The Implementation of Contextual Learning and Teaching Method in Improving Students Learning Achievement

Merlyn Rutumalessy [1], I Nyoman Sudyana [2], Achmad Abdul Azis[3], Suharyatun [4], Amat Suroso [5]

[1]Universitas Pattimura, Jalan Ir M Putuhena, Kampus Poka, Ambon. Kota/Kabupaten, Kec. Teluk Ambon, Kota Ambon, Prov. Maluku
[2]Universitas Palangka Raya, Jl. Yos Sudarso, Palangka, Kec. Jekan Raya, Kota Palangka Raya, Kalimantan Tengah
[3]IAI Khozinatul Ulum Blora, Jl. Mr. Iskandar No.42, Mlangsen, Kec. Blora, Kabupaten Blora, Jawa Tengah
[4]Universitas Mulawarman, Jl. Kuaro, Gn. Kelua, Kec. Samarinda Ulu, Kota Samarinda, Kalimantan Timur
[5]Universitas Bani Saleh, Jl. Mayor Madmuin Hasibuan No.68, RT.004/RW.004, Margahayu, Kec. Bekasi Tim., Kota Bks, Jawa Barat
vecnon9@gmail.com

Abstract

High learning achievement is necessary to achieve a better life. This study aims to determine the implementation of contextual teaching and learning approach in improving students' learning achievement in fiqh subjects. This research uses a qualitative approach and observation and interview data collection techniques. The results revealed that the application of learning with the Contextual Teaching and Learning (CTL) approach, it can make it easier for students to understand and apply in the daily lives of educated participants. Educators strive for students to be actively involved in the application process so that students can easily apply discover knowledge from their new learning experiences. The application of the contextual approach has been well implemented but not yet maximized.
Keywords: learning, teaching, approach, contextual

Abstrak

Prestasi belajar yang tinggi diperlukan untuk mencapai kehidupan yang lebih baik. Penelitian ini bertujuan untuk mengetahui implementasi pendekatan pembelajaran kontekstual (Contextual Teaching and Learning) dalam meningkatkan prestasi belajar siswa pada mata pelajaran fiqih. Penelitian ini menggunakan pendekatan kualitatif dengan teknik pengumpulan data observasi dan wawancara. Hasil penelitian mengungkapkan bahwa penerapan pembelajaran dengan pendekatan Contextual Teaching and Learning (CTL) dapat memudahkan peserta didik dalam memahami dan menerapkan dalam kehidupan sehari-hari peserta didik. Pendidik mengupayakan agar peserta didik terlibat aktif dalam proses penerapannya sehingga peserta didik dapat dengan mudah mengaplikasikan pengetahuan yang ditemukan dari pengalaman belajar yang baru. Penerapan pendekatan kontekstual sudah dilaksanakan dengan baik namun belum maksimal..
Kata Kunci: pembelajaran, pengajaran, pendekatan, kontekstual

INTRODUCTION

Learning achievement is the result that a person achieves in the learning process and can be measured through various forms of assessment such as exams, assignments, and scientific work (Zebua & Sunarti, 2020). Learning achievement plays an important role in a person's life as it impacts on academic success, career and social life (Setiawan et al., 2021). Achieving good learning achievement involves an effective and efficient learning process, which involves in-depth understanding of concepts and knowledge, analytical and critical skills, and problem-solving abilities. Learning achievement also plays an important role in a person's social development (Zebua, 2020).

The Implementation of Contextual Learning and Teaching Method in Improving Students Learning Achievement,
Merlyn Rutumalessy , I Nyoman Sudyana , Achmad Abdul Azis, Suharyatun , Amat Suroso

16263

By having sufficient knowledge and skills, a person can become more independent and able to participate in community life more actively and productively (Zebua, 2021). In addition, good learning achievement can also affect other people's perceptions of a person, which can open up new opportunities in social life (Achdiyat & Warhamni, 2018).

The Contextual Teaching and Learning (CTL) approach is a learning approach that emphasizes the importance of context or real situations in the teaching and learning process (Hasan, 2017). This approach emphasizes the understanding of the relationship between the subject matter and everyday life so that students can understand and apply the subject matter in a more meaningful context (Zebua & Suhardini, 2021). The CTL approach has several advantages in influencing learning achievement (Marwan, 1982). First of all, the use of real context in learning can increase students' motivation to learn (Johnson, 2002). This happens because students feel more motivated to learn when they see the connection between the subject matter and their daily lives. In addition, a better understanding of the concepts in the subject matter can be achieved when students can relate the material to real contexts (Alhamuddin & Zebua, 2021). This can make it easier for students to remember and apply the subject matter.

The Contextual Teaching and Learning method is very suitable to be applied in learning Islamic Religious Education. In the Contextual Teaching and Learning method, it can better help students understand learning material because the delivery of material is not only centered on one type of activity (Badruzaman, 2006). The implementation of contextual teaching and learning strategies has a positive impact, including students being motivated to improve learning achievement and the level of student activeness in the teaching and learning process of Islamic Religious Education is increasing, and the value of the learning outcomes is getting better (Djamarah, 2010). This can also be proven in the results of the Odd Semester MID scores and the daily scores of the students, the majority of which are above average, because so far using contextual teaching and learning strategies in delivering the subject matter (Humaidi, 2006). The research objectives to be achieved in this study are to determine the implementation of the contextual teaching and learning approach to learning achievement.

METHOD

This research took place at one of school in Indonesia. The time of this research was conducted from September to October 2022. This research uses a qualitative approach with descriptive analysis, the data in this study were obtained through interviews and field observations. This research also used documentation techniques to make certain records. The data that has been processed is then reduced and triangulated.

RESULT AND DISCUSSION

Results

Discovering is a core part of contextual-based learning, where the knowledge and skills acquired by students are not the result of remembering a set of facts but the result of discovering themselves. Based on the results of the interview, a result was found where according to a teacher stated:

"I design finding activities by packaging the material in fiqh learning, I do not provide the concept directly but through a story stimulus, for example, I deliberately provide worksheets with the flow of finding a concept regarding congregational prayers at the mosque so that they will find the definition of an optimistic attitude in accordance with the material I conveyed."

Furthermore, regarding this finding component, there are several steps of finding activities in the contextual approach: (1) formulate problems, (2) observe or make observations, (3) analyze and present results in writing, drawings, reports, charts, tables and other works, (4) communicate or present the results to others (readers, classmates, teachers, other audiences). From the explanation above, researchers found that this component emphasizes students in learning by doing, where learning is done meaningfully. Learners get stimulus from educators, formulate problems, make observations, analyze and present and then communicate to other audiences.

The teacher also revealed that she divides students so that they can discuss by being given direct assignments to go to the community, for the practice of alms the teacher still accompanies the process, in groups of course not all of them have more knowledge, therefore as a teacher she gives direct assignments so that they understand and find knowledge by themselves. It can be seen that this component prioritizes learning in groups, where learning is done in groups, discussing and correcting each other.

The teacher also said in the interview, namely:

"*in the assessment not only from the source of the written test results, I take the assessment also from their actions in the community, their ability in group work, because the assessment of the model that I apply is more based on the assessment of the process of their own knowledge acquisition*".

In this contextual approach there is an authentic assessment component, as explained above. Educators not only provide value for all students through written tests, but also see from the activeness and group work during their learning.

From the above statement, researchers found that there is a learning model used by teachers to help students easily understand and apply the material presented in their daily lives, namely the contextual approach.

Discussion

The Implementation of Contextual Learning and Teaching Method in Improving Students Learning Achievement,
Merlyn Rutumalessy , I Nyoman Sudyana , Achmad Abdul Azis, Suharyatun , Amat Suroso

16265

External environmental factors can affect student learning achievement. This external environment includes factors such as home environment, family socio-economic conditions, school environment, and cultural factors in society. The home environment is one of the external environmental factors that can affect student learning achievement. Factors such as parents' education level, family income, family support, and the quality of the home environment can affect students' motivation and readiness to learn. If students live in a conducive home environment, such as a quiet and comfortable environment and are supported by families who care about education, then students tend to have higher motivation and enthusiasm for learning. In addition, school environmental factors also affect student learning achievement. A conducive school environment, such as the availability of adequate facilities, good quality teachers, and a comfortable and safe atmosphere, can motivate students to learn and develop. Conversely, a school environment that is not conducive can make students lose their enthusiasm and motivation to learn.

Cultural factors can also affect student learning achievement. A culture that values education and has high expectations for academic achievement can motivate students to study hard. Conversely, a culture that does not value education or even underestimates it can make students lose their enthusiasm and motivation to learn. There are inhibiting factors after conducting research by conducting interviews with subject teachers and students as follows, attitude or behavior is a manifestation of an individual who interacts in the environment starting from the most visible behavior, from the felt to the unfelt. Of course, in this case the role of an educator must be able to control the behavior of students both inside and outside the classroom. Educators also have a role as motivators who guide and direct the behavior of students to act in a good hall. So that students are able to control themselves. Motivation itself is a condition within a person that encourages him to do something. In fostering student motivation, educators are actually motivators who are motivators from outside the student, so educators should not only pay attention to learning materials and the way they are delivered, but also what words or approaches must be taken to improve the achievement of students in school. While the deepest motivation is only the learners who can motivate themselves.

Interest is a fixed tendency to pay attention to and remember some activities including teaching and learning that students are interested in will be noticed continuously and accompanied by a sense of pleasure. In order for students to have significant learning achievement development, it is necessary to have a great interest in students to do everything. If it is not based on interest then everything will be futile. According to the observations and data obtained by the author through learning activities, it turns out that the interest of students at lessons is quite good, because not a few students are happy when the educator conveys the material with a learning approach that is in accordance with the material.

CONCLUSION

The application of learning with the Contextual Teaching and Learning (CTL) approach in this school, can make it easier for students to understand and apply in the daily lives of students. Educators strive for students to be actively involved in the application process so that students can easily apply discover knowledge from their new learning experiences. The application of the contextual approach has been well implemented but not yet maximized.

There are supporting factors for the application of learning with a contextual approach, in addition to the interaction relationship between educators and students which is quite good, the condition of the class when the learning process takes place is very supportive even though it is a little not conducive but it can still be controlled so that learning takes place normally and enthusiastically. As for the inhibiting factors in the application of learning with this contextual approach, the lack of interest of students to participate in learning, therefore educators try to package the material as interesting as possible, the intelligence of students is also one of the obstacles because the intelligence of students varies greatly but can still receive lessons quite well, behavior is also an inhibiting factor because not all students

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The Implementation of Contextual Learning and Teaching Method in Improving Students Learning Achievement,
Merlyn Rutumalessy , I Nyoman Sudyana , Achmad Abdul Azis, Suharyatun , Amat Suroso

16267

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