

## APPLICATION OF CONTEXTUAL LEARNING APPROACH TO IMPROVE INTEREST AND LEARNING RESULTS IN GROUP A IN TK OF COUNTRY OF COUNTRY LIMBOTO

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### ABSTRACT

This study aims to analyze learners' interest in learning by using a contextual learning approach to increase learning interest so that learning outcomes are good in understanding the lessons given by teachers in TK Pembina Limboto, Gorontalo District. The method used is through observation and action cycles so that researchers are described in the form of research. The results showed that the application of the contextual learning approach could increase children's interest and learning outcomes in group A TK Pembina Limboto. In the implementation of the cycle action it can be stated that there is an increase in interest in learning from students with a contextual learning approach.

**KEYWORDS:** Contextual Learning Approach, Interest and Learning Outcomes.

### INTRODUCTION

Education is a major factor in determining the progress of the nation. Indonesian national education is education that is rooted in the culture of the Indonesian nation and is based on the achievement of Indonesia's national development goals. Based on Law No.20 of 2003 article 3 on the National Education System (Sisdiknas) states that education is a conscious and planned effort to create an atmosphere of learning and learning process so that students actively develop their potential to have spiritual, religious, self-control power, personality, intelligence, noble character, and skills needed by self, society, nation, and country.

The aim of national education is to direct the development of students' potential to become human beings who have faith and be devoted to God Almighty, have noble, healthy, knowledgeable, capable, creative, independent, and become democratic citizens with responsible responsibilities. Whereas the aim of primary school education is to lay the foundation of intelligence, knowledge, personality, noble character, and the skills to live independently and attend further education. Thus, students can have and instill an attitude of character toward others. To achieve educational goals the teacher's role in learning is needed.

According to Aunurrahman (2014: 7), "In the learning process, the development of good communication skills with teachers and fellow students based on mutual respect must need to be continuously developed in every learning activity". The habits of being willing to listen and respect the opinions of fellow students often receive less attention by the teacher, because they are considered to be routine that lasts only in daily activities. In essence, learning is a process of interaction or reciprocal relations between teachers and students in learning units.

Interest is a feeling of preferring and a sense of attachment to a thing or activity, without anyone asking. Interest is basically the acceptance of a relationship between oneself and something outside of oneself. The stronger or closer the relationship, the greater the interest (Slameto, 2010: 180).

Learning achievement is the culmination of learning outcomes that reflect the results of student success against learning goals that have been set. Student learning outcomes include aspects of cognitive (knowledge), affective (attitude), and psychomotor (behavior). One test that can see the achievement of learning outcomes is by conducting a learning achievement test (Femi Olivia, 2011: 73). The problem in education in Limboto Pembina Kindergarten is the low interest of students in receiving the learning process, so contextual learning approaches are needed in this case as a holistic educational process that aims to photograph students in understanding the meaning of learning concepts in the context of everyday life .

The aspects of learning outcomes that are enhanced in this study are;

1. Aspects of the field of cognitive development, with indicators: (a) grouping objects together, (b) classifying objects based on color, shape, size, and type, (c) imitating patterns using various shapes, (d) recognizing rough and smooth, light-weight, long-short, many-little, same and not the same.

2. Physical aspects of the motor with indicators: (a) mimic the movements of animals, trees in the wind, airplanes, (b) make movements jumping, jumping, running in a coordinated manner, (c) tracing geometric shapes, (d) mimicking making lines perpendicular, (e) simply imitating folding paper shapes, (f) meronce with beads,

3. Aspects of language with indicators: (a) draw pictures and cooretan, (b) bold letters. (Minister of Education Regulation number 58, 2009).

Based on the description of some of the theories above, researchers are interested in conducting research by describing and conducting actions in group A TK Pembina Limboto with the number of students in Group A 40 people and group B 60 then overall the number of students in TK Pembina Limboto is 100 person. The title of the research appointed by researchers is "Application of Contextual Learning Approaches to Increase Interest and Learning Outcomes in Group A in Kindergarten Pemboto Negeri Negeri"

## **THEORITICAL REVIEW**

### **A. CONTEXTUAL APPROACH**

#### **1. Understanding the Contextual Approach**

Contextual learning approach is a learning approach known as Contextual Teaching and Learning (CTL) is a learning approach that links learning material with real-world situations of students, with a contextual approach it is expected that learning outcomes can be more meaningful for students, so students can apply their learning outcomes in life they are in the long run.

Contextual learning approaches prioritize student activities in learning so students can find concepts about learning material and relate these concepts to their real-world situations. As stated by Elaine B. Johnson that the strength, speed, and intelligence of the brain (IQ) cannot be separated from environmental factors or context factors, because there is an interface between the brain and the environment.

Contextual Teaching and Learning is a holistic educational process and aims to motivate students. This learning is used to understand the meaning of the subject matter being studied in the context of students' daily life (personal, social, and cultural context), so students have knowledge that can be flexibly applied from one context to another.

With a contextual learning approach students will gain knowledge and skills as provisions to solve their life problems in the community. Students are the generation prepared to face and solve problems in the future so they need to be trained from now on. According to S. Nasution problem solving is a learning method that requires students to find the answer (discovery) without special assistance. Problems that are solved, found alone without special assistance will give results that are superior to solving problems that get special assistance.

#### **2. Components of a Contextual Approach**

The components that make up the contextual approach are as follows:

1. Building relationships to find meaning (relating),
2. Do something meaningful (experiencing),
3. Study independently,
4. Collaborating (collaborating),
5. Thinking critically and creatively (applying),
6. Developing individual potential (transferring),
7. High standards of achievement,
8. Authentic assessment

#### **3. Steps in the Contextual Approach**

In the contextual approach there are several steps that must be passed which are called degan phase, there are 6 phases in learning including:

a. Phase 1 (conveying objectives and motivating students), the teacher conveys the goals that are to be achieved in learning and motivating students.

- b. Phase 2 (Conveying Information), the teacher conveys information to students by means of demonstrations or through reading material.
- c. Phase 3 (Organizing students into study groups), the teacher explains to students how to form study groups and helps each group to make the transition efficiently.
- d. Phase 4 (Guiding study and work groups), the teacher guides the study groups while doing their assignments.
- e. Phase 5 (Evaluation), the teacher evaluates learning outcomes about the material that has been learned / asks the group to present work results.
- f. Phase 6 (Giving Appreciation), the teacher appreciates both individual and group efforts and learning outcomes

## **B. The Nature of Interest**

### **1. Definition of Interest**

Interest is a problem whose objects are tangible and can have positive impacts and not infrequently also have negative impacts. Interest can also be said to be closely related to one's personality. This is in line with the opinion of Slameto (2003: 180) saying that:

"An interest can be expressed through a statement that shows that students prefer one thing to another, it can also be manifested through participation in an activity. Students have an interest in a particular subject will tend to pay greater attention to a particular subject".

According to Djamarah (2008: 132) "Interest is a settled tendency to pay attention and remember some activities. Someone who is interested in the activity will pay attention to the activity consistently with pleasure. Slameto (2010: 180) states that "Interest is a feeling of preference and a sense of interest in a thing or activity, without anyone asking."

A person's tendency to pay attention when accompanied by feelings of like or often referred to as interests (Rustan, 1988). If the interest is already formed in a person, then it tends to remain as long as the object of interest is effective for him, so that if the object of interest is no longer effective then the interest tends to change.

Furthermore Suryabrata (2002: 68) defines interest is "A sense of preferability and a sense of interest in a thing or activity without anyone asking". Interest is basically the acceptance of a relationship between oneself and something outside of itself. The stronger or closer the relationship, the greater the interest. Interest can be interpreted as "a high tendency towards something, interest, attention, passion and desire". Another opinion about the notion of interest that is expressed by T. Albertus, translated Sardiman A.M (2006: 32) that interest is someone's awareness that an object, a person, a problem or a situation that has something to do with himself. So, interest is the tendency of one's liking without coercion from anyone to do any activity related to one's self-awareness. With the formation of this interest it will be easier to accept something needs or knowledge as the development of his abilities.

### **2. Types of Interests**

Many experts put forward the types of interests. Among these Carl safran (in Sukardi, 2003) classifies interests into four types namely:

1. Expressed interest, interest expressed through verbal which shows whether someone likes and dislikes an object or activity
2. Manifest interest, interest that is concluded from the participation of individuals in a particular activity
3. Tested interest, interest inferred from tests of knowledge or skills in an activity
4. Inventoryed interest, interest expressed through an inventory of interests or a list of activities and activities similar to the statement.

According to Surya (2004) regarding the types of interests, according to him interests can be grouped into 3 types, namely as follows:

1. Voluntary interest is an interest arising from within students without any outside influence.
2. Involuntary interest is interest arising from within students with the influence of the situation created by the teacher
3. Non-voluntary interest is the interest that is generated from within students by force or elimination.

Thus the types of interests above illustrate that an interest occurs when it has an effect that is generated from someone's internal and external. In this case the situation of one's soul and the environment will be more influential in carrying out activities. So it can be concluded that an activity will be good when it is supported from the situation of one's interest.

### **3. Characteristics of Interest in Learning**

Interest is a sense of attraction, attention, more desire a person has of a thing, without any encouragement. The interest will stay and develop in him to get support from the environment in the form of experience. Experience will be gained by interacting with the outside world, both through practice and learning. The factors that cause interest in learning in this case are encouragement from within the individual. Encouragement of social motives and emotional drive.

Interest in learning has several characteristics. According to Hurlock (in Susanto, 2013: 62) there are seven characteristics of interest in learning as follows:

- a. Interest grows along with physical and mental development
- b. Interest depends on learning activities
- c. Development of interest may be limited
- d. Interest depends on learning opportunities
- e. Interest is influenced by culture
- f. Interest in emotional weight
- g. Self-centered weighted interest, meaning that if someone is happy with something, there will be a desire to have it.

According to Slameto (2003: 57) students who are interested in learning are as follows:

- a. Having a constant tendency to pay attention and remember something that is learned on an ongoing basis.
- b. There is a sense of love and pleasure towards something that interests him.
- c. Getting something of pride and satisfaction in something that is of interest.
- d. Prefer things that are more interested in it than anything else
- e. Manifested through participation in activities and activities.

From the above opinion it can be concluded that the characteristics of interest in learning is to have a tendency to grow always along with one's development, interest may always be limited and this is influenced by culture. So the interest in developing interest might be limited. But when you have an interest in learning, it will always create good learning achievements.

### **C. Understanding Learning Outcomes**

Dimiyati and Mudjiono said that learning outcomes are the result of an interaction of learning and teaching. From the teacher's point of view, the act of teaching ends with a process of evaluating learning outcomes. From the student's side, the learning outcome is the end of teaching from the peak of the learning process. Benjamin S. Bloom mentions six types of cognitive domain behavior, as follows:

- a. Knowledge, reaching the ability of memory about things that have been learned and stored in memory. Knowledge is related to facts, events, understanding rules, theories, principles, or methods.
- b. Understanding, includes the ability to grasp the meaning and meaning of what is learned.
- c. Implementation, including the ability to apply methods and rules to deal with real and new problems. For example, using principles.
- d. Analysis, including the ability to break down an entity into parts so that the overall structure can be well understood. For example reducing the problem into parts that have been small.
- e. Synthesis, includes the ability to form a new pattern. For example the ability to compile a program.
- f. Evaluation, including the ability to form opinions about several things based on certain criteria. for example, the ability to assess the results of tests.

Based on the understanding of learning outcomes above, it was concluded that learning outcomes are abilities possessed by students after receiving their learning experiences. These abilities include cognitive, affective, and psychomotor aspects. Learning outcomes can be seen through evaluation activities aimed at obtaining proof data that will show the level of students' ability to achieve learning objectives. The learning outcomes examined in this study are cognitive learning outcomes in mathematics which include three levels, namely

knowledge (C1), understanding (C2), and application (C3). The instrument used to measure student learning outcomes on cognitive aspects is a test.

## RESEARCH METHODS

Data collection method used in this study is the method of observation. The instrument used was an observation rubric of learning interest and learning outcomes with assessment techniques using five alternative answer choices used to measure learning interest and learning outcomes of children with several categories. Data processing is done by description-analytical techniques. In addition to recording systematically the actions taken, an analysis was also carried out on the things that could happen in classroom learning, specifically through the application of contextual learning approaches. To find out the quality of learning interest and learning outcomes of children used descriptive analysis. Therefore, the average ideal score of all study subjects is compared with the average reality. From these averages, the tendencies are grouped into five categories with the norm of the theoretical framework of an ideal normal curve with the category; very good, good, enough, less and very less).

Analysis was performed at the beginning of the study (Pre PTK). Quantitative analysis is only done by using average results based on ideal mean scores and ideal standard deviations with expected success indicator scores with a minimum average completeness value of 65. This research is a class action research carried out by cycles.

## RESULTS AND DISCUSSION

The students who are in kindergarten Pembina can be described by researchers that is divided into 2 groups, namely groups A and B with a total of 100 students. Group A consists of 40 people and group B has 60 people so this needs a contextual learning approach to motivate students to understand and accept a holistic learning process.

The results showed that the application of the contextual learning approach could increase children's interest and learning outcomes in group A TK Pembina Limboto. Because through the application of contextual learning approaches children are expected to work and experience and participate in learning activities directly. This can be seen from the discussion in this study showing the results of an analysis of children's learning interests from the initial reflections of 20 children as research subjects, 2 children (10%) with good categories, 7 people (35%) sufficient categories, and 11 people (55%) with poor classification. At the end of the first cycle there was an increase of 6 people (30%) in good categories, 14 people (70%) with sufficient classification. While at the end of the second cycle there was an increase of 20 children (100%) with very good classification, there were no children with good classification, enough, less and very less than the first cycle. Likewise, the average value of children's interest in learning from before the action is 41.03 with poor classification, while the end of the first cycle increased to 51.75 with sufficient classification, and the end of the second cycle is 85.30 with very good classification, as well as the results of completeness analysis of children's learning interest 100% complete with an average value of at least 65 with very good classification with the category of completion after the contextual learning approach is applied which is significantly improved.

In addition to increasing interest in learning this research can also improve the results of the grade A grade Pembina Limboto Kindergarten children this can be seen from the results of the analysis of the discussion of children's learning outcomes increased from before the initial pre-PTK reflection namely from 20 children as research subjects 3 people (15%), enough 8 people (40%) and less 9 people (45%), at the end of the first cycle increased by 5 people (25%) with good classification, enough 15 people (75%) and there were no children with less classification. Whereas at the end of the second cycle namely children with very good classification 4 people (20%) children with very good classification, 14 people (80%) good. Thus through learning activities with the application of contextual learning approaches, able to improve children's learning outcomes with an average pre-PTK score of 41.47 with less classification, increased to 54.08 with sufficient classification, and 83.98 with very good classification at the end of the second cycle. Likewise the results of completeness of children's learning outcomes, the initial reflection of 20 children 100% have not reached the complete category, the end of the first cycle to 15% of children with complete categories, and increased at the end of

the second cycle to 100% all children reach the complete category according to indicators of success which are expected.

Significantly the results of research through the application of contextual learning approaches in group children with norms of the theoretical framework are normally normal curves with categories; very good, good, enough, less and very less). has increased according to the completeness indicator that is expected of all children by getting an average value of at least 65 with a good classification of complete categories. Thus the action hypothesis formulated can be tested and answered.

The success of this study is supported by research from Ketut Suliati (2011) entitled "Applying an Environmental-Based Cooperative Learning Model to Increase Children's Learning Interest in Group B of TK Negeri Pembina Denpasar" The results of the study found that a child who has a great interest in learning in a particular field will focus more attention than other children. Because intensive focus on certain subject areas enables children to study more actively, and actively to achieve desired achievements.

Group A TK Pembina Limboto. The results of his research show that the implementation of portfolio-based contextual learning approaches, can be used as a learning model in providing learning activities that can attract attention, and motivate kindergarten children to improve children's basic cognitive abilities. To support the implementation of these learning activities, supporting infrastructure needs to be developed, as well as preparing assessment instruments that still refer to indicators of achievement in learning outcomes.

Based on the description above it can be concluded that learning activities through the application of contextual learning approaches can increase learning interest and learning outcomes of children, because the learning process takes place naturally in the form of activities, children work and experience learning directly, not transferring knowledge from teacher to child. Learning strategies are more important than the results of its activities.

In contextual classrooms, the teacher's job is to help the child achieve his goals. That is, teachers deal more with strategy than giving information. The task of the teacher is managing the class as a team working together to find something new for class members (children). Something new comes from discovering itself not from what the teacher said. Because the process of contextual learning activities, aims to motivate children to understand the meaning of the subject matter they learn by linking the material with the context of their daily life (personal, social, and cultural context) so that children have knowledge / skills that can be flexibly applied right or transferred from one problem / context of problem / other context so as to increase the interest in learning and learning outcomes of Kindoto Pembina Negeri Kindergarten children.

## CONCLUSION

In accordance with the analysis of the results of actions and discussions as described in the previous section, it can be concluded that learning activities through the application of contextual learning approaches can increase children's interest in learning and learning outcomes, because the learning process takes place naturally in the form of activities, children work and experience learning directly , not transferring knowledge from teacher to child. Learning strategies are more important than the results of its activities. In contextual classrooms, the teacher's job is to help the child achieve his goals.

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