

Increasing Teachers' Ability in Applying Outing Class-Based Contextual Learning Models Through Workshops for Teachers of SD Negeri Bendo Kapanewon Samigaluh Teachers for the 2022/2023 Academic Year

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ABSTRACT: The aim of this research is to improve teachers' ability to use an outing class-based contextual learning model and to improve the ability of school principals to manage workshops using an outing class-based contextual learning model. This type of research is school action research carried out in two cycles. Each cycle is carried out in two meetings, with a time allocation of 4x35 minutes for each meeting. Each meeting has four main activities, namely 1) planning, 2) implementation, 3) observation, and 4) reflection. In cycle I the researcher presented material on the nature of learning models, the preparation of learning steps. Cycle II carried out the preparation of learning implementation plans and teaching practices. There were 8 participants involved, consisting of 6 class teachers and 2 subject teachers. The research results showed that in cycle I, the participants' ability to use the outing class-based contextual learning model increased. At the 1st meeting it reached 72.32%; the 2nd meeting reached 83.93%. Meanwhile, the results of cycle II for the 1st meeting reached 88.84%, the results for the 2nd meeting reached 94.20%. The results of the principal's ability to manage the workshop were obtained in the first cycle for the 1st meeting reaching 84.92%, for the 2nd meeting reaching 86.22%. The results in cycle II of the 1st meeting reached 87.40%; and the 2nd meeting reached 90.28%. So it can be said that the ability of teachers to use the contextual learning model based on outing classes and the ability of school principals to manage workshops using the contextual learning model based on outing classes have increased significantly.

Keywords: Workshop, contextual learning model, outing class

INTRODUCTION

The low quality of a country's education can be seen from the results of the TIMSS and HDI surveys published by UNDP. The results of the TIMSS (Trends in International Mathematics and Science Study) study showed that Indonesian students in 2015 were only able to rank 44th out of 49 countries, with a score of 397 and still below the international average score of 500 [1]. Apart from that, based on the results of PISA (Program For International Students Assessment) research, Indonesian students are ranked 6th from the bottom of 79 countries in the world in the field of literacy and numeracy. So, to improve the quality of education, the Ministry of Education and Culture will organize Minimum Competency Assessment and eliminate the National Examination in 2020 [2], with the presence of Minimum Competency Assessment it is hoped that it will change the paradigm of the learning process. Teachers in the learning process do not only pursue material. However, teachers and students can carry out independent learning [3].

The concept of independent learning means that students have more freedom and responsibility and gives students the opportunity to take an active role in managing the learning process. Teachers are not only a source of knowledge but also as facilitators and supporters in students' learning journey



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[4]. because combining teachers and students and creating a supportive and inclusive learning environment can help increase learning success in a school. However, the fact is that based on observations the main problem is that the teacher's ability in the learning process is still very conventional which only focuses on the teacher which results in the low quality of learning in schools [5].

Based on the results of observations also carried out by the principal through supervision of all teachers at Bendo Kapanewon Samigaluh Elementary School, the ability of teachers in carrying out the learning process is still very conventional, the majority of teachers have not used learning methods that suit the characteristics of students and learning materials in accordance with the concept of independent learning. Student learning outcomes during supervision are still relatively low when compared with other schools in the Kapanewon Samigaluh Integrated Service Unit. Apart from that, the phenomenon that occurs in elementary schools in general is that in almost every elementary school in the Kapanewon Samigaluh environment, the quality of education is still far behind compared to the quality of education in urban areas. There are several factors that cause the low quality of education, one of which is the low quality of teaching staff. This is due to a lack of teacher guidance and training in implementing learning models which results in low educational quality and educational competitiveness.

There are solutions that can be taken to overcome the low quality of education in Kapanewon Samigaluh, especially at the Bendo Kapanewon Samigaluh Public Elementary School. Among them is increasing the professionalism of teachers or teaching staff through various training activities such as workshops on implementing learning models. Because teacher development as one of the educational resources in schools is an absolute necessity in order to achieve the expected goals [6]. One learning model that can be used to improve the quality of education is the Contextual Teaching and Learning (CTL) model where this learning model helps teachers in connecting material with phenomena in everyday life so that it also encourages students to think critically in connects this [7]. So that students feel and know the real conditions, this contextual learning model can be done in outing classes (outside of class). Learning outside the classroom can develop students' creativity, train them to solve problems and can foster curiosity [8].

Based on the various problems above, the principal took steps to improve teachers' abilities in order to improve the quality of education by carrying out school action research entitled "Increasing Teachers' Ability in Using Outing Class-Based Contextual Learning through Workshops at Bendo Kapanewon Samigaluh Public Elementary School Teachers Kulon Progo Regency for Academic Year 2022/2023". Based on the problem formulation, this research aims to: Improve the ability of teachers to use Outing Class-based contextual learning, and Improve the ability of researchers (school principals) in managing Outing Class-based contextual learning model workshops for teachers at Bendo Kapanewon Samigaluh Public Elementary School, Kulon Progo Regency. A workshop is an education and training program that gives participants assignments that must be carried out at that time and related to learning model material [6].

RESEARCH METHODS

The research method used is the School Action Research method adapted from Classroom Action Research. The research was carried out at Bendo Kapanewon Samigaluh Elementary School, Kulon Progo Regency, DIY, semester 2 (two) of the 2022-2023 academic year. The research subjects were 8 teachers at Bendo Kapanewon Samigaluh State Elementary School, Kulon Progo District, DIY, consisting of 5 women, 3 men, and according to their duties, 6 class 2 subject teachers. In this research, there are 4 (four) basic stages that are interrelated and continuous, consisting of planning, acting, observing and reflecting.

Data collection techniques in this research are in the form of documents and archives in the form of PKG scores, ability to plan learning, application of learning models, and ability to evaluate. Observations were carried out using an observation sheet consisting of 7 aspects and 14 indicators.

The data analysis technique was carried out using descriptive analysis which was used to analyze the data analyzing the questions resulting from the teacher's ability to use the Outing Class-based contextual learning model and the ability to manage workshops consisting of 7 aspects and 14 indicators. Each indicator is given the lowest score of 0 and the highest score of 3 with a maximum score of 42, which is then calculated based on the average percentage, value conversion and category assignment.

The categories based on the score obtained are Poor, Fair, Good and Very good which can be seen in Table 1. Based on the criteria, if the participant reaches a minimum score of 85 on a scale of 100, meanwhile for observation of research activities, which consists of 10 statements, each is given a score. 0- 100; The achievement score is said to be successful if the participant gets a score of 85, and the percentage reaches more than or equal to 85%. To calculate the observation results use the following formula:

The formula for calculating the average score is as follows:

$$x = \frac{\sum X}{\sum N}$$

Information:

x = Average score

$\sum X$ = Total score obtained

$\sum N$ = Number of participants

The formula for calculating the percentage based on the average score is as follows:

$$P = \frac{\sum \text{Score acquisition}}{\sum \text{Maximum Score}} \times 100\%$$

Calculations based on percentages using the formula above must be appropriate and pay attention to the formula listed above based on whether the success indicators have been met at 80%, or less than 80% have not been met.

Qualitative data in the form of data resulting from participants' abilities in using the Outing Class-based contextual learning model through workshop activities. The qualitative data is presented in sentences separated by categories to obtain conclusions. Data from participant observations was then analyzed qualitatively to obtain conclusions using Table 1.

TABLE 1. Success level criteria for participants based on research success indicators

Level of success (%)	Value Conversion	Category
85 % < X ≤ 100 %	4	Very good
75 % < X ≤ 84 %	3	Good
65 % < X ≤ 74 %	2	Enough
0 % < X ≤ 64 %	1	Not enough

TABLE 2. Criteria for Researcher Success Levels Based on Research Success Indicators
Workshop Management

Level of success (%)	Category
< 85 < 100	Very satisfactory
< 75 < 85	Satisfying
< 65 < 75	Good enough
< 55 < 65	Less satisfactory
<55	Not satisfactory

RESULTS AND DISCUSSION

The ability of teachers at the Bedo Kapanewon Samigaluh Public Elementary School in carrying out the learning process is still very conventional which results in the quality of education being still low, so it is necessary to conduct a workshop using the Outing Class-based contextual/CTL learning model at the Bendo Kapanewon Samigaluh Public Elementary School, Kulon Progo Regency to improve teacher abilities. Workshop activities are designed through several stages including:

Planning

In each cycle, workshop planning activities are carried out by compiling teaching materials, creating worksheets, preparing facilities and infrastructure, and compiling data collection instruments such as participant activity observation sheets and researchers/resources assessment sheets in managing the workshop. This research consists of cycles I and II with the steps of planning, implementing, observing and reflecting, as well as the final activity which is carried out by collecting data using scoring guidelines.

Implementation

This research was carried out only in cycles I to cycle II through workshops using a contextual learning model based on outing classes at SD Negeri Bendo Kapanewon Samigaluh Kulon Progo Regency with the results of increasing the ability of participants and researchers in managing workshops.

The implementation of the workshop uses a contextual learning model based on an outing class involving participants/teachers in carrying out assignments. Where in the implementation of Cycle I, there were several deficiencies which resulted in the preparation of an implementation plan in Cycle II by correcting the deficiencies in Cycle I and maintaining the advantages in Cycle I. Cycle II activities showed improvement. Based on the reflection results of Cycle I, in the initial activities the teacher carried out Cycle II activities which focused and conditioned the participants' concentration so that the workshop activities took place in a conducive manner. The researcher person monitored the teaching practices of the participants/teachers using an outing class-based contextual learning model with the help of collaboration.

Research result

The results of workshop activities achieved by participants in each cycle can be said to be successful because there is an increase in the results of participant observations and assessments of resource persons in each cycle. From these results it is known that the participants who used the outing class-based contextual learning model, and the researchers in managing workshop activities in cycles I and II can be seen based on Table 3.

Observation results of participants' abilities using an outing class-based contextual learning model in cycles I and II.

Based on the results of workshop activities which can be seen in Table 3. cycle I, the ability of participants in the 1st meeting activity reached 72.32%; the second meeting reached 83.93%, while the second cycle of the 1st meeting reached 88.84%; the second meeting reached 94.20% so that based on the achievements in cycles I and II the participants' ability to use the Outing Class-based contextual learning model has increased at each meeting.

TABLE 3. Observation results of participants' abilities using the Outing Class-based contextual/CTL learning model, cycles I and II

No.	Aspect	Total average score of Cycle I		Total average score of Cycle II	
		1 st meeting	2 nd meeting	1 st meeting	2 nd meeting
A.	Constructivism	2.88	3.38	3.56	3.81
B.	Inquiry	2.25	3.25	3.50	3.75
C.	Questioning	2.44	3.25	3.50	3.63
D.	Learning Community	4.00	3.63	3.56	3.81
E.	Modeling	2.75	3.44	3.50	3.69
F.	Reflection	2.56	3.38	3.50	3.81
G.	Authentic Assessment	3.38	3.19	3.75	3.88
The number of average scores obtained		2.89	3.36	3.55	3.77
Percentage = $\frac{\Sigma \text{ score gain}}{\text{maximum score}} \times 100\%$		72.32	83.93	88.84	94.20

No.	Aspect	Total average score of Cycle I		Total average score of Cycle II	
		1 st meeting	2 nd meeting	1 st meeting	2 nd meeting
	Conversion Value	2	3	4	4
	Category	Enough	Baik	Very good	Very good

Results of participants' assessment of the researcher's ability to manage the workshop using a contextual learning model based on outing classes in cycles I and II.

Based on the results of the researcher's ability to manage workshop activities, namely in the first cycle of the 1st meeting which can be seen in Table 4, it reached 84.92%; the 2nd meeting reached 86.22% then the results in cycle II of the 1st meeting reached 87.40%; and the 2nd meeting reached 90.28%. So, based on the achievements of researchers, the ability of researchers to manage workshop activities at each activity meeting also experienced a significant increase.

TABLE 4. Results of participants' assessments of the researcher's ability to manage workshops using the Outing Class-based contextual learning model in cycles I and II for the 2022/2023 academic year

No.	Aspect	Total average score of Cycle I		Total average score of Cycle II	
		1 st meeting	2 nd meeting	1 st meeting	2 nd meeting
A.	Preparation phase	87.63	88.04	89.25	92.25
B.	Activity implementation stage	80.13	82,36	84.24	88.20
C.	Closing stage	87.00	88.25	88.71	90.38
	Total Average Score	84.92	86.22	87.40	90.28
	Percentage (%)	84.92	86.22	87.40	90.28
	Value Conversion	3	4	4	4
	Category	Satisfying	Very satisfactory	Very satisfactory	Very satisfactory

Based on the results obtained, the researcher's ability to manage workshops has a positive impact on the ability of teachers/workshop participants to improve their ability to use outing class-based contextual learning models.

The results of the research by researchers managing workshops in cycles I and II had an impact on increasing participant/teacher activity in carrying out teaching and learning practices. Participants can solve problems. The success of using an outing class-based contextual learning model depends on the researcher/resource person mastering learning theory. Therefore, participants and researchers who conduct research on the application of learning using a contextual learning model based on outing classes, must master the theory of using this learning model so that the workshop activity process that has been carried out can be achieved with the expected goals.

CONCLUSION

The ability of teachers to use outing class-based contextual learning methods at Bendo Kapanewon Samigaluh Public Elementary School, Kulon Progo Regency has shown a significant increase. This is

proven by research results which show that in cycle I the ability of activity participants increased by 72.32% (1st meeting), while in the 2nd meeting it reached 83.93%. The results of cycle II for the 1st meeting reached 88.84%, the 2nd meeting reached 94.20%. Meanwhile, the management of the workshop had a positive impact on the researchers' ability to use an outing class-based contextual learning model at Bendo Kapanewon Samigaluh Public Elementary School, Kulon Progo Regency. This is proven by the school principal's ability to manage workshop activities. The results in cycle I for the 1st meeting reached 84.92%, the 2nd meeting reached 86.22%. The results in cycle II for the 1st meeting reached 87.40%, and for the 2nd meeting reached 90.28%. In the results of the participants' assessment of the head's ability to manage workshop activities at each activity meeting, there has been a significant increase.

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