THE EFFECT OF THE CONTEXSTUAL TEACHING AND LEARNING (CTL) APPROACH ON STUDENT LEARNING OUTCOMES IN IPS COURSES

Nasruddin, Wahyuddin
STKIP Al Amin Dompu
nasbima99@gmail.com

Abstract

The type of research in this research is experimental research. The experimental research design used in this study was One Group Pretest and Posttest, meaning that this experiment only used one class, without using the control class. As a reference, the researchers obtained the pretest scores conducted by the subject teachers before the treatment and the post-treatment test (O2) as a comparison. The subjects of this study were 25 students of class Vb SDN Inpres Bontokape. Contextual Teaching and Learning (CTL) is a learning approach that links the material being studied with the real life of everyday students, both in the family environment, community schools and citizens with the aim of finding the meaning of the material for their lives and learning outcomes are change . behavior that can be obtained from habits and skills in learning so as to increase student knowledge . Through the results of this study, it was found that the Contextual Teaching And Learning (CTL) Approach to Student Learning Outcomes in Social Science Subjects at SDN Inpres Bontokape was more influential than student learning outcomes taught by conventional methods in improving learning outcomes in Social Science learning for students in class Vb IPS. SDN Inpres Bontokape. Because the average score of learning outcomes for Social Science subjects (IPS) at SD Inpres Bontokape taught using the influence of the Contextual Teaching and Learning (CTL) approach is higher than those taught using conventional methods.
Keywords: Contextual Teaching And Learning (CTL) Approach , Student Learning Outcomes

1.   INTRODUCTION

Education is a determinant to advance the intelligence of a nation. As stated in the 1945 Constitution that one of the goals of the State of Indonesia is to educate the nation's life with the advancement of an education, education in Indonesia will be of high quality. According to Law no. 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, noble character, and skills needed by themselves, the community. , nation and state. Education is a process of formation within us, namely in spiritual and physical growth, healthy brain and good character, so that we can achieve the desired goals and achieve happiness physically and mentally.

Consciously or unconsciously education has become a part of our lives and we cannot avoid its destiny, and education is a complex event, namely the occurrence of a series of communication between humans and their environment, so that humans grow and develop as a whole person. Improving the quality of education can be seen from several supporting factors. One of the benchmarks for improving the quality of education is learning. According to Yusuf Hadi (2004), learning is a deliberate, purposeful, and controlled effort so that other people learn or there is a relatively permanent change in others.

This effort can be carried out by a person or group of people who have the ability and competence in designing and or developing the necessary learning resources and it can also be said

that learning is an effort made by educators or other adults to achieve maximum learning outcomes. If an individual wants a change in himself then that person must try and this trying activity is what is meant by learning.

Learning is a process to change performance which is not limited to skills, but also includes functions, such as skills, perceptions, emotions, thinking processes, so as to produce performance improvements. Of course for a student learning is very important to change his life. Therefore, it is necessary to have the duties and roles of a teacher to achieve success in learning, in order to improve student learning outcomes. For a teacher using the right approach or learning is an efficient way to provide lessons to students (Sudjana, 2011).

The main purpose of social science learning is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards repairing all inequalities that occur, and be skilled in overcoming every problem that occurs daily, both those that befall themselves and those that befall them. Public. This goal can be achieved when social studies subjects can be well organized by the teacher. The current learning system is still centered on teachers who provide material only in one direction or teacher centered , because teachers still use teacher centered and students are not given the opportunity to develop their knowledge of the material provided so that what students receive is only a protrusion of the level of memorization of various kinds. the material provided, but has not been followed by deep understanding and understanding that can be used in daily life, and the lack of activeness of students in the learning process, causing student learning outcomes to remain incomplete.

Based on the results of observations made on December 27, 2017 named Riski as a social studies subject teacher at SDN Inpres Bontokape, it was found that the causes of the low social studies learning outcomes of students include: (1) Lack of student motivation for social studies subjects so that more students are their learning is still below the KKM 70 (2) Students are less enthusiastic in the learning process so that activities in the classroom are still less active, (3) Students are passive and not oriented during learning so that the response is mediocre. because we need an active learning method, in this case the learning method chosen should be in the form of activities that can activate students in the learning process so that they can support the entry of information into long-term memory so that students do not easily forget the material that has been taught.

Based on the results of the average value of student observations, the average value of the observations of students pretest is 50.56% and posttest is 57.33%, thus it can be seen that there is an increase in the average student activity of 6.77% after using the approach Contextual Teaching Learning (CTL), compared to using only the approach strategies commonly used by teachers or educators.

One of the methods in question is the Contextual Teaching and Learning (CTL) approach. Because the learning process is still using teacher centered , and student activity in learning is still lacking. In addition, the teacher's role is more dominant when doing learning compared to the students. The understanding that students get is only limited to what is given by the teacher. So that students cannot develop the material provided and students only follow the teacher's request, causing students to be less creative in learning.

And it can affect student learning outcomes. There are many learning approaches that can be taken by teachers in order to improve student learning outcomes such as cooperative learning approaches and so on, not all approaches have meaning that can be taken from such learning and are still not widely implemented in schools. Therefore, in this study, a Contextual Teaching and Learning approach was used , because the approach could be said to be suitable and had advantages. Learning approaches Contextual Teaching and Learning (CTL) is a learning concept that helps teachers relate the material they teach to students' real world situations and encourages the knowledge they have and its application in their lives as family and community members (Sumadi, 2014). By connecting existing materials that are related to their daily lives, students can have flexible knowledge in their lives (Djmarah and Zain, 2010).

The opinions expressed are very relevant to be applied to elementary social studies learning, where social studies subjects in elementary schools are the embodiment of an interdisciplinary approach to social science lessons. Social studies examines a set of events, concepts and

generalizations of subject matter, but social studies learning must be directed to be fun learning for every student, think logically and critically, communicate, collaborate and solve a problem and have skills in social life and awareness of social values. , so that later student learning outcomes can be increased.

2. METHODS

The type of research used in this research is experimental research. According to Sugiyono (2013), the experimental research method is a research method used to find the effect of certain treatments on others under controlled conditions. The research design used was one group pretest and posttest. The reason for choosing this type of research is to know the initial abilities that are owned. So that it can measure the results achieved. The design model looks as follows (Sugiyono, 2013)

Experiment	0_1	X	0_2

Information:
O1   : Value before treatment (prestest)
X   : Treatment
O2   : Value after treatment (posttest)

The population in this study were all 277 students of SDN Inpres Bontokape, 108 men and 169 women. The sample in this study was taken from class Vb students of SDN Inpres Bontokape as many as 25 people.

The data collection technique used in this research is Test and Observation. The test used is an objective test to measure learning outcomes. Objective tests are tests used to measure learning outcomes, the test items contain questions or statements and do not require answers in the form of descriptions or long explanations in the form of narratives, but require short answers (Susetyo, 2011). The test made by the researcher in this study is in the form of a multiple choice test, according to Susetyo (2011) in general, the test of learning outcomes in the cognitive field of written form is divided into two, namely the objective form test and the description form test. Therefore, the researcher chose an essay test of the items given in the data collection of learning outcomes taken from the subject matter. Observation techniques were used to collect data on student activities during the implementation of Contextual Teaching and Learning (CTL) model learning. This technique is used to measure work indicators, student attitudes during the lesson. The collected data were analyzed using statistical analysis techniques, which consisted of two kinds, namely descriptive statistical analysis and inferential statistical analysis.

3. Discussion result

a. The results of the descriptive analysis of the value of social studies learning outcomes for SDN Inpres Bontokape students who were taught using the Contextual teaching learning (CTL) approach.

Based on the social studies learning outcomes of students in class Vb SD Inpres Bontokape after being taught the Contextual Teaching Learning (CTL) learning approach, the data obtained from social studies learning outcomes are presented in tabular form. The results of descriptive analysis can be shown in table 1 below:

Table 1. Social studies learning outcomes for class Vb SD Inpres Bontokape after being taught the Contextual Teaching Learning (CTL) learning approach

Statistics	Social Studies Learning Outcomes Contextual Teaching Learning
Subject	25
Average	81.88
Mode	80
Standard deviation	10,219

variance	104.443
Lowest value	65
The highest score	100

Based on Table 1 above, it is explained that the maximum value is the value of the highest student learning outcomes obtained by students in the experimental class after the test is carried out by 100. While the minimum value is the lowest value obtained by students of 65. The average is each number can be used as a representative of a series of values that can reflect a general picture of a collection or row of information in the form of numbers or numbers (Sudijono, 2014). In this case the average value obtained is 81.88. In addition, it is also seen that the value of the standard deviation is large. The standard deviation is a measure that describes the level of data distribution from an average value of 10,219. the students who are taught using the Contextual Teaching Learning (CTL) learning approach can be categorized with the results shown in table 2 below.

Table 2 Categorization of Social Science Learning Outcomes (IPS) Posttest

Scale	Frequency	Predicate
86-100	11	Very Good (A)
70-85	9	Good (B)
55-69	5	Enough (C)
55	-	Less (D)

Based on Table 2, it can be obtained that the distribution of students' social studies learning outcomes scores on posttest activities based on the frequency distribution category. There are 11 students in the very good category (A) then there are 9 students in the good category (B) and 5 students in the moderate category (C) this proves that using the Contextual Teaching Learning (CTL) learning approach is in the very good category.

Categorization of student learning outcomes scores can be described in the predicate diagram in diagram 1 below.

Diagram 1 Predicate Social Studies Learning Outcomes in Posttest Activities

Posttest

- Sangat Baik (A)
- Baik (B)
- Cukup (C)
- Kurang (D)
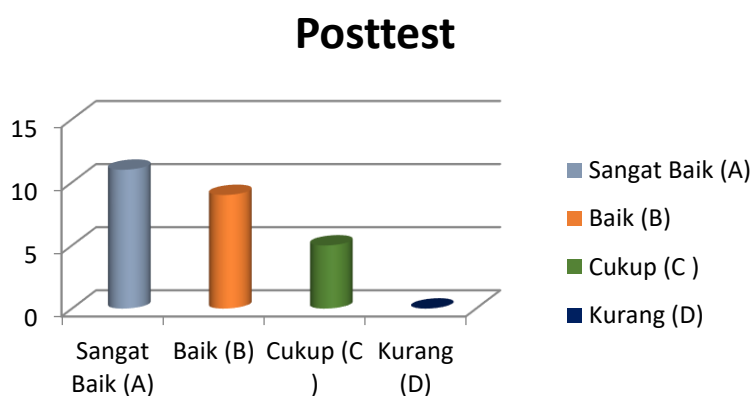
b. The results of descriptive analysis of the value of social studies learning outcomes for students in class Vb SD Inpres Bonto kape with conventional learning

Based on the results of social studies learning outcomes for students of class Vb SDN Inpres Bontokape after being taught conventional learning , the data obtained on social studies learning outcomes using conventional can be seen in table 3.

Table 3. Social studies learning outcomes data for class Vb SDN Inpres Bontokape using conventional learning

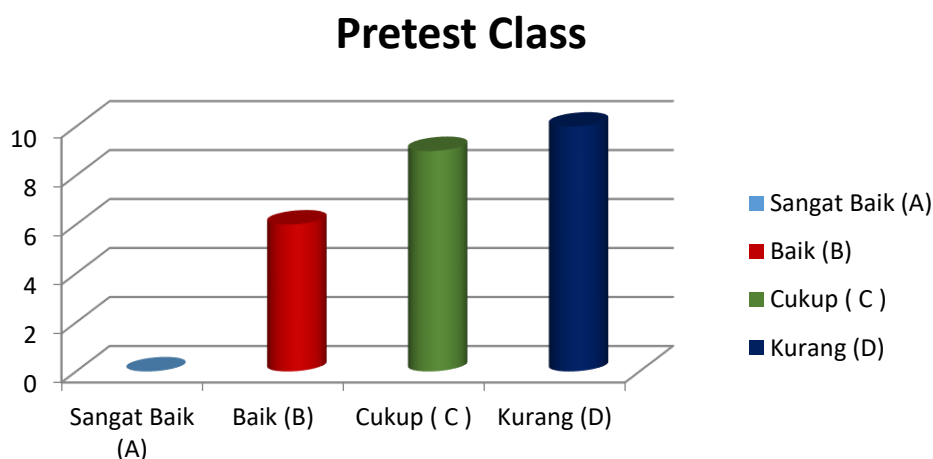| Statistics	Social Studies Learning Outcomes Contextual Teaching Learning
Subject	25
Average	55.68
Mode	70
Standard deviation	15.00200
variance	225,060
Lowest value	20
The highest score	70

Based on Table 3, it is explained that the maximum value is the highest student learning outcome value obtained by students in the control class after the test is 74. While the minimum value is the lowest value obtained by students of 25. In this case the average value obtained is 55.6800. In addition, it can be seen that the standard deviation value is large. Standard deviation is a measure that describes the level of spread of data from the average value of 15,002. Based on the data obtained and the results of descriptive analysis, the social studies learning outcomes of students in class Vb SDB Inpres Bontokape in the control class or classes for students who are not taught with a Contextual Teaching Learning (CTL) learning approach are categorized with the results shown in table 4 below.

Table 4. Categorization of Social Science Learning Outcomes (IPS) Pretest

Scale	Frequency	Predicate
86-100	0	Very Good (A)
70-85	6	Good (B)
55-69	9	Enough (C)
55	10	Less (D)

Based on Table 4. it can be obtained the distribution of social studies learning outcomes scores of control class students based on the frequency distribution category. There are 6 students in the good category (B), 9 students in the sufficient category (C), and 10 students in the less category (D). The data in table 4. Categorization of student learning outcomes scores can be described in the predicate diagram in diagram 2 below.

Diagram 2. Categorization Diagram of Student Learning Outcomes

Pretest Class

c. Inferential Statistical Analysis Learning Outcomes Learning with contextual approaches and conventional learning

1. Normality test

The normality test was conducted to determine whether the learning outcomes of the students studied were normally distributed or not. The statistic of the normality test used is the Kolmogorov Smirnov test using the SPSS version 24 program. The data is said to be normally distributed if the sig. > 0.05 , otherwise if the value of sig. < 0.05 then the data is not normally distributed . The normality test for each research data is presented in Table 5.

Table 5. Normality Test of Learning Outcomes Learning with a contextual approach and conventional learning

Learning outcomes	Sig.	Information
Contextual Teaching Learnin g	0.200 > 0.05	Normal Distribution
Conventional	0.122 > 0.05	Normal Distribution

Based on Table 5. it can be seen that all student learning outcomes data have a value of sig. > 0.05 (p > 0.05). So, it can be concluded that all data are distributed normal.

2. Homogeneity Test

The homogeneity test was used to determine whether the data in the study had the same variance (homogeneous) or not. The normality test statistic used is Levene's test of equality of error variances using the SPSS version 24 program. With the test criteria, if the value is sig. obtained > , then the variance of each sample is the same (homogeneous) otherwise if the value of sig . obtained < , then the variance of each sample is not the same (not homogeneous) . Homogeneity test on each research data is presented in Table 6.

Table 6. Homogeneity Test of Student Learning Outcomes in Contextual Teaching Learning and Conventional Classes

Learning outcomes	Sig.	Information
Contextual Teaching Learn g	0.851 > 0.05	Homogeneous
Conventional		

Based on Table 6. obtained the value of sig. of 0.851 (p > 0.05). So, it can be concluded that the data have the same variance (homogeneous).

3. Hypothesis testing

After the normality test and homogeneity test were carried out, the hypothesis was then tested using a paired sample t-test. This is done to find out the significant difference between learning with contextual teaching learning approach and conventional learning. The test criteria are if it is known that Sig (2-tailed) < 0.05 then Ha is accepted and H0 is rejected, otherwise if Sig (2-tailed) > 0.05 then Ha is rejected and H0 is accepted.

Table 7 Paired Sample T-Test Data Student Learning Outcomes

Learning outcomes	Sig (2-tailed)	Information
Contextual Teaching Learn g	0.002 < 0.05	Ha accepted

Conventional		

Based on the hypothesis test of the learning outcomes data in Table 7, the Sig (2-tailed) value is 0.002 (p <0.05), so it can be concluded that there is a significant difference between learning with the Contextual approach. Teaching Learning with Conventional Learning.

DISCUSSION

Contextual Learning (Contextual Teaching and Learning) is a learning concept that helps teachers relate between material taught with students' real-world situations and encourage students actively participate in making connections between knowledge have by applying it in their lives as members family and society. Therefore, the concept of Contextual learning Teaching Learning (CTL) is very necessary in social studies learning because social studies subject matter needs real application to practice later in everyday life.

The effect of Contextual Teaching Learning (CTL) approach on Social studies learning outcomes are very clear seen. This can be seen from the posttest value of the experimental class which increased rapidly when compared to the pretest value of the experimental class and the values of the conventional class. In the experimental class the learning process This is done by forming discussion groups. All class students the experimenter actively participates in the discussion activities. The teacher's role is no longer become the only resource in learning, but students as a center for learning activities. The teacher's role in the learning process IPS approach Contextual Teaching Learning (CTL) is a facilitator and motivator so that students can develop in teaching and learning activities.

Student activity through the CTL approach is manifested in learning activities exchange ideas through open communication and freedom and togetherness starting from the observation activities carried out in the school environment to discussions to exchange opinions about difficult vocabulary. This condition will provide a great impetus for students to learn to value ideas and abilities others and complement each other's knowledge and experiences each. It is therefore believed that through the CTL approach that It emphasizes the importance of free and mutual communication exchanging this experience will provide more benefits compared to when they did the task independently.

In learning based on the CTL approach, learning activities takes place collaboratively in groups. based learning the CTL approach has enormous potential in achieving improvement student achievement. Students become motivated in process activities CTL approach teaching and learning is a direct and efficient way to teach academic knowledge as a social process. This approach will also be able to foster student enthusiasm in learning receive the material and can apply it to the environment outside the school. Students will be more active in the learning process and will improve student achievement.

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