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APPLICATION OF CONTEXTUAL LEARNING WITH THE INQUIRY METHOD TO IMPROVE MOTIVATION AND LEARNING OUTCOMES

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Abstract:

This research consists of two cycles, in which each cycle consists of stages of planning, implementation (action), observation, and reflection. Data collection was done by using tests, questionnaires, observation and documentation. Data analysis was carried out by quantitative and qualitative analysis. The application of the inquiry learning model through a contextual approach can increase students' learning motivation. Aspects of motivation include attention, relatedness, confidence / self-confidence, and satisfaction have increased between 3.54% to 11.41%. While the highest increase in the aspect of student confidence/confidence is 11.41%. The application of the inquiry learning model through a contextual approach can improve learning outcomes which include the cognitive, affective and psychomotor domains. Students experienced an increase in the cognitive domain of 10.27%, from 78.57% to 89.29%. Affective domain learning outcomes have increased between 7.89% to 10.53%. The highest increase is in the aspect of student cognition or belief of 10.53%. Whereas improvement in psychomotor domain between 27.27% to 40.91%. The highest increase was obtained from the aspect of relevance in explaining skills, which was 40.91%. The average value of the class also increased by 34.09%. In the psychomotor domain, which is measured through presentation and discussion activities, it shows skills at the highest hierarchical level of naturalization, students perform certain movements spontaneously or automatically in asking questions, responding to questions and explaining.

Keywords: Motivation and learning outcomes of Craft and Entrepreneurship, Inquiry learning model, Contextual Approach.

INTRODUCTION

Based on the results of observations made by the author as a teacher of Craft and Entrepreneurship subjects, it shows that they are still using conventional learning models. with classroom learning dominated by structuralism/objectivism/behaviorism, which aims students remember factual information. Learning with a discussion model was also carried out, but about 50% received responses from students. While students understand the subject matter studied only 60%, this can be proven from the results of daily tests of student crafts and entrepreneurship only reaching an average of 60.05.

In terms of motivation for learning, students are not enthusiastic about the current learning model, because they rarely give enthusiasm and motivation to students when learning activities take place. The implementation of learning is limited to strengthening students who are considered smart or have good academic grades in class and scold students who are not active. The class atmosphere became tense so that students were afraid to express their opinions. Proving that during presentation activities in class, only 30% of students were willing to express their opinions. While student learning outcomes become less than optimal as a result, many student learning outcomes are not completed on each daily test, which is about 70% of students who do not complete learning.

Based on these considerations, the inquiry learning model through a contextual approach, is suitable to be applied in linking the material taught to students' real-world situations and encouraging students to make connections between their knowledge to be applied in students' lives as family and community members. In inquiry, students are guided to find their own concepts through questions or based on problems posed by students. Learning is managed in the form of small groups which are cooperative activities. During the learning process students are encouraged to reflect on their learning progress, through an assessment of the appearance of the student's own learning achievement (authentic assessment). Students are invited to find their own natural phenomena to explore knowledge so that students can be motivated in improving learning outcomes.

Learning by discovery or inquiry is an important component of the contextual approach. In inquiry learning, students are encouraged to learn largely through students' own active involvement with concepts, and teachers

encourage students to have experiences and conduct experiments that allow students to discover concepts for themselves. Learning by discovery has several advantages. Inquiry is the art and science of asking and answering. Inquiry involves observation and measurement, hypothesis generation and interpretation, model formation and model testing. Inquiry requires experimentation, reflection, and recognition of the advantages and disadvantages of one's own methods. During the inquiry process, a teacher can ask a question or encourage students to ask questions. Questions are open-ended, giving students the opportunity to investigate and find their own answers (Nurhadi, 2004).

Students must ask meaningful and relevant questions, report findings orally or in writing. When the teacher uses the inquiry technique, the teacher should not ask too many questions, and answer too many questions because it will reduce the student's learning process through inquiry and the learning process is no longer fun. The inquiry cycle consists of: (1) Observation (Observation) ; (2) Asking (Questioning) ; (3) Submitting allegations (Hypothesis) ; (4) data collection (data gathering) ; (5) Conclusion (Nurhadi, 2004).

According to Mbulu (2001) that inquiry or discovery is a way of presenting learning materials that involve students in many mental processes in the context of discovery. According to Topati (1995 in Mbulu, 2004) inquiry was developed to teach students to understand the process of researching, and explaining events. The ultimate goal of inquiry or discovery is the formation of new knowledge. Contextual learning is a basic concept that helps teachers relate the material being taught to students' real-world situations and encourages students to make connections between their knowledge and their application in their daily lives as family and community members, by involving the seven main components of effective learning, namely constructive , asking, discovering, learning community, modeling, reflection and actual assessment (Nurhadi, 2002:3).

According to Sanjaya (2005:109) Contextual Teaching Learning is a learning approach that emphasizes the process of full student involvement to be able to find the material being studied and connect it to real-life situations so as to encourage students to be able to apply it in life. Meanwhile, Nurhadi (2004:13) formulates the notion of contextual learning or Contextual Teaching Learning as a learning concept with the teacher presenting the real world into the classroom and encouraging students to make connections between their knowledge and application in everyday life, while students gain knowledge and skills from limited context, little by little, and from the process of constructing themselves, as a provision to solve problems in their lives as members of society.

According to Johnson & Johnson (in Nurhadi 2004:13) the characteristics of contextual learning have eight main components, namely (1) making a meaningful connection ; (2) doing significant work ; (3) self-regulated learning; (4) collaborating; (5) critical and creative thinking ; (6) nurturing the individual ; (7) reaching high standards ; (8) using authentic assessment .

The next component is modeling, namely a learning of certain skills or knowledge there is a model that can be imitated. A model can be a way of operating something. The reflection component is no less important in contextual learning. According to Nurhadi (2002:15) reflection is a way of thinking about what has just been learned or thinking backwards about what has been done in the past. Reflection is a response to the event of activity or newly received knowledge.

The right approach to learning will determine the success of education. According to Nurhadi (2004:4), the reasons for developing contextual learning are: (a) there is a view that knowledge is a fact that must be memorized, (b) there is a constructivist philosophical foundation, (c) knowledge and skills must be discovered by students, and (d)) knowledge is knowledge that can be applied. "What contexts are appropriate for humans to seek?" and "What creative steps should I take to shape and give meaning to the context?" (Alwasilah, 2007). Students are actively involved in the learning process and the learning is associated with students' daily lives both in the school, family and community environment (Alwasilah, 2007). Contextual places students as subjects, namely students play an active role in each learning process by finding and exploring the subject matter themselves. In contextual learning, students learn through group activities, discussions, mutual acceptance, and giving whose learning is related to real life in real terms. Ability in this learning is based on experience.

The objectives to be achieved in Contextual are all aspects of student development, so that learning success is measured in various ways, including through tests, student work, observations, recordings, interviews, etc. One of the most important characteristics of students for the success of student learning is motivation. Motivation is often said to be an impulse from within or outside a person to do something. Learning motivation is something that causes, directs, encourages us to do learning activities. Winkel (1997:92) states that learning motivation is the overall psychic driving force in students that causes learning activities. So that student learning motivation is the overall psychic driving force in students that causes learning activities, ensures continuity of learning activities and provides direction for learning activities in order to achieve a goal (Dimyati, 1998). According to Louisell and Descamps (in Susanto, 1999) learning motivation is very important for learning continuity and improving learning achievement. Teachers may be well versed in learning materials and learning techniques, but if they don't know how to increase student engagement in learning, then their efforts will be in vain.

In the motivation contained the desires, hopes, needs, goals and objectives. It is this mental state that activates, moves, channels and directs individual learning attitudes and behavior (Koeswara, 1989). There are three main components in motivation, namely: 1) needs, 2) drives, 3) goals. The goal-oriented drive is the core of motivation while the goal is what an individual wants to achieve. This goal directs behavior in this case learning behavior (Koeswara, 1989).

Behavior that is important for humans is learning and working. Learning causes mental changes in students. Work produces something that is beneficial to behavior and other people. Motivation to learn and motivation to work is the driving force for the progress of society. Both of these motivations need to be owned by students. Motivation to learn in students is useful for teachers, as follows a) Generating, improving and maintaining students' enthusiasm for learning until they are successful in awakening, if students are not enthusiastic; improve, if the spirit of learning arises and sinks; maintain, if the spirit has been strong to achieve learning goals. In this case, prizes, praise, encouragement or triggers for learning enthusiasm b) Students' learning motivation in class varies; some are indifferent, some are not paying attention, some are playing at the side who are eager to learn, some are successful and some are not. With these various learning motivations, teachers can use various strategies in teaching c) Improve and awaken teachers to choose a role such as advisor, facilitator, instructor, discussion partner, encouragement, gift giver or teacher educator d) Provide opportunities for teachers for "performance". The teacher's job is to make all students learn until they succeed. The professional challenge lies precisely in how to change students who are not interested in becoming enthusiastic about learning (Dimyati, 1994).

RESEARCH METHODS

The research was conducted in the first semester (odd) of the 2019/2020 school year. The research was conducted in two cycles with one basic competency, namely understanding the concepts and procedures of various textile craft works and their wastes with local cultural approaches and others.

The subjects of this study were students of class X Accounting with a total of 28 students, consisting of 16 male students and 12 female students. Research data collected in the form of student achievement and class student activity as well as the factors that cause low student achievement. Data is collected in various sources.

DISCUSSION

From the observation data, it can be seen that, in the presentation and discussion activities that use the inquiry method through a Contextual approach, the average mastery of students in the class in the second cycle is 94.70% while in the first cycle it is 60.61%. This shows that students complete learning based on the value in the psychomotor domain, which has an absorption power of 70. In the psychomotor domain observation, which is about students' skills in explaining, what is observed is the clarity of students in conveying the results of observations and students' confidence in explaining.

In the aspect of explaining skills, it is divided into two categories, namely the category of clarity and confidence. The category of student clarity when explaining in the presentation in the first cycle, 1 student got a score in the range of 3 scores so that when viewed from the class average of 28 students, the clarity aspect had an average value of 40.91%, 10 students were in the range of scores. between 4 is 44.45%, and in the range of 5 values obtained by 3 students is 13.64%. While in the second cycle there was an increase because there were no students whose grades were in the range of 3, the values were in the range of 4 by 19 students, with an average value of 86.36% and in the range of 5, 3 students were found to be 13.64%. The completeness of students who have absorption 70 in the second cycle is 28 students (100%) which was originally in the first cycle 14 students (63.64%). This is based on the benchmark for Craft and Entrepreneurship subjects, students are said to have completed learning if they reach a score of 70. From the observations it can be said that the class has reached the specified learning completeness criteria of 75%.

Meanwhile, if it is seen from the aspect of confidence in explaining, in the first cycle which is in the range 3 (0-39%) there are 6 students so that it has an average value of 27.27%, while in the range 4 (66-79%) by 12 students thus obtaining an average score of 54.55%. In the range of 5 (80-100%) by 4 students so as to obtain an average score of 18.18/%. In the second cycle of the self-confidence aspect, there were no students who were in the range 3 (0-39%) but in the range 4 (66-79%) there were 19 students with an average score of 86.36% and a range of 5 (80-100 %) there are 3 students with an average score of 13.64%. From these data, it can be seen that students' learning mastery in the psychomotor domain which reaches an absorption power of ≥ 70 in the second cycle has increased from 78.57% to 100% in the second cycle. This is based on the benchmark for Craft and Entrepreneurship subjects, students are said to have completed learning if they reach a score of 70. From the observations it can be said that the class has reached the specified learning completeness criteria of 75%.

In the aspect of asking questions, the skills are still divided into two categories, namely clarity and relevance in asking questions. In the clarity category, in the first cycle, data obtained that in the range of scores 3 (0-39%) were obtained by 11 students with an average score of 50%, while in the range of scores 4 (66-79%) 9 students obtained an average score. an average of 40.91% and in the score range of 5 (80-100%) obtained 2 students with an average value of 9.09%. While in the second cycle there was an increase, namely in the range of scores of 3 (0-39%) only 1 student was obtained with an average score of 4.55%, in the range of 4 (66-79%) it increased to 13 students with an average score. 59.09% and in the range of 5 (80-100%) obtained 8 students with an average value of 36.36%. Based on the results of observations, it can be seen that students who finished studying with a score of 70, in the first cycle were 12 students (54.55%) while the second cycle was 20 students (89.29%). The data shows that the class has achieved the specified learning completeness criteria of 75% and the application of the inquiry learning model through this contextual approach was achieved. According to Nurhadi (2004: 73) that inquiry involves communication, students must ask meaningful and related questions. In the relevance category, in the first cycle in the range of scores of 3 (0-39%) obtained by 9 students with an average value of 40.91%, while in the second cycle, which is in that range, there

are 3 students with an average value of 13, 64%. This shows that in the second cycle has increased. Then in the range of scores 4 (66-79%) obtained 10 students with an average score of 45.45%, while in the second cycle obtained 16 students with an average value of 78.57%. With this value, it shows that there is an increase in the average value in cycle II. In the score range of 5 (80-100%), in the first cycle and the second cycle, 3 students were obtained with an average score of 13.64%.

From the observations, it can be seen that the students who completed learning in the first cycle were 13 students (59.09%) while in the second cycle, namely 19 students with an average class completeness of 86.36%, it can be said that the class has not reached the criteria for mastery learning aspects. relevance of responding to questions. This is possible because students are not used to it and do not dare to submit relevant opinions or ideas in discussion-presentation activities. Because so far learning activities tend to be lectures by teachers. This is in accordance with Nurhadi (2004: 27) that learning programs must be developed with specific communication skills including developing good communication and identifying any misconceptions (wrong concepts) that may develop.

The aspect of responding skills is seen from two categories, namely the clarity of responding and the relevance of responding to questions. Responding skills include the psychomotor domain of the readiness stage, which includes the ability to put oneself in a state of starting a movement or series of movements (Winkel, 1996: 249). For clarity of response, in the first cycle, a score range of 3 (0-39%) was obtained by 12 students with an average score of 54.55%, while in the second cycle, 2 students obtained an average score of 9.09%. This shows that the ability of students in the category of clarity in responding has increased in cycle II. In the range of scores 4 (66-79%) obtained 9 students with an average score of 40.91%, while in the second cycle there was an increase, which was obtained by 16 students with an average score of 78.57%. In the range of scores of 5 (80-100%), the first cycle obtained 1 student with an average value of 4.55%, while in the second cycle obtained 4 students with an average value of 10.27%. This shows that in cycle II the category of clarity in responding to questions has increased.

From the observations, it can be seen that the students who finished learning in the first cycle were 11 students (50%) while in the second cycle, there were 20 students with an average class completeness of 89.29%, it can be said that the class had reached the specified learning completeness criteria. that is 75%. Aspects of relevance in responding to questions in the first cycle with a score range of 3 (0-39%) obtained 8 students with an average value of 36.36%, while in the second cycle there were no students who were in the score range 3 (0-39%). In the score range of 4 (66-79%), in the first cycle there were 12 students with an average score of 54.55%, while in the second cycle 19 students were obtained with an average score of 86.36%. In the score range of 5 (80-100%) in cycle 2 students (9.09%) entered, while in the second cycle 3 students were obtained with an average score of 13.64%. The increase in the value of the psychomotor domain for each aspect can be seen in the Appendix. While the increase in the average grade value in the psychomotor domain can be seen in Table 1. below.

Table 1 Increase in Class Average Score in the Psychomotor Domain

PSYCOMOTOR ASPECTS		CYCLE I	CYCLE II
SkillsExplain	Clarity	63.64%	100%
	Confidence	78.57%	100%
Questioning Skills	Clarity	54.55%	89.29%
	Relevance	59.09%	86.36%
Responding Skills	Clarity	50%	89.29%
	Relevance	63.64%	100%
Grade average		60.61%	94.70%

Based on the table above, it is known that in the aspect of explaining skills, the average grade value (clarity) obtained in the first cycle is 63.64% including the good category and in the second cycle is 100% which is included in the good category. This shows that students are good at explaining skills so that both from cycle I and cycle II there is not much difference in the increase (36.36%). This is in accordance with Sudjana (2004: 33) that affective and psychomotor learning outcomes are visible during the teaching and learning process and some are only seen later (after teaching is given) in the practice of life in the family, school, and community environment. This is why affective and psychomotor learning outcomes are broader in nature, more difficult to monitor but have a very meaningful value for students' lives, because they can directly affect student behavior. While the average value of the class (self-confidence) in the first cycle is 78.57% in the good category and the second cycle is 100% in the good category. It also shows that students' self-confidence in explaining is good so that the average score of students between cycle I and cycle II has increased by 27.27%, which is not much different.

Aspects of the skills to ask questions, the average grade (clarity) obtained is 54.55% in the moderate category and 89.29% in the second cycle in the very good category. This shows an increase in the aspect of clarity in the skill of asking questions which was originally in the first cycle in the moderate category to the very good category. For the relevance of the skills to ask questions in the first cycle is 59.09% in the poor category and the second cycle is 86.36% in the good category. This shows that students have been able to ask relevant questions, which were originally in the first cycle which was included in the less category to be in the good category in the second cycle.

The aspect of responding skills, namely (clarity) obtained 50% less category in cycle I and cycle II 89.29% very good category, this also shows an increase in students' clarity in responding to questions. While the level of relevance

in the first cycle is 63.64% good category and 100% in the second cycle with very good category. This shows that students have been able to respond to a relevant problem. The average value of the class in the psychomotor domain also increased, namely in the first cycle from 60.61% in the poor category to 94.70% in the second cycle in the very good category. These data indicate that there is an increase in the average value of the psychomotor domain. This is in accordance with Ridwan's (2008) research that contextual learning affects psychomotor abilities. In the psychomotor domain, which is measured through presentation and discussion activities, it shows skills at the highest hierarchical level, namely the level of naturalization, namely students perform certain movements spontaneously or automatically in asking questions, responding to questions and explaining. This is supported by the statement Harrow (1972 in Suciati 2001) arranges psychomotor goals hierarchically in five levels, including the level of imitation as the simplest and naturalization as the most complex.

From the description of student learning outcomes, in general it can be said that the cognitive/cognitive domains, affective/affective domains, and conative/conational domains increased from cycle I to cycle II. Likewise, psychomotor learning outcomes increased from cycle I to cycle II. An important finding from this research is the application of the inquiry learning model through a contextual approach, increasing motivation and learning outcomes, especially the affective domain of cognitive/cognitive aspects (student beliefs) and the psychomotor aspect of relevance in responding to the highest questions. Based on the results of this study, it is recommended that teachers apply the inquiry learning model through a contextual approach to the same student conditions as in the study.

CONCLUSION

The application of the inquiry learning model through a contextual approach can increase students' learning motivation. Aspects of motivation include attention, relatedness, confidence / self-confidence, and satisfaction increased between 3.54% to 11.41%. The highest increase in the aspect of student confidence/confidence is 11.41%. The application of the inquiry learning model through a contextual approach (Contextual Teaching Learning) can improve student learning outcomes which include the cognitive, affective and psychomotor domains. Students experienced an increase in the cognitive domain of 10.27%, from 78.57% to 89.29%. Affective domain learning outcomes have increased between 11.82% to 15.45%. The highest increase is in the aspect of cognition or student confidence by 15.45%. While the increase in the psychomotor domain is between 21.27% to 40.91%. The highest increase was obtained from the aspect of relevance in explaining skills, which was 40.91%. The average value of the class also increased by 34.09%. In the psychomotor domain which is measured through presentation and discussion activities, it shows skills at the highest hierarchical level of naturalization, students perform certain movements spontaneously or automatically in asking questions, responding to questions and explaining.

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