Implementation of Contextual Teaching and Learning in Curriculum at Education Unit Level (KTSP) as an Effort to Improve Geography Learning Outcomes

Fahmi Fahrudin Fadirubun, Nugroho Hari Purnomo Sri Murtini Aida Kurniawati,
Ketut Prasetyo and Rindawati
Department of Geography, State university of Surabaya, Surabaya City, East Java, Indonesia

Keywords: Implementation, Contextual Teaching Learning (CTL), Learning Outcomes.

Abstract: The purpose of this study was to determine the Implementation of Contextual Teaching and Learning in the Curriculum of the Education Unit Level to Improve Student Learning Outcomes in Geography Subjects for Class VIII of SMP Al-Wathan Ambon, with the material used being the diversity of landforms with the competency standard of understanding the human environment. This research model is Classroom Action Research. The respondents of the study were 33 students in class VIII-3 consisting of 20 males and 13 females. Based on the results of the study, it can be said that student learning outcomes through the contextual teaching and learning approach using the articulation learning model in class VIII-3 of SMP Al-Wathan Ambon can help students master the material and improve student learning outcomes in the Geography Social Studies subject. This is evidenced by the changes that occur at each meeting during the learning process carried out in each cycle. Which changes in student learning outcomes from cycle I, the acquisition of scores based on the Minimum Completion Criteria (KKM) was only 5 students, while 28 students did not achieve the Minimum Completion Criteria (KKM) with an average score of 47. In cycle II, all students had succeeded in achieving the Minimum Completion Criteria (KKM) with a total of 33 students, all of whom had succeeded 100%, namely by obtaining an average score of 84 from 33 students because they had achieved the Minimum Completion Criteria (KKM), so this research ended in this second cycle.

1 INTRODUCTION

Development is a continuous process that covers all aspects of people's lives, including social, economic, political, and cultural aspects, with the aim of improving the welfare of the nation's citizens as a whole. In the development process, the role of education is very strategic (Zamroni, 2003: 2) Based on the concept above, how important education is in human life, the progress or decline of a nation is seen from the education factor, therefore education must be implemented as well as possible so that the expected goals can be achieved, therefore in this era of development, the problem of Indonesian education receives very special attention.

Development in the field of education is one part of national development that plays an important role in improving the quality of human resources. National education development must be improved in order to realize the ideals and goals of the nation. The problem of education quality is a fairly important problem, so the government emphasizes education development to improve and expand basic education in order to realize and strengthen the implementation of compulsory education, as well as increase the expansion of learning abilities at the level of education towards achieving the goals of national development of the nation. Educational institutions occupy an important strategy with a number of series of teaching processes that cannot be separated as a study in the implementation of the curriculum in order to achieve its goals.

Education is essentially a conscious effort to develop personality and abilities inside and outside school and lasts a lifetime. Education is also the responsibility of the family, society and government. Can develop high intelligence and accompanied by noble character. Love your nation and love your fellow human beings according to the 1945 law.

Since 2001, based on Law Number 22 of 1999 concerning regional government which was later replaced by Law Number 32 of 2004 concerning regional government, regional autonomy in the fields of education and culture has been implemented. The main vision of autonomy in the implementation of education is based on efforts to empower local communities to determine the type and content of the curriculum, the learning process and the learning outcome assessment system, teachers and principals, facilities and learning resources for their sons and daughters. The role of the government, both represented by technical departments and by local governments (Pemda) at the sub-district, district, and provincial levels, is to provide support in the form of funds, facilities, and expertise so that educational services can be implemented that are beneficial for the development of real life in the community and are carried out by the community itself by referring to national and international academic quality standards.

The quality of the nation in the future depends on today's education, especially on formal education received at school. What is achieved by the school is determined by the school's curriculum. So whoever masters the curriculum holds the fate of the nation and state. So it can be understood that the curriculum as a tool that is so vital for the development of the nation is held by the government of a country. It can also be understood how important the effort to develop the curriculum is. Therefore, every teacher is the main key in implementing the curriculum, so he must also understand the ins and outs of the curriculum. To a certain extent, teachers are also curriculum developers for their classes.

Law number 20 of 2003 concerning the national education system, article 36 paragraph 2, states that the curriculum at the level and type of education unit is developed with the principle of diversification in accordance with the education unit, regional potential, and students. Education units based on local excellence are a new paradigm of education to encourage accelerated development in the region based on the potential of the local community. In this case, commodity zoning must be accompanied by localization of education based on local excellence. This is not only related to the curriculum that also pays attention to local content (article 37 paragraph 1 letter j), but also clarifies the specialization of students, to immediately enter the world of work in their immediate environment, and also to become experts in the field. Thus, the problem of providing labor is easily available and can even be achieved automatically. Greater autonomy is given to schools/madrasahs regarding curriculum development, which is then referred to as KTSP (Education Unit Level Curriculum), namely the operational curriculum compiled by and implemented in each education unit (school/madrasah).

SMP Al-Wathan Ambon is one of the formal educational institutions in Maluku that implements Contextual Teaching Learning (CTL) in KTSP, but in the implementation of CTL in KTSP it is considered not optimal in accordance with the actual demands of KTSP, this is because many factors influence the implementation of Contextual Teaching Learning, for example the lack of information obtained by subject teachers regarding the curriculum and the concept of Contextual Teaching Learning, the lack of performance coaching or teacher professionalism towards the development of contextual teaching learning so that the concept of contextual teaching learning is less successful. This can be seen from the lack of student desire to follow the Geography learning process. Students tend to listen to what the teacher teaches without being involved in the teaching and learning process, this can result in an increase in learning outcomes that are not optimal and tend to fail.

2 METHOD AND MATERIAL

This type of research is classroom action research. The purpose of classroom action research is to improve or enhance the quality of classroom learning that is experienced directly in interactions between teachers and students who are learning. (Classroom Action Research) is carried out in the form of a repeated cycle in which there are four (4) main stages of activity, namely; action planning, action implementation, observation and reflection.

1. At this stage, researchers compile or develop geography lesson plans, by considering materials that are in accordance with the indicators.
2. Implementation of Actions
Taking action is intended to improve students' learning abilities at the KKM level by implementing contextual teaching learning.
3. Observation
Observation activities are carried out by involving subject teachers to observe student behavior.
4. Reflection
Reflection in PTK includes analysis and assessment of observations of actions taken.
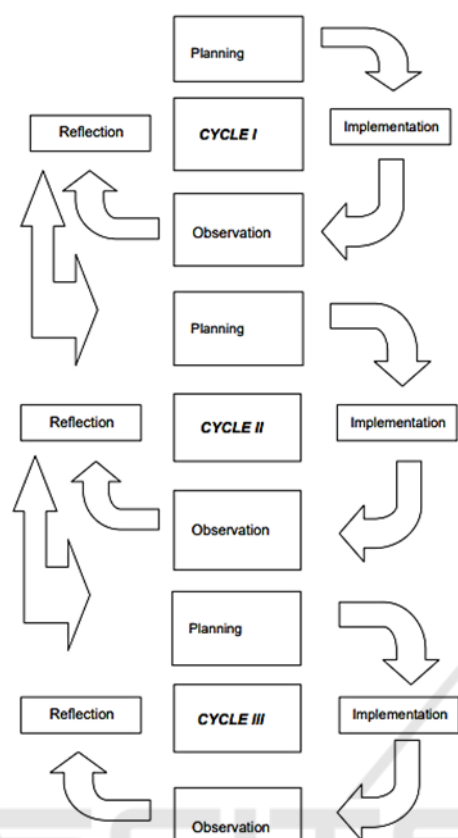
Figure 1: Design of Reserahed.

3 RESULT

Brief history of the establishment of SMP AL-Wathan Ambon Based on the decision of the Indonesian Ministry of Religion in 1991 Number 116/O/1991, concerning the decree on the transfer of Madrasah Ibtidaiyah Suasta (MIS – AL-Wathan) to the Al-Wathan Ambon Islamic Education Foundation or AL-Wathan Ambon Junior High School (SMP).

Based on the above Ministry Decree, all facilities and infrastructure of Madrasah Ibtidaiyah Suasta (MIS – Al-Wathan) Were Transferred to Al-Wathan AMBON Junior High School (SMP) located at: Jl. Al-Wathan – Gunung Malintang / Sirimau / Ambon.

3.1 Vision / Mission of SMP AL-Wathan Ambon

- Vision: Disciplined, learning, asking & pious to God Almighty
- Mission:

a. Upholding discipline in teaching for all school residents
b. Preparing arts / skills facilities
c. Improving the attitude of working hard & creating in organizing the educational environment as a regional insight mandala
d. Developing students' interests & talents in the field of sports
e. Improving faith & piety through teaching and learning activities and religious activities continuously.

3.2 Objectives of SMP AL-Wathan Ambon

a. Average national exam score reaches 7.50
b. Having an arts team that is able to appear as a champion at the sub-district level
c. Becoming a finalist for the wiyata mandala at the city level
d. Having a group of outstanding sports finalists (volleyball, athletics / running) at the city and provincial levels
e. An average of 95% of graduates have good behavioral attitudes.

3.3 School Identity

a. School name: SMP AL-WATHAN AMBON
b. NPSN: 60103085
c. Foundation name: Al-Wathan Islamic Education Foundation Ambon
d. Province: Maluku
e. City: Ambon
f. District: Sirimau
g. Address: Jl. Al-Wathan – Gunung Malintang/Sirimau/Ambon
h. Telephone: (0911) 343802
i. School status: Private
j. Year of Operation: 1991

3.4 Periodization of School Principals from 1991 to Present

Table 1: Principal's Term of Office.

No	Name	Leadership Periode

1.	Ny.Zainab Sopamena	Year 1991 – 1993
2.	La Ode Nurdin	Year 1994 – 2002
3.	Samsudin Renhoat,	Year 2003 – 2020
4.	A. Rajab Kaimudin	Year 2020 - Skarng

The data in table 1 shows that the periodization of the principal from 1991-1993 was Mrs. Zainab Sopamena, 1994-2002 was Mr. La Ode Nurdin, 2003 - 2022 was Mr. Samsudin Renhoat, and 2022 until now is Mr. Abdul Rajab Kaimudin.

3.5 Number of Teachers at Al-Wathan Middle School Ambon

Table 2: Number of Junior High School Teachers.

No	Gender		Frekuensi
	Man	Woman	
1.	11 Person	21 Person	32 Person

Based on the data in table 2, it is explained that the total number of teachers at SMP Al-Wathan is 32 people, with 11 male teachers and 21 female teachers.

Table 3: Al-Wathan Middle School Student Data.

No.	Class	Gender		Frekuensi
		Man	Woman	
1.	VII-1	18	12	30
2.	VII-2	19	9	28
3.	VII-3	18	11	29
4.	VII-4	19	10	29
5.	VII-5	21	8	29
6.	VIII-1	21	14	35
7.	VIII-2	18	16	34
8.	VIII-3	20	13	33
9.	VIII-4	18	14	32
10.	VIII-5	15	11	26
11.	IX-1	14	12	26
12.	IX-2	15	11	26
13.	IX-3	13	13	26
14.	IX-4	12	14	26

The data in table 3 shows that the number of students in grade VII is 145 with a ratio of 95 males and 50 females, the number of students in grade VIII is 160 with a ratio of 92 males and 68 females, and for students in grade IX is 104 with a ratio of 54 males and 50 females.

4 DISCUSSION

The results of the study are described in stages in the form of cycles - learning carried out in the teaching and learning process in the classroom. In this study, learning was carried out in 2 cycles as explained below.

A. First cycle (meeting I)
1. Planning
The first step taken in cycle I is to analyze the curriculum and create a learning implementation plan (RPP) with competency standards: 1. Understanding the human living environment: 1.1 describing the diversity of landforms and indicators: Describing exogenous natural processes that cause landforms, explaining the positive and negative impacts of exogenous and efforts to overcome them: the data collection technique used is the final test.

2. Implementation
Cycle one starts on Friday in class VIII 3, at 1,2,3 starting at 07.30 WIT until 09.45 WIT, the implementation of learning in cycle one is in accordance with the learning implementation plan (RPP) that has been made (attachment 2). A brief description of the learning implementation plan (RPP) is as follows:
3. Observation and Evaluation
Observation is carried out during the teaching and learning process in the classroom and after the implementation of the teaching and learning process. Observation is intended to collect data.

Table 4: Lesson Plan.

Teacher	Student	Time
A. Initial Activities		
- Greeting and praying - Student attendance - Writing the topic to be studied, namely "exogenous natural processes" - Exploring students' prior knowledge through questions such as "What is meant by exogenous natural processes"?	- Respond to what the teacher says - Listen and respond to what the teacher says - See and listen to what the teacher shows - Respond to what the teacher says	10'
B. Core Activities		

- Provide questions to state the definition of exogenous natural processes - Explain exogenous natural processes - Provide opportunities for students to find problems that exist in exogenous natural processes - Provide assessments	- Answer questions given by the teacher - Listen to the teacher's explanation carefully - Respond to the teacher's explanation - Students can find their own answers to a problem being solved.	110"
C. Conclusion		
- Directing students to summarize the material studied. - Giving final test questions to work on	- Make a summary of the material studied - Work on the final test questions	15'

The data collected includes:

a. Results of observations of student activities

This data is obtained using observation techniques by observing student activities in the teaching and learning process in the classroom.

b. Data on student learning outcomes

This data is obtained using test techniques. Which is designed to obtain how much material can be absorbed by students and how much the level of student learning completion is. From the implementation of the final test meeting in cycle I (Appendix I). it can be seen that almost all students get scores below the minimum completion criteria (KKM) which is 70. There are only 5 students who get scores above KKM, namely above 70, the results of the final test assessment in cycle I are seen in the following table:

Table 5: Minimum Completion Criteria.

No	Student Name	Meeting I Cycle I Final Test	Ket.
1.	AR	70	T
2.	RH	50	TT
3.	SP	40	TT
4.	HS	30	TT
5.	SK	40	TT
6.	MSU	60	TT
7.	FB	40	TT
8.	PEH	70	T
9.	ST	50	TT
10.	FP	30	TT
11.	HR	50	TT
12.	AKR	50	TT
13.	FC	40	TT
14.	RL	40	TT
15.	NSS	30	TT
16.	SS	70	T
17.	KM	50	TT
18.	FS	40	TT
19.	IL	40	TT
20.	IM	50	TT
21.	JK	50	TT
22.	NM	70	T
23.	SS	40	TT
24	AT	50	TT
25	YR	40	TT
26	NP	50	TT
27	TS	30	TT
28	N	70	T
29	NCT	30	TT
30	RK	40	TT
31	TIW	50	TT
32	AW	40	TT
33	MP	60	TT
Average		47	

In table 3 the achievement of student learning outcomes in cycle I using the CTL approach, obtained 33 students of class VIII 3, namely, the lowest score is 30, and the highest score is 70, the number of students whose final test scores have not reached the minimum completion criteria (KKM) is 28 people and the number of students whose final test scores have reached KKM is 5 people. The final test score has reached KKM is 5 people. The average (mean) class score is 47. Thus, it is clearly illustrated that the abilities of most students have not reached the minimum completion criteria (KKM) to be achieved, namely 70.

4. Reflection and Re-planning

The successes and failures that occurred in cycle I are as follows:

a. The teacher is not yet accustomed to creating a learning atmosphere that leads to the CTL approach using the articulation learning model. This can be seen from the teacher not providing an explanation of

the CTL approach using the articulation learning model.

b. Some students are not yet accustomed to learning conditions in classes that use the CTL approach using the articulation learning model.

c. There are still final student tests in cycle I, only 5 students whose final test scores reach the minimum completion criteria (KKM) which is 70 with an average of 47%. Most students get final test scores below the KKM score.

To improve weaknesses and maintain the implementation of cycle II, the following planning forms can be made:

a. The teacher provides an explanation of the CTL approach using articulation learning.

b. Provide motivation to students to be more active in learning.

c. More intensively guide students who experience difficulties.

B. Second Cycle (1 Meeting)

1. Re-Planning

After the reflection in cycle I, the next step taken in cycle II is to prepare a learning implementation plan (RPP) with competency standards: 1. Understanding the human living environment: 1.1 describing the diversity of landforms and indicators: showing the types of erosion and their causes, giving examples of the appearance of sedimentation results, The data collection technique used is the final test.

2. Cycle II begins on Wednesday in class VIII 3, Lessons 1, 2, 3 start at 07.30 WIT until 09.45 WIT, the implementation of learning in cycle II is in accordance with the learning implementation plan (RPP). A brief description of the learning implementation plan (RPP) is as follows:

Table 6: Lesson Plan.

Teacher	Student	Time
D. Initial Activities		
- Greeting and praying - Student attendance - Writing the topic to be studied, namely "erosion and sedimentation processes" - Mentioning indicators of success that must be achieved in learning.	- Respond to what the teacher says - Listen and respond to what the teacher says - See and listen to what the teacher shows	10'
	- Respond to what the teacher says	
E. Core Activities		
- Explaining about erosion and sedimentation - Giving students the opportunity to find problems from the material. - Giving assessment	- Pay close attention to the teacher's explanation. - Respond to the teacher's explanation - Respond to the teacher's explanation - Students can find their own answers to a problem being solved.	110"
F. Conclusion		
- Directing students to summarize the material studied - Giving final test questions to work on	- Make a summary of the material studied - Work on the final test questions	15'

3. Observation and Evaluation

Observations were made during the teaching and learning process in the classroom and after the implementation of the teaching and learning process.

c. Results of student activity observations

This data was obtained using observation techniques by observing student activities in the teaching and learning process in the classroom.

d. Data on student learning outcomes

This data was obtained using test techniques. Which were designed to obtain how much material students could absorb and how high the level of student learning completion was. From the implementation of the final test at the end of the meeting in cycle II. it can be seen that almost all students obtained scores above the minimum completion criteria (KKM), which is above 70. The results of the final test assessment in cycle II are seen in the following table:

Table 7: Minimum Completion Criteria

No	Student Name	Meeting I Cycle II Final Test	Ket.
1.	AR	100	T
2.	RH	80	T
3.	SP	70	T
4.	HS	70	T
5.	SK	80	T
6.	MSU	90	T
7.	FB	80	T
8.	PEH	100	T
9.	ST	80	T
10.	FP	90	T
11.	HR	90	T
12.	AKR	80	T
13.	FC	70	T
14.	RL	80	T
15.	NSS	80	T
16.	SS	100	T
17.	KM	80	T
18.	FS	80	T
19.	IL	90	T
20.	IM	80	T
21.	JK	70	T
22.	NM	100	T
23.	SS	90	T
24.	AT	90	T
25.	YR	70	T
26	NP	80	T
27	TS	70	T
28	N	100	T
29	NCT	70	T
30	RK	80	T
31	TIW	100	T
32	AW	90	T
33	MP	80	T
	Average	84	

In the table of student learning outcomes in cycle II on the CTL approach using the articulation learning model, the results obtained for class VIII 3 students are that all students obtained scores above the minimum completion criteria (KKM) which is above 70. There were even 6 students who obtained a score of 100, the average class score was 84, thus it is clearly illustrated that the abilities of most students have reached the minimum completion criteria (KKM) that they want to achieve, namely 70.

4. Reflection

The successes obtained in cycle II are as follows II:

a. Student activities in the teaching and learning process have led to better learning. Students are able to interact between students and students with teachers, even interactions with the environment. Students are able to participate in activities and complete assignments on time.

b. Increasing student activity in the teaching and learning process in the classroom is supported by increasing teacher activity in maintaining and improving the learning atmosphere that leads to the CTL approach by using the articulation learning model, intensive teachers guiding students in the teaching and learning process.

c. Increasing student learning outcomes in carrying out the final test. This can be seen from the results of the final test in cycle I, where only 5 students achieved the KKM. Then increasing cycle II, it turned out that there were 33 students all achieving the KKM, namely 70, with an average class score of 47 in cycle I increasing to 84 in cycle II.

Discussion

Classroom Action Research (CAR) with the CTL approach using the articulation learning model at SMP Al-Wathan Ambon, class VIII 3 students clearly illustrate that there is a comparison between the achievement of learning outcomes in cycle I and Cycle II. This comparison is very clearly illustrated by the existence of student learning outcomes such as the final test results obtained after the implementation of the teaching and learning process obtained after the implementation of the teaching and learning process which refers to each stage in the implementation of each cycle in CAR. The values obtained by students can be seen in the following table: Based on the data in table 3.6 in cycle I, it is clear that there are students who have the highest score of 70 and the lowest score of 30, while in cycle II it is clear that there are students who have the highest score of 100 and the lowest score of 70. The average score in cycle I is 46 and cycle II is 84.

Table 8: Minimum Completion Criteria.

No	Student Name	Cycle I	Cycle II	Improvement
1.	AR	70	100	30
2.	RH	50	80	30
3.	SP	40	70	30
4.	HS	30	70	40

5.	SK	40	80	40
6.	MSU	60	90	30
7.	FB	40	80	40
8.	PEH	70	100	30
9.	ST	50	80	30
10.	FP	30	90	50
11.	HR	50	90	40
12.	AKR	50	80	30
13.	FC	40	70	30
14.	RL	40	80	40
15.	NSS	30	80	50
16.	SS	70	100	30
17.	KM	50	80	30
18.	FS	40	80	40
19.	IL	40	90	50
20.	IM	50	80	30
21.	JK	50	70	20
22.	NM	70	100	30
23.	SS	40	90	50
24	AT	50	90	40
25	YR	40	70	30
26	NP	50	80	30
27	TS	30	70	40
28	N	70	100	30
29	NCT	30	70	40
30	RK	40	80	40
31	TIW	50	100	50
32	AW	40	90	50
33	MP	60	80	20
Average		47	84	36

In cycle I, the average score of students on the final test, which was 46, increased to 84 in cycle II. This increased because the level of adaptation and mastery of the material that is more towards the CTL approach using the articulation learning model increased in cycle II. In cycle I, students were almost all. However, in cycle II, students as a whole were able to answer every question given.

In cycle I, teachers were not yet accustomed to creating a learning atmosphere that led to the CTL approach using the articulation learning model. This can be obtained from the results of observations of teacher activities in the teaching and learning process in the classroom. In cycle II, teachers have intensively guided students in the teaching and learning process and have been able to create a learning atmosphere

that leads to the CTL approach using the articulation learning model.

From the results above, it is supported by. Kunandar (2010:45) stated that classroom action research is carried out by teachers with the aim of improving the class. The focus of PTK is on students who are in class.

4 CONCLUSIONS

Based on the results of the study, it can be concluded that the learning outcomes of exogenous material in class VIII 3 using the CTL approach with the Articulation learning model show that students are able to master the material, where in cycle I the average value achieved was 47 and in cycle II increased to 84, so the average increase was 36. then observations were made on the CTL approach using the articulation learning model, it was seen that there was an effect of increasing student learning outcomes, this was proven and the final test where most students had achieved the minimum completeness criteria (KKM). The CTL approach using the article learning model, especially in geography subjects in class VIII 3 of SMP AL-WATHAN Ambon, can improve student learning outcomes because most students are successful in using the CTL approach.

ACKNOWLEDGEMENTS

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