

Contextual Learning Model in Implementation Norms in The Environment of Elementary School Students

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Abstract

The contextual learning model has a great influence in the process of transferring knowledge from a teacher to students, especially in the introduction and application of social norms in the students' environment. The contextual learning model is designed to convey learning material with students' real experiences, helping them understand and apply social norms effectively. This research uses a qualitative literature approach obtained from journals related to contextual learning models in implementing norms in students' environments. The research results show that this model increases student engagement in the learning process, strengthens their understanding of social norms, and encourages positive behavior in the school environment. In addition, the teacher's role as a facilitator in creating a contextual learning atmosphere is very important for the successful implementation of this model. This research recommends that basic education integrate contextual methods in the curriculum to shape students' character and social awareness.

Keyword: Contextual learning model, social norms, students, education

1. INTRODUCTION

Education is a system, in which there are several components, including students, educational goals, educational environment, and educational tools. These components are interrelated with each other. Each component has a function in achieving educational goals. Educational activities will be carried out well if supported by these components (Saat, 2015). Education in elementary schools has a major goal that is useful for the country and the students themselves. Education in elementary schools aims to be the main foundation in building knowledge, intelligence and personality so that students can live independently and can continue their education at a higher level so that it is hoped that students will be formed who have good character, (Kurniawan, 2015). Schools as one of the educational institutions and also social organizations formed by the community which function as a means of community participation in the development of the nation and state towards a better direction, especially in developing moral education, ethics and attitudes in students. Therefore, school institutions play a role as a means of supporting the socialization of education for the community in achieving its goals. As a social institution, schools are an inseparable part of society, especially in their main function as a means of education and socialization for the intellectual, personality and moral development of the nation's children before they directly become part of community life. Every social institution in society, one of which is school, must have norms or rules that regulate the behavior of its members.

These rules include all actions that are permitted and prohibited or even something that is ordered to be carried out. Norms have a very important role in every life of society, because with the existence of norms all activities or life of society are carried out regularly and can achieve the desired expectations. Norms are something important in every social institution from the smallest to the largest scope, such as in families, social groups, organizations, institutions and educational institutions such as universities and schools. Schools as one of the educational institutions in the community have their own norms that must be implemented and obeyed by all school residents. The norms that apply in schools include rules and regulations. School rules are regulations that must be obeyed by all school residents as a guideline for behavior in accordance with mutual agreement in achieving the goal of school order. School rules will help students adjust to the school environment, have a disciplined personality and behave in accordance with school rules. Values and norms are guidelines in basic education. However, there are still those who act contrary to these values and norms. To realize an orderly life, it is important to have values and norms so

that school residents can understand these values and norms. In order for existing norms to be applied and implemented in the school environment and the environment around students, self-awareness is needed in students in obeying applicable norms or rules so that they can create a conducive atmosphere. "Student awareness in regulating themselves and obeying applicable regulations or norms is called discipline" (Yusuf, 1989, p. 28).

In addition to student awareness in implementing norms in the school environment, teachers must also play an important role in helping students implement these norms. The role of teachers can be to provide explanations to students about what norms are and how important it is for us to obey norms and how to implement existing norms in our environment, especially schools. Teachers must make maximum efforts so that their students can implement norms in their daily lives by paying attention to the learning model used in explaining learning in the classroom with the aim that the learning explained can be accepted and applied by students in their surrounding environment. Because not a few students now understand the material about norms but they do not implement these norms in their daily lives. This is the background of writing this article by explaining the contextual learning model in implementing norms in the basic education environment for students. Therefore, the purpose of writing this article is to examine the contextual learning model for a teacher in an effort to help students implement the norms that apply in everyday life both in the school environment and the social environment.

2. RESEARCH METHODOLOGY

Several literatures show that there are two common, standard, and customary research methods, namely qualitative research (Gunawan 2013) and quantitative research (Prasetyo & Jannah 2019). The type of research used by the author is Literature Study or Qualitative Research. Data collection techniques with observation. The data validity checking technique used is the triangulation technique, which is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison to the data, (Lexy J. Moleong 2018). The analysis used is an interactive data analysis technique consisting of 4, namely (1) data collection, (2) data reduction, (3) data presentation, (4) drawing conclusions. This study discusses the contextual learning model in the application of norms in the environment of elementary school students.

3. RESULT AND DISCUSSION

Norm comes from the Dutch language, namely "norm" which means a benchmark, guideline, or basic rule. Norm is a rule that becomes a guideline for someone to act and behave in life in the community, nation and state. Norms contain commands, orders and prohibitions. Norms are binding and if they are violated, sanctions will be given according to the mutual agreement that has been made. According to the Big Indonesian Dictionary (KBBI) norms are rules or provisions that bind members of a group in society, functioning as a guide, order and controller of appropriate behavior in the existing environment. There are two main definitions of norms, namely first, as a guide to behavior, and second, as a measure to assess something. According to Soedjono Dirdjosisworo, "norms are provisions regarding the good and bad behavior of humans in the midst of their social life, by determining devices or fragments of rules that are in the form of commands and recommendations as well as prohibitions. Provisions of prohibitions for actions that if done or not done can endanger life together, on the other hand, commands are intended to carry out actions that can provide goodness for life together." According to Ida Ayu Putu Riyani, norms are divided into three types, namely, norms based on their nature, norms based on their binding power and norms that apply in society, which will be explained in detail as follows:

1. Norms based on their nature, norms based on their nature are divided into two, namely:
 - a. Formal norms are provisions and rules in social life and are made by institutions or institutions that are official or formal in nature. Formal norms have a higher sense of trust regarding their ability to regulate social life. This is because they are made by institutions that are formal or official in nature
 - b. Non-formal norms are provisions and rules in social life that are not known about who and how explains the norm. The characteristic of non-formal norms is that they are not written down, not in the form of standard rules.

2. Norms based on their binding power can be divided into 4, namely
 - a. Usage (method)

Refers to a form of behavior that emphasizes the relationships that occur between individuals in society but not continuously and its binding power is very weak, where deviations that occur do not receive heavy sanctions or punishments, but only criticism and ridicule.
 - b. Folkways (customs)

It is a form of repeated action that is the same and is done consciously and has a clear purpose. Habits have a binding power.
 - c. Custom (tradition)

It is a collection of the highest-ranking rules of conduct because it is eternal and strongly integrated into the society that has it. If there is one member of society who violates the customs, he will receive a harsh sanction or punishment from his customs.
 - d. Mores (behavior)

It is a rule that is based on religious teachings (morals), philosophy or accepted culture. Mores usually relate to moral and ethical values held firmly by members of society.
3. Norms in society can be divided into 4, namely:
 - a. Moral norms

According to Soerjono Soekanto, moral norms are moral norms and are related to good and bad deeds of a person in the social environment of society. This norm regulates individual behavior in a moral context, where if someone violates this norm it can cause a sense of guilt or can cause a sense of shame towards society, even someone is ostracized in their own community. Moral norms are part of unwritten norms or regulations whose implementation is based on a person's conscience.
 - b. Legal norms

Legal norms are regulations regarding human behavior in social interactions and are made by official state bodies and are coercive so that orders and prohibitions in legal norms must be obeyed by the community, if the community does not obey these norms then the community will receive sanctions according to the norms that have been violated. There are various types of legal norms , including written law, criminal law, unwritten law, and civil law. The main function of legal norms is to create order, justice, and social harmony in society.
 - c. Norms of Politeness

Norms of politeness are a set of social rules that arise from the association of a group of people which are considered as demands of daily association of a group of people which lead to how a person behaves in social, national and state life. Norms of politeness are relative, meaning that what is considered a norm of politeness varies in different places, environments and time periods. The main purpose of social norms is to create relationships of mutual respect, maintain order, and create a comfortable atmosphere in the social life of society. These norms include aspects such as the use of polite language, communication ethics, and behavior in our environment. Violation of norms of politeness can result in social sanctions, such as ridicule, insults and ostracization in the community.
 - d. Religious norms

Religious norms are a collection of rules or regulations for human life.

Its source is from God's revelation. Religious norms are absolute regulations that cannot be negotiated and changed in size because they come from God. Religious norms contain rules of life that must be accepted by humans and used as guidelines, whether as commands, prohibitions, and teachings that originate from God Almighty. The purpose of these religious norms is to guide humans in behaving well and avoiding God's prohibitions. These norms are made to maintain balance and peace in the community environment, besides that, there are several functions for which these norms are made, namely as follows:

 - a. To create a safer, more peaceful and orderly community life.
 - b. To regulate people's actions so that they are in accordance with the values that exist and apply in that community.
 - c. In order to prevent conflicts of interest between communities.
 - d. To help the community in achieving common goals or agreements.

- e. Used as a guide or guideline that can be used to live life so that there are no obstacles or quarrels in the surrounding environment.
- f. Norms are used to regulate the behavior and conduct of a society.
- g. Norms are used to ensure that there are limits that must not be violated.
- h. Norms are used to encourage individuals to adapt to the existing social environment and based on prevailing values.

Schools are one of the educational institutions in the community where education is very important for the survival of the nation and state. This education itself plays an important role in shaping a child's character and personality. Education also seeks to improve human quality for the implementation of development. The purpose of education itself is to prepare students to be able to play an active role in life now or in the future, it can be said that the purpose of education is to create a generation that is useful for the nation and state. Based on the educational objectives described above, education must be able to form individuals with good character and personality. In creating students with good character and personality in the school environment in teaching and learning activities at school, there needs to be norms or rules to regulate the behavior of each individual in the school environment, both norms for a teacher, students and staff in the school environment. Norms are one of the important things for students in the era of globalization like today, because of the many challenges that can destroy the character and personality of students, therefore by implementing norms in elementary school students can instill good character and personality values for students from an early age. The norms that exist in the elementary school environment that must be obeyed by students in order to create a safe, orderly, disciplined and productive learning environment are of several types as follows:

- a. Religious Norms
Religious norms are rules that originate from the religious teachings that students adhere to. This norm emphasizes religious values such as honesty, responsibility, compassion, and tolerance. For example: praying five times a day for Muslim students, praying before studying, respecting religious differences, being honest in doing something.
- b. Norms of Politeness
Norms of politeness relate to manners and ethics in interacting with others. These norms teach students to be polite, friendly, and respectful towards each other. For example: saying hello when entering the classroom, asking permission from the teacher before doing something, using polite language in communicating with teachers and friends, saying thank you.
- c. Moral norms
Moral norms are rules that regulate students' moral behavior. This norm emphasizes the values of goodness, honesty, and justice. For example: not taking other people's rights, not lying, not cheating on exams, not committing violence against friends.
- d. Legal Norms
Legal norms are written rules that have strict sanctions if violated. In elementary schools, these legal norms are usually in the form of school regulations made by the school. For example: rules about school uniforms, prohibitions on bringing sharp weapons, prohibitions on bringing mobile phones to school, prohibitions on skipping school.
- e. Customary Norms
Customary norms are rules that are formed due to social habits in the school environment. These norms are usually unwritten, but are obeyed by all members of the school. For example: how to line up during a flag ceremony, how to follow lessons, the habit of cleaning the classroom after use, the habit of saying good morning to teachers.

These norms or rules are made in the school environment with the following objectives:

- a. Creating a Conducive Learning Atmosphere: Implementing norms helps create a safe, comfortable, and orderly learning environment, so that students can focus on learning.
- b. Educating Students' Character: The application of norms helps students understand the rules and boundaries in interacting with others, so that they can develop a sense of responsibility, discipline, and empathy.
- c. Shaping Students with noble characters: The application of norms helps students to behave politely, honestly, and responsibly, so that they can become individuals with noble character.
- d. Respecting Rights and Responsibilities: Norms teach students about their rights and responsibilities as members of the school community.

- e. Maintaining Order and Security: Norms help maintain order and security in the school environment.
- f. Building Harmonious Relationships: Norms help build harmonious relationships between students, teachers, and school staff.

The norms that have been established in the school environment must be obeyed by the people in the school environment, both teachers, staff, especially students, in order to achieve the objectives of the norms that were formed, but there are several challenges in implementing norms, namely as follows:

- a. Lack of Student Awareness: Some students may be less aware of the importance of norms and tend to break the rules.
- b. Cultural Background Differences: Students come from different cultural backgrounds, so they may have different norms .
- c. Lack of Parental Involvement: Some parents may be less involved in educating their children about norms .
- d. Lack of Supervision: Lack of supervision from teachers and school staff can lead to students violating norms .

In addition to the above problems, there is a core problem that makes it difficult for students to implement the norms that have been taught by their teachers, namely because most teachers provide material to students using the lecture method, which causes students to get bored and sleepy and teachers pay less attention to strategies in providing learning materials to students, which causes the students' learning outcomes to be low at the end of the learning process. Based on the existing problems, teachers must pay attention again to their methods and strategies in teaching. One method that teachers can use in explaining material, especially regarding the implementation of norms for students in elementary school environments, is by using a contextual learning model. The contextual approach (Contextual Teaching and Learning/CTL) is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between the knowledge they have and its application in their daily lives, by involving seven main components of contextual learning, namely: constructivism, questioning, inquiry, learning communities, modeling and authentic assessment. The contextual learning approach prioritizes student activity in learning so that students can find concepts about learning materials and relate these concepts to their real-world situations. The contextual learning approach encourages students to always be active in finding concepts and relating the experiences they have with the materials being studied.

The contextual learning model is a process that aims to motivate students. This learning is used to understand the meaning of the subject matter being studied in the context of students' daily lives (personal, social, and cultural contexts), so that students have knowledge that can be flexibly applied from one context to another. With a contextual learning approach, students will gain knowledge and skills as provisions to solve their life problems. Contextual teaching and learning (CTL) is a learning concept that can help teachers relate the material they teach to students' real-world situations and encourage students to make connections between the knowledge they have and its application in their lives as family members and members of society. The development of each CTL component in learning can be done through the following steps :

- a. Developing students' thinking to do more meaningful learning activities, whether by working alone, finding their own knowledge. This means that students know the meaning of their learning.
- b. Carrying out inquiry activities as far as possible for all topics taught. This method encourages students to actively seek knowledge through questions and investigations.
- c. Developing students' curiosity by raising questions or other activities.
- d. Creating a learning community, such as through group discussion activities, question and answer sessions and so on.
- e. Presenting models as examples of learning, can be through illustrations, models or even real media.
- f. Get children used to reflecting on every learning activity they have done.
- g. Conducting objective assessments, namely through the actual abilities of each student.

Thus, the contextual learning approach in civic education subjects, especially in the material on implementing norms for elementary school students, makes the learning process more meaningful, because learning is closer to the community environment (not close in physical terms), but functionally what is learned is always in touch with life situations and problems that occur in the family, school, community, nation and state environment. Based on the explanation above and to achieve these goals, it is necessary to instill norms in civic education learning through the CTL approach. In the CTL approach, students are

invited to find the meaning of facts that occur in everyday life. Educators provide stimulus with various cases or social facts that occur in society and students will provide a response. From the results of the response, the attitude of the students is depicted. With repeated stimulus responses, the norms learned will be embedded in the students.

4. CONCLUSION

Contextual learning models have proven effective in helping students understand and apply social norms in their environment, especially the school environment. This approach makes learning more relevant and meaningful for students. In learning about the norms that exist in the student's environment using this model, students can learn not only theoretically, but also through real experiences related to the norms that exist in society. This encourages students to be more active in interacting and adapting to their social environment. Teachers play an important role in creating contextual learning situations, where they can relate the subject matter to students' daily lives, so that students can more easily understand and apply these norms. The application of contextual learning models has the potential to increase students' social awareness and responsibility, which has a positive impact on their behavior in the school environment and society.

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