

IMPROVING STUDENTS' LEARNING ACHIEVEMENT IN CIVICS USING CONTEXTUAL TEACHING AND LEARNING METHOD

(A Classroom Action Research at the Students of Geography Department, Teacher Training and Education Faculty, Bantara Nusantara Veteran University, Sukoharjo, Central Java, in 2014/2015 Academic Year)

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ABSTRACT

This research is aimed to improve students' learning achievement in Civics using Contextual Teaching and Learning method (CTL) to the students of geography department in the fourth semester, Teacher Training and Education Faculty, Bantara Nusantara Veteran University, Sukoharjo, Central Java, in 2014/2015 academic year.

The research used a Classroom Action Research which was conducted in two cycles. Every cycle had 4 steps, they were planning, acting, observing, and reflecting. The research subject was the students of geography department in the fourth semester, Teacher Training and Education Faculty, Bantara Nusantara Veteran University, Sukoharjo, Central Java, in 2014/2015 academic year with the total number was 13 students which consisted of 7 male students and 6 female students. The data collecting used observation, documentation, and tests. The data validity used data triangulation and method triangulation while data analysis used comparative data.

A joyful learning which has relationship with reality in students' life through Contextual Teaching and Learning method (CTL) can improve students' learning achievement in Civics especially for the students of geography department in the fourth semester, Teacher Training and Education Faculty, Bantara Nusantara Veteran University, Sukoharjo, Central Java, in 2014/2015 academic year.

Keywords: learning achievement, Contextual Teaching and Learning method, Classroom Action Research

INTRODUCTION:

One of the educational professionalism indicator always represents a desire to perform an education innovation in refinement of learning process, including the effort of refinement of student's personality to become a person who is proactive, diligent, resilient, and never give up in acquiring knowledge. It can be performed continually on the basis of invention of problems which is faced in learning process until then produces solution to the problems.

Based on the reality, the students of geography department, Teacher Training and Education Faculty, Bantara Nusantara Veteran University, Sukoharjo, Central Java, still have lower learning achievement in Civics which is under 70 or only 30%, whereas according to the minimum score for Civics in Bantara Nusantara Veteran University is 70. This thing indicates that learning achievement is very low. One of the factors which has made learning achievement of Civics is still low is the lecturer's style of teaching learning process is very monotonous. The lecturer does not use an interesting method in teaching learning process. A lecturer still implements a conventional method.

The implementation of Contextual Teaching and Learning method is the learning concept which can assist a lecturer in correlating the subject matter which is taught with real situation and pushes the students to relate between the knowledge they have with the implementation in their real life as the member of family and the member of society. Through this concept, the learning result will be as per expectations able to have meaning for the students. The learning process takes place naturally and it is not a transfer of knowledge from a lecturer to the students. Learning strategy is more prioritized than the result (Depdiknas, 2002). The research internal issue or the research question is, Can the implementation of Contextual Teaching and Learning (CTL) method improve students' learning achievement in Civics? Among the students of Geography Department, Teacher Training and Education Faculty, Bantara Nusantara Veteran University, Sukoharjo, Central Java, in 2014/2015 academic year.

RESEARCH METHOD:

The research type is a Classroom Action Research which has orientation to improve learning quality. Then, this research tries to improve the learning quality and learning achievement. The subjects of the research were the students of Geography Department, Teacher Training and Education Faculty, Bantara Nusantara Veteran University, Sukoharjo, in the fourth semester, in 2014/2015 academic year. The total number of students are 13 of which consist 6 were females and 7 were males.

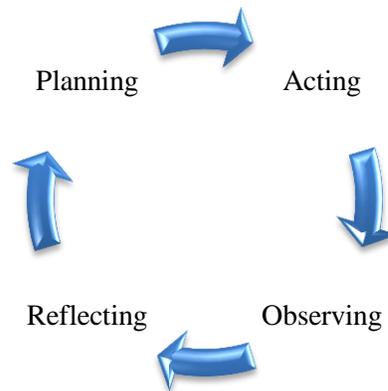
The data collection uses 1) Observation: the researcher observes the teaching learning process in the classroom. Here, she organizes the steps of improving to be more effective and efficient. The steps of observation which is done by her are: a) planning; b) implementing the classroom observation; and c) feedback; 2) Documentation: In this research, documentation is implemented to obtain the data about students' comprehension in Civics. It can be obtained from students' daily values in Civics; 3) Test: students' learning achievement would be evaluated by tests. After the above said actions, the researcher assess students through essay tests in every cycle which has 5 items for them. The result of every cycle is analyzed descriptively to know how effective the actions are and the result is also calculated using t-test.

Data validity which is used in checking the research is triangulation and informant review. The technique of triangulation which is used in this research is data triangulation and method triangulation. Data triangulation is obtained by collecting data about research problems from different data source whereas method triangulation is obtained by getting the same data through different methods. Collaboratively, the data was discussed with collaborator and it is also hoped to pay attention to these things, as follows: 1) the researcher as an observer would observe all the sequences of events in the classroom; 2) the aims, the time limitation and observation guidelines must be clear; 3) observation result must be noted completely and carefully; and 4) the observation must be done objectively.

Technique of data analysis is test result which is classified as a quantitative data. The data is analyzed descriptively by comparing the test values among cycles. The test which is analyzed is test value of Civics before using CTL and test value of Civics after using CTL. After that, the data is compared until the result can reach minimum score of Civics.

In this research, the researcher uses the model of Action Research by Kemmish and Ms Taggart which

stated that there are 4 steps in Action Research which are planning, acting, observing, and reflecting. It can be illustrated as follows:



Picture 1. The model of Action Research by Kurt Lewin (in Arikunto, 2003:84)

RESEARCH RESULT:

A CTL method is conducted in teaching learning process naturally. CTL has implemented learning concept which help a lecturer to correlate between subject matter and students' real life. So, it can motivate students to correlate between knowledge and its implementation in social life. By using CTL, the teaching learning process will be more meaningful, a lecturer becomes a facilitator who can help students to find the meaning of learning.

1. The Description of Early Condition:

Pra cycle data of Civics at the students of fourth semester in Geography Department is still low because the lecturer uses the conventional way (just employing the lecturing and question answer) in teaching learning process, so that it also influences the learning achievement.

2. The Description of the First Cycle:

In teaching learning process in cycle 1 using CTL method, a lecturer becomes a facilitator who shows the subject matter (it is about film) using slide from power point about the real activities which are done by some youth in reaching their dreams. This film is also accompanied by struggle songs. By the display, the students gets more motivated, have spirit, and realize that they have a responsibility in their future life, especially for their country.

3. The description of the Second Cycle:

The implementation of CTL method in cycle 2 is to give a material about Indonesian Geopolitics, especially about the development of Indonesian Maritim Regional. A lecturer becomes a facilitator who shows a slide from power point about the map of Indonesia and how to measure oceanic regional from 1900s until now. The students look enthusiastic and they can comprehend how the heroes of Indonesian country struggle against enemy in defending maritim regional. Students' enthusiasm in teaching learning Civics using CTL is very high. It can be seen that all of them can reach the minimum score of Civics.

CTL method is a learning concept which can help lecturers to relate subject matters with the real life and it also can improve students' motivation and comprehension. It can be proven that in the implementation of two actions in two cycles, the students of fourth semester can reach the minimum score (70) in 100% with the minimal score is B. It can be seen from the table below:

Table 1. The Test Result of Pre Cycle, Cycle 1 and Cycle 2

No.	Students' Number	Students' Name	Pre Cycle	Cycle 1	Cycle 2
1.	1351100002	Eka Setyowati	75	80	90
2.	1351100003	Sidiq Nur Rosyid	60	65	75
3.	1351100004	Romi Arianto	60	65	75
4.	1351100005	Fajariyah K	60	65	70
5.	1351100006	Beni Ari Saputra	70	75	85
6.	1351100008	Nur Fatimah	55	80	80
7.	1351100009	Erlina Widyatmi	75	75	85
8.	13511000010	Didik Suryadi	60	60	75
9.	13511000013	Shintia Permata S	55	70	75
10.	13511000014	Ervina Nur H	70	75	90
11.	13511000016	Rois Nawawi	55	80	95
12.	13511000017	Tedi Alantika	60	75	85
13.	13511000019	Prajaya Trinawi	65	80	80

In pre cycle, there are only 4 students (30%) who cannot reach the minimum score. In cycle 1, it improves to be 9 students (6%) who can reach the minimum score, and in cycle 2 all of the students (13 students) can reach the minimum score of Civics (100%).

CONCLUSION:

Based on the research result, it can be concluded that the implementation of CTL can improve students' learning achievement in the fourth semester, Geography Department, Teacher Training and Education Faculty, Bangun Nusantara Veteran University, Sukoharjo, Central Java in 2014/2015 academic year. A lecturer should design an innovative method, model, technique and media in teaching learning process especially in teaching learning Civics so that the students can learn more enthusiastic, enjoy, fun and effective.

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