

**THE DEVELOPMENT OF AUTHENTIC ASSESSMENT AND LEARNING  
MODELS OF CONTEXTUAL TEACHING AND LEARNING (CTL) TO IMPROVE  
LEARNING OUTCOMES IN JUNIOR HIGH SCHOOL 3 PARANGINAN,  
INDONESIA**

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**ABSTRACT:** *Low student learning outcomes are certainly influenced by various factors, both external and internal factors. Some of the internal factors that were found in SMP N 3 Paranginan were learning discipline and low learning interest. Students in SMP N 3 Paranginan lack discipline in learning. The effectiveness of authentic learning and assessment tools developed using the Contextual Teaching and Learning model, shows that the improvement of students' Civics learning outcomes through CTL learning tools is from the percentage of Civics Learning Outcomes achievement in trial I of 77.78% increased to 90% in trial II.*

**KEYWORDS:** *authentic assessment; contextual teaching; students; civic education*

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## **INTRODUCTION**

The decline in education was almost found in all regions of Indonesia from the city to the remote. Indonesia consists of 34 provinces, one of which is the province of North Sumatra. North Sumatra Province 25 districts and 8 cities. One of them is *Humbang Hasundutan* Regency. When viewed in terms of education, this district is still far from what is expected. The truth is evidenced by the low learning outcomes obtained by students in various levels of education, one of which is the basic education level. The low learning outcomes can be found in some subjects, for example Citizenship Education subjects. Citizenship Education is a subject that is programmed by the government to create students to be good, skilled, superior, intelligent and characterized citizens according to the mandate of *Pancasila* and the 1945 Constitution of the Republic of Indonesia. These Civics subjects are found to have low learning outcomes. The low learning outcomes of Civics can be found in *Paranginan N 3* Middle School, *Humbang Hasundutan* Regency. The results of preliminary observations stated that the learning outcomes of Civic Education students of *SMP N 3 Paranginan in Humbang Hasundutan* Regency had not been able to achieve the Minimum Completeness Criteria (KKM) value of 70. The following are the formative grades at the end of odd semester 2017/2018 FY.

**Table 1: Formative Results End of Odd Semester 2017/2018 FY**

No	Student's name	Student's scores	No	Student's name	Student's scores
1	<i>Gopindo</i>	59	16	<i>Indah</i>	56
2	<i>Rafli</i>	52	17	<i>Hanna</i>	97
3	<i>Sophia Sian</i>	98	18	<i>Reulan</i>	43
4	<i>Veni</i>	97	19	<i>Sutriani</i>	51
5	<i>Vani</i>	74	20	<i>Arjuna</i>	94
6	<i>Thirza</i>	83	21	<i>Marta</i>	49
7	<i>Devi</i>	84	22	<i>Simson</i>	44
8	<i>Andiko</i>	47	23	<i>Jesika</i>	78
9	<i>Ayu</i>	79	24	<i>Angga</i>	70
10	<i>Herlina</i>	68	25	<i>Syalom</i>	98
11	<i>Franciscus</i>	44	26	<i>Cindi</i>	53
12	<i>Rebecca</i>	65	27	<i>Yosi</i>	39
13	<i>Agnes M</i>	81	28	<i>Flora</i>	58
14	<i>Jaka</i>	43	29	<i>Grace</i>	55
15	<i>Sophia Sir</i>	86	<b>Total number</b>		1945

Source: Formative results document at the end of the odd semester 2017/2018

Based on the table, the percentage of students completing was only 45% with an average value of 67, 07. Of the 29 students in class VIIA SMP 3 *Paranginan* there were 13 students who were completed and 16 students had not achieved the KKM score. Low student learning outcomes are certainly influenced by various factors, both external (external) and internal (internal) factors. Some of the internal factors that were found to cause low learning outcomes in SMP N 3 *Paranginan* were learning discipline and low learning interest. Students in SMP N 3 *Paranginan* lack discipline in learning.

This is evidenced by the students in the junior high school not targeting the time that must be used to study every day. This was because the students at SMP N 3 *Paranginan* had to help their parents to farm and after farming the physical condition of the students no longer support learning. They are lazing more. This condition has resulted in children's learning interest being lacking, so that children only learn when there is homework. Even worse, the child did not do homework at home but did it at school after seeing the work of his friend. While external factors that influence the low learning outcomes of students in SMP N 3 *Paranginan* include the child's environmental conditions, facilities and infrastructure, teachers, curriculum and others. In general, students of SMP N 3 *Paranginan* live in Pea Fighters rung village whose livelihoods are generally farmers. Of course this condition affects children's learning. If the child is not in the right environment, it will be very difficult for the child to concentrate on learning. The livelihood of parents as farmers resulted in the students of SMP N 3 *Paranginan* in general helping their parents to the fields after school. Of course this affects their physical condition which in turn will have an impact on the low interest in learning. The low learning outcomes of children are also strongly influenced by the facilities and infrastructure available. Children will usually be motivated in learning if supported by adequate learning facilities such as school buildings and other school equipment. In *Paranginan* N 3 Middle School, *Humbang Hasundutan* District does not have adequate facilities. This school has a good building and is

suitable for learning. However, considering that this school is still a newly established school, this school does not have equipment that supports learning such as *infocus*, guidebooks and others. *Infocus* is very necessary in Civics learning.

Considering that civics learning contains memorized material, *infocus* can provide an important role to revive the atmosphere of learning through learning videos related to Civics. This school is actually equipped with a library but limited book inventory. For student manuals such as textbooks, only one source is used and many student books are damaged. So that some students have no reason to study because the package book has been damaged. In fact, to get maximum learning results, it should be supported by adequate facilities.

## REVIEW OF LITERATURE

### The Nature of Learning Outcomes

In an education there will definitely be a learning process. Where without learning, there really is no education. As God's creatures that are most different from other creatures, humans are given God mind and mind. This mind and mind can be used by humans to know all natural phenomena. The human process for knowing these natural phenomena is what is called the learning process. Learning is a process of changing human behavior. Humans are born like blank paper that is still clean, white and immaculate. However, over time the paper will be written with human experiences when the learning process occurs in him. In general, learning can be understood as a stage of change in all individual behaviors that are relatively settled as a result of experience and interaction with the environment that involves cognitive processes (Shah, 2012: 68).

*Irwandy (2014: 129)* states that learning is a process of change in humans. To understand something, in a person something happens in a person, there is a process called the learning process (*Rooijackers, 2003: 13*). While *Tanjung (2013: 10)* states that learning is a process of change, whether it is psychologically or behaviorally. Furthermore *Rusman (2012: 134)* states that learning is the process of changing individual behavior as a result of his experience in interacting with individuals. *Sardiman (2003: 20)* states that learning is always a change in behavior or appearance, with a series of activities such as reading, observing, listening, imitating and so forth. Learning is generally defined as a change in an individual that occurs through experience and not because of the growth or development of his body or the characteristics of a person from birth (*Trianto, 2012: 16*). Meanwhile, according to *Sagala (2009: 11)* states that learning is a component of educational science with regard to goals and reference materials for interaction, both explicit and implicit (hidden). Thus what is meant by learning is the process of behavioral change as a result of experience, interaction with the environment so as to cause changes in human beings that are relatively permanent and have taken place from birth.

According to Monks, *Knoers, Siti Rahayu, Biggs, Telfer and Wilker in Sagala (2009: 52)* states that the general characteristics of learning are:

- a. Students who act learning or students
- b. Learning objectives are to obtain learning outcomes and life experiences
- c. The learning process is internal to the learner

- d. The place of learning occurs in any place
- e. Learning takes place throughout life
- f. Terms of learning are strong learning motivation
- g. The measure of learning success is able to solve problems
- h. Learning can enhance personal dignity
- i. Learning outcomes as a result of teaching and guidance

In addition to the learning characteristics above, learning also has a purpose. This means that in the learning process there must be something to be achieved. *Sardiman (2003: 26-27)* summarizes in general there are 3 types of learning objectives, namely:

- a. To get knowledge
- b. Planting concepts and skills
- c. Attitude formation

In fostering the mental, behavioral and personal attitudes of students, the teacher must be wiser and more careful in his approach.

In the learning process, of course there are many factors that influence. *Syah (2012: 145)* states that globally, the factors that influence student learning can be distinguished into three types, namely:

- a. Internal factors (factors within students), namely the physical / spiritual condition / condition of students
- b. External factors (external factors of students), namely environmental conditions around students
- c. Learning approach factor (approach to learning), namely the type of student learning effort which includes strategies and methods used by students to conduct learning activities of subject matter.

Based on this opinion it can be concluded that the factors that influence student learning are 3. First, internal factors (in students such as interest, motivation, learning discipline etc). Second, external factors (from outside students such as facilities, school buildings etc.), third, learning approach factors (approach to learning such as, models, methods, learning media used by teachers). Based on the description described above, it can be concluded that the learning process will affect learning outcomes. Learning outcomes are the achievements obtained by students after going through the learning process.

*Dimiyanti and Mudjiono (2009: 256-257)* suggest that learning outcomes are the result of the learning process. In principle, the disclosure of ideal learning outcomes encompasses all psychological domains that change as a result of the experience and learning process of students (*Shah, 2012: 216*). Meanwhile, *Abdurrahman (2009: 37)* states that learning outcomes are a skill acquired by children after going through activities learn. Every learning activity will produce learning outcomes that can eventually be evaluated, so that the good and bad learning can be improved in the future. Furthermore (*Hamalik, 2005: 155*) suggests that learning

outcomes are the occurrence of behavioral changes in students that can be observed and measured in the form of changes in attitudes and skills knowledge.

### Concept of Citizenship Education

One of the education that is required starting from the kindergarten education level to university is Citizenship Education. Ministry of National Education (2006: 49) "Citizenship Education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become smart, skilled, characterized Indonesian citizens mandated by the *Pancasila* and the Constitution of the Republic of Indonesia 1945 ". Basically Citizenship Education is one of the innovative subjects to open the way towards preparing smart, critical, creative and rational citizens (*Pasaribu, 2015: 6*) . In line with this opinion, *Setiawan (2017: 2)* states that Citizenship Education is a subject which is a series of processes to direct students to become citizens of the Indonesian character, intelligent, skilled, and responsible so that they can play an active role in society with the provisions of *Pancasila* and the 1945 Constitution. *Wuryandani and Fathurrohman (2012: 9)* stated that in accordance with what is stipulated by the National Education Standards Agency (BSNP), the purpose of Civics subjects is to provide competencies to students as follows:

- a. Think critically, rationally and creatively in responding to citizenship issues.
- b. Participate in a quality and responsible manner, and act intelligently in the activities of society, nation and state
- c. Develop positively and democratically to form themselves based on the characteristics of the Indonesian people in order to live together with other nations.
- d. Interact with other nations in the world arena directly or indirectly by utilizing information and communication technology.

Furthermore *Setiawan (2017: 5-6)* states that the National Education Standards Agency (BSNP) describes the scope of Citizenship Education subjects as follows:

- a. Unity and unity of the nation
- b. Norms, laws and regulations
- c. Human rights
- d. Citizen Needs
- e. State Constitution
- f. Power and Politics
- g. *Pancasila*
- h. Globalization

Branson (*Wuryandani and Fathurrohman, 2012: 10-11*) states that Civic Education focuses on developing three new paradigm components, namely (1) Civic Knowledge (knowledge of

citizenship), (2) Civic Skill (citizenship skills), and (3) Civic Disposition (character of citizenship).

### Contextual Teaching and Learning

In automatic learning requires learning models so that learning is more effective. Learning models can be used as a choice pattern, meaning that teachers can choose an appropriate and efficient learning model to achieve educational goals (*Rusman, 2012: 133*). The term learning model leads to a particular learning approach including its purpose, syntax, environment and management system (*Trianto, 2012: 22*). One learning model that is suitable for use in learning Basic Education is the Contextual Teaching and Learning model or CTL. Contextual Teaching and Learning is a learning strategy that emphasizes the full process of student involvement to be able to find material that is learned and relate it to real life situations so as to encourage students to be able to apply it in their lives (*Sanjaya, 2014: 255, Suyadi, 2013: 81*).

Johnson stated that CTL allows students to connect the contents of academic subjects with the context of everyday life to find meaning. CTL expands students' personal context further through the provision of fresh experiences that will stimulate the brain to establish new relationships to find new meanings (*Rusman, 2012: 189*). According to the University of Washington in *Trianto (2012: 105)* states that contextual teaching is a teaching that allows kindergarten students to reach high school to strengthen, expand, and apply their academic knowledge and skills in various settings in school and out of school to solve real-world problems or simulated problems. Contextual learning is a learning concept that helps teachers associate the material they teach with the real-world situation of students and encourage students to make connections between their knowledge and their application in their daily lives (*Sagala, 2009: 88*).

The contextual approach is a learning concept that helps teachers associate material with real-world situations of students, and encourages students to make connections between their knowledge and their application in their lives as family members and society. (*Sihono, 2004*). Furthermore *Damanik et al (2016)* stated that in the midst of changes, by contextual learning in Civic education, teaching materials can be developed between a variety of growing and taking place in society problems, so that it will be relevant between what is learned in school with what students find in real life, thus learning will be more meaningful. Which means in the midst of change, with contextual learning in civic education, teaching materials can be developed from various problems that develop in the community, so that it will be relevant between what is learned in school and what students find in real life. Thus learning will be more meaningful. Based on the description above it can be concluded that what is meant by CTL is a learning model that allows students to fully activate learning and connect academic subjects to situations in everyday life so that students find meaning and apply it in their lives. In this study the learning model implemented is CTL.

In connection with this, *Sanjaya (2014: 256)* states that there are five important characteristics in the learning process that use the CTL approach, namely:

- a. In CTL, learning is the process of activating existing knowledge (activating knowledge) which means that what is learned is inseparable from the knowledge that has been learned,



thus the knowledge that will be gained by students is complete knowledge that has interrelationship with one another

- b. Contextual learning is learning in order to acquire and acquire acquiring knowledge. The new knowledge is acquired by deductive means that learning begins with learning as a whole, then by paying attention to the details.
- c. Knowledge understanding (Understanding Knowledge) means that the knowledge obtained is not to be memorized but to be understood and believed, for example by asking for responses from others about the knowledge gained and based on those responses, then the knowledge is developed.
- d. Practicing that knowledge and experience (applying knowledge), meaning that the knowledge and experience gained can be applied in the lives of students, so that changes in student behavior appear.
- e. Reflecting knowledge on knowledge development strategies. This is done as feedback for the process of improvement and improvement of the strategy.

## **METHODS OF THE RESEARCH**

### **Type of Research**

This type of research is developmental research. According to Gay (1990) developmental research is an attempt to develop a product that is effective for school use and not to test theory. The development process must go through a stage of development that will eventually be evaluated on the products produced in accordance with the product quality aspects specified. Based on the description above, the product of the research produced in this study is a valid learning tool and assessment oriented contextual learning model (CTL). Authentic assessment is focused on the cognitive domain. So to measure aspects of knowledge in this study used written test instruments as well as tests of student learning outcomes. The development of learning devices is expected to be effectively used in the implementation of school learning so as to improve student learning outcomes.

### **Place and Time of Research**

This research was carried out in SMP *Negeri 3 Paranginan, Humbang Hasundutan* District. The time for conducting research is planned to be carried out in mid-March to May 2018 (even semester 2017/2018).

### **Research Subjects and Research Objects**

The subjects in this study were class VII of SMP *Negeri 3 Paranginan* in the second semester of 2016/2017 which consisted of 2 classes namely class VII A consisting of 29 people and class VII B consisting of 29 people. So that the total students are 58 people. In this study class VII B was used as a field validation class to test student learning outcomes, while as an object in this study was class VII A.

### **Operational Definition of Research Variables**

To avoid different interpretations of the terms contained in the formulation of the problem, an explanation of the operational definition is needed as follows:

- a. Civics learning outcomes are changes in student behavior about civic knowledge, civic skills, and civic disposition after the Civics learning process occurs.
- b. The Contextual Teaching and Learning Model (CTL) is a learning model that allows students to fully activate learning and connect academic subjects with situations in everyday life so that students find meaning and apply it in their lives. Authentic assessment is an actual assessment that is not only carried out by the teacher but can also be carried out by students who are intentionally connected with the real world of students who are expected to be able to assess the affective, cognitive, and psychomotor aspects in accordance with the predetermined learning objectives. This assessment is carried out during and after the learning takes place and is continuous.

### **Research Procedures and Design**

This research will go through two stages, as follows:

- a. Development of learning tools that include aspects namely the validity of lesson plans, the validity of test instruments and for authentic assessments, are limited to the cognitive domain and each of these devices refers to predetermined learning indicators. The development of authentic tools and assessment is carried out in two stages: i) planning and review by experts, ii) testing of learning tools, authentic assessments and research instruments. This is done to see the appropriateness of the learning device and to see whether the instruments that have been compiled are appropriate for use in learning.
- b. At this stage implement learning tools, authentic assessments, and research instruments that are developed and deemed feasible based on the results of trials.

The development of authentic learning and assessment tools refers to the 4D (four D models) development model which will go through 4 stages: define phase, design phase, develop and disseminate.

### **DISCUSSION**

Learning tools developed in this study are (a) CTL learning models and (b) authentic assessments. The development of learning tools is carried out using the 4D model which includes four stages: Define (defining), Design (designing), Develop (developing), and *Desseminate* (spreading). However, in this study the *Desseminate* stage was only conducted in partner schools. The results of the study can be seen as follows. Based on the study of the implementation and learning outcomes in class VII of SMP N 3 *Paranginan* is the low interest of students in learning Civics. This has been influenced by several factors. This low interest results in low student learning outcomes. Based on the field observations and interviews with Civics teachers who teach in class VII of the junior high school in the odd semester of the 2017-2018 academic year the learning that has been going on is still dominated by the Direct Instruction model. The monotonous learning model results in learning that is too teacher-dominated. This actually causes students to be passive in learning and difficult to solve



problems. In accordance with this situation the researcher uses the Contextual Teaching Learning *learning* model to try to change the learning patterns that have been going on.

This learning model, forcing students to be able to be active in learning. With the active students, students are automatically able to construct knowledge and ultimately be able to solve problems. In the implementation of learning, the teacher first prepares learning that has been adapted to students' daily lives. The teacher can show various instructions that can invite students to think about learning topics. Then students through their groups are invited to discuss each other's opinions. After that students are directed to share with other groups with a presentation first and hold a question and answer session. Thus the CTL learning model can provide a new sense of Civics learning that has been carried out with the old learning model. Characteristics of class VII students of SMP N 3 *Paranginan* FY 2017/2018 which are reviewed include students' cognitive development. Student analysis is needed to find out how far the development of readiness and the ability of students to follow the learning that will be implemented. Thus the teacher can adjust learning with the cognitive development of the student. After researchers conducted a study of students' cognitive development, what researchers found was that students were mostly less interested in Civics learning that had taken place so far. Based on preliminary observations, the teacher found that the characteristics of students differed. Some of them are active in learning, and there are some who are normal and some even remain silent when learning takes place.

Students' perceptions that consider Civics learning to be the number 2 subject lead to a lack of students' interest in learning. For students learning Civics is less important than science, mathematics and others. This further exacerbates students' response to Civics lessons. In addition, students of SMP *Negeri 3 Paranginan* assume that Civics learning is too focused on memorization so it is less interesting to follow. They even consider Civics learning to be monotonous learning so that there is boredom in students during the learning process. This has resulted in the low learning outcomes of students of SMP N 3 *Paranginan*. Low learning outcomes are evidenced by the percentage of students completeness only reached 45% with an average value of 67, 07. Of the 29 class VIIA students of SMP N 3 *Paranginan* there were 13 students who were complete and 16 students had not been able to achieve the KKM score. The problem of low learning outcomes must be immediately resolved so as not to worsen students' cognitive development in the subject matter.

Researchers in this case are interested in applying the CTL learning model and using authentic assessment during learning. This is so that students are better able to connect learning with everyday life. Thus students are able to solve problems and think more critically. The lesson material used in this study is "Freedom of Expression Opinion". Concept analysis is done to identify the main concepts that will be taught, arrange them in the form of hierarchy, and detail individual concepts into critical and relevant matters. Concept analysis relates to the analysis of the material to be studied by students, namely by making a concept map that will facilitate students in understanding the subject matter. The material that most needs to be emphasized in CTL learning is Independence Expressing Opinions.

- a. The criteria for success of CTL learning products are the level of achievement of the experts at least good, and the three indicators of success have met the minimum set.
- b. Students are said to have succeeded if there were 80% of students who took the test had achieved the KKM score of 70.

- c. Criteria for the achievement of student activity effectiveness in learning is if the six categories of student activity above are fulfilled with a 5% tolerance.
- d. The criteria states that the teacher is able to manage learning Open-ended is the level of achievement of the ability of teachers to manage minimal learning is quite good, namely  $3 \leq \text{NKG} < 4$ .

Based on observations made on the teacher's ability to manage learning, there is an increase in the ability of teachers to manage learning. In the trial I the teacher's ability to manage learning is on the criteria of "good enough" with an average value of 3.75. While in trial II, the teacher's ability to manage learning is increasing and is on the criteria of "good" with the mean value is 4.18. The ability of teachers to manage learning is considered quite effective, the teacher is very capable of implementing the syntax that Open-ended learning. The above research results become something that is reasonable considering CTL learning is very suitable for use by teachers in managing learning.

Contextual learning is a learning concept that helps teachers associate the material they teach with the real-world situation of students and encourage students to make connections between their knowledge and their application in their daily lives (*Sagala, 2009: 88*). Based on this theory it can be concluded that by using the CTL learning model it is very helpful for teachers to use real situations in the lives of students with Civics learning. Thus students more easily understand the problem and find solutions to the problems faced. Active and fun learning will certainly attract students' attention as found in the implementation of CTL learning. *Sanjaya (2008: 1)* states that one of the problems faced by our education world is the problem of the weakness of the learning process. In the learning process, children are less encouraged to develop thinking skills. The learning process in the classroom is directed to the child's ability to memorize information, the child's brain to remember and accumulate various information without being required to understand the information he remembers to connect it with everyday life. This is due to the varying level of student intelligence, the level of student difficulty in solving various problems too. The teacher can overcome by dividing students into group work consisting of four to five students. So that students can interact and work together, share ideas / ideas in solving problems. The teacher has the competence in managing learning especially in creating an attractive learning atmosphere in accordance with the role he has. *Sanjaya (2006: 21)* said that the role of teachers is: 1) teachers as learning resources 2) teachers as mentors, 3) teachers as facilitators, 4) teachers as managers, 5) teachers as demonstrators, 6) teachers as mentors, 7) teacher as motivator, 8) teacher as evaluator. Based on the description above, it is natural that the CTL learning model is used in learning. While authentic assessment is also very suitable to use considering that good teachers must be able to see the development of their students through assessments in each learning process and will have an impact on learning outcomes. Therefore the actual assessment is needed by the teacher. Success in a Civics learning is determined by how the activity or learning process takes place. Good input and a good learning process can improve learning achievement, further input that is not good if given good treatment in the learning process then produces good output. From the results of student activity observation, there was an increase in student activity from each meeting. In the application of 2 trials, in the first trial there were 2 aspects of the 6 aspects of observation that did not meet the specified time limit.

Meanwhile, in the second trial, all aspects of observations met the predetermined time limit standard. The application of this *CTL* learning model will certainly greatly affect student activities. Students who are used to being passive are invited to be active in learning. this

happened because some of the advantages of CTL learning are to teach students to find themselves, to determine whether students express their own opinions, develop the ability to work with friends and students must be able to make their own conclusions (*Depdiknas (2003: 7)*). CTL can build students' active participation in learning, if students become more active it will certainly be a great opportunity to get meaningful learning and will automatically improve learning outcomes. *Sanjaya (2006: 174)* states that learning activities are all actions deliberately designed by the teacher to facilitate student learning activities such as discussions, demonstrations, simulations, conducting experiments, and so on. The activities carried out by the teacher are controlling, controlling and directing the learning process, while students as students are required to be active in learning.

With the conditions and learning processes and activities above, it is expected to provide opportunities and make students as independent learners. Based on the results of research on the first trial, out of 36 students who took part in the pretest there were 0 students (0%) who scored more than or equal to 70 (can be seen in the appendix). After learning using learning tools oriented to the CTL learning model, post test results were obtained in test I, out of 9 students there were 2 students who did not reach the KKM or 70 grades. That is, the students' completeness reached 77.78%. While in the second trial the posttest results obtained from 20 students there were 2 people who had not fulfilled the KKM. That is the percentage of students achievement in accordance with the KKM was 90%. As previously stated, the learning tools that use the CTL learning model can be said to be valid and effective if the experts who have been previously appointed provide an assessment of the entire learning device in the "quite valid" category. The effectiveness of product development learning tools in the application of CTL learning models in the material of independence expresses opinions seen from the following indicators:

## CONCLUSION

The effectiveness of authentic learning and assessment tools developed using the Contextual Teaching and Learning model, shows that the improvement of students' Civics learning outcomes through CTL learning tools is from the percentage of Civics Learning Outcomes achievement in trial I of 77.78% increased to 90% in trial II. The level of active activity of students in test I, there were 2 activities of students who did not meet the criteria for the ideal time tolerance that was set, whereas in test II, all activities of students had met the criteria for tolerance of the ideal time set. The value of the teacher's ability to manage learning in the first trial was on a fairly good criterion, and in the second trial was in good criteria. This means that it has fulfilled the criteria of tolerance for the ideal time set.

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