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Contextual Teaching and Learning Approach for Teachers

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## Abstract

The observation results show that learning in SB Muhammadiyah Kepong/SB Aisyiyah Kampung Pandan Malaysian is still centered on the teacher, there are still many students who are passive. Teachers have not used learning models/approaches that involve students in their learning activities. Lack of teacher knowledge in learning approaches/models that emphasize student participation. One approach that emphasizes student learning activities is the contextual teaching and learning approach. This community service activity provides knowledge in the form of counseling to teachers at SB Muhammadiyah Kepong/SB Aisyiyah Kampung Pandan Malaysia about what and how the CTL approach can be used in learning. It is hoped that students can be active in learning, increase students' curiosity about learning so that the learning outcomes obtained are better.

From this brief article, the author would like to convey that no matter what teaching approach we use, the presence of teachers/educators still plays a very important role in the success of the teaching and learning process. Therefore, educators mustbe professional for the future of the nation. Educators must be ready to always add their insight and knowledge and broaden their horizons so that they can be open to all the atmospheres they face. Therefore, it is sufficient to still prioritize one belief that in theteaching and learning process, both students and educators are actually learning together

Keywords: knowledge, teacher, students, learning

# INTRODUCTION

Learning according to constructivism theory is not just memorizing, but the process of constructing knowledge through experience. Knowledge is not the result of gifts from other people such as teachers, but the result of the constructing process carried out by students. For that students need to be actively involved in learning. The observation results show that learning in SB Muhammadiyah Kepong/SB Aisyiyah Kampung Pandan Malaysian is still centered on the teacher, there are still many students who are passive. Teachers have not used learning models/approaches that involve students in their learning activities. Lack of teacher knowledge in learning approaches/models that emphasize student participation.

One approach that emphasizes student learning activities is the contextual teaching and learning approach. The Contextual Teaching and Learning (CTL) approach is a learning concept that helps educators relate subject matter to real world situations. In the learning process it emphasizes active students by encouraging students to find their own knowledge and connect the knowledge they already have with real life (Wasis et al., 2020)).

Likewise with science learning. Appropriate science learning should be done as science is found. Science is not only a collection of facts, principles but also the process of discovering that knowledge. In

learning students should carry out the process as science is found.

The CTL approach has seven principles that support student activity in learning including constructivism, finding (inquiry discovery), asking (questioning), learning community (learning community), modeling (modeling), reflection (reflection), and actual assessment ( authentic assessment) (Lilla Septiliana, 2023). Various learning models with the CTL approach include the Problem Base Learning model, Problem Based Project Learning, Discovery Learning, Cooperative Learning involving the role of students as learning centers.

This community service activity provides knowledge to teachers at SB Muhammadiyah Kepong/SB Aisyiyah Kampung Pandan Malaysia about what and how the CTL approach can be used in learning. It is hoped that students can be active in learning, increase students' curiosity about learning so that the learning outcomes obtained are better.

This short article is a brief reflection of the author's experience which is still very far from enough. Without pretending that the author knows many things related to the topic discussed, this article tries to look back at how our professionalism as teachers or lecturers (educators in accordance with the Indonesian Law No. 20 of 2003) by having to make business efforts that lead to our mutual improvement.

Quality education is highly dependent on the quality of the educational

unit in transforming knowledge to students to obtain added value, both related to their thoughts, feelings, hearts and bodies. Of the many component components in education, educators are a very important factor in improving the quality of education. Even their presence in the teaching and learning process cannot be replaced by anything (including even super sophisticated technology). No matter how much investment instilled to improve the quality of education, without the presence of competent, professional and dignified teachers or lecturers, it is certain that the expected noble goals will not be achieved (Law No. 14 of 2005).

In a country, education plays an important role in ensuring the survival of the country and nation, because education is a vehicle to improve and develop the quality of human resources (Mulyasa, 2003). Therefore, the quality of the nation's life is highly dependent on the educational factor. The more advanced education in a country, it is certain that the country will be more advanced. Take it as an example, in the 70s, our neighbor Malaysia, borrowed a lot of educators (lecturers to be precise) from Indonesia. This shows that at that time education in the country was still less fortunate than in our country. This means that the country's progress is still below Indonesia's. However, in the 80s (until now) the situation has been reversed. One of the reasons may be the lack of partiality

of our government towards the education

sector so that the education budget is not available in an adequate amount.

The reflection of the experience described in this paper tries to look back at teachers/lecturers as a profession and their role in the classroom which is then followed by a little discussion about the contextual learning system which has actually been used for a long time in several countries.

# LITERATURE REVIEW

No matter how much the learning system is used, teachers still play a very important role in the success or failure of learning in the classroom. Therefore, before using a certain strategy (or whatever it is called), a teacher must first prepare himself to be accepted by students . Preparation It can be in the form of adequate "performance" either scientific or personal. In implementing a contextual learning system in the classroom, there are several components that must be considered for the success of this learning system. The components of these components are extracted into several subjects taken from Nurhadi and Senduk (2003) and Johnson (2007) as discussed below.

## Constructivism

This constructivist view is the basis of philosophical thinking of contextual learning, namely that knowledge is built little by little and students must give meaning to that knowledge through real

experience. Students are asked to solve the

problems they face and find something useful for them in real life. This is because teachers will never be able to impart all knowledge into the minds of students. That's why students must construct their own knowledge according to their experience. For this reason, teachers are only tasked with facilitating them by a) making knowledge meaningful for students, b) allowing students to apply and find their own ideas, c) making them aware to apply their own material in learning.

## Inquiry

As mentioned earlier, finding something is the core of contextual-based learning activities. For example, when discussing material about creeping animals, students are asked to see the creeping animals themselves and find some things related to the animals, not just from pictures in books. This method is not only suitable for "science" lessons but can also be used for other fields, for example Indonesian: how to write a good paragraph by looking for examples of good paragraphs, PPKn lessons, for example, can be done by looking for historical actors and speaking directly with them.

## Questioning

Questioning is actually the main

parent and strategy of contextual learning (see Johnson 2002 and Nurhadi 2003). It is

also the beginning of the a knowledge. The knowledge possessed by a person always starts from asking questions or ignorance. In this system, students are always expected to ask questions to find out about something that is the topic of ongoing teaching. Often students don't ask questions not because they don't have questions, but they are not used to asking or asking something when they are in the process of teaching and learning. Therefore, the atmosphere of teaching must be created in such a way that students feel comfortable asking something interesting to ask.

Questions are so important in this contextual learning system because the questions asked by students generally stimulate other students to think, discuss and speculate. Here, the role of the teacher is very important to provoke students to dare to ask questions about the material being discussed. The author believes that it is not easy for a teacher to be able to provoke students to ask questions, especially in the classroom, because the fear of speaking in the classroom is not a new thing that happens in every lesson Even in a classroom with a teacher who is good, relaxed in explaining, clear in describing something, and good at giving examples, speaking in front of friends and teachers is something scary for students (Young, 1990: 539). Therefore, a teacher must be able to create such an atmosphere that he or she can not feel afraid to ask questions.

## Learning community.

In the contextual learning system, student learning outcomes are obtained by collaborating with others by "sharing" experiences. In this case, the fast learner teaches the slow learner and the knower tells the unknowing. In a learning society, group members can be involved in communication so that they will learn from each other.

## Modeling

The point of this modeling is that in some specific subjects there are models that can be imitated. Basically, modeling is the language of ideas that students think, and demonstrate how teachers want their students to do something. In this case, an example is very necessary, but I think it is just to be imitated, but to be a reference for the achievement of student competence (Nurhadi and Senduk 2002). Keep in mind that in learning.

The contextual teacher is not the only model, the model can be designed by taking the student. A student can be appointed to be a model in doing something. By helping each other, a conducive atmosphere will be created and the teaching and learning process will be something useful and fun.

## Reflection

Reflection is the result of thinking about what he has just learned or thinking back about what we have done in the past. With this reflection, students are expected to have an awareness of what has been done and

how to do something in the future. For

example, when the lesson ends, the students say, "Wow, if this is the case, all this time I have had the wrong assumption about how to learn good speaking". With this reflection, it is hoped that they will use a new and correct way according to the examples that have been discussed. With learners reflecting on what they have learned, they will automatically find or draw their own conclusions about what to do and what not to do.

## Authentic Assessment

In assessing students, we must use various sources as considerations to measure their abilities. What is measured is not only their knowledge, but also their skills. How they learn and how they practice the skills they have is also part of contextual learning that must be assessed. In short, teachers have a challenging task in assessing students, because they have to be seen from various aspects, not just the results of exams (whether midterm or final semester) as is the case today. With this kind of assessment, students are expected to benefit from the grades they receive, not just receive grades and after that do not know what the meaning of the values they have.

# METHODE

Method this community service activity is in the form of surveys and counseling through presentation methods and discussions. The target of the activity is the teachers of SB Muhammadiyah Kepong/SB Aisyiyah Kampung Pandan Malaysia. The instruments used are observation sheets, questionnaires and or interviews. The analysis was carried out descriptively

# RESULTS AND DISCUSSION

Professionalism is related to the ability to act professionally. Professionalism is related to the profession and any work that emphasizes professionalism must be done by a professional person. A professional person is a person who has a profession (in a special sense). A profession is a job that requires expertise from its members: it is done by a person who is trained and, in particular, acquires skills related to the work he is engaged in. According to this understanding, professional work is a job that can and can only be done by those who have attended special education to prepare someone to become a professional in their field.

The role of teachers in the classroom will not be replaced by even the most sophisticated technology. This is because the teaching and learning process is not just a process of learning something but is a social contact between humans and each other and this one can never be replaced by technology. Therefore, whatever technique we use in teaching, the role of the teacher is very decisive in the success of the learning process.

Even in contextual teaching, the presence of qualified teachers (called professionals) is very much needed because without their presence any techniques and approaches used in teaching will never bring results.

Finally, contextual learning has been developed in developed countries under various names. In the Netherlands it is called "Realistic Mathematics Education" (RME), in America it is called "Contextual Teaching and Learning" (CTL). But what exactly is contextual learning? Some definitions of contextual learning are as follows.

The CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily lives, that is with the context of their personal, social, and cultural circumstances. To achieve this aim, the system encompasses the following eight components: making meaningful connections, doing significant work, self- regulated learning, collaborating, critical and creative thinking, nurturing the individual, reaching high standards, using authentic assessment (Johnson 2002:25).

The above quote implies that the contextual learning system is an educational process that seeks to help students see meaning in the subject matter they learn by connecting it with the context of their daily lives, namely with the context in their personal, social and cultural environments. To achieve these goals, the CTL system will guide students through eight main components: making meaningful relationships, doing meaningful work,

managing their own learning methods, working

together, thinking critically and creatively, nurturing/caring for students' personalities, achieving high standards and using authentic learners.

* 1. Tabel 1

|  |  |  |  |
| --- | --- | --- | --- |
| External | Achievement targets | Key Performanc eIndicators | IKU  Achievement Targets |
| Implementation of | Participation of | 80% followed | University |
| training/counseling | high teachers | by teachers | lecturer |
| activities |  |  | involvement in |
|  |  |  | community |
|  |  |  | service |
|  |  |  | activities |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| Increasing teachers' | Teachers can | More than 75% | Lecturer |
| understanding of  learning | understand | of participants | involvement in |
| models with the  CTL | learning | understand | solving |
| approach | models with | learning | problems that |
|  | the CTL | models with | exist in society |
|  | approach | the CTL |  |
|  |  | approach |  |

* 1. Gambar 1



# CONCLUSION

From this brief article, the author would like to convey that no matter what teaching approach we use, the presence of teachers/educators still plays a very important role in the success of the teaching and learning process. Therefore, educators must be professional for the future of the nation. Educators must be ready to always add their insight and knowledge and broaden their horizons so that they can be open to all the atmospheres they face. Therefore, it is sufficient to still prioritize one belief that in the teaching and learning process, both students and educators are actually learning together

With qualified educators and a contextual learning system, it is very possible to bring better results for students considering that with this system students are provided with provisions to learn while working in the sense that all material must be adjusted to the real context in their lives. As a final word, let me quote a wise word, namely "Tell me I will forget, Show me I will remember and Involve me I will learn". This is a very wise message for educators which means more or less that if the educator only tells a Let us close this description with a string of prayer, may God make us educators who

prioritize reality rather than just statements, prioritize behavior rather than just recognition, educators who are more concerned with skills than just appearances and outstanding educators do not just compete for prestige so that ideals will turn into happiness. Hopefully this article will add to our love for the profession that we have been engaged in so far. Amien.story, then the students will forget, if the educator only shows it, the students will only remember, but if the educator invites students to participate in the learning process, then the students will get something in it.

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