



The Use of Contextual Approach for Improving Learning Activities

Yenni Mariska¹, Supriyono², Joko Sutrisno³, Dian Windriani⁴

¹²³⁴STKIP PGRI Bandar Lampung

yennimariska@gmail.com

Abstract: This study aims to determine efforts to increase learning activities through a contextual approach to students of class VII, MTs Negeri 2 Bandar Lampung in 2019/2020. This research can be used as a reference for one of the learning approaches in order to improve learning achievement. This study uses several data collection methods, such as interviews, tests, observations, and questionnaires. This study shows that the use of contextual learning can increase student learning activities in learning Bahasa Indonesia in class VII MTs Negeri 2 Bandar Lampung. The enhancement of student learning activities in learning Bahasa Indonesia is based on the finding that the average student learning activity in pre-cycle learning is only 49%, it then increases to 72% in the first cycle, and after corrective actions are taken in the second cycle, the learning activities of Bahasa Indonesia are increasing again up to 86%.

Keywords: action research, learning activities, contextual approach

INTRODUCTION

Learning is not just transferring knowledge from teachers to students. Learning requires mental and physical involvement of students. For that reason, the interaction between teachers and students, students and students, can have an influence on student learning outcomes. Student learning outcomes will last a long time and will not be forgotten in the long term if learning is carried out through active learning activities. This is in line with the view by Arthurs & Kreager (2017) who said that the subject matter in contextual context is not to be piled up in the brain and then forgotten, but as a provision for them to navigate real life. Regarding active learning, Morosan, Dawson & Whalen (2017) said that "learning that increases student activity in accessing various information from various sources has to be discussed in the learning process in class, thus they gain various experiences that not only increase their knowledge, but also analyze and synthesize skills." Moreover,

Briz-Ponce et al. (2017) said that the learning are complex student actions and behaviors. Poondej & Lerdpornkulrat (2016) said that learning activities are student activities that support learning success. According to Poondej & Lerdpornkulrat (2016), student learning activities include: 1) visual activities, 2) oral activities, 3) listening activities, 4) writing activities, 5) drawing activities, 6) metric activities, 7) mental activities, emotional activities.

To increase learning activities, every teacher is required to understand the learning strategies (Hastomo, 2019). The choice of learning strategy must be appropriate; for this cases it should be accordance with the situation and conditions, thus it give a impact on student learning achievement. According to Whitton (2016), teachers should always adhere to teaching principles, such as learning experiences (students), the selection of lesson materials should attract students' interest, and teaching should be appropriate lead students to carry out the learning process actively. One of the appropriate learning strategies used is contextual learning strategies. According to Bera et al. (2016), the word context comes from the Latin verb *contexere* which means "to tie together". The word "context" refers to "the whole situation, background, or environment" related to the self, which is interwoven with it.

Therefore, contextual learning/CTL can be interpreted as a learning that emphasizes on the process of student involvement in order to find out the material studied and relate it to their daily life (personal, social, and cultural contexts). Finally, it encourages students to apply it in their life. According to Candry (2017), contextual learning has several characteristics, such as (1) emphasis on the learning process; (2) Students do not listen to the lesson passively; (3) Emphasis on exploration; (4) Students are more required to think, analyze and evaluate critically; (5) Faster feedback will occur in the learning process. Contextual learning strategies are in line with Bera et al. (2016) who said that that "effective learning is learning that provides opportunities for students to carry out their own learning activities". Indeed, it can be understood that today's teachers must be able to present learning that can actively involve the students.

Studies about the enhancement of learning activities through a contextual approach have been widely studied by several researchers. Padmi (2017) wrote a research about improving junior high school students' ability in writing short stories through a contextual approach. The results of this study indicate that there is an enhancement in students' ability to write short stories through a contextual approach starting from pre-action, cycle 1, cycle 2 and cycle 3 seen from the average value, categorization, and average score of short story assessment aspects. The application of the contextual approach is also discussed by Nurjannah (2018). In her research, Nurjannah explained that after the application of the learning model with a contextual approach, the

students' poetry writing skill of SDN Lalebbata class Vb increase. It can be seen through the score; in the first cycle an average score is 71.82 and increase in the second cycle which is 80.15.

Based on the previous studies related to learning using a contextual approach, this study is conducted to examine whether or not students' activity of class VII at MTsN 2 Bandar Lampung in learning Bahasa Indonesia increase. What it means by student learning activities in this study is how students can actively involved in the learning teaching process, both physically and psychologically. Physical activity is writing, reading, assembling, asking, and answering. The psychological activity in this context is thinking, understanding, processing, concluding. Through contextual learning, students are expected to be able to recognize and develop their learning capacity and potential. In addition, students can fully and consciously use the potential of learning resources in their surrounding environment, are better trained to take initiative, think systematically, critically and responsively, thus they can solve everyday problems through searching for information that is meaningful to them.

METHOD

This study is a classroom action research. The classroom action research is chosen due to the problems in learning Bahasa Indonesia which is not according to the current expectation, thus it is necessary to seek a class action to solve these problems. The classroom action research used in this study consists of four stages: (1) action planning, (2) action implementation, (3) observation, and (4) reflection carried out in a cycle.

This study was held at MTs Negeri 2 Bandar Lampung for 4 months, from February 2020 to May 2020. The subjects of this study are students from class VII at MTs Negeri 2 Bandar Lampung, it is about 36 students. The subjects of this study are very heterogeneous in their abilities, for instance there are some students who have high, medium and low abilities. Data collection methods used include observation, interviews and documentation. According to Sutikno (2007: 91), observation is generally defined as collecting information material which is carried out by conducting systematic observations and recordings of various phenomena that are used as objects of observation. In this study, the observations focused on two things, namely learning process using contextual approach and learning activities in each cycle.

The data obtained in this study were analyzed using four stages; data selection, data correction, data weighting, and data inference. The indicators of success in this study are in accordance with the objectives of this study, namely (1) if 80% of the total number of students increases their learning

activities in learning Bahasa Indonesia; (2) If 75% of the total number of students improves their learning outcomes in learning Bahasa Indonesia with a complete category (KKM 70).

RESULTS AND DISCUSSION

The use of a contextual learning approach in learning Indonesian was carried out in 2 stages (cycle 1 and cycle 2). Each stage contains the following procedures: 1) action planning, 2) action implementation, 3) observation, and 4) reflection.

Result

Cycle 1

The first cycle was held according to the plan, namely two meetings on May 1, 2020 and May 8, 2020. At the first meeting the attended students are 36 students, similar to the second meeting. In this cycle the learning process takes place based on the predetermined lesson plan (RPP). The first meeting determines the characteristics and purpose of descriptive text and the second meeting determines the content of the descriptive text. During the learning process, the teacher and collaborators evaluate the process and observe the classroom activities and conduct formative tests to determine students' understanding of the material provisions of the elements and types of news.

In the first and second meetings, contextual learning is applied by the teacher; for this case the teacher applied learning activities that are in accordance with the material. After students get their own learning experience independently, then the teacher explains the subject matter at the end of the activity. In this cycle the teachers does not maximally utilize the learning media. Therefore, there are some students whose activities are still not optimal in these learning activities.

As for the observations result of student learning activities using a contextual learning approach is that there are some students who feel confused, slow in finding answers to questions given by the teacher, doing random assignments which show low learning activities. For more details, see the table below:

Table 1. Level of student learning activity in cycle 1

NO	Student Learning Activities	Frequency	Percentage
1	Students do visual activities	30	83%
2	Students carry out oral activities	25	69%
3	Students carry out listening activities.	20	56%
4	Students do writing activities (writing activities).	28	78%
5	Students do drawing activities (drawing activities).	25	69%
6	Students perform motor activities (motor activities)	29	81%
7	Students perform mental activities (mental activities).	26	72%

NO	Student Learning Activities	Frequency	Percentage
8	Students carry out emotional activities (emotional activities).	25	69%
	AVERAGE	26	72%

In the table above it is known that after applying contextual learning in cycle 1 student learning activities in learning Bahasa Indonesia has increased with an average percentage as much as 72% with following details: 83% of students do learning activities through visual activities such as reading, looking for answers in books, 69% of students apply learning activities through oral activities such as asking, discussing, conducting interviews, 56% of students perform learning activities through listening activities, as many as 78% students perform learning activities through writing activities, 69% of students perform learning activities through drawing activities such as making learning maps, 81% of students perform learning activities through motor activities such as trying, clapping, 72% of students perform learning activities through mental activities such as responding, solving problems, remembering, and 69% of students do learning activities through emotional activities such as putting interest, joy, and courage.

The following data is the results of student learning evaluations perform in cycle 1 of the first and second meetings:

Table 2. Student learning outcomes in cycle 1

No	AM Criteria	Frequency	Percentage
1	Score 70-100 = Complete	25	69%
2	Score 0 - 69 = Not Completed	11	31%
	Total	36	100%

Based on these data, it is known that after applying the contextual learning approach in cycle 1, the learning outcomes of class VII I MTsN 2 Bandar Lampung students are getting better. The percentage of student learning outcomes categorized as complete is 69% or 25 students while student learning outcomes that have not been completed are only 31% or 11 people.

Based on the findings of the research in cycle 1, it is reflected in several improvements in cycle II, such as (1) using learning strategies that are more fun in learning; (2) Making media card in presenting learning; (3) Preparing and inserting games in learning; (4) Providing opportunities for all students to display the results of their observations; and (5) Giving awards to students who play an active role in learning.

Cycle 2

The second cycle was held on May 16, 2020 and May 23, 2020, with 36 students and one collaborator. The lesson plan (RPP) used is for the 3rd and

4th meetings and the success criteria are as set out in the first cycle. In this cycle the learning process takes place based on the predetermined of lesson plan (RPP), namely the provisions for studying the structure and language of the descriptive text and presenting the spoken and written descriptive text. The actions taken in cycle II are determined based on the results of reflection in cycle I. During the learning process, teachers and collaborators do the assessments process and conduct formative tests to determine students' understanding of the content, objectives, structure, language, and writing of descriptive text.

In the second cycle of the first and second meetings, the contextual learning approach is applied by the teacher by presenting learning in a pleasant atmosphere, giving reward points for grades, praising for each student's active response during learning, and inserting games or singing together for a while. The teachers also should provide a fun and enthusiastic atmosphere for students in following the learning process.

The results of observations on student learning activities while participating in the contextual learning activities in cycle II is that teacher can provide the atmosphere of enthusiasm and fun to the student, thus the students can follow the learning process well. For this case, the teachers present learning teaching process in a pleasant atmosphere, give rewards in the form of grades and praise for each student who are actively giving a response during the teaching learning process, insert games and sing together. For details, see the table below:

Table 3. Level of student learning activity cycle II

NO	Student Learning Activities	Frequency	Percentage
1	Students do visual activities	34	94%
2	Students carry out oral activities	32	89%
3	Students carry out listening activities.	33	92%
4	Students do writing activities (writing activities).	35	97%
5	Students do drawing activities (drawing activities).	26	72%
6	Students perform motor activities (motor activities)	34	94%
7	Students perform mental activities (mental activities).	28	78%
8	Students carry out emotional activities (emotional activities).	27	75%
	AVERAGE	31	86%

In the table above, it is shown that there is an enhancement of student learning activity in the subject of Bahasa Indonesia in cycle II after taking a corrective action. It is about 86% with the following details. As many as 94% of students perform learning activities through visual activities, such as reading and looking for answers in books. 89% of students perform learning activities through oral activities, such as asking, discussing, conducting interviews. 92% of students perform learning activities through listening

activities. 97% of students perform learning activities through writing activities. 72% of students perform learning activities through drawing activities, such as making learning maps. 94% of students perform learning activities through motor activities, such as trying, clapping, and sticking cards. 78% of students perform learning activities through mental activities, such as responding, solving problems, remembering. 75% of students perform learning activities through emotional activities, such as being interested, happy, and brave.

The following is data is the results of student learning evaluations perform in cycle II.

Table 4. Student learning outcomes in cycle 1

No	KKM Criteria	Frequency	Percentage
1	Score 70-100 = Complete	32	89%
2	Score 0 - 69 = Not Completed	4	11%
	Amount	36	100%

Based on these data, it is shown that the learning outcomes of class VII I MTsN 2 Bandar Lampung students in the cycle 2 are getting better after conducting the corrective action in implementing the contextual learning approach. The percentage of student learning outcomes categorized as complete is 89% or 32 students while student learning outcomes that have not been completed are 11% or 4 people. Therefore, in this second cycle there is an enhancement in the percentage of students whose learning outcomes are categorized as complete compared to the learning outcomes achieved in cycle I.

There are several findings about observations' result on the implementation of the learning process using a contextual learning approach in the cycle II. They are (1) the level of student learning activity in learning Bahasa Indonesia is getting better, it is about 86% and has exceeded the success criteria which is 80%; (2) The level of student learning outcomes in learning Bahasa Indonesia is getting better, namely 89% and has exceeded the established research success criteria which is 75%. Based on the research findings in the second cycle, it is reflected that there is no need to take action in the next cycle. This means that this research has been completed because it has succeeded in increasing student learning activities in learning Bahasa Indonesia, especially in class VII I MTsN 2 Bandar Lampung.

Discussion

As described in this background, the students' learning activities in learning Bahasa Indonesia in class VII I MTsN 2 Bandar Lampung before using contextual learning are still very low. There are 36 students in class VII I MTsN 2 Bandar Lampung; 56% of students perform visual activities, 42% of students perform oral activities, 50% of students perform listening activities, 53% of students perform writing activities, and 53% of students perform drawing activities 44%, students perform motor activities (motor activities) 53%, the

percentage of students perform mental activities (mental activities) 47%, the percentage of students perform emotional activities (emotional activities) 50%. It can be observed that the student learning activities have not been exciting and still show a negative response. Therefore, to increase students' enthusiasm in teaching learning process, teachers should be able to provide a pleasant atmosphere for students.

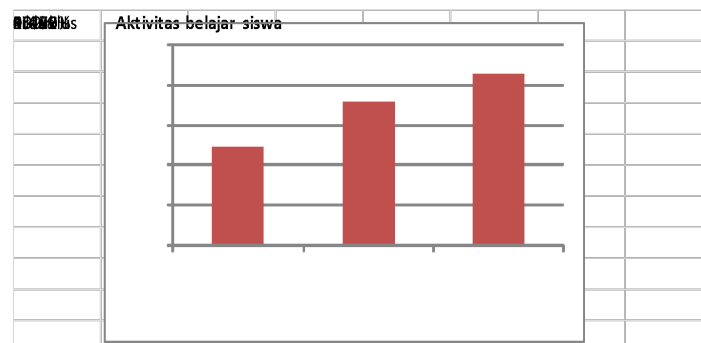
Contextual learning is one of solutions that can be applied and used to increase student learning activities in Bahasa Indonesia subjects as described above. This action applies two cycles, each with two meetings for class VII I MTsN 2 Bandar Lampung students in the 2019/2020 school year, and it turned out that the results of research on student learning activities in Indonesian subjects after contextual learning was applied showed a significant increase.

Based on the results of research that has been done, student learning activities in Bahasa Indonesia subjects from pre-cycle, cycle I and cycle II can be presented through the following table:

Table 5. The Result of Student Learning Activities

NO	Student Learning Activities	Pre-cycle		Cycle I		Cycle II	
		F	P	F	P	F	P
1	Students do visual activities	20	56%	30	83%	34	94%
2	Students carry out oral activities	15	42%	25	69%	32	89%
3	Students carry out listening activities.	18	50%	20	56%	33	92%
4	Students do writing activities (writing activities).	19	53%	28	78%	35	97%
5	Students do drawing activities (drawing activities).	16	44%	25	69%	26	72%
6	Students perform motor activities (motor activities)	19	53%	29	81%	34	94%
7	Students perform mental activities (mental activities).	17	47%	26	72%	28	78%
8	Students carry out emotional activities (emotional activities).	18	50%	25	69%	27	75%
	AVERAGE	17, 75	49%	26	72%	31	86%

The data shows that there is a considerable enhancement in student learning activities in Bahasa Indonesia subjects in class VII I MTsN 2 Bandar Lampung in the 2019/2020 school year after contextual learning is applied. The average student learning activity in the pre-cycle is only 49%, in the first cycle it increases to 72% and after corrective actions are performed in the second cycle the student learning activity in Bahasa Indonesia subject increase to 86%. The enhancement of students learning activity in Bahasa Indonesia subject in class VII I MTsN 2 Bandar Lampung in the 2019/2020 school year can be seen clearly in the following graph:



Graph 1
Student Learning Activities for Bahasa Indonesia subject

The graph shows that student learning activities increase after applying contextual learning approach in learning Bahasa Indonesia subject. It means that contextual learning approach can improve student learning activities in Bahasa Indonesia subject, especially for class VII I students at MTsN 2 Bandar Lampung in the 2019/2020 school year. There are several learning activities done through a contextual learning approach. They are (1) using learning strategies which makes students feel fun and comfortable; (2) Making media card in learning activities; (3) Inserting games in learning activities; (4) Providing opportunities for all students to display the results of their observations; (5) Giving awards to students who play an active role in learning activities.

CONCLUSION

It can be concluded that the use of contextual learning can improve student learning activities in learning Bahasa Indonesia for students in class VII, MTsN 2 Bandar Lampung in the 2019/2020 school year. The enhancement of student learning activities in learning Bahasa Indonesia is based on the finding that the average student learning activity in pre-cycle learning is only 49%, in the first cycle it increases to 72% and after corrective action is taken in the second cycle, the learning activity of Bahasa Indonesia is increasing again up to 86%.

REFERENCES

- Arthurs, L. A., & Kreager, B. Z. (2017). An integrative review of in-class activities that enable active learning in college science classroom settings. *International Journal of Science Education*, 39(15), 2073-2091.
- Bera, L. K., Degeng, I. N. S., Setyosari, P., & Widiati, U. (2016). The Effect of Contextual Learning Strategy on the Basis of Language Exposure Ecology and Learning Motivation on the Matery of English Vocabulary. In

- International Conference on Education (ICE2) 2018: Education and Innovation in Science in the Digital Era (pp. 508-514).
- Briz-Ponce, L., Pereira, A., Carvalho, L., Juanes-Méndez, J. A., & García-Peñalvo, F. J. (2017). Learning with mobile technologies—Students' behavior. *Computers in human behavior*, 72, 612-620.
- Candry, S., Elgort, I., Deconinck, J., & Eyckmans, J. (2017). Word writing vs. meaning inferencing in contextualized L2 vocabulary learning: Assessing the effect of different vocabulary learning strategies. *Canadian modern language review*, 73(3), 293-318.
- Morosan, C., Dawson, M., & Whalen, E. A. (2017). Using active learning activities to increase student outcomes in an information technology course. *Journal of Hospitality & Tourism Education*, 29(4), 147-157.
- Nurjannah. (2018). Penerapan Pendekatan Kontekstual dalam Meningkatkan Keterampilan Menulis Puisi pada Siswa SDN 1 Lalebbata Kelas VB Kecamatan Wara Kota Palopo. *Prosiding Seminar Nasional*, ISSN 2443-1109, pages 299-470.
- Padmi, Jatuh. (2017). Peningkatan Menulis Cerita Pendk Melalui Pendekatan Kontekstual Pada Siswa SMP Kelas VII. *Jurnal Pendidikan*, 2(1), 21-28.
- Poondej, C., & Lerdpornkulrat, T. (2016). The development of gamified learning activities to increase student engagement in learning. *Australian Educational Computing*, 31(2).
- Sutikno, Sobri. (2007). *Menggagas Pembelajaran Efektif Bermakna*, Mataram : NTP Press.
- Whitton, D., Barker, K. L., Nosworthy, M., Humphries, J., & Sinclair, C. (2016). *Learning for teaching: Teaching for learning*.