



## Application of Contextual Strategy with Audio Visual Media to Increase Interest in Learning Indonesian Language in Students

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### ABSTRACT

In learning Indonesian, the study of practical problems regarding language in everyday life is very useful for a child or student in living and living now and in the future. With the hope that these students will later be able to realize and understand that they cannot live without the contribution of language in every action, but living in a large environment is very difficult when the language used is not appropriate to the context, if you want to live a decent life then language is one of the tools to be able to connect good communication with others. The next problem is related to the choice and learning approach, which has not generated much student activity and creativity. This is because they still often use conventional approaches, where learning is centered on the teacher, so that students become passive. If the learning can activate students, it will be interesting and the large amount of material can be quickly absorbed by students. Because they are enthusiastic, want to learn seriously. Based on the problem above, we are interested in implementing a contextual learning model which is seen as being able to help students be active in learning and teaching activities. The aim of this research is to find out the influence of contextual learning on increasing students' interest in learning Indonesian. To find out whether there is an increase in students' interest in learning Indonesian. To determine the simultaneous influence of contextual learning and student interest in learning on the learning achievement of class IX students at SMP Negeri 3 Bawolato. The method used in this research is a quantitative method by applying an experimental approach to class IX students at SMP Negeri 3 Bawolato, data collection using research instruments, (1) attention to learning, (2) participation in learning activities, (3) effort in completing assignments, (4) interest in learning material. The results of the research show that there is a simultaneous influence of contextual learning and student interest in learning on the learning achievement of class IX students at SMP Negeri 3 Bawolato. Students' perceptions of the contextual learning model have a greater effective contribution to increasing students' interest in learning Indonesian, although not yet to its full potential.

**Keywords:** *Contextual Learning, Increasing Students', Interest Learning*

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## **INTRODUCTION**

School is an educational institution whose function is to help improve human resources. The learning experience gained is a process of interaction of learning activities to obtain new knowledge (Suhati & Rahayu, n.d.). When discussing the quality of education, it cannot be separated from teaching and learning activities. Teaching and learning activities in schools are the most fundamental activities. Schools are educational institutions that accommodate students and develop students to have abilities, intelligence and skills. The importance of interest and learning achievement fosters educators' efforts to increase their students' interest and learning achievement (Sulistyawati, 2020). The educational process requires coordinated and directed guidance so that students can achieve maximum learning achievement so that educational goals can be achieved. So interest in learning is the key to opening understanding in subject matter (Royani & Usuludin, 2019). Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, 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, as well as the skills needed by himself, society, nation and state". From this definition of education, it is clear that educational activities are activities to develop students' potential in an optimal and integrated manner, including the religious spiritual dimensions, self-control, personality, intelligence, noble morals and students' skills.

Increasing the skills of education staff needs to be carried out through various skills education activities that need to be carried out periodically in order to improve the quality of administrative and academic educational services. Procurement of integrated, technology-based service systems, including academic, financial and personnel systems. Academic services become a reference in implementing policies and being able to apply the knowledge acquired to be implemented so that the quality of graduates expected by stakeholders is achieved. (Bawamenewi, 2021)

The teaching and learning process is the core of the overall educational process with teachers and students playing an important role. In this case, the teacher acts to ensure that the student's explanation is correct and that other students can understand the explanation (Nurseptiani & Maryani, 2019). The development of the 2013 curriculum is designed to prepare and build a young generation of Indonesians who are civilized, cultured, dignified, have faith and are devoted to God Almighty, healthy, knowledgeable, independent, creative, democratic and responsible in safeguarding the life of the nation and state. A teacher needs a learning model because apart from achieving learning objectives, it is also to avoid student boredom in the learning process (Kholil & Sari, 2023a). Curriculum changes are based on the awareness that developments and changes occurring in Indonesia cannot be separated from the influence of global changes, developments in science, arts and culture. Changes that occur continuously require improvements to the national education system, including improvements to the curriculum to create a society that is able to compete and adapt to change.

Curriculum development in the future needs to be pursued in such a way that it is

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able to support the solution of various problems of the Indonesian nation. Therefore, the curriculum is able to develop students to develop students' interests and talents in facing life, improve students to work, develop intelligence according to their talents and interests. Education plays an important role in creating a better life so that good education will create quality human resources. (Ayu, 2023). So that students' talents, interests and abilities are served, one of the important policies in the 2013 curriculum is to provide opportunities for students to choose groups of specialization subjects that interest them. The 2013 curriculum allows students to make choices in the form of selecting specialization groups and choosing subjects between specialization groups or what can also be called cross-interest.

The existence of a tendency in this case requires us to return to the idea that children will learn better if the learning environment is created naturally. Naturally, there will be a sense of pride in one's own work or knowledge and within a certain period of time it can raise a person's level to become competent in their field (Kertayasa et al., 2019). Learning will be more meaningful if children experience what they are learning, not know it. Learning that is oriented towards mastering material has proven successful in short-term memory competitions but fails in equipping children to solve problems in long-term life. Pendekatan kontekstual (Contextual Teaching and Learning/CTL) merupakan konsep belajar yang membantu guru mengaitkan antara materi yang diajarkan dengan situasi dunia nyata siswa dan mendorong siswa membuat hubungan antara pengetahuan yang dimilikinya dalam penerapannya dalam kehidupan mereka sebagai anggota keluarga dan masyarakat. Pembelajaran kontekstual atau contextual teaching and learning (CTL) is a learning concept that helps teachers relate learning material to students' real-world situations, and encourages students to make connections between the knowledge they have and its application in their everyday world (Kuswandi et al., 2020). With this concept, learning outcomes are expected to be more meaningful for students. The learning process takes place naturally in the form of student work and experience activities, not transferring knowledge from teacher to student, but learning strategies are more important than results.

In contextual learning, the teacher's task is to help students achieve their goals. Teachers are not just transmitters of material, but teachers can be said to be facilitators and motivators for students so that the desired learning objectives can run well. In fact, teaching should be carried out using effective and innovative learning methods to obtain better results (Erwin & Awang, 2018). This means that teachers deal more with strategy than providing information. The teacher's job is to manage the class as a team that works together to discover something new for class members (students). Something new comes from discovering it for yourself, not from what the teacher says. That is the role of the teacher in a class managed with a contextual approach.

The learning media used in the contextual strategy in this research is audio-visual media. Audio visual media is media that uses a combination of sound and images to convey information or messages to an audience. This media usually involves elements such as video, audio, graphics and text to convey content in a more dynamic and interesting way.

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This media is very effective in supporting learning, especially Indonesian language learning in the classroom, because according to researchers, learning videos play two things that can increase students' interest in learning, namely audio and visuals where these two things can arouse and arouse students' interest in learning at will. themselves. Students are always happy with the videos sent by teachers, even if they have free time, these videos are sometimes watched again by them, so this can help their understanding process constructively to understand the subject because they can be seen repeatedly. (Kholil & Sari, 2023b).

Interest does not arise suddenly or spontaneously, but rather arises as a result of participation, experience, habits when studying or working. So, it is clear that interests will always be related to issues of needs and desires. In relation to learning, students' interest in learning is closely related to personality, motivation, expression and self-concept or identification, hereditary factors and external or environmental influences (Primayana et al., 2019). In practice, interest or encouragement within students is related to what and how students can actualize themselves through learning. Where self-identification is related to students' opportunities or obstacles in expressing their potential or creativity as an embodiment of the meaning of their specific interests. Hereditary factors and external or environmental influences are more related to changes that occur in students' interests as a result of the influence of class situations, systems and family encouragement.

Based on this presentation, the idea arose to conduct research with the title "The impact of implementing contextual strategies on increasing interest in learning Indonesian among students at SMP Negeri 3 Bawolato". Through this research, it is hoped that it can be used as evaluation material for teachers, students, schools and even the government, so that it can find out what learning outcomes are obtained by students in Indonesian language subjects. Based on the background above, the problem formulation of this research is "What is the impact of implementing contextual strategies on increasing interest in learning Indonesian among students at SMP Negeri 3 Bawolato?". The aim to be achieved in this research is to determine the learning interest of class IX students in Indonesian language subjects at SMP Negeri 3 Bawolato.

## **RESEARCH METHODOLOGY**

This research was conducted using quantitative methods, applying an experimental approach to class IX students at SMP Negeri 3 Bawolato. The object of this research is Indonesian language learning using interview and observation data collection techniques. The assessment instrument used in this research is by using a research rubric on student interest in learning which consists of 3 aspects, namely: (1) attention to learning, (2) participation in learning activities, (3) effort in completing assignments, (4) interest in learning materials.

## **RESULT AND DISCUSSION**

The application of the contextual learning model to increase the interest of class IX students at SMP Negeri 3 Bawolato in learning, especially Indonesian language learning

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carried out in this research, makes students interested in learning because contextual strategies using audio-visual media can make learning fun by changing the atmosphere. class becomes more contextual. Applying a contextual learning approach can increase children's interest in learning and learning outcomes, because the learning process takes place naturally in the form of activities, children work and experience learning directly, rather than transferring knowledge from teacher to child (Hairun et al., 2020). For this reason, an educator tries to replace it with a classroom atmosphere by moving the classroom to the natural surroundings of the school so that children experience a new atmosphere and of course it is not boring so that their interest in learning remains.

The application of a contextual learning approach can increase children's interest in learning and learning outcomes, because the learning process takes place naturally in the form of activities, children work and experience learning directly, rather than transferring knowledge from teacher to child (Yulianti et al., 2010). The school must maximize all the school's potential to design learning so that it can increase interest and not give boredom to learning in the classroom, the school has quite large facilities, the school yard is also spacious, therefore teachers must maximize this potential so that the children also have a learning atmosphere. What's new is that their interest in learning has also increased, apart from that, with audiovisual media, children can also enjoy learning videos from home with their parents.

This learning model has also been responded to quite well by parents. The results of the researcher's observations are in accordance with what was conveyed by the parents, two learning model efforts to increase students' interest, namely the contextual learning model by utilizing the natural environment around the school and audiovisual by utilizing audiovisual media features such as learning videos. The environmentally based contextual learning model can be used to increase student interest and learning outcomes in conceptual chemistry material and interrelated concepts (Sahputra & Lestari, n.d.). Therefore, it is very appropriate to make contextual learning by utilizing the natural environment around the school supported by audio-visual media, because both have relevance in increasing students' interest in learning, so that this aspect becomes appropriate in implementing Indonesian language learning in a school.

From the application of contextual learning by utilizing the natural environment around the school above, researchers also observed student responses by paying attention to students' verbal and non-verbal communication, most of the students' responses were positive, this can be strengthened by the results of research with one of the students, The following are the results: "I like studying in the natural environment around the school because the atmosphere is pleasant and comfortable, and the lesson material can be quickly connected. The reason for this positive response from the application of contextual learning (utilizing the nature around the school) is because students get a new learning atmosphere every day. done outside of class. Learning in the environment around the school has a good impact on children's learning, because children have a new enthusiasm for learning in a new atmosphere. Contextual learning not only expects students

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to be able to understand the material they are studying, but also how that material can color their behavior in everyday life (Yudiawan et al., 2015)

In implementing the contextual learning model, teachers make meeting schedules with 50% of the number of students in each class by utilizing the natural facilities around the school as classrooms with open conditions and outside air where students can sit and study and can also train students. to explore. The better the contextual learning model used by the teacher, the better the students' interest in learning (Priatna, 2019). This learning model is applied by teachers - in the face-to-face learning process it can be said that contextual learning carried out in the natural surroundings of the school can make it easier for teachers to explain Indonesian language learning material, for example poetry material, teachers can directly explain and practice and provide examples of the material used. sourced from nature around the school.

Researchers also conducted experiments related to student learning in the surrounding natural environment. Through learning activities that confront real world contexts and direct experience, it is hoped that mathematics learning will not only be limited to memorizing formulas but will gain a deep understanding (Ismiyati, 2021). One of the materials in learning Indonesian is descriptive text, this makes it easier for students to understand the material, by utilizing the natural surroundings as contextual learning. Students can learn to maintain environmental cleanliness, environmental beauty and interpret the natural environment as God's creation which must be preserved so that a sense of love for the universe is awakened. From the researchers' observations, they seemed very enthusiastic and happy to learn outside the classroom, learning outside the classroom was fun and did not make them bored.

The application of contextual learning by utilizing the natural surroundings can build students' cognitive abilities based on experience and not limited to what is received or memorized. Contextual learning can broaden students' horizons through the new experiences they gain (Yogiswari et al., 2019). As when the teacher explains Indonesian language learning material regarding descriptive text, students are not directed to take it for granted. However, students are invited to observe the natural surroundings, see how the trees grow abundantly, see how the sky is blue, the mountains are high, the earth is full of plants. Students are also invited to think about various objects around them. Teachers can easily explain material using a natural approach around the school through the application of contextual learning.

According to researchers, the teacher has provided examples that are realistic, practical and can be felt by students in understanding Indonesian language learning material. Teachers must be able to relate learning material to students' daily experiences. The concept that forces teachers to make connections between the material being taught and students' real world situations is called contextual learning (Dewi et al., 2022).

Thus, by paying attention to several experimental results when students studied in the classroom and when studying outside the classroom which had increased and high enthusiasm from students in participating in learning, the researcher concluded that the application of contextual learning implemented by teachers through the use of the natural

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surroundings could increase students' interest in learning Indonesian and can be used as an appropriate recommendation.

Regarding the reasons why the school implements the audiovisual learning model, the researcher conducted an experiment with audiovisual media learning when not face to face by providing learning videos and explaining them in the WhatsApp group room. It turned out that even though the learning was carried out by students at home, with the use of audiovisual media the learning was still better. Enjoy the audio and visuals. They also have a high curiosity about new things and find them interesting (Martin et al., 2021). Students are always happy with the videos sent by teachers, even if they have free time, these videos are sometimes watched again by them, so this can help their understanding process constructively to understand Indonesian language subjects because they can be seen repeatedly. -repeat.

Learning videos shared by teachers in WhatsApp groups are usually watched again by students in their free time. The reason for students is because when they forget the explanation of the lesson material, they can easily look back at the video again. Based on the researcher's observations, the application of the audiovisual media learning model is that teachers at SMP Negeri 3 Bawolato provide learning videos and explain them in the WhatsApp group room, apart from giving assignments which can then be collected once a week. Students are always happy with the videos sent by teachers, even if they have free time, these videos are sometimes watched again by them, so this can help their understanding process constructively to understand the subject because they can be seen repeatedly. . Learning media with contextual videos can increase students' interest and understanding (Rofiah, n.d.). According to researchers, learning videos play two things that can increase students' interest in learning, namely audio and visuals, where these two things can arouse and arouse students' interest in learning of their own accord.

According to researchers, one of the important factors in improving the quality of learning lies in the learning media. Information technology-based learning media is conceptually face-to-face learning with the support of information technology (Nursyam, 2019). All of this can be a cause of increasingly advanced civilization and increasingly sophisticated technological systems. In the researcher's observations, teachers in implementing audiovisual media learning become tools for educators in learning, for example learning materials that describe something. Researchers are of the opinion that in audiovisual learning it is known that it is closely related to the senses of the listener and the sense of sight or contains elements of sound and images, for example power points (sound slides), video recordings, films, and so on. Researchers are of the opinion that learning videos play two things that can increase students' interest in learning, namely audio and visuals, where these two things can arouse students' interest in learning according to their wishes. If students have a high interest in learning, it will make it easier for these students to achieve learning goals (Nursyam, 2019). Thus, by paying attention to the results of the research and experiments above, the researcher concludes that the application of audiovisual learning implemented by teachers by utilizing the WhatsApp platform through

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the audiovisual feature can increase students' interest in learning Indonesian and can be used as a learning recommendation..

### **Contextual Model Gives Positive Impact on Learners' Interest**

Proses pembelajaran dikatakan optimal bila terdapat keaktifan peserta didik selama proses Meaningful learning is not teacher-centered learning (Taukhid, 2016). The two learning models above are efforts made by a teacher to optimize learning with the widespread decline in students' interest in learning, therefore learning must continue to run by minimizing the risk of negative impacts, so the two efforts above were initiated and carried out with the aim of continuing to improve students' interest in learning Indonesian.

Below we will explain how researchers assess the increase in students' interest in learning after implementing contextual learning strategies using audio-visual media in Indonesian language learning.

### **Attention to Learning**

Attention to learning refers to the focus and concentration given by an individual to the learning process or teaching and learning activities. Students who pay attention to learning tend to be better able to absorb the information and concepts taught by the teacher. They are actively involved in the learning process, listening to explanations, reading texts, or carrying out assigned tasks. Good attention allows students to remain focused and engaged in learning activities for long periods of time without being distracted by external distractions or wandering thoughts. An environment that supports learning, such as a classroom that is quiet, free of distractions, and comfortable, can help students to maintain their attention on the learning material. High motivation also plays an important role in maintaining students' attention to learning. Students who feel interested and motivated towards the learning topic tend to focus their attention more easily and follow the lesson better. Therefore, conveying learning material so that it is easy to understand uses a contextual approach (Aji P et al., 2021). The use of audio-visual media, educational games, or interactive and fun learning approaches can help maintain students' attention to the learning material. By paying attention to and understanding the importance of attention in learning, teachers can adopt effective teaching strategies and techniques to help students maintain their focus and concentration, thereby maximizing the learning process and understanding of the material

### **Participation in Learning Activities**

Participation in learning activities refers to the active involvement of students in the teaching and learning process. Participation involves students actively in learning activities, both verbally and non-verbally. Student participation can be done by listening, seeing, writing, feeling and thinking (Magdalena et al., 2021). This may include participating in class discussions, answering questions, collaborating with classmates, or performing assigned assignments. Participation involves students actively in learning activities, both verbally and non-verbally. This may include participating in class discussions, answering questions, collaborating with classmates, or performing assigned assignments. Participation promotes interactive learning where students not only receive information from the teacher, but also contribute to the learning process by asking

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questions, sharing thoughts, and discussing. Through participation in class discussions or presentations, students have the opportunity to improve their communication skills. They learn to express their ideas clearly and effectively, and learn to listen and respond to the opinions of others. By being actively involved in learning activities, students are encouraged to think critically, analyze information, and seek a deep understanding of the material being studied. Participation can also help build students' emotional involvement in learning. When students feel involved in the learning process, they tend to be more motivated and have greater interest in the material being studied. Participation provides an opportunity for teachers to appreciate and recognize students' contributions to the classroom, which can increase their self-confidence and motivation to learn. By encouraging students' active participation in learning activities, teachers can create a collaborative and supportive classroom environment, which allows students to better achieve their learning potential.

### **Efforts in Completing Tasks**

Effort in completing a task is the effort given by someone to complete a job or task optimally. Effort is a manifestation of a person's commitment to good results. By giving maximum effort, a person shows his desire to produce quality and satisfying work. However, many students do not do their own assignments (Hayati, n.d.). However, through the effort put into completing a task, a person has the opportunity to deepen his or her knowledge of a topic and improve his or her skills in completing a particular job. Efforts in completing tasks also help build a person's independence. By completing tasks independently, a person learns to rely on his own abilities and develops self-confidence. Completing tasks requires perseverance and mental resilience. By giving continuous effort, one learns not to give up halfway and overcomes challenges that may arise. The effort given in completing a task also gives a person satisfaction when the task is successfully completed. This can increase self-confidence and motivation to achieve subsequent goals. Through efforts to complete tasks, a person also shows his responsibility for the work assigned. This reflects professionalism and integrity in carrying out the tasks assigned. By giving maximum effort in completing a task, a person can not only achieve good results, but also gain personal benefits in terms of self-development and character building.

### **Efforts in Completing Tasks**

### **Interest in Learning Materials**

Interest in learning material is a strong tendency or interest that a person has towards the topic or subject being studied. In the learning process, an interesting way to focus attention on the subject matter is needed so that what has been studied can be understood well (Hernadi, n.d.). Interest in the learning material is often a strong source of intrinsic motivation. Students who are interested in the learning material tend to have a strong internal drive to learn and explore the topic further. The teacher guides students to express ideas about the material studied and investigated in the exploration process through themes that have been agreed upon between the teacher and students (Anggraeni, n.d.). Interest in learning material can increase students' understanding of the topic. When

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someone feels interested in a topic, they tend to be more active in seeking information, asking questions, and engaging in discussions that can improve their understanding. Students who are interested in learning material tend to be more involved in the learning process. They are more motivated to follow lessons, participate in class discussions, and do assignments related to the topic. Interest in learning material often has a positive impact on students' academic performance. Students who feel interested in learning topics tend to have higher motivation to learn and are able to achieve better results in exams and assessments. Interest in learning material can also help students identify career interests and future aspirations. Through a deeper understanding of a topic, students can gain insight into areas of work that are relevant and match their interests. Interest in learning material can also improve the quality of students' overall learning experience. Students tend to enjoy the learning process more and feel more satisfied with their achievements when they are interested in the material being studied. Thus, interest in the learning material plays an important role in motivating students, increasing their understanding, and improving their overall academic performance.

## **CONCLUSION**

From this research, the researcher concluded as follows:

1. The application of the contextual learning model to increase the learning interest of class IX students at SMP Negeri 3 Bawolato in learning Indonesian is by utilizing the natural environment around the school. The application of the audiovisual learning model to increase the learning interest of class IX students at SMP Negeri 3 Bawolato in learning Indonesian is by utilizing the WhatsApp platform through the audiovisual feature.
2. Between contextual and audiovisual learning models, the one that has the most significant impact on increasing the learning interest of class IX students at SMP Negeri 3 Bawolato in learning Indonesian is the contextual learning model with the natural environment around the school. This is reinforced from the results of observations and experiments with several related parties and observations of related aspects.

The implications of this research include the following:

1. The contextual learning model using the natural environment around the school and audiovisual using the WhatsApp platform can be used as a learning alternative to increase students' interest in learning Indonesian.
2. Of the two learning models above, the one that has the most significant impact on increasing students' interest in learning is the contextual learning model that utilizes the natural environment around them.

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