Application of Contextual Learning in Learning Socio-economic Geography on Students of the Geography Study Program, Faculty of Social Sciences, Manado State University

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Abstract. The main problem of the research is that the learning process of socio-economic geography has not optimized contextual learning. The research aims to improve the quality of the learning process and student learning outcomes in learning socio-economic geography in students of the Geography study program Faculty of Social Sciences Manado State University. The research method used in this study is descriptive, which is developmental. The sample determination technique in this study is a purposive sampling technique, a sample of 20 students of the geography study program who contracted the location analysis course. The analysis used is descriptive. The calculation results showed that contextual learning in socio-economic geography learning was influential in developing learning participants' learning ability because all students participating in the learning program obtained a learning outcome score of ≥70, categorized as a Successful category. Thus, contextual learning effectively improves student learning outcomes in learning socio-economic geography.

Keywords: Learning · Contextual · Geography

1 Introduction

Teaching and learning activities in all educational strata today apparently cannot be separated from various learning problems. It is generally said that today Indonesia still faces issues related to the quality of education; until now, the quality of education in Indonesia is still declared low. This is, of course, directly related to the quality of human resources in general. Various treatments have been carried out to solve the problem, but it has not been completed. This means that the problem of low quality of education is still a big problem for this nation [1].

The development of contextual learning models is a form of innovative learning developed in socio-economic geography learning. It is a learning model recommended in the curriculum application and follows learning science and technology development. It is based on the thought that socio-economic geography learning materials should be

developed based on actual conditions in the contextual environment. Learning activities should be directed towards efforts to recognize the various phenomena that exist in the contextual environment.

The purpose of developing contextual learning models is to produce integrated environmental-based socio-economic geography learning tools, including learning syntax, teaching materials, evaluation models, and contextual learning media. Learning tools, especially teaching materials, are excavated and sourced from actual environmental conditions and potentials close to the lives of learning participants; in this case, students are following the conditions of the physical and socio-cultural environment where students live. In other words, learning materials or materials are relevant to the physical conditions of the environment, socioeconomics, culture, and technology that are close to the lives of students or students who study.

With the problems stated above, various actions have been taken as an alternative to problem-solving to improve the quality of education in all educational strata. The efforts that have been made include developing learning tools and improving teaching planning, the education administration system, and the learning process. All these things are done to enhance the implementation of education to create a quality learning process. One of the causes of the low quality of education is the teaching staff, declared not entirely professional in carrying out their duties and responsibilities as educational personnel. According to Sanjaya [2], the environment-based learning model is a vital learning model that should be the primary model in learning socio-economic geography. Initially, Contextual learning was based on John Dewey's research results. Constructivism is the foundation of thinking (philosophy) in context; knowledge is built by man little by little, whose results are expanded through a limited context [3].

Implementing the educational process, including the learning process, will significantly affect efforts to improve the education system because, with an effective learning process, it is hoped that it will positively influence changes towards progress. It is the hope of all parties, especially the education providers, teachers, parents, and students because the success will be felt directly by students, including in the implementation of the educational process in the Geography Study Program, Faculty of Social Sciences Manado State University.

Related to this description, it is a demand and need for geography learning in today's era, where the teaching staff should have a set of professional knowledge and abilities that can be favored to be able to carry out their duties and responsibilities as teachers or teachers in the learning process effectively and have a positive influence on students. The teacher's professional ability largely determines the learning process's success. However, until now, problems are still faced in the learning process of socio-economic geography, including in geography learning; among others, what stands out is that learning today provides many disappointments because the level of knowledge, understanding, and understanding of students, including students, is still relatively low. According to Sumarmi [4], the causative factors are: (a) there are still many students including students who have not been able to understand the concepts of geography, including those related to location studies, and (b) most students still face problems when relating or connecting what is learned with actual conditions in a contextual environment.

The results of observations as part of the preliminary study that has been carried out previously can be explained the problems faced by education providers, in this case, the Geography study program, especially in the implementation of learning socio-economic geography courses, as follows: 1) Learning planning has been carried out but has not been detailed and integrated from all learning components, 2) The learning process so far is still dominated by learning cognitively or theoretically based by way of presentation predominantly lectures. 3) learning has not been contextual environment-oriented, which provides opportunities for students to make observations into the real environment, 4) There has not been developed learning oriented toward contextual environment-based activities and concepts related to the subject matter by conducting studies in a contextual environment.

With the problems mentioned above, the researcher developed a concept of thinking, namely developing environmental-based learning in the process of learning location analysis in Geography students. Contextual knowledge develops students' abilities and skills in conducting environmental studies or observations according to the subject matter.

Based on the explanation above, it can be explained that one of the essential tasks that socio-economic geography teachers must do, including teachers in universities, in connection with the learning process, especially those related to geography, namely socio-economic geography teachers must be able to make effective learning plans and develop effective learning methods as well so that the learning process is done can work well. Geography teaching staff must be able to create and develop design learning methods that are effective in geography learning. Environment-based learning is one of the learning methods that are suitable to be developed in the discussion of geography. This learning strategy emphasizes the process of learning process skills by utilizing the environment as a source and learning platform, where students are directed to carry out field observation activities.

Developing appropriate learning methods in the learning process is seen as a need to build an effective, fun, innovative, and productive learning process by encouraging students to optimize their potential and ability to learn. Because of the development of innovative learning methods, it is expected to be a positive effort to improve the application of geography teaching methodologies, specifically in geography learning, including learning socio-economic geography.

Improving the socio-economic geography learning methodology is also part of efforts to achieve success in the learning process. The successful implementation of the geography learning process will impact learning in general. In general, it can be explained that various devices primarily determine the success of the learning process and even the implementation of education, such as a) hardware consisting of classrooms as learning activity rooms, devices that support practicum activities, laboratories, and libraries, and workhorses; which consists of curriculum packages, learning program planning, school and study program management, learning instructional systems; c) brainware consists of components of teachers or teaching staff, principals, students and people related to the educational process [4]. Based on this explanation, teaching staff, both teachers and lecturers teaching in universities, have an essential role in the success of the learning process and the success of students, including students, in learning activities. Because

the teacher's staff component is the manager of learning activities, the teacher's success in implementing learning is primarily determined by the teacher.

The development of innovative learning models in today's learning process is seen as a demand and need for the learning process. In particular, the development of contextual learning models is a form of innovative learning developed in learning socio-economic geography and is a transformation of knowledge relevant to the development of science and learning technology. It is motivated by the thought that geography learning material is contextually sourced from the environment. Based on the thinking mentioned above, it can be explained that geography learning materials must be developed based on actual conditions in contextual environments, including based on discovery. Geography teachers will experience obstacles in implementing the learning process if the learning process is only carried out at the theoretical level. Also, students will encounter obstacles in understanding the material in learning if learning is only carried out in theory without being followed by practical learning by utilizing the environment as a learning platform to find various problems in the real environment.

Developing appropriate learning methods in the learning process is seen as a need to build an effective, fun, innovative, and productive learning process by encouraging students to optimize their potential and ability to learn. The development of innovative learning methods is expected to be a positive effort to improve the application of socio-economic geography learning methodologies.

2   Method

The research method used in this study is descriptive, which is developmental, a research method that aims to develop a model or learning method. In connection with this research, the purpose of the research method is to establish contextual learning in learning socio-economic geography [5].

The sample determination technique in this study is a purposive sampling technique, which is a way of determining samples based on specific objectives and considerations in a study. Based on the concerns and objectives of the research, it was determined that the research subjects were students of the geography study program who took and contracted the socio-economic geography course, which amounted to 20 students.

3   Results and Discussion

3.1   Research Location

Research Location: the environment according to learning needs to be determined according to the learning objectives developed in socio-economic geography learning.

3.2   Results and Discussion

Observation Activity 1: Observation of farming activities

In this activity 1, students carry out a learning process in the field to observe agricultural activities carried out by residents in the Rurukan agricultural area of Tomohon City.

The activities carried out by students are as follows: 1) Making observations on how to cultivate the soil, 2) Making observations and analysis of environmental conditions in the plantation area of residents, and 3) Making observations and analysis of the efforts made by residents in connection with environmental arrangements.

After carrying out learning activities, students report the results of observations and socio-economic geography following the conditions in the field. Based on the report's results, the lecturer evaluates the results of the work made by students. The results of the evaluation are as follows.

Based on the table above, it can be known the results of the calculation of the achievement score obtained by students after students carry out observation activity 1, where students make observations on agricultural activities carried out by residents in Rurukan, with the following explanation: it turns out that there are 18 students or 90% of students who get an achievement score of ≥70 which is categorized as a good level of mastery or declared successful. Furthermore, two students, or 10%, are classified with achievement scores of ≤70, which is stated that the category's level of achievement has not been successful.

The standards for learning success with environment-based learning are determined in this study as research success standards, as follows:

1. Students participating in the learning program are declared successful in environmental-based learning if students obtain learning achievements at a mastery level of ≥70 as a good mastery score.
2. The development of contextual learning in socio-economic geography learning is declared effective if ≥80% of students participating in the learning program obtain an achievement score at the mastery level of ≥70.

Results from the above table's calculations demonstrate that most students in the program are considered successful in carrying out contextual learning activities, as observed by their participation in the first activity, which focuses on agricultural activities. Contextual learning was successfully used to the first exercise, which involved witnessing agricultural activities. As a result, it is concluded that most students are able to successfully learn when exposed to contextual learning since it helps them develop the skills necessary to engage in meaningful learning activities. So with these conditions, contextual learning is declared effective in improving student learning outcomes in learning socio-economic geography, especially for observing agricultural activities.

The assessment aspect in the first activity is emphasized in three aspects, namely: 1) the rational aspect of the description of the observation results; it turns out that most program participants can give a rational description of the results of observations, 2) Clarity of description; the measurement results show that most program participants can provide clarity of description, or in other words, the description given is well understood, 3) The rationality of the description given; the results of measurements or assessments show that most of the participants in the learning program turned out to be able to provide a good or rational description or description.

In this first activity, the task was given to students to carry out the learning process in the field to observe agricultural activities carried out by residents in the Rurukan agricultural area of Tomohon City. The activities carried out by students are as follows: 1)

Making observations on how to cultivate the soil, 2) Making observations and analysis of environmental conditions in the plantation area of residents, and 3) Making observations and analysis of the efforts made by residents in connection with environmental arrangements. These three tasks are given to students to be carried out contextually. For this activity, it can be said that students have successfully carried out activities, including making assignments given contextually.

Observation Activity 2: Observation of Socio-economic Problems

In this section, the participants of the learning program carried out observational activities to observe the socio-economic problems in the plantation area of residents in the Rurukan area to explain the conditions of socio-economic problems faced by farmers in the Rurukan agricultural area.

Based on the table of achievement scores of the second observation activity, it can be explained as follows: based on the data in the table above, after calculating the data, it can be seen that the calculation results obtained as many as 18 students or 90% of students get an achievement score of ≥ 70 which is categorized as a good level of achievement or declared successful, and there are two students or only 10% of them who are classified as achievement scores of ≤ 70 which are stated as the level of achievement of the category has not been successful in learning.

Taking into account the results of the calculations presented above, it becomes clear that the vast majority of students enrolled in the program are deemed successful in executing contextual learning activities, as evidenced by their observations of socio-economic problems during the second activity. Contextual learning for task 2 in the form of ecological observation is validated. As a result, it is concluded that most students are able to successfully learn when exposed to contextual learning since it helps them develop the skills necessary to engage in meaningful learning activities. So contextual learning is declared effective in improving student learning outcomes in learning socio-economic geography, especially for observation of socio-economic problems.

The assessment aspect in the second activity is emphasized in three aspects, namely:

1) The accuracy of the results of the warning; it turns out that most program participants can provide a meaningful description of the observation results, meaning that the explanation of the observation results is classified as significant because the learning program participants offer a good explanation,
2) The significance of the identified problems, the measurement results show that most program participants can provide or raise issues that are important to pay attention to and find solutions to,
3) Clarity of the identified problems; The results of measurements or assessments show that most of the participants in the learning program can put forward a clear and meaningful description of socio-economic problems.

4   Conclusion

Based on the results of this educational research, the following conclusions can be put forward:

1. Contextual learning in socio-economic geography effectively develops the participants' learning abilities.
2. Contextual learning is effective in improving the learning outcomes of learning participants in learning socio-economic geography learning.

Authors' Contributions. The first author in this study served as the head of the research and coordinated the entire series of research activities. The second and third authors served as members and assisted in data collection and analysis.

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