



The Influence Of The Implementation Of Contextual Learning Models On Learning Outcomes In Social Studies Subjects Of Grade IX Students Of SMPN 13 Bengkulu City

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Abstract. This study aims to: (1) determine the contextual learning model in the subject of social studies of class IX students of SMP 13 Bengkulu City (2) determine the learning outcomes in the subject of social studies of class IX students of SMP 13 Bengkulu City, and (3) determine the effect of implementing the contextual learning model on learning outcomes in the subject of social studies of class IX students of SMP 13 Bengkulu City. This type of research is quantitative research by measuring and analyzing the relationship between two variables that can be measured numerically. The data collection techniques used were observation, questionnaires, and documentation. The sample in this study was 60 students with a purposive sampling technique. The data analysis technique used the average (mean) and the f test. The results of the study showed that the contextual learning model of students was in the good category, learning outcomes were in the very good category, and there was a positive and significant influence between the contextual learning model and student learning outcomes. This shows that the better the contextual learning model, the better it is in terms of student learning outcomes.

Keywords: *Contextual Learning Model, Learning Outcomes, Studies.*

INTRODUCTION

Education is a very important part of a nation's life. Education enables us to keep up with the times and changes that occur in the field of science. The purpose of national education means that education not only forms humans who have abilities in certain scientific fields, but can also form humans with good attitudes and morals. As an effort to realize the integrity of a complete human being, the implementation of an effective and comprehensive education process is needed. Consciously or unconsciously, education has become a part of our lives and we cannot avoid its destiny, and education is a complex event, namely the event of a series of communications between humans and their environment, so that humans grow and develop as whole individuals.

Improving the quality of education can be seen from several supporting factors. One of the benchmarks for improving the quality of education is learning. According to Asep Jihad and Abdul Haris, (2022:11) said that learning is a process consisting of a combination of two aspects, namely: learning is focused on what students must do, teaching is oriented towards what the teacher does as a teacher. Therefore, students feel intimidated and tend to be unenthusiastic, unmotivated, and learning is less fun so that the learning outcomes obtained by students are slightly unsatisfactory. In order to feel intimidated and tend to be unenthusiastic and so on, there needs to be a change in the learning paradigm, namely changes in the mindset of educators, education personnel, students, and parents of students and an understanding of

the existence of aspects of learning, as a component of education and teaching that has a major role in achieving teaching goals (Syaiful Sagala, 2018)

Learning is the main process carried out in school life. Learning activities involve components of teachers, students, methods, environment, learning facilities and infrastructure that are interrelated with each other. Improving the quality of learning is one of the most important aspects for teachers to create educational personnel who have high quality and quality. However, in its implementation, education always faces challenges, such as problems of quality, relevance, equity and so on. The learning process is an effort made by teachers to achieve the goals formulated in the independent curriculum. Assessment is one of the activities carried out to measure and assess the level of curriculum achievement and the success or failure of the learning process. Several learning models that have been widely developed include: Direct Learning Model, Cooperative Learning Model, *Problem Based Learning* , Guided Discovery Learning Model, Contextual Learning.

Contextual in social studies learning is a contextual learning model that emphasizes the process of full student involvement 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. There are several aspects that students must have in learning using a contextual approach, namely constructivism, inquiry, asking, learning communities, modeling, reflection, and real assessment. Mastering these aspects of skills can improve student learning outcomes, especially in economics learning. Learning is basically a set of events that are able to condition, encourage, serve, and direct student learning activities. Therefore, learning activities should be accompanied by learning activities because the two should have a balanced relationship. But in reality, it is still often found that learning is still based on teaching activities and not on learning that is truly able to create a learning process. This situation occurs because in general teachers only position themselves as sources of information and forget the possibility of their function as a source of encouragement, provider, manager, and assessment to students.

According to Natawidjaja (in Indah Lestari, 2020), in contextual learning, the teacher's task is to facilitate students in discovering something new (knowledge and skills) through independent learning, not what the teacher says. Students truly experience and discover for themselves what is learned as the results of their own reconstruction. Thus, students are more productive and innovative. Contextual learning will encourage active learning. Active learning is a teaching and learning system that emphasizes student activity physically, mentally, intellectually, and emotionally in order to obtain learning outcomes in the form of a combination of cognitive, affective, and psychomotor aspects.

Based on this definition, the author can emphasize that the Contextual Learning Model is a strategy used in the learning process where students experience what they are learning themselves so that students are encouraged to learn more actively. This is in line with research conducted by Nur Indah Sari (Jember, 2020) which states that there is Contextual Learning in Integrated Thematic Learning at Madrasah Ibtidaiyah Ma'arif 01 KH Shiddiq.

Table 1 Recapitulation of Grade IX Students' Mid-Term Exam Scores in Social Studies Subjects

No.	Class	Total Students	Passed	Not pass
1.	IX A	32	10	22
2.	IX B	30	19	11
3.	IX C	28	10	18
4.	IX D	30	18	12
5.	IX E	27	17	10

(Data Source : Administration Room of SMPN 13, Bengkulu City)

The recapitulation table of the values above shows that there are still many students of grade IX of SMPN 13 who do not understand social studies learning using contextual learning models. Based on observations made by the author, the learning process of Grade IX Schools of SMPN 13 Bengkulu City is still inactive where the learning process is still dominated by the teacher. The contextual learning strategy used by SMPN 13 teachers in teaching grade IX students is still conventional, which includes students coming, sitting, writing material written by the teacher on the board, listening to the teacher explaining the learning material and doing assignments.

In the use of this contextual learning model, there are still students who are less active in expressing opinions related to social studies learning materials, there are still students who are less active in answering questions given by social studies teachers, there are still students who are less active in presenting group work results, there are still students who are afraid to ask questions related to material that is not understood so that the author is interested in taking the title *The Influence of Contextual Learning Models on Learning Outcomes in Social Studies Subjects of Class IX Students of SMPN 13 Bengkulu City*.

LITERATURE REVIEW

Learning

Learning can be interpreted as a process by teachers or educators to help students or learners to be able to learn well. Another meaning of learning is a conscious effort from teachers to make students learn, namely the occurrence of behavioral changes in students who learn, where the change is with the acquisition of new abilities that apply in a certain time due to effort.

According to Rusman in (Rosmita, 2020) Learning is essentially a process of interaction between teachers and students, both direct interactions such as face-to-face and indirect interactions using learning media. Meanwhile, in (National Education System Law No. 20 of 2003) it states that Learning is a process of interaction between students and educators and learning resources in a learning environment. According to (Yolandasari, 2020) Learning is also interpreted as the process of providing guidance or assistance to students in carrying out the learning process.

Contextual Learning

Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes full student involvement in finding learning materials and relating them to real-life situations. The goal of CTL learning is to equip students with knowledge that can be flexibly transferred between different problems and contexts (Arsyad, A., Sulfemi, WB, & Fajartriani, T. 2020).

Learning outcomes

Learning outcomes are students' abilities obtained after learning activities (Nugraha, 2020). Learning outcomes are certain competencies or abilities achieved by students after participating in the teaching and learning process and include cognitive, affective, and psychomotor skills (Wulandari, 2021). According to Mustakim (2020), learning outcomes are everything achieved by students with certain assessments that have been determined by the curriculum of the previous educational institution.

Social sciences (IPS)

Social science (IPS) is a combination of various disciplines of science, including economics, history, geography, and sociology which are arranged systematically and integratedly which then becomes a discipline that cannot be divided anymore because it has been integrated into social science. Numan Sumantri stated that "IPS education is a

simplification or adaptation of social sciences and humanities disciplines, as well as basic human activities that are organized and studied scientifically and pedagogically or psychologically for educational purposes."

METHODS

This type of research is quantitative research by measuring and analyzing the relationship between two variables that can be measured numerically. The sample in this study amounted to 60 students using *purposive sampling* technique . Data analysis techniques using the average (mean) and f test . Data collection techniques used are observation, questionnaires, and documentation.

The following is a questionnaire table that is a measuring tool in this study:

Table 2 Questionnaire Grid

No	Variables	Indicator	Sub-Indicators	Item No.
1	Contextual Learning Model	1. Constructivism Learning	<ol style="list-style-type: none"> 1. Students think actively and creatively 2. Students are free to develop their creativity 3. Students actively develop their mindset 	1,2,3
		2. Carrying out Inquiry Activities	<ol style="list-style-type: none"> 1. Improve students' thinking skills 2. Students are able to solve problems systematically 3. Developing student character 	4,5,6
		3. Ask	<ol style="list-style-type: none"> 1. Students are active in answering questions 2. Students ask the teacher about the material 3. Students who ask questions with good also able to communicate well 	7,8,9
		4. Discuss	<ol style="list-style-type: none"> 1. Create a Group 2. Students exchange opinions with other students 3. Students participate in group learning 	10,11,12
		5. Modeling	<ol style="list-style-type: none"> 1. Relating learning materials to the student's environment 2. Encourage students to make connections between knowledge and everyday life 3. Helping students understand the material being taught 	13,14,15

RESULTS

The results of the study showed that the contextual learning model of students was in the good category, learning outcomes were in the very good category, and there was a positive and significant influence between the contextual learning model and student learning outcomes. This shows that the better the contextual learning model, the better it is in terms of student learning outcomes.

DISCUSSION

Based on the results of the calculations and analysis above, it can be discussed as follows:

The results of the analysis show that the average calculation (*mean*) of the Contextual Learning Model in Social Studies Subjects of Class IX A and IX C of SMPN 13 Bengkulu City is 59.55. On the scale in this study, the average of the Contextual Learning Model in Social Studies Subjects of Class IX A and IX C is at 52-63, which can be concluded that the Contextual Learning Model in Social Studies Subjects of Class IX A and IX C of SMPN 13 Bengkulu City is included in the good category.

From the results of the table of daily grades obtained by students in class IX A and IX C of SMPN 13 Kota Bengkulu in the social studies subject above, there is an average grade obtained of 86.16. Therefore, it can be concluded that the learning outcomes of students in grades IX A and IX C of SMPN 13 Bengkulu City using this contextual learning model have very good values.

The results of the regression analysis show that the Implementation of the Contextual Learning Model (*X*) has a significant positive influence on Learning Outcomes (*Y*). This regression model is statistically significant and can be used to predict *Y* based on *X*.

The F test analysis based on the results of the ANOVA analysis, the regression model that tests the effect of the Contextual Learning Model (*X*) on Learning Outcomes in Social Studies Subjects of Class IX A and IX C Students of SMPN 13 Bengkulu City (*Y*) which shows significant results. This can be seen from the statistical test using the F Test which obtained a calculated *F* of 7.103 with $\alpha = 0.02$ smaller than ($<$) $\alpha = 0.05$, it can be concluded that H_0 is rejected and H_a is accepted, which means that overall there is a simultaneous effect. Thus, there is an effect of the Contextual Learning Model on Learning Outcomes in Social Studies Subjects of Class IX A and IX C Students of SMPN 13 Bengkulu City.

The results of the t-test analysis can be concluded that both tested predictors have a significant effect on Learning Outcomes. The unstandardized coefficient shows that one predictor has a fairly large negative effect (a one-unit change in the first independent variable causes a decrease in Consumptive Behavior by 98.567), while the other predictor has a positive effect (every one-unit increase in the second independent variable will increase Learning Outcomes by 0.208). The very large T value and very small significance value ($p = 0.002$) confirm that the two predictors have a very statistically significant effect. Thus, it can be said that the two independent variables contribute significantly to explaining variations in Learning Outcomes.

Based on the results of *R Square* = 0.209 in the *Summary Model*, it can be concluded that the influence of the Contextual Learning Model on Learning Outcomes as big as 20.9%, while the remaining 79.1% is influenced by other variables or factors.

This research is in line with research conducted by research from:

1. Nur Indah Sari (Jember, 2020) "Contextual Learning in Integrated Thematic Learning at Madrasah Ibtidaiyah Ma'arif 01 KH Shiddiq". Based on the results of the analysis, the similarities of this study are that both research the application of contextual learning, focus on thematic learning, use data collection techniques in the form of observation, interviews, and documentation. While from both of these studies is the approach used, this study uses a

qualitative case study approach, while future research uses a descriptive qualitative approach. This study uses a research focus based on the theory of Sumiati and Asra, while the study that will use the theory of Elaine B Johnson.

2. Rosdiana (2021) "Implementation of Contextual Teaching and Learning (CTL) Approach to the Ability of Understanding Mathematical Concepts of Class VII Students of MTsN 1 Nagan Raya". From the results of the research conducted, the values of $t_{hitung} = 2.28$ and $t_{tabel} = 1.68$, meaning $t_{hitung} > t_{tabel}$, namely $2.28 > 1.68$, so that H_0 is rejected and H_a is accepted. So it can be concluded that the CTL model has an effect on improving students' ability to understand mathematical concepts.
3. Isma Khoirunnisa (2022) "Implementation of Contextual Teaching and Learning (CTL) Learning to Improve Students' Interest in Learning and Understanding of Parabolic Motion Material Concepts". The results of the study showed that there was an increase in students' conceptual understanding after implementing Contextual Teaching and Learning learning, namely in class X MIPA 1 of 0.589 and in class X MIPA 2 of 0.667.

CONCLUSION

1. The Contextual Learning Model in Social Studies Subjects of Class IX A and IX C of SMPN 13 Bengkulu City reached an average of 59.55, this figure is between 52-63 in the assessment category table with a good category, this shows that the Contextual Learning Model in Social Studies Subjects of Class IX A and IX C of SMPN 13 Bengkulu City is classified as good.
2. Learning outcomes in the Social Studies subject for Class IX A and IX C of SMPN 13 Bengkulu City reached an average of 86.16, based on the assessment, this figure is considered good. This means that the Learning Outcomes in Social Studies Subjects for Class IX A and IX C of SMPN 13 Bengkulu City are classified as very good.
3. Based on the results of statistical data analysis carried out using a simple linear regression formula, the value of the simple linear regression equation was obtained. $Y = 98.567 + 0,_{208} X$. Based on these results, the $F_{calculated}$ value is 7.103 with $\alpha = 0.02$ which is smaller than ($<$) $\alpha = 0.05$, so it can be concluded that H_0 is rejected and H_a is accepted, which means that overall there is a simultaneous influence. Therefore, the contextual learning model (X) simultaneously has a significant influence on learning outcomes (Y). Furthermore, the determination coefficient test $R^2 = 0.209$ or 20.9%, contextual learning models influence learning outcomes, while the remainder is influenced by other variables or factors amounting to 79.1%.

SUGGESTIONS

1. For teachers who teach at SMPN 13 Kota Bengkulu must be able to create a calm atmosphere and attract students' attention in the classroom. A calm atmosphere can be created by providing motivation to students by using learning methods and models according to the material being taught. One of the learning models is contextual learning Teaching and Learning
2. Teachers should always make improvements and enhance the quality of learning by using more modern learning models (not always using the lecture method) so that the material can be delivered optimally so that students do not get bored.
3. Students are expected to always obey school regulations properly and follow learning at school actively and creatively so that they can improve good learning outcomes and ultimately be useful in everyday life.
4. For students of the Economic Education Study Program, it is necessary to increase awareness of the importance of the Implementation of Contextual Learning Models in high

school students and focus on the application of contextual practices in the classroom or school. In addition, it is important to identify the challenges and obstacles faced in contextual implementation , as well as evaluate its effectiveness on student learning outcomes.

5. For further research, it is hoped that other variables can be examined which may have an influence on the learning outcomes of students at SMPN 13 Kota Bengkulu.

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