

Improvement of Student Learning Result with the Contextual Teaching and Learning Approach on Social Studies Subjects Sixth Grade SDN Sawunggaling VII/388 Surabaya

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Abstract:- This research is a classroom action research (PTK), which aims to enhance the activity and student learning outcomes using the approach Contextual Teaching and Learning (CTL) on VIA grade students of SDN Sawunggaling VII/388 Surabaya. This research study was conducted during three cycles, each cycle consisting of 1x meeting. The subjects were students of class VIA SDN / 388 Surabaya in the 2nd half of the school year 2018/2019. The results showed that the application of CTL approach on social studies learning can enhance the activity and learning result students. This is evident from the observation and analysis of data on each cycle. Increased activity of students can be seen from the increase in the percentage of the activity of students in the first cycle of 62.5% to 76.9% in the second cycle and 90, 4% in the third cycle. Improved learning result can be seen from the increase in the average results of study in the first cycle of 65.9 becomes 73.5 in the second cycle and 80.1 in the third cycle. The results of students' response to the learning process with the contextual teaching and learning approach gained 30% of students agree and 70% strongly agree. Based on these results it can be concluded that the application of the contextual teaching and learning approach in the social studies learning can enhance the activity and learning result class VIA grade students in SDN Sawunggaling VII/388 Surabaya

Keywords:- Contextual Teaching And Learning Approach, Social Studies, Learning Result.

I. INTRODUCTION

Education is one key element in making a complete Indonesian human development. For this reason, it takes management oriented education how to create change for the better. Many efforts have been made by the Ministry of Education and Culture of them to make changes in education, one of which is the renewal of curriculum innovation. The curriculum is a set of plans and arrangements regarding the content and learning materials as well as the means used to guide teaching and learning activities (Hamalik, 2011: 18).

The curriculum as a component in the learning process becomes one important instrument for achieving national education goals. The curriculum was developed dynamically to respond to challenges and to follow the development of education. Related to that is developing the Curriculum 2013 as the previous curriculum improvement with respect to 4 of 8 National Education standards that Content Standards, Standard Process, Graduate Competency Standards and Assessment Standards. Curriculum 2013 will improve and balance the soft skills and hard skills pertaining to the competency of attitudes, skills and knowledge (Kurniasih, 2014: 1)

In connection with the changes in the curriculum, the various parties to analyze and see the need to implement a competency-based curriculum as well berbasiskarakter (competency and character-based curriculum), which can provide students with a variety of attitudes and capabilities in accordance with the demands of the times and the demands of global technology. It is very important to meet the challenges of globalization, adaptive to change, contribute to social welfare and community development. With a competency-based curriculum and character expected to solve many problems facing the nation, particularly in the education sector by preparing the learners through the planning, implementation, and evaluation of the education system in an effective, efficient, and effective manner. Curriculum 2013 emphasis on

character education especially at the primary level, which will be the foundation for the next level. (Mulyasa, 2017: 3)

Characteristics of elementary school students' understanding of the concrete operational nature. This is in accordance with the opinion of Piaget (in Suparno, 2013: 49) that children 7-11 years of age begin to understand from a material, capable of performing a variety of combinations of some classes of objects varying levels, and be able to systematically understand the events and objects around it happens concretely. To achieve this, it is necessary to optimize and develop the learning process through the use of communicative approach and interactive learning based on the experience gained by the students themselves. Learning activities carried out by transferring the activities of teachers not only their knowledge to students.

Education in elementary school was organized to develop the skills, attitudes, skills and knowledge necessary for people's lives and to prepare students to be eligible to participate in secondary education. Therefore, education in primary schools must be implemented properly. One of the basic subjects taught in education elementary school is social science, which is subject to an important role in everyday life as well as in the advancement of science and technology in general. Social Sciences which is a compulsory subject in the curriculum structure 2013 at the level of basic education (primary and secondary). IPS shall be studied by students who study the content developed and established by the central government through the Ministry of Education and Culture. (Murini, 2017: 16). Relating to social studies in elementary school must be properly managed in order to achieve educational goals and are able to form a superior private in society and quality. But so far there are obstacles in terms of student learning outcomes in social studies decreased.

Based on observations made by researcher and teacher Class VI SDN Sawunggaling VII/388 Surabaya there are constraints such as: (1) when the social studies on going learning process, students are paying less attention to the teacher explanation because it is crowded with seatmate; (2) students are less active in the process of learning because of the dominance of teachers in the learning and social studies have characteristics much memorization and the learning process is less attractive, as evidenced when given the opportunity to ask a few students who still dare to actively ask and answer; (3) in the process of teacher learning difficulties in encouraging students to be more active interaction with teachers because of the variety of learning are still unconventional.

Based on these problems, learning social studies in elementary schools need to be arranged in a systematic, comprehensive, and integrated in the learning process towards maturity and success in public life. The approach is expected to nurture students to become Indonesian citizens who are responsible and effective citizens of the world, in a global society that is always changing every moment. For that, the IPS study should be designed to build and reflect

the ability of students in public life are always changing and evolving continuously. For teachers who will develop education in social studies learning process must understand the key concepts in character education. Characters are values of human behavior associated with the Almighty God, self, fellow human beings, the environment, and nationality embodied in thoughts, attitudes, feelings, words, and actions based on religious norms, laws, manners, culture, and customs. (Kemendikbud, 2013: 9).

The main purpose of social studies education is basically the formation of students' social behavior in accordance with the objectives of national education. Social studies teaching is very important for elementary and secondary education for students who come to school come from different environments. Through the teaching of social studies students can acquire the knowledge, skills, attitudes, and sensitivity to deal with the challenges of life-tantangannya. Selanjutnya expected that they were later able to act rationally in solving the problems faced. (Hidayati, 2002: 12). After studying social studies, each student is expected to have the ability to establish relationships and develop social interaction based on the values and norms, as well as the concepts of social sciences (Pramono, 2013: 15). So the main purpose of education is the formation IPS basically social behavior of students in accordance with the objectives of national education. IPS teaching is very important for elementary and secondary education for students who come to school come from different environments. Through the teaching of social studies students can acquire the knowledge, skills, attitudes, and sensitivity to deal with the challenges of life-tantangannya. Selanjutnya expected that they were later able to act rationally in solving the problems faced. (Hidayati, 2002: 12). skills, attitudes, and sensitivity to deal with the challenges of life-tantangannya. Selanjutnya expected that they were later able to act rationally in solving the problems faced. (Hidayati, 2002: 12). skills, attitudes, and sensitivity to deal with the challenges of life-tantangannya. Selanjutnya expected that they were later able to act rationally in solving the problems faced. (Hidayati, 2002: 12).

Student learning result are determined by two factors: internal factors that come and sourced from within the individual students, and external factors is a factor derived and sourced from outside the individual student. Related to this concern of researchers is one of the external factors of student learning outcomes that teachers in this regard is the ability of teachers to manage classes. Classroom management by teachers will affect their success in learning, especially the impact of the results will happen. Although many experts acknowledge that the learning outcomes are predominantly influenced by internal factors such as ability and motivation simultaneously collaborate, but both internal factors that will work if the plant or driving factors outside the individual student. Classroom management functions to create a conducive learning atmosphere, creating harmony between teachers and students, creating an atmosphere of learning in the

classroom to be more comfortable, fun, and dynamic and to develop their talents, interests and potential of learners (kompri, 2014: 143). Therefore, if a teacher can manage the class, then create a classroom atmosphere conducive to support the teaching and learning activities effectively and efficiently.

Based on observations conducted by researchers that in the year 2019/2020 social studies learning result student is still low, of 31 students, only 7 students who scored in the top 75 or 23%. Students who score below 75 as many as 24 students or 77%, the average value was 65.9 with a minimum completeness criteria 75. The highest value and lowest 80 30 and many under KKM. For that, we need an innovation that can support the learning process of IPS and can improve student learning outcomes as part of the achievement of learning goals. The results of the early reflections learning conditions in public elementary school social studies Sawunggaling VII / 388 Surabaya today, in the learning process of teachers delivering the material is directly ie without using a device / media more often dominant because of the lack of adequate electronic media are in school, as well as the lack of suitability of a conducive learning environment for students to learn. Many of these teachers do not choose and use teaching methods that were not appropriate, resulting in students become quickly bored and busy themselves because monotonous learning atmosphere.

The low results for students at SDN Sawunggaling VII Surabaya influenced by the selection of instructional learning approach is not appropriate. Usually teachers are using methods lectures, discussion, assignment and teacher-centered approach. According Setiana (2013: 2) The traditional approach was not effective to help students develop the knowledge, skills, and behavior. In this learning approach, the dominance of the teacher in the learning process is so strong, so the teacher as if acting as sole "informations giver" in addition to textbooks, and students are in a position as a "passive learners" should follow the instructions of teachers. The impact, the ability of students to be hampered by the dominance of the teacher.

The use of a learning approach that is incompatible with the purpose of learning will be an obstacle in achieving the goals that have been formulated. In using the learning approach during the learning process, should not only teachers are active in the learning process, it is expected the interaction between teachers and students as well as students with a student. During this time tends to be teacher centered learning, while the expected ideal learning is the student center. Learning with this approach is certainly less able to attract the attention of students because the teacher is not able to optimize conditions with good grade. Less than optimal conditions in the classroom led to less interaction between teachers and students, while a good interaction is the source of greatest concern for students.

Selection of approaches can be used as a new and exciting way for students to determine the success of students in learning. Teachers must have a way or style of teaching as a strategy to deliver the material to the student information. While students with learning style how a teacher information can be received well. Each individual student has a way of learning that is not the same in every individual. This learning style determines how they will live and determine how students solve problems that exist in each of the lessons learned. As a teacher to understand each student's learning style is very important because it is expected a learning process can be accepted by the students and bring up the learning process fun for students.

One approach used in the appropriate learning social studies lesson on the theme of outer space venture is an contextual teaching and learning (CTL) approach. In this learning, the learning program is more of a plan designed classroom activities teachers, which contains a step by step scenario of what will be done together with the students in relation to the topics to be studied. Learning objectives reflected in programs, media to achieve these objectives, learning materials, learning steps, and the assessment of its authentic. In that context, the teacher is a program designed private plans on a few things to be done together with the students. With contextual teaching and learning approach, students will be directly exposed to the real object.

Contextual teaching and learning (CTL) approach is a concept study which states that a child will learn better if the environment was created scientifically, it means learning will be more meaningful if the child "work" and "experience" itself what he learned, not just "know". Learning is not just a knowledge transfer activities of teachers to students, but how the students were able to make sense of something that is learned. Therefore, the main learning strategy is more than just results. In this case the students need to understand the meaning of learning, what are the benefits, what their status, and how to achieve it. They realize that what is learned will be useful for later life. For CTL approach that is expected to improve learning outcomes IPS. This is consistent with previous research,

CTL approach in the classroom is expected to improve learning result social studies. This is in accordance opinions Amri (2010: 193) that the CTL approach is a concept which emphasizes the links between the world of learning materials with real life, so that students are able to connect and apply the results of competence. CTL consists of eight components, making a meaningful connection, self-learning, doing meaningful work, cooperate, think critically and creatively, helping individuals to grow and thrive, achieve a high standard and using authentic assessment. CTL is a learning system generates meaning by linking academic content to the context of students' everyday lives.

Research conducted by Murjiyem (2016: 132) states that the learning outcomes of students has increased by using contextual teaching and learning approach. This is evidenced by the results of the first study and daily test

increased from a base score, as evidenced by the thoroughness of the results of social studies in the first cycle individually 14 students (70%) were completed and 6 students (30%) who did not complete. In the second cycle increased to 16 students (80%) who completed while 4 students (20%) did not complete. This is confirmed by research Surdin (2018: 57) states that the CTL approach can increase the activity and student learning outcomes

Implementation contextual teaching and learning approach, it is required the material in the form of instructional materials and media by teachers to assist students in finding self-understanding and gain knowledge. The main component of the contextual teaching and learning according to Trianto (2009: 107), that is: (1) construct knowledge (constructivism), (2) activity debriefing of both teachers and students and among students (questioning), (3) inquiry, (4) learning community, (5) modeling, (6) reflection and (7) authentic assessment.

Bloom describes the types of learning outcomes which consists of three domains, namely cognitive, affective and psychomotor. Results belajar related to knowledge possessed by students that learning achievement, affective aspect related to attitude and psychomotor skills associated with aspects (Supardi, 2015: 2). Therefore, researchers focused this study on cognitive aspects of students as measured by the study include evaluation of test results after the students receive learning,

Based on the background described above, the purpose of this study was 1) to describe the activity of the students contextual teaching and learning approach in social studies students of sixth grade in SDN Sawunggaling VII/388 Surabaya, 2) describe the learning results of social studies with the contextual teaching and learning approach of sixth grade students in SDN Sawunggaling VII/388 Surabaya, and 3) describe the student response of the sixth grade students in SDN Sawunggaling VII/388 on the application of contextual teaching and learning approach to learning social studies

II. THEORETICAL FRAMEWORK

➤ *Learning Result*

Purwanto (2010: 44) that the learning outcomes are used as a measure to determine the extent of a person to master the material they have been taught. Meanwhile, according Nashar (2004: 77) of learning outcomes is the shift from the personal input in the form of motivation and hope for success and feedback from the environment such as draft and motivational management has no effect on the amount of effort devoted by students to achieve the learning objectives.

Suprihatiningrum (2013: 37) argues that learning outcomes or learning can also be used as an effect that gives a measure of the value of the method (strategy) alternatives under different conditions. Learning outcomes are closely related to learning or learning. Results of study on the target are grouped into two groups, namely

knowledge danketerampilan. To determine whether learning outcomes are achieved in accordance with the desired destination can be known through the evaluation. Evaluation or assessment is one component of the learning system. Evaluation principally aimed at improving performance and purposes, this can be achieved if there is a follow up of the evaluation activities. In this case,

➤ *Contextual Teaching and Learning Approach*

Ministry of Education (2002: 5) which states that associates the contextual learning what is taught with the real world of learners and to encourage learners to make connections between the knowledge possessed by the knowledge in everyday life. Sanjaya (2009: 132) CTL approach is a learning strategy that emphasizes the involvement of students in full process to be able to find the material studied and relate them to real life situations that encourage students to be able to apply it in their lives.

In the opinion of Amri (2010: 193) that the contextual teaching and learning (CTL) approach is a concept which emphasizes the links between the world of learning materials with real life, so that students are able to connect and apply the competencies of learning outcomes in everyday life. This approach is useful to help students learn the material being studied, so that learning is more than just memorization and foster science. CTL approach is an approach that helps teachers link the subject matter with the real world, encouraging students to understand the nature, meaning and benefits, allowing students diligent and motivated to learn.

III. RESEARCH METHOD

This study uses classroom action research. Hamdani (2008: 42) is a Class Action Research study conducted in a classroom to learn as a result of measures applied to a subject of research in the classroom. The research design used in this research study design adopted Kemmis spiral model and Mc Taggart (Pardjono, 2007: 22-23), the form of the device - the device or the description - a description with a device that consists of four components: planning, action, observation and reflection

Subjects who made this study were students of sixth grade in SDN Sawunggaling VII/388 Wonokromo Surabaya in the school year 2018-2019, the number of students as many as 33 students consisting of 21 women and 12 men. Data collection techniques used by researchers is the test evaluation of learning outcomes, teacher activity observation and student activities as well as field notes. Indicators of success in this study are: 1) This study is successful if student activity reached $\geq 75\%$ of the total of all activities performed during the learning process, 2) Completeness scores for students in the learning outcomes reached minimum completeness criteria ≥ 75 . The minimum value in accordance with the minimum completeness criteria specified in the sixth grade SDN Sawunggaling VII/388 Surabaya and classical completeness of at least 75% of students reached minimum completeness criteria of 75.

IV. RESULT AND DISCUSSION

Results are expected in this study is the increasing learning result social studies of sixth grade in SDN Sawunggaling VII/388 Surabaya by applying a contextual approach to teaching and learning approach. This research can be said to be successful if the indicators of success, research shows the activities of teachers and students' activity reached $\geq 75\%$, the thoroughness of the value of learning outcomes of students in achieving minimum

completeness criteria of 75, and the classical completeness achieve success $\geq 75\%$ of all students

➤ *Student Activity*

Based on observations of students in learning activities with contextual approach to teaching and learning in social studies learning data obtained as follows: the percentage of teacher activity in the first cycle of 62.5%, the second cycle of 76.9% and 90.4% the third cycle. For more details can be seen in the graph below:

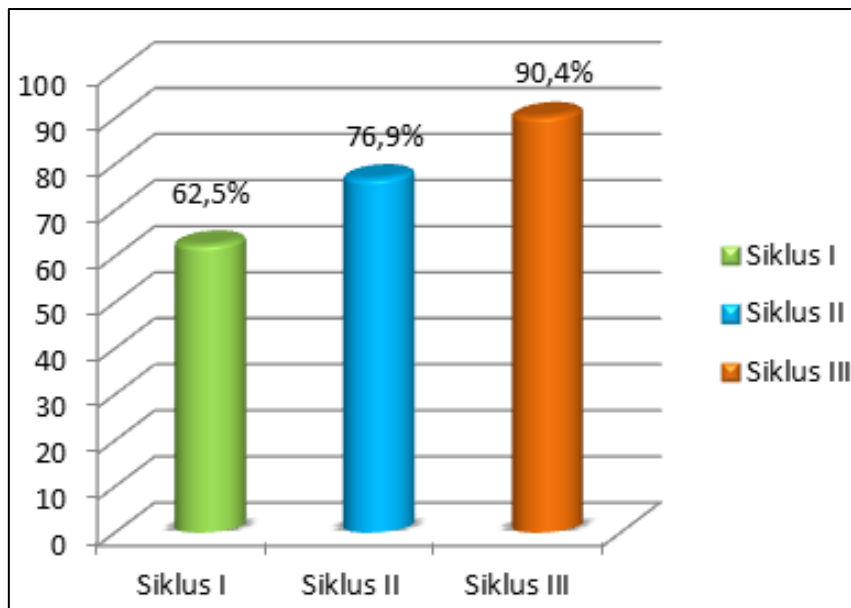


Fig 1:- Student Activity

The percentage of the activity is converted based on the following criteria:

- 81% - 100% : very good
 - 61% - 80% : well
 - 41% - 60% : enough
 - 21% - 40% : less
- (Arikunto, 2008:128)

Based on the evaluation criteria, the student activity increased in each cycle and get a very good category in the third cycle. Thus, the contextual teaching and learning approach to can improve student learning result.

If you look at the percentage of the above data was obtained difference in the percentage increase adherence to learning from cycle to cycle, the rate hike occurs between the cycle I, the cycle II and III. Based on the results of the stretcher observer and teacher discussions together. Rereta frequency to every aspect of learning implementation is uneven in the overall learning process. Seventh CTL components are already visible in the learning process. The mean activity of students from the first cycle to the third cycle is always increase. Thus, the application of CTL approach to learning can boost learning keterlaksanaan.

According Sardiman (2014: 103) found in a study that should be no activity, because in principle that learning is done or learning by doing. Activity is the principle or principles are very important in the learning interactions. According to Nur and Wikandari (2000: 1) to learn more than just remembering. A student to really understand and can apply the knowledge they have to work hard to solve problems, find something and keep in touch with the idea or ideas. The students' intellectual development occurs when students are faced with an interesting and challenging experiences in life that occurred in the neighborhood. For this reason, it can be concluded that by applying the contextual teaching and learning approach can boost student learning activities.

➤ *Learning Result*

Completeness of classical study results for the first cycle of 35.5% with an average value of 65.9 students, 51.6% with a second cycle students' average score of 73.5, and the third cycle 80.6% by value an average of 80.1 students. From the first cycle to the second cycle an increase of 16.1%, and from the second cycle to the third cycle there was an increase of 29%. For more details can be seen in the following graph.

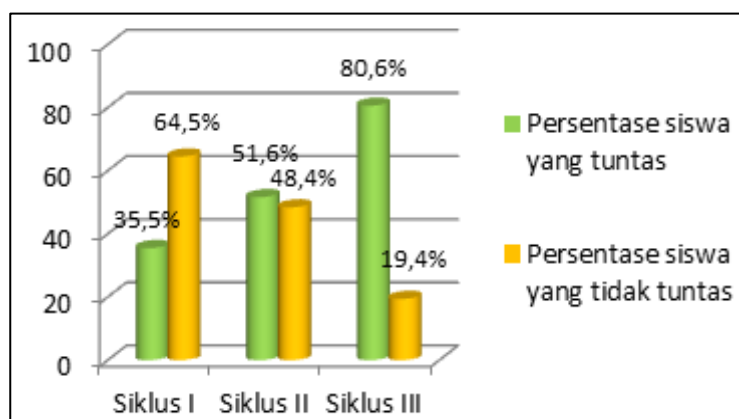


Fig 2:- Student Learning Result

Based on the results of learning result percentage data above, it can be concluded that an increase in student learning result of sixth grade in SDN Sawunggaling grade VII/388 Surabaya in social studies learning by applying a contextual teaching and learning approach.

The results of this study indicate that social studies learning by using contextual teaching and learning approach have a positive impact in improving student learning result. It can be seen from the evaluation results obtained researchers such as the table below:

Cycle	Student Learning Result	
	Average Value	Completeness
cycle I	65,9	22,6%
cycle II	73,5	51,6%
cycle III	80,1	80,6%

Tabel 1:- Comparison of Learning Result

Source: author processed data, 2019

Based on the above table, increased from one cycle to another cycle of both the average value so that the increase and the fulfillment of standards in this research is the third cycle with an average value of 80.1 students, 80.6% completeness. Results of study including one indicator of whether or not a sufficiently achieve the learning process. Sudjana (2013: 3) argues that the results of student learning is essentially a change in behavior as a result of learning in a broader sense include the areas of cognitive, affective and psychomotor. After the learning process by CTL approach, proved that the learning outcomes of students has increased. It is based on the opinion through the application of learning CTL associated with the daily life of students who are able to bring change students' understanding of a concept of knowledge. Students are not forced to memorize facts, but rather to encourage students to construct their own knowledge through interaction with the object of learning.

Implementation contextual teaching and learning (CTL) approach can be used as motivation for students to learn, both to more freely express his opinions, even seeking a solution to the thoughts that are unanswered in the minds of students through brainstorming with friends groups, especially with friends the ability to think more

tinggi. Pengalaman learning fun learning behavior change the level of student learning outcomes even better (Depdiknas, 2002).

Contextual teaching and learning approach makes students better if what is learned is related to what is already known and with the activities or events that occur in their environment. Learning developed with more contextual learning approach enables the process of construction of knowledge. The learning process will be more meaningful if students construct their own knowledge and direct from what he learned. This contextual learning approach is a concept that helps teachers learn the material being taught to associate with the real situation of students and encourage students to make connections between the knowledge possessed by its application in their daily lives - the day as a member of the family and society.

According Dahar (2011: 95) meaningful learning is the process of linking new knowledge with the same concept in cognitive ability, this means that meaningful learning occurs when students are able to connect the teaching materials with the knowledge possessed by students. Subject lessons have to be the same as the skills of the students and should be in accordance with cognitive abilities possessed by the students. Through contextual teaching and learning approach, students are asked to construct or find pengethaunannya own, and experienced firsthand what they have learned. Besides learning will be more meaningful because they learned concepts related to the daily life of students, so that students experience firsthand the concepts being learned and apply them in daily life.

In this study, constructivism can be seen when students construct their own knowledge when students are actively involved in learning and direct observation. While the inquiry component can be involved when students can find their own material concepts through activities in the school and home environment. By experiencing itself, a concept that has been studied and connects the knowledge that already exist so that learning becomes more meaningful. This is in accordance with the opinion Trianto (2008: 55) states that each subject in which students learn to be meaningful.

Seeing the learning results obtained in this study there was an increase in student learning result, where the desired value in the study of ≥ 75 with the completeness percentage of 75% is in want fulfilled in the third cycle of 80.6% with a very high criteria. It can be stated that the implementation of social studies learning using CTL approach can improve student learning result in accordance with the standards specified of minimum completeness criteria in research.

➤ Student Response

At the end of this research process the researchers gave questionnaires to students to provide responses to the implementation of the learning process by using the contextual teaching and learning (CTL) approach, these student responses did not reduce grades and were not in direction but were purely student opinions

The data obtained by researchers when making questionnaire responses of students with criteria specified in the questionnaire sheet to the learning process IPS model CTL (Contextual Teaching and Learning), Happy with the criteria of 30%, while 70% were very pleased. This can be seen from the diagram below:

Criteria	STS	TS	S	SS
Percentage	0%	0%	30%	70%

Tabel 2:- Result of Student Response Questionnaire

From the collection of the questionnaire that has been given researchers with 15 questions and the option of choice Strongly Agree, Agree, Disagree, Strongly Disagree in can be a percentage, agree: 30% and strongly agree: 70% , Thus, in the sixth grade social studies lesson using the contextual teaching and learning (CTL) approach can make students more active and enthusiastic and can improve student learning result.

Based on the percentage of the poll result, it can be seen that the response of the majority of students very well to social studies learning by applying CTL approach, most of the students were very happy during the study. Students do not have many difficulties when demonstrating the activity because the methods used by teachers to attract the attention of students and make students better understand the material presented. Furthermore, through the CTL approach, students more easily expressing ideas he had. Students look more active, not bored, and dare to express opinions. Through this model students are also more vibrant, visible from all the assignment of teachers worked earnestly and completed on time. Learning contains important things that students more easily absorb the material and direct practice in daily life after learning by applying the to follow CTL approach. Based on the percentage of the desired response criteria where students get excited about learning social studies with a CTL approach, then the percentage has been reached with the students' responses that students respond positively to the payment of the social studies to apply this learning approach.

This approach emphasizes to explore the ability or the potential of the students gained from the experiences and knowledge associated with the study. This is consistent with the constructivist theory to construct knowledge that the students do not come from an empty mind, but the student should have the knowledge to be addressed early so-called knowledge. In this case there are goals to be achieved within a contextual approach is to give motivation to the students to be able to understand the content of the material being studied students to connect learning materials to everyday experience, so that from the skills and knowledge gained can be applied to other problems (Majid, 2013 : 228).

V. CONCLUSION

The conclusions of this study can be taken after all the results of learning activities that have been carried out for two cycles, and based the entire discussion and analysis has been done can be summarized as follows:

Student activities in learning with contextual teaching and learning approach of social studies in the sixth grade SDN Sawunggaling VII/388 Surabaya applied for three cycles and based on the observations of the student activities increased by 14.4%, from 62.5% the first cycle to the second cycle of 76.9% and 13.5%, from the second cycle of 76.9% to 90.4% the third cycle. In accordance with the indicators of success that has been determined the activity of students have met the $> 80\%$.

Implementation contextual teaching and learning (CTL) approach can improve student learning result. It can be seen from the average of the first cycle of 65.9 with a total of 7 students completed increased in the second cycle with an average of 73.5 with a number of 16 students completed and the third cycle average of 80.1 with a number of learning result 25 students completed. Student understanding of the material presented teachers with due regard to the average increase in the value class so that students can achieve completeness criteria.

The response from the students more active and enthusiastic in participating in social studies learning by using contextual teaching and learning (CTL) approach so that students feel the impact both of activity and learning result

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