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Application of Contextual Learning Methods in Social Studies Subjects on Learning Motivation of Elementary School Students in Bangkalan

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ABSTRACT

The research was conducted by applying the Contextual Learning method to students' learning motivation in social studies learning. The subjects of this study were four¹⁷ grade students at SDN Tajungan Kamal with 29 students, 12 girls and 17 boys. This research use descriptive qualitative approach. The data collection technique in this study used observation, questionnaires, and tests. Analysis of the research data using the measurement of the implementation of lesson plan¹ student activities, and student responses. by using contextual learning steps. The results of this study can be seen that the application of contextual learning methods and students' learning motivation can increase student learning activities which can be seen based on the results of measuring the implementation of lesson plans to obtain a percentage of 82.5% and 75% with good categories, the percentage of student activity gets 80% and 77, 5% in good category, and get student responses with a percentage of 88.3% in very good category..

Keywords: Contextual learning; student's motivation to study; student activities; student response

INTRODUCTION

The government continues to evaluate and review the curriculum⁵ to improve the quality of education in Indonesia. The primary and secondary school curriculum currently used in classes in Indonesia, curriculum 2013 or K-13, aims to develop students' cognitive and emotional abilities and balance as a prerequisite for social and community life, improve psychomotor aspects at the emotional level⁵⁰ that students can master hard skills. skills and soft skills simultaneously. K-13 is not a new curriculum, but a curriculum which is a refinement of previous curricula that are oriented by adding the concept of scientific learning to prepare students in the industrial revolution era (Fadlillah, 2014; Indriani, 2016; Kurinasih & Sani, 2014).

Based on the explanation above, teachers must be responsive to all forms of changes in the concept of education and learning that are dynamic and continue to

develop. Learning is strived to be interactive, two-way and based on context, no longer on concepts so that real teaching can be implemented optimally. Real teaching concepts are closely related to the context of students' social life so that the learning methods applied by teachers must adapt to the context of life. Social studies learning is one of the subjects that serves as a vehicle for general knowledge about the life of the nation, society, coexistence with other living things, both biotic and abiotic, so that real teaching concepts must be continuously pursued by teachers. Social Studies functions as learning for students to recognize, understand, and practice values in the midst of society, for example being respectful, tepo-seliro, caring, disciplined, obedient, and ethica (Indriani, 2017; Mbudja et al., 2019).

Based on this concept, social studies must be taught optimally so that the value of people's lives can be conveyed properly, so there are teacher efforts to be more varied in designing learning. All forms of value content of social life have been designed thematically and have interrelationships, but their implementation has not been optimal. In general, social studies learning is taught around the definition or understanding, concepts, and values. It is both theoretical and practical as opposed to the process of internalizing, personalizing, and applying values itself. This situation can be observed from the monotonous and central learning situation. The teacher has not been able to fully provide context but is still full of concepts so that the implications of social knowledge are still only in the concept of thinking and shadows that have not been found similar in everyday life even though the textbooks and curriculum provided have contained and attempted to realize social studies as a vehicle for the formation of national and national characteristics and humanity (Abdul & Sapriya, 2011).

Social studies can be said to be a subject with the main guard achieving the success of the Indonesian education mission whose paradigm has changed so that it requires good cooperation between teachers and the role of parents at home to always be innovative (Indriani, 2021) and creative in applying relevant learning methods and support from family culture as real social studies teaching so that what is learned at school does not just disappear but becomes the cause of changes in the character of students for the better (Samsuri, 2011).

Based on observations and unstructured interviews with grade 4 teachers at SDN Tajungan, it was found that most of the students did not complete social studies subjects. This imperfection is caused by several factors. According to Degeng (2001), the level of learning outcomes is influenced by internal and external factors. For the case of students at SDN Tajungan, the causes include, demographically and geographically the area in Tajungan is the deepest in Kamal village, its social and cultural values are very different from those contained in the curriculum so that students only study it as a theoretical matter and there is only a city of culture and life. Such social, intellectual level is below average because most of the educational background of parents whose vision of the future is less futuristic enough to aspire

to become a sailor and work sailing on a ship is the most promising job so that the aspiration to continue to higher levels of education are not well confirmed. Creativity in the teaching and learning process does not lead to less-than-optimal results, so more innovative methods must be used.

Departing from here, we as educators and educators are expected to be responsive and take all actions that are considered urgent for the progress of our students. Science with all the characteristics of scientific knowledge that is always studied and analyzed for its impact and level of success. Both at the basic level and at the advanced level. In this case the level of difficulty of students in understanding the concepts given by the teacher, namely changes in the shape of objects that students feel are confused and are not maximally understood by them. The solution to deal with this problem is to conduct a review in the learning process by trying other methods carried out by teachers in an effort to increase student activity and response in learning, especially in social studies subjects. Alternative learning methods that can be implemented are by applying contextual learning methods and teacher competence in applying them because the maximum competence of a teacher can create positive perceptions in the eyes of students (Sulfemi & Yuliani, 2019). With a contextual learning model that is supported by appropriate learning media, systematic and valid learning planning, and practical will be able to improve student learning outcomes (Shidiq et al., 2021; Sri Musmini & Yuniarta, 2015).

Contextual learning method is a learning design that philosophically adheres to the statement that students can understand learning if they find meaning. The meanings they receive in learning will be associated by students with everyday life and experiences they have had before so that it can bring up new information, new knowledge, and new changes in their lives which in turn can make students start to think critically. (E. B. Johnson, 2007; Kurniati et al., 2015).

Learning that is inversely proportional to contextual learning is conventional learning which is also known as traditional learning which is usually central and teacher-centered. This method is usually applied in the form of lectures which is still used today. Of course conventional methods are not bad and are still used by teachers today because communication and explanations by teachers are very important and nothing is better than face-to-face because actually books and technology do not teach how to socialize and communicate directly, so teachers are still needed as knowledge takers. but the portion of the teacher in the teaching and learning process must be balanced by changing the position of the teacher from a full actor to a facilitator for students. The lecture portion is still needed by not forgetting that students are living beings who need to respond, and students are not empty bottles that are filled to the brim and spilled which ultimately knowledge will be in vain. Each method applied always has advantages and disadvantages. Conventional learning emphasizes repetitive habit patterns so that students catch it as something monotonous, there is an agreement that is not relative so students feel

bound, conventional learning is more binding on rules so that its weakness is to suppress and limit student movement, but the advantages are that there are obedient and disciplined characters. that will be generated as long as the rules are applied according to the portion and situation (Slavin, 2007). The point is that conventional classroom methods and learning are teacher-centered, the activities are arranged systematically and structured and inflexible with the aim of transforming knowledge and knowledge from teacher to student can occur in a whole and evenly.

According to Brook & Brook (1993) explained that the conventional method of transferring knowledge is through an imitation process which then whether the imitation is successful or not is measured by evaluation in the form of tests. Indicators of learning success in conventional methods are based on the completion of the material delivered to students and students must be able to answer if there are questions related to information and material that has been conveyed by the teacher. However, this evaluation stops at measurement, does not continue with the classification of categories of students who are successful and students who have not and must be given repeated treatment to be successful. This repetition treatment is generally carried out only on tests, not on repetition of explanations that are repeated by the teacher so that the success value of learning outcomes is only determined from the final score. This kind of conventional evaluation pattern does not empower students' abilities.

15 METHODS

The method used in this research is a qualitative descriptive approach. To obtain the expected data, researchers used observational methods, questionnaires and tests. The subjects of this study were 29 fourth grade students at SDN Tajungan Kamal, 12 girls and 17 boys.

Instrument is a tool to collect data (Creswell, 2010). This research has three tools. 1) RPP Implementation Observation Sheet Elements to evaluate the RPP implementation tools are taken from the standard learning process of the Minister of Education and Culture No. 81A of 2013. 2) Student Activity Observation Sheet This tool is in the form of a questionnaire used to collect student activity data because they participate in learning activities using contextual learning methods. This student activity sheet will help you figure out how your student activities will be carried out during study. 3) Student Response Questionnaire This questionnaire was used to collect data about students' responses to the teaching and learning process using contextual learning and how interested and responsive students were to learning the application of contextual learning models.

Data collection techniques, data collection techniques, therefore this study uses observational methods and questionnaires, including: First, the observational method (observation), the observation method is used to collect data by recording

student activities during the teaching and learning process using contextual learning methods . The observation sheet used is the observation sheet for the implementation of the lesson plan and the student activity observation sheet. The observation sheet for the implementation of the lesson plans and the student activity observation sheet submitted to the homeroom teacher. The observation sheet is given to the observer and is equipped with a check mark(√) according to the observed conditions. Second, we used a questionnaire method, a questionnaire, to collect data on students' positive responses to vision-based learning. This questionnaire contains questions asked by students after completing the learning process. Questionnaires are filled out by students by ticking the question (√) that is in accordance with the assessment of learning success. Before filling out the questionnaire, the teacher informs the students that the results of this questionnaire will not affect their final score

RESULTS AND DISCUSSION

Data analysis is used to answer questions that have been formulated, so that after the data is collected, the analysis is carried out as follows:

Analysis of RPP implementation data

This analysis measures the practicality of implementing RPP during the learning process using contextual learning, the formula for implementing RPP is as follows:

$$\% \text{ implementation of RPP} = \frac{\text{number of steps executed}}{\text{ideal total number of steps}} \times 100$$

Table 1. Categories of RPP implementation

Score	Category of RPP implementation
85%-100%	Very good
75%-84%	Well
60%-74%	Pretty good
40%-59%	Not good
0%-39%	Not good yet

Analysis of Student Activity Data

This analysis measures student activity during the learning process using contextual learning, the formula for student activity is as follows:

$$\text{Average observations} = \frac{p_1 \text{ value} + p_2 \text{ value}}{2}$$

Ket:

$p_1 = \text{Observer 1}$

$p_2 = \text{Observer 2}$

Table 2. Student Activity Scale

Scale	Category
3,50 – 4,00	Very good
2,60 – 3,49	Well
1,70 – 2,59	Pretty good
1,00 – 1,69	Not good

Analysis of Student Response Data

Response data from the results of the questionnaire were analyzed using descriptive statistics with percentages. The percentage of questionnaire data obtained is calculated based on an evaluation scale that is determined qualitatively from the raw data obtained as a numerical value (Sugiyono, 2015). Below is the formula for retrieving student response data.

Percentage of student responses

$$= \frac{\text{the number of scores obtained by students}}{\text{maximum score}} \times 100\%$$

The category of recapitulation of the results of student responses to CTL learning and the results of the assessment obtained can be seen in the table below:

Table 3. Student Response Scale

Scale	Category
$85 \leq R_s < 100$	very positive
$70 < R_s \leq 85$	Positive
$50 < R_s \leq 70$	less positive
$0 \leq R_s \leq 50$	not positive

If the results of the research are as follows, it can be concluded that: Based on the results of student responses, learning is said to be effective if the average percentage of student responses is included in the positive and very positive categories.

The results of the study of the application of contextual learning models in social studies subjects material goods and services in class IV school, obtained the results of observations of the implementation of lesson plans, data on student activity results and data on student responses.

Table 4. Results of Data Analysis

No.	Instrument	Research result
1	The implementation of the first observer RPP	82,5%
2	The implementation of the second observer RPP	75%
3	Data analysis of student activity observer one	77,5
4	Data analysis of student activity observer two	80
5	Student response data analysis	88,3

The recapitulation of the application of the contextual learning model based on the results of the analysis are: (1) the implementation of lesson plans, (2) student activities, (3) positive student responses. Can be seen in the table below:

Table 5. Recapitulation of the application of the contextual learning model

No.	Data analysis	Value	Category
1	Implementation of RPP	78,75	Very well executed
2	Student Activities	78,75	Very good

3	Student Response	88,3	Very positive
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Implementation of RPP

The data from the observation of the implementation of the lesson plans were obtained by applying the contextual learning method to observe the learning process, and two observers observed the status of the implementation of the lesson plans.

Observer for the research member named Moh.Ali. The first Observer's observations on the implementation of his RPP are shown in Table 4. data analysis. Based on the first Observer table, it can be seen that the implementation of the first Observer RPP reached a percentage of 82.5% with the category "Very well implemented".

Observer two is a member of his research named Nurul Maulida. Observer two's observations on the implementation of the RPP are shown in Table 4. data analysis. Based on the table above for Observer two, it can be seen that the implementation of RPP Observer two reaches a percentage of 75% with the category "Very well implemented". Based on the calculation of the scale below, it can be concluded that the implementation of the Social Studies lesson plan using the contextual learning method is very good as follows:

$$p1 = \frac{33}{40} \times 100\% = 82,5$$

$$p2 = \frac{30}{40} \times 100\% = 75$$

From the results of the research above, it can be concluded that the implementation of lesson plans in social studies using the contextual learning method was very well carried out with the category of 78.75%. The application of contextual learning methods is feasible and effective for students (Susialita, 2016). This is in line with the opinion Riyanto (2018) states that in 1916 John Dewey first introduced contextual learning. According to John Dewey (1916) In order to provide experiences for students, develop methods of scientific discovery and a conducive learning environment, schools must be able to create a learning community. Moh Syafei's opinion that the close relationship between thinking and acting is an effective learning process. In Indonesia, several concepts of contextual learning methods have been applied, one of them by the Taman Siswa College and ISN in 1926. The Among system applied by Ki Hajar Dewantara was to

help develop the natural nature of students, but if students received 'coercive orders' then the child Students cannot grow and develop according to their nature.

Analysis of student activity data

Student activity data was obtained through observations or observations made during the process of implementing contextual learning methods, and student activities were observed by two observers. The first observer was conducted by a member of the research team named Muklis. Table 4 shows the results of observing the activities of first observer students during the process of implementing the contextual learning method. Data analysis, based on the observer data above, we found that student activities during the teaching and learning process using the contextual learning method got a high score in the category reaching a scale of 77.5.

The second observer was led by a member of the research team named Rifi Hamdani. Table 4 shows the results of the observations of two observers on student activities while using the contextual learning method. Data analysis, based on the results of the two observers above, we found that student activities during the implementation of contextual learning were carried out in a very good category, achieving a score of 80.

Observer 1 and Observer 2 observed students' activities during contextual learning and found that students' activities during contextual learning scored high in this category on a scale of 78.75. Student activities using contextual learning methods are very active (Wahyuningtyas, 2017). Students' understanding of the use of contextual learning is increasing (Amalia & Rasiman, 2019).

The contextual learning approach has several phases in its components: 1) Authentic Assessment, which is carried out during and after the learning process takes place, can be formative or summative, which is measured by skills and can be used as feedback; 2) Reflection, which is a direct description of what he received at that time, notes or diaries, impressions and learning suggestions. 3) Modeling, demonstrating how to use tools, giving examples, making models. 4) Community learning means, forming small groups, forming large groups, working in class, working in the community. 5) Questions, this method can help you explore information, develop understanding, find answers, and maximize student curiosity. 6)

Research, namely formulating problems, making observations or observations, analyzing and explaining the results of writing in the form of pictures, reports, graphs, charts, tables, and other works. 7) Constructivism. This is how it manifests itself in the classroom, including in the form of work, exercises, movement, essay writing, presentations, and idea generation. (Elaine B. Johnson, 2007).

Student response

Assessing student responses to the application of contextual learning by distributing questionnaires to each student. Questionnaires will be distributed after the lesson. The data obtained based on the results of the student survey are shown in Table 4. Data analysis. Based on the data above, all students answered all the questions with a score of more than 86%. Calculate using the following formula:

$$= \frac{1,145}{1,296} \times 100\% = 88,3$$

From this it can be concluded that all ³ students gave a very positive response to the application of contextual learning. That is, whether the activities carried out by students are considered effective or the learning carried out can stimulate students to learn positively at school through the application of contextual learning.

Therefore, it can be concluded from the students' responses that all students have a very positive reaction to the application of their learning. This means that learning that is considered effective or has been carried out in an activity carried out by students can direct students to learn actively¹⁶ in the classroom through the application of contextual learning. Contextual learning model is effective in improving student learning outcomes and activities (Fitriani et al., 2016; Widyaiswara et al., 2019).

Everyone has a different experience to achieve success. High-level achievement motivation encourages individuals to engage in situations related to achievement. Individuals, on the other hand, often approach performance situations and performance efforts based on extrinsic (externally focused) motivators such as money, status, position, and prestige. Motivation affects what, when and how you learn. Achievement motivation theory is characterized by the fact that individuals have achievement

motivation and avoid failure. The capacity of these two motivations varies from person to person. Conversely, if the strong motivation is to avoid failure, the person is encouraged to stay away from the achievement situation. Achievement motivation and failure motivation are related to intrinsic motivation factors, and both are considered to be drivers of behavior (Schunk, 2012).

Learning outcomes can be in the form of desired learning outcomes (desired outcomes) that have been pre-arranged (desired outcomes) and unplanned learning outcomes (natural outcomes) in learning design. For example: polite behavior, discipline, etc. Therefore, learning outcomes are all effects that can be used as indicators of the usefulness of learning strategies in different contexts (Degeng, 2013).

CONCLUSION

Learning outcomes can be in the form of desired learning outcomes (desired outcomes) that have been pre-arranged (desired outcomes) and unplanned learning outcomes (natural outcomes) in learning design. For example: polite behavior, discipline, etc. Therefore, learning outcomes are all effects that can be used as indicators of the usefulness of learning strategies in different contexts.

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