way easy For earn characteristics something knowledge knowledge is with method paint it in a concrete manner . As for objective study This is Analyze CTL model implementation in increasing motivation Study participant students in class X SMANOR Tadulako on the learning process IPS family. Analyze the CTL model implementation to increase the ability to communicate participant students in class X SMANOR Tadulako on the learning process of the IPS family. Approach used _ on study This is a type of study descriptive in qualitative nature about motivation Study And the ability of communication of participants to educate through the implementation of the CTL learning model. the data that has been obtained on the results of the study is the data from the results of observations or observations made by the social studies group teacher (economics, sociology, geography, history), head school researcher, and student XC class. Observations made aim To know the circumstances at the moment the application of the CTL model of various eye subjects deep IPS families implementing the CTL model capable teachers know the ability of students to communicate and see motivation Study students in the application of the CTL model.

Keywords: CTL Models, Motivation Learning, Communication Skills

INTRODUCTION

Contextual Teaching and Learning (CTL) Learning Model allows students to be able to think critically in making connections between different things that already exist based on the surrounding environment so that new ideas/views will emerge (Sari & Parmiti, 2020) . The CTL (contextual teaching and learning) learning model assisted by instructional media is expected to have a positive impact on student learning outcomes, because by using the CTL learning model students will be seen as active in the learning process which is linked to real-world situations, and assisted by learning media can attract attention. students in the

learning process so that the learning process is not boring (Sujarwo, 2021) . CTL (*Contextual Teaching Learning*) is a learning concept that helps teachers relate the learning material being taught to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives (Chityadewi, 2019) . The CTL learning model is a model that helps teachers relate the material being taught to students' real-world situations, and encourages students to make connections between the knowledge they have, and its application in their daily lives (Suarjana et al., 2018) .

CTL is a holistic learning process and aims to help students understand the meaning of teaching materials by relating it to the context of their daily lives (personal, social and cultural contexts), so that students have dynamic and flexible knowledge/skills to actively construct their own understanding (Wijayanti, n.d.) . The *Contextual Teaching and Learning* learning model or can be abbreviated as CTL is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives, so that students' memories can be last a long time on the material that has been delivered by the teacher (Insani et al., 2016) . Contextual Teaching and Learning (CTL) is a system that stimulates the brain to construct patterns that embody meaning. CTL is a teaching system that fits the brain because it generates meaning by connecting academic content with the context of students' daily lives (Hakim et al., 2018) .

Based on the description above, improving the quality of education is a concern of the government so that it is capable create source Power public Which quality. For produce source Power man Which quality the is is not quite enough responsibility of professional educators in schools. Thus, one efforts to improve the quality of education are efforts to improve qualityTeacher in mastering the process learning. Learning is the actualization of a curriculum that demands activity, creativity, and wisdom of teachers in creating and growing activities students in accordance with the plans that have been programmed, effectively and pleasant. In this case the teacher must be able to make decisions on the basis appropriate assessment when students have not been able to form competencies base, is activity learning discontinued, changed method, or repeat first learning Then. Therefore, the teacher is one of the elements in the field of education must role as well as active And put position as power professional .

Learning motivation arises because there are goals, encouragement, and needs in these students (Mawarsih & Hamidi, 2013) . Motivation in Latin is also called *movere* , which means to move (*move*) which means motivation comes from the word motive which means encouragement that comes from within to do something. Motivation explains what makes people do something, keeps them doing it, and helps them complete tasks (Hendrayana, 2014) . Some of this motivation comes from oneself (internal) and some are influenced by external factors (external). Usually in adulthood, the percentage of self-motivation (internal) is more dominant than external (Aurora & Effendi, 2019) . Motivation can play a role in strengthening learning when a child who is learning is faced with a

problem that determines a solution and can only be solved with the help of things that have been passed (Novianti et al., 2020) .

Motivation, students will study harder, be tenacious, diligent and have full concentration in the learning process. The encouragement of motivation in learning is one of the things that needs to be raised in learning efforts at school (Izzatunnisa et al., 2021) . Motivation can be obtained by students from various directions, including from parents, society, teachers and the media, both print and electronic media (Warti, 2018) . Motivation is an internal factor that is owned by each learner and greatly influences the achievement of learning outcomes. Motivation to learn is an encouragement from within students to behave willingly to participate in learning to achieve goals like what we want or can be interpreted as an effort to provide encouragement made by the teacher to his students with the aim that they want to learn with a full sense of awareness, high enthusiasm, sincerity to achieving school organizational goals (Sustainable, nd) . If the students are not active in learning, it is caused by low motivation, resulting in less activity and low achievement (Syaparuddin et al., 2020) .

Based on the above description Seeing the reality on the ground, most of the teaching techniques and atmosphere in schools used by our teachers seem to be more of an obstacle to motivating brain potential. For example, a learner is only prepared as a child who must be willing to listen, want to receive all the information and obey all the treatment of his teacher. And what's even worse is the fact that everything learned in school is not integrated with everyday life. In fact, not infrequently the daily reality that they witness is in contrast to the lessons at school. This kind of culture and mentality in turn makes students unable to activate their brain abilities. So they don't have the courage to express opinions, are weak in reasoning and depend on others.

Communication is the exchange of verbal and non-verbal messages between the sender and the recipient of the message to change behavior (Hanisah & Noordiana, 2022) . Changes in behavior mean in a broad sense, namely changes that occur within the individual, perhaps in cognitive, affective, or psychomotor aspects (Ruqoyyah, 2018) . Communication is essentially a process of social interaction between humans and their environment. Etymologically, "communication" comes from the Latin word " *communicatio* " which is derived from the word " *communis* " which means making togetherness or building togetherness between two or more people. The root of the word " *communis* " is " *communico* " which means sharing, which in this case is sharing a common understanding through exchanging messages (Lutfianannisak & Sholihah, 2018) .

Experience in problem solving will strengthen communication and mathematical understanding which then becomes capital for solving new problems (Sulastri, 2015) . So good learning is one that familiarizes problem-based learning, invites students to always explain and defend their processes and work results, familiarizes students with solving problems with various strategies and invites students to evaluate strategies in terms of their effectiveness, efficiency and conduct reflective activities (Rashid, 2019) . the ability possessed by students or students to express their opinions in oral or written form is the definition of students' communication skills (Ghani et al., nd) . This makes it necessary for

students to bring the skills needed in the field, namely communication skills and the ability to evaluate one's self, namely *self-efficacy* (Rizqi & Suyitno, 2016) . Another opinion says that students often face difficulties in interpreting a problem into general oral form and into written form (Heryan, 2018) .

Based on the description that has been there, it shows that the design and implementation of learning that can facilitate students' communication skills and *self-efficacy* is important. One of them is knowing how communication skills are viewed from *self-efficacy* seen using problem solving in comparative material. This resulted in many students doing the memorizing method rather than understanding and discovering these concepts themselves. Even though comparative material is considered important in everyday life, students still find it difficult to understand the lessons. When students think about mathematics and communicate the results of their thoughts orally or in written form, it means that they are learning to explain and convince what is in their minds. Students get information in the form of mathematical concepts that are given by the teacher or obtained from the reading, then at that time there is a transformation of mathematical information from the source to the student. Students will respond based on their interpretation or understanding and understanding of the information. The problem that often arises is the response given by students to the information they receive is not in accordance with what is expected. This might happen because the characteristics of mathematics are full of terms, symbols, and symbols, so that it is not uncommon for students to be able to solve math problems well, but do not understand what they are doing. Therefore, skills in expressing and communicating mathematical ideas are very important both orally and in writing.

METHODS

The approach used in this study is a type of descriptive research that is qualitative in nature regarding the learning motivation and communication skills of students through the implementation of the CTL learning model (Sugiyono : 2019). Students' learning motivation can be measured from the increase after applying the learning model to social studies subjects, while the communication skills referred to in this study are students' written and oral communication skills. The research subjects were students of class XC SMANOR Tadulako with a total of 26 students, consisting of 15 boys and 11 girls. Research subjects or research informants who are intended as data sources are students who are considered to know about the problems to be taken and studied, and the teacher chooses 7 people in turn using the snowball sampling technique (Snowball Sampling). The method used by a researcher *in* determining students is based on recommendations or solicitations from respondents who have previously become objects (Sugiyono: 2019).

For example, to obtain certain information, a researcher first contacts A to serve as a resource and interview. After completing the interview, respondent A is asked to provide recommendations to other respondents (eg B) who have more complete information than A. After completing the interview, respondent B is asked to provide recommendations to

other respondents (eg C) who have more complete information than B, and so on until the researcher obtains "saturated" information, meaning that the information obtained is the same as the information previously provided by respondents (Sugiyono: 2019). The teacher respondents consisted of 4 social studies teachers, namely economics, geography, sociology and history teachers as well as 1 school principal, 1 vice principal in the field of curriculum. Teacher at school

FINDING AND DISCUSSION

The data that has been obtained in the research results are data from the results of observations or observations made by researchers together with social studies teachers (economics, sociology, geography, history), school principals, and class XC students. Observations made aim to determine the situation when implementing the CTL model from various social studies subjects. In implementing the CTL model, the teacher is able to determine students' ability to communicate and see student motivation in applying the CTL model.

Application of the CTL Model in Increasing Student Learning Motivation

The application of the CTL model in increasing student learning motivation in learning the Social Sciences family, namely economics, sociology, geography, and history where teachers must play an active role in applying learning from the CTL model, namely interesting learning in class and outside the classroom, direct field practice with direct learning . To build student motivation, namely by controlling, maintaining and implementing himself. This principle invites students to express their full potential. They take responsibility for their decisions and behavior, evaluate options, make choices, develop plans, analyze data, generate solutions, and evaluate evidence critically.

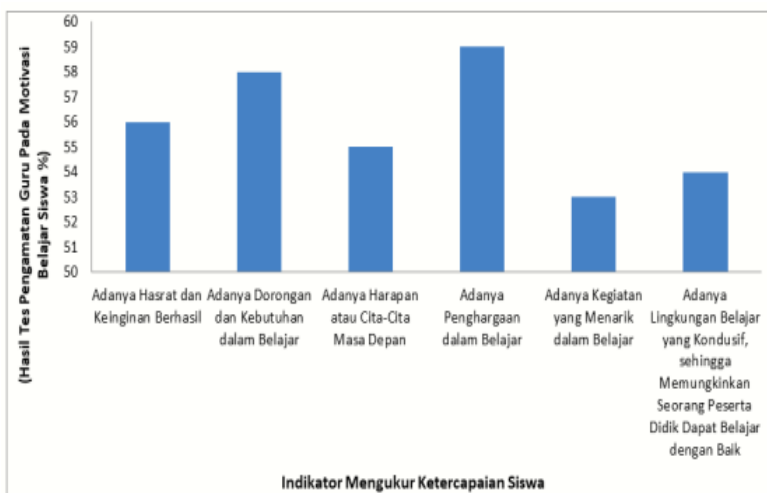
The results of distributing the questionnaires were measured by indicators of student learning motivation in the form of the percentage increase in understanding of students' knowledge about the implementation of the CTL model applied by social studies teachers in economics, sociology, geography and history lessons. The application of the CTL model greatly helps students' success in learning. Students understand learning more quickly because the learning provided is different from the previous learning model. When studying, students often ask questions and are active in the learning process in class, especially when they are given project assignments outside the classroom, students are very enthusiastic about learning. Judging from the interviews and field notes conducted by the researcher when conducting the research, it is clear from the questionnaire measurements given to the students that there is a lot of progress and success in learning using the CTL model.

Table 1 Calculation of Learning Motivation Questionnaire Results Through Excel

No	Nama	MOTIVASI BELAJAR												Jumlah	%
		1	2	3	4	5	6	7	8	9	10	11	12		
1	AISYAH SYAHRIUL LAMAMING	3	3	4	3	4	3	4	4	4	4	3	3	42	53
2	ALFANDI SETIAWAN WENGGAU	4	4	3	4	4	4	3	3	3	4	4	3	43	54
3	APRI METOW MENGKISO	4	3	4	4	4	4	4	4	3	3	4	3	44	55
4	ASTEN YALAPETE	4	3	3	3	4	3	3	3	3	4	4	4	41	51
5	CHELLOMETA HOKIS	3	3	4	4	4	4	4	3	3	4	4	4	44	55
6	DELTUS TOGANDU	3	3	4	4	3	4	3	3	3	3	4	3	40	50
7	FAIDA INAYAH MAPATA	3	4	4	3	3	4	4	3	4	3	4	3	42	53
8	FELMA WIWIT	3	3	4	4	4	4	4	4	3	4	4	4	45	56
9	GABRIELA EMILY C	4	3	4	3	4	3	4	3	4	3	4	3	42	53
10	HALIM NURSYADAT LAUENDE	4	3	4	3	4	3	4	3	4	3	4	3	42	53
11	HELDI PRAYOGA	4	3	3	4	4	4	4	3	4	4	4	4	45	56
12	I GUSTI ANOM ADI S	4	3	4	4	4	4	4	4	4	3	4	4	46	58
13	JOSHUA	4	3	4	3	4	4	3	4	3	4	3	4	43	54
14	MARION	4	3	4	4	4	4	4	3	4	3	4	4	45	56
15	MOR. SAFAAT	4	4	3	4	4	4	4	3	4	3	4	3	44	55
16	MUHAMMAD ALIM	4	3	4	4	4	4	4	3	3	3	4	3	43	54
17	NATASIA PUTRI	3	3	4	3	4	3	3	3	3	3	4	4	40	50
18	NESA PERDIANA	4	3	4	3	4	3	4	3	4	3	4	3	42	53
19	NUR ANGGIT PUTRI PRAOTIA	3	3	3	4	4	4	4	4	4	3	3	3	42	53
20	PRETI SHINTA MUKHTAR	4	4	4	4	4	4	4	3	4	4	4	4	47	59
21	RAIN FRAQIL	4	4	4	4	3	3	3	4	4	4	4	4	45	56
22	SALSA KLAUDIA	4	3	4	4	4	3	3	4	3	3	4	4	43	54
23	SOPIA TRIVENI MARAMBUA	3	3	3	3	3	4	4	3	3	3	2	3	37	46
24	UMAR MAARIF	4	4	3	4	3	3	4	4	3	3	4	4	43	54
25	WIRA SYAHPUTRA	3	3	3	3	4	3	3	3	3	4	4	3	39	49
26	YALDIN PRATAMA PARANTEAN	3	3	4	4	4	3	3	4	4	4	4	4	44	55

The calculation of the results of the questionnaire uses Microsoft Excel that the mapping is by looking at student responses in filling out the entire questionnaire whether each student is capable and the increase in motivation in learning is measured through the questionnaire given, measured by the total ability and percentage of each student's ability.

Figure 2 Measuring Student Learning Motivation



Mapping the percentage of scores obtained by class XC students that it is very clear with the application of the CTL model that increased motivation in learning student attractiveness is very influential with success in learning to use learning media that is interesting and has a positive impact and the results are different from before implementing the CTL model .

Applying the CTL Model in Improving Students' Communication Skills

Increasing students' communication skills by applying the CTL model has a very significant impact in that students in class are more active than usual by being given material from four lessons in the IPS family, namely history subjects about the Islamic empire which are presented through pictures on ppt and playing videos related to these learnings. economic material about money, financial institutions, capital markets and OJK whose material is related to phenomena experienced by directly showing pictures on ppt and learning videos, sociology material about the social interaction of subject teachers directly linking daily phenomena with examples through life at school, through videos and interesting material, geography material about the dynamics of the hydrosphere which is taught through PPT which contains interesting material and pictures.

So from the results of the description above that students have increased their ability to communicate in learning because learning is not only done in the classroom but learning is also done outside the classroom.

Table 3 Calculation of the Questionnaire Results of Class XC Students' Communication Skills

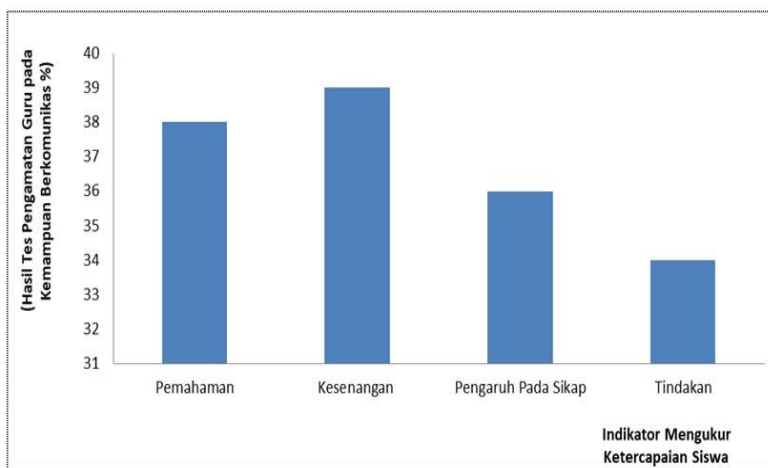
No	Nama	KEMAMPUAN KOMUNIKAS								Jumlah	%
		1	2	3	4	5	6	7	8		
1	AISYAH SYAHRUL LAMUKU	3	3	3	3	3	3	4	4	27	34
2	ALFANDI SETIAWAN WENGGAU	3	3	3	3	3	4	4	3	26	33
3	APRI METOW MENGKISO	4	3	3	4	3	4	4	3	28	35
4	ASTEN YALAPETE	4	3	3	4	4	3	3	3	27	34
5	CHELLOMETA HOKI S	4	4	4	3	3	4	4	4	30	38
6	DELTUS TOGANDU	3	3	3	3	3	3	3	4	25	31
7	FAIDA INAYAH MAPATA	3	4	4	3	3	4	4	3	28	35
8	FELMA WIWIT	4	3	4	3	4	3	4	4	29	36
9	GABRIELA EMILY C	4	3	4	3	4	3	4	3	28	35
10	HALIM NURSYADAT LAUENDE	4	3	4	3	4	3	4	3	28	35
11	HELDI PRAYOGA	4	4	3	3	3	4	3	4	28	35
12	I GUSTI ANOM ADI. S	4	3	4	4	3	4	4	4	30	38
13	JOSHUA	4	3	4	3	4	4	3	4	29	36
14	MARION	4	3	3	4	4	4	4	3	29	36
15	MOH. SAFAAT	4	4	3	4	4	4	4	3	30	38
16	MUHAMMAD ALIM	4	3	4	4	4	3	3	3	28	35
17	NATASYA PUTRI	3	3	3	3	4	3	3	3	25	31
18	NESA FERDIANA	4	3	4	3	4	3	4	3	28	35
19	NUR ANGGIT PUTRI PRADITA	3	3	3	3	4	4	3	4	27	34
20	PRETY SHINTA MUHTAR	3	3	4	4	4	3	3	4	28	35
21	RAIN FRAQIL	4	2	3	3	4	4	3	3	26	33
22	SALSA KLAUDIYA	4	3	4	4	4	3	4	4	30	38
23	SOFYA TRIVENI MARAMBUA	3	3	3	3	3	4	4	3	26	33
24	UMAIR MAARIF	4	4	3	4	3	4	4	4	30	38
25	WIRA SYAHPUTRA	3	3	3	3	3	3	3	3	24	30
26	YALLDIN PRATAMA PARANTEAN	4	4	3	4	4	4	4	4	31	39

The results of the interviews show that it is clear that the CTL model is applied to social studies learning, namely economics, history, geography, and sociology. Where we know that one of several indicators of communication skills is in the form of students' understanding of the material being taught based on the CTL model, pleasure in learning and communicating in learning, influence on students' attitudes in class and outside the

classroom when receiving material in learning, good relationships in communication , the actions taken by students when communicating with fellow students and teachers while studying.

communication skills in learning is measured through the questionnaire given, measured by the total ability and percentage of each student's ability.

Figure 4. Measuring the Communication Ability of Class XC Students



Mapping the percentage of the scores obtained by students regarding the ability to communicate by applying the CTL model that shows satisfying average results seen from teacher observations during learning and also given questionnaire tests that measure student abilities have a positive impact on students and teachers can find out the model and new media used.

The results of interviews and observations conducted by researchers show that implementing the CTL model in social studies learning in economics, history, sociology, geography, in class XC, in more detail, will be discussed in two parts, namely the

implementation of the CTL model in increasing student learning motivation and implementation. the CTL model in improving students' communication skills.

The current learning process of various learning programs is being discussed to support the learning process, especially in dealing with the issue of curriculum change, so that the budget and effectiveness in achieving the learning process are the focus of attention. The government is also trying to make regulations in changing and implementing the new curriculum (Ganovia, 2022). IPS is a social science whose family consists of various sciences whose scope is in society, apart from that IPS is also easy to learn because it is directly carried out in the practice of everyday life. IPS is a social science that does not require scientific theoretical studies, but practical studies in studying, discussing, examining symptoms, and social problems grouped based on the level of study (Ismail & Rosidi, 2023).

Implementation of the CTL Model in Increasing Student Learning Motivation in Class X of SMANOR Tadulako in the Learning Process of the Social Sciences Clump

As it is known that now is a normal ne period, which three years ago experienced the covid-19 pandemic which has occurred in all regions in Indonesia which has caused learning conducted at schools to be shifted to homes or online (in the network). However, now entering the new normal era, namely the transition period, namely experiencing learning as before, returning to face-to-face in class and following health protocols, learning is carried out according to the CTL model, students interact with teachers on the material being taught which is related to daily life which increases learning motivation. student .

Based on data obtained in the field from observations and interviews, the success of the training process is inseparable from learning motivation. Highly motivated students are eager to learn and enjoy the learning process. Motivation has an important role in encouraging student enthusiasm for learning so that learning activities can be carried out properly so that there is an increase in learning outcomes (Firdaus et al., 2023). Good quality motivation can be increased by creating a teaching climate that has the characteristics of high support for autonomy, structure, and student involvement which can be a contribution to the process of satisfying needs (Tahir & Khair, 2023).

One of the things that is considered important in supporting the success of teaching is how a teacher uses a technique or teaching style . Teaching style is seen as a broad dimension or personality that includes the position of the teacher, patterns of behavior, modes of performance, and attitudes towards oneself and others. The 21st century education paradigm also refers to the skills that students must have in facing the challenges of this era and being able to facilitate students in the learning process so as to create an active learning atmosphere and arouse student learning motivation (Daheri, Ramli, et al., 2023).

Implementation of the CTL Model in Improving Students' Communication Skills in Class X of SMANOR Tadulako in the Social Studies Classroom Learning Process

The research results obtained by the researcher that the students' communication skills in the social studies learning process using the CTL model using interesting learning media from the teacher have initiative in learning so that students are active in learning that takes place in class, especially when project learning is carried out outside the classroom. Through the implementation of the CTL model it is very influential in the teaching and learning process by looking at students' communication skills. This study proves that the implementation of the CTL model to improve students' ability to communicate brings renewal in learning because social studies teachers teach students not only active teachers but students are taught to be active in expressing opinions about learning related to the environment.

In order for students' communication skills to increase, teachers must apply learning strategies that are adapted to the subject matter. One particular effort that is considered to be able to improve social studies learning communication skills is the contextual model (A. Yuliani et al., nd). Students need communication skills to improve their academic abilities and deal with various problems in everyday life. Through communication, students have the opportunity to deepen their understanding of concepts that must be shared or clarified with other students (Evriani & Jamiah, 2022).

CONCLUSION

Implementation of the CTL model in increasing learning motivation by providing interesting material through ppt media, pictures pasted on cardboard, playing videos according to sample materials, distributing groups so that all are active in class, giving learning project assignments outside class so that students are even more enthusiastic in study. The material used when the researcher conducted the research was from various materials in the IPS family. The first was learning history, material about Islamic empires, economic material about payment systems, sociology material about social interaction, money economics material, financial institutions, capital markets and OJK. The implementation of the CTL model improves students' communication skills in the social studies learning process using the CTL model using interesting learning media from teachers who have initiative in learning so that students are active in learning that takes place in class, especially when project learning is carried out outside the classroom. Through the implementation of the CTL model it is very influential in the teaching and learning process by looking at students' communication skills. This study proves that the implementation of the CTL model to improve students' ability to communicate brings renewal in learning because social studies teachers teach students not only active teachers but students are taught to be active in expressing opinions about learning related to the environment.

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