

Improving students' self-confidence and learning achievement through contextual teaching and learning assisted by puzzle media

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Abstract

This study was motivated by the low level of students' self-confidence and learning achievement in Pancasila Education among Grade VB students at SD Negeri 2 Dukuwaluh. Preliminary data showed that only 26.3% of students demonstrated good self-confidence, while 42.11% of students had not yet achieved the minimum mastery criterion. This study aimed to improve both aspects through the Contextual Teaching and Learning (CTL) model assisted by puzzle media. The research employed classroom action research conducted in two cycles, involving 19 students as participants. Data were collected using observation sheets, questionnaires, and achievement tests and were analyzed using descriptive quantitative and qualitative techniques. The findings showed that students' self-confidence increased from 54.4% in Cycle I to 83% in Cycle II. Likewise, students' learning achievement improved from 63.15% in Cycle I to 89.47% in Cycle II. These results indicate that the CTL model assisted by puzzle media is effective in improving the self-confidence and learning achievement of Grade VB students at SD Negeri 2 Dukuwaluh.

Kata kunci

ctl, media *puzzle*; sikap percaya diri; prestasi belajar

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Abstrak

Rendahnya sikap percaya diri dan prestasi belajar pada mata Pelajaran Pendidikan Pancasila siswa kelas VB SD Negeri 2 Dukuwaluh menjadi latar belakang penelitian ini. Hanya 26,3% siswa yang menunjukkan sikap percaya diri baik, sedangkan pada aspek prestasi belajar, terdapat 42,11% siswa yang belum mencapai kriteria ketuntasan minimal. Penelitian ini bertujuan untuk meningkatkan kedua aspek tersebut menggunakan model CTL berbantuan media *puzzle*. Penelitian ini merupakan Penelitian Tindakan Kelas yang dilaksanakan dalam dua siklus dengan subjek sebanyak 19 siswa. Data dikumpulkan melalui lembar pengamatan, survei, dan tes, serta dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa persentase ketuntasan sikap percaya diri siswa meningkat dari 54,4% pada siklus pertama menjadi 83% pada siklus kedua. Persentase ketuntasan prestasi belajar juga meningkat dari 63,15% di siklus pertama menjadi 89,47% di siklus kedua. Disimpulkan model CTL berbantuan media *puzzle* efektif meningkatkan sikap percaya diri dan prestasi belajar siswa kelas VB SD Negeri 2 Dukuwaluh.



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INTRODUCTION

Self-confidence is an important attitude or character trait that students, particularly elementary school students, need to possess. Self-confidence is understood as an individual's belief in their own capacity to complete tasks and overcome the problems they encounter (Wondo et al., 2021). Individuals with high self-confidence have strong beliefs in their abilities and understand their own potential. Conversely, low self-confidence can have negative effects because individuals tend to doubt their abilities and assess their potential inaccurately (Agnesya et al., 2024).

Self-confidence is essential for students to develop optimally in both academic and social aspects. However, actual conditions indicate that students' self-confidence has not yet developed adequately. According to the Ministry of Women's Empowerment and Child Protection of the Republic of Indonesia, children's self-confidence in Indonesia remains low. The data show that approximately 56% of children, dominated by girls, experience a crisis of self-confidence (Rifda et al., 2020).

An observation conducted by the researcher on September 1, 2025, in Grade VB at SD Negeri 2 Dukuhwaluh showed that only five students (26.3%) demonstrated good self-confidence, while 14 students (73.7%) still displayed low self-confidence. This condition was evident during Pancasila Education lessons, where students' verbal participation in asking questions or responding to questions was still relatively low. In addition, when completing assignments, some students tended to look at their peers' work because they were not confident in their own answers. When asked to come to the front of the class, several students were reluctant and appeared nervous. These conditions indicate that the majority of students had not yet demonstrated the expected indicators of self-confidence (Rozi et al., 2019).

The interview with the Grade VB classroom teacher at SD Negeri 2 Dukuhwaluh revealed that students' low self-confidence also affected their learning achievement. This is consistent with findings indicating that low self-confidence influences students' academic achievement (Supiyanti et al., 2023).

Learning achievement refers to outcomes that indicate the attainment of learning objectives, particularly in students' cognitive aspects, which are usually represented in the form of scores or numerical values (Oktavriano & Muslim, 2025). Based on students' scores in Pancasila Education, 8 out of 19 students, or approximately 42.1%, had not achieved the Minimum Criteria for Learning Objective Mastery (KKTP), which was set at 75; the lowest score obtained by a student was 17. This indicates a significant gap between students' learning outcomes and the expected mastery standard.

Other observations showed that classroom learning had not been supported by adequate innovation. The teacher tended to use a monotonous instructional model and rely only on textbooks, which limited students' opportunities for active involvement. The absence of innovation in learning models and media caused students to become passive, which ultimately hindered the development of self-confidence and contributed to low learning achievement.

Referring to these problems, this study focused on improving the learning process so that it would become more interactive and more accommodating of student involvement. This effort was undertaken as a concrete step to address the problem of low self-confidence and learning achievement among students.

The improvement effort selected by the researcher to address these problems was the implementation of the Contextual Teaching and Learning (CTL) model. Based on the literature, the CTL model has a positive impact on affective aspects, particularly in improving students' self-confidence during the learning process because students are actively involved in learning activities (Ibrahim, 2018). In addition to its role in improving self-confidence, the CTL model can also improve students' learning achievement because students learn independently rather than merely receiving information from the teacher, which in turn contributes to better learning outcomes (Rahman et al., 2023; Swasdewi, 2023).

The CTL model enables students to connect learning materials with real-life experiences (Johnson, 2002). Unlike conventional learning, which is dominated by teacher explanations, CTL emphasizes student involvement in the learning process so that the knowledge acquired becomes easier to understand (Maryanto et al., 2025).

The stages of the CTL model include constructivism, inquiry, questioning, learning community, modelling, reflection, and authentic assessment (Pratama et al., 2019). Through these stages, students' self-confidence can develop through discussion and question-and-answer activities, while the process of constructing knowledge and linking learning materials to real-life experiences can positively affect students' academic achievement. The explanation above suggests that the implementation of the CTL model plays a significant role in elevating students' self-confidence and optimizing their learning achievement.

The overall success of learning does not depend solely on the implementation of an innovative model but is also determined by the use of relevant media. Learning media function as supporting tools for delivering information in accordance with learning objectives. Psychologically, children are easier to learn concrete concepts than abstract ones (Hasan et al., 2021).

The researcher selected puzzle media as a support for implementing the CTL model based on several studies indicating that the use of this media can help improve students' self-confidence and learning achievement (Christy et al., 2024; Fauzi et al., 2025; Kasri, 2018).

Puzzle media are tools used to assemble separate components into a complete image or text. They function to stimulate students' cognitive ability, fine motor skills, perseverance, and social skills (Ayu & Sobri, 2024). In addition, the use of puzzles also stimulates students' creativity, making this media adaptable for implementation across various disciplines and school levels (Mandolang et al., 2023).

A synthesis of relevant literature indicates that both CTL and puzzle media make significant contributions to students' development. Nevertheless, a research gap remains because limited studies have explored in depth the integration of the CTL model assisted by puzzle media to simultaneously optimize students' self-confidence and learning achievement.

Based on this gap, the novelty of this study lies in applying the CTL model integrated with puzzle media and focusing on improving two aspects simultaneously: students' self-confidence and learning achievement in Pancasila Education among Grade VB students at SD Negeri 2 Dukuhwaluh. This research does not merely emphasize academic achievement but also strengthens students' attitudes and character, thereby offering a more comprehensive contribution to the learning process.

The research problem formulated on the basis of the background above is as follows: How can the implementation of the Contextual Teaching and Learning model integrated with puzzle media optimize students' self-confidence and learning achievement in Grade VB at SD Negeri 2 Dukuhwaluh in the context of Pancasila Education?

In line with the research problem, this study aimed to examine the effectiveness of the CTL model assisted by puzzle media in optimizing students' self-confidence and learning achievement in Grade VB at SD Negeri 2 Dukuhwaluh within the scope of Pancasila Education.

RESEARCH METHOD

This study adopted a classroom action research design to improve instructional quality through planned and systematic actions, referring to the Kemmis and McTaggart classroom action research framework. The procedure was carried out in two main cycles, with each cycle consisting of two classroom meetings.

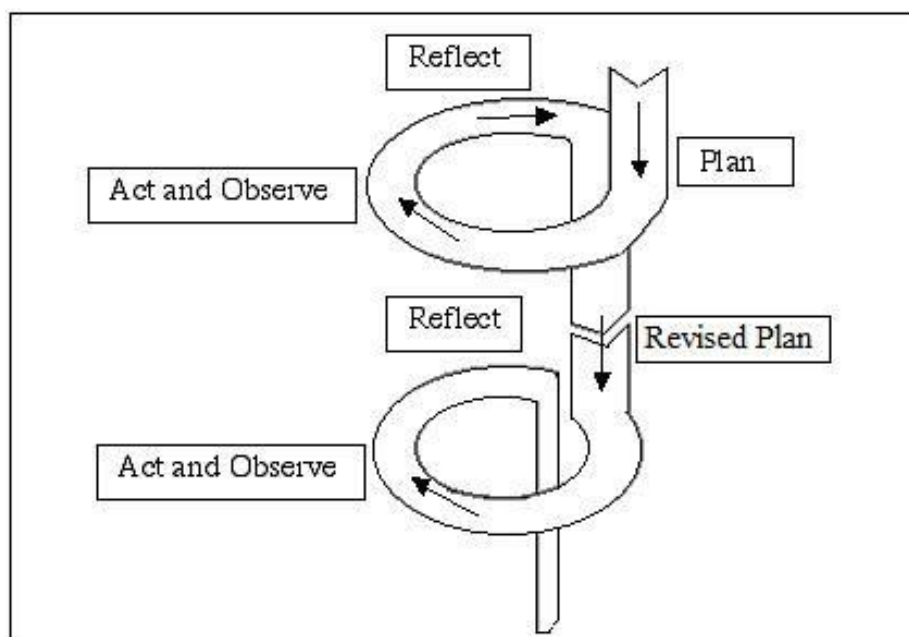


Figure 1. Kemmis and McTaggart Classroom Action Research Framework

Based on Figure 1, each cycle includes four essential phases: planning, action, observation, and reflection. In each cycle, the researcher began with the planning stage by preparing learning tools using the CTL model assisted by puzzle media and the research instruments. During the action implementation stage, the researcher acted as the main practitioner in carrying out the learning process according to the prepared design. To maintain objectivity, the researcher collaborated with the classroom teacher and peers who served as observers to monitor teacher and student activities carefully. In the reflection stage, the researcher and observers reviewed the weaknesses of the learning implementation to determine improvement steps for the second cycle.

The study was conducted at SD Negeri 2 Dukuhwaluh in November 2025. The research focused on Grade VB students as the participants, consisting of 19 students (10 boys and 9 girls). This class was selected based on preliminary findings indicating low self-confidence and suboptimal learning achievement in Pancasila Education.

The data collection process used observation sheets to record teacher and student activities to determine the conformity of the action implementation with the CTL model assisted by puzzle media. The student self-confidence questionnaire consisted of 20 statements, comprising 10 positive statements and 10 negative statements. In addition, an evaluation sheet consisting of seven items on Pancasila Education material was used to measure students' learning achievement.

The researcher collected data using test and non-test techniques. Tests were used to evaluate students' academic achievement, while non-test techniques included questionnaires and classroom observations. The questionnaire was used specifically to capture the development of students' self-confidence, whereas observation was intended to record the effectiveness of classroom activities.

All collected data were analyzed using descriptive quantitative and qualitative techniques through percentage calculations. The study was considered successful if at least 75% of students achieved self-confidence in the "Good" category. In terms of learning achievement, the study was considered successful if at least 75% of students obtained learning scores equal to or higher than the established KKTP, namely ≥ 75 , after the implementation of the CTL model integrated with puzzle media in Pancasila Education.

RESULTS AND DISCUSSION

Improvement of Students' Self-Confidence in Each Cycle

A questionnaire distributed at the end of each cycle to obtain the improvement in students' self-confidence in this study. The questionnaire developed by the researcher contained 20 statement items, consisting of 10 positive items and 10 negative items. It was developed by referring to five indicators of self-confidence proposed by Mulyasa (2014:146), namely perseverance, courage to express opinions, courage to ask questions, prioritizing one's own effort rather than relying on others, and appearing calm.

The questionnaire results showed an improvement in the quality of students' self-confidence from one cycle to the next. In Cycle I, the percentage of students' self-confidence was 54.4%, which increased to 83% in Cycle II, indicating an improvement of 28.6%. The questionnaire results for both cycles are presented in the following table.

Table 1. Improvement of Students' Self-Confidence in Each Cycle

	Cycle I	Cycle II	Improvement
Total Score of All Students	827	1262	435
Percentage	54.4%	83%	28.6%
Criteria	Fair	Very Good	

The data obtained strengthen previous studies reporting improvements in students' self-confidence after the implementation of the CTL model and the use of puzzle media in learning (Maharani et al., n.d.; Ibrahim, 2018).

The increase in the percentage of students' self-confidence was influenced by the characteristics of CTL, which emphasize student involvement in the learning process (Janggeum et al., 2025). This is in line with active learning theory, in which students serve as the main subjects in discovering information, while the teacher acts as a facilitator who guides the learning process (Qamariyah, 2018). This increase in student activity was evidenced by the observation results of student activities, which improved from 67% in Cycle I to 97.66% in Cycle II.

The CTL model provided students with opportunities to engage actively in discussions. This was evident when compared with the pre-action condition, in which students tended to remain silent and passive. After the action was implemented, students began to actively ask and respond to questions from the teacher. This indicates improvement in the indicators of courage to ask questions and express opinions.

This study reinforces previous research findings stating that the implementation of the CTL model can foster students' curiosity through reading, discussion, and observation activities (A. T. Meilawati et al., 2023). These activities create an active and interactive learning atmosphere, thereby indirectly training students' courage to communicate.



Figure 2. Puzzle Assembly Activity

Figure 2 shows students working collaboratively to complete the student worksheet and assemble the puzzle. During the puzzle assembly process, students did not easily give up when they encountered difficulties. They discussed, tried again, and searched for solutions until the task was completed. This behavior indicates improvement in the indicator of perseverance.

This finding is consistent with research concluding that puzzle assembly games can substantially improve children's perseverance (Maskufah, Fadillah, 2015). Puzzle media are effective because they require concentration and persistence to match pieces to be a complete image.



Figure 3. Group Presentation

Figure 3 shows students presenting the results of their group discussion. Although some students still appeared nervous, they no longer avoided presenting when appointed. It indicates improvement in the indicator of appearing calm. This condition was triggered by appreciation from the teacher and peers, which effectively increased students' self-confidence. This finding is consistent with research stating that support and appreciation have a positive effect on students' personal confidence (Nafira et al., 2025).

The indicator of prioritizing one's own effort also improved when students completed questions without assistance from others. During the evaluation process, students attempted to answer the questions based on their abilities without depending on peers. They appeared focused and tried to

understand the questions before answering. This attitude reflects confidence in individual ability and indicates an improvement in self-confidence.

This is in line with previous studies explaining that students with optimal self-efficacy demonstrate learning independence, courage in making decisions, and the ability to complete tasks through their efforts without continuously relying on help from others (Ramadani et al., 2023).

The results of this study confirm that the integration of the CTL model supported by puzzle media was effective in improving the self-confidence of Grade VB students at SD Negeri 2 Dukuhwaluh in the context of Pancasila Education.

Improvement of Students' Learning Achievement

Learning achievement was measured using a test consisting of seven items, including five objective questions and two short-answer questions. The test was administered once in each cycle to determine students' learning outcomes after the implementation of the CTL learning model assisted by puzzle media.

The data from cycle I showed an average score of 71.3 with a classical mastery percentage of 63.15%. In cycle II, a positive trend was observed, with the class average reaching 84.8 and the learning mastery percentage reaching 89.47%. Table 2 as follows, shows the complete data on the individual scores of the 19 grade VB students at SD Negeri 2 Dukuhwaluh.

Table 2. Improvement of Students' Learning Achievement

No	Name	Cycle I Score	Mastery (M/NM)	Cycle II Score	Mastery (M/NM)
1	ADS	81	M	100	M
2	BANP	81	M	81	M
3	FAM	63	NM	88	M
4	FTP	63	NM	63	NM
5	FST	94	M	81	M
6	GAS	63	NM	81	M
7	GFA	88	M	81	M
8	HJAF	50	NM	81	M
9	IMZ	100	M	100	M
10	MS	56	NM	81	M
11	MPI	94	M	100	M
12	MHA	100	M	81	M
13	PCA	100	M	94	M
14	QSS	88	M	81	M
15	RNA	81	M	81	M
16	RNP	50	NM	63	NM
17	SFS	81	M	100	M
18	ASFS	63	NM	81	M
19	NAA	88	M	94	M
Total Score		1355		1612	
Mean Score		71.3		84.8	
Mastery Percentage		63.15%		89.47%	

This improvement demonstrates that the CTL model combined with puzzle media had a positive effect on students' academic achievement. The CTL model requires students to actively construct their own understanding, in which knowledge is no longer viewed as a set of facts transferred from the teacher, but rather as the result of a meaning-making process developed by students themselves (Hasudungan, 2022). This is consistent with constructivist theory, which positions students as individuals who actively construct knowledge through learning experiences and interaction with their surrounding environment (Fathurrahman & Puspita, 2025).

The CTL model encourages students to actively explore concepts and find answers through a process of discovery. This finding closely aligns with the principles of CTL, which emphasize discovery-based learning and learning by doing, enabling students to construct knowledge independently (Hudson & Whisler, 2007).

The use of puzzle media integrated into the student worksheet during the learning community stage was one of the determining factors in improving students' activity and understanding. Students worked in groups to arrange puzzle pieces containing illustrations and examples of the application of norms in everyday life. The puzzle assembly activity trained students' cognitive and analytical critical thinking skills in matching information (Leksono, 2025). In addition, it enhanced collaboration, communication, and students' self-efficacy when communicating arguments.

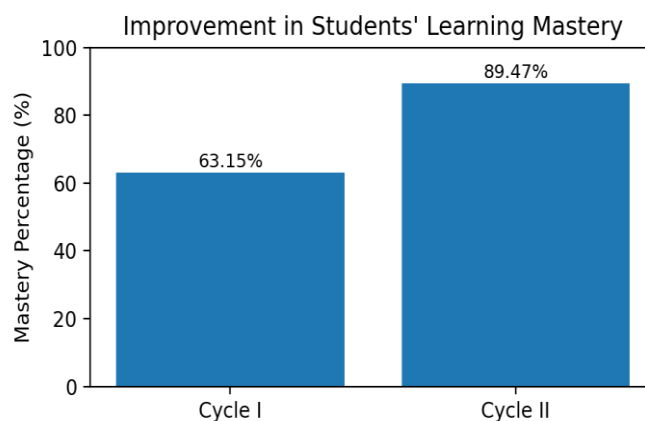


Figure 4. Improvement in Students' Learning Mastery Percentage

Figure 4 provides information on the increase in students' learning mastery percentage in each cycle. The low learning achievement in Cycle I was influenced by students' adaptation to the CTL model assisted by puzzle media, which had only recently been implemented in the classroom. Learning activities that required active involvement and connections between material and real-life contexts were not yet familiar to students.

In line with that statement, another study states that the formation of new habits requires time and supportive conditions (Pujiyanto, 2021). A habit can be understood as repetitive behavior that gradually becomes permanent. Students' responses to a particular learning pattern may vary because different backgrounds also influence how smoothly students participate in the learning process. This finding reminds teachers to continuously improve their competence in managing learning so that obstacles that arise can be addressed in the following cycle.

Improvements made by the teacher in the quality of instruction produced more optimal results. This was indicated by the increase in teacher performance results from 76.47% in Cycle I to 88.23% in Cycle II. This improvement affected the increase in students' learning achievement mastery percentage. This finding is consistent with research stating that teacher performance has connection with students' learning outcomes (Wardany & Rigianti, 2023).

The series of explanations above leads to the conclusion that the use of the CTL model assisted by puzzle media successfully improved the overall quality of learning. This finding aligns with studies highlighting the advantages of the CTL model and the effectiveness of puzzle media in contributing to the improvement of students' learning achievement (Kasri, 2018; Rahman et al., 2023).

CONCLUSION

The implementation of the CTL model assisted by puzzle media in Pancasila Education was effective in improving the self-confidence and learning achievement of Grade VB students at SD Negeri 2 Dukuhwaluh. This finding was supported by the increase in students' self-confidence from 54.4% in Cycle I to 83% in Cycle II, as well as the increase in students' learning achievement mastery from 63.15% in Cycle I to 89.47% in Cycle II. Academically, these findings strengthen the literature on the effectiveness of contextual learning supported by concrete media in developing students' affective and cognitive aspects.

The implication is that students gain more meaningful learning experiences, while teachers obtain an alternative strategy for creating a more participatory classroom with school support. The researcher acknowledges that this study still has limitations; therefore, future research is recommended to expand the participant scope, extend the research duration, and diversify media variations across different subjects and educational levels.

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