

APPLICATION OF A CONTEXTUAL APPROACH TO STUDENTS' LEARNING OUTCOMES IN PANDEMIC TIMES

Siti Habibah Noor Saadah¹, Wikanengsih², Enung Nurhayati³

^{1,2,3}IKIP Siliwangi

¹sitihabibah237@gmail.com, ²wikanengsih@ikipsiliwangi.ac.id, ³enung@ikipsiliwangi.ac.id

ABSTRACT

In the interest of increasing student understanding, teachers are expected to be able to select and sort out various methods, models, and approaches that are appropriate to current circumstances. Applying an appropriate learning approach is expected to minimize boredom in learning activities. The purpose of this study is that teachers are expected to be able to apply a contextual approach to the learning outcomes that will be obtained by students. The method used in this research is descriptive statistical analysis, which describes learning outcomes through data in the form of diagrams taken from several student questionnaires and teacher interviews. The results showed that students' understanding of the material before applying the contextual approach to learning outcomes was the limited understanding of students regarding the description text material. It can be concluded that the application of the contextual approach for students needs to be improved again.

Keywords: Contextual approach, descriptive statistics, learning outcomes

ABSTRAK

Demi kepentingan meningkatkan pemahaman peserta didik, guru diharapkan mampu memilih dan memilah berbagai metode, model maupun pendekatan yang sesuai dengan keadaan saat ini. Dengan menerapkan pendekatan pembelajaran yang sesuai diharapkan dapat meminimalisir rasa bosan terhadap kegiatan pembelajaran. Tujuan dari penelitian ini adalah guru diharapkan dapat menerapkan pendekatan kontekstual terhadap hasil belajar yang akan diperoleh peserta didik. Metode yang digunakan dalam penelitian ini analisis statistik deskriptif, yaitu mendeskripsikan hasil belajar melalui data berupa diagram yang diambil dari angket sejumlah siswa dan wawancara guru. Hasil penelitian menunjukkan bahwa pemahaman peserta didik akan materi sebelum penerapan pendekatan kontekstual terhadap hasil belajar yaitu keterbatasannya pemahaman peserta didik terkait materi teks deskripsi. Dapat disimpulkan bahwa penerapan pendekatan kontekstual bagi peserta didik perlu ditingkatkan kembali.

Kata Kunci: Pendekatan kontekstual, statistik deskriptif, hasil belajar

INTRODUCTION

The development of science and technology (IPTEK) is currently increasingly passive, so humans are required to be adaptive to think critically and be able to work together (Jeheman, A. A., Gunur, B., & Jelatu, 2019). Through education, humans are in the process of developing their knowledge. Education can be used as a place to develop the human personality gradually. Education influences human life to be able to survive and interact with a group of other humans so that their needs can be met (Marwah, S. S., Syafe'i, M., & Sumarna, 2018). Given the importance of education in human life, the process of developing human resources (HR) is carried out by increasing knowledge, skills, and attitudes so that they can adapt to their

environment (Widiansyah, A., Sitasi, C., Widiansyah, :, Peranan,), Daya, S., Sebagai, P., & Penentu, 2018). Without human education it is difficult to develop, thus education should be directed properly to create quality human beings (Aprelia Dea Ayu et al., 2019). Students tend to have difficulty understanding the material and studying the structure and linguistic rules of descriptive text. contextual application in the learning process emphasizes three things (Suyadi, 2013). First, context emphasizes the process of student involvement in finding a subject matter. That is, the learning process is oriented to the process of direct experience. According to Johnson, the learning process in a contextual context does not expect students to only receive lessons, but the process of finding and finding the subject matter themselves (Suyadi, 2013). Second, context encourages students to find the relationship between the material being studied and the realities of real life. That is, students are required to be able to capture the relationship between learning experiences at school and real life. Third, contextual encourages students to be able to apply it in everyday life. This means that contextual is not only expecting students to understand the material being studied, but rather the actualization and contextualization of subject matter in everyday life. In the learning process, the teacher has the task of encouraging, guiding, and providing learning facilities for students.

Based on the results of observations and interviews, it is known that the cause of the low learning outcomes is the students' low understanding of the subject matter presented by the teacher. In delivering the material, the teacher does not use a learning model with a scientific approach which causes students to look less active in learning activities. The use of learning models is needed to activate students in learning activities so that students can find their concepts from the subject matter delivered and understand the material presented by the teacher. This is in line with the opinion (Wahyuningtyas, D.T. dan Suastika, 2016) which states that contextual learning is a learning system that matches the brain to produce meaning by connecting academic content with the context of students' daily lives. Through the contextual learning model, teaching does not only transform knowledge from a teacher to students by memorizing some concepts that seem detached from real life but more emphasis on facilitating students to seek the ability to live (life skills) in what they learn.

Various studies have succeeded in using a contextual approach, including Zakiah. The results of the study (Zakiah dan Sunaryo, 2017) reported that a contextual approach by paying attention to students' cognitive styles was able to increase students' metacognitive abilities and self-awareness. Furthermore, the results of research (Sunaryo & Fatimah, 2018) that the

application of learning using a contextual approach through the scaffolding learning model can improve students' mathematical abilities, namely students' mathematical critical thinking.

Based on previous research, Hadi Apriadi in the journal "Animated Videos of Mathematics With Contextual Approaches to Improve Understanding of Mathematical Concepts" stated that animated videos with a contextual approach are a prototype of learning media in the form of animated mathematics videos with a contextual approach to trigonometric comparison material packaged in an android application that has been through media validation and learning materials by experts. The trial findings show that some students get test results above the minimum completeness criteria (KKM) and students' perceptions of the product indicate that it is feasible to use.

In learning with a contextual approach, students are expected to learn not only by memorizing but also by experiencing (Hidayat, 2016). Involving students directly in obtaining information and relating it to students' real lives, in other words, contextual learning provides opportunities for students to be actively involved in the learning process (Wijaya, 2016). The contextual approach in the process places the teacher, not as the main source of obtaining information and involving students directly in obtaining information. The teacher's role in contextual learning does not directly provide a formula or detailed explanation of a subject being studied, but the teacher only acts as a facilitator, so that students can develop their thinking skills (Wijaya, 2016).

According to the Ditjen Dikdasmen (Komalasari, 2014), there are seven principles of contextual learning, namely: (1) Constructivism is the foundation of learning thinking which states that knowledge is built by humans little by little; (2) Asking, according to Sanjaya (Hosnan, 2016) states that learning is essentially asking and answering questions. The role of asking is very important because, through questions, the teacher can guide and direct students to find each material; (3) Inquiry, knowledge is not some facts resulting from remembering, will still be the result of the process of discovering yourself. (4) The learning community, the concept of a learning community (learning community) in a contextual approach suggests that learning outcomes are obtained through collaboration with others. (5) Modeling, the learning process by demonstrating something as an example that can be imitated by students; (6) Reflection, is a description of the activities or knowledge that has just been received. (7) Authentic Assessment, an activity to assess students that emphasizes what should be assessed, both process and results with various assessment instruments. The strengths and weaknesses

of the contextual approach (Priansa, 2015). The advantages of the contextual approach are learning becomes more meaningful and real, learning is more productive, able to foster understanding of concepts in students. Meanwhile, the weakness of the contextual approach is that the teacher is more intensive in guiding because the teacher no longer acts as an information center.

Various obstacles arise for students which cause students to lack understanding of the subject matter presented by the teacher, including students often going in and out of class when the teacher is delivering material, students have no insight to understand the material to be taught, chat with friends, how to present material to students. students who are less fun and less involved students so that less than optimal results are obtained and the teacher's lack of creativity and skills in choosing and using learning strategies and when learning takes place the teacher only teaches one way. The teacher only conveys the material. Students only listen to the teacher's explanation, students tend to be passive while the teacher is active. The teacher does not involve students directly in learning, because students without being directly involved in learning students cannot understand the concept of learning material. So that the learning delivered is difficult for students to understand, and when students are asked questions in the form of questions and answers and written tests students are not able to answer correctly and the learning outcomes obtained will not reach the minimum completeness criteria.

Since its inception, the field of education has overcome various challenges and changes in society. The reality today is that the world is constantly changing so people need new knowledge and skills to manage their daily lives (Lenher, D., & Wurzenberger, 2013). Recent changes in education emphasize the need to improve teaching that leads students to problem-solving, communication, reasoning skills, knowledge, and attitudes, as a measurement of the results of what students have learned (Nasrallah, 2014). Changes in learning outcomes can be observed, proven, and measurable in the abilities or achievements experienced by students as a result of learning experiences (Nemeth, J., & Long, 2012) that are built through the learning process (Singh, A. K., Srivastava, S., & Singh, 2015). Therefore, learning outcomes can be defined as competencies and skills possessed by students after the learning period (Molstad, C. E., & Karseth, 2016).

Based on these problems, efforts are needed to improve the quality of learning, namely by involving students directly in learning, training students to be scientific through the research process (experiments) so that students can gain meaningful experiences and students can

understand concepts more deeply so that student learning outcomes can improve. . In addition, teachers can work together with the school to build an Indonesian language literacy corner as an alternative to the problems that students experience.

METHODS

In this study, the researcher used a quantitative descriptive research method. Based on (Bungin, 2015) quantitative descriptive research is a method used to describe, explain, or summarize various conditions, situations, phenomena, or various research variables according to events as they are that can be photographed, interviewed, observed, and which can be expressed through the material. . The following research uses a survey technique to obtain data through google from which was given to one of the Indonesian language teachers from MTs. Azzahra Selacau whose name is Mrs. Marlina and a class of students in grades VII-B. There are 30 student as participants who responded to the survey a total of 25.

RESULTS AND DISCUSSION

Results

First, based on the results of an interview with one of the Indonesian language teachers at MTs. Azzahra Selacau is Marlina's mother. It was obtained data that to arouse students' interest in learning, Mrs. Marlina said as teachers we must be good at choosing methods, models, or approaches that are by the material to be explained. Sometimes there are still teachers who use lectures in learning activities so that students become bored. The teacher's response to the learning process that will be carried out the teacher must be skilled in applying the material with additional learning media so that learning seems interesting. The students' responses to the learning material that the teacher explained were happy 7.52%, average 3.82%, not happy 2.2%, and very happy 1.47%. For more details, please refer to the following pie chart.

Based on the diagram above, it can be concluded that the student's response to the Indonesian language lesson is happy.

Second, the things that become obstacles for Mrs. Marlina in the learning process are class conditions that are not conducive to learning, difficulty understanding the subject matter for students 7.31%, students tend to be passive 5.25%, and sometimes there are still students who are still sleeping in class. as much as 1.2%, so there is less reciprocity between teachers

and students. To overcome these obstacles, Mrs. Marlina has a special trick, namely by inserting a quiz if the child feels bored with the subject matter, providing motivation, or choosing a learning approach that is by the material to be conveyed. More details can be seen in the following pie chart.

The results of the diagram show that the biggest obstacles experienced by teachers in learning activities are the lack of preparation from the teachers themselves, the classrooms are not conducive and some students still like to sleep in class when the teacher explains the material, causing a lack of reciprocity between teachers and students.

Third, is the learning process after using a contextual approach. Before and after students were given treatment using a contextual approach, it was seen that the difference in the results of daily tests, and doing student assignments increased by 5.24%. Previously, when the teacher had not used a contextual approach, the student's test results were below the KKM of 2.35% and sometimes not all students submitted assignments to do assignments.

Discussion

Based on the results of the previous discussion, it is known that the use of a contextual approach to student learning outcomes during the pandemic can influence and improve student learning outcomes. Students who experienced an increase of 5.24%. The diagram above clearly shows that the learning process of students before and after being given treatment using a contextual approach has increased.

CONCLUSION

The application of a contextual approach is a solution to improve students' understanding, because before the teacher explains the material students are directed to construct the material that the teacher will convey by looking for material by reading, browsing the internet, etc. This has been proven by one of the teachers named Bu Marlina, an Indonesian MTs teacher. Azzahra Selacau has applied the contextual model in her learning activities.

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