

ABSTRAK

IMPLEMENTASI MODEL PEMBELAJARAN *CONTEXTUAL TEACHING AND LEARNING* MELALUI PERMAINAN TRADISIONAL BERBASIS MULTIKULTURAL DI SMP NEGERI 41 BANDAR LAMPUNG

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Penelitian ini dilatarbelakangi oleh rendahnya keterlibatan siswa dalam pembelajaran Pendidikan Pancasila yang masih banyak menggunakan metode konvensional, sehingga nilai-nilai Pancasila dan sikap multikultural belum sepenuhnya tercermin dalam perilaku siswa. Pembelajaran yang berfokus pada aspek kognitif membuat siswa kurang memahami makna nilai-nilai Pancasila secara kontekstual dalam kehidupan sehari-hari. Penelitian ini bertujuan mendeskripsikan implementasi model Contextual Teaching and Learning (CTL) melalui permainan tradisional Gobak Sodor dan Terompah pada pembelajaran Pendidikan Pancasila, mengungkap bagaimana permainan tradisional berbasis multikultural berfungsi sebagai media pembelajaran, serta menganalisis kontribusinya terhadap keterlibatan siswa dan penguatan sikap multikultural seperti toleransi, kerja sama, disiplin, dan kepedulian sosial.

Penelitian menggunakan pendekatan kualitatif deskriptif yang dilaksanakan di SMP Negeri 41 Bandar Lampung. Data dikumpulkan melalui observasi kegiatan pembelajaran, wawancara dengan guru, siswa, dan kepala sekolah, refleksi siswa, serta dokumentasi proses pembelajaran. Analisis data dilakukan secara interaktif melalui proses reduksi data, penyajian data, dan penarikan kesimpulan.

Hasil penelitian menunjukkan bahwa penerapan CTL melalui permainan tradisional menciptakan pengalaman belajar yang aktif, menyenangkan, dan relevan dengan kehidupan siswa. Siswa mampu mengaitkan nilai-nilai Pancasila dengan pengalaman langsung saat bermain, sekaligus menunjukkan sikap multikultural berupa toleransi, gotong royong, sikap inklusif, kejujuran, dan empati. Pembelajaran berbasis permainan tradisional juga meningkatkan interaksi positif antar siswa dan memperkuat makna nilai-nilai Pancasila dalam konteks nyata.

Kata kunci: *Contextual Teaching and Learning (CTL), permainan tradisional, Pendidikan Pancasila, nilai multikultural, sekolah menengah pertama*

ABSTRACT

IMPLEMENTATION OF THE CONTEXTUAL TEACHING AND LEARNING MODEL THROUGH MULTICULTURAL-BASED TRADITIONAL GAMES AT SMP NEGERI 41 BANDAR LAMPUNG

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This study was motivated by the low level of student engagement in Pancasila Education, which is still predominantly delivered through conventional teaching methods. As a result, the values of Pancasila and multicultural attitudes have not been fully reflected in students' daily behavior. Learning that focuses mainly on cognitive aspects often prevents students from understanding the meaning of Pancasila values in a contextual and meaningful way. This study aims to describe the implementation of the Contextual Teaching and Learning (CTL) model through the traditional games Gobak Sodor and Terompah in Pancasila Education, to explain how multicultural-based traditional games function as effective learning media, and to analyze their contribution to student engagement and the development of multicultural attitudes such as tolerance, cooperation, discipline, and social care. This research employed a descriptive qualitative approach at SMP Negeri 41 Bandar Lampung. Data were collected through classroom and field observations, interviews with teachers, students, and the principal, student reflections, and documentation of learning activities. Data analysis was carried out through interactive stages of data reduction, data display, and conclusion drawing. The findings show that the application of CTL through traditional games creates an active, enjoyable, and contextually relevant learning experience. Students were able to connect Pancasila values with real-life experiences gained during the games, while also demonstrating multicultural attitudes such as tolerance, cooperation, inclusiveness, honesty, and empathy. The use of traditional games also enhanced positive interactions among students and strengthened the practical meaning of Pancasila values.

Keywords: Contextual Teaching and Learning (CTL), traditional games, Pancasila Education, multicultural values, junior high school.