IMPROVING STUDENT COGNITIVE ABILITY THROUGH CONTEXTUAL LEARNING MODEL IN THE CLASS II LEARNING SCHOOL OF BASIC SCHOOL

Ai Tintin Suhartini[1], Sukma Murni[2]

[1]SDN Sosial 1 Cimahi
[2]IKIP Siliwangi

[1]ai.yogaz76@gmail.com, [2]sukmamurni19@gmail.com

ABSTRACT

The development and characteristics of students in primary school age vary between students in the low class and high class. The learning process in the lower class of elementary schools has not been able to develop their cognitive skills in full, in contrast to the characteristics of students in the high class. In the classroom action research activities carried out in class II SD Negeri Sosial 1 Cimahi Elementary School this aims to improve the cognitive abilities of students through the application of contextual learning models. The use of contextual learning models applied refers to Jean Piaget's cognitive theory. The method used in this study is the Class Action Research method. The research sample was students of class IIB in SD Negeri Sosial 1 Cimahi City. The design of this study is through the stages of the learning cycle to find the final results of the study. The results of the study prove that the contextual learning model is suitable for learning in low-grade elementary schools.

Keywords: Contextual Learning, Contextual Teaching Learning, Contextual

INTRODUCTION

In the National Education System, it is explained that National Education serves to develop the ability and shape of dignified national character and civilization in order to educate the lives of the nation and aims to develop the potential of students to become faithful and devoted to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen. (National Education System Law: 2003).

A teacher must have the ability to realize national education goals. Teachers must be able to deliver their students to achieve the learning objectives that have been established by adhering to the hierarchy of educational goals until the achievement of national education goals.

This is inseparable from the role of the teacher as stipulated in the Government Regulation of the Republic of Indonesia Number 19 of 2017, stating that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education. formal education, basic education, and secondary education.

Thus the teacher is required to be able to realize the goals of education through quality learning activities using certain approaches. One of the learning innovations that can be used by teachers to improve the quality of learning in low-grade elementary schools is by applying the Contextual Teaching and Learning model. The application of contextual learning model refers to Jean Piaget's cognitive theory which classifies the low-grade cognitive development stages of elementary schools at the stage of concrete operational development. Although at this stage the child has developed logical thinking but is still limited to a concrete, not abstract or even hypothetical. (Santrock, 2002: 45).

According to Clemente Charles Hudson, Ph.D. and Vesta R. Whisler, Ph.D. define contextual learning as follows: "Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter to real-world situations; and motivates students to make connections between knowledge and their applications to their lives as family members, citizens, and workers; and engage in the hard work that learning requires".

This classroom action research activity carried out in class II SDN Sosial 1 Cimahi City aims to determine the extent to which students' cognitive abilities improve through the application of contextual learning models in Thematic learning in Class II Primary Schools in accordance with the learning objectives to be achieved.

METODS

This Classroom Action Research Method was chosen by researchers in an effort to improve the ability of students to recognize the sun as an energy source for class II elementary school through the Contextual Learning Model.

The population in this study are students who sit in class II SD Negeri 1 Cimahi City Elementary School which is located at Jalan Amir Machmud No. 23 Cigugur Tengah Village, Cimahi Tengah District, Cimahi City.

The sample in this study was class IIB Social Elementary School 1 in Cimahi City with the number of students who were the subject of research as many as 30 people. Classroom Action Research (CAR) uses the Elliot (Muslihuddin, 2009: 72) model which consists of four steps: planning, implementing actions, observing and reflecting.

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RESULTS AND DISCUSSION

Result

To measure the level of cognitive abilities of students, an initial test was conducted for students in class IIB of SD Negeri 1 Social Cimahi City. Test questions are material related to the materially to be taught, namely the theme of health with basic competencies to recognize the sun as an energy source. Acquisition of these initial test results can be seen in the table as follows:

Table 1. Recapitulation Of Pre cycle Learning Outcomes

No	Qualification of Completeness in Learning	IPA	Indonesian
1	Complete Learning	3	1
2	Not Complete Learning	27	29
	Total number of students	30	30
	Percentage of Completed Learning	10%	3,3%
	Percentage of Unfinished Learning	90%	96,7%

After getting the treatment of learning using contextual learning models in Cycle 1, there was a significant change in the acquisition of learning outcomes as can be seen in the following table:

Table 2. Recapitulation Of Cycle 1 Learning Outcomes

No	Qualification of Completeness in Learning	IPA	Indonesian
1	Complete Learning	22	29
2	Not Complete Learning	8	1
	Total number of students	30	30
	Percentage of Completed Learning	73%	96,7%
	Percentage of Unfinished Learning	27%	3,3%

Therefore, the study continued in cycle 2 with the learning outcomes as shown in the following table:

Table 3. Recapitulation Of Cycle 2 Learning Outcomes

No	Qualification of Completeness in Learning	IPA	Indonesian
1	Complete Learning	30	30
2	Not Complete Learning	0	0
	Total number of students	30	30
	Percentage of Completed Learning	100%	100%
	Percentage of Unfinished Learning	0%	0%

Discussion

Table 1: The initial test results in the new Precycle achieved an average grade value of 54 which means that students have not yet completed learning. Students who reach the KKM target 75 in the precycle are 3 people or 10% in natural science subjects, 1 student or 3.3% in Indonesian language lessons.

Table 2: In Cycle 1, the average score was 91 or 96.7% which meant that they were in very good qualifications, but they had not achieved the minimum completeness target because there were still 8 students in the Natural Science subject. This result has not reached the target, because the learning material has not reached 75% that is absorbed by students.

Table 3: The success of contextual learning is evidenced by the increase in learning achievement of students in cycle 2 which reaches KKM as much as 30 people or 100% of the total students of 30 people. This gives an idea that the material is understood by students.

Based on changes in the acquisition of significant values between before and after getting contextual model learning, it can be concluded that the working hypothesis in the study is correct, that contextual learning model is effective in improving the cognitive abilities of students in thematic learning in class IIB SD Negeri Sosial 1, Cimahi Tengah District, Cimahi City.

CONCLUSION

Classroom Action Research Results obtained several conclusions about the application of contextual learning models in thematic learning in class IIB SD Negeri 1 Social Cimahi City, namely:

1. Success after getting contextual learning is evidenced by an increase in the learning achievement of students who reach KKM 75 reaching 30 people or 100% of the total of 30 students.

2. Based on the analysis of students' learning test results in class IIB SDN Sosial 1 Cimahi there was a significant change between before and after using the contextual learning model in class IIB SDN Sosial 1 Cimahi.

3. The application of the contextual learning model is more effective in improving the learning abilities of low-grade students, especially class II which still has not reached the stage of development of abstract thinking.

Based on theoretical studies and findings of research results obtained, some suggestions can be put forward as follows:

1. The main material of thematic learning through contextual learning models needs to be developed more optimally as one of the lessons in elementary schools at low-grade levels.

2. Teachers as educators need to have broad insight and knowledge in order to be able to critically examine ideas in thematic learning in order to gather integrated learning between subjects.

3. Schools as educational institutions may continue to innovate in aligning learning resources with the curriculum and applying various learning models that are adapted to the subject matter that will be delivered to students in accordance with their age and development.

4. For the government, in this case, the Education Office should be able to facilitate various kinds of coaching and training in the application of innovative learning models for students' progress.

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