The Influence of Standards and Contextual Approach on Civics Achievement with Learning Motivation Mediation

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Abstract: In order to build a conducive learning atmosphere and support learning effectiveness, a strategy is needed to utilize appropriate and relevant teaching materials. One of the steps that can be taken is to choose a contextual-based teaching material PAKEM learning model. The PAKEM learning model and contextual approach are considered to be able to accommodate learning that is in line with the expected learning objectives. This study used public elementary schools located in Carenang District as samples. The research data were 16 schools with a total sample of 165 samples. The data used in this study consists of primary data obtained through questionnaires, observations, and documentation, as well as quantitative data that is cross-sectional in nature with measurements using a Likert scale. The data was analyzed using the inferential method with the Warp PLS application version 8.0. The results of the study showed that the PAKEM model and contextual approach influenced learning achievement and motivation, and learning motivation mediated the influence of both on learning achievement.

Keywords: Contextual Approach; Learning Achievement; Learning Motivation; PAKEM Model

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Introduction

The development of science and technology (IPTEK) in the era of globalization is currently experiencing rapid growth. Therefore, every individual must prepare themselves to face the challenges that exist so as not to fall far behind countries that are already more developed and developed. Learning achievement is a benchmark used to measure the success of the teaching and learning process (Indah & Marina, 2020). However, the high and low learning achievement of students is not only influenced by the teaching process, but also by other factors that can affect students' ability to learn (Hasanah, 2020).

In addition, good learning achievement can also reflect students' commitment and motivation in learning. Students who are highly motivated and disciplined will always be serious in learning and diligently study the subject matter obtained from school so that they get high learning achievement (Lidia & Sri, 2020). When students are motivated in learning activities, this will affect their behavior changes for the better and improve learning achievement Giawa et al., (2020) . On the other hand, if there is no change in energy in students and they are not stimulated to do something, then they tend not to have a learning goal or need. Therefore, motivation is a key factor that needs to be considered and developed by teachers and students themselves to ensure the achievement of the expected learning goals (Elis, 2021) .

From the research of Triningsih et al., (2024), the implementation of the PAKEM model to create superior schools can be concluded that the PAKEM learning model is carried out in various ways such as discussions, students are given opportunities for students to express their opinions, group assignments, interactive communication between teachers and students and between students, motivation, and the use of diverse media.

In the learning process, teachers strive to choose models that can relate the material taught to the students' real-world situations. The purpose of this approach is to encourage students to be able to make connections between their learning experiences and their application in daily life. This concept is the basis for the development of *the Contextual Teaching and Learning* (CTL) model (Rensi, 2021). By connecting the material taught with students' real-world situations, teachers can create more effective, relevant, and meaningful learning for students (Sukerta, 2022). The contextual approach is expected to foster a strong interest in learning so that students are always motivated to learn and understand the subject matter in a real-life context.

According to Kartono (2021), Civic Education (PKn) learning in schools has the main goal of ensuring that students master the competency standards that have been set. The results of learning evaluations often show that the average class score for PKn lessons tends to be lower compared to other subjects. The low learning outcomes of the students may be caused by several factors, one of which is the use of teaching techniques or less effective learning methods. , students will be more involved and motivated in learning civic education, and be able to apply the values learned in real-life contexts (Martati et al., 2023) .

This study identifies several problems related to the low learning achievement of Civic Education (PKn) in Elementary Schools (SD), namely from a learning model that is less varied and teacher-centered. A monotonous learning model that does not actively involve students can cause boredom and lower student motivation to learn. In addition, the learning material is less contextual and irrelevant to students' lives. Civic Education materials are abstract and not connected to students' real lives, so it can make it difficult for students to understand and apply the values of civic education in daily life. As well as the lack of student motivation to learn. Low student motivation to learn can be caused by various factors, such as lack of interest in Civic Education subjects, fear of failure, and lack of support from parents and teachers.

Pakem model on learning achievement

The results of Muharna & Syarif (2023) this study analyzes the application of the active, creative, effective, and enjoyable learning model (PAKEM) in an effort to improve student learning outcomes. The study was conducted through two cycles and analyzed using simple linear regression. The results of the analysis showed a significant increase in student learning outcomes after the implementation of the PAKEM learning model. Research results from Manurung & Halim (2021) showed that the PAKEM learning model approach is one of the effective strategies to improve student learning achievement. The results of the research presented the Active, Creative, Effective and Fun Learning Model approach is one of the efforts that can be used to improve learning achievement.

Contextual approach to learning achievement

The results of the research by Yunus et al. (2022) which analyzes the effect of implementing the Contextual Teaching and Learning (CTL) learning method on student learning outcomes. The instruments used were questionnaires and student test results which were analyzed using simple linear regression with the help of SPSS software version 2020. The results of the analysis show that there is a significant effect of implementing the CTL learning model on improving student learning outcomes. The results of the study by Syam et al. (2020) which analyzed the influence of the contextual approach on learning outcomes were reviewed from the learning habits of the participants selected using the simple random sampling technique analyzed with inferential analysis, the results were obtained that the contextual approach had an effect on students' mathematics learning outcomes, but there was no interaction between the contextual approach and mathematics learning outcomes. learning students.

PAKEM model on learning motivation

Research by Martinus & Emjosupa (2022) who analyzed the application of the PAKEM learning method (Active, Creative, Effective, and Enjoyable Learning) in increasing student learning motivation found that there was a significant increase in student motivation in participating in learning (PAK) after the method was applied. A study by Muhaimin & Surawan (2020) stated that learning mathematics by implementing active, creative, effective and enjoyable learning strategies (PAKEM) can significantly increase students' learning motivation. The results of the research by Maknun & Kuntjoro (2020) which analyzes the influence of the active, creative, effective, and enjoyable learning model (PAKEM) on student motivation and learning outcomes. Through an approach that emphasizes the active involvement of students in the learning process, the PAKEM model has been proven to be able to create a more interesting and enjoyable learning atmosphere.

Contextual approach to learning motivation

The results of Sasior & Rabia's (2023) research which analyzed the influence of practice-based contextual learning in supporting student learning motivation found that practice-based contextual learning was proven to have a significant influence on student learning motivation. Research by Ahmad et al. (2023) which analyzed the development of learning motivation of elementary school students through contextual learning found that contextual learning has a significant influence on student learning motivation, so that the development of student learning motivation through contextual learning is effective. Research by Kahfi et al. (2021) which analyzed the effectiveness of contextual learning using audiovisual media in increasing student motivation and achievement in integrated social studies learning found that the use of contextual approaches assisted by audiovisual media was more effective than conventional methods in improving student learning achievement.

Learning achievement on learning motivation

Research from Ikhsan (2022) This study analyzes efforts to improve learning achievement through the application of active, creative, effective, and enjoyable learning models (PAKEM). The results of the study indicate that the PAKEM learning model has a positive

influence on improving student learning achievement, which can be seen from the increasing level of learning completion in each learning cycle. The results of Salmiah et al. (2021) stated that there is a significant positive influence between extrinsic learning motivation and student learning achievement. The object of the study includes extrinsic learning motivation and learning achievement, with data collected through questionnaires and documentation, then analyzed using simple linear regression.

Methods

This study uses an associative quantitative approach to test the influence between variables without direct intervention. The analysis technique used is Structural Equation Modeling (SEM) with the help of the WarpPLS 8.0 application, to test the complex relationship model simultaneously. The research sample consisted of 165 respondents from 16 Elementary Schools in Carenang District, Serang Regency, according to the provisions of at least 5 times the number of indicators (33 indicators). Data were collected through a 5-point Likert-scale closed questionnaire for one month. This study examines the effect of the PAKEM model and contextual approach (independent variables) on student learning achievement (dependent variables) through learning motivation (mediating variables). The analysis was carried out through outer and inner model testing to test the hypothesis, with the results of the data that had been grouped and ready to be analyzed descriptively.

Result

Validity and reliability

The validity test for each indicator of this research model is strengthened by the Average Variance Extracted (AVE) value, which shows that the variance of each indicator in the latent variable is greater than the variance caused by measurement error. This is reflected in the AVE value which is greater than 0.50, as can be seen in the following table:

Table 1
Average Variance Extracts (AVE)

Based on the results of the validity test based on Average Variance Extracted (AVE), it is known that the value for the PAKEM model 0.610, the contextual approach is 0.605, learning achievement is 0.501, and learning motivation is 0.510.

Variable	Average Variance Extracts (AVE)
PAKEM Models	0.610
Contextual Approach	0.605
Learning Achievement	0.501
Learning Motivation	0.510

Because all AVE values are above the recommended minimum threshold, which is 0.5, it can be concluded that the four variables have met the validity requirements based on AVE. Thus, based on the outer loading and AVE values, all variables in this study have met the convergent validity criteria.

Composite Reliability is used to test the reliability value of an indicator on a variable. A variable is said to meet the composite reliability criteria if it has a value greater than 0.7. The composite reliability value for each variable can be seen in the following table:

Table 2

Composite Reliability Value

Variable	*Composite Reliability* Value
PAKEM Models	0.925
Contextual Approach	0.938
Learning Achievement	0.881
Learning Motivation	0.829

The table shows that *the composite reliability value* has met the requirements, which is >0.7. The reliability of each latent variable is strengthened by the analysis value of *Cronbach's alpha* where the results of the study obtained each Cronbach's alpha greater than 0.60 which illustrates that each indicator of the latent variable has reliable consistency as seen in the table:

Table 3
Cronbach's Alpha Values

Variable	**Cronbach's Alpha** *Values*
PAKEM Models	0.905
Contextual Approach	0.926
Learning Achievement	0.841
Learning Motivation	0.758

Inner model

The model fit test has a fit *indices and p-value model* that displays 3 *fit indicators* , namely *average variance inflation factor* (APC), *average R-squares* (ARS), and *average variance inflation factor* (AVIF) which must be met, namely *the p-value* for APC and ARS must be less than 0.05 or significantly significant. In addition, the AVIF as an indicator of multicollinearity must be more than 5. The goodness *of fit* in this study is presented in the table:

Table 4
Goodness of fit

Model fit and quality indices	Index	*P-value*	Criteria	Information
Average path coefficients (APC)	0.316	<0.001	<0.05	Accepted
Average R-Square (ARS)	0.727	<0.001	<0.05	Accepted
Average Adjusted R-Squared (AARS)	0.719	<0.001	<0.05	Accepted
Average Block Variance (AVIF)	4.267	<=5. Ideally <=3.3		Accepted

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Average full collinearity VIF (AFVIF)	3.417	<=5. Ideally <=3.3	Accepted
Tenenhaus GoF (GOF)	0.707	Small >= 0.1; medium >=0.25; large >= 0.36	Large

In this study, the R-Square (R^2) value for the learning achievement variable was 0.727, which indicates that the model has good quality or strong goodness of fit, because the R^2 value exceeds the threshold of 0.67. This indicates that 72.7% of the variation in learning achievement can be explained by the independent variables studied, while the remaining 27.3% is influenced by other factors outside this research model.

Table 5
R Square

R-Square Coefficients					
MP	PK	PB	MB	MP*MB	PK*MB
		0.727			

The effect size (f2) or partial F-test¬ test is used to determine the proportion of independent variables to dependent variables. Effect Size (f2), >= 0.02; >= 0.15 and >= 0.35 (small, medium and large). This test obtained an effect size (f2) value of 0.400 for the PAKEM model on learning achievement classified as large as 0.400 >= 0.35. The variables of the contextual approach to learning achievement are classified into a large category with a value of 0.332 or >=0.35. The learning motivation variable moderating the PAKEM model in terms of learning achievement is classified as medium category 0.080 >= 0.022. The variable of learning motivation moderating the contextual approach to learning achievement is classified as a small category 0.074 >= 0.022.

Table 6
Effect size (f2)

	MP	PK	PB	MB	MP*MB	PK*MB
MP						
PK						
PB	0.400	0.332			0.080	0.074
MB						
MP*MB						

PK*M		
B		

Discussion

Figure 2
Path Diagram
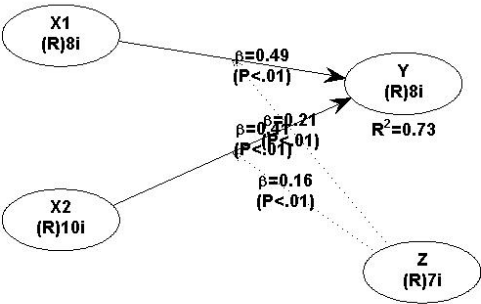
Table 7
Path Coefficients

Path Coefficients

	MP	PK	P B	M B	M P	MB*M K	MB*P
MP							
PK							
PB	0.490	0.406				0.207	0.162
MB							
MB*M P							
MB*P K							

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P-Values

	MP	PK	PB	MB	MB*MP	MB*PK
MP						
HPK						
PB	<0.001	<0.001			0.001	0.009
MB						
MB*MP						
MB*PK						

The results of the first hypothesis test show that the PAKEM Model has a significant positive influence on Learning Achievement, meaning that hypothesis 1 (H1) is accepted. These results are in line with the results of research by Muharna & Syarif (2023), Mujadilah et al. (2023), Manurung & Halim (2021), Sari (2021) and Kaban et al. (2021). The results of hypothesis testing that show that the PAKEM Model (Active, Creative, Effective, and Fun Learning) has a significant influence on Learning Achievement emphasizes the importance of innovative learning approaches in improving students' academic achievement. The PAKEM model, with its focus on creating a dynamic, interactive, and student-centered learning environment, has been proven to be able to effectively improve learning achievement.

The results of the second hypothesis test show that Contextual Approaches have a significant influence on Learning Achievement, meaning that hypothesis 2 (H2) is accepted. These results are in line with the results of the research of Ayyubi et al. (2024), Napitupulu et al. (2023), Yunus et al. (2022), Hikam & Karima (2020) and Syam et al. (2020). The results of the second hypothesis test, which shows that the Contextual Approach has a significant influence on Learning Achievement, emphasizes the importance of learning methods that connect academic materials with real-life contexts in improving students' academic achievement. The contextual approach, which emphasizes the relevance and practical application of what is learned, has been shown to have a strong positive impact on student learning achievement.

The results of the third hypothesis test show that the PAKEM Model has a significant influence on Learning Motivation, meaning that hypothesis 3 (H3) is accepted. This result is in line with the results of previous relevant studies such as the results of Natali & Pujiono (2022), Martinus & Emjosupa (2022), Ramdania et al. (2020), Muhaimin & Surawan (2020) and Maknun & Kuntjoro (2020) . The results of the third hypothesis test, which shows that the PAKEM Model (Active, Creative, Effective, and Fun Learning) has a significant influence on Learning Motivation, emphasizing the importance of an innovative and student-centered approach to learning in increasing students' internal drive to learn. The PAKEM model, with its focus on creating a

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dynamic and interactive learning environment, has been proven to be able to effectively generate and maintain students' motivation to learn. By applying PAKEM principles, educators can arouse students' natural interest in learning, encourage active participation, and create a more meaningful and fulfilling educational experience.

The results of the fourth hypothesis test show that the Contextual Approach has a significant influence on Learning Motivation, meaning that hypothesis 4 (H4) is accepted. These results are in line with the results of relevant previous studies such as Sasior & Rabia (2023), Ahmad et al. (2023), Nurdayanti et al. (2023), Kahfi et al. (2021), and Ritonga et al. (2020). The results of the fourth hypothesis test that shows the significant influence of the Contextual Approach on Learning Motivation emphasizes the importance of learning methods that connect academic materials with students' real-life contexts. The contextual approach, which emphasizes the relevance and practical application of what is learned, has been shown to have a strong positive impact on students' motivation to learn.

The results of the fifth hypothesis test show that Learning Achievement has a significant influence on Learning Motivation, meaning that hypothesis 5 (H5) is accepted. These results are in line with Elawati et al. (2023), Ikhsan (2022), Jauhari (2022), Salmiah et al. (2021), and Sidabutar et al. (2020). Learning achievement has a significant and complex influence on students' motivation to learn, creating a dynamic relationship that reinforces each other. When a student achieves good academic achievement, this can be a strong catalyst to increase his or her motivation to learn in the future. Academic success provides a deep sense of satisfaction and accomplishment, which in turn can increase students' confidence in their academic abilities. Additionally, it is important to recognize and celebrate various forms of achievement, not just academic ones.

The PAKEM model (Active, Creative, Effective, and Fun Learning) has shown a significant influence on student learning achievement, with learning motivation playing a role as a very important mediator variable in this relationship, meaning hypothesis 6 (H6) is accepted. PAKEM, as an innovative learning approach, aims to create a dynamic, interactive, and student-centered learning environment. This model not only facilitates a more in-depth and meaningful learning process, but also plays an important role in increasing students' intrinsic motivation to learn. By understanding and using the relationship between the PAKEM model, learning motivation, and learning achievement, educators can design more effective learning strategies.

The contextual approach to learning has shown significant potential in influencing student learning achievement, with learning motivation acting as a mediator variable, meaning that hypothesis 7 (H7) is accepted. Contextual learning methods that emphasize connecting subject matter with real-world situations and students' personal experiences, not only facilitate a deeper understanding but also stimulate students' intrinsic motivation to learn. When students can see the direct reflection of what they are learning with their daily lives or future aspirations, they tend to be more engaged and motivated in the learning process.

Conclusion

The application of the PAKEM model and contextual approach can improve students' learning achievement and learning motivation. This study explores how the PAKEM model and contextual approach affect important aspects of student learning achievement and learning motivation in civic education subjects. Data analysis yields in-depth findings:

First, it was determined that there was a significant positive influence on the PAKEM model and the contextual approach to learning achievement. The PAKEM model, with its focus on creating a dynamic, interactive, and student-centered learning environment, has been proven to be able to effectively improve learning achievement. The contextual approach, which emphasizes the relevance and practical application of what is learned, has been shown to have

a strong positive impact on student learning achievement. Second. there is a significant positive influence on the PAKEM model and the contextual approach to learning motivation. The application of PAKEM principles can increase learning motivation, not only that, by creating a learning environment that connects theory with practice, abstraction with reality, and knowledge with experience can increase students' learning motivation, encourage deeper engagement with the subject matter, and ultimately improve overall learning outcomes. Third, there is a significant positive influence on learning achievement on learning motivation, creating a dynamic relationship that reinforces each other. Learning achievement can provide a deep sense of satisfaction and accomplishment, which in turn can boost students' confidence. The PAKEM model and contextual approach to learning have shown a significant influence on student learning achievement, with learning motivation playing a role as a mediator variable.

The implication of this study is as a reference and reference for future researchers. In addition, it is a research and development of more effective learning methods and strategies in the process of reminding students of learning achievement. So the researcher suggests for future research to be able to conduct empirical testing of indicators that have not been tested in this research model, it is also hoped that the next research will expand the research locus with a larger number of samples so that the results obtained will be able to be generalized for a wider area coverage. Then it is hoped that the school can implement and develop this learning model, because the results show that the application of the PAKEM model and contextual approach in learning Civic Education can increase student achievement and learning motivation.

Author Contribution Statement

Kamsin: Research Design; Methodology; Writing - Original Draft; Writing - Review & Editing. **Uli**: Methodology; Writing - Review & Editing; Validation. **Yolla**: Review & Editing.

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