

COLLABORATIVE APPLICATION OF CTL LEARNING MODEL WITH CONVENTIONAL MODEL ON STUDENT LEARNING OUTCOMES IN GEOGRAPHY LESSONS

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ABSTRACT

There are still many students who are less motivated to do the assignments given during the theoretical and practical material, both those given in class and as homework assignments. The solution for solving this problem by using collaborative methods of contextual learning teaching (CTL) and problem-based learning (PBL) in geography subjects can improve student learning outcomes. This study aims to apply the contextual learning teaching (CTL) model with the conventional model to student learning outcomes in geography. This research method uses experimental research. The population in this study is the total sample of XI Social Science 3 students. Data was collected using a pre-test and a post-test. The results of this study have a positive difference and a significant influence between the CTL learning method and the conventional method on student learning outcomes.

Keywords: CTL, Conventional Model, Learning Outcomes, Geography.



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INTRODUCTION

In curriculum development 2013 it is implied that the desired learning process is learning that prioritizes personal experience through observation (listening, seeing, reading, listening), association, asking, concluding, and communicating. It is also stated that the desired learning process is a student-centered active learning process with contextual learning characteristics.

If the teacher dominates learning activities in the classroom by conveying and providing knowledge to students, then the opportunity for students to acquire and construct Geography concepts is very small. Students listen and pay attention to the teacher in exploring and constructing Geography concepts. then imitate and memorize all the material that has been given. Finally, they are only able to understand the problem of geography as conveyed by the teacher. Students will encounter various difficulties when facing or solving geography problems that have not been or have not been trained by the teacher.

In connection with that, based on the experience of researchers while teaching geography subjects, it was found that there were still many students who were less motivated to do the assignments given during the theoretical and practical materials, both those given in class and as homework assignments. Through the observation of several students who did not do the assignment, information was obtained that it was difficult for them to understand geographic theories to be applied to society, and nature and to treat nature properly. In addition, they also gave reasons that the material presented by the teacher was only a small part of what they were able to absorb because what the teacher

taught was only abstract and theoretical.

The teaching and learning process is a process of reciprocal interaction between students and teachers and between students to achieve learning objectives. From the learning process, there will be changes in behavior caused by practice and experience. Many education experts provide a definition of learning which in essence states that learning refers to changes in a person's self for the better, such as the notion of learning proposed by Slameto (1998) "Learning is a process of effort by a person to obtain a change in behavior. new behavior as a whole, as a result of his own experience in interaction with his environment".

Then in the development of the 2013 curriculum, it is implied that the desired learning process is learning that prioritizes personal experience through observation (listening, seeing, reading, listening), association, asking, concluding, and communicating. It was also stated that the desired learning process was a student-centered active learning process with contextual learning characteristics.

Based on some of the problems revealed above, therefore it is necessary to find solutions to solve these problems. The use of collaborative methods of CTL and PBL in geography subjects can improve student learning outcomes in attending lectures so that lecture objectives can be achieved.

Learning outcomes are the most important part of learning. Sudjana (2009) defines student learning outcomes in essence as changes in behavior as a result of learning in a broader sense covering the cognitive, affective, and psychomotor fields. Dimiyati and Mudjiono (2009) also mention that learning outcomes are the result of an interaction between an act of learning and an act of teaching. From the side of educators, the act of teaching ends with a process of evaluating learning outcomes. From the student's perspective, learning outcomes are the end of teaching from the peak of the learning process.

Darmansyah (2006), learning outcomes are the results of an assessment of a student's abilities which are determined in the form of numbers. is the result of an assessment of the ability of students after undergoing the learning process. Meanwhile, Nasution (2008) states that learning outcomes are the result of an interaction between teaching and learning activities and are usually indicated by test scores given by educators.

According to Benjamin Bloom (Sudjana, 2009), learning outcomes are divided into three domains, namely: Cognitive Domain, Affective Domain, and Psychomotor Domain. These three domains are domains that can be done by students. These three domains can be obtained by students through teaching and learning activities. From the explanation above, this article aims to apply the CTL model with the conventional model to student learning outcomes in geography.

METHODS

This research is experimental. According to Arikunto (1998), Experimental Research is research that is intended to determine whether there is a consequence of something imposed on the subject of students. The purpose of experimental research is to investigate causal relationships by assigning an experimental group one or more treatment conditions and comparing the results with one or more control groups who are not familiar with the treatment conditions. The population in this study were students of XI IPS 3 in the total sample. Data was collected using a pre-test and a post-test.

RESULTS

CTL is a learning system that matches the performance of the brain, to compose patterns that embody meaning, by linking academic content to the context of students' daily lives. This is important to implement so that the information received is not only stored in short-term memory, which is easily forgotten but can be stored in long-term memory so that it will be internalized and applied in work assignments.

CTL is called a contextual approach because it is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives as members of society. According to contextual learning theory, learning occurs only when students (participants) process new information or knowledge in such a way that it can be absorbed into their minds and they can relate it to the real life that is around them. This approach assumes that the mind will naturally seek meaning from the individual's relationship with the surrounding environment.

Based on the understanding above, according to the contextual learning method, learning activities do not have to be carried out in the classroom but can be in the laboratory, workplace, rice field, or other places. Require educators (teachers) to be smart in choosing and designing learning environments that are truly related to real life, both personal, social, cultural, economic, health, and other contexts so that students have dynamic and flexible knowledge/skills to construct themselves and actively understand.

By applying CTL, without realizing it, educators have followed three modern scientific principles that support and regulate everything in the universe, namely: 1) the principle of interdependence; 2) the principle of differentiation; and 3) the principle of self-regulation. In contextual learning, the teacher is required to assist students in achieving their goals. The point is that the teacher is more concerned with strategy than providing information. Here the teacher only manages the class as a team that works together to find something new for students.

DISCUSSION

In this study, what was measured was only the cognitive domain because it was related to the ability of the students to master the subject matter. While the understanding of learning outcomes according to Gagne (in Surya, 2004) is the output of information processing in the form of human skills consisting of: 1) Verbal information is the result of learning in the form of information expressed in verbal form (words or sentences) either in writing or orally; 2) Intellectual skills are individual skills in interacting with the environment by using symbols. This intellectual skill includes the ability to distinguish, concrete concepts, abstract concepts, rules, and laws; 3) Cognitive strategy is an individual's ability to exercise control in managing all of his activities. In the learning process, this cognitive strategy is the ability to control memory and ways of thinking so that effective activities occur; and 4) Attitude is the result of learning in the form of individual skills to choose various actions to be taken. In other words, attitude can be defined as a condition within the individual that will give direction to the tendency to act in the face of an object or stimulus.

CONCLUSION

From the research that has been done regarding the application of the collaborative CTL method with the conventional model on student learning outcomes in geography subjects. There is a positive difference between learning outcomes using the CTL method and learning outcomes using conventional methods, there is a significant effect between CTL learning methods and conventional methods.

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