APPLICATION THE CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH IMPROVING SCIENCE LEARNING OUTCOMES FOR MADRASAH IBTIDAIYAH

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ABSTRAK

Penggunaan pendekatan yang masih konvensional, menyebabkan siswa cenderung bosan dan kurang paham akan materi, karena ia hanya belajar dari buku saja. Penggunaan pendekatan *Contextual Teaching and Learning (CTL)* dapat membuat siswa menemukan sendiri pengetahuannya dan merasa terlibat dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui penerapan pendekatan *CTL* dalam meningkatkan hasil belajar dan juga mengetahui peningkatan hasil belajar mata pelajaran IPA setelah menggunakan pendekatan *Contextual Teaching and Learning (CTL)* pada siswa kelas V MI Islmiyah Kecamatan Sumber Kabupaten Rembang. Metode penelitian yang digunakan merupakan Penelitian Tindakan Kelas (PTK). Metode PTK ini meliputi beberapa tahap yaitu perencaan, tindakan, pengamatan dan refleksi. Teknik pengumpulan data dilakukan dengan wawancara, tes observasi dan dokumentasi. Sedangkan teknik analisis data menggunakan teknik kualitatif dan kuantitatif. Hasil penelitian ini menunjukkan bahwa penggunaan pendekatan *CTL* dapat meningkatkan hasil belajar siswa hal ini dibuktikan dari kegiatan siklus I pertemuan I hasil belajar siswa 54,54%. Siklus I pertemuan II hasil belajar siswa meningkat menjadi 68,18%. Siklus II pertemuan I hasil belajar mencapai angka 77,27%. Siklus II pertemuan II hasil belajar meningkat menjadi 86,36%.

Kata Kunci: Pendekatan *Contekstual Teaching and Learning (CTL),* Hasil Belajar IPA, Kelas V MI

ABSTRACT

Using a conventional approach causes students to tend to get bored and lack understanding of the material, because they only learn from books. Using the Contextual Teaching and Learning (CTL) approach can make students discover their own knowledge and feel involved in learning. This research aims to determine the application of the CTL approach in improving learning outcomes and also determine the increase in learning outcomes in science subjects after using the Contextual Teaching and Learning (CTL) approach for class V students at MI Islmiyah, Sumber District, Rembang Regency. The research method used is Classroom Action Research (PTK). This PTK method includes several stages, namely planning, action, observation and reflection. Data collection techniques were carried out using

interviews, observation tests and documentation. Meanwhile, data analysis techniques use qualitative and quantitative techniques. The results of this research indicate that the use of the CTL approach can improve student learning outcomes, this is proven by the first cycle activities, meeting I, student learning outcomes were 54.54%. Cycle I meeting II student learning outcomes increased to 68.18%. Cycle II meeting I learning outcomes reached 77.27%. Cycle II meeting II learning outcomes increased to 86.36%.
Keywords: *Contextual Teaching and Learning (CTL) Approach, Science Learning Outcomes, Class V MI*

INTRODUCTION

Education is an effort carried out by an individual to obtain and know something that is not yet known. And also with education an individual is able to develop personal potential related to religion, intelligence, skills and personal potential. It is explained in Law Number 20 of 2003 concerning the National Education System in article 1 paragraph 1 which reads: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by himself, society, nation and state. Education is very important for all humans without exception. Education can make those who don't know know and those who know know better. In learning, of course, things are needed that can support learning. There are many cases where things that can support learning, such as inappropriate selection of methods, media and approaches, cause low student learning outcomes. This is because the teacher is not correct in choosing things to support learning. The world of education is currently developing rapidly. There are many changes in the world of education which have resulted in education in Indonesia becoming more advanced. In this century, there have been many innovations in the world of education, especially the development of media and methods to support successful learning. It is easier for teachers to choose which media and methods are suitable for learning according to the characteristics of students. However, there are still many teachers who have not been able to take advantage of this development. Due to teachers' limitations in understanding the new media and methods. In fact, if

teachers are able to collaborate on appropriate media and methods for students, it will make it easier for students to understand the material and can quickly achieve learning goals. Teachers should not be monotonous with just one method. But before determining the right method, teachers are advised to understand what students need, whether they want conventional learning methods, or whether they want a method where students are directly involved in observing their surroundings. The problem faced in education recently is that the learning process is only carried out monotonously, namely only from books. Students are not encouraged to practice finding their own thoughts. Especially in science subjects, where science is very close to everyday life.

Students can learn directly from nature, but there are still many teachers who when teaching science only focus on handbooks. In fact, if children are given the right approach by paying attention to the natural surroundings and direct observation and the teacher is able to relate an event to the material, the child will definitely feel happy facing learning with a new model and will not be bored by just reading books. Children will also learn to discover something new from learning by relating real conditions. Based on the results of interviews conducted by researchers at MI Islamiyah Sumber in class V, students have not been directly involved in science learning, so the material that has been presented is difficult for students to accept. This can be seen from the learning outcomes for science subjects which tend to be low. Of the 22 students, there are still 14 students whose scores have not reached the KKM and there are only 8 students whose scores are equal to or more than the KKM. Likewise, the class average only achieved a score of 60.90. The teacher admitted that when science learning took place, he only used books as a medium and students were only told to study through books. Students also said that if they only studied through books, they felt bored, because students did not focus on learning which seemed monotonous. In fact, there are many media that can be used and varied approaches so that students feel involved in learning and can explore their own thoughts, so that students are more focused in learning, one of which is by introducing the CTL approach or an approach that links real events with knowledge, because science is related to nature and students able to truly see the natural surroundings. Learning activities like this will foster students' curiosity

and be able to stimulate students' thoughts. Given these problems, the researcher chose the title "Improving Science Learning Outcomes Through the Contextual Teaching and Learning (CTL) Approach for Class V MI Islamiyah Students, Sumber District, Rembang Regency". Hikmawati in (Naila and Septi) explained that the CTL approach is one of the approaches recommended for use in the current curriculum, because the CTL approach is an approach used to connect knowledge with everyday life. Syifa said contextual learning is a process in education that overall motivates people to understand the material being studied. Therefore, it can be concluded that the CTL approach is more focused on real experience rather than just memorizing or understanding. Therefore, the CTL approach can be the right approach for studying science because with this approach it is not only concerned with the material that is already in the book but also how to learn by looking at the surrounding environment and then drawing conclusions. Students feel more involved with this kind of learning than just reading a book. There are several advantages in using this CTL approach, one of which is explained by Amin Sulistiyono in (Asri Estiningsih). The advantages of CTL include: (a) The learning process becomes more productive and can lead to strengthening of students' concepts. (b) Learning becomes more meaningful and real, because students are required to connect the material with the real world. There are seven components in the CTL approach according to Aqib in (Yuni), namely: Constructivism, Questioning, Inquiry, Learning Community, Modeling, Reflection, Authentic Assessment Assessment).

DISCUSSION

Improved Learning Outcomes for Cycles I and II

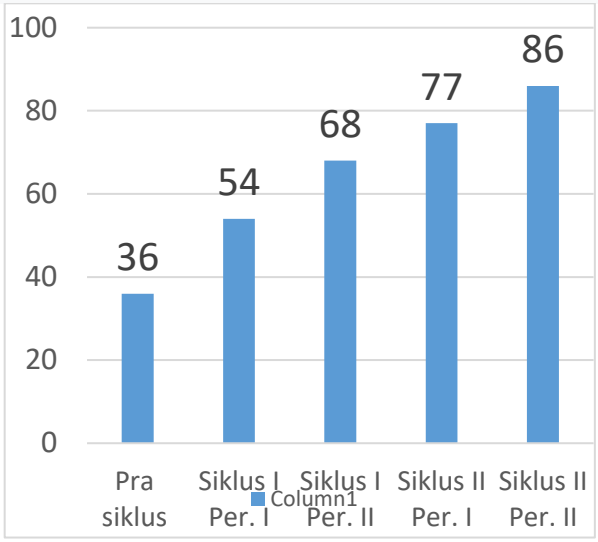

Figure 1. Graph of Improvement in Learning Outcomes

The results of the first cycle of the first meeting of 22 students were 12 students who had reached the KKM, so the percentage was still low, namely 54.54%. This is caused by the still getting used to the use of the CTL approach and adapting it to students. Students are still confused about learning. From this, students are not optimal in receiving learning. In cycle II, meeting II, there was an increase to 15 students whose scores reached KKM. So the percentage of classical completeness reached 68.18%. These results are still below the established standards. However, these results have increased from the previous cycle. The percentage of classical completion in cycle II, meeting I, had achieved higher results than before, namely 77.27% with the number of students who reached the KKM of 17 students out of 22 students. These results have reached the predetermined standard, namely 75%. This increase occurred because students began to get used to learning and also the use of learning models that could support students' understanding of the material. Even though they have reached the standard, researchers still carry out the last cycle to obtain maximum results. In the second cycle of the second meeting, the classical presentation achieved a high score, namely 86.36%, with 19 students having reached the KKM and only 3 students whose scores were still below the KKM. The final results obtained in this cycle

show that using the CTL approach in science learning can increase the value of learning outcomes for fifth grade students in science subjects.

CONCLUSION

Based on the results of classroom action research on science subjects on ecosystem material and animal classification by applying the CTL approach, it can be concluded that: 1. Applying the CTL approach can improve learning outcomes on science subjects on ecosystem material in class V MI Islamiyah Sumber. This is proven by the increase in student learning outcomes in each cycle. 2. There is an increase in science learning outcomes after using the CTL approach. This can be seen from the percentage of learning outcomes for each cycle. The first cycle of the first meeting obtained a learning outcome percentage of 54.54%. In cycle I, meeting II, the percentage increased to 68.18%. In cycle II, meeting I, the percentage of learning outcomes increased again from the previous meeting, namely 77.27%, and in the last cycle the percentage of student learning outcomes was 86.36%. The student learning outcomes have fulfilled and achieved the Minimum Completeness Criteria, namely 75 and the percentage of student completeness has also increased. The use of the CTL approach in science subjects in class V MI Islamiyah Sumber can be implemented well.

Based on the results of the research that has been carried out, there are several suggestions from the author:

1. For Schools: Schools should provide the necessities needed for learning such as supporting books and learning media.
2. For Teachers:

a. Teachers should be able to choose approaches, methods and media that are appropriate to learning so that the learning that occurs achieves maximum results.

b. Teachers should always be responsive to all changes that occur in students so that in learning they can focus and understand the learning.

3. For Students: Students who are still lacking in learning can practice and learn on their own by repeating the material that has been presented and can ask teachers and friends which material they do not understand, so that all students can achieve the desired score.

4. For Researchers For researchers who want to develop this research, it is recommended to carry out similar research using different subjects and objects to further develop this research.

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