

The Implementation of Contextual Teaching And Learning (Ctl) in The 7th Grade English Class Within Merdeka Curriculum at SMP Negeri 5 Tulungagung

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The Implementation of *Contextual Teaching And Learning (Ctl)* in The 7th Grade English Class Within Merdeka Curriculum at SMP Negeri 5 Tulungagung

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ABSTRACT: This study aims to the implementation of Contextual Teaching and Learning (CTL) learning conducted and applied by teachers in the seventh grade English subject at SMP Negeri 5 Tulungagung. The subject of this research is the seventh grade students of SMP Negeri 5 Tulungagung. The object of this research is the implementation of Contextual Teaching and Learning (CTL) learning in English subjects. Data collection techniques were observation and interview. Data analysis used qualitative analysis and to check the validity of the data using triangulation techniques. This research is included in qualitative research. The results showed that the implementation of Contextual Teaching and Learning (CTL) applied by teachers in seventh grade English subjects at SMP Negeri 5 Tulungagung has been going well. In the learning process in class, teachers always start by providing stimulation and motivation to learn. Forming class groups carried out by the teacher makes students more active and not quickly bored in following the learning process. In the learning process, students are also given games and interactive learning media to motivate them to always be enthusiastic about learning.

Keywords: CTL Learning, English, Independent Curriculum

1. BACKGROUND

Education is a continuous (eternal) process of higher adjustment for human beings who have developed physically and mentally, who are free and conscious of God, as manifested in the intellectual, emotional and Humanity of Human (H. Horne). While in language the definition of education is the process of changing the attitudes and behaviour of a person or group of people in an effort to educate people through teaching and training efforts.

Junior High School (SMP) is the basic education level in formal education in Indonesia (National Education Standards Agency). According to the National Education System Law no 20 of 2003 article 17 on basic education states that basic education consists of SD (elementary school) / equivalent and SMP / equivalent. The junior high school education level can be pursued after graduating from elementary school / equivalent). The junior high school study period lasts for three years and starts from grade VII to grade IX with student ages ranging from 13-15 years. Santrock (2014) states that adolescence is a transitional period from childhood to adulthood, starting from the age of 10 to 12 years and ending at the age of 18 or 21 years, characterized by biological, sociemotional, and cognitive changes.

The curriculum has an important role in the implementation of learning in schools. The curriculum is a set or a system of plans and arrangements regarding learning materials that can be guided in teaching and learning activities. In the world of education, the curriculum has

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undergone many changes and significant improvements (Yaelasari & Yuni Astuti, 2022). The merdeka curriculum was introduced to the world of education by the Ministry of Education, Culture, Research and Technology (Kemendikbud Ristek) in 2022. Starting in the 2022/2023 academic year, the merdeka curriculum is one of the curriculum options that can be implemented by educational units. The merdeka curriculum gives educators the freedom to create quality learning according to the needs of the learning environment of students at school. The merdeka curriculum focuses on essential material so that educators are also more flexible in deepening learning and strengthening the character of students.

In implementing the curriculum, the selection of learning models to be used in learning activities also needs to be adjusted to the environment and the circumstances of each learner so that teaching and learning activities can achieve the objectives of the curriculum. In the merdeka curriculum, Contextual Teaching Learning (CTL) is one of the learning models that can be an option to use in the learning process.

The CTL learning model is carried out with the teacher acting as a facilitator in helping students apply their knowledge to real-world situations and helping students build knowledge so that students can grow into smart, innovative, and creative individuals. Contextual Teaching and Learning (CTL) is a learning system that produces meaning by connecting academic content with the context of students' daily lives (Suprihatiningrum, 2023:173). Contextual learning is learning that connects the material taught by the teacher with the real world of students, so that students more easily understand learning concepts. With the application of this CTL learning model, students are expected to be motivated to learn the material taught because they consider the material important in their daily lives.

English subject is one of the many subjects that require a contextual approach. The implementation of contextual learning in English subjects at the junior high school level is also a teacher's effort so that students can easily understand the material and can help students in applying the content of the material to everyday life. Based on observations made on August 21, 2023, it is known that currently SMP Negeri 5 Tulungagung has implemented an independent curriculum with a CTL learning model in English subjects which takes place in class VII. This application is still relatively new in 2024. This attracts the author's attention to do a research with the title Evaluation of the Application of Contextual Teaching and Learning in Grade VII English Subjects in the Implementation of the Independent Curriculum at SMP Negeri 5 Tulungagung in order to obtain preparation data for facing the implementation of the CTL learning method in the Independent Curriculum.

2. REVIEW OF RELATED LITERATURE

Contextual learning is a learning concept that helps educators to connecting the material presented with the real situation of students and encourages students to make connections between their intellectuals and the implementation in their daily lives, in other words, when learning activities are taking place, students seem to be able to feel the real application of the material being studied.

According to (Sears, 2003), that Contextual teaching and learning (CTL) is a concept that helps teachers connect classroom material with real world situations. Meanwhile in Indonesia, Contextual teaching and learning is understood as a learning concept that helps teachers connect the learning material taught with the real situation for students, and helps connect the knowledge students have with their application in daily life.

The application of this learning model is based on the current direct situation faced by students, this learning model has characteristics that are not limited to the classroom and student learning occurs in a comfortable and enthusiastic way so that students do not feel bored during the learning process (Yesya et al., 2018). Meanwhile, according to (Trianto, 2010 : 110) "Contextual Teaching and Learning (CTL) has characters that distinguish it from other learning models, namely: (1) Cooperation; (2) Mutual support; (3) Fun, exciting; (4) Not boring (Joyful, comfortable); (5) Learning with passion; (6) Integrated learning; and (7) Using various sources of active students".

According to (Sabil, 2018)"the characteristics of learning with the Contextual Teaching and Learning (CTL) approach can be presented briefly as follows: 1) new concepts are built from real and contextual situations for students with what they already know; 2) students are given the opportunity to collect and analyze their own data; 3) students are guided to find important concepts from the data they collect themselves; 4) each student actively participates in their work group; 5) the process of collecting data, analyzing data and concepts they build encourages students to think about it in applications with actual problems

3. METHOD

This research is included in qualitative research, this type of research provides descriptive data presented in the form of written or verbal data from sources and other people, as well as observed behavior, and usually qualitative research is often called naturalistic research *methods*. Where in this research a phenomenon was found, which is very normal. In this qualitative research, it is explained that this type of research uses a qualitative type of case

study which aims to study intensively in terms of the background of the problem to the circumstances of an event that occurred and is taking place in current conditions.

According to (Moleong, 2017) qualitative research is research that intends to understand phenomena about what is experienced by research subjects such as behavior, perceptions, motivations, actions and so on holistically and by means of descriptions in the form of words and language, on a special natural context by utilizing various natural methods

(Sugiyono, 2015) adds that qualitative research methods are methods based on post-positive philosophy, which are used to research natural object situations, where when conducting research a researcher is the key instrument in taking samples from data sources which are carried out using Purposive Sampling. Where qualitative data analysis is created from research techniques using triangulation (combination). The results of the qualitative research conducted lead to generalizations.

Therefore, qualitative research, which is also called natural research or natural research, is a type of research that focuses on processes and meanings that have not been tested or measured precisely using data in the form of descriptive data. This research is a description of events heard, felt, and expressed in stories and descriptive texts. This type of research focuses on quality and has a real life setting of natural properties or phenomena that occur in real life.

From the several statements above, the objectives to be achieved from using descriptive methods for this research are to find out a systematic picture in The Implementation Of Contextual Teaching And Learning (CTLI) In The 7th Grade English Class Within Merdeka Curriculum At Smp Negeri 5 Tulungagung.

Research procedures are data collection steps to answer the research questions posed in this study, including the location and subject matter of the research population/sample, research design (preparation, implementation, and reporting), as well as justification. Contains a discussion of. Operational definitions, instruments, data collection techniques, justification, and data analysis.

In collecting observation data, researchers enter the classroom when the learning process takes place. Researchers conducted an observation process regarding the implementation of CTL which includes several aspects, namely student activeness when applying CTL and obstacles that hinder the implementation of CTL. Also Researchers conducted in-depth interviews regarding the implementation of CTL to several informants. This technique enabled the researcher to gain in-depth insight into the experiences, perceptions and opinions of teachers and students regarding the implementation of CTL, In data analysis techniques, researchers use data reduction, data presentation and data conclusions.

Triangulation as a multi-method approach, is conducted by researchers when collecting and analyzing data with the aim of comprehensively understanding the phenomenon under study through various points of view. The basic concept is that looking at the phenomenon from multiple perspectives will result in a higher level of truth, as it allows checking the data from different points of view and reduces bias that may occur during the data collection and analysis process.

4. RESULT FINDINGS

In the observation process, researchers found that the curriculum used in class VII is the independent curriculum. Then for the syllabus used by the teacher as a reference and guideline for preparing lesson plans is in accordance with the curriculum applied. Furthermore, the lesson plan used is in accordance with learning standards, the teacher uses the Contextual Teaching and Learning (CTL) learning method. However, the use of learning methods in class VII does not purely use the CTL method, teachers combine it with other learning methods.

In the observation process carried out by researchers regarding the learning process or learning procedures, it was found that in starting learning in class the teacher opened the lesson with greetings to students. Before entering the material, the teacher makes learning groups in the class where learning groups will be formed consisting of 4 - 5 students, then The teacher always provides stimulation and motivation to students. When starting learning, the teacher explains the material by provoking students with several questions so that the class becomes active. In the learning group in the classroom, the teacher appoints one student per group as a role model for the group.

In the learning process in classroom, the teacher gives assignments and is collected every month or every one chapter, the teacher also gives assignments in groups to students. At the end of the lesson, the teacher closes with greetings, prayers and also respect for the teacher. In the observation process, researchers found that the curriculum used in class VII is the independent curriculum. Then for the syllabus used by the teacher as a reference and guideline for preparing lesson plans is in accordance with the curriculum applied. Furthermore, the lesson plan used is in accordance with learning standards, the teacher uses the Contextual Teaching and Learning (CTL) learning method. However, the use of learning methods in class VII does not purely use the CTL method, teachers combine it with other learning methods.

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5. CONCLUSION

Based on the activities that have been carried out by researchers, as well as referring to the results of research and discussion, several conclusions are obtained as follows:

From the results of the observations that have been carried out, it can be seen that the role of the teacher in implementing Contextual Teaching and Learning is very good and in accordance with the targeted competencies. Judging from the presentation of observation and interview data, it shows that students are more motivated and actively involved in the learning process. They are more enthusiastic in following the lesson because the material taught is directly related to their real life situation. Learning activities based on group work and learning communities improve students' ability to work together and interact with their friends. Students are more active when learning in groups.

The implementation of Contextual Teaching and Learning in the junior high school level education program implemented at SMP Negeri 5 Tulungagung in English subjects there are inhibiting factors for the implementation of learning is the lack of facilities for students such as LCD Projectors. However, the supporting factors can be seen in learning that teachers have expert competence in class mastery to support the learning process well.

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