CONVENTIONAL LEARNING MODEL WITH CONTECTUAL LEARNING MODEL ON PANCASILA LEARNING OUTCOMES

Aulia Sri Damayanti[1]
[1]Prospective Professional Teachers of The Republic of Indonesia
Email: [1]auliaasamsung776@gmail.com

Abstract

Conventional learning models tend to prioritize lecture and memorization approaches, while contextual learning models emphasize the application of learning that is relevant to students' experiences and real lives. This study uses a qualitative method with a descriptive approach to understand the differences between the two learning models in improving understanding and mastery of Pancasila material. The study shows that the contextual learning model has a more positive impact on students' Pancasila learning outcomes, especially in terms of increasing engagement, understanding of Pancasila concepts, and the ability to relate Pancasila values to everyday life. In contrast, conventional models tend to be more limited in encouraging active student participation and are less able to relate material to their real-life contexts. In conclusion, the contextual learning model can be considered more effective in improving Pancasila learning outcomes compared to the conventional model. This study provides recommendations for educators to consider using the contextual learning model in teaching Pancasila, so that students can more easily understand and apply the values contained therein.

Keywords : Conventional learning models, contextual learning models, learning outcomes, Pancasila, qualitative methods

Introduction

Education in Indonesia has an important role in shaping character and national values, one of which is through the Pancasila subject. To achieve optimal learning outcomes, the learning methods used must be relevant and effective. In this context, two learning models that are often compared are the conventional learning model and the contextual learning model. Suparno, H. (2020). Conventional learning models tend to focus on theoretical teaching, where the teacher is the center of information, while students are more passive. On the other hand, contextual learning models emphasize the connection between the material taught and the real life of students, encouraging students to be more active and involved in the learning process. Pancasila education plays a very important role in the formation of character and national insight of students in Indonesia. As the foundation of the state, the values of Pancasila must be understood and applied in everyday life by every citizen, especially by the younger generation. Therefore, the process of learning Pancasila in schools must be able to internalize these noble values effectively and relevantly to the context of students' lives. However, in practice, many challenges are found in teaching Pancasila material, such as students' lack of understanding and application of these values in their lives. One of the factors that influence learning outcomes is the learning model applied by the teacher. The learning model used in the teaching and learning process can affect how effectively students absorb and apply the material being taught. According to Hamzah, A. (2016) two models that are often applied in schools are conventional learning models and contextual learning models. Conventional learning models prioritize theoretical and instructional approaches, where teachers act as the main source of knowledge, while students are more passive. On the other hand, contextual learning models encourage students to actively participate and relate material to their real-life experiences and contexts, so that it is expected to increase deeper understanding. This study focuses on the comparison of the two

learning models in the context of Pancasila learning. Conventional and contextual learning models are expected to provide an overview of how much influence each model has on students' Pancasila learning outcomes. Therefore, this study aims to qualitatively examine the differences in impact between the two learning models on Pancasila learning outcomes, with the hope of providing insight for educators in choosing a more effective and relevant approach. Using qualitative methods, this study will explore the perceptions of teachers, students, and learning outcome data to gain a more comprehensive understanding of how each learning model affects Pancasila learning outcomes. The results of this study are expected to contribute to the development of better teaching methods in the context of Pancasila learning, as well as provide recommendations for the implementation of more effective learning models in schools.

Research Methodology

This study uses a literature review approach to analyze and compare the effectiveness of conventional learning models and contextual learning models on Pancasila learning outcomes. This literature review aims to identify and evaluate various studies that have been conducted previously on both learning models, as well as their impact on students' understanding and application of Pancasila values. This method was chosen because it allows researchers to review relevant findings from various academic sources to provide a comprehensive picture of the topic discussed.

Result & Discussion

Getting to know the conventional learning model approach and the contextual learning model approach as follows:

a) Conventional learning model approach

The conventional learning model, also known as the traditional approach, is a learning model used by teachers in daily learning by using a general model without adjusting the appropriate model based on the nature and characteristics of the subject matter being taught. According to Nur, M (2016). In learning there are several methods used, the method comes from the Greek language, namely "metha" which means through or passing and "hodos" which means path or way. So the method is the path or way taken by a teacher or educator in conveying knowledge to their students so that they can achieve certain goals. According to Dick, Walter (2005), in conventional learning there are several methods applied by several teachers in presenting learning materials, including: (1) lecture method, (2) question and answer method, (3) discussion method, (4) demonstration method, (5) sociodrama method, (6) practice method and others. Conventional learning model is a learning model that is often used in almost every teaching, especially in lower education, because the method in this model is simple and easy to use. Conventional learning according to the Ministry of National Education, (1996) has several definitions according to experts, as follows:

1. Djramah (1996) said that the conventional learning model is a traditional learning method or also known as the lecture method because since long ago this method has been used as a means of oral communication between teachers and students in the teaching and learning process.

2. Ujang Sukandi (2003), defines that the conventional approach is characterized by teachers teaching more about concepts rather than competencies, the goal is for students to know something rather than being able to do something rather than being able to do something, and during the learning process students listen more. Here it can be seen that the conventional approach in question is a learning process that is more dominated by the teacher as a knowledge transferor, while students are more passive "as" the recipient of knowledge.

3. Worthan (2010) stated that conventional learning has certain characteristics: (1) it is not contextual, (2) it is not challenging, (3) it is passive, (4) the learning material is not discussed with the students.

4. Trianto (2007) said that in conventional learning the classroom atmosphere tends to be teacher-centered so that students become passive, students are not taught to learn in a way that enables them to understand how to learn, think and motivate themselves.

5. The characteristics of conventional learning according to Burrowes (2003) state that conventional learning emphasizes content recitation, without giving students enough time to reflect on the materials presented, connect with previous knowledge, or apply to real life situations. Conventional learning has the following characteristics: (1) Teacher-centered learning (2) passive

learning occurs, (3) there is little interaction between students, (4) there are no interactive groups, (5) assessment is sporadic.

6. Wardarita (2010), concluded that conventional, traditional or partial learning is learning that divides teaching materials into small units and presentation of teaching materials between materials or separate from other materials, between phonemes, morphemes, words, and sentences are not said between one and another, each learning material stands alone as a source of knowledge, including its assessment system. In the teaching and learning process, teachers are more dominant.

Based on the explanation above, the conventional approach can be interpreted as a learning approach that is more teacher-centered, communication is more one-way from teacher to student, learning methods are more on mastering concepts rather than competencies. One of the characteristics of passive information, where students receive knowledge from teachers and knowledge is assumed as material from information and skills that are owned according to standards.

b) Contextual learning model approach

Nowadays, there are many learning models found by research results by many educational experts to improve the quality of education . Hargenhahn (2008) stated that choosing a learning model is not like using a prescription for a disease. We should see the learning model as a stimulant for an activity so that students or students can learn well. We can choose and train ourselves to use a *variety of approaches*, we should not be fanatical, just get used to using a learning model. All approaches or learning models can be applied to all age categories if needed. Of course, it depends on how educators design teaching plans related to how to organize learning objectives. In this case, the learning model is an alternative to finding and using the best way to teach. One of the learning models offered is the contextual *teaching and learning* (CTL) approach. According to Rusman (2012:187), contextual learning is a learning concept that can help teachers relate the material they teach to real-world situations, encouraging students to make connections between the knowledge they have and its application in their lives as family members and society.

According to Oditha R. Hutabarat, et al (2007), the Contextual Teaching Learning (CTL) model is also called REACT learning, namely *Relating* (learning in real life), *Experiencing* (learning in the context of exploration, discovery, and creation), *Applying* (learning by presenting knowledge for its use), *Coperrating* (learning in the context of group interaction), and *Transferring* (learning by using applications in new contexts/other contexts. According to Joyce (2009) *Contextual Teaching and learning* - CTL is a learning strategy that emphasizes the process of full involvement of a person to be able to find the material being studied and connect it with real life situations so as to encourage students to be able to apply it in their lives. Contextual learning allows students to connect the contents of academic subjects with the context of everyday life to find meaning. Contextual learning further expands students' personal contexts by providing fresh experiences that will stimulate the brain to establish new relationships to find new meanings. Contextual learning has developed in developed countries with various names. In the Netherlands, it is called *Realistic Mathematics Education* (RME) which explains that mathematics learning must be related to the daily lives of students. In America, it is called *Contextual Teaching and Learning* (CTL) which essentially helps teachers to relate learning materials to real life and motivates students to relate the knowledge they learn to their daily lives. The definition of contextual learning according to other education experts includes:

1. Johnson (2002) defines contextual learning as an educational process that aims to help students see the meaning in the learning material they are studying by connecting it to the context of their daily lives, namely the context of their personal, social and cultural environment.

2. The Washington State Consortium For Contextual Teaching and Learning (2001) defines contextual learning as teaching that allows students to strengthen, expand, and apply their academic knowledge and skills in a variety of school and out-of-school settings to solve real-world problems. Contextual learning occurs when students apply and experience what is taught by referring to real problems associated with their roles and responsibilities as family members, community members, students, and workers.

3. The Center on Education and Work at the University of Wisconsin, Madison (2002) defines contextual learning as a teaching and learning concept that helps teachers connect lesson content with real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, society members and workers, and requires perseverance in learning.

With the above understanding, it can be concluded that contextual learning (*Contextual and learning or* CTL) is a learning concept that helps teachers connect between subject matter and real-world situations of students and encourages students to make connections between the knowledge they have and the application in their daily lives. Students acquire knowledge and skills from limited contexts little by little, and from the process of constructing themselves as provisions for solving problems in their lives as members of society. According to Komalasari, Kokom (2010) the contextual learning model is a form of learning based on understanding which has the following characteristics:

1. Conditions or contexts directly influence learning life and learning outcomes.
2. Learning is understood to take place in a historical span using time, namely the past, present and future.
3. This learning can be seen as the opposite of *a textbook. centered.*
4. The environment in which learning takes place has a cultural, social, personal, economic, political context, which are interrelated, connected, and influence each other.
5. Learning does not only take place in classrooms, but can also be done in family life, society, nation and state.
6. Learning means connecting lesson content to the real world and motivating students to make connections between knowledge and its application in their lives.
7. Equipping students with flexible knowledge that can be applied from one problem to another, from one context to another.

Principles of contextual learning that must be developed by the teacher, namely:

1. Constructivism (*constructivism)*

    Constructivism is the basis of thinking (philosophy) in CTL, namely that knowledge is built by humans little by little, the results of which are expanded through limited contexts. Knowledge is not a set of facts, concepts or rules that are ready to be taken and remembered, humans must build that knowledge to give meaning through real experiences. The limitations of constructivism above emphasize that concepts are not unimportant as an integral part of the learning experience that students must have, but how each concept or knowledge that students have can provide real guidance for students to be actualized in real conditions. Mulyasa (2017). Therefore, in CTL, the strategy to teach students to connect each concept with reality is the main element compared to the emphasis on how much knowledge students must remember. The results of the study found that the fulfillment of the ability to master the theory has a positive impact in the short term, but does not provide a good enough contribution in the long term. Theoretical knowledge that is memorized is easily lost from someone's memory if it is not supported by real experience. The implications of teachers in developing this constructivism stage are mainly required to be able to guide students to get meaning from everything they learn. According to Sujana (2016) Learning will be felt to have meaning if it is directly or indirectly related to the daily experiences experienced by the students themselves. Therefore, every teacher must have a fairly broad insight, so that with that insight he can always easily provide illustrations, use learning resources, and learning media that can stimulate students to actively seek and do and find for themselves the connection between the concepts learned and their experiences. The ability of students to transform other problem solving that has a related nature, even though it occurs in different spaces and times.

2. Finding (*Inquiry)*

    Finding is the core activity of CTL, through efforts to provide other abilities that are needed are not the result of remembering a set of facts, but are the result of themselves. Learning activities that lead to efforts to find, have long been introduced in learning (CTL *Inquiry and discovery*) in principle there is not much difference, the point is the same, namely a learning model or system that helps students both individually and in groups learn to find themselves according to their respective experiences. Viewed from the aspect of emotional satisfaction, according to the results of finding themselves the satisfaction value is higher compared to the results of giving. Moving from a fairly simple logic, it seems that it will have a close relationship when associated with the learning approach. Where the learning outcomes are the results and creativity of the students themselves, the nature will be more durable remembered by students when compared to being entirely given by the teacher. To foster students' habits creatively so that they can find their own learning experiences, it has implications for the strategies developed by the teacher.

3. Asking (*Questioning*)

    Another element that is the main characteristic of CTL is the ability and habit of asking questions. The knowledge that a person has always begins with asking questions. Therefore, asking questions is the main strategy in CTL. The application of the CTL questioning element must be facilitated by the teacher. The

habit of students to ask questions or the ability of teachers to use good questions will encourage an increase in the quality and productivity of learning. As in the previous stage, the development of the ability and desire to ask questions is greatly influenced by the learning atmosphere developed by the teacher Kunandar (2007). In the implementation of CTL, questions asked by teachers or students must be used as a tool or approach to explore information or learning resources that are related to real life. In other words, the task for teachers is to guide students through questions that are studied in relation to real life. Through the application of asking questions, learning will be more lively, will encourage a broader and deeper learning process and results, and many related elements will be found that were previously unthinkable by both teachers and students. Therefore, it is reasonable if by developing questions, learning productivity is higher because by asking questions, then: (1) Can dig up information, both administrative and academic; (2) Check student understanding; (3) Relate student responses; (4) Know the extent of student curiosity; (5) Know things that students know; (6) Focus student attention; (7) Raise more student questions; (8) Refresh the knowledge that students already have.

4. Learning *Community*

    The purpose of the learning community is to accustom students to cooperate and utilize learning resources and study friends. As suggested in the *Learning community*, that learning outcomes are obtained from cooperation with others through various experiences (sharing). Through this sharing, children are accustomed to giving and receiving, their positive dependence in *the Learning community* is developed. Humans were created as individual beings as well as social beings. This implies that there are times when someone works alone to achieve the expected goals, but on the other hand cannot free themselves from dependence on others. The application of *Learning Community* in classroom learning will depend more on the learning communication model developed by the teacher. Where the skills and professionalism of teachers are required to develop multi-directional communication (interaction), namely a communication model that is not only a relationship between teachers and students but vice versa, but widely opens up the path of learning communication relationships between students and other students. The habit of implementing and developing CTL learning communities is very possible and widely opened by utilizing other learning communities outside the classroom. Every student should be guided and directed to develop their curiosity through the use of extensive learning resources that are not only limited by the learning community in the classroom, but also other human resources outside the classroom (family and community) Joyce, Bruce (2009). When we and students are accustomed to giving experiences to others, then at that time we or students will get more experience from other communities.

5. Modeling

    The development of science and technology, the complexity of life problems faced and the demands of students who are increasingly developing and diverse, and have an impact on the ability of teachers who have complete abilities, and those that are difficult to fulfill. Therefore, now teachers are no longer the only source of learning for students, because with all the advantages and limitations possessed by teachers will experience services according to the desires and needs of students who are quite heterogeneous. Therefore, the model making stage can be used as an alternative to develop learning so that students can overcome the limitations possessed by teachers.

6. Reflection

    Reflection is a way of thinking about what has just happened or has just been learned in other words reflection is thinking back about what has been done in the past, students who settle what is new which is an enrichment or revision of previous knowledge. At that time of reflection, students are given the opportunity to digest, weigh, compare, appreciate and have discussions with themselves (*learning to be*). Meaningful knowledge is obtained from a meaningful process, namely through acceptance, processing and sedimentation, to then be used as a reference in responding to symptoms that appear later. Through the CTL model, learning experiences not only occur and are owned when a student is in class, but much more important than that is how to bring learning experiences from class, namely when he is required to respond to and solve real problems faced every day.

Conclusion

Based on the research conducted, it can be concluded that comparing the contextual learning model with the contextual learning model on Pancasila learning outcomes generally shows that the learning model is more effective in improving students' understanding and learning outcomes. The conventional model tends to focus more on theoretical teaching, while the contextual model encourages students to relate the material to everyday life,

making it more relevant and interesting . Research results usually show an increase in students' grades and better understanding of Pancasila concepts when using a contextual approach. In addition, the contextual approach also encourages active student participation, increases learning motivation, and strengthens critical thinking skills. As a recommendation, it is suggested that educators consider using a contextual learning model in teaching Pancasila for more optimal results.

Refrences

Agustina, R. (2022). Comparison of Conventional and Contextual Learning Models on Pancasila Learning Outcomes.

Arends, RI (2012). Learning to teach (9th ed.). McGraw-Hill.

Dick, Walter, (2005), The Systematic Design of Instruction, Printed in the United States of Amarica.

Hamzah, A. (2016). Contextual learning: Concepts, principles, and applications. Alfabeta.

Hargenhah, BR (2008) Theories of Learning , Jakarta, Kencana Prenadamedia Group.

Joyce, Bruce. (2009), Models of Teaching, Yogyakarta Student Library.

Komalasari, Kokom. (2010), Contextual Learning Concepts and Applications , Bandung, Refika Aditama

Kunandar, (2007), Professional Teachers Implementing the School Level Curriculum (KTSP) and Success in Teacher Certification , Jakarta, Raja Grafindo Persada.

Ministry of National Education, (1996). Approaches and Techniques for Developing Social Studies Teaching Materials and Programs, Jakarta, P3G.

Mulyasa, HE, (2017), Development of the Implementation of the 2013 Curriculum, Bandung, Roasdakarya Youth.

Nur, M. (2016). Conventional and Contextual Learning Models in Pancasila Education. Scientific Journal, 8(1), 45-58.

Rusman, (2017), Learning Models , Jakarta. Raja Grafindo.

Santoso, H. (2015). The Influence of Contextual Learning Models on Student Learning Outcomes. Journal of Education, 7(2), 150-160.

Slameto, , (2003), Learning and the factors that influence it , Jakarta, Rineka Cipta.

Sujana, Nana. (2016), Assessment of the Results of the Teaching and Learning Process , Bandung, Remaja Roasdakarya.

Suparno, H. (2020). Pancasila Education in the Context of Character Education. Yogyakarta: Deepublish.

Suyanto, & Amalia, R. (2021). "Comparison of Conventional and Contextual Learning Models". Scientific Journal of Education, 15(1), 45-60.

Suyanto, and Asep Jihad, (2013), Becoming a Professional Teacher , Jakarta, Arlangga.