

# The Development of Contextual Learning in Location Analysis Learning

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**Abstract – The research aims to formulate the concept of contextual learning and the effectiveness of development contextual learning in location analysis learning. Descriptive method was used in this study. The data were collected through observation, documentation and evaluation. This research was conducted to students who contracted location analysis course on Geography study program. Through research and learning process, the results show that contextual learning evidently effective and increased student’s learning creativity and finally their learning result in location analysis course. Evaluation results show 92,5 % students were classified to the category of good mastery level, namely mastery level score  $\geq 70$ . This category is stated as a successful indicator, meaning if the students acquired at that score, they succeed in following contextual learning and unsuccessful if they beyond the score. By using this contextual learning approach, the research finding is effective in develop student’s skill and increased their learning achievement.**

**Keywords – Learning Model, Contextual, Location Analysis**

## I. INTRODUCTION

Education quality is an interesting issue to discuss until now, because it is realized that the quality of education in Indonesia is still relatively low. This is a national problem that currently faced by the education sector that must be found a solution. A number of efforts have been made to resolve the low of the quality of education, however there are problems and imbalances that still happened. Therefore it is necessary an intensively efforts to increase education quality. One of the efforts that can be applied is an improvement of the learning process, because with this effective learning process it is expected to be able to create changes towards progress, for better education.

One of the important tasks that must be applied by the geography teacher including university teacher in connection with learning process, which is the geography teacher must be able to make effective learning plans and develop effective learning method as well, so that the learning process can be successful. The teacher must be able to design an effective learning method in the learning

process. One of the learning models that can be suitable to be developed in geography discussion is contextual approach which is a learning strategy that emphasizes the process of learning skills by utilizing the environment as a source and container of learning.

Based on the result of preliminary study that conducted on the planning and learning process on the FIS Unima Geography Education study program, especially in location analysis learning, some problems can be explained as follows: a) the learning approach which developed so far is still conventional learning approach that relies on the lecture method, b) learning that emphasizes the cognitive aspects of learning program, c) Has not provided an opportunity to develop student learning skill, especially in the study of contextual problems that exist in everyday life, d) Has not provided an opportunity to students to study their own problems in accordance with the subject matter in the real environment.

Reference [1] explained that contextual learning is one of approaches that utilizing the environment as container learning, where various environmental problems relevant to the learning objectives. Contextual approach is a learning strategy that combines the theory and practical reality in an environment that is close to the student life. By learning in the environment it is expected that students will have new knowledge and ability to resolve problems that exist in the real world or the surrounding environment. Thus reference [1] explained about contextual learning content that was explored and derived from environmental conditions around the live of student that accordance with the subject matter or lecture material. Moreover, by using this approach the students will be faced the reality that exists in the real environment, then the learners will see for themselves the environment they observe.

Some important characteristic in contextual learning are 1) the process of activating existing knowledge based on real environmental conditions, 2) learning in order to obtain and

add new knowledge, 3) understanding knowledge, 4) practicing acquired knowledge and experience, 5) reflecting [2].

According to [3], Geography learning methodology, it was developed to develop the capabilities and skills of the main geography, so that students are skilled in solving problems related to their lives. The main geography skills that are important to develop are; physical motor skills, intellectual skills and social skills. One of the ways to develop the basic skills of geography is through learning activities outside the classroom. That learning is a form of contextual learning, because the orientation of geography learning is a geographic phenomenon that exists in the real environment. One of the ways is to develop the basic skills of geography through learning activities outside the classroom. The learning is a form of contextual learning, because the orientation of geography learning is a geographic phenomenon that exists in the real environment.

## II. RESEARCH METHODS

This research was conducted to students in FIS Unima Geography Education study program. The research method is a descriptive which have developmental characteristic, having a purpose to developing a learning method, for the contextual learning development in location analysis learning.

The techniques of data collection that being used were observation, interview, evaluation and documentation.

The sample was determined on purposive sampling scale which is a way of determining sample based on research purpose. By this way, the research subject are students in geography education study program that contracted location analysis course which the total of students are 40.

The Technique of data analysis that being used was descriptive data analysis with the steps including: 1) data collection, 2) grouping of data that appropriate on the category that being determined, 3) data analysis, 4) data description and conclusion making [4].

## III. RESULT AND DISCUSSION

Based on the learning activity and evaluation process that be conducted in this research, so the result can be explained as follows:

### A. *Obervation about environment condition*

Based on the results of the calculation of the data of mastery level score of participants in contextual learning activity for location analysis course, in observing environmental condition, it can be explained that there are 34 students or 85 % of students classified as good mastery level namely  $\geq 70$  which determined as successful mastery level, and there are 6 students or 15 % that get  $\leq 70$  which stated unsuccessful.

The data above shows that in observing environmental conditions, it turns out that most of the participants were stated successful in carrying out learning activity. This shows that contextual learning in the obervation activity was stated succeed in the learning process. The contextual learning approach as a form of learning that utilizes the environment as a place and source of learning, turns out to

be effective in motivating students to carry out learning activity. This approach provides opportunity for students to conduct learning activities outside the classroom, in open atmosphere, so that students have academic freedom to express themselves in learning. This factor encourages students to develop creativity to build their knowledge that appropriate with environmental condition.

### B. *Observation of the existence of environmental problems*

Based on the results of the calculation of the data of mastery level score of students participating in contextual learning activity for the location analysis course, in observing environmental problems, it can be explained that there are 38 students or 95 % participants were classified as to a good level that is  $\geq 70$  determined as a successful mastery level, and there were 2 students or 5 % of participants obtained  $\leq 70$  stated unsuccessful in learning.

By the data above shows that in observing environmental conditions, it turns out that most of the students participating in the program were stated successful in carrying out learning activities. This shows that contextual learning in the observation activities was stated effective in encouraging students to carry out learning activities, so that most students were successful in the learning process. Contextual learning in this observation was stated successful.

Contextual environmental conditions offer a variety of geography problems related to the subject matter in location analysis learning. By learning according to the contextual approach procedure, students are motivated in applying learning program. Motivation, student interest in learning can be developed eith contextual learning, which giving a positive influence to improve learning result of the participants. This is suitable eith several important characteristic in contextual learning, namely 1) the process of activating existing knowledge based on real environmental conditions, 2) learn in order to obtain and add new knowledge, 3) understandi knowledge, 4) practicing the knowledge and experience gained, 5) reflection [2]

## IV. CONCLUSION

Based on the research finding and analysis results, the following conclusions are: (1). This shows that contextual learning is stated effective in encouraging students to conduct an outside learning activities, so the students are learning based on the real condition in the environment. (2). Contextual learning approach as a form of learning that utilizes the environment as container and learning resources that provide opportunity for students to conduct learning activities outside the classroom, in an open atmosphere, so the students have academis freedom to express themselves in learning. This factor encourages students to develop creativity to build their knowledge that suitable eith environmental conditions.

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