



# Application of Contextual Learning Using Video to Improve Social Science Learning Results

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## ABSTRACT

Based on the daily test score data for Class VIIC students at SMP Negeri 6 Kendari for the 2018/2019 academic year, there are still many students who score below the Minimum Completeness Criteria (KKM) set by the school, which is 70. Based on these data, improvements in methods and selection of appropriate media are very important. Therefore, the author is interested in trying to combine the method using a contextual approach and video media. So that it is expected to increase student activity which can ultimately improve student learning outcomes. The formulation of the problem in this study is: can the application of contextual learning using video improve social studies learning outcomes for class VIII C SMP Negeri 6 Kendari. In accordance with the formulation of the problem in the research that has been stated, this study aims to determine the application of contextual learning by using video to improve social studies learning outcomes for class VIII C SMP Negeri 6 Kendari. The benefits of this research are for students, teachers and schools. This type of research is qualitative descriptive research by conducting Classroom Action Research (CAR). The flow of research carried out in this study was during two cycles. Each cycle consists of stages of planning, implementing actions, observing and reflecting. The results of the reflection in the first cycle then become material for planning in the second cycle and so on until this research is said to be successful and can be stopped.

The type of data needed in this study consists of primary data and secondary data. Primary data is the learning outcomes (values) of students. While secondary data in the form of questionnaires, observation results, and documentation. The data that has been collected is then analyzed by quantitative descriptive statistical analysis techniques. Data analysis to be carried out is to calculate the average, highest score, lowest score and the percentage of students' scores in the pre-cycle, cycle I and II. In addition, the percentage of each item will also be calculated from the observation sheet. From the table above, it can be seen that there is an increase in student learning outcomes from pre-cycle to cycle I and from cycle I to cycle II. This can be seen from the average value of the acquisition of students, namely from 61.20 it rose to 67.41 and then rose again to 76.55. The increase in the average value was also offset by the increase in the value obtained in each cycle. Where the highest value and the lowest value also increased in each cycle. The number of students who completed the score also continued to increase from the pre-cycle which only completed 7 people, then in the first cycle there were 14 people, and then the second cycle was 27 people. This research is said to be successful after the implementation of the second cycle is carried out. Where the number of students who have completed has amounted to 27 out of 29 students or 93.10%. While the standard of completeness is 75%.

**Keywords:** Contextual Approach, Video Media, Learning Outcomes

## I. INTRODUCTION

According to Law no. 20 of 2003, that; "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, nation and state." To achieve the goals of education, it is necessary to have a conscious and planned effort from all parties and stakeholders. This includes the teacher as a party who plays an important role and will determine whether or not educational goals are achieved. Therefore, teachers must be able to create a positive learning atmosphere that makes students active in learning so as to support the achievement of educational goals. The important role of the teacher in the classroom is seen in the teacher's skills in classroom management. In current learning the teacher's role is as a facilitator for students.

Law Number 20 of 2003 concerning the National Education System, Article 3 explains that: "the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have

noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen". The purpose of national education can be achieved if the teacher carries out his duties as best as possible in accordance with the signs or rules called the curriculum. "The purpose of the 2013 Curriculum is to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization."

To make learning take place well and of good quality, the teacher must plan the implementation of learning, carry out the learning process, and conduct a systematic evaluation in accordance with the curriculum used. The 2013 curriculum contains seven compulsory subjects, one of which is Social Sciences (SOCIAL SCIENCE). In classroom learning, students must be active. High student activity can affect learning outcomes for the better. In an effort to increase the activity of these students, active involvement of students is needed. The involvement in question is learner-centered learning. So that the teacher's role is as a motivator and facilitator who has the task of motivating students and providing learning support facilities in the form of media and learning resources. Active student involvement in the learning process will make the learning atmosphere fun and meaningful. To achieve this goal, one of them is through the use of appropriate learning media. Appropriate media can help students understand the concepts in learning.

The use of media that is in accordance with the approach used will make learning more interesting. Interesting learning media is audiovisual media such as video, because it combines audio (sound) and visual (image) media. One approach that can be used is a contextual approach. The contextual approach (*Contextual Teaching and Learning*) is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their lives (Muslich, 2007: 41). Social Sciences (SOCIAL SCIENCE) is a branch of science that examines social life, including discussing problems that occur in social life. Social science is a study material which is a simplification, adaptation, selection, and modification organized from the concepts and skills of history, geography, sociology, anthropology and economics (Rudy Gunawan, 2006:36).

From the quote above, it can be concluded that social studies examine human social life. Likewise, contextual learning is an approach that brings teachers to link the material they teach with real-world situations. Therefore, it would be very appropriate if social studies learning was carried out using a contextual approach and using video media. This is in line with the results of research by Nur Afifa, et al (2013) entitled: "Application of Contextual Approaches Using Video Media to Improve Physics Learning Outcomes in Class XI RPL 1 SMK N 8 Semarang."

The results of the research conducted by Nur Afifa, et al (2013) can be concluded: Based on the description above, it shows that the use of a contextual approach with media can improve student learning outcomes and student activity in class XI RPL 1 SMK N 8 Semarang in semester 2 of the 2012/2013 academic year. This is because in the classroom action research that has been carried out students are able to complete the tasks that have been given by the teacher well, students feel happy about the learning process with a contextual approach using video media that makes the classroom atmosphere livelier with positive interaction between students, namely by group discussion. and also, a fun classroom atmosphere. Based on data on the daily test scores of Class VIII-C students of SMP Negeri 6 Kendari for the 2018/2019 academic year, there are still many students who score below the Minimum Completeness Criteria (KKM) set by the school, which is 70.

The number of students as many as 29 class VIII-C SMP Negeri 6 Kendari took the first daily test at KD. 3.1 Understanding the concept of space (location, distribution, potential, climate, shape of the earth's surface, geology, flora and fauna) and interactions between spaces in Indonesia and their impact on human life in economic, social, cultural and educational aspects, namely the material on Determining the Geographical Location of Southeast Asia. From the results of the test, it can be seen that the number of students who meet the KKM are 7 people (24.13%), the number of students who have not met the KKM is 22 people (75, 86%). With a completeness percentage of 75%, it can be said that the daily test score for class VIII C of SMP Negeri 6 Kendari is in KD. 3.1. on this material is still under the KKM. The data that have been found are the highest value is 70, the lowest value is 45, and the class average is 61.20.

## II. LITERATURE REVIEW

### 2.1 Contextual Approach

Berns and Ericson (2001), which state that learning with a contextual approach is a learning concept that can help teachers relate subject matter to real situations, and motivate students to make connections between knowledge and its application in everyday life in their roles as family members, citizens and workers, thereby encouraging their motivation to work hard in applying their learning outcomes. Furthermore, Trianto (2008) Contextual learning is a learning concept that helps teachers relate the material being taught to students' real world situations and encourages students to make connections between their knowledge and its application in their daily lives, by involving the seven main components of contextual learning, namely: : constructivism (Constructivism), finding (Inquiry), asking (Questioning), learning community (Learning Community), modeling (Modeling), reflection (Reflection), and actual assessment (Authentic Assessment).

In line with that, Blanchard, (2001) also gives the same understanding that the contextual approach is a conception that helps teachers connect the content of teaching materials with real-world situations and motivates students to make connections between knowledge and its application in their lives as family members. and society. With that concept, learning is more meaningful for students. The learning process takes place naturally in the form of

students' work activities and experience for themselves and not the transfer of knowledge from teacher to student. Based on description expert opinion about contextual approach, it can be concluded that learning contextual learning that emphasizes the relationship between the material studied in schools with conditions in real life that can be seen and analyzed by students. So that students can more easily understand the material presented.

According to Iskandar (2015), the objectives of CTL learning include: motivating students to understand the subject matter they are learning by linking the material to the context of their daily lives so that students have knowledge or skills that can be applied reflexively from one problem to another. In learning it is not just memorizing but there is a need for understanding, emphasizing the development of interest in student experience, training students to be able to think critically and skillfully in processing knowledge in order to find and create something useful for themselves and others, so that learning is more productive and efficient. means, to invite children to an activity that relates academic material to the context of everyday life and so that individual students can find and transfer complex information and students can make it their own.

## 2.2 Video as a Learning Media

According to (Alphaomegaproperty, 2020) Media is a messenger that is able to stimulate students' minds in the learning process. Learning is a process of communication between learners, teachers, and teaching materials. Furthermore, Heinich, and friends (1982) in Arsyad (2013) explain the term medium as an intermediary that conveys information between the source and the recipient. From this definition emphasizes the term media as an intermediary. Media is useful for connecting information from one party to another. While in the world of education the word media is called learning media. In learning the media connects between teachers and students in the learning process. Sudjana and Rivai (2013) suggest that learning media can improve student learning outcomes, namely:

1. Teaching will attract students' attention so that it can foster learning motivation.
2. The meaning of the subject matter will be clearer so that it can be better understood by students, and allows students to better master the learning objectives.
3. Teaching methods will be more varied, not only verbal narration through the teacher's words. So that students do not get bored, and teachers do not run out of energy especially when the teacher teaches each lesson.
4. Students do more learning activities, because they do not only listen to the teacher's description, but also other activities such as observing, doing, demonstrating, and others.

Arsyad (2013) states that videos are pictures in frames, where frame by frame is projected through the projector lens mechanically so that the screen looks lively. Furthermore, according to the Big Indonesian Dictionary, video is a recording of live images or television programs to be broadcast on television, or in other words, video is a moving image accompanied by sound. Video is one of the media that combines audio and visual media. Audio-visual media is media that uses the sense of hearing and the sense of sight simultaneously. Cheppy Riyana (2007) explains that learning video media is media that presents audio and visuals that contain good learning messages that contain concepts, principles, procedures, knowledge application theory to help understanding of a learning material.

## 2.3 Learning outcomes

Learning outcomes are certain competencies or abilities both cognitive, affective and psychomotor that are achieved or mastered by students after participating in the teaching and learning process (Kunandar, 2013). Furthermore, Nana Sudjana (2009) defines student learning outcomes in essence as changes in behavior as learning outcomes in a broader sense covering the cognitive, affective, and psychomotor fields. In line with that, Dimiyati and Mudjiono (2006) also mention that learning outcomes are the result of an interaction between the act of learning and the act of teaching.

According to Gagne's thoughts in Suprijono (2009), learning outcomes are: (1) Verbal information. (2) Intellectual skills. Intellectual skills in the ability to perform cognitive activities are unique. (3) Cognitive strategy This ability includes the use of concepts and rules in solving problems. As a measure of the success of the learning process, the indicators (Sutikno, 2013) are as follows:

- a. Mastery of the subject matter being taught achieves high achievement, both individually and in groups.
- b. The behavior mentioned in the specific learning objectives can be achieved by students, both individually and in groups.

From the opinions of experts about learning outcomes, it can be concluded that learning outcomes are the results obtained by someone if they have made an effort that is in accordance with their abilities. Learning outcomes are the culmination of a learning process.

## 2.4 Spatial Interaction in Life in ASEAN Countries

*Association of South East Asian Nations* (ASEAN) is an organization of countries in Southeast Asia; consists of 10 countries: Indonesia, Malaysia, Singapore, Philippines, Thailand, Brunei Darussalam, Cambodia, Vietnam, Myanmar and Laos. ASEAN has a form with the following characteristics:

1. *Compact*: almost semi-circle, for example Cambodia
2. *Fragmented*: separate islands, for example Indonesia
3. *Elongated*: elongated, for example Vietnam
4. *Protruded*: more complex, like elongated arms, for example Thailand and Myanmar.

The driving factors for the establishment of cooperation between two countries, namely: similarity and diversity of natural resources and the similarities and differences in the area (geographically). There are four factors inhibiting cooperation namely: differences of ideologies, conflicts and wars, protective policy: a policy aimed at

protecting the interests of the country and improve competitiveness, as well as differences in the interests of each country.

Forms of cooperation in the social and cultural fields:

1. Social development emphasizes the welfare of low-income groups, expanding job opportunities and paying reasonable wages
2. Human Resource Development
3. Health improvement (food and medicine)
4. ASEAN cultural exchanges, arts and film festivals
5. Signing of ATA (ASEAN *Tourism Agreement*)

Forms of cooperation in the fields of politics and security:

1. Treaty of mutual legal assistance in the criminal field
2. ASEAN Convention on the Eradication of Terrorism
3. South China Sea dispute resolution
4. Defense ministers meeting

Forms of cooperation in the field of education:

1. ASEAN *Council of Teachers Convention* (ACT), which is attended by teachers in ASEAN countries
2. International educational scholarship offers
3. Southeast Asia Olympics

The influence of changes in space and the interaction between spaces on life:

1. Economy: forming a single market called the ASEAN Economic Community (AEC)
2. Social: in 2015, ASEAN countries accepted boat people refugees from Myanmar.
3. Culture: holding the ASEAN Cultural Festival (FBA), ASEAN cognate cultural camps and the music industry
4. Politics: resolving territorial border disputes, protection of migrant workers
5. Education: improving the quality of educators, standardizing education,

Efforts to increase cooperation between ASEAN countries require encouragement of cohesiveness, consistency, openness, a sense of belonging (*we feeling*), mutual respect, social disloyalty (*a caring and sharing community*) and dynamic cooperation. *Declaration in the Vientiane Declaration on Enhancing Gender Perspective and ASEAN Woman's Partnership for Environmental Sustainability* is an effort to improve: knowledge and skills of women in the field of environment, access, ownership, and control of resources, and the making of policies, strategies, and programs on environmental sustainability for women.

Factors that affect the form of interaction between countries:

1. Climate: ASEAN region is influenced by solar, monsoon and physical climate
2. Geology: the condition of the soil, the rocks that make up the earth and the conditions of collisions between plates
3. Availability of Natural Resources: almost all ASEAN countries have mining products, except Singapore. However, trade and industry in Singapore is highly developed. Many marine waters are explored to increase foreign exchange such as fisheries, pearls and seaweed

The influence of the development of science and technology on changes in space:

1. Transportation technology: the development of transportation becomes more convenient, fast and high security such as monorail high-speed trains, planes and speed boats.
2. Communication technology: faster communication with communication tools such as telephones and cellphones

As a result of the development of transportation and communication technology in various aspects:

1. Social: increasing population, the need for mass transportation is getting higher, human trafficking is rampant, foreign cooperation is getting easier
2. Economy: increased state revenue from taxes on shopping, tourism and lodging for immigrants; the value of local goods increases with the demand for foreign currency; foreign goods are easy to reach
3. Culture: cultural acculturation occurs; changes in the value system and norms; hedonic lifestyle tendencies; streams that are contrary to culture are easy to enter
4. Security: disturbances in state security are increasingly vulnerable, narcotics have a place, groups of rioters between countries are easy to organize.

The effect of converting agricultural land into industry, the owner of the company establishes an industry for the reasons (1) the land is strategic, most of the land is agricultural, (2) the price is cheaper than building land, (3) easier access, (4) close to raw materials, and (5) social and cultural factors of inheritance law. The problems that arise due to the conversion of agricultural land into industry are (1) reduced agricultural land, decreased food productivity from agriculture (2) has the potential to be exposed to industrial waste and (3) land conversion is contagious. The negative impacts of converting agricultural land into settlements are (1) the area of agricultural land is reduced, (2) farmers and farm laborers lose their livelihoods, the loss of green open space (RTH), and (3) reduced water catchment areas.

## 2.5 Framework of thinking

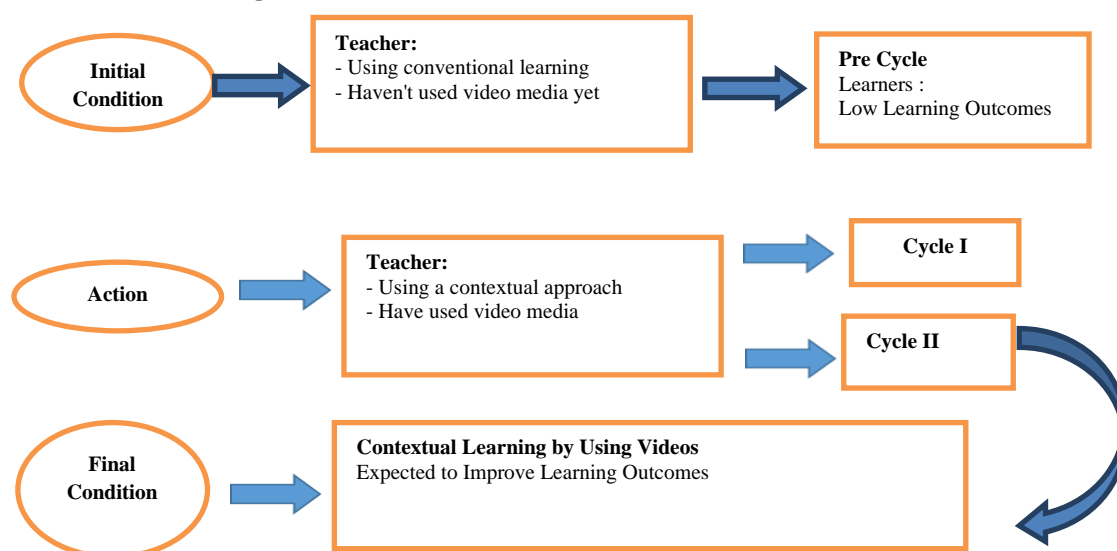


Figure 1. Thinking Framework

## 2.6 Action Hypothesis

The hypothesis in this study is that the application of contextual learning using video can improve social studies learning outcomes for class VIII C SMP Negeri 6 Kendari.

## III. RESEARCH METHODS

### 3.1 Research Type and Design

This type of research is qualitative descriptive research by conducting Classroom Action Research (CAR). The flow of research carried out in this study was for two cycles. Each cycle consists of stages of planning, implementing actions, observing and reflecting. The results of the reflection in the first cycle then become material for planning in the second cycle and so on until this research is said to be successful and can be stopped.

### 3.2 Research Subject

The research subjects are students and teachers who are involved in the implementation of learning including the inclusion of research partners. Researchers collaborate with colleagues. Peers as observers (observers) will provide input on deficiencies during the research process. The subjects of this study were students of class VIII C, totaling 29 people. Consisting of 15 males and 14 females.

### 3.3 Research Time and Place

This research was conducted at the State Junior High School 6 Kendari which is located on Jl. RA Kartini, Ward of Kessilampe, Kendari City. Research conducted from the beginning of planning to completion of the report took three months, namely July to September 2018.

### 3.4 Data Type

The type of data needed in this study consists of primary data and secondary data. Primary data is the learning outcomes (values) of students. While secondary data in the form of questionnaires, observations, and documentation.

### 3.5 Data Collection Techniques

The techniques used to collect data in this study are:

#### 1. Study result test

Learning outcomes test is the value obtained by students in the pre-cycle, cycle I and cycle II. The test of learning outcomes is measured by the questions given after the learning process is complete.

#### 2. Questionnaires

Questionnaires were given to students to provide information about responses to statements about the use of video media in social studies learning. The questionnaire consists of ten statements to choose the option agree or disagree. Questionnaires are given after each action is completed.

#### 3. Observation

Observations are observations made directly by partner teachers during the learning process. Observations were obtained through the filled observation sheet (checked/checked). The observation sheet contains ten indicators that are observed with a value scale of 1-4 (not good, quite good, good and very good).

#### 4. Documentation

Documentation is the collection of various documents supporting the ongoing research process. The documentation in this study is in the form of document studies, field notes and tests as well as the learning tools used (RPP).

### 3.6 Data Analysis Techniques

The data that has been collected is then analyzed using quantitative descriptive statistical analysis techniques. According to Sugiyono (2014) "descriptive statistical analysis technique is one method of analyzing data by describing the data that has been collected, without making conclusions that apply to the public (generalizations)". Data analysis to be carried out is to calculate the average, highest score, lowest score and percentage of students' scores in pre-cycle, cycle I and II. In addition, the percentage of each item will also be calculated from the observation sheet.

### 3.7 Success Indicator

A research cycle can be said to be successful if it has reached the predetermined indicators. The KKM value in this material is 70. The performance indicators (benchmarks of success) in this study are students who achieve KKM as many as 75% of students. This means that this research is said to be successful if 75% of the 29 students, namely 22 students, have achieved the KKM score.

### 3.8 Action Plan

The action plan is a detailed *real* picture of the action plan that will be carried out (Suyadi, 2015). In this classroom action research will use Hopkins's action research. According to Hopkins 1993 in Vienna (2011) the implementation of action research is carried out in a spiral that begins with feeling a problem, preparing initial plans, carrying out actions, making observations, reflecting, re-planning, taking the next cycle of actions.

This research is planned to be carried out in the form of a cycle, where the research is considered successful or completed when the predetermined success indicators can be achieved. In the first cycle will be the basis for the implementation of the second cycle, the second cycle will be the basis for the implementation of the third cycle and so on. The result of the cycle that has reached the indicator of success is the result of this classroom action research. This learning action research design is based on the research problem, namely whether the application of contextual learning using video can improve social studies learning outcomes for class VIII C SMP Negeri 6 Kendari.

#### a. Implementation Action.

At this stage the researcher implements the lesson plan that has been prepared previously, the researcher as the class teacher and collaborates with the school principal as an observer. The task of the observer is to provide input to the researcher on the shortcomings made during the implementation of learning.

#### b. Observation.

Observations were made by colleagues (research partners) in order to obtain data on the learning activities that took place in class. The observer uses an observation sheet that has been prepared so that a number of data are obtained about the implementation of the action, the constraints faced during the teaching and learning process. Observations are carried out continuously ranging from one cycle to the cycle of planning which is expected to be achieved. Observations made in one cycle have an effect on action taken in the next cycle. The results of these observations are used as reflection material that will be used as improvements in the planning of the next cycle.

#### c. Reflection.

Reflection is the most important part to understand and give meaning to the processes and results that occur as a result of the actions taken. Reflection is also useful for improving the ability of researchers in carrying out classroom actions. Reflection is carried out at the end of each cycle; the results of the reflection are used as material for consideration and improvement of further action plans. If the research problem has not been completed or has not been satisfactorily resolved, then CAR must be continued in cycle II with the same procedure as in cycle I, namely problem formulation, action planning, action implementation, observation and interpretation, and this reflection-analysis has been completed. then it is not necessary to continue with cycle III. However, if in cycle II the problem has not been resolved, then it is necessary to continue with cycle III, and so on (Sarwiji Suwandi, 2013:1).

## IV. RESULTS AND DISCUSSION

### 4.1 Result

This Classroom Action Research conducted by researchers to improve learning outcomes in class VIII C of SMP Negeri 6 Kendari was carried out in two cycles. Cycle I consisted of one meeting. Cycle II consisted of one meeting. The implementation of the actions in cycle I and cycle II started from 19 to 24 July 2018. The class used for the research was class VIII C which consisted of 29 students, consisting of 15 boys and 14 girls. Researchers carried out this research in accordance with the steps that had been previously planned. Each cycle is carried out in four stages, namely planning, implementing actions, observing and reflecting.

The results of Classroom Action Research that have been carried out by researchers are as follows:

#### 4.1.1 Pre-cycle

This research begins by looking at the value or learning outcomes of students in the model drawing material. The following is a table of pre-cycle learning outcomes.

**Table 4.1 Table of Pre-cycle Learning Results**

Learning outcomes	Pre-cycle
Average value	61,20
The highest score	70
Lowest value	45
Number of completions	7
Percentage of completeness	24.14%
Amount not complete	22

Percentage incomplete	75.86%
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Based on preliminary data from student learning outcomes to draw models, it can be seen that the average score achieved is 61.20. The KKM value in this material is 70. This means that learning using conventional methods as has been done cannot improve student learning outcomes. In addition, the number of students who reached the KKM or categorized as complete only amounted to 7 people or 24.14% of the total students. While the success indicator is 22 people or 75%. Therefore, teachers as researchers feel the need to find an appropriate approach and media. It is hoped that in the end it can improve student learning outcomes. In this case, the researchers tried to plan to use video media using a contextual approach.

#### 4.1.2 Cycle I

Classroom action research activities in cycle I can be described as follows:

##### a. Planning

Classroom action research planning in cycle I includes the following activities:

##### 1. Develop a Learning Implementation Plan (RPP)

In order to implement corrective actions in cycle I, learning using video tutorial media in one cycle is designed with one meeting with an allocation of 2 x 40 minutes. RPP design includes determining: basic competencies, subject matter, indicators, learning scenarios, learning media/resources, and assessment system. The steps or learning scenarios in cycle I include the following activities:

##### a) Preliminary Stage:

- The teacher opens the lesson by greeting and praying.
- Check student attendance
- Prepare students physically and psychologically in starting learning activities.
- Provide apperception and motivation

##### b) Core Stage

- Students are given motivation to focus their attention through the video media that is displayed.
- Students observe video shows and read books and listen to teacher explanations.
- Students identify information about the material location, area and boundaries of ASEAN countries.
- Learners process information about the material and student knowledge in a real (contextual) way.

##### c) Closing Stage

- Students make resumes.
- The teacher checks the students' work.

##### 2. Preparing Supporting Facilities and Facilities

The facilities that need to be prepared are LCD/Projectors and internet quota.

##### 3. Prepare questionnaires and observation sheets.

Questionnaire is a statement by students about the use of video media in social studies learning. The observation sheet is used to record every activity during the learning process. This observation sheet contains a list of entries that includes student activities as well as teacher activities. Observation sheets to monitor student activities are focused on student activities during learning.

##### b. Action Execution

The implementation of the action as described in the lesson plan, the implementation of the action at the meeting in the first cycle begins with information or direction to students regarding the technique of drawing illustrations. On this occasion, the teacher gives students the opportunity to ask questions that are not clear.

##### c. Observation

The results of observations on the implementation of actions in cycle I can be described that student take learning seriously. However, they have not been able to get good grades (learning outcomes). Students have not made improvements optimally so that their learning outcomes are also still under completeness.

##### d. Reflection

The following are the results of learning in cycle I on the material for drawing illustrations using video tutorials.

**Table 4.2 Table of Learning Outcomes Cycle I**

Learning outcomes	Cycle I
Average value	67.41
The highest score	80
Lowest value	60
Number of completions	14
Percentage of completeness	48.28%
Amount not complete	15
Percentage incomplete	51.72%

Based on the research in the first cycle above, it can be seen that the mastery of student learning outcomes is still far from the KKM which is 70. The average value obtained in the first cycle is 48, 28%. Learners who completed only 14 of 29 learners. While the students who did not complete were 15 people. so, the percentage of completeness is 51.72%.

From the results of the study, the data obtained above can be seen in the results of observations of teacher activities obtained information about the approach used. Based on the success criteria of this research, which is 75%, this research still needs to be improved because it is below 48.28%. Therefore, the result of the reflection is that the

research is continued to cycle II. The teacher will do the same things in cycle I. The following are the results of data processing in a questionnaire about student responses to the use of video media.

**Table 4.3 Student Responses to the Use of Video Media in Social Studies Learning Cycle I**

No	statement	Agree		Do not agree	
		Amount	Percentage	Amount	Percentage
1	I like to follow lessons using videos	29	100%	0	0%
2	I can understand the subject matter more easily through learning videos	27	93.10%	2	6.90%
3	I can understand the use of video media	20	68.97%	9	33.33%
4	I've taken lessons using video media before	29	100%	0	0%
5	I can understand the benefits of video media	25	86.21%	4	13.79%
6	I like video media because it's more interesting	29	100%	0	0%
7	I like video media because it's more interactive	25	86.21%	4	13.79%
8	I want to learn more about the material with video media	27	93.10%	2	6.90%
9	I am motivated to learn by using video media	25	86.21%	4	13.79%
10	I like learning media with video media	29	100%	0	0%

From the table above, it can be seen that on the indicators I am happy to participate in learning using video, I have participated in learning using video media before, I am happy with video media because it is more interesting, and I like learning media with video media, judged to agree by all participants educate. While on the indicator I can understand the subject matter more easily through learning videos and I can understand the subject matter more easily through video lessons, the learning is approved by 27 students. Furthermore, on the indicator I can understand the benefits of video media and I am motivated to learn by using video media, and I am happy with video media because it is more interactive, I get 86.21% agree scores. The last is 68.97% of students agree on the indicator statement I can understand the use of video media. The following are the results of observations about teacher activities using a contextual approach with the help of video media, namely:

**Table 4.4 Teacher Activity Observation Sheet Cycle I**

Phase	Observed Indicators	Scale			
		1	2	3	4
		Not good	Pretty good	Well	Very good
1	Provide motivation and apperception			<input type="checkbox"/>	
2	Delivering learning objectives				<input type="checkbox"/>
3	Submit information				<input type="checkbox"/>
4	Organizing students into study groups			<input type="checkbox"/>	
5	Using media that motivates learning				<input type="checkbox"/>
6	Using various methods			<input type="checkbox"/>	
7	Guiding students in groups				<input type="checkbox"/>
8	Provide opportunities for students to provide opinions			<input type="checkbox"/>	
9	Giving test				<input type="checkbox"/>
10	Guide students to draw conclusions			<input type="checkbox"/>	

Through the observation sheet regarding teacher activities, it appears that the teacher has done well in learning. This can be seen from the value given by the observer which is in the good and very good range. Provide motivation and apperception. The teacher provides motivation and apperception, organizes students into study groups, and uses various methods which are categorized as good. While on the indicators the teacher conveys learning objectives, conveys information, organizes students into study groups, provides opportunities for students to provide opinions, and guides students to draw conclusions to get a very good category.

#### 4.1.3 Cycle II

Classroom action research activities in cycle II can be described as follows:

##### a. Planning

Classroom action research planning in cycle II includes the following activities:

1. Develop a Learning Implementation Plan (RPP) In order to implement corrective actions in cycle II. Learning using a contextual approach with the help of video media in one cycle is designed with one meeting with a time allocation of 2 x 40 minutes. RPP design includes determining: basic competencies, subject matter, indicators, learning scenarios, learning media/resources, and assessment system. The steps or learning scenarios in cycle I include the following activities:

##### a) Preliminary Stage:

- The teacher opens the lesson by greeting and praying.
- Check student attendance
- Prepare students physically and psychologically in starting learning activities.
- Provide apperception and motivation

##### b) Core Stage

- Students are given motivation to focus their attention through the video media that is displayed.
- Students observe video shows and read books and listen to teacher explanations.
- Students identify information about the material location, area and boundaries of ASEAN countries.

- Learners process information about the material and student knowledge in a real (contextual) way.
- c) Closing Stage
- Students make resumes.
  - The teacher checks the students' work.

## 2. Preparing Supporting Facilities and Facilities

The facilities that need to be prepared are LCD/Projectors and internet quota.

## 3. Prepare questionnaires and observation sheets.

Questionnaire is a statement by students about the use of video media in social studies learning. The observation sheet is used to record every activity during the learning process. This observation sheet contains a list of entries that includes student activities as well as teacher activities. Observation sheets to monitor student activities are focused on student activities during learning.

## b. Action Execution

The implementation of the action as described in the lesson plan, the implementation of the action at the meeting in the first cycle begins with information or direction to students regarding the technique of drawing illustrations. On this occasion, the teacher gives students the opportunity to ask questions that are not clear.

## c. Observation

The results of observations on the implementation of actions in cycle I can be described that student take learning seriously. However, they have not been able to get good grades (learning outcomes). Students have not made improvements optimally so that their learning outcomes are also still under completeness.

## d. Reflection

The following are the results of learning in cycle I on the material for drawing illustrations using video tutorials.

**Table 4.5 Table of Learning Results Cycle II**

Learning outcomes	Cycle II
Average value	76.55
The highest score	90
Lowest value	65
Number of completions	27
Percentage of completeness	93.10%
Amount not complete	2
Percentage incomplete	6.90%

Based on the results of research in cycle II, it can be seen that the average score of students after using a contextual approach with the help of video media is 76.55. With the highest score of 90 and the lowest score of 65. The number of students who completed was also much higher, namely 27 out of 29 students. This means that the completeness value has reached 93.10%. Far above the standard of success of 75%. It can also be interpreted that this research has been said to be successful. So that this research was not continued to cycle III.

The following are the results of data processing in a questionnaire about student responses to the use of video media.

**Table 4.6. Student Responses to the Use of Video Media in Social Studies Learning Cycle II**

No	statement	Agree		Do not agree	
		Amount	Percentage	Amount	Percentage
1	I like to follow lessons using videos	29	100%	0	0%
2	I can understand the subject matter more easily through learning videos	29	100%	0	0%
3	I can understand the use of video media	29	100%	0	0%
4	I've taken lessons using video media before	29	100%	0	0%
5	I can understand the benefits of video media	29	100%	0	0%
6	I like video media because it's more interesting	29	100%	0	0%
7	I like video media because it's more interactive	29	100%	0	0%
8	I want to learn more about the material with video media	29	100%	0	0%
9	I am motivated to learn by using video media	29	100%	0	0%
10	I like learning media with video media	29	100%	0	0%

From the table above, it can be seen that the students all agreed with the statement about the students' responses to the use of video media in social studies learning. The following are the results of observations about teacher activities using a contextual approach with the help of video media, namely:

**Table 4.7 Teacher Activity Observation Sheet Cycle I**

Phase	Observed Indicators	Scale			
		1	2	3	4
		Not good	Pretty good	Well	Very good
1	Provide motivation and apperception				<input type="checkbox"/>
2	Delivering learning objectives				<input type="checkbox"/>
3	Submit information				<input type="checkbox"/>
4	Organizing students into study groups				<input type="checkbox"/>
5	Using media that motivates learning				<input type="checkbox"/>
6	Using various methods				<input type="checkbox"/>
7	Guiding students in groups				<input type="checkbox"/>
8	Provide opportunities for students to provide opinions				<input type="checkbox"/>
9	Giving test				<input type="checkbox"/>
10	Guide students to draw conclusions				<input type="checkbox"/>

In the table above, it can also be seen that in cycle II, the teacher has done very well in learning. This can be seen from the excellent value given to the teacher in carrying out learning.

## 5.2 Discussion

This classroom action research, which was conducted through two cycles, was conducted to determine whether the use of video tutorial learning media can improve students' learning outcomes to draw illustrations in the Arts and Culture subject for class VIII C of SMP Negeri 6 Kendari? The results of learning to draw are measured by the value of students. Based on the results of initial or pre-cycle observations, cycle I and cycle II, the following data were obtained:

**Table 4.8 Table of Pre-cycle Learning Outcomes, Cycle I and Cycle II**

Learning outcomes	Pre-cycle	Cycle I	Cycle II
Average value	61,20	67.41	76.55
The highest score	70	80	90
Lowest value	45	60	65
Number of completions	7	14	27
Percentage of completeness	24.14%	48.28%	93.10%
Amount not complete	22	15	2
Percentage incomplete	75.86%	51.72%	6.90%

From the table above, it can be seen that there is an increase in student learning outcomes from pre-cycle to cycle I and from cycle I to cycle II. This can be seen from the average value of the acquisition of students, namely from 61.20 it rose to 67.41 and then rose again to 76.55. The increase in the average value was also offset by the increase in the value obtained in each cycle. Where the highest value and the lowest value also increased in each cycle. The number of students who completed the score also continued to increase from the pre-cycle which only completed 7 people, then in the first cycle there were 14 people, and then the second cycle was 27 people. This research is said to be successful after the implementation of the second cycle is carried out. Where the number of students who have completed has amounted to 27 out of 29 students or 93.10%. While the standard of completeness is 75%.

Based on the questionnaire about the responses of students regarding the use of video media in social studies learning, there was an increase in the number of responses that agreed in the first cycle to the second cycle. Likewise on the teacher activity observation sheet, there was an increase from cycle I to cycle II. From good and very good to very good. From the results of the questionnaire and observation sheet, it can be seen that there is an increase in the activity of students and teachers getting better in learning from cycle I to cycle II.

According to Cheppy Riyana (2007) learning video media is media that presents audio and visuals that contain good learning messages that contain concepts, principles, procedures, knowledge application theories to help understanding of a learning material. Video learning is a media that is designed systematically based on the applicable curriculum and in its development applies learning principles. Therefore, students can examine the subject matter more easily and interestingly. Furthermore Trianto (2008) which states that the subject matter would be more meaningful if the students learn the material lessons are presented through the context of their lives and find meaning in the learning process, so that learning becomes more meaningful and enjoyable, and students can reach the standards are high. Therefore, by applying the learning of contextual learning is accompanied by the use of video media will be more meaningful, meaning there is what makes an increase in the activity of teachers and learners, which in turn buffer improving learning outcomes of students.

## V. CONCLUSIONS AND SUGGESTIONS

### 5.1 Conclusion

From the results of this study the following conclusions can be drawn:

1. The application of contextual learning using video can improve social studies learning outcomes for class VIII C SMP Negeri 6 Kendari

2. The total percentage of completeness in the pre-cycle was 24.14%, increased to 48.28% in the first cycle, and increased to 93.10% in the second cycle.
3. The use of video media in social studies learning can increase the activeness of students in the learning process.
4. The application of a contextual approach to social studies learning can increase teacher activity in the learning process.

## 5.2 Suggestion

Based on the results of the research above, in order to improve student learning outcomes, the researchers provide suggestions for related parties, including the following:

### 1. For Teachers

This research is expected to provide input for teachers to use a contextual approach and the use of video media as an alternative learning media, because this approach and learning media can improve student learning outcomes.

### 2. For Students

Students are expected to be able to play an active role in learning activities. By being actively involved in learning will certainly improve learning outcomes.

### 3. For School

The application of the contextual approach and the use of video media in schools is expected to be able to be applied to other subjects other than social studies subjects.

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