Contextual learning concepts

Qotrun Nada¹, Siti Nur Juliati Sa'adah²
¹,²*Program Studi Bahasa dan Sastra Inggris, Universitas Islam Negeri Maulana Malik Ibrahim Malang;*
*e-mail: *¹210302110004@student.uin-malang.ac.id, ²210302110102@student.uin-malang.ac.id*

A B S T R A K

Dewasa ini, sistem pembelajaran yang memiliki sifat teoritis masih bisa ditemui di berbagai lingkungan pendidikan saat ini. Hal yang terjadi adalah sebagian besar dari jumlah siswa mengalami kesulitan bahkan tidak memperoleh makna yang disampaikan untuk dapat diterapkan dalam kehidupan sehari-hari. Dari hal ini dapat diketahui menjadi bukti nyata bahwa sebagian besar siswa tidak dapat dengan mudah menghubungkan apa yang telah dipelajari di sekolah dengan pemanfaatan ilmu pengetahuan dalam kehidupan sehari-hari. Oleh karena itu, untuk menghadapi kondisi ini, para tenaga pendidik harus memiliki kemampuan untuk merancang sistem pembelajaran yang dikemudian hari dapat digunakan sebagai bekal bagi para siswa baik dalam ilmu pengetahuan secara teori maupun praktiknya. Para tenaga pendidik juga dituntut untuk lebih pandai dalam menciptakan situasi ruang belajar yang dapat memudahkan para siswa untuk memahami makna serta menghubungkan materi pelajaran yang telah didapat.

A B S T R A C T

Today, learning systems that have a theoretical nature can still be found in various educational environments today. What happens is that the majority of students experience difficulties and do not even get the meaning conveyed so that they can apply it in everyday life. From this it can be seen that it is clear evidence that the majority of students cannot easily connect what they have learned at school with the use of science in everyday life. Therefore, to deal with this condition, teaching staff must have the ability to design a learning system that can later be used as a provision for students both in theoretical and practical knowledge. Educators are also required to be smarter in creating learning space situations that can make it easier for students to understand the meaning and relate to the lesson material they have learned.

Introduction

Teachers need broad and complete insight into teaching and learning activities in order to carry out their duties professionally. Educators or teachers are required to have a clear picture of how the learning process takes place, accompanied by several steps required during the learning process. So that their duties as educators can be carried out well and obtain results that are in accordance with previously designed objectives. One of the insights that teachers need to have, according to Mansyur, is about learning strategies, which are outlines of courses of action in order to achieve the targets outlined (Saadah & Mawardi, 2019).

By having and using a clear strategy, an educator or teacher has guidelines that can be used as guidance when carrying out various actions related to the many alternative choices that can be taken. So that the process of learning activities carried out can run systematically and effectively (Zainiyati, 2010). In this way, it is hoped that the strategy will more or less help make it easier for teachers to carry out their duties. On the other hand, If an activity is carried out without implementing a strategy, what will result is that the activity runs without clear direction and goals. This will cause errors to arise which will result in the failure of previously designed goals.

Contextual learning focuses the learning process in a direction that is appropriate to the circumstances experienced by students in their environment. In line with cognitive-constructivist theory, learning that focuses on developing intellectual abilities that takes place socially and culturally will encourage students to build their own understanding and knowledge (Rakhmawati & Shartika, 2020). This indicates that students will engage in interesting learning and accelerate their intellectual quality faster (Alifah, 2019). This contextual teaching and learning learning method is a choice of learning approach where the teacher or teaching staff gives the role of students as learning subjects and not as learning objects (Suriadi & Supriyatno, 2020).

This research was conducted using qualitative methods. This research method which is in the nature of a library research. Library research is a research technique using literature, notes, journals, reports and books that are relevant to the problem being studied. This research was carried out by searching and collecting sources or references related to student differences in the curriculum and then analyzing the content of the material that had been obtained.

Discussion

Understanding the Concept of Contextual Learning

Contextual learning is a teaching strategy where the concepts being studied are given in real situations so that students understand the concepts and see their relevance in their use in everyday life (Khoeriyah & Mawardi, 2018). The word FRQWH[WXDO comes from the word FRQWH[which means "relationship, context, atmosphere or situation". Thus, FRQWH[WXDO is interpreted as "relating to the atmosphere (context)". So this activity also has the meaning of a learning process by applying a certain atmosphere in it (Nopiyanti, 2017).

The process of contextual learning activities has a concept that emphasizes student involvement in being able to understand the material provided and being able to relate it to situations in their daily lives. So this can encourage students to easily and be able to apply it in everyday life (Khoeriyah & Mawardi, 2018).

Contextual learning fully involves students in the learning process. Students are encouraged to be active in studying lessons according to the topic they will study. In contextual learning, learning is not just listening and taking notes, but learning is a process of experiencing directly. Through this experience process, it is hoped that student development will occur as a whole and not only develop in the cognitive aspect, but also in the affective and psychomotor aspects. Through contextual learning, it is

hoped that students can determine for themselves the material they study. Contextual learning directs students to efforts to build thinking skills and the ability to master learning material. Knowledge whose source comes from outside the self is constructed within the student (Kismatun, 2021). Apart from containing general knowledge learning material, students are also given mathematics learning material which contains not only memorizing learning material, but students are also required to be able to build their own understanding from the knowledge they have gained (Syamsuddin & Utami, 2021).

In this case, knowledge is not obtained by being given or transferred from others but rather is formed and constructed by the students themselves, so that they can develop their intellectual abilities. In the learning process, Teachers are required to understand and provide an understanding of the basic subject matter given to students as something that can improve students' thinking abilities, as well as understand various models of learning concepts that can stimulate students' ability to learn with a clear and directed teaching design from the teacher and other educators (Hanifiyah et al., 2023). In contextual learning, learning is not memorizing but the process of reconstructing knowledge according to the experiences they have. Therefore, the more experience they have, the more knowledge they will gain. Learning is not just acquiring knowledge by collecting loose facts, but is an organization of everything that is experienced, so that the knowledge possessed will influence patterns of action, the ability to solve problems including one's appearance (Latifah et al., 2020).

Characteristics of Contextual Learning

According to Anwar (2018), the characteristics of contextual learning are characterized by several characteristics, namely as follows:

a. Meaningful learning. guides the process of understanding relevance and personal assessment are closely related to students' interests and learning the content of learning material.

b. Skills in applying knowledge, students' ability to understand what they learn and apply it in life, as well as functions in the future they live in or in their future.

c. High level thinking. Students are required to utilize creative thinking in collecting data, understanding an issue and solving a problem.

d. Providing a response to the existing culture. As an educator, a teacher must be able to understand and have an attitude of respecting the values, beliefs and habits of each of his students, fellow educators, and the community in which he receives his education.

e. The authentic assessment. The use of various assessments, for example structured assignment assessments, student activities, use of portfolios and so on will reflect the real big results.

Meanwhile, according to Sukmawati (2017), the characteristics of contextual learning are as follows:

a. Making meaningful connections. This means that students have the ability to organize themselves as someone who is actively learning in the process of

developing their interests individually and also become people who have the ability to learn in groups so they are able to implement the 'learning by doing' learning system.

b. Carrying out significant activities (doing significant work). This means that students have the ability to establish connections between things at school and various activities with a context that exists in their real life as business people and as various roles as members of society.

c. Self-regulated learning (self-regulated learning). Carrying out significant activities with a goal, working together with other people, related to making choices and having real products or results.

d. Working together (collaborating). This means that students have the opportunity to work together with teachers to help them be able to work together effectively in a group. So that from this assistance, students can understand their learning process in influencing each other and communicating with each other.

e. Critical thingking and creatively (critical and creative thinking). This means that students have the ability to use their level of thinking in a more critical and creative direction, and they are able to analyze, solve problems and make decisions based on logic and real evidence.

f. Nurturing or nurturing the individual. This means that students maintain their personality, know, pay attention, have high hopes, motivate and strengthen themselves.

g. Achieving high standards (reaching high standards). This means that students recognize and achieve high standards, identify goals and are motivated to achieve them. Teachers show students how to achieve what is called excellence.

h. Using authentic assessment. Assessment is carried out objectively based on students' abilities using various accountable assessment systems.

Contextual Learning Components

Contextual learning consists of seven main components, namely; constructivism, inquiry, questioning, learning community, modeling, reflection, authentic assessment (Sumarni et al., 2018). The explanation of each component is as follows:

a. Constructivism (Constructivism)

Learning is packaged as a process of constructing, not just receiving knowledge. In the learning process, students need to get used to solving problems, finding something useful for themselves and struggling with ideas. The teacher's task is to facilitate the construction process by making knowledge meaningful and relevant for students, giving students opportunities to discover and apply their strategies in learning.

b. Find (Inquiry)

The discovery strategy (inquiry) is an arrangement of student learning activities that fully incorporates various student abilities to find out systematically, clearly and

logically in terms of analyzing something. So that it can produce an invention with results that match the design that has been made.

c. Ask (Question)

In learning, questioning activities are useful for exploring information, both administrative and academic, finding out students' understanding, generating student responses, knowing the extent of students' curiosity, finding out things that students already know, focusing students' attention, generating more questions from students and refresh students' knowledge.

d. Learning Community (Learning Community)

In the Contextual Teaching and Learning class, students are divided into groups with the hope that students can interact with each other, where smart students can help weak students understand the concepts being studied and students' knowledge will become more developed.

e. Modeling (Modeling)

The teacher creates a model as an example so that students can imitate, explore and use objects that are used as contextual learning models. For example, the teacher makes several examples of solving problems so that students can imitate them, or the teacher makes props for students to manipulate.

f. Reflection

Reflection is a way of thinking about what has just been learned, reflecting on what has been done and evaluating it. Reflection can also be said to be a response to events, activities or newly received knowledge. Thus, the implementation can take the form of student notes, researching and checking the results of student work, correcting mistakes and looking for better alternative ways of learning, journals and so on.

g. Actual Assessment (Authentic Assessment)

Assessment is a data collection process that provides an overview of the student learning development process. This description of the student's learning development process is important for the teacher or educator to know so that they can provide assurance that the student is experiencing the learning process correctly. Obtaining data must also be through real activities that have been carried out by the students concerned during the learning process with the teacher.

Contextual Approach to Learning

According to Kadir (2013), there are several contextual approaches, including:

1. *Problem Based Learning,* namely a learning approach that uses real world problems as a background for students to learn through critical thinking and skills in solving problems with the aim of acquiring basic knowledge and concepts of learning material.

2. *Authentic Intruction,* namely a teaching approach that involves students studying meaningful situations through developing thinking skills and solving important problems in life.

3. *Inquiry-Based Learning,* which is a learning approach that follows scientific methodology and provides beneficial learning.

4. *Project-Based Learning,* a learning approach that gives students the opportunity to work independently to base their learning and search for new knowledge and skills so they can apply them in real life.

5. *Work-Based Learning,* A learning approach that allows students to use the situation and conditions of the place to learn subject matter and use it again someday.

6. *Service Learning,* Namely a learning approach that provides a practical implementation of new knowledge and various skills to meet community needs through structured tasks and other activities.

7. *Coorporative Learning,* namely a learning approach process that uses the results of forming small groups of students to work together to provide maximum results in learning situations to achieve the goals of the learning concept that has been formed previously.

Conclusion

Contextual learning is a concept in the learning process that is applied in the world of education. This aims to help students see and understand the meaning of the lessons they learn from teachers by connecting them in the context of students' daily lives in various areas such as their personal environment, social life environment and the cultural environment of the community in which they live. In addition, this learning can provide comprehensive strengthening by connecting the meaning or intent of the knowledge material given to students with direct experience in each student's real life. Through this contextual learning concept, students not only have learning experiences in the classroom but also apply theoretical things learned in class to their real lives in the hope that they can face problems and solve problems in their daily lives. Thus, this learning connects the real world problems faced with the theories that have been formed. This theory is then given to students in the form of subject matter that will be studied by students in class, and students are required to actively solve these problems according to what they can through their own experiences.

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