



<http://www.eab.org.tr>

Educational Research Association
The International Journal of
Educational Researchers 2019,
10(2): 1-7
ISSN: 1308-9501



<http://ijer.eab.org.tr>

Implementation of the Contextual Approach to Improve Care Attitudes of Fourth Grade Students of Elementary School

Diyah Retno Wulansari¹
Nanik Setyowati²
Turhan Yani³

Abstract

This study aims to determine the activities of teachers, student activities, and increase the caring attitude of fourth grade students by applying a contextual approach. This type of research uses Classroom Action Research (CAR). The study was conducted in 3 cycles, by carrying out several stages, namely the planning, implementation and observation stages, as well as the reflection stage. The results showed an increase from cycle I to cycle III. For teacher activities in the first cycle, the percentage showed 67.85%, in the second cycle it increased to 82.14% and the third cycle increased to 96.42%. The activity of students in the first cycle percentage value of 65%. And in cycle II, student activity increased to 80%, while in cycle III student activity again increased to 90%. While the increase in student care attitude can be seen from the results of student questionnaires from 65% in the first cycle to 78.25% in the second cycle and increased to 87.5%. The research subjects were fourth grade students of Bustanul Ulum Islamic Elementary School. Data collection techniques used observation, interviews, and attitude questionnaires filled by students.

Keywords: Approach, contextual, caring attitude

¹Postgraduate Student in Primary Education, State University of Surabaya, Indonesia, E-mail: diyahretno362@gmail.com

²Postgraduate Lecturers in Primary Education, State University of Surabaya, Indonesia, E-mail: naniksetyowati@unesa.ac.id

³Postgraduate Lecturers in Primary Education, State University of Surabaya, Indonesia, E-mail: muhammadturhan@unesa.ac.id

Introduction

Education plays an important role in improving the quality of human resources and maintaining survival in a nation. According to Sukmadinata (2012: 2) education should educate generations to be smart generations in solving problems in real life. The education provided is not only used so that generations can understand sophisticated technology, but so that future generations can better understand each other. The magnitude of the influence of education in life, requires the existence of improvements. This improvement aims to make each component run as expected. If the components are related or related, then the national goals will be achieved optimally.

In the context of educational reform, there are three main issues highlighted, namely curriculum renewal, improving the quality of learning, and the effectiveness of learning methods. In order to fulfill the nation's goals, efforts to improve the education system in Indonesia have been repeatedly carried out. In addition to adjusting to existing developments, education is improved so that the quality of Indonesian people is better than before and not underestimated by other nations. Education in Indonesia is formally held in institutions provided by the State, namely starting with basic education (elementary and junior high school), secondary education (high school), and higher education (both public and private universities). (Widiasworo, 2017: 19)

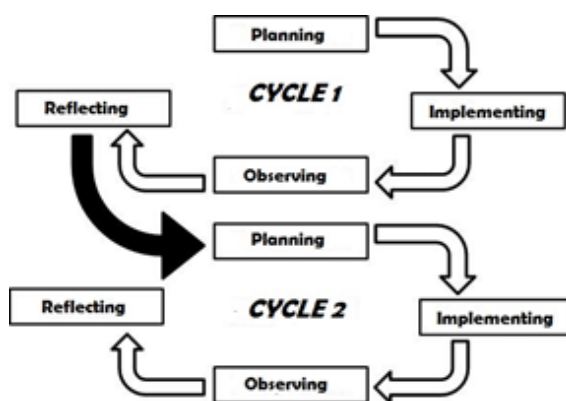
In classroom learning, the attitude aspect is also expected to be one of the learning outcomes or competencies students have. In the opinion of Popham (Mardapi, 2004: 6) the affective domain or attitude will determine the success of one's learning. People who do not have good affective abilities will find it difficult to achieve optimal learning. The development of affective domains in schools will have a very positive influence on the lives of students later, both at home and in the environment.

Based on the observations of students' attitudes at Bustanul Ulum Islamic Elementary School on March 1, 2019, students showed individual attitudes, attitudes to feel valued because they were older, and indifference or indifference. For example, when students see a dirty class, students will not clean it unless there is a teacher's order. When there is garbage around it, students will leave it because they feel that the garbage is not theirs. A caring attitude in this case is an action, not just a picture of thoughts or feelings. Lawang (1994) in Muniarti (2011: 206) explains that what is meant by social concern is not only knowing something wrong or right, but there is a willingness to carry out the slightest action as a form of social concern.

To overcome the problems described above, a learning approach is needed that contains real situations to teach caring attitudes to students. The appropriate learning approach to teaching attitudes to students is a contextual approach. Contextual approach according to (Johnson & Johnson: 2002) is interpreted as learning related to a particular atmosphere. A contextual approach is learning that associates material with real life, and students experience for themselves what they are learning, not knowing from others. This learning approach is suitable for learning caring attitudes for students. Because attitude is not only taught as knowledge but must also be applied in the real world. From the background above, a study was carried out entitled "Application of a contextual approach to improve the caring attitude of fourth grade students."

Method

The type of research carried out by researchers includes Classroom Action Research. The research subjects in this study were fourth grade students of Bustanul Ulum Islamic Elementary School. Classroom Action Research according to Ardiana and Kisyani Laksono in Indarti (2008: 4) is research aimed at finding the solution to actual learning problems. Thus, the learning process of students and learning outcomes can be known empirically. The flow of classroom action research according to Kemmis and Taggart includes planning, observation and implementation, and reflection. The flow of Kemmis and Taggart can be described as below:



Data collection techniques in this study used observation techniques, questionnaires, and interviews. While the instruments for collecting data using observer sheets and questionnaires.

Result and Discussion

Result

The research entitled "Application of a contextual approach to improve the caring attitude of fourth grade students of elementary school" was carried out for 3 cycles. The results of the research will be presented as follows:

1. Teacher Activities

Teacher activity data in the application of contextual approaches to improve the caring attitude of fourth grade students are:

Table 1. Data on Observation of Teacher Activity in Cycle I-Cycle III

Nomor	Teacher Activities	Cycle I	Cycle II	Cycle III
1.	Constructivism Digging student knowledge by playing videos	2	3,5	4
2.	Inquiry Asking students to mention things related to the material	3	3,5	4
3.	Questioning Asking students about material	3	3	3,5
4.	Learning Society Forming groups to complete assignments from teacher	3	3,5	4
5.	Modeling Asking students to conduct interviews with sources related to the material	2	2,5	3,5
6.	Reflection Provide reflection / strengthening of the material that has been given	3	3,5	4
7.	Assessment Ask students to fill out a questionnaire	3	3,5	4
Total		19	23	27
Percentage (%)		67,85	82,14	96,42

From the results of observations of teacher activities in the application of contextual approaches to learning, the first cycle to the third cycle carried out has increased. To be clearer, the following diagram increases teacher activity in applying a contextual approach:

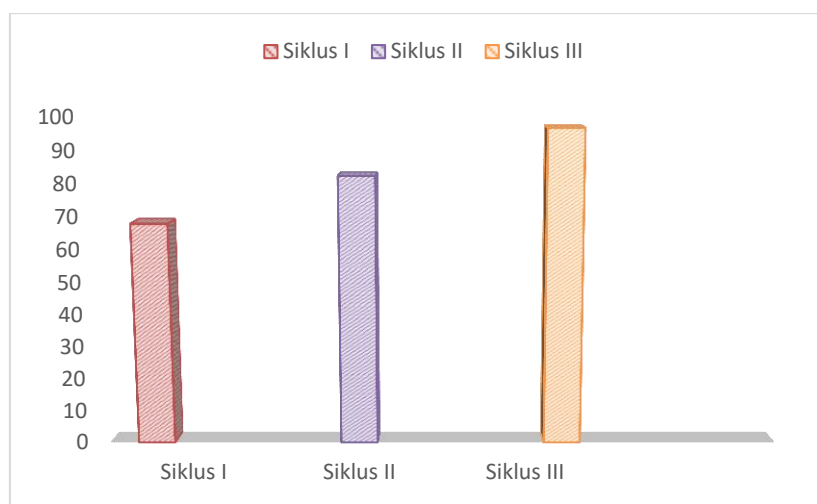


Diagram 1. Percentage of Teacher Activity in Cycle I-Cycle III

2. Student Activities

In addition to the activities of the teacher, to find out the increase in caring attitude in the application of contextual approaches, observations were also made for student activities. The following are observations of student activities:

Table 2. Data on Observation of Student Activities in Cycle I-Cycle III

No	Student Activities	Cycle I	Cycle II	Cycle III
1.	Giving opinions related to the material	2	3	3,5
2.	Finding and able to mention things related to the material	2,5	3	4
3.	Completing assignments with groups	3	3,5	4
4.	Conducting interviews with leaders according to the teacher's instructions	2,5	3	3,5
5.	Filling out the questionnaire distributed by the teacher	3	3,5	4
Total		13	16	18
Percentage (%)		65	80	90

Similar to teacher activities, student activities also experience an increase from cycle I to cycle III. For more details, the observations of student activities will be explained in the following diagram:

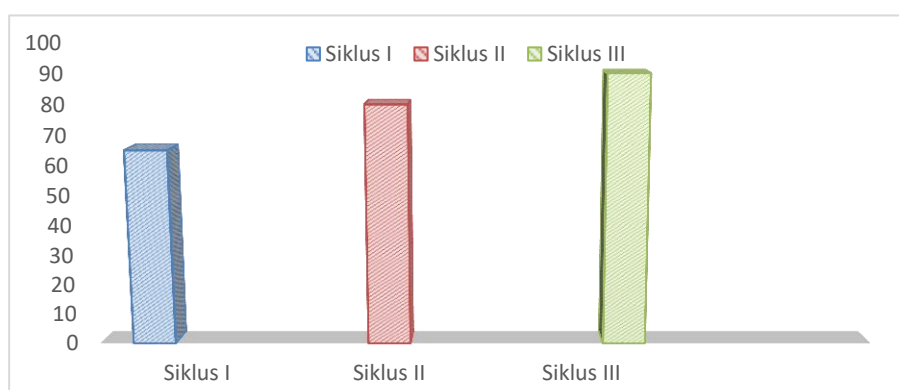


Diagram 2. Percentage of Student Activity Cycle I-Cycle III

3. Caring attitude

Caring attitude can be known from filling out questionnaires by students. Questionnaires contain statements related to caring and learning processes that have been experienced by students. The following are the results of a caring attitude:

Table 3. Results of Student Care Attitude Assessment Cycle I-Cycle II

Cycle		
1	2	3
65%	78,25%	87,5%

The results of the assessment of students' caring attitudes through questionnaires have increased every cycle. The following is a diagram of the results of the caring attitude after applying a contextual approach to learning:

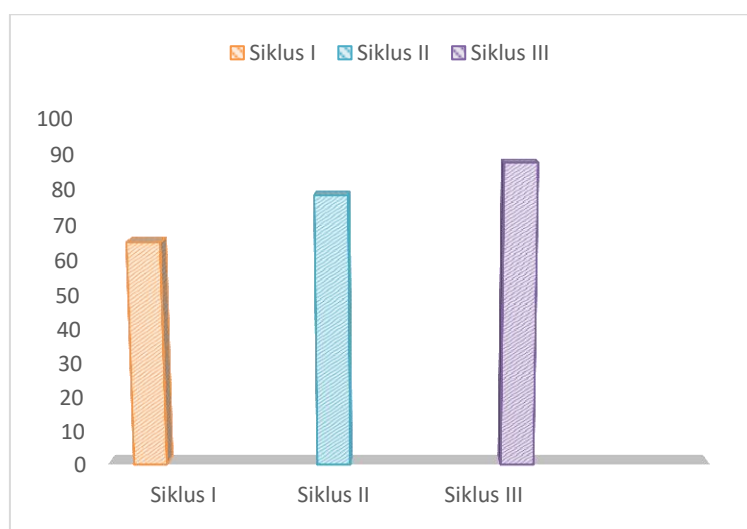


Diagram 3. Percentage of Attitude Caring for Students in Cycle I-Cycle III

Discussion

The results of the study applying the contextual approach to improve caring attitudes were obtained from the results of observations of teacher activities, student activities, and results of attitude assessment. From the results of teacher activities, teachers experience an increase in the first cycle of the third cycle. In the first cycle, the teacher in exploring students' knowledge still did not seem to be mastered, sheingga got a score of 2. Then, after reflection, the teacher improved in cycle 2 and cycle 3 to get the maximum score, namely score 4 in the constructivism stage. Constructivism emphasizes that knowledge is formed from the results of our own construction (Glaserfeld, in Komalasari 2013: 15). Knowledge cannot be directly given from teacher to student, then students are asked to understand it. Knowledge must be able to be interpreted by students to then be associated with the experience of the students themselves.

Increased teacher activity can also be seen in activities asking students to find things related to the material. In the first cycle, the teacher is still confused with the strategies he wants to do to ask students for discovery activities. In the second cycle, the teacher began to formulate the tightest strategy, until in cycle III. The increase in teacher activity was also seen in the questioning activities, the learning community, modeling, and reflection, so that teacher activities increased from 67.85% in the first cycle, to 82.14%, and increased in the third cycle to 96.42%. This is in line with Evi's research in the *Eurasian Journal of Mathematics, Science and Technology Education* (2018: 61-78), explaining that the contextual approach in his research has implications for curriculum practices, where teachers must have the skills to plan learning topics to achieve learning outcomes as determined

For student activities in applying a contextual approach, almost all activities have increased. The most

visible improvement when students give opinions related to the material. In the first cycle, only a few students dared to express their opinions, even though the content of the opinion was still not in accordance with the material, so they got a score 2. Then in cycle 2 and cycle 3, students began to dare to express their opinions so that learning became more active. The next activity that has increased is that students are able to mention things that are related to the material. Previously in the first cycle, students still could not mention what was asked by the teacher. Then, after making improvements and applying a better contextual approach, cycle II and cycle III have increased. This is in line with the opinion of Komalasari (2013: 13) that one of the characteristics of the contextual approach is relating. Increased student activity can be seen from the increase in the percentage of activity, from 65% in the first cycle, to 80% in the second cycle, and 90% in the third cycle.

This study aims to improve the caring attitude of fourth grade students. The results of the assessment of caring attitudes using questionnaires showed an increase from the first cycle to the third cycle, namely from 65% in the first cycle, 78.25% in the second cycle, and 87.5% in the third cycle. The caring attitude of students has increased after applying a contextual approach. The contextual approach provides real experiences to students, so students have no difficulty connecting the attitude that must be taken. Johnson (in Komalasari 2013: 6) defines contextual learning to enable students to connect learning material with everyday life to find meaning. Therefore, a contextual approach exists to overcome problems related to daily or real world, one of which is caring.

Closing

In teaching, the teacher must be clever in using the approach wisely and wisely, not carelessly which can harm students. The learning approach can be interpreted as our starting point or perspective on the learning process. Every teacher does not always have a view in assessing students. In the learning process, the affective domain (attitude) is one of the judgments that must be done by the teacher in learning. For the fourth grade elementary school, the attitude developed was caring. This study aims to improve the caring attitude of the fourth grade students through a contextual approach. From the results of the study, it shows that teacher activity increases from cycle I to cycle III. Student activities also become more active in learning, seen from the increase in student activity in the first cycle-cycle III, and an increase in caring attitude is also seen after the application of a contextual approach in the first cycle-cycle III.

References

- Arikunto, Suharsimi. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta
- Bungin, Burhan. (2014). *Metodologi Penelitian Kuantitatif*. Jakarta : Kencana Prenadamedia Group
- Departemen Pendidikan Nasional. (2003). *Sistem Pendidikan Nasional*. Jakarta : Depdiknas
- Depdiknas. (2008). *Pengembangan Perangkat Penilaian Afektif*. Jakarta : Direktorat jenderal Manajemen Pendidikan Dasar dan Menengah
- Djamarah, Syaiful Bahri., Zain, Aswan. (2013). *Strategi Belajar Mengajar*. Jakarta : PT Rineka Cipta
- Garriz, Andoni. (2010). Personal Reflection: Pedagogical Content Knowledge and the Affective Domain of Scholarship of Teaching and Learning. *International Journal for the Scholarship of Teaching and Learning*, Vol. 4, No.2
- Hamiyah, Nur.,Jauhar, Muhammad. (2014). *Strategi Belajar-Mengajar*. Jakarta : Prestasi Pustakaraya
- Indarti, Titik. (2008). *Penelitian Tindakan Kelas (PTK) dan Penulisan Ilmiah*. Surabaya : FBS Unesa
- Johnson, E.B.(2002). *Contextual Teaching and Learning: What It Is and Why Is Here To Stay*. California USA: Corwin Press. Inc
- Kemp Jerrold E, Morrison Gary M, Ross Steven M. (1994). *Designing Effective Instruction*. New York: Macmillan College Publishing Company
- Komalasari, Kokom. (2013). *Pembelajaran Kontekstual: Konsep dan Aplikasi*. Bandung: PT. Refika Aditama

- McConnell, David A, dkk. (2011). Affective Domain and Student Learning in the Geosciences. *Journal of Geosciences Education*, Issue 59, pp: 106-110
- Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No. 66. (2013). *Standar Penilaian*. Jakarta : Depdikbud
- Riyanto, Yatim. (2007). *Metodologi Penelitian Pendidikan Kualitatif dan Kuantitatif*. Surabaya: Unesa University Press
- Rusijono, Bambang Yulianto. (2008). *Assesmen Pembelajaran*: Surabaya: Unesa University Press
- Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta
- Sukmadinata, Nana, Syaodih, Erliany. (2012). *Kurikulum dan Pembelajaran Kompetensi*. Bandung: Refika Aditama
- Suryawati, Evi dan Kamisah Osman. (2018). Contextual Learning: Innovative Approach towards the Development of Student's Scientific Attitude and Natural Science Performance. *Eurasia Journal of Mathematics, Science and Technology Education*. Vol. 14, No.1, pp 61-76
- Susanto, Ahmad. (2014). *Pengembangan Pembelajaran IPS di Sekolah Dasar*. Jakarta : Prenadamedia Group
- Widada, Dwi Masdi. (2013). *Pengembangan Instrumen Pengukuran Karakter pada Pembelajaran Bahasa Indonesia*: Tesis. Surabaya: Unesa
- Widiasworo, Erwin. (2017). *Inovasi Pembelajaran*. Yogyakarta : ArRuzz Media
- Winarsih. (2013). *Pengembangan Instrumen Self dan Peer Assesment Berbasis Refleksi DIRi sebagai Penilaian Formatif* : Tesis. Surabaya: Unesa
- Yanna Kharista, Ria, dkk. 2016. Pengembangan Instrumen Penilaian Proses dengan Pendekatan Kontekstual untuk Mengukur Soft Skill. *Journal of Innovative Science Education*. Vol.5, No.2