



The Contextual Teaching and Learning Approach and the Buddhayana Spirit Movement: Implementation of Picture Story Learning Media "Buddha's Biography" in Chinese Language Learning

Nuriani^{1*}  <https://orcid.org/0009-0009-9653-4675>

¹ Bodhi Dharma Buddhist College of Medan, Indonesia

*Corresponding author: nurianisu@gmail.com

ABSTRACT

The contextual teaching and learning (CTL) approach has become the focus in the Buddhist lecture process so that students can apply Buddhism in all aspects of life. This CTL approach is in line with the principles of applied Buddhism and the Buddhayana Spirit Movement, which are two important aspects of Buddhist life. This study aims to apply the CTL approach in the context of Chinese courses to STAB Bodhi Dharma students, using the learning medium of picture stories, "Buddha's Biography." Classroom action research methods are used to develop this research through a cycle of problem diagnosis, action design, action execution and observation, data analysis, evaluation, and reflection. Efforts to apply Buddhism in student life through Chinese courses with learning media for picture stories "Buddha's Life History" have succeeded in integrating understanding Chinese with Buddhist values and teachings. The results showed that through this learning medium, students not only gained Chinese language skills but also understood the values of Buddhist life that can be applied in daily life and became part of efforts to develop the Buddhayana Spirit Movement.

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Introduction

The Contextual Teaching and Learning (CTL) approach has become the main focus in the Buddhist lecture process so that students can apply Buddhism in all aspects of life. This CTL approach is in line with the principles of Applied Buddhism and the Buddhayana Spirit Movement which are two important aspects of Buddhist life. The application of applied Buddhism in the lives of Buddhists as a form of development of the Buddhayana spirit movement can be done in various ways. In high school or college, the application of applied Buddhism and the Buddhayana spirit movement can be applied in lectures through the integration of Buddhism into existing courses, one of which is the integration of Buddhism in Chinese courses through the CTL approach.



However, for the integration of Buddhism in Chinese courses, one of the problems faced by high schools or colleges is the obstacle in terms of Chinese teaching materials because there are still few Chinese books for high schools or colleges, especially the integration of Buddhist books for Chinese courses which are still not enough, so that in the implementation of Chinese lectures, Chinese lecturers are required to be more active and creative in developing Chinese teaching materials that are suitable for Buddhist students.

Based on the results of interviews with lecturers and students of Bodhi Dharma Buddhist College, it is known that for Chinese language courses, lectures still use Chinese books from China which are Chinese books for overseas students in China. Chinese lectures are still purely learning Chinese and have not been integrated with Buddhism because there have not been found teaching materials and learning media that are interesting and suitable for the application of applied Buddhism in Chinese courses. Therefore, as a first step to integrate Buddhism with Chinese courses, in this study researchers will conduct Classroom Action Research for the integration of Buddhism in Chinese courses through the application of applied Buddhism and Buddhayana spirit movements by implementing the use of picture story learning media "Buddha's Biography" in Chinese courses with a CTL approach.

Applied Buddhism is the application of Buddhism in the modern way of life or practice in various aspects of Buddhism. Buddha is likened to the spiritual doctor of mankind and Buddhism can cure human mental illness. Efforts have shown that Applied Buddhism has all the strength and endurance to overcome modern achievements and problems (Barua, 2003).

The Buddhist view of economics, welfare, social equality for every individual, democratic forms of government, and religious tolerance and understanding can bring tangible benefits to human society today. Buddhism's teachings on the law of cause and effect and causal relationships have helped modern scientists to assert that nothing can happen in the world without any cause. The phenomenal world as a process of interdependent causal chains based on many causes and conditions is very much in accordance with modern discoveries in the field of physics and biotechnology (Barua, 2003).

These facts show that applied Buddhism is actually a modern way of life, based on logic and reason. Therefore, Buddhism has not until now become archaic or outdated, on the contrary it is very modern and can still be applied to the welfare of society and the welfare of mankind (Barua, 2003).

The application of applied Buddhism can be done in various aspects of human life and of course can also be implemented in the field of education, including for education in Buddhist high schools. For application in Buddhist colleges, Buddhism is incorporated into various existing Buddhist courses, for example: Fundamentals of Buddhism, Life Biography of Gautama Buddha, Introduction to Tipitaka, Buddhist Philosophy, Thematic Suttas, Thematic Abhidhamma, Mahayana, and other courses.



Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of engaging students thoroughly in order to find the material learned and relate it to real-life situations. In CTL, it is stated that learning should be contextual for educators, meaningful and relevant to the educator's situation and condition (Sapoetra, 2021).

According to Juniardi, the CTL approach in contextual learning not only emphasizes the involvement of students in learning materials, but also connects them with real-life conditions in students' lives, both in the family environment and the community environment, with the aim of finding the meaning of the learning material for their lives (Juniardi, 2023). This is in accordance with Sapoetra's statement that CTL Learning aims to equip students with knowledge that can be flexibly transferred from one problem to another and from one context to another (Sapoetra, 2021).

According to Sunarsih, the CTL learning approach is a learning model that can increase student involvement in the learning process and can improve the ability to ask questions (Sunarsih, 2020). According to Johnson, CTL is a holistic system that reflects the workings of nature. Rather than perpetuating the destructive dualism between thought and action that has undermined American education since its inception, CTL unifies concepts and practices (Johnson, 2002).

In the practice of implementing learning, CTL has a principle as a learning concept that helps teachers to connect the material learned with the real world situation of students so that it can encourage students to make connections between their knowledge and application in everyday life with seven components of effective learning (Suci, Sarika; Bongguk, Haloho; Ulung, 2023).

The seven components of CTL learning that underlie the implementation of the learning process are:

1. **Constructivism** Constructivism is a process of building knowledge through experience (Sanjaya, 2016).
2. **Inquiry** Inquiry is a learning process based on melting and discovery through the thought process.
3. **Question Asking** questions is a reflection of students' curiosity. In CTL learning, educators not only convey information, but also provoke students to find knowledge through asking questions.
4. **Learning Community** The concept of learning community in CTL learning is obtained through collaboration with others, friends, between groups, other sources and not just teachers (Sanjaya, 2006).
5. **Modeling** Modeling is a learning process by demonstrating something as an example that can be imitated so that students can avoid theoretical or abstract learning (Sanjaya, 2006).
6. **Reflection** Reflection is an activity to deposition experiences that have been learned by reordering the events or learning events that have been passed. In the CTL learning process, at the end of each learning process, educators provide opportunities for students to reflect or recall what they have learned (Sanjaya, 2006).



7. Authentic Assessment Real assessment is an activity carried out by educators to collect information about the progress of learning carried out (Sapoetra, 2021).

In the application of CTL learning in the classroom, there are several stages that must be considered, namely:

1. Develop the idea that students will learn more meaningfully in their own way, discover for themselves and construct their own new knowledge and skills.
2. Carry out as far as possible inquiries for all topics.
3. Develop the inquisitive nature of learners by asking questions.
4. Creating a learning community (learning in groups).
5. Present the model as a learning example.
6. Reflect at the end of the meeting.
7. Conduct actual assessments in various ways (Trianto, 2017).

Method

This research is a Classroom Action Research in Chinese language course using picture story learning media "Buddha's Life Biography" with CTL approach. Classroom Action Research (PTK) or Classroom Action Research is a research conducted in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve better learning outcomes than before (Riadi, 2019). In this study, the expected improvement is to integrate Buddhism in Chinese courses so that it becomes a learning that can be connected to student life and Buddhism can be practiced by students in their lives.

According to Widayati, Classroom Action Research is a research activity in a classroom context held with the aim of solving learning problems faced by teachers, improving the quality and learning outcomes and trying new things in learning for the sake of improving the quality and learning outcomes (Widayati, 2008). Some of the learning problems faced in Chinese courses are the lack of appropriate teaching materials and learning media.

This research was conducted to integrate Buddhism in Chinese language lectures to improve the quality and outcomes of Chinese language learning so that in learning Chinese, students are not only equipped with knowledge about Chinese, but also gain knowledge about Buddhism so that students can apply it in everyday life because Buddhism is an applied teaching that should be learned to be practiced.

Classroom Action Research is a research activity that can be carried out individually or collaboratively. Individual Classroom Action Research is a research conducted by an educator in his class or other educators' classes, while collaborative Classroom Action Research is research conducted by several educators synergistically in their class and other educators who visit each other to observe activities. (Widayati, 2008). For this study, researchers conducted individual research in the research class, namely at Bodhi Dharma Buddhist College of Medan in the first level of Chinese language courses with a total of 19 students.



Rahdiyanta stated that Classroom Action Research focuses on the learning process that occurs in the classroom and is carried out in actual situations (natural), meaning that the action is an activity that is deliberately designed to be carried out by students with a specific purpose (Rahdiyanta, 2012). In this study, a specially designed action is a learning activity using the learning media of the picture story "Buddha's Biography" in Chinese with a CTL approach with the aim of integrating Buddhism in Chinese language learning. This is different from previous lessons using Chinese books for foreign students in China.

In this study, the Classroom Action Research cycle is carried out according to the general cycle as follows:

1. Diagnose the problem
2. Action planning
3. Implementation of actions and observations
4. Data analysis
5. Evaluation and reflection (Mulyatiningsih, 2011).

Result and Discussion

Classroom Action Research Cycle conducted by researchers:

A. Diagnose the problem

Diagnosis of problems was carried out when researchers taught in the first level of Chinese courses, researchers observed learning components that were still not optimal and allowed to improve the results, namely Chinese books that were still not suitable for Indonesian students, especially Buddhist students, learning materials that had not been integrated with Buddhism, monotonous learning media, teaching materials that were less interesting.

B. Action Planning

The action design is carried out after the researcher diagnoses the problem mentioned above, the researcher formulates the problem solving by looking for a Chinese book that is more suitable for Buddhist students, namely the Buddhist story, namely the Buddha Life Story, considering the story "Buddha Biography" will be in line with other first level courses, namely the "Gautama Buddha Life Biography" course, and the selected story book is a picture story book with interesting colors as a solution to less interesting teaching materials, besides that the story book chosen is also a book published by Kong Meng San Phor Kark See Monastery where the book is a Buddhist textbook in Chinese with simple Chinese characters equipped with Hanyu Pinyin reading. So that the book is in accordance with the material of the first level Chinese course which starts from basic Chinese lessons for beginners, namely simple Chinese characters and Hanyu Pinyin. Thus problems (Chinese books that are still not suitable for Indonesian students, especially Buddhist students, learning materials that have not been integrated with Buddhism, monotonous learning media, teaching materials that are less interesting) can be solved.

Action Designing carried out by the author in the form of:

1. Action scenarios.



Action scenarios prepared in the form of learning scenarios containing steps that will be carried out by researchers and activities that will be carried out by students when researchers apply actions, namely:

- a) Introducing learning media in the form of picture stories "Buddha's Biography" that will be used.
 - b) Conveying the learning outcomes of Chinese courses, namely: mastering theoretical concepts about Chinese phonology (Chinese sound structure, initial sounds: b, p, m, f, d, t, n, l, g, k, h, final: a, o, e, i, u, ü, ai, ei, ao, ou, intonation: first tone, second tone, third tone, fourth tone, and Hanyu Pinyin writing rules), mastering new vocabulary and understanding the story "Life of Buddha" and being able to emulate the qualities and moral values of the story "Life of Buddha".
 - c) Give a pretest (read the picture story "Buddha's Biography" chapter 1.
 - d) Lead and read stories together.
 - e) Give a posttest (read the picture story "Buddha's Biography" chapter 1.
 - f) Translating the picture story "Buddha's Biography" chapter 1 into Indonesian.
 - g) Answering questions from the picture story "Buddha's Life Biography" chapter 1.
2. Research data collection instruments.

Researchers prepare data collection instruments in the form of observation sheets and test kits in accordance with the illustrated story material "Buddha's Life Biography" chapter 1, namely:

- a) Observation sheet for the pronunciation of initial sounds: b, p, m, f, d, t, n, l, g, k, h, final: a, o, e, i, u, ü, ai, ei, ao, ou, intonation: first tone, second tone, third tone, fourth tone.
- b) Chapter 1 question sheet for group discussion:
 - 1) Prince Siddharta is the prince of which country? Who is his father?
 - 2) What is Queen Mahamaya's dream? What does it mean?
 - 3) When was Prince born? Where was born?
 - 4) What does "The Conscious" mean? What does "being" mean?
 - 5) Do you feel that "old born, sick, dead" is a form of suffering? Why?

---小组问题讨论---

- ① 悉达多是哪一国的太子? 他的父母是谁?
- ② 摩耶夫人做了什么梦? 它象征什么?
- ③ 太子在哪一天诞生? 出生地在哪里?
- ④ 什么是“觉者”? 什么是“众生”?
- ⑤ 你觉得“生老病死”是人生的苦相吗? 为什么?

Figure 1. Group Discussion Question List

3. Action device

The action tools prepared are an electronic book of picture stories "Buddha's Biography", premium zoom applications, laptops, power point.

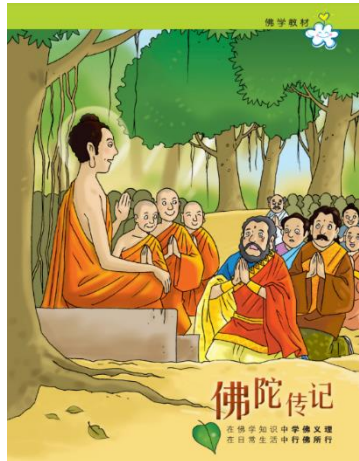


Figure 2. Picture Storybook "Buddha's Biography"

4. Action simulation

Action simulation is carried out in small classes consisting of several V level students.

C. Implementation of actions and observations

Researchers conduct class research actions according to scenarios, instruments, and devices that have been prepared. This research was conducted in the first level of Chinese language courses with a total of 19 students.

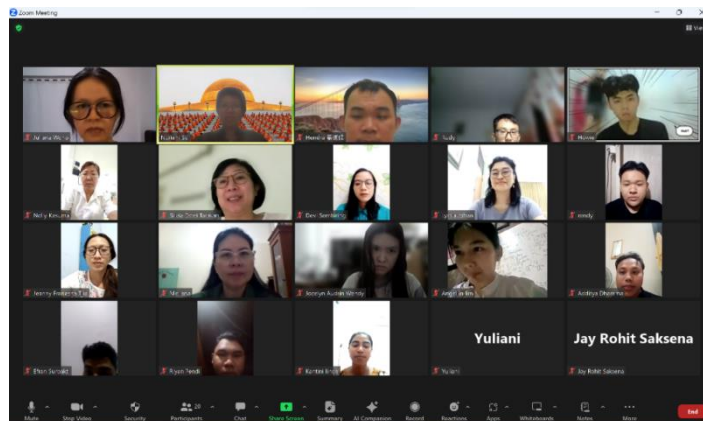


Figure 3. Chinese Lecture Zoom

D. Data analysis

From classroom action research conducted according to plan in the Chinese course using the picture story "Buddha's Biography" with the CTL approach, results were obtained in accordance with the seven main components of CTL application in the classroom:



1. Constructivism

Constructivism is developing the idea that students will learn better in their own way, discovering and constructing their own new knowledge and skills. Students search for translations of Chinese vocabulary meanings through dictionaries or google translate and compose appropriate sentences for the translation of sentences in stories. For example, when the researcher asked if anyone knew how to read the title of the storybook displayed (佛陀传记). Meliana replied, knowing only the first letter "Fó" (佛). Silvia continued, "Fótuó" (佛陀). Hendra replied, 佛陀传记. Next, the researcher asked if anyone knew the meaning of the title of the storybook displayed (佛陀传记). Meliana replied, knowing only that the first letter "Fó" (佛) means Buddha. Hendra tried to answer, "Fótuó" (佛陀) means Buddha, "chuán" (传) means to pass down, inherit, hereditary. Jì(记) means record, curriculum vitae. So 佛陀传记 translates to Buddha's Life Story. In this case, the student discovers for himself and constructs for himself his knowledge of what the title of the storybook 佛陀传记 means.

2. Inquiry

Inquiry is a learning activity that emphasizes discovery through systematic thinking patterns. Through observation into understanding, students can learn with critical thinking skills. Researchers showed a picture of a woman holding a newborn baby and asked the students, what is this picture? In chapter 1 we will learn about.... A student replied, the birth of Prince Siddhartha (悉达多太子的诞生). Then while discussing the ascetic Asita's prophecy regarding Prince Siddhartha who would become an ascetic if he met the elderly, the sick, the deceased, and then after asceticism, the Prince would become the "Conscious One", the researcher asked the question, regarding the meaning of "the Conscious", and then asked whether "Born, old, sick, died" was a form of suffering. The question is asked so that students have systematic and critical thinking skills, and can understand the reality of life through observation of Buddha's life story.

3. Question

Questions are one way to arouse students' curiosity and make students interested in learning more. Questions asked include:

- a) Prince Siddhartha was the prince of what city? Who are his father and mother?
- b) What is Queen Mahamaya's dream? What does it mean?
- c) When was Prince born? Where was born?
- d) What does "The Conscious" mean? What does "being" mean?
- e) Do you feel that "old born, sick, dead" is a form of suffering? Why?

❶ 悉达多是哪一国的太子？他的父母是谁？



- ② 摩耶夫人做了什么梦？它象征什么？
- ③ 太子在哪一天诞生？出生地在哪里？
- ④ 什么是“觉者”？什么是“众生”？
- ⑤ 你觉得“生老病死”是人生的苦相吗？为什么？

4. Learning Community

Learning community is a learning activity carried out in collaboration between several students. In Chinese class, the author divides students into small groups to read the story "The Birth of Prince Siddhartha (悉达多太子的诞生)". In this group division, students with heterogeneous group members are selected, so that each group can read well. In addition to reading, students are also divided into groups with two students each group to answer questions, with the division of roles, one student asks and the other answers. And then the two students switch roles, so that each student has the opportunity to ask questions and answer with conversation:

Xīdádūō shì nǎ yī guó de tài zǐ?
Lystia : 悉达多是哪一国的太子？
Prince Siddhartha was the prince of what city?

Jiāpíluówèiguó.
Jeanny : 迦毗罗卫国。
Kapilavatthu.

Tā de fùmǔ shì shéi?
Lystia : 他的父母是谁？
Who are his father and mother?

Jìngfàn Wáng hé Móyē Wánghòu.
Jeanny : 净饭王和摩耶王后。
King Suddhodana and Queen Mahamaya.

Furthermore, the two students exchanged roles:

Xīdádūō shì nǎ yī guó de tài zǐ?
Jeanny : 悉达多是哪一国的太子？
Prince Siddhartha was the prince of what city?

Jiāpíluówèiguó.
Lystia : 迦毗罗卫国
Kapilavatthu.



Tā de fùmǔ shì shéi?

Jeanny : 他的父母是谁？

Who are his father and mother?

Tā de fùmǔ shì jìngfàn wáng hé Móyē Wánghòu.

Lystia : 他的父母是净饭王和摩耶王后。

His father and mother were King Suddhodana and Queen Mahamaya.

5. Modeling

Modeling is a model that can be an exemplary example for students. In this study who can be a model is Prince Siddhartha who only saw the elderly, the sick, and the deceased then left the palace to become an ascetic so that he finally became the "Conscious One". In addition, students can also become models, for example Juliana, Howie, Rudy, Meliana, students who guide each group and read texts well. Students who dare to read aloud can also be a model, in this study, a student named Nelly who always reads and has conversations confidently becomes a model for other students.

6. Reflection

Reflection is the act of seeing, organizing, analyzing, clarifying, and evaluating things that have been learned by students. In this study, researchers asked students what vocabulary is still remembered from the story "The Birth of Prince Siddhartha" (悉达多太子的诞生), what lessons were learned from the story "The Birth of Prince Siddhartha" (悉达多太子的诞生), as well as students' impressions and suggestions for the lecture activities.

7. Authentic Assessment

Authentic Assessment is a measurement of learning outcomes that can provide accurate information, about what students really get and can do related to improving the quality of educational programs. Authentic assessment is also called performance appraisal or performance-based appraisal, because this assessment directly measures the real performance of learners in certain things, learners are asked to perform meaningful tasks using real-world or authentic tasks or contexts (Mughtar, 2010).

The authentic assessment in this study is the assessment directly when students read the story "The Birth of Prince Siddhartha" (悉达多太子的诞生), an assessment when students answer questions in discussion activities. In addition, there is also an assessment of writing newly learned vocabulary.



8. Evaluation and Reflection

Evaluation is a process of discovery, provision of data and information to determine rational and objective decisions (Mulyatiningsih, 2011). Evaluation is also a process in which information is obtained with respect to some known goal or objective (Kizlik, 2012). While reflection is an assessment of successes and failures in achieving temporary goals, and to determine follow-up in order to achieve the final goal (Mulyatiningsih, 2011). Evaluation and reflection have the same function, namely to determine sustainability decisions after actions are implemented (Mulyatiningsih, 2011).

Based on the results of the evaluation in this study, classroom action research in learning Chinese courses using picture story learning media "Buddha's Biography" with the CTL approach can solve several problems, namely:

- a) For the problem of Chinese books that are not suitable for Indonesian students because the book is a Chinese book for foreign students in China which is a Chinese-English book on the topic of the lives of foreign students living life in China, the use of the picture story "Buddha's Biography" is more suitable for Indonesian students, especially Buddhist students.
- b) For the problem of learning materials that have not been integrated with Buddhism, because previously students only learned knowledge about Chinese, the use of learning media for picture stories "Buddha's Biography" with the CTL approach makes students in addition to learning Chinese also gain knowledge about Buddhism that can be applied in everyday life.
- c) For monotonous learning media problems only through Chinese learning books, the use of picture stories "Buddha's Biography" with the CTL approach makes learning media more diverse and more exciting.
- d) For the problem of teaching materials that are less interesting and colorless, the use of colorful picture stories makes learning media more beautiful and interesting.

Reviewing the results of the evaluation above, learning Chinese courses using the learning media of picture stories "Buddha's Biography" with the CTL approach will be continued as a learning method for Chinese courses that can integrate Buddhism in learning and apply applied Buddhism in student life and as a form of developing the Buddhayana spirit movement.

Conclusion and Suggestions

The use of the picture story learning medium "Buddha's Biography" in Chinese courses can solve various problems encountered in learning Chinese because this medium is more suitable for Indonesian students, especially Buddhist students. In addition, this media also enriches Chinese teaching materials so that the media becomes more diverse and more exciting; colour images also make learning media



more beautiful and interesting; and more importantly, the use of this media can increase students' knowledge of Buddhism that can be applied in everyday life.

With the CTL approach, applied Buddhism can be integrated into Buddhist high school life using learning media for picture stories, "Buddha's Biography," in Chinese courses. Through the Classroom Action Research method developed with a cycle of problem diagnosis, action design, action implementation and observation, data analysis, evaluation, and reflection, it shows that the use of picture story learning media "Buddha's Biography" in Chinese language courses makes students not only learn Chinese but also learn Buddhist life, which can be an example for students to apply in everyday life as a true practice of applying applied Buddhism.

CTL's approach with the learning media of the picture story "Buddha's Biography" in contextual learning for Chinese courses not only emphasises student involvement in Chinese material but also connects it with the practice of Buddhism in real-life conditions in student life, both in their family environment and in the community, so that Chinese learning becomes a meaningful learning for student life.

In addition, the CTL approach with the media of picture stories "Curriculum Vitae of Buddha" also solves various problems that have been diagnosed in learning Chinese; therefore, it is recommended that the media of picture stories "Curriculum Vitae of Buddha" with the CTL approach be a medium for learning Chinese courses in Buddhist colleges with the CTL approach so that Buddhism, even though it is thousands of years old, can still be studied and practiced in real life as part of Buddhist efforts to develop the Buddhayana spirit movement.

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