Application Of Contextual Learning

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Application Of Contextual Learning To Improve Learning Achievements In Microeconomic Theory Of Economics Education Students

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Abstract: The purpose of this study is to produce effective contextual learning in improving student learning achievement. This research was conducted using the Classroom Action method consisting of two cycles through four stages, namely planning, class action, observation and reflection. Data was collected using observation and test sheets. Data analysis method is done descriptively. By making improvements to the application of the contextual learning model in each cycle, making student learning outcomes have increased. In the first cycle, students who scored above 60 were 47.62 percent. In the second cycle increased to 52.38 percent and increased to 85.75 percent in the third cycle. The effective contextual learning model is used to improve student learning outcomes in microeconomic theory courses if done by: (a) Planned according to student learning needs; (b) Be carried out systematically; (c) Material is presented contextually; (d) Intense tutoring; (e) Objectively evacuated; and (f) Appreciate each student's work.

Index Terms: Contextual learning model, student learning outcomes.

1. INTRODUCTION

Learning outcomes are benchmarks of the success of the learning process carried out by teachers and students. For students, learning outcomes are the end of the fragment and the peak of the learning process obtained from the learning evaluation process conducted by the teacher [1]. Students are said to be successful in learning when mastering aspects of learning that have been determined. Thus, more and more students who succeed in learning reflect the success of the teacher in carrying out the teaching process. Based on the evaluation results of learning the Microeconomic Theory courses there are still many students who have not reached mastery learning, which reaches 44 percent and there are only 26 percent of students who can master the subject matter easily. The observation results show that, the difficulty of students in understanding Microeconomic concepts is due to the theoretical material content, the examples presented are less relevant to the real life faced by students. Learning Microeconomic Theory basically examines theories that are formulated from patterns of economic activity carried out by individuals related to efforts to achieve satisfaction and profit [2]. Therefore, contextual explanations are needed for economic theories based on the realities of life faced by students. Contextual learning (Contextual Teaching and Learning (CTL)) is learning that directs teachers to link subject matter with the reality faced by students so that they try to link knowledge with practice that occurs in real life [3]. Contextual learning / CTL is a learning concept that helps teachers link material taught with real-world situations of students and encourage students to make connections between the knowledge they have with application in their daily lives by involving seven main components of effective learning, namely constructivism, asking questions, finding , learning communities, modeling and actual assessment [4]. There are five elements that must be considered in the practice of contextual learning [5], namely: (a) Activation of existing knowledge, (b) Acquisition of new knowledge by learning first as a whole, then paying attention to details, (c) Understanding of knowledge that is by composing a temporary concept or hypothesis, sharing it to others in order to get a response or validation and on the basis of that response the concept is revised and developed, (d) Practicing the knowledge and experience (applying knowledge), and (e) Conducting reflection (reflecting knowledge) of the knowledge development strategy. Thus learning becomes more meaningful for students because it is done based on experience not just a theoretical explanation.

Several studies have shown that the application of CTL learning methods can improve learning achievement, including research conducted by Sudibyo [6] using the Classroom Action Research (CAR) method, application of the CTL learning method with SETS (Science, Environment, Technology and Society) insight or abbreviated mutual abbreviated (science, environment, technology, society) able to increase the average student learning outcomes by 0.99. Research conducted by Hasyim [7], shows that the application of CTL learning methods in Economics subjects significantly at a 5 percent error level can improve student learning outcomes. The effectiveness of CTK learning in improving student learning hasis is also strengthened by the results of Haryani & Roziyah's research [8]. After classroom action through CTL learning an increase in mastery learning from cycle I was 29.41 percent, cycle II was 50 percent and cycle III was 73.53 percent. Based on the above explanation, a more specific study is needed on the application of the CTL method in studying Microeconomic Theory to improve student achievement in the Economics of Economics Study Program at the University of Jambi.

2 METHODOLOGY

This research was conducted to design effective learning in order to improve learning outcomes of micro-economic theory courses of Economics Economics Education Study Program FKIP University of Jambi students. To realize this goal, class action is taken. Classroom action research is research by teachers in an effort to improve and enhance the learning

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process that is carried out gradually cycle by cycle [9].

2.1 CYCLE I

1. Planing
At this stage, the learning design will be prepared, starting from the determination of learning objectives, learning materials and learning characteristics, the application of the actions of the application of contextual learning models summarized in the RPS.

2. Acting
The implementation of actions is adjusted to the learning design that has been planned in the RPS, namely constructivism, asking questions, finding, learning communities, modeling, and actual assessment.

3. Observing
Observation of the learning process is carried out separately to determine the suitability of the CTL method applied in learning microeconomic theory, student learning activeness and obtaining data on student achievement improvement.

4. Reflection
In the reflection stage an evaluation of the application of contextual learning models and learning outcomes obtained by students will be evaluated. The results are used to make improvements to the application errors of learning models that are not in accordance with the rules of learning CTL in the next cycle.

2.2 CYCLE II

Learning activities in the second cycle are based on the results of the reflection of the first cycle which aims to achieve improve learning implementation and improve student learning outcomes.

Data collection technique
In this study, data were collected using observation techniques to determine the success of the learning process and test learning outcomes. To measure student learning outcomes conducted a cognitive level test that is formed from the learning process. Every test cycle is tested so that the level of understanding of students is increased. Improved learning outcomes can be known by comparing the results of the test in the second cycle with the results of the test in the first cycle.

Research Instruments
The test used in this research is in the form of micro-economic theory questions about demand theory and supply theory. The essay-shaped questions are adjusted according to the level of difficulty of the questions, which is between 0 to 100. The total value is obtained by adding up the scores for each item divided by the number of items.

TABLE 1
CYCLE INSTRUMENT LATTICE I

Learning competence	Indicator of achievement	Item problem
Able to explain demand theory and apply it in analyzing economic cases	1. Explain the concept of demand theory 2. Explain the relationship between demand factors and demand 3. Analyze individual demand and and market demand mathematically and graphically 4. Explain changes and shifts in demand	

TABLE 2
CYCLE INSTRUMENT GRID II

Learning competence	Indicator of achievement	Item problem
Able to explain supply theory and apply it in analyzing economic cases	1. Explain the concept of supply theory 2. Explain the relationship between supply factors and supply 3. Analyze single deals and market offers mathematically and graphically 4. Explain changes and shifts in offer	

TABLE 3
CYCLE INSTRUMENT LATTICE III

Learning competence	Indicator of achievement	Item problem
Able to analyze the formation of market balance	1. Analyzing the level of prices and the number of items in balance 2. Analyzing the effect of tax on market balance 3. Analyzing the price of subsidies on market balance 4. Analyzing the levels of producers and consumers	

3 DATA ANALYSIS TECHNIQUE

The data in this study will be analyzed descriptively to provide an overview of the success of the learning process and improvement of student learning outcomes using the following formula:
The suitability of the application of the CTL learning model:

$$CTL = \frac{Sctl}{TSctl} \times 100\ \%$$

where CTL: the suitability of the application of the CTL learning model, Sctl: Score assessment of the application of the CTL learning model, TSctl: Total Score of the application of the CTL learning model. Learning according to the CTL model when approaching 100%
Student learning success:

$$N = \frac{Sn}{TSn} \times 100$$

where, N: the value of learning outcomes, Sn: answer score, TSn: total answer score. Students succeed in learning if they score above 60.

4 RESULTS AND DISCUSSION

This research was conducted using the class action method, namely applying contextual learning to students so that it is easy to understand the concepts of micro-economic theory being studied. Class action is carried out in cycles until learning is successful. Learning in each cycle is carried out in

stages, starting from planning, implementing actions, observing and reflecting. Through contextual learning, students discuss economic phenomena that are currently developing as material for the study of microeconomic theory. Learning is more emphasized on fact analysis, not just illustration so that it becomes more meaningful. Studying microeconomic theory basically studies the economic behavior of individual decision-making units (Salvator, 2010). The results of the analysis are needed as a basis for consideration of decision making so that they will be closer to the truth. Learning action is carried out using a contextual approach in the form of CTL following the following syntax: (a) conveying objectives and motivating students, (b) presenting information, (c) organizing students into study groups, (d) guiding work and study groups, (e) Evaluation, and (f) giving awards. In each cycle, the implementation of the learning model is observed to produce an appropriate strategy in learning contextual microeconomic theory. As shown in Table 4, the following:

TABLE 4
RESULTS OF OBSERVATION OF THE APPLICATION OF THE CONTEXTUAL LEARNING MODEL

No	Phases	The Role of Lecturers	Cycle		
			1	2	3
1	Delivering goals and motivating students.	Lecturers convey the goals / competencies to be achieved, and motivate students to learn.	4	4	4
2	Presenting information.	Lecturers present information to students by means of demonstrations or through reading material.	3	4	4
3	Organizing students into study groups.	The lecturer explains to students how to form study groups and helps each group to make an efficient transition.	4	4	4
4	Guiding work and study groups.	The lecturer guides the study groups while the student is doing his work.	2	3	3
5	Evaluation	The lecturer evaluates the learning outcomes about the material that has been learned or each group presents their work.	3	3	4
6	Giving awards	Lecturers look for ways to appreciate both learning endeavors and individual and group learning outcomes.	2	3	4
	Total		18	21	23
	Score (%)		75	87.5	95.8

Source: Primary data processed

In the first cycle the application of the contextual learning model in the form of CTL still reached 75 percent. There is still a low level of implementation of the application of contextual learning in guiding work and group learning when working on assignments and the low award given to student performance results. In the second cycle, the application of the CTL contextual learning model has reached 87.5 percent. But there is a syntax that needs to be improved, namely in conducting work guidance and group learning when working on assignments and giving awards for student performance. In the third cycle, the application of the contextual learning model in the form of CTL reached 95.83 percent. Although there are still implementation of contextual learning models that have not been maximized, but overall it has been achieved very well. By using a contextual learning model, students will be helped in connecting the content they already know with what is expected to be learned, as well as efforts to build new knowledge from the analysis and synthesis carried out [11]. Thus if this learning model is done well it will improve student learning outcomes. After learning using the contextual learning model and evaluating learning outcomes through tests on 21 students, the learning outcomes obtained as shown in Table 5 below:

TABLE 5
DESCRIPTION OF THE LEARNING OUTCOMES OF THE FIRST, SECOND AND THIRD CYCLE

Interval		Category	Percentage (%)		
			Cycle 1	Cycle 2	Cycle 3
80	100	A	9.52	9.52	14.29
77	79.99	A-	0.00	0.00	0.00
75	76.99	B+	0.00	4.76	14.29
70	74.99	B+	38.10	38.10	33.33
67	69.99	B-	0.00	0.00	0.00
62	66.99	C+	0.00	0.00	14.29
60	61.99	C	0.00	0.00	9.52
55	59.99	D+	0.00	4.76	4.76
45	54.99	D	0.00	0.00	9.52
0	44.99	E	52.38	42.86	0.00
Total			100	100	100

Source: Primary data processed

Learning outcomes are one indicator of learning success. Based on the University of Jambi academic regulation No. 02 of 2017, learning is said to be complete when it reaches learning outcomes above 60. Based on Table 5, most (52.38%) students in the first cycle have not succeeded in following the learning of microeconomic theory. The failure to achieve the learning process and results in the first cycle is due to the following factors: (a) In the initial stages it is still difficult to adjust learning to the CTL contextual approach; (b) Lack of basic understanding of mathematical analysis needed in analyzing micro economic cases; (c) The level of student learning motivation is very low; (d) The time spent is very limited for practice. Based on the constraints faced in the application of contextual based learning, improvements are needed in the second cycle to achieve the desired learning goals. The improvements to be made in the second cycle are: (a) Re-examining the syntax of the application of the contextual learning model so that it is easy to implement; (b) Improving student tutoring in analyzing economic cases; (c) Increase students' motivation to learn through appreciation for their performance; (d) Conduct systematic learning so that the time available can be put to good use. By improving learning in the cycle there was a decrease in the number of students who did not complete their studies as shown in Table 5, which was 47.62 percent. The second cycle of learning processes and outcomes has not yet been achieved due to the following

factors: (a) Lack of interest in reviewing subject matter that has been learned, especially in the subject of economic mathematics; (b) Not motivated enough to do the exercises; (c) There is not enough time available to do the exercisesBased on the constraints faced in the application of contextual based learning, improvements are needed in the third cycle to achieve maximum learning objectives. The improvements to be made in the third cycle are: (a) Re-examining the syntax of the application of the contextual learning model so that it is easy to implement; (b) Improving student tutoring in doing practice questions; (c) Increase students' motivation to learn through appreciation for their performance; (d) Conduct systematic learning so that the time available can be put to good use. By improving contextual learning in the third cycle there was a decrease in the number of students who did not complete learning to reach 14.28 percent. In this third cycle there are no more students who get below 40 or are declared to fail in learning microeconomic theory. Thus the application of the contextual learning model is considered successful until the third cycle. Several studies using the class action method, such as conducted by Surdin [12], Prasetya [13], Zain [14]), Sujadi and Heri [15], show the same results, namely by making improvements to contextual learning from cycle after cycle produce an increase in learning activities and improve student learning outcomes.

5 CONCLUSION

Based on the discussion of the findings in this study, it was concluded that: (1) An increase in learning outcomes in the second and third cycles after an improvement in the application of contextual models in learning microeconomic theory; (2) Effective contextual learning models are used to improve student learning outcomes in microeconomic theory courses if done by: (a) Planned according to student learning needs; (b) Be carried out systematically; (c) Material is presented contextually; (d) Intense tutoring; (e) Objectively evacuated; and (f) Appreciate each student's work.

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