International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

IMPLEMENTATION OF CONTEXTUAL APPROACH TO IMPROVE MOTIVATION AND STUDENT LEARNING OUTCOMES IN CLASS VI LEARNING SCIENCE LEARNING SD NEGERI 24 GANTING SINGGALANG

***Hilda Marta[1], Yanti Fitria[2], Hadiyanto[3], and Risda Amini[4]**

[1]Graduate Program of Primary Education, Faculty of Education Science, Universitas Negeri Padang
[2]PGSD Lecturer, FIP, Universitas Negeri Padang
[3]PGSD Lecturer, FIP, Universitas Negeri Padang
[4]PGSD Lecturer, FIP, Universitas Negeri Padang
Email: hildamarta2019@gmail.com

*Corresponding Author, Received: March 10, 2019, Revised: April 15, 2019, Accepted: May 10, 2019

ABSTRACT

This study aims to describe the Application of Contextual Approaches to Improve Student Learning Outcomes and Motivation in Class VI Learning in Class VI of Singgalang Elementary School 24. This research is a class action research, which is a study developed jointly for researchers and decision makers about variables that are manipulated and can be used to make improvements. Repairs are carried out with two cycles, namely cycle I and cycle II. Data from research results can be grouped into two, namely quantitative and qualitative data. Quantitative data, namely numerical data, are qualitative data in the form of descriptive. As the subjects in this study were teachers and students of class VI SDN 24 Ganting Singgalang District X Koto Tanah Datar District, amounting to 27. The results of the study obtained an average value of students in cycle I was 64.3 experienced an increase in the second cycle, 96. Thus, increased by 31%. While the affective aspects obtained an average score of 96 and the psychomotor aspects obtained an average score of 94. Thus, students' learning motivation with the application of a contextual approach in class VI of Singgalang Elementary School 24 Ganting was stated to have increased.

Keywords: Contextual Approach, Motivation, and Learning Outcomes

INTRODUCTION

The most important role of the teacher is to increase students' desire or motivation to learn. Understanding students so that they will be able to provide interesting, valuable, intrinsically motivating, challenging, and useful learning

International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

experiences for them (David 2009; Hermon, 2015). Science learning is less attractive to students because the subject matter is delivered using lecture and question and answer methods so it is not fun for students (Hermon and Dalim, 2006). The lack of interest of students to study science shows the low daily test scores of students. Then also seen from the way students learn (Hermon and Dalim, 2005), it is known that they are less motivated to learn. When the teacher explains the lesson, most students don't pay close attention. They were only told to listen to the teacher's explanation when explaining the lesson, record the example given, then work on the practice questions given by the teacher at the end of the lesson. If students experience difficulties in learning, only 1 or 2 students dare to ask questions, most students feel embarrassed and afraid to ask the teacher.

One approach used in learning that has goals that are in line with the expectations that the researchers have conveyed above is contextual teaching and learning (CTL). Because this approach can change the learning conditions that passively become active, change the learning that the teacher center becomes a student center. CTL is a learning approach that connects subject matter with students' real life. For this reason, the CTL approach can be used by teachers in science learning in schools, so that students are motivated to understand and search for each meaning that is learned by students. Based on the description above, it can be concluded that the contextual approach can enable students so that the learning process is no longer teacher-centered, so students find concepts of subject matter based on problems that are close to students' real lives. Therefore researchers are interested in conducting research with the title of applying a contextual approach to improve student outcomes and learning motivation in learning class VI of Ginggang Singgalang Elementary School 24.

METHOD

This research is a class action research, which is a study developed jointly for researchers and decision makers about variables that are manipulated and can be used to make improvements. Wardani *et al.*, (2006). The author plans the research location in class VI of SD Negeri 24 Ganting Singgalang Kec. X Koto with 27 students. Subjects in

International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

this study were teachers and sixth grade students of SD Negeri 24 Ganting Singgalang Kec. X Koto, which numbered 27 people.

RESULT AND DISCUSIION

Cycle I

Planning science learning actions with the CTL approach is realized in the form of learning design with a model of Learning Implementation Plan (RPP). Planning for the first cycle is arranged for two meetings with an allocation of 4 x 35 minutes. Learning material carried out in cycle I is the nature of the ability to deliver heat from various objects. Competency standards are understanding interconnections between the temperature of the conductivity and the usefulness of objects. Basic competency is to compare the nature of the ability to deliver heat from various objects. The researcher sets the indicators as follows: 1) explains the notion of heat transfer (Cognitive), 2) conducts experiments to investigate the ways of convection, conduction, and radiation (Psychomotor) heat transfer, 3) describes examples of convection, conduction and radiation heat transfer (Cognitive), 4) re-examining the results of experiments conducted to test the results obtained (Affective), 5) explaining the benefits and uses of each convection, conduction, and radiation heat transfer.

The implementation of the first cycle was held two times. The first meeting is held on Wednesday, August 23, 2017 starting at 07.30 - 08.40 WIB. Wednesday, August 30, 2017 starting at 07.30 - 08:40 WIB. Students present at this meeting amounted to 18 people. In carrying out the action, the researcher acts as a class teacher and colleagues (class V teacher) as observers to observe the actions taken by the teacher and students during the learning process. The learning process is carried out through 3 stages, namely the initial activity stage, core activities, and final activities.

Observation of this plan uses the RPP observation sheet which is filled in simultaneously with the implementation. Based on the results of the observation, the scores obtained were 19 from a maximum score of 28. Overall the percentage of success of RPP in this first cycle was 67.86% with sufficient criteria. Based on observers' observations of researchers as teachers in learning activities. Based on the results of the observations obtained the number of scores obtained is 25 from a maximum score of 36.

International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

Thus the percentage average score is 69.44% with sufficient criteria. Based on the results of cognitive assessment in the first cycle, obtained an overview of the class average of 65.3. With the highest score of 85 and the lowest score of 50. When viewed from the results of class completeness, there were 12 students who had achieved mastery learning, while 15 others had not achieved minimal completeness.

Out of 27 students, 38.89% of students who have achieved the minimum completeness criteria and the remaining 61.11% have not reached the minimum completeness criteria. So, it can be concluded that the results of cognitive assessments of most students at the first meeting are still low. It can be concluded that the results of the implementation of production technology learning with the CTL approach in the first cycle the average learning outcomes achieved by students is 65.3. Based on the assessment sheet, in this first cycle, it was obtained an illustration that the average affective aspects of learning outcomes were in the criteria of sufficient 75%. Based on the assessment sheet, in the first cycle, it was obtained an illustration that the average learning outcomes of this psychomotor aspect were in sufficient criteria, namely 75%. Learning heat energy sources with the CTL approach in the first cycle is only 68.06. This figure is still below the minimum completeness criteria, which is 75.

Reflections are carried out collaboratively between researchers and observers who have made observations during the production technology learning with the CTL approach. Reflections on this first cycle include reflection on action planning, reflection on the implementation of actions, and reflection on learning assessment.

Cycle II

The planning of science learning action with the CTL approach in the second cycle is again manifested in the Learning Implementation Plan (RPP). Planning for this second cycle is arranged for one meeting with an allocation of 2 x 35 minutes. The learning material carried out in cycle II is heat transfer by convection. Competency standard is to understand the various forms of heat energy contained in the environment and the ways in which they are used in daily life. Basic competency is identifying heat energy and its properties.

International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

The implementation of cycle II learning is held on Wednesday 06 September 2017 starting at 07.30 - 08:40 WIB. 27 students attended the meeting. In carrying out the action, the researcher acts as a class teacher and colleagues (class V teacher) as observers who make observations on the actions taken by the teacher and students during the learning process. The learning process is carried out through 3 stages, namely the initial activity stage, core activities, and final activities.

Observation of this plan uses the RPP observation sheet which is filled in simultaneously with the implementation. This is carried out intensively, objectively and systematically. Based on observations on planning, the scores obtained were 27 from a maximum score of 28. Overall the percentage of success of RPP in this second cycle was 94.43% with the criteria of very good. Based on observers' observations of researchers as teachers in learning activities. The total score obtained is 35 from a maximum score of 36. Thus the average score percentage is 91%. This shows the activity of teacher teachers during learning activities based on the results of observations in very good criteria.

The activities of students in learning are observed by the observer using observation sheets. Based on observations made by observers, it can be seen that students do activities obtained from the observation sheet of learning on the activities of students in learning is 34 from a maximum score of 36. Thus the percentage average score is 94.44%. This shows that the level of success of student activities is in very good criteria. Based on the results of cognitive assessment in the first cycle, obtained an overview of the class 91. With the highest score of 100 and the lowest score of 60. When viewed from the results of class completeness, there were 26 students who had achieved mastery learning, while 1 other person had not achieved mastery minimal. Of the 27 students, if presented, 88.89% of students have achieved minimum completeness and the remaining 11.1% have not achieved minimal completeness. So, it can be concluded that the results of cognitive assessment of most students in the second cycle are good. The implementation of convection heat transfer learning with the CTL approach in the second cycle the average learning outcomes achieved by students is 85.

Based on the second cycle assessment sheet, it was obtained an illustration that the average affective aspects of learning outcomes were in the good criteria of 88%.

International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

Reflections are carried out collaboratively between researchers and observers who have made observations during conduction heat transfer learning using the CTL approach. Reflections on the second cycle include reflection on action planning, reflection on the implementation of actions, and reflection on learning assessment. Based on the discussion that the researchers conducted with the observer through observations made during the implementation of the second cycle of action it was concluded that the expected goals had been achieved but were in accordance with the expectations of the researchers.

Student Learning Motivation

Based on the student motivation questionnaire analysis, there were 23 motivations or 85% of students who stated strongly agree with the study using the CTL approach, 3 people or 11% who agreed, and 1 person or 4% who did not agree. As well as no students who strongly disagree with science learning using the CTL method.

Data on student learning outcomes are measured with the aim of the results achieved by students after learning given in each cycle. Someone is said to have thoroughly learned when reaching the established KKM. Based on the results of the analysis of cognitive learning outcomes of students obtained a value with Excellent qualifications as many as 23 students or 85%, students who obtain grades with Good qualifications as many as 3 students or with a percentage of 11%, and students who obtain sufficient qualifications of 1 person or 4%. Thus, students who obtain grades above KKM are more than 75%. Then the learning process has succeeded.

Learning outcomes in the aspect of attitude are interpreted from the results of measurements of the criteria that have been set. From the results of the analysis of student learning outcomes in the attitude domain, the percentage of completeness of learning outcomes can be explained the results of analysis of affective aspects, namely students who get scores with very good qualifications of 10 people or with a percentage of 27%, students who get a Good qualification 16 or 59%, and students who get grades with sufficient qualifications of 1 person or 4%. Based on these results the results show that students who get the above KKM scores are more than 75%, which is 96%.

International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

Learning outcomes on aspects of skills are seen from the results of observations of group discussion activities conducted by students. Criteria use four scoring. The results of the aspect analysis of skills are obtained by students with very good qualifications of 15 people or 56%, who get a score with a good qualification of 10 people or 37%, and students who get scores with Enough qualifications of 2 people or a percentage of 6%. With these results, it can be seen that there are 25 students who score above 75 or qualify 94%. Thus, the learning process in the aspect of skills has succeeded.

CONCLUSION

The application of a contextual approach can increase the motivation of students in science learning in class VI of Singgalang G 24 Primary School. The application of a contextual approach can improve student learning outcomes in science learning in class VI of Singgalang G 24 Primary School. This can be seen in the learning outcomes in the first cycle obtaining an average score of 65.3 which has increased in the second cycle to 96.

REFERENCE

Annas, S. 2005. Pengantar Evaluasi Belajar. Jakarta: Raja Graffindo

Arikunto, S. 2012. Penelitian Tindakan Kelas. Jakarta: Bumi Aksara

BSNP. 2006. Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Sekolah Dasar dan Menengah. Jakarta: Depdiknas.

Dimyati dan Mudjiono. 2002. Belajar dan Pembelajaran. Jakarta : Rineka Cipta.

Hermon, D and Y. Dalim. 2005. Penggunaan Media Audio Visual untuk Meningkatkan Kreatifitas Belajar. Jurnal Pembelajaran. 28 (3) 266-276

Hermon, D and Y. Dalim. 2006. Penerapan Kuliah Lapangan untuk Meningkatkan Hasil Belajar Mahasiswa. Forum Pendidikan. 28 (3) 156-161

Hermon, D. 2015. Arahan Kebijakan Keberlanjutan Pendidikan 10 Tahun Pasca Bencana Tsunami di Kabupaten Aceh Jaya Provinsi Aceh. Seminar Nasional Geografi. Master Program of Geography Education. Universitas Negeri PadangJohnson, Elaine B. (2011). Contextual Teaching and Learning: Menjadikan Kegiatan Belajar Mengajar Mengasyikkan dan Bermakna. (Penerjemah: Ibnu Setiawan). Bandung: Kaifa.

Made, W. 2009. Strategi Pembelajaran Inovatif Kontemporer. Jakarta: Bumi Aksara.

International Journal of Educational Dynamics
Vol. 1 No. 2 (pp. 148-155) June 2019
p_ISSN 2655-4852
e_ISSN 2655-5093
http://ijeds.ppj.unp.ac.id/index.php/IJEDS

Sanjaya, W. 2006. Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi. Jakarta: Kencana.

Wardani, 2006. Penelitian Tindakan Kelas. Jakarta: Universitas Terbuka.