



**Improving Sociology Learning Outcomes in Class X IPS 1 Students Through Models
Contextual Teaching Learning at SMA Negeri 12 West Seram District, West Seram
Regency**

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Abstract:

The purpose of this study is to describe the learning outcomes of sociology in Class X Social1 students through the *Sciences Contextual Teaching Learning model* at SMA Negeri 12 West Seram District, West Seram Regency. The type of research used is classroom action research (*Classroom Action Research*). This study refers to the Spiral Model of Kemmis and Tagrat. The results showed that in the first cycle the students had not achieved many of the criteria for completeness and in the second cycle they had achieved the KKM results very well. And thus do not continue in the next cycle.

Keywords: results, learning, model, contextual

INTRODUCTION

Education in general is the basic need of every individual. Therefore, the government requires education for at least 9 years. Law No. 20 of 2003 concerning the national education system is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, intelligence, noble character, and skills needed by themselves, the community. Nation and state. Education can be obtained either formally obtained by following programs that have been planned, structured by an institution, department or ministry of a country such as in educational schools requiring a curriculum to carry out teaching planning. While non-formal education is knowledge obtained from everyday life from various experiences, either experienced or learned from others. So that they can develop, enable and form personal characters who always believe, fear God Almighty, are virtuous, creative, independent and become Indonesian citizens who tolerate each other, respect, appreciate, and are responsible.

Schools as educational institutions and community miniatures need to develop learning according to the demands of the global era. Learning is a very important activity in education. In learning there is a process of interaction between teachers and students who have a specific

goal. In learning students become objects as well as subjects, so that they do not just get information from the teacher but through learning students strive in an effective learning process to achieve optimal and balanced development between aspects of cognitive, affective and psychomotor abilities.

According to H. Fuad Ihsan (2005:1) explains that education is a human effort to grow and develop innate potentials both physically and spiritually in accordance with the values that exist in society and culture. Efforts are made to instill these values and norms and pass them on to the next generation to be developed in life that occurs in an educational process as a human effort to preserve his life. John Dewey (2003:69) explains that education is the process of forming fundamental skills intellectually and emotionally towards nature and fellow human beings. Redja Mudyaharjo (2008:8) understanding of education can be divided into three, namely narrow, broad and alternative. Broadly speaking, it is interpreting education as life. Education is all learning experiences that take place in the environment and throughout life (*long life education*).

Education is all life situations that affect individual growth. Simplistically education is defined as a school, namely teaching that is carried out or held in schools as formal educational institutions. Education is all the influence that is sought on children and adolescents who are given to them so that they have perfect abilities and full awareness of their social relationships and duties.

Alternatively, education is defined as a conscious effort made by the family, community and government, through guidance, teaching or training activities that take place at school and outside of school throughout life to prepare students to be able to play roles in various environments appropriately in the future. . According to Muhibbin Syah, (2010:10) education comes from the word "educate", then this word gets the prefix "me" so that it becomes educating meaning, nurture and provide training. In maintaining and providing training, it is necessary to have teachings, guidance, and leadership regarding morals and intelligence of the mind. According to Soekidjo Notoatmodjo, (2003:16) defines education in general as all planned efforts to influence other people, either individuals, groups, or communities so that they do what is expected by education actors.

Learning is a teaching and learning process with all interactions in it. According to Moh.Uzer Usman and Lilis Setiawati (1993:5) learning is a process of changing human behavior. These changes are in the form of changes in habits, skills, or in three aspects, namely knowledge *cognitive*, attitudes *affective*, and skills *psychomotor*. According to Anita Lie (2092:12) cooperative learning is providing opportunities for students to work together with fellow students in doing structured tasks.

Innovative learning that is able to bring about learning changes for students is now a necessity. Therefore, in choosing the right learning model, one must pay attention to the remaining conditions, the nature of the teaching and learning materials, the available media facilities and the condition of the teacher himself. The learning model *Contextual Teaching and Learning* is a learning model that helps teachers anatar linking what is taught with real-world situations students and encourage students to make connections pengatahuannya owned by the application in their lives as members of the family and society. This means that students can play an active role in the teaching and learning process.

Good learning is able to stimulate students to increase student learning participation. Student participation in learning is very important in the learning process. With the development of student learning participation will be able to improve their learning outcomes. Learning activities in the classroom must be designed in such a way that it can stimulate students' activeness and way of thinking. Where students are required to interact and work together in a work group so that they can achieve these goals, various effective and appropriate

learning models are needed so that they can support students to play an active role in teaching and learning activities.

Thus, the subject of sociology must be dynamic and able to attract the attention of students. The tendency of the teacher's attitude to provide sociology learning with lectures, inviting students to read teaching materials, memorizing causes students to feel bored, irritated, and have no desire to explore it. This fact is caused by the inappropriate sociological learning process in the use of learning models, so that students only tend to be exposed to theories.

In the teaching and learning process nowadays, we have used CAR classroom action research or *Classroom Action Research*, which is a reflective form by taking certain actions in order to improve and improve learning practices in the classroom professionally. The first step before the researcher conducts the research, the researcher conducts direct observations and interviews with the principal, vice head of the curriculum and sociology subject teachers, especially sociology teachers who teach in class X SMA Negeri 12 Seram Barat. From the results of these observations and interviews, information was obtained that the learning outcomes of students in Sociology subjects were still low, this could be proven by the results of the odd semester test which showed the Sociology scores of class X students had not reached the minimum criteria of 75. This happened, because in the learning process on sociology subjects at SMA Negeri 12 Seram Barat, where in the learning process so that students receive more information from the teacher than trying to find answers on their own so that student learning outcomes are low, things that make researchers to conduct research at SMA Negeri 12 Seram Barat

RESEARCH METHODS

The type of research used is classroom action research (*Classroom Action Research*). This study refers to the Spiral Model of Kemmis and Taggart. Stephen Kemmis in Pargito said that classroom action research is a form of inquiry reflective of what is done by teachers in certain social situations and aims to develop rationality and truth in empowering the quality of their work in collaboration (cooperation) (Pargito, 2011:37).

Broadly speaking, in the implementation of classroom action research, there are four stages that are often used, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. (Arikunto et al. 2012: 16). Where each cycle is carried out based on the learning objectives to be achieved. This research procedure uses a classroom action research model whose steps are adapted from the classroom research design.

RESULTS AND DISCUSSION

In carrying out further actions, the researchers prepared research tools such as: learning implementation plans, teaching materials, test questions (pre-test and pro-test), student work institutions, observation formats for teachers, and observation formats for students. and the researcher consulted with the supervisor. Researchers also held discussions with teachers sociology of the learning model *Contextual Teaching Learning* to improve the learning outcomes of students of class X to consolidate the subject teachers in mastering the learning model *Contextual Teaching Learning* researchers ask the subject teachers to work together with the researchers conducted the initial training on other classes that are not *Contextual Teaching Learning*, the training is carried out twice.

Cycle I

a. Planning Stage

In planning the action, the things that need to be prepared by the researcher are:
1). Compile the syllabus, 2). The learning implementation plan is in accordance with the steps of the model *Contextual Teaching Learning*, 3). Designing a lesson plan that explains about

sociology learning, 4). Prepare student learning activity observation sheets, 5). Prepare learning aids and student study sheets, 6). Arrange test questions (pre-test and pto-test), 7). The minimum completeness standard value is 75, 8). Setting the criteria for implementing the action is said to be successful if more than 80% of students reach the minimum completeness criteria of 75, 9). Researchers together with subject teachers conduct training on the *Contextual Teaching Learning* learning model, subject teachers better understand the learning model that will be used later.

b. Stage of Implementation of Learning

Researchers and teachers enter the class and greet students, after that the researchers go straight to the back seat. Then the teacher prepares the students, the teacher takes the basen, and the teacher reminds the students to use masks when the teaching and learning process is carried out in class, then the teacher develops students' interest in the topic of discussion to be studied, after that the student teacher is divided into groups. Next, the teacher gives an opportunity for each group to present the results of their discussion.

After that the teacher gives a final conclusion on the sociology material and students are assigned to make a summary of the results of their respective group discussions, and ask students to record the summary. Then the teacher prepares students to carry out te. After the test, the teacher closed the subject by calling the class leader to the front to lead the prayer, after which the students greeted the teacher and the teacher left the class.

c. Observation

In the explanation of this first cycle, the learning model *Contextual Teaching Learning* to improve sociology learning outcomes has not reached the expected criteria. From the results of these observations and evaluations, researchers and teachers try to improve the shortcomings in cycle I. These are as follows:

- 1) Researchers and teachers identify problems, then arouse students' interest in the topic of discussion that will be applied as well as motivation and appreciation to students before the start of the learning process.
- 2) Researchers and teachers conduct questions and answers to students related to sociology material in order to know the extent to which students understand the material provided.
- 3) Researchers and teachers must be more careful and focused in using the learning model *Contextual Teaching Learning* properly, so that planning in learning can run according to expectations.

d. Reflection

After the planning stage, implementation of learning, observation, completed followed by the stage of reflection. At this stage where the researcher and teacher together reflect on the successes and failures in cycle I.

Based on the results of the action of the learning process using a discussion learning model, the researcher and the teacher conduct reflections to strengthen the findings related to efforts to improve classroom sociology learning outcomes. X. It can be seen from the results of understanding that students with discussion learning have not reached these aspects, then it can be seen on the activity observation sheet which was continued in the second cycle.

Exposure to Learning Outcomes Cycle I

Based on the results of research in cycle I regarding learning outcomes of Sociology material Social interaction learning model Discussion obtained data for the highest value obtained by respondents, the average value of learning outcomes in cycle I was 65.51%. I in accordance with the results of studying sociology,

Table 1. Percentage of KKM achievement in the end of cycle 1

score presentation in	Testcycle 1		description
	Many students	presentation	
< 75	10	34,48 %	Completed
> 75	19	65,51 %	Uncompleted
Total	29	100 %	

In the table above, it is explained that there are 10 students (34.48%) who get a score presentation of 75% while 19 students (65.51%) get 75%.

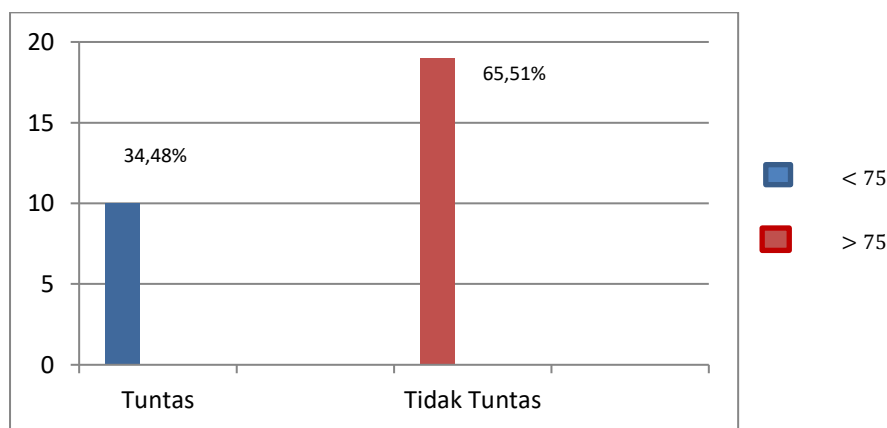


Figure 1. Graph of the percentage of KKM achievement in the end of cycle 1

The table above shows that the acquisition of sociology learning outcomes through discussion learning models, 34.48% of students are in the complete category, 65.51% are incomplete.

Based on the graph above, the average value of the first cycle of sociology learning outcomes through the Discussion learning model is 65.51% in the incomplete category and individual mastery reaches 34, 48% of sociology learning has not reached the 75th KKM completeness which is applied by teachers and researchers. So it is necessary to carry out cycle II.

Cycle II

a. Planning Stage

Action planning in cycle II is based on the results of observations and evaluations in cycle I where the criteria for complete success have not been determined so that researchers and teachers think about planning actions in cycle II.

Furthermore, the researchers identified problems, and designed a lesson plan according to the indicators in the first cycle, namely: explaining the material in sociology learning, syllabus, learning implementation plans, teaching materials, learning aids, test questions, student worksheets. Researchers also held discussions with teachers of sociology subjects related to the improvement of deficiencies that occurred in cycle I, and then informed them of things that needed to be explained in cycle II.

b. Stages of Learning Implementation

The second cycle of actions taken are: Teachers and researchers enter the classroom and greet students, the teacher prepares students again, looks back at the cleanliness in the classroom, and prepares students, the teacher takes absences, then the teacher gives a pre test

15 minutes, to find out the initial abilities of students related to the material given in the second cycle of the first meeting. After the pre-test process, the teacher informs all students about the model *Contextual Teaching Learning* for 5 minutes, then the teacher redevelops the talents of students regarding the language topic to be studied, provides questions and answers in terms of exploring initial experiences, students' ideas to find out the occurrence of student misconceptions, at the same time the teacher conveys competency standards, indicators, and objectives of learning.

The teacher explains about the material being taught to students, and then the teacher divides groups randomly according to the learning model *Contextual Teaching Learning* for 5 minutes. Then provide opportunities for students to present the results of group discussions that have been divided.

c. Observation

At the implementation stage of the implementation of this action there was an increase compared to cycle I. This can be seen in the results of observations of teachers and students. Observation results show:

- 1) Researchers and teachers always increase the interest of students by providing illustrations of the topics to be studied (motivation and appreciation) before and after the learning process.
- 2) Researchers and teachers have conducted questions and answers in order to explore the initial experiences, ideas, and ideas to find out the possibility of students' misconceptions.
- 3) Researchers and teachers are smarter and more careful in explaining the model *Contextual Teaching Learning* very well, so that the stages in cycle II learning can be carried out properly.
- 4) Researchers and teachers are firm, serious, by reprimanding / giving sanctions to students who do not pay attention to the learning given.
- 5) Researchers and teachers provide direction, guidance to students in the form of groups who have difficulty in solving the questions in the student sheets.

The results of student observations show that:

- a) Students are seen to be active in groups and when presenting learning outcomes.
- b) Students who are already active in solving the questions in the worksheets that have been given to students.
- c) Students have the courage to express their opinions, ideas and insights.
- d) Most of the students are already active in the learning process in class, even able to present the material and respond or give opinions, suggestions and input.

d. Reflection Reflection was

carried out in cycle II showing very satisfactory results for both subject teachers and researchers. The results of observations made by researchers show that sociology lessons through the learning model *Contextual Teaching Learning* get better results. Although there are still some students who have not succeeded, they have been actively involved in carrying out the assigned group tasks.

The results in the second cycle, increased to 89.65% (26 people) who have reached the criteria of success/completeness, so this research is said to be successful in accordance with the implementation of the research with the second cycle. This research ended in the second cycle and succeeded in achieving the predetermined criteria.

Exposure to Cycle II Learning Outcomes

Based on the data from the second cycle of research regarding the sociological learning outcomes of social interaction materials through the discussion learning model, the data for the

highest score obtained by respondents was 89.65% in the complete category and 10.34% in the incomplete category. More details can be seen in table 2, the frequency distribution is shown according to the category of sociological learning outcomes below.

Table 2. Percentage of achievement of KKM final test cycle II

Percentage of score	Test cycle II		Information
	Number of students	percentage	
75	26	89.65 %	Completed
< 75	3	10.34%	Uncompleted
Total	29	100 %	

in the table above it is explained that there are 26 students (89.65%) who get a score percentage of 75% while 3 students (10.34%) who get <75 %.

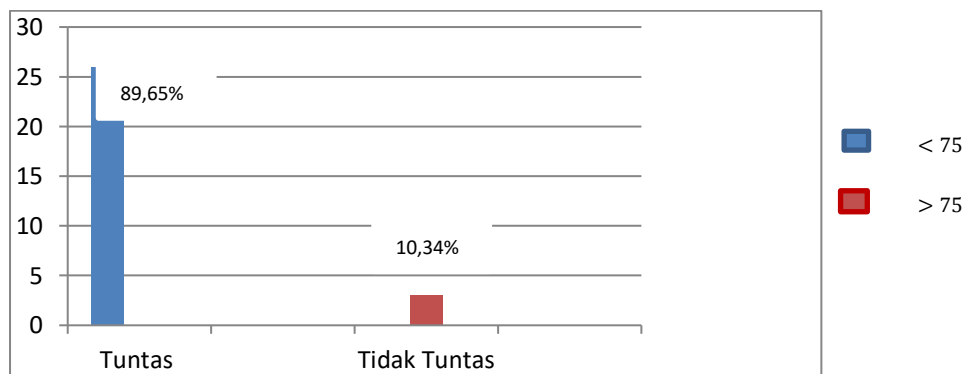


Figure 2. Graph of the percentage of KKM achievement in the end of cycle II

Based on the graph above, the average value of the second cycle of Sociology learning outcomes through the learning model. Discussion of individual mastery reaches 89.65%. The sociology learning has achieved the goals expected by the teacher or researcher. So that this classroom action research is declared successful and does not need to continue in the next cycle or the third cycle. Based on these results, it can be concluded that the action research hypothesis states: with the discussion learning model there is an increase in the learning outcomes of Sociology of social interaction in the students of class X IPS 1 SMA Negeri 12 Seram Barat. The average value of each cycle can be seen in the graph of the gain on each test below:

Table 3. Scores on each test

Percentage of scores	Initial		test Cycle I		test Cycle II test	
	Many students	Percentage	Many students	Percentage	Many students	Percentage
75	9	31.34 %	10	34.48%	26	89.65 %
< 75	20	68.96 %	19	65,51 %	3	10,34 %
Total	29	100%	29	100%	29	100 %

From the table above, it can be seen from the final test of cycle I to cycle II that there was a significant increase. The final test in cycle II shows the achievement of minimum completeness standards. The test shows that there are 26 students who achieve a score percentage of 75% with a percentage of 89.65%.

After all that was done, the researchers obtained information that the learning outcomes of students in Sociology subjects were still low, this could be seen from the results of the odd semester tests which showed that the grade X students' sociology scores had not yet achieved the minimum criteria for completeness.

This happens because in the process of learning sociology at SMA Negeri 12 Seram Barat, they still use conventional learning models. So that the teacher has a more active role in the learning process from beginning to end, students receive more from the teacher than trying to find answers on their own. So as to produce low student learning outcomes.

Based on the results of the information obtained, the researchers decided to use the learning model *Contextual Teaching Learning* aimed at improving the learning outcomes of sociology in class X Ips 1. In the first cycle, the actions were carried out based on the plans that had been prepared at the planning stage, such as: compiling lesson plans, Teaching materials, making worksheets, compiling test questions (pre-test and post-test), compiling teacher observation formats and student observation formats as well as setting learning criteria.

Learning is carried out using the model *Contextual Teaching Learning*, there are still shortcomings from the teacher, namely: the teacher has not aroused the interest of students by providing illustrations of the topic of discussion to be studied (motivation and appreciation) before starting the learning process. The teacher has not mastered the steps of the model *Contextual Teaching Learning* well, so that the stages in the learning plan are not implemented well.

While the shortcomings of the students themselves are, students are still passive and rigid if they are in groups or when presenting the material, there are still many students who are less active in solving the questions in the student worksheets that have been given, students are still hesitant in solving problems. express opinions, ideas and others, and some are nervous when explaining material or responding.

The learning outcomes of students in the first cycle showed 34.48% (10 people) who managed to achieve a score of 75, and the learning outcomes in the first cycle were 65.51% (19 people) who did not complete. Weaknesses in the first cycle and the learning outcomes of students who have not reached the specified completeness criteria, this research is continued in cycle II.

In this second cycle of action, the teacher returns to the learning process according to the lesson plans and the steps of the model *Contextual Teaching Learning* and is carried out for 2 meetings, based on the results of observations in the second cycle of action, according to what is expected. The deficiencies in the first cycle have been corrected, the teacher has carried out all the stages of learning very well.

The learning outcomes of students in the second cycle showed 89.65% (26 people) had succeeded in achieving a score of 75, and the learning outcomes in the first cycle were 10.34% (3 people) who had not yet completed. With these learning outcomes, the minimum completeness is already very good, so there is no need to take action in cycle III

CONCLUSION

Based on the results of research that has been carried out, at the stage of the first cycle regarding the learning outcomes of Sociology of Social Interaction material through the learning model *Contextual Teaching Learning*, the data obtained for the highest score obtained by students is 34.48% who achieve KKM 75 totaling 10 people and have not achieved

KKM 75 totaling 19 people, then the results of the second cycle of research regarding the results of learning Sociology of social interaction material through *Contextual Teaching Learning* learning resulted in the highest score of 89.65% with the number of students who had reached KKM 75 were 26 students who had not completed KKM 75 were 3 participants educate. So it can be concluded that through the collaboration of the Discussion learning model it is proven to be able to improve the sociological learning outcomes of Social Interaction material for students of class X IPS 1 SMA Negeri 12 Seram Barat.

From these results, it can be concluded that in the first cycle the students have not achieved the criteria for completeness and in the second cycle they have achieved the KKM results very well. And thus do not continue in the next cycle.

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