

IMPROVING STUDENT LEARNING'S RESULT BY USING CONTEXTUAL TEACHING LEARNING AIDED WITH MAP MEDIA ON SOCIAL STUDIES SUBJECT IN ELEMENTARY SCHOOL

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Abstract

This study is based on the poor quality of the social studies learning process in the fifth grade of 02 Kayu Kubu Bukittinggi Elementary School, to improve the learning process quality we used Contextual Teaching and Learning (CTL) approach assisted with the map media. This research is a classroom action research which conducted in three cycles. Each cycle consists of planning, action, observation and reflection. The subjects were teachers and 30 students in fifth grade. The data collection technique are documentation, observation, interview and test. Analysis of the data used is interactive analysis. The study concluded that the CTL approach to enhance students' understanding of the concept of "*Spread of Indonesia's Natural Resources*" and the improvement of learning outcomes and the performance of teachers in the learning process of social studies learning since the first cycle to the third cycle in the second semester of the fifth grade elementary school year 2014/2015.

Keyword: CTL, understanding concepts, Indonesia's natural resources.

1. Introduction

Social Studies Education in primary school is intended to foster students to be good citizens who have the knowledge, skills and social awareness that is useful for himself. The goal is that students are able to develop basic knowledge and skills in everyday life [6]. To realize these objectives, the process of learning and teaching, the teachers is not limited to the aspects of knowledge and skills, but also aspects of attitudes or morals in living nature of social life, state, and nation.

The learning atmosphere of Social studies in the fifth grade of 02 Kayu Kubu Bukittinggi State Elementary School is not maximized. Results of student learning about the topic "*Spread of Indonesia's Natural Resources*", the average is still not all reach the minimum completeness criteria. One problem is that there are still many teachers who have not been using a variety of methods and using instructional media that support interactive learning process. Therefore, the interaction between teachers and students is rare in the learning process, unless teachers are very dominant in the classroom while the students are passive, listening and making notes as necessary

One approach that can be used is the Contextual Teaching and Learning (CTL). According [12], CTL is a learning concept that emphasizes the linkages between the work of learning materials to learners in real life, so that students were able to connect and apply the competencies of learning outcomes in everyday life. According to [9] contextual is an educational process that aims to help students see meaning in materials intended to help students see meaning in the material they are learning by plugging in the

context of everyday life. This will encourage students to make connections between the knowledge possessed by the application in their lives as members of the family and society.

With this concept, the expected learning outcomes become more meaningful for students. The learning process takes place naturally in the form of students work and direct experience, not just a transfer of knowledge from teacher to student. This is in line with the opinion of the flow of constructivism which emphasize that learning is an active activity students to find something and build their own knowledge. Students are responsible for learning results, reasoning upon what is learned by looking for meaning, and compared with what is already known with what is required in the new experience. According to Johnson [9], the learning method CTL includes eight components, namely: a) make the linkage meaningful, b) perform meaningful work, c) self-regulated learning, d) work together, e) to think critically and creatively, f) help individuals to grow and develop, g) achieving high standards, and h) using authentic assessment.

Thus, CTL is a learning approach that aims to help students understand the meaning of the subject matter they are studying, then connect with the context of everyday life, the environmental context of personal, social and cultural. The task of teachers is to help students achieve. Therefore, teachers must plan learning activities that actively discover knowledge or new concepts. The role of instructional media will be important in a learning process, and will be a tool to influence the activity and creativity of students. According [1], the learning media is a means of delivering a message of learning, into a tool to stimulate the mind,

feelings, concerns, abilities and skills of students so as to encourage the learning activities. Syntax contextual learning model [9], as Table 1 below.

Table 1. Syntax of Contextual Learning Model

No.	Aspects of learning	Teacher Activity	Student Activity	The principle of learning CTL
1	The planning Phase	<ul style="list-style-type: none"> • Conveying the purpose of learning with the CTL model • Aperseption give • Motivating students 	<ul style="list-style-type: none"> • Observing what is conveyed by the teacher. • Answering things are known about the subject matter. 	<ul style="list-style-type: none"> • Constructivism • Question and answer
2	Implementation Phase	<ul style="list-style-type: none"> • Explaining the lesson using the CTL model • Setting up Student Work Sheet • Distribute Student Work Sheet • Be based on the CTL model and Guiding students in filling out worksheets. 	<ul style="list-style-type: none"> • Listening to the explanation noted the important things pertaining to the material. • Doing tasks for Student Work Sheet tasks in accordance with the model CTL in asking. 	<ul style="list-style-type: none"> • Enquiry • Discussion model

3	Evaluation Phase	<ul style="list-style-type: none"> • Evaluation • Given appreciation. • Examine the results of the students' answers. • Assessing student work. 	<ul style="list-style-type: none"> • Knot the subject matter with the guidance of a teacher. 	<ul style="list-style-type: none"> • Reflection • Real assessment
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To support the learning process, the teacher uses the map media, and this media will be able to provoke interest and attention of the students as the map is a picture of the earth's surface that are drawn on a flat plane. Appearance in a map must be appropriate to the topic. That is, a map that comes with symbols or description. In that study the subject matter topic is "The distribution of natural resources in the Indonesian archipelago". Therefore, the selected map is large thematic maps that can be viewed by students from all directions, and includes the students who sit at the back of the classroom.

Among the advantages of using the map in those topics will give students a clear knowledge and experience about the geographical position, natural conditions and the distribution of natural resources in Indonesia. The use of such media can guide students in understanding the topic in a structured and well-organized manner. Then the map is a more effective media for the purpose of providing knowledge. This is consistent Piaget's opinion, that children aged 6-12 years are still at the stage of concrete thinking skills. To understand abstract concepts, the necessary media tools, including map visualization. With the media map to make the subject matter more sedentary or not easily forgotten students.

This study aims to improve the social studies processes and learning outcomes by using CTL approach that is supported with the help of the map media. Formulation of the problem is, "How is increase in teachers activity planning during the learning process for the Distribution of Natural Resources Indonesia topic using CTL-assisted approach to media questions, and how the results obtained student learning?"

This type of research is the Classroom Action Research, which carried out integrated in the learning process, the aim is to improve the quality of learning in the classroom by the teacher alone, with peers or observer. According Arikunto [3],

Class Action Research conducted class teacher is reflection to improve performance and learning and student learning outcomes. The number of cycles can be adjusted to the achievement of specified research. If a cycle do not bring maximum results then proceed to the next cycle. Conversely, if considered to have been achieved and the results have been good, the following cycle is not necessary anymore.

As for the draft CAR consists of four stages [3], namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. This study consisted of 3 cycles, in each cycle comprising the steps of CAR. The type of data used is the qualitative and quantitative data. Data collection techniques used in this research is the method of observation, documentation methods, and methods of test and field notes. Data analysis technique used was qualitative and quantitative.

Benefits of the research is as consideration for teachers to improve the process and the learning outcomes of Social studies. Teachers are expected to be more focused in preparing lesson plans with all appropriate learning tools. It means that teachers would prefer the students active, creative learning in a fun atmosphere.

2. Methods

Class Action Research conducted on students in the fifth grade of 02 Kayu Kubu Bukittinggi State Elementary School in the second semester of academic year 2014/2015 in three cycles with the subject of 30 students. There are four stages according to the principle of class action were implemented, namely, planning, action, observations and reflection. Data collection techniques are documentation, observation, interview and test. Data analysis with interactive analysis techniques.

Indicators of the success of this study was 80%, if students get more value or equal to the minimum completeness criteria is 70. From a teacher's performance, judging the quality of learning that includes the performance of teachers in the form of skills learning process, student activities, and completeness of students who achieve 80% of every aspect.

RESULTS

Based on observations, interviews and tests on the initial conditions, summed up the concept of "*Spread of Natural Resources*" among students is still low, from 30 students learning completeness reached by 18 students or 60%. Conversely, 40% or 12 students value is still below 70, or incomplete. The quality of learning before action is 66% with the details of the performance of teachers 70%, 68% of the learning process, student activities 66%, and completeness of students 60%.

Having carried out the action on the first cycle by applying CTL approach assisted the map, there was an increase in terms of understanding of the concept by the students and the increased quality of the learning process. Classical completeness increased to 66%, as many as 22 students scored >70 and 8 students still unresolved. Despite an increase in the overall value of the indicator has not reached 80%. As for the percentage of the quality of the learning process in the first cycle was 74.96% with the details of the performance of teachers 82.56%, 76.3% the learning process, student activities 75% and 66% of students completeness. These data provide clues social science learning process with the matter "*Spread of Natural Resources Indonesia*" has yet to reach 80% of indicators. Researchers with the teachers to reflect on the learning process of the past and will improve the learning process Cycle II.

After the implementation of the action on the second cycle, understanding the concept and the quality of learning by applying the CTL approach has increased. Of the 25 students (83.3%) scored >70 and 5 students (16.7%) still have not reached a minimum completeness of 70. However in the classical indicators of achievement is still up 80%. Percentage of the quality of learning in the second cycle increased to 78.8%, with details; teacher performance 85%, 82.2% the learning process, student activities 86.5% and 83.3% completeness student scores. despite increased yield and quality of the learning process but also the target indicator is still not achieved. Based reflection taken to deal with the third cycle of all aspects of process improvement.

Learning in the third cycle eventually a significant increase, completeness class 90%, as many as 28 students received grades of >70. And 2 students or 10% still do not get the value 70. The quality of the learning process aspects in this last cycle was 93.3% with the details; teacher performance 97.3%, 93.5% the learning process, student activities 92.8% and 93.3% completeness.

Based on the results of the study, showed that the level of students' understanding of the concept of "distribution of natural resources in Indonesia" has been very good, and the quality of social studies learning process has increased and has reached the 80% of the target. It means that both aspects of teachers and students has improved performance and learning outcomes. Thus the activities of the action in the third cycle can be stopped.

3. Discussion

This study includes seven components: constructivism, finding, inquiring, community learning, modeling, reflection, and the actual assessment. For the learning process in the form of

teachers' skills, namely, 1) Skill to open a lesson, 2) Skills in asking. 3) Skills to provide reinforcement, 4) Skills to hold variations. 5) Skills in explaining, 6) Skills to guide small group discussions, 7) Skills in managing a classroom, 8) and, 9) Skills to end the class.

Based on observations in the cycle I, II, III, observation to see the performance of teachers in teaching skills. Such skills include; a) the skills of teachers in initiating the learning process according to the plan has risen from good to excellent start to the action, the cycle I, II and III. b) skills in asking questions, such as starting a lesson at this stage the teacher has revealed questions briefly and clearly, focused on one issue, the teacher gives time to think for students, and teachers provide guidance to the students find their own answers. Here, the teacher gives a good question that has specific criteria such as: clear, complete information, focused on one issue, allow sufficient time, provide a response that is fun, and guiding students' answers until he found the answer himself.

Furthermore, c) Skills in giving reinforcement, the teachers have given in the form of verbal reinforcement, reinforcement is also given in the form of nonverbal, reinforcement given to certain students or groups of students, it looks at each cycle. The important thing here is: reinforcement in learning activities can be done verbally and nonverbally. d) Skills in creating variations, teachers use multy sources, various media, and various method. Initially seen teachers still use the same model in Cycle I and II. However, in the third cycle performance of teachers already look perfect for use multiple model, because students are heterogeneous and have different interests. Essentially students who have a tendency audit if are happy to listen, that is happy to see the visual and kinesthetic tendencies are happy to do. e) Skills explained, at the third meeting of the skills to explain the teacher has used language that is easily understood by the students, the teacher using examples and illustrations, including (a) clarity, (b) the use of examples and illustrations that follow the pattern of inductive and deductive, (c) granting pressure on vital parts, (d) feedback.

Furthermore, f) skills to guide small group discussions, the teacher continues to improve its performance, so that the results obtained last cycle is different from previous cycles, among others; students' attention focused on the goal and the topic of discussion, the teacher gives the opportunity to participate, the teacher is able to close the discussion. Here the teachers have been able to focus students on the purpose and topic of discussion, clarify the issue in order to avoid misunderstandings, analyzing the views of students, providing an opportunity to participate, and closed the discussion. g) for teacher classroom

management skills gradually up to the third cycle, which is able to create a fun learning conditions for students, teachers provide opportunities for students to collaborate and share tasks with the group, the teachers find and solve behavior that cause problems.

In part h) skill in carrying out the evaluation, the teacher to do so in accordance with the material and indicators of learning, teachers use evaluation process, teachers use evaluation results, assessment by teachers include cognitive, affective, and psychomotor. When it comes to the skills in the closing stages of the lesson, the teacher together students make inferences, teacher assessment and reflection of the activities carried out, the teacher gives feedback on the process and outcomes of learning, teacher's plan a follow-up. Based on the observation of the third cycle acquired skills of teachers in closing the lesson has been excellent.

Based on data obtained from pre-action, the cycle I, II and III with the formulation problems associated with the theory of better learning outcomes, the performance of teachers in the learning process show an increase in each cycle. In accordance with a step on the contextual approach, initiated by the teachers with thematic maps displaying widths so quite clearly ranks of the Indonesian islands with symbols of the distribution of natural resources in Indonesia.

In the exploration phase, the students are very enthusiastic about observing and researching the types of natural resources and location of the areas which has reserves of natural resources from throughout the Indonesian archipelago. The students perform the necessary records to be discussed in the group. Students then fill Worksheet provided by the teacher, containing questions about the subject matter. Thematic maps are displayed in front of the class turned out to be very help students to find their own reference and deployment potential and natural resources of Indonesia. Learning atmosphere becomes active and eager students in discussion. Improved understanding of the concept and the quality of learning can be seen in Table 2 below.

Table 2
Learning completeness and Quality of Learning
Process Cycle I, II and III

Aspect	Pre Measur es	Firs t cycl e	Cyc le II	Cyc le III
Students who complete	18	22	25	28
Students who have not completed	12	8	5	2
Classical	60	73.3	83.3	93.3

completeness				
Quality process	66	74.96	84.25	93.4

Based on Table 2 above, it can be seen an increase in student learning outcomes, in the pre-action gained 60, for the first cycle to 73.3, up 83.3 on the second cycle and third cycle becomes 93.3. The quality of learning is based on the skills that teachers also rose from 66 into the first cycle of 74.96, 84.25 and 93.4 in the second cycle third cycle. Teachers have been successful because of improvement of various deficiencies in each cycle is done and doing repairs and improvements in the next cycle, thus increasing the quality of learning.

Based on the acquisition value of students in the third cycle suggests that as many as 86.70% of students obtain good value, 6.60 got very good value. There are about 6.70% or two students scored less. That is the minimum mastery level of the students are met even though there is still unfinished two people. The distribution can be seen in Table 3 below;

Table 3
Distribution of acquisition value of students in Cycle III

Interval values	Categories	The number of students	Percentage (%)
91-100	Very good	2	6.60
75-90	Good	26	86.70
63-74	Moderate	2	6.70
<62	Less	0	0

IMPLICATION

Application of CTL approach in teaching social studies on the topic "*Spread of Natural Resources Indonesia*" in terms of basic skills teachers' teaching has been going well and increased to a very good start of the cycle I, II and III. It means that teachers act as the manager of the learning process, both as a moderator, motivator, facilitator, and evaluators. Learning is not centered on the teacher, but the students participate actively involved in the learning process. Students learn through study groups, discussions, correcting each other to solve problems and find something useful for him. Teachers monitor the discussions so that the communication between teachers and students and students with student run smoothly, runs fun activities.

Learning with the adoption of CTL approach has provided a new experience for the students. They usually just listen to the explanations of the teacher and learn individually. CTL approach, students can distribute ideas and feedback through group learning, group learning to

motivate students to be able to master the material and resolving problems with everyday experience. Students are free to solve the problem according to their experience. Students were previously not eager to learn finally motivates them to learn. They are very happy to be able to cooperate and help each other. Application of CTL approach can improve student learning outcomes.

ACKNOWLEDGMENT

Based on research by applying the Contextual Teaching and Learning (CTL) approach in teaching and learning activities on social studies subjects presenting "*Spread of Natural Resources Indonesia*" in fifth grade summarized as follows:

(1) Application of CTL approach can enhance the learning process with indicators of the skills of teachers in learning activities. This is evidenced by the average percentage score in the pre-action by 66% in both criteria. In the first cycle the average percentage score increased to 74.96%, 84.25% second cycle and the third cycle becomes 93.4% in both criteria at all. (2) Application of CTL approach can increase the activity and student learning outcomes. This is indicated by the average percentage gain mastery learning, pre-action by 60% with good criteria. In the first cycle 73.3%, 83.3% second cycle and the third cycle becomes 93.3%. the criteria very well. (3) Student activities include: preparation before following the learning process, student enthusiasm in listening to the teacher, active in asking, answering, expression, participation in group learning, students' skills in inquiry activities, ability to work evaluation, and the involvement of students in reflection. Each activity is always increased start pre-action continue to cycle I, II and III.

After doing a class action by applying CTL approach, there are a few things suggested: (1) Prior to the study, the steps in a Class Action Research and CTL approach concept must be understood by teachers and observer. (2) Teachers should use a more varied media such as a map on the topic "*Spread of Natural Resources Indonesia*". Learning should be linked to real life students. (3) Teachers should form a group and prepare a classroom before the lesson begins so as not to interfere with the learning that takes place and not time-consuming. Teachers can change the group to communicate and help each other as well as provide the opportunity for students to obtain the same success.

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