

Implementation of Contextual Teaching and Learning Social Sciences Subjects to Increase Motivation and Learning Achievement

Ajeng Eka Prastuti ^{1)*}, Sarmini ²⁾, Nugroho Hari Purnomo ³⁾

1) Postgraduate of Social Science Education, Universitas Negeri Surabaya, Indonesia

2) Fakultas of Social Science and Law, Universitas Negeri Surabaya, Indonesia

3) Fakultas of Social Science and Law, Universitas Negeri Surabaya, Indonesia

Abstrak

Pembelajaran Contextual Teaching and Learning sebagai konsep belajar yang membantu guru mengaitkan materi yang diajarkannya dengan situasi dunia nyata peserta didik sehingga pengetahuan yang dimiliki akan diterapkan dalam lingkungan sekitar. Tujuan penelitian ini untuk mengetahui perencanaan, penerapan dan evaluasi pembelajaran Contextual Teaching and Learning mata pelajaran IPS terhadap peningkatan motivasi dan prestasi belajar siswa. Metode yang digunakan dalam penelitian ini yaitu kualitatif dengan jenis penelitian deskriptif kualitatif. Hasil penelitian menunjukkan bahwa : penerapan model pembelajaran Contextual Teaching and Learning, menjadikan peserta didik lebih aktif karena materi yang diajarkan dihubungkan langsung dengan kehidupan sehari-hari siswa sehingga siswa dapat lebih mudah memahami materi yang di terapkan. Peserta didik antusias terhadap pertanyaan yang diberikan oleh guru dengan jawaban yang berbeda berdasarkan pengalaman. Peningkatan prestasi belajar karena peserta didik memahami bukan menghafal.

Kata Kunci: Pembelajaran Kontekstual, Motivasi, Prestasi, Pendidikan IPS

Abstract

Contextual Learning Teaching and Learning as a learning concept that helps teachers link the material taught with real-world situations of students so that the knowledge possessed will be applied in the surrounding environment. The purpose of this study was to determine the planning, implementation and evaluation of learning Contextual Teaching and Learning social studies subjects to increase student motivation and learning achievement. The method used in this research is qualitative with qualitative descriptive research. The results showed that: the application of the Contextual Teaching and Learning learning model made students more active because the material taught was connected directly to the daily lives of students so students could more easily understand the material applied. Students are enthusiastic about the questions given by the teacher with different answers based on experience. Improved learning achievement because students understand not memorize.

Keywords: Contextual Teaching and Learning, Motivation, Achievement, Social Sciences

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*Corresponding author:

E-mail: ajengrizki25@gmail.com



INTRODUCTION

Learning as a system which includes components that are interconnected, while learning is a process of individual interaction with the surrounding environment. Learning activities carried out by teachers and students who are dynamic and use an approach to the learning model as an effort to activate students in learning activities (Abdullah, 2017). Social studies is very important for students, social studies examines a set of events, facts, concepts, and generalizations related to social issues. At the SMP/MTs level, Integrated Social Science subjects include Geography, History, Sociology, and Economics. Integrated social studies subjects can be studied with a variety of learning methods, depending on the material to be learned from classroom situations and conditions (Faizah, 2016).

Problems that cannot be solved by students in learning due to the strategy used is still classical, namely the class activity is still dominated by the teacher, so the approach, learning model and teaching techniques must be in accordance with material (Erik, 2017). School learning does not only focus on theoretical ability, but also on direct problems that occur in the environment. Contextual learning is directly related to the real world so students can use their knowledge and apply to real life, the environment. The focus of contextual learning is understanding what is learned, its benefits and ways to achieve it (Idrus, 2014).

Education is the most important thing for each country is to develop individual character and intelligence so that they can develop their abilities (Sreeramana, 2015). Higher education can be formed by preparing competent generations of teachers (Holly, 2019). Ki Hadjar Dewantara argues education as a conscious and systematic process design so that it can develop noble character based on the culture and competence of students so that they can undergo and place education according to the guidance of the times (Al Musanna, 2017). To support these educational goals, not only students but teachers must also be competent so that they can help students become more skilled (Paivi Hakkinen, 2020).

Contextual Teaching and Learning (CTL), as one of the learning models that can help teachers connect the material taught with real-world situations and motivate students so that the formation of the relationship between knowledge and application in life. Contextual learning is learning that has a close relationship with actual experience. Contextual learning emphasizes the activities of students in full both physically and mentally because learning is not limited to memorizing and taking notes but the process of experiencing it in real life. Through the process of experiencing student development occurs in its entirety not only in cognitive aspects, but affective and psychomotor aspects (Hamruni, 2015).

Contextual learning is both used and developed in social studies because (1) The application of the context in learning resources encourages students to remain interested in educational activities, (2) The application of contextual increases the power of the community to discuss various problems that occur, (3) The application of the context can personally improve students' communication skills in the community, (4) Application of the economic context will affect social welfare, (5) Application of the political context can improve students' understanding of various issues in the community. Targeted learning only remembers in the short term but fails to equip students in the long term, thus CTL is very helpful for teachers.

Based on the results of observations, the learning process uses more lecture methods even though the learning kit has already listed the CTL learning model, so the learning outcomes of students do not meet expectations. Another factor that causes student learning outcomes to be less satisfactory is that the learning process in the classroom is still dominated by teacher activity as the main source. Learning activities are based on students' books and worksheets and do not

provide opportunities for students to interact with concrete objects in real-world situations. The effort made by the teacher is to apply contextual learning in accordance with the stages so that the teacher acts as a motivator and facilitator in the learning process.

This research was conducted for know how to increase student motivation and learning achievement through the application of the learning model of Context Teaching and Learning (CTL). The material chosen is in semester II CHAPTER III : Human Activities in Meeting the Needs, Subchapter C : Demand, Supply, Market and Prices, Subsection C : Market and Price using 7 components of CTL. Contextual learning can make the learning process more meaningful for students if applied correctly so that the writer is interested in researching about contextual learning.

METHOD

The research method used in this research is descriptive qualitative research that seeks to solve the problem under investigation by describing the state of the research subject, obtaining data accurately and describing it with relevant concepts. As for the data collection techniques researchers used observation techniques, interviews and documentation. Data analysis techniques using interpretation techniques, namely data analysis conducted by reviewing the results of research in the field critically between theory and accurate information to find its relevance (Bogdan and Taylor, 2009).

RESULT AND DISCUSSION

According to a developing theory namely Knowledge-Based Constructivism theory, this theory assumes that learning is not memorizing, but experiencing, where students can construct their own knowledge, through innovative active participation in the learning process. To achieve this goal, the system includes eight components, namely : making meaningful connections, doing meaningful work, conducting self-directed learning, collaborating, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, and using authentic judgment. Constructivism is the basis for thinking (philosophy) of the CTL approach, which is knowledge built by humans little by little, the results of which are expanded through a limited (narrow) context.

In learning students need to be accustomed to solving problems, finding something useful for individuals. With this basis learning must be packaged into a process constructing not receiving knowledge. Acceptance of these learning will run well if students have high motivation to learn. Motivation in this case includes knowing what will be learned and understanding why it is worth learning because without learning motivation students do not understand what will be learned and do not understand why it needs to be learned so that teaching and learning activities are difficult to succeed. Student learning motivation determines learning achievement, student learning outcomes are measured based on differences in behavior before and after learning is done.

Application of learning contextual teaching and learning in social studies subjects are well received by students because students rarely get varied learning. With the implementation of this learning, students feel happy, interested and have new experiences. Here are the data obtained by researchers both data obtained from teachers and students.

1. Contextual Teaching and Learning learning planning

Based on the results of researchers' interviews with social studies teachers with the question whether Luluk's mother often applies CTL learning or not? as follows:

Mrs. Luluk Roifah, S. Pd

"When I was teaching, I already used the learning models that I put in my lesson plans, but because of my many assignments at this school, aside from being a teacher, I often left the class, so I only gave assignments and collected students. If I can get in, I often use the lecture method because it's simple and doesn't require complicated preparation."

The next question relates to the formulation of the problem which is about the planning of learning CTL applied by Mrs. Luluk namely:

Mrs. Luluk Roifah, S. Pd

"The planning that I did, I prepared from the beginning of the lesson plan. From there I see what themes are available in this semester, and I determine what learning model is right for that theme. During this even semester I apply the CTL learning model in the Theme of Human Activity in Meeting the Needs precisely in the Market material."

From the answer of Mrs. Luluk Roifah, S.Pd above, the researcher asked again about CTL learning planning namely, did Ms. Luluk Roifah apply other preparations for planning the CTL learning model so that students are motivated and their learning achievement increases?

Mrs. Luluk Roifah, S. Pd

"The main preparation for the success of this learning model is time, sometimes there are things that suddenly become not conducive. So I always count the effective days for the successful application of this CTL learning model. Sometimes the class time is not enough, so I have to be smart to divide my time so that students can also be motivated in this CTL learning that I apply and also produce good student achievement."

After it was sufficient to conduct interviews and obtain data, the researchers continued their observations by looking at the lesson plans and other preparations belonging to Luluk's mother. Researchers also see sitasiasi class to be investigated, after it was felt sufficient researchers back to talk with Luluk's mother to determine the date of research in class. Mrs. Luluk also gave researchers about lesson plans that would be applied in the classroom with the contextual teaching and learning model. Here is the documentation that proves that researchers get the RPP observations.

2. Application of Contextual Teaching and Learning learning

In the application of learning Contextual Teaching and Learning data obtained as follows:

Mrs. Luluk Roifah, S. Pd

"For its own application, I see from the learning steps of the lesson plan that has been made. Preparing all kinds of supporting equipment for learning and motivating students at meetings before the application of this CTL learning model, its purpose is that students are ready to receive further material and are able to follow the steps of the learning model that the teacher will implement well. For your own application, you can come with me to class later, you can see it when I teach for research."

When researchers make direct observations in class, learning begins with greetings and prayer readings, continued with attendance at students. When observing this first study, Luluk's mother still used the learning model with lectures aimed at making the researcher aware of differences in class situations and students' enthusiasm in learning. First, Mrs. Luluk explained the basic competencies to be achieved and told students to open the LKS page 28 about market material. Followed by explaining the notion of markets, types of markets, market functions, the role of markets and much more. When Luluk explained, the researchers saw that not all students paid attention. There are students who are busy chatting, sleeping, daydreaming and some are permitted to go to the bathroom. Students who pay attention are dominated by the front seat to 2 seats behind the rest less attention.

This school is included in the category of peripheral schools which still lack learning infrastructure such as LCD and projectors, so that if there are additional materials not found in the books, the teacher will write them on the board and students take notes. Followed by Mrs. Luluk conveying to students for the next meeting different learning models will be applied and students are asked to bring the required equipment. The second meeting will start, before entering Luluk's mother's class to prepare supporting equipment, preparations such as pictures of the market, student worksheets and so on. Before learning begins, the researchers conducted several interviews with the students with the questions what are the preparations you are doing for learning today? with the results of the data as follows:

Laylatul Nur Azizah :

"I looked for pictures in the newspaper, on the internet, ma'am. Mrs. Luluk explained that we are taught how to learn on our own who can find new things not memorized. The thing is the pictures in the LKS book are just a little or nothing about the type of market one by one. "

Mohamad Dion Pratama :

"What I prepared was printed books, LKS books, which contained material about the bu market, I printed from the internet about the types of markets and the kinds because the word for learning models, students should be able to learn and find themselves, so I prepared materials about the bu market. "

Learning has begun, Luluk's mother has opened learning with procedures in accordance with the lesson plans that were made, after showing several types of Luluk's mother market luring students to be active by asking what markets are there around your residence? Students' answers vary greatly because of differences a place to live so students become enthusiastic. Followed by Mrs. Luluk asking students to change their seats into 6 groups. Mrs. Luluk distributed assignment sheets to students about the market, these sheets could be filled by utilizing the materials that each student had brought. After explaining how the sheets work, students are given time to discuss. Time is running out, each group is asked to collect their assignments, followed by a random presentation of each group that is done directly by explaining what has been done without opening any books so as to practice student understanding.

The success of the learning model can be seen from the way students present the results of the discussion sheet. Various ways that students have done to answer these questions also show that students can find material to be taught and be able to understand it. After the presentation was finished, Luluk's mother concluded the learning outcomes today and gave students the opportunity to ask questions about things that were not

understood. The next thing Luluk asked the students about the learning that had been done, many students answered that they were happy and did not make them bored. So researchers conducted interviews after learning ended with questions What do you think about how to teach Mrs. Luluk yesterday with the learning model applied to the learning earlier? and some student answers are as follows:

Sifa Salsabila A. Z :

"I prefer learning earlier because I often experience it in my daily life, mom, I better understand if it is related to my experience. Usually the luluk bu only explains as necessary after that we are definitely told to work on the worksheet. But yesterday we were more challenged and I prefer learning, the thing is that many friends pay attention to not being alone."

Muhammad Magrobi :

"I like everything, but what I teach is usually only when I take notes, because I really like writing. If there are more tasks to be applied, we will understand more."

It can be concluded if the teacher applies learning based on the steps made, the learning will run well, smoothly and enthusiastically, because the students do not feel bored.

3. Evaluation of Contextual Teaching and Learning learning

To evaluate student learning outcomes, the researcher re-interviewed Ms. Luluk Roifah, S.Pd in order to get a pure answer from the teaching teacher with the following results :

Mrs. Luluk Roifah, S.Pd

"Evaluation of self-learning determines grades and measures students through the activities they are doing, usually to evaluate I provide enrichment exercises to students to measure individual understanding and also I often ask questions in class. I asked the students one by one, whether the students understood about the material I was teaching or not, everything would look like a miss. I can evaluate the group report by means of verbal questions to the students of one group, so it will be seen who really does and who does not. But still for the evaluation that is often applied is measured by the value of the enrichment I gave as yesterday I gave a question sheet."

It can be concluded that Luluk's mother evaluates learning using enrichment exercises around the material being taught and verbal questions given to students individually or group questions. The purpose of the evaluation itself is to obtain accurate information about the achievement of instructional goals by students, so that follow-up can be undertaken which is a function of the evaluation itself.

Researchers find learning outcomes in contextual teaching and learning one of the learning models used by the teacher, learning that is easy to apply and makes students more active in class. CTL learning requires students to understand rather than memorize, students must find out for themselves about the topic being studied and find things they do not know yet. The goal is that students understand and do not easily forget, if just memorizing knowledge does not last long but if you understand without memorizing students can answer the existing problems.

The theory used by researchers and used as guidelines such as Knowledge-Based Constructivism Theory assumes learning not memorizing, but experiencing, where

students can construct their own knowledge, through innovative active participation in the learning process. And the results of existing research, students can better understand if invited to learn in accordance with the experience that has been experienced. So, the theory is the same as reality that happens in class. The motivation given by Mrs. Luluk is very influential, meaning that the teacher has succeeded in providing motivation so that students get the urge to act, get the influence to do.

And the difference in learning achievement before and after the application of CTL learning results in good learning achievement. The average student grades have increased from before. Teachers and students are important factors in every learning process in the class. The teacher as the main element in the learning process, and requires students to achieve learning objectives. Quality learning can be measured through student learning achievement, learning outcomes themselves can be known through the value of learning test results. By doing this research it is expected to be able to change problems with students and improve teacher performance in teaching class.

CONCLUSION

The conclusion that can be drawn from this study is the use of contextual learning models can increase learning motivation in the classroom by actively answering questions from teachers based on personal experience. Such learning can improve student achievement which previously had difficulty connecting learning to be easy because it is seen directly from everyday life. Good learning planning helps teachers in managing time so that the implementation can run well.

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