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The Effect Of Contextual Learning Model On Learning Activities And Learning Outcomes Of Student In The Material Of The Influence Of Village Urban Interaction For Student Of Sman 1 Wonoayu Class Xii Ips

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Abstract: *The purpose of this study was to find out (1) the effect of applying the contextual learning on student learning activities in the material the influence of village urban interaction for SMA N 1 Wonoayu's student class XII IPS. (2) the effect of applying the contextual learning on student outcomes learning in the material the influence of village urban interaction for SMA N 1 Wonoayu's student class XII IPS. (3) the effect of applying the contextual learning on student learning activities and student outcomes learning in the material the influence of village urban interaction for SMA N 1 Wonoayu's student class XII IPS.*

This research is a quantitative research using quasy experiment type research. The instruments that used to collect data were learning device validation sheets (RPP and LKPD), *observation sheets for learning activities and pre test question and post test question.. Test the instrument through validity and reliability test, while the data analysis test through normality test, homogenity test, and hypothesis testing using* MANOVA *test with the help of* SPSS 23*.*

Based on the results of data analysis, it can be concluded (1) contextual learning model can have a significant effect on student learning activities with the value of the experimental class and control of F test at 90,505 and significance level at 0,05. (2) contextual learning model can have a significant effect on student outcomes learning with the value of the experimental class and control of F test at 459,883 and significance level at 0,05. (3) the application of contextual learning model can have a significant effect on student learning activities and student outcomes learning simultanously with statistics test for each signification have less than 0,05.

The results of this research are useful to choose an effective learning model to improve the activities and learning outcomes of students on geographic subjects according to the demands of the curriculum.

Keywords: *Contextual Learning, Learning Activities, Learning Outcomes*

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I. Introduction

Education is one of the important factors to realize the ideals and programs of national development as a whole, because in the world of education there are aspects of the development of human resources (HR) as subjects and objects of development. The development of learning becomes a very important thing to realize education that meets the minimum criteria standards in national education and is increasingly advanced with competent human resources. To realize quality education, it is expected that there are institutions that can produce competent Human Resources in their fields.

School as an educational institution is the place where the learning process is deliberately carried out to develop the personality and potential of all students so that they can grow and develop in accordance with the goals and functions of national education. To realize the objectives of the National education, the role of the teacher as a professional is needed at all levels. This is meant because the success of a learning activity process is inseparable from the participation of a teacher. Teachers must be able to conduct learning that is fun, exciting, educating and able to develop the mindset of students so that students do not feel bored. The teaching teacher is not just transferring knowledge to students and students only listen to the teacher's explanation and only memorize the examples given by the teacher but emphasize learning on thinking skills towards the creation of creativity.

So far, learning is still dominated by the view that knowledge is a fact to memorize. Students have difficulty in connecting each material or topic of learning with real life. Students tend to memorize the theories that exist in the book and taught by the teacher. Besides that learning is focused on providing theoretical knowledge training, this results in learning experiences that have not been able to be related to various actual

problems that occur in the surrounding environment. Thus, learning is still not interesting, because what is learned is not yet directly felt by the benefits. This can be seen from Geography subjects with the material influence of village urban interactions. Students who live in an area, often do not understand the interaction of the area where they live with the surrounding area.

Geography lessons are very close to the community's environment. In learning, a strategy is needed that can help the teacher associate the material taught with environmental conditions or real-world situations of students. Thus it will encourage students to make connections between the knowledge they have and their application in their lives as family members and communities. Learning Geography will not be separated from the relationship and mutual influence between humans and the environment. Events that exist in the environment, students are expected to easily connect with the concepts or theories learned in Geography material. But to achieve this, there are still many difficulties, even though every day students are in an environment.

Based on some of the descriptions above, a model in geography learning is needed, especially in the material of the influence of village urban interactions, so that students are more easily able to see facts in the field, easily analyze, and can solve problems that arise in the surrounding environment. One of the learning models that will be studied is the contextual learning model. Contextual learning is learning that links every material or topic of learning with real life.

Based on the learning experience of Class XII Geography, so far learning has been done using conventional learning that has not been able to generate learning activities of students and ultimately lead to the low learning outcomes achieved by students. These problems occur in SMA N 1 Wonoayu, teachers still use the lecture learning model in the classroom when delivering Geography learning. Learning this lecture is also seen in several RPP (Rencana Pelaksanaan Pembelajaran) made by the teacher on several subjects. The teacher has not fully involved students in connecting theories learned with real life. So that students have not yet gotten more meaningful learning and are in touch with life situations and problems that occur in their environment.

The application of contextual learning models to Geography learning is expected to guide students to improve the learning process in linking theory to factual problems that occur in their environment so that they can improve learning outcomes in Geography.

II. Method

The research method used is experimental research. According to Sugiyono (2016: 116) experimental research is a systematic, logical, and thorough study in controlling conditions. In accordance with the research title, this study uses a quasy experiment, which is observation under artificial conditions where the condition is created and regulated by the researcher. This study used a quasi experiment with a nonequivalent control group design pattern.

This study involved two groups, namely the experimental group and the control group. The experimental group is a group that is given treatment to find out whether there is behavior or not. While the control group is a group that matches the actual situation without any particular treatment. Before treatment, the two groups should be regulated intensively so that they have the same or nearly the same characteristics.

The independent variables in this study are contextual learning (X) and the dependent variable (Y1) is learning activities and the dependent variable (Y2) is the learning outcomes of students. To find out the description of contextual learning variables on learning activities and geography learning outcomes of students of Class XII IPS SMA N 1 Wonoayu can be seen in the following picture:

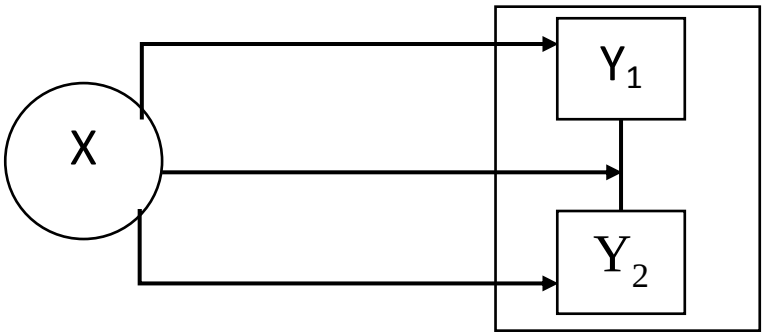


Image of Relationships between Variables

Data analysis is done by using a quantitative analysis model by collecting, processing, and interpreting the data obtained so as to provide correct and complete information for solving the problem at hand. Hypothesis testing is used to determine whether there is an influence of the contextual learning model on learning activities and learning outcomes. The test used is the MANOVA test. The MANOVA test is used to test whether there is

an influence of independent variables on several dependent variables (Ghozali, 2017: 63) In this case to examine the effect of using contextual learning models as independent variables on learning activities as the first dependent variable, and test the effect of using contextual learning models as independent variable on learning outcomes as the second dependent variable. According to Ghozali (2017: 89) Test of Between-Subjects is used to test the effect of univariate for each factor on the dependent variable. The next step is to see the results of the F test both learning activities and learning outcomes, with a significance of 0.05. If the F test is more than 0.05, it shows the influence of contextual learning both on learning activities and learning outcomes.

The amount of influence or value of R square is the ability of independent variables to explain influence the dependent variable (Ghozali, 2016: 88). The value of R square generated in learning activities and learning outcomes will show how much influence the independent variable has on the dependent variable.

III. Results And Discussion

Interpretation of the results of the research / hypothesis testing was carried out after the data was collected and an instrument test was carried out, the next step is to conduct a prerequisite test and hypothesis test which begins with descriptive statistical translation. The following table will display data about the descriptive learning outcomes of the experimental class and the control class as well as the descriptive learning activities of the experimental class and control class:

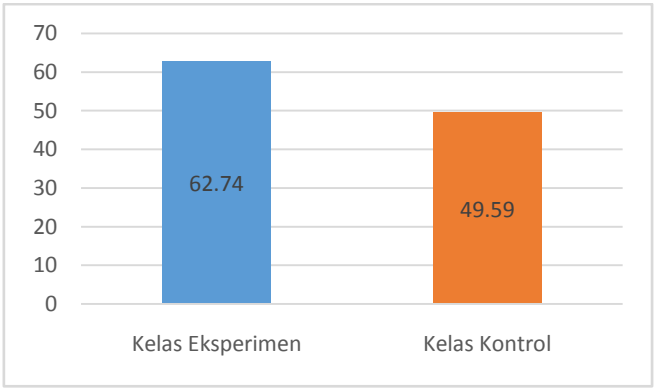
Table
Descriptive Variables of Learning Outcomes and Learning Activities

Descriptive Statistics					
Variabel	**N**	**Min**	**Max**	**Mean**	**Std. Deviation**
Experimental Class Learning Activities	38	51	72	62.74	5.862
Control Class Learning Activities	39	34	62	49.59	6.252
Experimental Class Learning Results	38	72	88	81.79	3.814
Control Class Learning Results	39	53	69	62.95	3.893

Source: Primary data processed by researchers, 2019

The experimental class learning activities get higher results than the control class because the experimental class uses contextual learning, while the control class uses conventional learning. Students in the experimental class are more active in learning because they get a more meaningful experience so that it is easier to connect between the theories of the influence of village urban interactions and real-life everyday life.

The value of F test for learning activities between the experimental class and the control class is 90.505 and the significance is 0.05. Thus $H0.1$ is rejected and $Ha.1$ is accepted. This shows that "There is the influence of Contextual Learning on Student Learning Activities in the Material of the Influence of village urban interaction for SMA N 1 Wonoayu's student class XII IPS.. "Furthermore from the Descriptive Statistics table (Table 4.12) obtained mean learning activities for the experimental class at 62.74 and the mean learning activities for the control class 49.59. This shows that the observation value of learning activities in the experimental class is better than the observation value of learning activities in the control class with a Difference Mean of 13.15. The results of this study are as shown in the following graph:

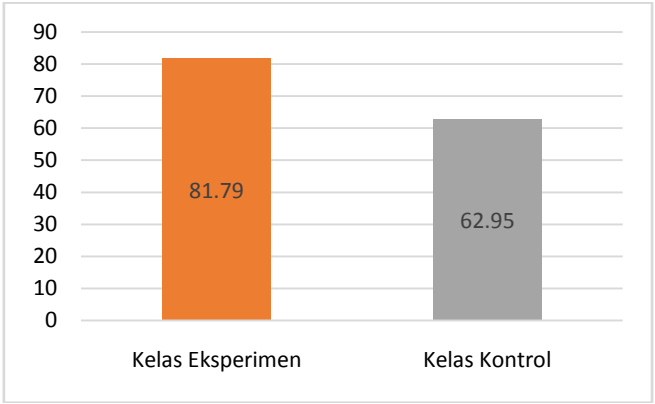


Graph of Average Value of Learning Activities for Experimental Classes and Control Classes
(Source: Primary data processed by researchers, 2019)

The results of this study are in accordance with the research conducted by Rahardiana (2015) which states that contextual learning affects learning activities with significance (0.018)< (0.05). Learning activities cannot be formed independently in students, but are formed through processes and factors that influence them. These factors include learning interest, learning motivation, children's attitudes and environment.

the average value of the experimental class post test is 81.79. Meanwhile, for the control class, a total of 39 students obtained an average score of 62.95. The results of the post test showed that the experimental class had higher mean values than the control class. The experimental class has a higher average value because of the use of contextual learning in teaching and learning activities, while the control class uses conventional learning. Students in the experimental class are more active in learning because they get a more meaningful experience so that it is easier to connect between the theories of the influence of village city interactions and real-life everyday life, so that it has an impact on the acquisition of higher learning outcomes.

The value of F test for learning outcomes between the experimental class and the control class was 459.883 and the significance was 0.05. Thus $H0.2$ is rejected and $Ha.2$ is accepted. This shows that "There is the influence of Contextual Learning on Student Learning Outcomes in the Material of the Effect of Interaction between City Cities Class XII IPS SMA N 1 Wonoayu Academic Year 2018/2019." The following are the results of the study of the experimental class and control class.



Picture of Average Value of Experimental Class and Control Class
(Source: Primary data processed by researchers, 2019)

The amount of influence or value of R square is the ability of independent variables to explain / influence the dependent variable (Ghozali, 2016: 89). The value of R square generated in learning activities is 0.541, which means that contextual learning affects 54.1% of learning activities, and the remaining 45.3% is explained / influenced by other variables not discussed in this study. While the R square value generated from learning outcomes is 0.860, which means that contextual learning affects 86% of learning outcomes, and the remaining 14% is explained by other variables not discussed in this study.

In line with this, the results of this study are supported by the study of Kartini (2013) which states that students who are given contextual lessons have learning outcomes in the form of higher mathematical representation abilities compared to students who are given conventional lessons.

The results of hypothesis testing show that there is a significant influence on the contextual learning model of learning activities and learning outcomes of students in the material of village urban interaction class XII IPS SMAN 1 Wonoayu. This calculation is with the help of the SPSS 23 application using the MANOVA test. This can be seen from the analysis of Pillae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root, where for each significance the results are less than 0.05. That is, the price of F for Pillae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root are all significant. Thus $H0$ is rejected and Ha is accepted. So it can be concluded that "the influence of contextual learning models on learning activities and learning outcomes of students of class XII IPS SMAN 1 Wonoayu".

This is consistent with the discussion of learning models where it is said that the contextual learning model is an educational process that aims to help students see the meaning in the academic material they learn by connecting academic subjects with the contents of everyday life, namely in the context of personal, social, and culture (Kenneth: 2001). With the use of the right contextual learning students will feel happy, easy to learn and the teaching and learning process that occurs will be carried out optimally and impact on increasing student learning outcomes.

IV. Completion

A. Conclusion

Based on the results and discussion of research, it can be concluded as follows:

1. The application of the contextual learning model has a significant effect on student learning activitiesin the material of village urban interaction class XII IPS SMAN 1 Wonoayu.

2. The application of the contextual learning model has a significant effect on the student learning outcomesin the material of village urban interaction class XII IPS SMAN 1 Wonoayu.
3. The application of the contextual learning model has a significant effect on learning activities and student learning outcomes in the material of village urban interaction class XII IPS SMAN 1 Wonoayu.

B. Suggestions

Based on the results of research and discussion, as for suggestions that researchers can provide for the realization of learning that can improve learning activities and learning outcomes of students in the subject matter of geography material the influence of village urban interactions are as follows:

1. If educators want varied learning, educators should better relate material to the environment around students and further develop and develop a contextual learning model.
2. The choice of contextual learning models on geographic subjects must be adjusted to the characteristics of the subject matter. This learning is very appropriate for material that is factual or open in nature so that students are more free to construct their knowledge and easily connect theories in everyday life.
3. Educators should have enthusiasm and interest in an effort to apply the contextual learning model, especially in planning so that it will improve the quality of learning activities and impact on increased learning outcomes. If it is not planned properly, it will take a lot of time, so the main objectives of learning are difficult to achieve.

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