

PENGARUH PENDEKATAN PEMBELAJARAN *CONTEXTUAL TEACHING AND LEARNING (CTL)* TERHADAP HASIL BELAJAR SISWA KELAS 3 PADA PEMBELAJARAN TEMATIK

DI MI SYUHADA' BANJARAGUNG KECAMATAN PURI

KABUPATEN MOJOKERTO

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ABSTRACT

Planned education is directed at creating a quality teaching and learning atmosphere and improving the quality of human resources. Quality education will be realized if the learning process in educational institutions is successful. An educational success is determined by the educational process and is determined by the learning process. The purpose of this study was to determine the effect of the contextual teaching and learning (CTL) approach to learning outcomes for grade 3 students in thematic learning at MI Syuhada' Banjaragung, Puri District, Mojokerto Regency.

This research is an analytical study with the population in this study were all students of MI Syuhada' class III as many as 20 students. And a sample of 20 respondents. The instrument used a questionnaire and analyzed by chi square test.

The learning outcomes before using the CTL method, most of the students' learning outcomes were in the sufficient category as many as 12 respondents (60%). The learning outcomes after using the CTL method, most of the students' learning outcomes after using the CTL method were in the sufficient category as many as 12 respondents (60%). And a small part is less as much as 1 respondent (5%).

There is an influence of the contextual teaching and learning (CTL) learning approach on the learning outcomes of grade 3 students in thematic learning at MI Syuhada' Banjaragung, Puri District, Mojokerto Regency"

This research can be used as a reference for classroom teachers to conduct thematic learning using a contextual teaching and learning (CTL) approach.

Keywords: CTL Method, Learning Outcomes, Thematic Learning

preliminary

Law No. 20 of 2003 concerning the National education system states 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 spiritual, religious, self-control, personality, intelligence, noble character and skills needed. himself, society, nation and state. The learning process is a process in which an environment is deliberately managed to allow a learning atmosphere to occur. (Hasbulloh, 2015)

Planned education is directed at creating a quality teaching and learning atmosphere and improving the quality of human resources. Quality education will be realized if the learning process in educational institutions is successful. An educational success is determined by the educational process and is determined by the learning process. Basically the learning process is a communication process. In a communication process always involves three components, namely the message sending component (teacher), the message receiving component (students), and the message component itself which is commonly called the subject matter. (Wina Sanjaya, 2018)

In the world of education, educators have an important role, this is because the successful implementation of the standard of the educational process is largely determined by the ability of educators, because educators are the first to be associated with the implementation of educational programs. Teachers as actors of class autonomy have the authority to carry out classroom reforms (class room reform) in order to make changes in student behavior on an ongoing basis in line with their developmental tasks and the demands of the surrounding environment (Nanang Hanafiah, 2019).

Therefore, teachers must be able to package learning as attractive as possible by using appropriate strategies, models, methods and learning media in order to foster creativity and student interest in learning to think and learn actively in the learning process. To realize quality education, quality teachers are needed. Quality teachers are teachers who have the ability to realize national education goals, namely teachers who have pedagogical, personal, social and professional competencies. Pedagogic competence is the ability of teachers to create an atmosphere and varied learning experience in managing students who meet the prepared curriculum (Nurfuadi, 2016)

Changes in the 2006 curriculum to the 2013 curriculum can basically be said to change the teaching culture and mindset from teachers in carrying out learning in schools. So with the change in the curriculum, it is necessary to change the teaching strategy of teachers to implement 2013 curriculum-based learning. The 2013 curriculum is an integrated curriculum that allows students both individually and classically to actively explore and discover concepts and principles holistically, meaningfully, and authentically, through consideration. Therefore, there are various views and opinions about integrated learning, but all emphasize delivering meaningful lessons by involving students in the learning process (Poerati, et al. 2017).

In general, thematic learning uses a scientific approach, where in scientific learning there are five stages of learning, namely observing, asking, trying, reasoning, and communicating, but the results of thematic learning using this approach are less innovative and tend to be boring in the learning process. Learning will be meaningful if it is designed well, for that teachers need a suitable approach to use so that students can understand the learning material. One approach that is suitable for use is the contextual teaching and learning (CTL) approach. This is to achieve the goal of the system which includes eight components, namely, making meaningful connections, doing meaningful work, conducting self-regulated learning, thinking critically and creatively, helping individuals to grow and develop, achieving high standards using authentic assessment (Elaine, 2017).).

According to Piaget, elementary school-age children are in the concrete operational phase. based on this cognitive development, elementary age children generally have

difficulty understanding abstract material, because abstraction is relatively not easily understood by elementary age students in general (Ahmad Susanto, 2015)

The contextual teaching and learning (CTL) approach can be used for various learning processes, one of which is thematic learning contained in the 2013 curriculum.

Based on observations made by the author on October 9, 2021, the author conducted an interview with the homeroom teacher of class 3 MI Syuhada' Banjaragung, he revealed that he had used a contextual teaching and learning approach to support the learning process.

The application of the contextual teaching and learning approach to the third grade, from the results of observations and interviews with the homeroom teacher of class 3 MI Syuhada' Banjaragung obtained information that teachers have difficulty in implementing thematic learning because students at grade 3 are classified as active children so that it has an impact on the difficulty of participants students to understand the material being taught, in addition to student activity, it is also because students at this age find it difficult to accept material in a monotonous way, because most students will easily understand the subject matter using examples or real objects found in the student environment to support the delivery of learning material. By applying contextual teaching and learning (CTL) students will remember the material they have learned better and activate each individual student and train group collaboration between students so that students can apply it in their lives. Then in thematic learning still use lectures, discussions, question and answer, active learning. Learning outcomes using this method do not attract the attention of students, so the teacher must innovate in providing subject matter, one of which is by applying a contextual approach so that students understand the material and are active in learning and can be implemented in the lives of students themselves.

This contextual-based learning model is being applied in the third grade of MI Syuhada' Banjaragung in thematic learning. The application of the contextual teaching and learning (CTL) approach is a learning approach that emphasizes the full involvement of students to be able to find the material being studied and relate it to real life situations so as to encourage students to be able to apply it in their lives.

Research methods

The type of research that will be used is quantitative research. According to (Notoadmodjo, 2012) quantitative research is research on a set of objects which usually aims to connect two or more variables. In this study, two variables were used, namely the dependent variable the contextual teaching and learning approach and the independent variable learning outcomes for class III students in thematic lessons at MI Syuhada' Banjaragung.

The research subject is the object or person to be researched (Setiadi, 2013). In this study, the research subjects were the results obtained <0.05 then H_1 is accepted, which means that there is an effect of the contextual teaching and learning (CTL) approach to learning outcomes for grade 3 students in thematic lessons at MI Syuhada' Banjaragung.

Results

This study describes the learning process in thematic learning theme two (my passion) using a contextual teaching and learning (CTL) approach in class III MI Syuhada' Banjaragung. Data This research was carried out with data collection methods, namely interviews (interviews).

1. Characteristics of respondents by gender

Table 4.3 Distribution of the frequency of respondents by sex of third grade students at MI Syuhada' Banjaragung

No Gender F %

1 Male 13 65.0

2 Female 7 35.0

Total 20

Based on the table above shows that the respondents with male sex as many as 13 students (65.0%) and female as many as 7 students (35.0%).

Reliability Test Results

No Variable Cronbach/s alpha N of item Description

1 Question Before CTL 0.939 15 Reliable

2 Questions After CTL 0.914 15 Reliable

(Source: SPSS Results 26, 2021)

From table 5 it can be seen that each variable has a Cronbach alpha value > 0.60. Thus the instrument is said to be reliable. Therefore, the statement in this questionnaire is appropriate to be used as a research data collection tool.

2. Learning outcomes before learning using the CTL method

Table 4.7 Distribution of the frequency of respondents based on learning outcomes before learning using the CTL method for class III students at MI Syuhada' Banjaragung

No. Learning outcomes before CTL

F %

1 Good 1 5

2 Enough 12 60

3 Less 7 35

Total 20 100

Based on the table above, it shows that most of the students' learning outcomes are in the sufficient category as many as 12 respondents (60%). And a small part is good as much as 1 respondent (5%).

3. Learning outcomes after learning using the CTL method

Table 4.8 Distribution of the frequency of respondents based on learning outcomes after learning using the CTL method for class III students at MI Syuhada' Banjaragung

No. Learning outcomes after CTL

F %

1 Good 7 35

2 Enough 12 60

3 Less 1 5

Total 20 100

Based on the table above, it shows that most of the students' learning outcomes after the CTL method was carried out were in the sufficient category as many as 12 respondents, namely (60%). And a small part is good as many as 7 respondents (35%).

4. The effect of the CTL learning method on the learning outcomes of third grade students in thematic learning at MI Syuhada' Banjaragung.

Table 4.9 Distribution of the frequency of respondents based on learning outcomes after learning using the CTL method for class III students at MI Syuhada' Banjaragung

Learning outcomes before using the CTL method Learning outcomes after using the CTL method Total

Good Enough Less

Good 1 0 0 1

5.0% ,0% ,0% 5.0%

Enough 6 6 0 12

30.0% 30.0% .0% 60.0%

Less 0 6 1 7

,0% 30.0% 5.0% 35.0%

Total 7 12 1 20

35.0% 60.0% 5.0% 100.0%

Based on the results of the cross tabulation above, it shows that there is an effect of the CTL learning method on student learning outcomes in thematic learning, with a less significant effect, namely there are only changes in learning outcomes that were previously in the less to good category, namely 1 respondent, and in the quite to good

category as many as 6 respondents from 12 respondents. Through the results of the SPSS chi square test, it was found that it was significant

Based on the results of observations and interviews conducted by researchers, in this chapter the author will present data obtained from field results, namely thematic learning activities, especially on theme two using a contextual teaching and learning approach. applying a contextual teaching and learning approach the teacher first determines the theme to be taught whether it is suitable to be applied using a contextual teaching and learning (CTL) approach, because not all subject matter will be suitable when using a contextual teaching and learning approach, if the theme and material are appropriate the teacher will explain the material using a contextual teaching and learning approach. In learning activities that take place students will be more enthusiastic and there will be no boredom in learning if in each delivery of learning using an interesting approach, one of which uses a contextual teaching and learning approach, in this approach students will understand the material better.

learning, because in learning using a contextual teaching and learning approach students not only learn in the classroom and not only listen to learning material but students will learn outside the student environment and by using examples of real objects that are easy for students to understand and not abstract will make it easier for students in accepting the lessons given by the teacher.

Learning planning in the contextual teaching and learning (CTL) learning approach is an activity or process of preparing or estimating the course of learning activities in order to achieve the desired goals, so that the learning process runs well, good planning is needed. Learning planning is the initial step taken by the teacher to lead to the success of the teaching and learning process so that learning takes place directed and the desired goals can be achieved properly.

Planning learning activities using a contextual teaching and learning (CTL) learning approach carried out by class III teachers at MI Syuhada' Banjaragung.

used by teachers so that students can understand the lesson well and easily understand the lessons given which aim so that students can apply it in everyday life. In the planning stage, the third grade teacher at MI Syuhada' Banjaragung. prepare a syllabus and choose the right KD from various subjects that will be presented in the learning process and prepare a Learning Implementation Plan (RPP) as a guide for the course of learning from the initial activities to the end of learning activities.

Conclusion

From the results of the researchers who examined the application of the contextual teaching and learning (CTL) approach in the third grade thematic learning at MI Syuhada' Banjaragung., the third grade thematic learning used the contextual teaching and learning (CTL) approach. contextual teaching and learning (CTL) is learning that helps teachers in the learning process where students are able to understand the learning material

using an object approach in the student environment that makes it easier for students to receive, understand and interpret learning materials with enthusiasm and fun.

Thus, in the application of the contextual teaching and learning (CTL) approach in thematic learning of class III students at MI Syuhada' Banjaragung. has been implemented and planned in accordance with the learning objectives in the lesson plans that the teacher has prepared and uses the concept of a contextual teaching and learning approach. In order for the learning process to run smoothly and can be achieved optimally, it is necessary to have the cooperation of all parties.

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