

## Analysis Of The Contextual Approach to The Subject of IPAS In The Independent Curriculum

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### Abstract

Background of this research is the low learning outcomes of students in several subjects, one of the causes is changes in the learning climate for students who previously used the 2013 curriculum to use the independent curriculum. It can be seen that the results of learning completion by looking at the students' daily test results only reached 57.3% which should have reached 85%. The contextual approach is an approach where the learning material is closely related to students' daily lives. This shows that this contextual approach is one of the supporting factors in improving student learning outcomes. It can be proven by several previous studies showing an increase in student learning outcomes in the learning process. The problem in this research is to determine contextual learning approach in the Independent curriculum in elementary schools. The research method used in this research is field research with a qualitative approach with a descriptive method which aims to explain systematically and according to existing facts, with data collection techniques through interviews, observation and documentation, and data analysis techniques through data reduction, data display, and drawing conclusions. Data validity techniques use member checks and triangulation techniques. The results of this research are a contextual approach to the independent curriculum in elementary schools, with observations that teachers have implemented the contextual approach well but not optimally. However, from the findings of this research, it was found that several stages of the contextual learning process starting from the planning stage and the implementation stage showed that the achievement of the (criteria for achieving learning objectives) was 70 in accordance with the agreement of the science teacher, according to the findings of the science score of 82.21% and the social studies score This 49.36% shows that the contextual learning approach is more effectively applied to science material.

## Introduction

Curriculum changes are adapted to developments in increasingly sophisticated technology and changing needs for the achievement of different students. In essence, the curriculum is dynamic and can change according to developments over time. As an effort to restore and improve learning, the government first launched this independent curriculum in 2021 and a national curriculum policy will be determined in 2024 in accordance with the results of evaluations regarding the issue of recovery and improvement of learning. The evaluation indicators used by the Ministry of Education and Culture as a basis for making further policies are a flexible curriculum framework, a focus on essential material in developing students' basic competencies such as numeracy and literacy, and project-based learning that focuses on developing students' soft skills and character in accordance with the Pancasila student profile. ( Barlian and Solekah , 2022)

However, previously the curriculum that was implemented nationally was the K13 curriculum which included four important aspects of achievement during the scientific and contextual learning process obtained directly, namely knowledge, skills, attitudes and behavior of students. In contrast to the independent curriculum which has a new paradigm in learning including; 1) there are changes to the process of assessing student competency through written tests and assignments; 2) there is a change from a national exam to a minimum competency assessment; 3) minimum skills assessment specifically assessing students' literacy, numeracy and character abilities; 4) previously the RPP had been formatted, in contrast to the RPP the independent curriculum gave teachers more freedom to determine and develop the RPP which was also part of the learning module. ( Khoirurrijal , 2022) So, this change in the curriculum has an impact on the learning process, especially on the learning approach that will be applied and the student-centered approach. In this case, a contextual approach is very necessary in implementing and developing learning modules or lesson plans in the independent curriculum because in essence this contextual approach is very applicable to students' daily lives and is also in accordance with the project of strengthening the profile of Pancasila students.

This contextual approach fully involves students in understanding the material studied by connecting and applying it to students' daily lives. This contextual approach usually presents a concept that is integrated between the subject matter studied and the context of the material used. (Suhartoyo, 2020) So, a contextual approach can make it easier for students to understand the material by relating the material to everyday life, so that the knowledge gained is not only in the form of understanding the text, but students also gain an understanding of the context. This contextual approach has seven components including; constructivism, asking, inquiry, learning communities, modeling, reflection, and real assessment. What is said is that using a contextual approach must apply seven components in the learning process, because these seven components invite students to participate in the learning process to be more active.

In an effort to provide an understanding of natural science and social science, which currently changes over time, also influences the understanding of natural science seen from a social science perspective with approaches from various cross-disciplinary disciplines. For this reason, the government has taken a policy to unite natural sciences and social sciences into the term IPAS which has 2 main elements, namely scientific and social understanding and process skills.

This contextual approach is very easy to apply to any curriculum, any learning material, and any class. However, at the beginning of the research, the researcher made observations which saw that the results of the science and science learning completion in class IV elementary school by looking at the results of students' daily tests only reached 57.3% which should have reached 85%. This became the main problem of this research because it was still not achieving the KKTP for science and science learning in the independent curriculum, in reality this contextual approach is always applied in every curriculum. The results of this research can be used as input and alternatives for conducting learning in the classroom.

## Methods

This research uses a descriptive qualitative research approach by analyzing and describing data obtained from the field in accordance with the facts regarding the implementation of the contextual approach to science and science subjects in the independent curriculum, with the data collection process in the form of documents or notes obtained as data sources. In the data collection process, analysis is carried out on official documents that have objective validity and validity. (Hardani, 2020)

The data collected is in the form of words and images, obtained from interviews, observations and documentation. The data source in this research is primary data obtained directly from participant observation, directly observing research subjects and interviewing resource persons directly in order to obtain information about the implementation and implementation of the contextual approach to the independent curriculum. Secondary data is supporting and complementary data in the form of documents related to research.

The data analysis technique for drawing conclusions for this research carried out three stages in accordance with Milles and Huberman's theory, namely; 1) data reduction, researchers group data and summarize the results of observations, interviews, documentation related to indicators in accordance with the instrument grid; 2) data display, the presentation of this data is described and discusses the results of data reduction with descriptive presentation, which makes it easier for researchers to understand the data obtained; 3) drawing conclusions, at this stage the researcher draws conclusions from the results of data reduction and data display.

Then, to test the validity of the data and whether the data can be verified for its truth, this research uses source triangulation by checking data that has been obtained from several sources in the field, time tangulation is carried out by checking data obtained at different times and conditions and is carried out repeatedly. to find the validity of the data, and technical triangulation which is carried out by checking the data with the same data source but with different techniques.

## Result And Discussion

After collecting data during research, researchers found that the implementation of the contextual approach to science subjects in the independent curriculum had been implemented in the learning process. Through interviews it can be seen that the contextual approach to science and science subjects in the independent curriculum is very suitable to be implemented, because the learning process is student-centred so that students can think critically in solving problems found in the learning process. According to the results of interviews with the resource person, Mrs. Yanti Supiyanti as the school principal, that:

"This contextual approach is very helpful for teachers and students, because students will more easily understand the lessons given by the teacher. But this contextual approach does not apply to all lessons effectively."

Also in accordance with the results of the interview with Mrs. Intan L. Pratiwi as a class IV science teacher, that:

"This contextual approach is very beneficial for students, because it is easier for students to understand the material presented. Students' experience and knowledge of the material also becomes broader because students are given the freedom to search for information about the material using this contextual approach. And especially now that we have implemented an independent curriculum which requires students to be more active, critical and have the character of a Pancasila student profile. This makes it easier for teachers to act as drivers in every learning process."



From this interview it can be concluded that the approach to learning science subjects in the independent curriculum is very helpful in the learning process, both for students becoming more active and thinking critically, and for teachers it is very helpful in teaching and learning activities in addition to being time efficient so that students also understand the material more quickly. This is reinforced by observations made by researchers that the contextual approach to science subjects has been implemented in class IV, and shows students' ability to understand the material more quickly, be active and think critically.

During the learning process, science and technology teachers have implemented seven main components in the contextual approach, including:

1). Constructivism

Constructivism is the process of building students' knowledge or cognitive abilities independently based on observations and experiences gained from the environment. (Trianto, 2011) Basically, the knowledge obtained is dynamic, according to how the student constructs this knowledge. This is in accordance with the results of the interview with the class IV science teacher that:

"In applying this contextual approach, I do not immediately provide all the material information as a whole, but I provide it in stages, because my goal is for students to be active in searching for material information on their own. This will build their own knowledge."

2). Questioning

In the learning process, asking questions is a process that is always present in learning. This is because asking questions can show students' curiosity, and answering shows students' thinking abilities. In the learning process with this contextual approach, the information to be conveyed is not directly conveyed to students, but the teacher only asks questions to encourage students to search for the material themselves. (Trianto, 2011) It is also consistent with the results of interviews with class IV science teachers that:

"In implementing this approach, I try to ensure that students are always actively asking questions and students are also active in answering my questions as a teacher according to the material they have studied previously, students are also actively exploring in discussions about the questioning system so that they get used to thinking critically and creatively."

3). Inquiry

The learning process involves students discovering and searching for information systematically according to the existing stages. In this case, the information obtained is not only based on the results but the process of finding the information itself. (Trianto, 2011) Teachers have an important role in the learning planning stage, because students are expected to be able to find their own information and experiences regarding the material that must be understood. This is in accordance with the results of the interview with the class IV science teacher that:

"The teacher prepares everything that will be taught in class, whether it's packaging the material interestingly, I also don't give concepts directly but through story stimuli, by giving examples of stories that are very close to the students' lives."

4). Learning Community

The learning community in this contextual approach aims for students to obtain information and learning experiences through collaboration with other people, both among friends and groups. (Trianto, 2011) By working together, students can give and receive information to each other in solving existing problems by discussing. This is also in accordance with the results of the fourth grade science and science teacher interview that:

"The teacher divides students into several groups to discuss the material, by providing appropriate examples so that they are easy to understand. In groups, students are asked to discuss and share the knowledge they understand with each other."

#### 5). Modeling

Modeling in this learning process involves demonstrating something as a model or example that can make it easier for students to gain information or experience. (Trianto, 2011) This modeling process is not only teachers who are examples, but can also be students and other people. This is also in accordance with the results of the fourth grade science and science teacher interview that:

"In implementing this contextual approach, I always involve students directly by providing examples that are appropriate to the material. This seeks to make students understand more quickly by inviting students to work together to look for the most appropriate examples.

#### 6). Reflection

Reflection in the learning process involves repeating the experiences that have been obtained by ordering all the events that have been experienced. This is the teacher's effort so that students can reflect and remember what they have previously learned, and students can also draw their own conclusions regarding their learning experiences. In accordance with the results of interviews with class IV science teachers that:

"In the reflection component, I provide knowledge information by repeating from the beginning what has been explained, in an effort to provide more knowledge to students. This also shows enrichment regarding knowledge of the material that has been presented."

#### 7). Authentic Assessment

Real assessment is a process carried out by teachers in collecting grades as information regarding the extent of students' understanding abilities. However, this real assessment is carried out not only at the end of learning but is carried out throughout the learning process. In accordance with the results of interviews with class IV science teachers that:

"This assessment is not only taken from the results at the end of the learning process, but during the learning process it is also assessed, whether it is how students find the material, discuss collaboratively between groups, this is an assessment of the process until the end of the learning process."

Next, the researcher conducted interviews and observations to determine the implementation of the contextual approach to science subjects in the independent curriculum. The researcher found data regarding planning, implementation and learning outcomes by going through the learning stages with a contextual approach in the independent curriculum which is described as follows:

##### a). Planning

The planning stage is the initial preparation for the teacher, by designing learning modules first because the independent curriculum, previously known as RPP, has been implemented. This is in accordance with the results of the interview with the class IV science teacher, that:

"Currently, the Merdeka Curriculum no longer uses lesson plans, but has been replaced with learning modules which are in accordance with the format but can be modified by the teacher because they are varied and contain learning material/content, learning methods, interpretation and evaluation techniques. Everything must be arranged systematically in order to achieve the specified success indicators. "With this contextual approach in the independent curriculum, it really helps students connect knowledge about the material in their daily life situations."

The details of the learning module are as follows:

1. The initial part of the module consists of the module identity (compiler, agency, year of preparation, school level, subject, phase/class, chapter, topic and time allocation)
2. Initial competency
3. Pancasila Student Profile
4. Facilities and infrastructure
5. Target students



6. Learning model

7. Core Components (activity objectives, initial activities, core activities and closing activities)

b). Implementation

The steps for implementing the contextual approach to science and science subjects in the Merdeka curriculum according to the results of observations can be described as follows:

- a. Initial activity
  - 1. The teacher began with greetings and prayer
  - 2. The teacher begins to repeat previous material and relates what will be learned by asking students
  - 3. The teacher provides an enthusiastic ice breaker
- b. Core activities
  - 1. The teacher begins to provide an overview of the material to be studied
  - 2. The teacher asks students to analyze the keywords given and relate them to everyday life
  - 3. The teacher asks students to make observations regarding two materials, carried out outside the classroom to observe directly
  - 4. The teacher continues to divide into 2 study groups to discuss and discuss what has been found regarding the keywords that have been given
  - 5. Students are asked to conclude and explain in front of the class
  - 6. The teacher conducts questions and answers about what has been learned
- c. Closing Activities
  - 1. The teacher reflects on what has been learned from the beginning of class until the end of the lesson
  - 2. The teacher carries out assessments during the learning process, observation activities, discussions, and summarizing learning results.

And this is in accordance with the results of the interview with the class IV science teacher, that:

"The contextual approach must pay attention to the main components, such as constructivism, questioning, modeling, discovery, learning communities, reflection and assessment. The implementation of this contextual approach is the same as the implementation of other approaches consisting of opening activities, core activities, and closing activities. But what is different is that the application of this contextual approach uses the seven main components in its application so that students understand the material more easily. "This is very helpful for teachers and students, in science subjects the science material part will be easier for students to understand because it is very easy to find the material related to everyday life, unlike social studies material, there is some material that is difficult to find in the environment around students."

c). Learning outcomes

To find out learning outcomes in science and science subjects, researchers also collected data by interviews, observation and documentation. The following are the results of the interview with the class IV science teacher regarding learning outcomes, that:

"The application of this contextual approach essentially really helps teachers and students in connecting the material with what is found in students' daily lives. "However, the science learning results for science material are mostly high, and on the other hand, social science material is still mostly below standard."

Researchers also conducted interviews with six fourth grade students as an effort to strengthen the data obtained, as follows:

"The science learning process is very interesting in the science material presented by the teacher because the teacher gives examples directly in front of the class so we understand the material more quickly, especially since the material is always linked to what is happening in the surrounding environment." "The teacher also always gives examples with teaching aids and we also always practice directly on the science material, but the social studies material is sometimes difficult to understand because the examples can only be seen in photos" "

From all the results of these interviews, it can be concluded that the implementation of the contextual approach to science subjects in the independent curriculum is good enough to be implemented, but it tends to be applied to science material for the reason that learning resources are easy to find and are still very closely related to students' daily lives. This can also be further strengthened by looking at student learning outcomes, as follows:

No	Nama Siswa	IPA	IPS	No	Nama Siswa	IPA	IPS
1	ABCK	75	68	20	MFRA	65	65
2	AKZ	75	80	21	MKA	100	92
3	ACP	100	90	22	MFH	85	70
4	AWS	75	50	23	MAI	70	40
5	APF	75	60	24	MDA	80	60
6	ADA	80	70	25	NFA	90	75
7	ABNZ	75	55	26	NRB	80	65
8	BKH	65	50	27	NTA	85	80
9	DAP	85	60	28	OAS	85	55
10	DAA	85	90	29	PTH	80	80
11	DYA	80	50	30	RGS	70	80
12	TWE	85	80	31	SGA	90	90
13	DPP	45	50	32	SPH	60	40
14	EDV	75	65	33	VWN	90	70
15	FRA	75	70	34	WIP	70	60
16	GMA	80	75	35	WAS	80	65
17	KHB	55	50	36	YQP	70	70
18	KSA	65	50	37	YFA	95	90
19	MFSW	75	50	38	ZDA	100	90

The KKTP (criteria for achieving learning objectives) set by the class IV science teacher is 70 in the application of the contextual approach to science subjects in the independent curriculum. According to data on daily test scores for science subjects, it can be concluded that from 38 students in science material, 82.21% have reached KKTP, while 49.36% of the social studies material has reached the KKTP. So this shows that approach learning contextual more effective applied to science material .

In essence, the learning process implemented in the independent curriculum is not only focused on students, but gives more confidence to teachers in delivering material in a relaxed manner, discussing, learning outside the classroom, and forming students with more character. (Rahmadayanti et al., 2022)Based on the results of interviews and observations regarding the contextual approach, in preparation before carrying out the learning process the teacher has made learning tools in the form of learning modules well and has included seven important components in the contextual approach which is also connected with changes to the independent curriculum which provides freedom for students to innovate, search for their own information creatively. However, this freedom cannot be separated from the role of the teacher in initiating learning which is called a driving teacher. In the independent curriculum, there is more demand for a quality learning process in order to create students who have the character of a Pancasila student profile and become competent students. (Silaswati, 2022)



At the planning and implementation stage of the contextual approach to science and science subjects in the independent curriculum, the teacher as a driving force in the learning process was very good. At the planning stage, the teacher has created learning modules according to the independent curriculum format which refers to the Pancasila student profile project. At the implementation stage the teacher has also implemented seven components which greatly influence the implementation of the contextual approach.

This is also in line with Suyadi's opinion in (Suyadi, 2013) that constructivism is the process of building students' knowledge or cognitive abilities independently based on observations and experiences obtained from the environment, asking questions can show students' curiosity, and answering shows students' thinking abilities, inquiry is discovery and search for information systematically in accordance with the existing stages. The learning community in this contextual approach aims for students to obtain information and learning experiences through collaboration with other people, both among friends and groups, modeling in this learning process by demonstrating something as models or examples that can make it easier for students to gain information or experience. Reflection in the learning process is by repeating experiences that have been obtained by sorting all the events that have been experienced. Real assessment is a process carried out by teachers in collecting grades as information to the extent students' comprehension abilities.

In Sanjaya's research, the contextual approach places more emphasis on the process of fully involving students so that they can find material information and students can relate it to everyday life situations so that students can apply it in their lives. (Sanjaya, 2011) In line with this research, the researcher observed the application of the contextual approach to science and science subjects in the independent curriculum which found that students were directly involved by the teacher in understanding the material with the students' efforts to search for information themselves creatively so that later students could apply it in their lives with character. in accordance with the profile of Pancasila students.

Based on the results of this research, the KKTP (criteria for achieving learning objectives) set by the class IV science teacher is 70 in the application of the contextual approach to science subjects in the independent curriculum, according to data on the daily test scores for science subjects, it can be concluded from 38 students that there are 82 in science material. 21% have reached the KKTP, while 49.36% of the social studies material has reached the KKTP. So this shows that approach learning contextual more effective applied to science material .

Although that's basically it curriculum independent No make mark become demands student stated complete will but more emphasizes a quality learning process . This thing in accordance study Jamilatu in ( Nafi'ah et al., 2022) The main characteristics of the independent learning curriculum that supports learning recovery are: 1) Project-based learning for the development of soft skills and character according to the Pancasila student profile 2) Focus on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy. 3) Flexibility for teachers to carry out differentiated learning according to students' abilities and make adjustments to local context and content.

## Conclusion

Based on the results of this research, the contextual approach is a learning approach that fully involves students in understanding the material being studied by connecting and applying it to students' daily lives. This contextual approach usually presents a concept that is integrated between the subject matter studied and the context of the material used. So, a contextual approach can make it easier for students to understand the material by relating the material to everyday life, so that the knowledge gained is not only in the form of understanding the text, but students also gain an understanding of the context. This contextual approach has seven components that must be applied in the learning process, including; constructivism, asking, inquiry, learning communities, modeling, reflection, and real assessment.

In preparation before carrying out the learning process, the teacher has created learning tools in the form of learning modules properly and the implementation includes seven important components in a contextual approach which is also connected with changes to the independent curriculum which gives students the freedom to innovate and search for their own information creatively. However, this freedom cannot be separated from the teacher's role in initiating learning, which is called a driving teacher. In the independent curriculum, there is more demand for a quality learning process in order to create students who have the character of a Pancasila student profile and become competent students.

From the implementation of the contextual approach to science subjects in the independent curriculum, it can be concluded that of the 38 students in science material, 82.21% have reached the KKTP, while 49.36% in social studies material have reached KKTP according to data on daily test scores for science subjects, with KKTP (criteria). achievement of learning objectives) set by the class IV science teacher is 70.

## Declarations

### Author contribution statement

In this research carried out by Yosi Yulizah, Agus Riyan Oktori, and H.M. Taufik Amrillah they have collaborated to complete this research well. Starting from the initial stage of creating a research idea, collecting initial information, initial observations and completing the research background. The next stage is that all teams collect data, process data, analyze data, collect sources and literature, conclude data and complete reports and articles together.

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### Data availability statement

The data obtained during the research are all in accordance with those obtained by the writing team. All data obtained is in accordance with established policies and regulations and can be accounted for.

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