



Increasing Learning Outcomes Of Social Studies Grade 8th Of Purwokerto 8th State Junior High School With Contextual Learning In The Era Of New Adaptation

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Abstract

This study aims to determine whether contextual learning can improve learning independence, students' short essay writing skills, and students' formative test scores. During the Covid-19 pandemic contextual learning provided meaningful activities for students with independent learning. The elements of contextual approach learning applied in distance learning are self-study note-making, independent learning, and authentic assessment in the form of essay writing skills. Students' understanding of the subject matter with independent study notes can help students write short essays about the material that has been studied. Self-study notes and short essays are authentic assessments. The research method used is action research carried out in 2 research cycles. Based on the data from the first cycle, it was obtained 80% learning participation, 58% independent learning note assignment collection, and 60% essay writing. The value of independent study notes is 79, essay score is 77, and formative test is 80. Based on cycle II data, it is found that learning participation is 88%, collection of independent study notes assignments is 78%, and essay writing is 80%. The value of independent study notes is 86, essay score is 84, and formative test is 88. The discussion of this research can be seen in the differences in data in cycle I and cycle II which have increased even though there is a decrease in learning participation between pre-cycle and cycle I. Based on the data and analysis carried out, it can be concluded that contextual learning can improve student learning achievement indicated by an increase in the value of independent study notes, essay writing skills and students' formative tests.

Keywords: contextual learning, independent learning, writing skills

Abstrak

Penelitian bertujuan mengetahui apakah pembelajaran kontekstual dapat meningkatkan kemandirian belajar, keterampilan menulis esai pendek peserta didik, dan nilai tes formatif peserta didik. Pada masa pandemi Covid-19 pembelajaran kontekstual memberikan kegiatan bermakna kepada peserta didik dengan pembelajaran mandiri. Unsur-unsur pembelajaran pendekatan kontekstual yang diterapkan dalam pembelajaran jarak jauh adalah pembuatan catatan belajar mandiri, pembelajaran mandiri dan penilaian autentik berupa keterampilan menulis esai. Pemahaman peserta didik terhadap materi pelajaran dengan catatan belajar mandiri dapat membantu peserta didik menuliskan esai pendek tentang materi yang sudah dipejari. Catatan hasil belajar mandiri dan esai pendek merupakan penilaian autentik. Metode penelitian yang digunakan adalah penelitian tindakan yang dilakukan dalam 2 siklus penelitian. Berdasarkan data siklus I diperoleh partisipasi pembelajaran 80%, pengumpulan tugas catatan belajar mandiri 58%, dan menulis esai 60%. Nilai catatan belajar mandiri 79, nilai esai 77, dan tes formatif 80. Berdasarkan data siklus II diperoleh partisipasi pembelajaran 88%, pengumpulan tugas catatan belajar mandiri 78%, dan menulis esai 80%. Nilai catatan belajar mandiri 86, nilai esai 84, dan tes formatif 88. Pembahasan atas penelitian ini dapat dilihat pada perbedaan data siklus I dan siklus II yang mengalami peningkatan meski ada penurunan pada partisipasi belajar antara prasiklus dan siklus I. Berdasarkan data dan analisis yang dilakukan maka dapat disimpulkan bahwa pembelajaran kontekstual dapat meningkatkan prestasi belajar peserta didik ditunjukkan dengan peningkatan pada nilai catatan belajar mandiri, keterampilan menulis esai dan tes formatif peserta didik.

Kata kunci: Pembelajaran kontekstual, Kemandirian belajar, Keterampilan menulis

INTRODUCTION

Contextual Learning is a learning method that does not only relate

learning activities to the context of the students' daily life, but this method tries to combine some important learning activities proportionally so that they can achieve meaningful learning goals. If different learning activities are put together in student learning, learning outcomes will be obtained that are more meaningful than ordinary learning activities. Students not only follow the teacher's explanation but also collaborate, learn independently, carry out eating activities and develop interests and other activities such as those contained in the contextual learning component.

During the Covid-19 pandemic, students had more time to do activities that could relate learning material to daily experiences and do something meaningful according to the subject. In this situation, independent learning is something that is mostly faced by

students. High learning objectives and creativity can be achieved by students as in face-to-face learning.

This is the background for the choice of contextual learning methods in this study to overcome the problems that arise in the learning of students in social studies class 8 SMPN 8 Purwokerto. Students during the Covid-19 pandemic faced different situations and conditions so that they needed special handling to overcome the problems they were facing. In the first semester of 2020/2021 learning, distance learning has been carried out since the outbreak of Covid-19 and is followed by a policy of studying at home. The results of observations based on data on distance learning activities using the WhatsApp application and Google Classroom, show that the problems of involvement and achievement of students are still low.

The constraints of the low involvement of students and the socioeconomic background of the family cause distance learning to be unable to take place effectively.

According to Rizkon, the obstacles that arise in distance learning are limited mastery of information technology by teachers and students, inadequate facilities and infrastructure, limited internet access, and inadequate budget provision (Syah, 2020). These obstacles also hit Class 8 social studies learning at SMPN 8 Purwokerto. It turns out that students' learning completeness and low task completion are evenly distributed in all subjects. Teachers at SMPN 8 Purwokerto discussed how to solve this problem and agreed for the second semester of 2020/2021 to be more stringent in completing assignments and tests. For social studies subjects, grade 8 follows this joint policy but also uses

contextual learning methods to overcome the learning problems of students during the Covid-19 pandemic.

Another problem is that students have low ability to rewrite what they have learned in the form of short meaningful essays. Completion of the task of writing a short essay as one of the assessments of achievement is still low under the specified assessment criteria.

Based on the description above, there is a problem with the low learning independence and short essay writing skills of students in social studies subject for grade 8 at SMPN 8 Purwokerto.

Classroom action research problems include two problems. One is can contextual learning increase students' learning independence and second, can contextual learning improve students' short essay writing skills. This

study aims to improve the ability of students to do independent learning as part of independent learning that results in understanding the subject matter. The second goal is to improve the skills of students in writing short essays as part of authentic assessment in contextual learning.

The benefits of this research for teachers are that it can improve the ability to implement contextual learning, increase subject knowledge, and improve learning practices to be more effective. For students, this research is useful for increasing their learning achievement in the form of independent learning, short essay writing skills and formative test. For schools, this research develops a culture of achievement through contextual learning.

Next will be discussed the meaning of contextual learning,

independent learning, and the ability to write short essays. Johnson defines contextual learning:

Contextual Learning

The CTL system is an educational process that aims to help students see meaning in the academic material they learn by connecting academic subjects with the context in their daily lives, namely with the context of their personal, social, and cultural circumstances. To achieve this goal, the system includes the following eight components: making meaningful linkages, doing meaningful work, doing self-regulated learning, collaborating, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, and use authentic judgment (Johnson, 2014, p. 67).

Independent Learning

Based on the understanding of contextual learning above, the teacher in carrying out learning applies these components. In this research, it focuses on two components, namely independent-learning and authentic assessment. Independent learning and authentic assessment are two components of contextual learning. Independent learning as intended above allows students to link academic knowledge of subjects with everyday life so that something meaningful is produced. The results can be tangible or not. As one component of contextual learning, meaningful activities that are self-regulated can be in the form of individual or group activities to study subject matter to gain understanding and the ability to express it again in a meaningful form. It is independent learning in the form of independent study, either alone or in groups. Independent study is an

effort to gain understanding of written or printed material containing subject matter.

During the Covid-19 pandemic, self-learning has a very large share in the environment of distance learning patterns. Independent learning is meant here is an effort by students to understand written and printed material by themselves. This is in line with the understanding of learning for subject teachers put forward by Mckena & Robinson that what is meant by learning is "the process of learning the content of printed materials without direct assistance (Mckena & Robinson, 2002, p. 249) ." Then it can be said that learning in relation to independent learning is the process of learning knowledge of printed materials such as books, modules, and other printed materials without any direct assistance, be it from teachers or other people. The learning activities include reviewing

the lessons given by the teacher, reading printed material to understand its contents, and preparing for tests.

This happens because the learning independence of students is still low. Johnson gave curling and explained independent learning as follows:

Self-learning is a learning process that invites students to take independent actions that involve sometimes one person, usually a group. These independent actions are designed to connect academic knowledge with everyday life in such a way as to achieve meaningful goals. These goals may produce tangible or intangible results (Johnson, 2014, pp. 152-153).

The effectiveness of the students' records about what they have learned is not known. Students need learning about the use of self-made lesson notes as a means of independent learning. The ability to take good notes

is affected by reading to understand, it can increase high learning outcomes. The notes are used as means to look back when students experience difficulties or do not understand the content of the subject matter. This independence of learning is aided by better compilation of lesson notes.

The ability to take notes on different students depends on their respective abilities in reading and understanding the content of the reading. Successful students have tidier notes. Differences on the formality of the notes they made. The ability to take notes is still low because of that students are assigned independent learning as part of contextual learning.

The responsibility for fulfilling independent learning standards includes teachers, parents and students themselves.

Authentic Assessment

Another important component of contextual learning is pursuing high standards and authentic assessment. Educational activities find success when high standards of achievement can be achieved by students. This underlies the existence of authentic assessment efforts which include the opportunity for students to think at high levels and mastery of good subjects so that they can manifest meaningful student work. This is as the following understanding of contextual learning:

As a small part of the entire CTL system, authentic assessment focuses on goals, involves hands-on learning, requires building relationships and collaboration, and instills a higher level of thinking. Because the assignments assigned in authentic assessment require the use of these strategies, students can demonstrate mastery of the learning objectives and depth of understanding, while at the same time

increasing knowledge and finding ways to improve themselves (Johnson, 2014, p. 288).

Johnson then explained about the elements of authentic assessment which cover broad categories, namely portfolios, performance measurement, projects, and complete written answers (Johnson, 2014). Assessment carried out in schools still uses objective assessments both formative and summative. In the application of the contextual learning method, the assessment can be done by revealing a deep understanding of the subject matter and can continue to improve the work that is owned. The activity of writing short essays reflects the level of mastery and the process of refining it repeatedly so that it gets a good writing form. A person with good writing skills usually has a high reading culture.

Therefore, the desired learning plan is to build a high reading culture. In the Permendikbud, planning of learning activities is expected to pay attention to the development of a reading and writing culture designed to develop a penchant for reading, understanding various readings, and expression in various forms of writing (Widarwati, 2016, p. 148).

Based on this, the authentic assessment meant in this study is the ability to write a complete subject matter that is understood in the form of a short essay. Completion and short essay writing skills are indicators of successful contextual learning. Students with high learning independence will have the ability to write meaningful short essays so that they get high scores. Learning independence increases understanding of the subject matter so that students can do formative

assessments well. Contextual learning can increase the learning independence of students, the ability to write short essays and the ability to take formative tests.

METHODS

Research Subjects

The research subjects were students in grade 8 A SMP Negeri 8 Purwokerto. The number of students in this study were 34 children, 18 girls and 16 boys. Observation and data analysis in the prs-cycle showed that the involvement of students in class 8 A in distance learning was good. The achievement of collection and assignment scores is more than 75%, meaning that class 8 A has readiness to take part in distance learning and is therefore chosen as the subject of this classroom action research.

Location and Time of Research

When the research was carried out in January - April semester II of the 2020/2021 school year in grade 8 SMPN 8 Purwokerto. The research location is SMP Negeri 8 Purwokerto, Banyumas Regency, which is located at Jalan Piere Tendean No. 36 Purwokerto.

Research methods

The research method used is classroom action research aimed at making improvements through the action cycle in the classroom. Mills said that action research is a systematic procedure that teachers use to gather information about and then continue to improve the way their particular educational activities operate, their learning and learners' learning (Creswell, 2012, p. 577). The process of improvement manifested in the form of research is carried out in a spiral sequence, as developed by Kemmis and McTaggart which begins with (1)

reconnaissance, (2) action plans, (3) implementing actions, and (4) observing planned actions, (5) reflection on implementation in the description of evidence collected during implementation, (6) then re-planning, (7) taking further action and follow-up observations, (8) reflection on this new cycle, and so on (Kemmis, 1999, p. 151). In this series of actions, it is necessary to emphasize reflection, Elliot said that teachers need to reflect based on daily practice in the classroom, and argues that teachers need to equip themselves with assessment tools, namely self-reflection (Glover & Law, 2005, p. 32) (Glover & Law, 2005, p. 32).

Research procedure

The research was carried out in two cycles with eight stages consisting of stages 1. Planning 1 --- 2. Implementation 1 --- 3. Observations 1-4. Reflection 1 --- 5. Planning 2 ---

6. Implementation 2 --- 7. Observation 2, and 8. Reflection 2. —and so on.

Learning is carried out in the form of distance learning using the WhatsApp learning application, google classroom, video, youtube, google drive and zoom meetings. According to Banggur, as quoted by Luh Devy et al. that the integration of technology and various innovative features of online learning (Herliandry, Nurhasanah, Suban, & Kuswanto, 2020). Three components of online learning as stated by Dabbagh and Ritland, namely: learning models, instructional and learning strategies, and learning media (Atsani, 2020). The learning method used in this classroom action research is contextual learning.

Basic Competency aspects of knowledge studied are the ability of students to analyze the advantages and limitations of space in supply and

demand as well as technology, and their effects on interactions between spaces for economic, social, cultural activities in Indonesia and ASEAN countries; Meanwhile, the skills aspect is to present the advantages and limitations of space in supply and demand as well as technology, and its influence on the inter-spatial interaction for economic, social, cultural activities in Indonesia and ASEAN countries. The learning ability of students in the knowledge aspect in the form of analysis is measured by the task of compiling notes on the material that has been studied and formative tests, while the skill aspect in the form of presenting the results of the analysis is measured by making a short essay.

The lesson plan applies the principles of contextual learning. This principle is in accordance with the learning planning principle mandated by

Permendikbud No. 103 of 2014 include

1) centered on students, 2) context-based, namely learning to make the surrounding environment a learning resource, 3) present-oriented, and 4) developing independent learning, namely learning to facilitate students to learn independently (Widarwati, 2016, p. 147).

Data Collection and Analysis

The research data collected included notes on the material studied, short essay writing assignments, and formative test results. In distance learning during the Covid-19 pandemic, material notes and short essay writing assignments were sent to students via Google Classroom learning application. Formative assessments are made using google form and submitted to students via google classroom also social media such as WhatsApp group application.

Success Indicators

The development of student learning notes, short essays and formative evaluation results provide opportunities for students to associate with the environment of everyday life and become meaningful activities for students. Meaningful activity, relevance to daily activities, and high achievement are characteristics of authentic assessment.

The learning achievement of students is seen in three areas, namely the field of independent learning, writing essays and formative test results. Students are said to have increased their learning achievement in social studies if they experienced an increase in these three areas.

RESULTS AND DISCUSSION

Results of Cycle 1

Planning

Based on the data from the pre-meal cycle, a learning plan was prepared for cycle 1. In the cycle of learning with the distance learning method and the contextual approach, there are special problems, namely the participation of students that differs from one class to another.

In cycle 1, learning is planned using distance learning methods. Contextual learning approach. The material is delivered via impressions in Google Classroom. Giving self-help assignments in the form of independent notes from the 8th grade social studies book. The independent notes were collected through classwork in the learning application and assessed with four criteria. Students are also given skills assessment in the form of writing essays on chapter 3 material. In the assessment assignment, examples of good essays are given which can be used

as essay writing models. At the end of the learning cycle 1, a formative test is given in the form of multiple-choice questions using google form which is sent via google class.

Action

At each learning session the teacher sends material, attendance questions, assignments and assessments using google classroom media. Students open the application and participate in learning activities. The teacher receives student attendance data for each learning session from the application. Likewise with the results of the work of students.

Observation

Students show activeness by opening the application and responding to teacher requests to fill in attendance list questions. Students can use the material provided.

Reflection

Obtained participation rate of distance learning sessions of 80%. Meanwhile, the level of collection of independent note assignments is 58%. In the assessment of essay writing skills, the collection rate is 60%. Based on the four criteria for assessing learning records, the average value is obtained. As for the score of essay writing skills, the average score was obtained. On the test day which is the end of distance learning with a contextual approach, the score is obtained. Activities in cycle 1 can run smoothly. The use of examples makes it easy for students to do essay writing skills assessments.

Results of Cycle 2

Planning

Based on the results of cycle 1, it is planned to continue what was done in cycle 1. In cycle 2 a survey will be carried out on writing independent study notes and giving examples in essay

writing assignments. The survey was conducted to obtain student responses to the benefits of independent study notes and examples in essay writing. The literature shows that there is a positive relationship between independent study notes and learning outcomes. While writing examples will provide positive results in essay writing. Therefore, it is still carried out in the second cycle.

Learning activities will use zoom meetings to be able to provide an overview to students about contextual learning that is more meaningful to students. Virtual face-to-face interaction is a long-range learning experience that can not only be done during the Covid 19 pandemic but can be continued in face-to-face activities such as for discussion activities outside class hours for task clarification and enrichment.

Action

This is done in cycle 2 based on the existing plan above. Actions on distance learning are carried out after the midterm is conducted electronically using internet. Distance learning activities are still carried out with the Google Classroom application and Google Meet.

Observation

Things that can be observed in cycle 2 is still limited in the Google Classroom application and virtually meeting with Google Meet. In the cycle 2 students also show activeness by opening the application and responding to teacher requests to fill in attendance list questions given. Students can use the material provided.

Reflection

Obtained participation rate of distance learning sessions of 88%.

Meanwhile, the level of collection of independent note assignments is 78%. In the assessment of essay writing skills, the collection rate is 80%. Based on the four criteria for assessing learning records, the average value is obtained. As for the score of essay writing skills, the average score was obtained. On the test day which is the end of

distance learning with a contextual approach, the score is obtained is 88.

Distance learning using existing learning tools is an alternative to learning during the Covid 19 pandemic. Contextual learning is the independent work of students and with authentic assessment by writing essays. Based on the research, giving examples and independent study notes can improve student learning outcomes given in a contextual learning approach.

Table 1. The involvement of students in the learning session and tasks collection

Students Activities	Learning Session	Study Notes Collection	Essay Collection
Pra-Cycle	88%	45%	50%
Cycle 1	80%	58%	60%
Cycle 2	88%	78%	80%

Table 2. Independent learning and essay writing grades

Students Activities	Independent Learning Notes	Essay Writing
Pra-Cycle	70	75
Cycle 1	79	77
Cycle 2	86	84

Although contextual learning activities are carried out using distance learning methods, they do not significantly reduce student learning into effective and meaningful learning activities. This classroom action research has achieved the results obtained and is not continued with cycle 3 but will be a recommendation to be implemented in future research.

Class participation from very active to low participation. The data obtained in the research can be seen in

the following tables. First is table of the involvement of students in the learning activities. Second is table of the grade in task of independent notes studies and task of essay writing. Third is the results of formative test. The

Table 3. Formative test results average

Students Activities	Results
Pra-Cycle	79
Cycle 1	80
Cycle 2	88

following table 1 and 2 show the involvement of students from pre-cycle, cycle 1 and cycle 2. Respectively, the

second table shows student grades in study notes for independent learning and essay writing skill from pre-cycle, cycle 1 and cycle 2.

The following table 3 shows student grades in study notes for independent learning and essay writing skill from pre-cycle, cycle 1 and cycle 2.

DISCUSSION

Based on the data collected, it shows that giving examples of essay writing is very helpful for students in doing essay writing skills assignments. Students can use the example as a master who will guide students in working on the task given, namely writing an essay in accordance with the learning material given.

The question that arises is whether the ability to write essays is increased in students because of the

given writing examples or because of the contextual approach given in distance learning. The distance learning method has the disadvantage of not being able to interact intensely with students. But it enables students to work independently by studying using their learning records or self-study notes. Students in research classes demonstrate the ability to take good self-study notes. This is indicated by the high score of self-study notes in accordance with the criteria mentioned above in the results section.

The purpose of making independent learning notes is to increase students' understanding of social studies learning materials. Neat self-study notes will be very helpful in understanding the material because they have elements that are in the material. Self-study notes should contain clear definition, paraphrases, clues of the importance of the material

and clear notes outline (Mckena & Robinson, 2002, p. 252). For students who have high scores on independent study notes, they also have high learning outcomes. Individually, the increase in data can be obtained as shown in the trends that exist in students in the criteria used.

In the first cycle, data on the percentage of student attendance in Google Classroom learning activities was obtained on average by 80%. Completion of independent learning achievement notes assignments by 58%. The achievement of essay writing score was 77. While the average value. The achievement of values in cycle 1 based on formative test data is 60.

In the second cycle, data was obtained about the percentage of student attendance in Google Classroom learning activities on average by 88%. Completion of independent learning achievement notes assignments by 78%.

The achievement of essay writing score is 84. While the average value of independent study is 86. The achievement of values in cycle 2 based on formative test data is 88.

Based on the results of data collection, learning independence is obtained which is marked by the high ability of students to take notes that can help increase understanding. Completeness of learning on formative tests also increased from cycle 1 to cycle 2. The ability of students to complete writing assignments also increased. Students' short essay writing skills also improve. Based on that, contextual learning can improve student achievement which is marked by increased learning independence and short essay writing skills. Learning independence is closely related to the ability of students to write essays. Students with high learning independence have high scores in essay

writing (see table on research results, table 1 and 2). This result empowered classrooms action research result which is used reading comprehension in their research as variable that affect student achievement in essay writing skill (Pratama & Afrita, 2020). When students' reading comprehension is high then they also get high grade in news writing skill. Other research by Susilowati found that writing short story by using copy the master improved students' motivation and learning achievement (Susilowati, 2020).

This action research was carried out when the Covid Pandemic 19 had changed educational practices into distance learning. Teachers should use new approach in providing educational services to students. The experience gained from this research is that social studies teachers have become more confident in contextual learning and

authentic assessment writing short essays. This reinforces the opinion that classroom action research improves practice in two areas, namely teacher researchers and understanding how learning has changed and acted on with adjustments to these changes (Kemmis, McTaggart, & Nixon, 2014, p. 6).

CONCLUSION

Conclusion

Based on the results and discussion of classroom action research that has been carried out, it can be concluded that learning during the pandemic at SMPN 8 Purwokerto in class 8 social studies learning with the application of contextual learning can improve student learning achievement. The participation of students in learning participation is still low but continues to increase in the research cycle. The students' self-study ability

increased as indicated by the increasing level of writing assignments and assessment of self-study notes. Independent learning of students increases according to the principle of contextual learning, namely independent learning.

Learning assessment uses authentic assessment, namely the ability to write essays. The value of students' essay writing skills increased. Student cognitive achievement which is assessed with formative tests showed improvement. Overall, the application of contextual learning in social studies learning at SMPN 8 Purwokerto can improve student learning achievement.

Suggestion

Based on the results and discussion of classroom action research

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that has been carried out, several things are suggested as follows:

1. Learning during the Covid-19 pandemic requires learning activities that emphasize meaningful activities in independent learning. Contextual learning is a method that can be applied so that students continue to learn well through independent learning and authentic assessment. Contextual learning can be used as a choice for the effectiveness of online learning during the COVID-19 pandemic
2. Teachers should increase understanding of abilities and creativity in finding the context of learning with the daily lives of students.
3. Schools and other educational institutions should facilitate the development of contextual learning.

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