

Influence Model of Learning And Learning Interest In CTL Towards Learning Outcomes Social Science Grade Iv Elementary School Rawajati 05 Pancoran In South Jakarta

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Abstract: This study aimed to determine the effect of the application of Contextual Teaching and Learning model and interest to learn on the learning outcomes of Social of Grade IV Primary School students in South Jakarta. This research is a experiment by using sample random sampling technique wa done to 54 students. The data is collected by test and analyzed by using analysis variant (ANAVA) two way design with treatment by level 2x2. Based on the results and discussion, it concluded that: (1) the learning outcomes of students taught by using Problem Posing are higher than students taught by using Problem Based Learning, (2) there is interaction effect between the application of Contextual Teaching learning model and interest to learn towards learning outcomes of social, (3) the learning outcomes of students taught by using Problem Posing are higher than students taught by using Problem Based Learning on group of the students who have high interest to learn, and (4) the learning outcomes of students taught by using by using Problem Based Learning are higher than students taught by using Problem Posing on group of the students who have low interest to learn. The result of this research indicates that Problem Posing with interest to learn able to improve learning outcomes of social

Keywords: Contextual Teaching and Learning Model, Interest in Learn, Learning Outcomes of Social



INTRODUTION

At this time there is a change of paradigm from 2006 to 2013 Curriculum Curriculum is any change the paradigm of teaching (teaching) to learn (learning).Teaching has a view that teaching only as science only conveys to students that are still conventional in nature, i.e. teachers can only talk with the method in one direction and the students sat quietly as a listener only.Different from teaching, learning is a process that requires thinking in ways students can experience it directly.So, learning will be more meaningful if students experience

what was it pelajarinya, not just figure it out alone and students will learn better if the environment is created naturally.According to Ahmad Susanto, that through learning students are able to express himself, knowing how good and right with direction and guidance teachers.In the process of learning, there are activities, select, specify, develop methods to achieve learning outcomes it wants. (Ahmad Susanto, 2013:137)

Paradigm learning-based teaching as learning activities centered on teachers by placing students in the learning process as an object is converted to a learning-based learning gives students the

opportunity to dig into his understanding of the material being taught.

In the context of education, learning dikotonasikan as learning activities where students play an active role, not only teachers, but the interaction of active students and teachers hold a central role in the learning process. Therefore, the paradigm changes then there was learning that is learning how to learn (learning how should learn). It is in accordance with the Commission on 21st century Education (Commission on Education for the "21" Century) (Trianto, 2014:6) which recommend four strategies in the world of education: (1) Learning to learn, i.e. load how students are able to dig up the information that is in the vicinity of the explosion of information itself. (2) Learning to be, that is, students are expected to identify himself, and able to adapt to its environment. (3) Learning to do, namely in the form of action or the action to come up with ideas related to science technology. (4) Learning to be together, namely load how do we live in a society of interdependent with one another, so it is able to compete healthily and work as well as were able to appreciate others.

In its application the student not only provided learning materials such as lesson materials to remember and remember but active in seeking and finding knowledge then understood and applied in everyday life so that it will remember in your long-term memory. For example on the material market where students have to find out about the market, finds that the market is what knowledge, such as what is a market, then apply them with students come to market that is close to the student's environment

so that students not only know the in theory but also in practice.

It is the same meaning of the learning process, which was distributed at teacher (teacher centered) into the learning process, which was distributed in students (student centered). Basically, the process has a very large outbreak because many things have to be changed on the learning process itself such as changing the conventional learning methods into methods that can be active students. Material prepared must pay attention to the developmental aspects and levels of student thinking. The media provided must be relevant other than with the material is studied also with the condition of the students themselves both physically and psychic. In addition to the material and medium of learning, as well as methods or strategies used in the learning process to note the associated students activity during learning. In the process, students play an active role in the learning process and teacher was more instrumental in preparing the learning process that should be experienced by students as a learning experience that meaningful learning or learning that is meaningful.

Social Science is one of the subjects developed and studied by students from the ground floor up to the top even intermediate College. The purpose of social science education is to produce citizens who have the knowledge and understanding of the community and the nation, religious, honest, demokratif, creative, critical, analytical, reading pleasure, have the ability learning, curiosity, concerned with the social and physical environment, contribute to the development of social and cultural life, as well as communicate and produktif. In

accordance with Number Permendikbud 20 year 2016 the standard of competence of graduates of the elementary and secondary education. Permendikbud 21 years of 2016 Numbers: standard contents of primary and secondary education. Permendikbud number 22 year 2016 the standard process of primary and secondary education. As well as Permendikbud Number 23 year 2016: default judgment about education.

The expectations placed on the fact that there are still away, indicating the high quality standards of optimal learning like standard for the value of the results of learning in all subjects should be at the top of the KKM.

Early observations of facts on the ground that the results of the study, IPS specifically in SDN Rawajati 05 Morning Pancoran in South Jakarta was still low, namely of 62.00 which means still under KKM is 70.00.

The condition appears to be at least on the learning process in primary school Rawajati 05 morning, Pancoran, South Jakarta, when researchers conducting observations in class IV elementary school. Based on the results of the observations of the researchers did during the learning process, IPS in class IV indicates a process of learning that are still monotonous with the use of the learning strategies are generally unremarkable.

The learning process is carried out by way of the teacher explains material theoretically and students just sat quietly listening to without any chance of asking questions and clarifying the material being he had learned. Work activities and discussion groups are not visible when the observation process researchers do. The desire of students to encourage her to be more interest in personal as well as

classical in studying social science learning materials are not visible. The condition appears to be on a low level of interest of students in the learning process is done and also low on the learning results of IPS. Participation and involvement of students actively in the learning process, IPS is still questionable. It gives you an idea that the learning process still needs to be improved because of the IPS have not been as expected according to the vision of the school i.e. embodies quality, education of the faithful and devoted to children of elementary school age and mission among other schools implement active learning, creative, effective and fun.

One of the active learning using Contextual learning model of Teaching and Learning (CTL). According to Elaine b. Johnson elaborated the CTL is a learning system that is based on the philosophy that students are able to absorb the lesson when they catch the meaning in academic material they receive, and their meaning in manangkap tasks school if they biased associate new information with the knowledge and experience they already had before. CTL is a model of learning that help teachers relate between the material he teaches real-world situations and encourage students to make connections between his/her knowledge and its application in their lives as members of the the family and the community. 8 the application of the model of CTL in classrooms, learning will be more meaningful so the charge material will last a long time in students. CTL can encourage students to apply the concepts in life, it means: CTL is not just expect students can memahamimateri that he had learned but how subject matter that may be coloring their behaviour in daily life. CTL also

stressed to process student involvement to find material, meaning; the process of learning oriented on process experience directly.

In application Contextual learning model of Teaching and Learning, there are two learning techniques that comply with the social science learning are the Problem Based Learning and Problem Posing.

According to Barrow in the Miftahul Huda, define the Problem Based Learning as learning acquired through the process towards an understanding of the resolution of a problem. The problem in the first place in the process introduce learning. Problem Based Learning is a form of the transition of paradigm teaching towards the paradigm of learning. So, the focus is student learning and not teaching of teachers

While the Problem Posing or commonly called the submission Issue is one of the techniques originally developed for learning school subjects Mathematics but evolved along with advances in science because it is not just of mathematics various submissions and requires problem solving in its application, but also in other sciences, including social subjects

Problem Posing according to Aris Shoimin, stated that the Problem is Posing a model of learning that requires students compose your own question or split a problem into the questions are simpler. Both the model places emphasis on active learning students in the IPS. Since learning of the learning model with IPS, this needs to be designed in the mastery of the material, understanding, so as to invite students to think, increases the activity and creativity, by implementing good engineering model of CTL Problem Based Learning or engineering Problem

Model Posing in order for CTL students achievements in learning, can raise the interest of students. Model CTL engineering Problem Based Learning or Problem Posing is one type of model of CTL which was equally based on the problem.

Interest according to Saleh and Wahab, interest is a tendency to give attention and act against a person, an event or situation that becomes an object of interest with an accompanying feeling of pleasure. (Abdul Rahman, 2004; Rachmadtullah, 2015; Rachmadtullah, and Wardani, 2016). These restrictions are contained in a sense that there is interest in the subject, there is a concentration of effort (for approaching, know, have, master and touch) of the subject is done with feeling happy, there is a towing power of object.

The process of social learning that is conducted through the application of the learning model of CTL and noticed interest in learning from the students themselves should be able to affect student learning outcomes for the better. Supposed to be optimally applied in the process of learning through the application of CTL will affect the results of the study of social subjects itself. But with attention to the learning interest of students is expected to influence the outcome of social subjects learn also in class IV elementary school. Therefore, the learning process learning model that implements the CTL and pay attention to the aspects of interest students expected to influence the results of the study of social subjects in grade IV elementary school Rawajati 05 Pancoran, South Jakarta.

Based on the description that has been spelled out, then there are three things that became the focus of the study,

i.e. the learning model of CTL, interest of learning and learning outcomes social subjects. For it was in this study researchers took the title "influence model of learning and learning interest in CTL against the results of the study of social subjects in grade IV elementary school Rawajati 05 Morning Pancoran in South Jakarta".

METHOD

In conducting this research, the author uses a quantitative research method of experimental design design design with treatment by level 2 x 2 (k. Brahim: 2014.118). Quantitative methods are also referred to as the scientific method or scientific because it has meet the scientific norms that is concrete or empirical, objective, measurable, rational, and systematic (Sugiyono, 2009:7-8).

Table 1 design of Experiment Design
 Treatment by Level 2 X 2

Interest in Learning (B)	The Learning Model of CTL (A)	
	PBL (A ₁)	PB (A ₂)
Higher (B ₁)	(A ₁ B ₁)	(A ₂ B ₁)
Lower (B ₂)	(A ₁ B ₂)	(A ₂ B ₂)

The variable in this study consists of free variables and bound variables. As for that being a free variable (X 1) is a model of learning Contextual Teaching and Learning (Problem Based Learning and Problem Posing) and variables (X 2) is high and low learning interest. While the terikatnya variable (Y) is the result of studying social sciences.

Researchers take the object of study in elementary school Rawajati 05 Pancoran in South Jakarta. The goal of

the researchers took those locations to obtain data values from a test given after the process of teaching and learning undertaken, conducted in two classes, namely class IV with IE students who learn using Problem Based Learning and classroom IV B IE students use Problem Posing.

The population used in this research is the class IV in basic ssekolah Rawajati 05 Pancoran in South Jakarta on Social subjects with number of students 54 students. Sampling techniques in the study is using a random or random sampling techniques. The sample in this research totalled 54 people are divided into two classes, class IV A numbered 27 people and class IV B amounted to 27 people

To obtain the data required researchers using methods as follows:

1. The observation Method of observation is a conscious effort to collect data systematically, which is done with the terstandar procedure. The purpose of the observation was held measured variables (Arikunto, 2013:265).
2. Test results of learning is a test used to assess learning outcomes which have been given by the teacher to the learner within a certain period (Arikunto, 2013:267). The test results of the study in this research is the use of pre-and post test-a test that is given to the class of the control and the experimental class.

RESULT

The test results in the four groups can be served into the table:

Table 2 of its homogeneity Testing

Based on table 2 above, obtained χ^2_{hitung} of 5.678, while χ^2_{tabel} with $dk = 3$ on level of significance $\alpha = 0.05$ gained 7.81. This shows that $\chi^2_{hitung} < \chi^2_{tabel}$ or $5,674 < 7,81$. If it is associated with the acceptance criteria, then H_0 accepted. Thus, the four groups of the data comes from a homogeneous population. The admissibility of its homogeneity and normality test results above, it can be concluded that the test requirements for testing the hypothesis by analysis of variance (ANOVA) two lines can be met and implemented.

As for the results of hypothesis testing with test tuckey as follows:

Table 3 hypothesis testing

No	Hipotesis Statistik	Q_{hitung}	$Q_{tabel} (\alpha = 0,05)$
1.	$\mu_{A1B1} > \mu_{A2B1}$	15,78*	4,60
2.	$\mu_{A1B2} < \mu_{A2B2}$	6,76*	4,60

Based on the results of further tests and analysis of variance Tuckey above, it can be stated that:

1. The results of the study of social sciences taught learning Contextual Teaching and Learning engineering Problem Posing with high learning interest higher than the results of the study of social sciences taught learning Contextual model Teaching and Learning techniques to problems of Problem Based Learning with low learning interest, received significantly on $\alpha = 0.05$.
2. The results of the study of social science that uses Contextual learning model of Teaching and Learning techniques of Problem

Kel	Varian s S ²	Varian s Gab S ²	Harga B	χ^2_{hit}	$\chi^2_{ta b}$	Ke t
A_1B_1	15, 50	14, 77	78,54	5,67	7,8	Ho mo ge n
A_1B_2	24, 93					
A_2B_1	10, 85					
A_2B_2	11, 12					

Posing with low learning interest less than the results of the study of social sciences taught learning model Contextual Teaching and Learning engineering Problem Based Learning with low learning interest, received significantly on $\alpha = 0.05$.

DISCUSSION

Based on the average value of the implementation of the research States that social science learning outcomes students use learning model CTL can be significantly increased. Improvement of the learning outcomes based learning model by using CTL so students are more interested, more interest and confidence in learning the material and working on problems that are given because they find it easier working on it.

Results obtained from inter-organizational class treatment and control classes can be concluded that there is a difference between the treatment and control classes then it can be inferred that there is a difference between the treatment with the highest average grade control When implemented pre-test was 4.50 and the average rating at time of post-test is 8.11. While the average value of experimental class when implemented pretest is 7.99 and having carried out the post-test turned out to be the average value no change that is still on the 8.99. Visible differences between the two classes, class experiment more significant

compared to the control class, this is due to the application of the model of learning upon learning of the CTL social sciences in class experiments.

Thus the learning activities most of the student-centered Students play an active role in learning, while the teacher as supervisor and facilitator when learning takes place in the classroom. This is characteristic of late model CTL. This proves that the use of a model of learning can improve the learning results of CTL social sciences and learning activities that students can eventually meet the criteria for achievement of a minimum standard of students.

CONCLUSION

Based on the results of a study done by researchers on the influence of the use of models of learning and learning interest in CTL against the results of the study in field of study social sciences class IV at elementary school Rawajati 05 Pancoran in South Jakarta, can be drawn the conclusion is as follows:

1. The results of the study of Social Science students who were taught learning Contextual Teaching and Learning techniques of Problem Posing is higher than on the students being taught learning Contextual Teaching and Learning the technique of Problem Based Learning.
2. There is the influence of the interaction between the learning model of Contextual Teaching and Learning towards the learning interest and learning outcomes Social Science
3. The results of the study of Social Science students on a group of students who have interest in

studying high taught learning Contextual Teaching and Learning techniques of Problem Posing is higher than in the Group of students who are taught a model learning Contextual Teaching and Learning engineering Problem Based Learning.

4. The results of the study of Social Science students on a group of students who have interest in studying high taught learning Contextual Teaching and Learning engineering Problem Based Learning is higher than in the Group of students who are taught a model learning Contextual Teaching and Learning engineering Problem Posing.

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