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### RESEARCH ARTICLE

## DEVELOPMENT OF SUBJECT LEARNING DEVICES ASSESSMENT OF ECONOMIC LEARNING RESULTS USING CONTEXTUAL TEACHING AND LEARNING APPROACH IN STKIP PGRI SUMBAR.

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#### Abstract

The Contextual Teaching and Learning is one approach that can overcome learning problems in Learning Economic Learning Outcomes Assessment. Contextual Teaching and learning has several components that can be implemented in an integrated manner, so that the learning process becomes more varied. In Contextual Teaching and learning which is the center of activity is students, not lecturers. students build their own knowledge after they study the material to be described. The choice of an attractive approach can lead students to actively participate in teaching and learning activities, students will learn better if the learning environment is created naturally. Contextual learning is a phenomenon that is natural, grows and continues to grow, and is diverse because it is related to the phenomena of people's lives. In relation to Learning Economic Learning Outcomes Assessment, this contextual approach focuses on activating, touching, linking, growing, developing and forming understanding through the creation of activities, generation, internalization, and the process of finding dynamic answers.

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#### Introduction:-

Education has a very important role to ensure the survival of the nation and state, because along with the times that always require people to master science and technology, an effort to increase it is always carried out continuously in order to obtain better quality, especially in the world of education . The main goal in the world of education is as an investment, which is to prepare human resources in accordance with the needs and expectations of the future. For this reason the world of education is required to provide a more accurate response to the changes that are taking place in the community. Therefore the improvement and improvement of education is preferred so that educational outcomes can achieve the right targets. In an effort to achieve satisfying learning achievements, a learning process is needed. The learning process that occurs in individuals is something important because through learning, individuals know their environment and adjust to the environment around it.

The learning process requires special methods to achieve effective and efficient learning goals. Learning methodology is a way of carrying out activities between educators and students when interacting in the learning process. Educators need to know and learn teaching methods in order to deliver material and be well understood by

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students. Teaching methods are practiced during teaching and are made as attractive as possible so that students get knowledge effectively and efficiently.

The biggest problem facing students now is that they have not been able to relate what they have learned and how that knowledge will be used. This is because the way they obtain information and self motivation has not been touched by methods that can help them. Students have difficulty understanding academic concepts (such as mathematical concepts, physics, or biology), because the teaching methods that have been used by educators are only limited to the lecture method. Therefore we need a method that can provide answers to this problem. One method that can empower students is a contextual approach Contextual Teaching and Learning.

Contextual Teaching and learning is one approach that is expected to be able to overcome learning problems in Learning Economic Learning Outcomes Assessment. The choice of an attractive approach can trigger students to participate actively in teaching and learning activities. Students will learn better if the learning environment is created naturally. Learning will be more meaningful if the student does what he learns by himself, not just "knowing" it.

Learning with Contextual Teaching and learning is a learning concept that helps lecturers associate the material taught with the real situation of students and encourage students to make connections between the knowledge they have and their application in their lives as family members and society. With this approach Learning Assessment of Learning Outcomes Economics can be associated with the circumstances around it, situations that are often experienced by students in everyday life. Like after they go to school, they face how to make judgments that are in accordance with existing provisions such as in making questions that have good validity and reliability, techniques for determining the final grades of students and so on.

Contextual Teaching and learning has several components that can be implemented in an integrated manner, so that the learning process becomes more varied. In Contextual Teaching and learning which is the center of activity is students, not lecturers. Students build their own knowledge after they study the material to be described. For Learning Assessment Economic Learning Outcomes Contextual Teaching and Learning learning methods are very suitable to use because students can find meaningful relationships between abstract ideas and practical applications in real-world contexts; concepts are internalized through finding, strengthening, and connecting.

## **Literature Review**

### **Definition of Learning Outcomes Evaluation**

Evaluation of learning outcomes is the overall measurement activity (data and information collection), processing, interpretation and balance to make decisions about the level of learning outcomes achieved by students after conducting learning activities in achieving the learning goals students want to achieve (Hamalik, 2008).

### **Contextual teaching and Learning**

Contextual teaching and learning according to Jhonson (2002) is a learning process that helps students see the meaning in the academic material they learn by connecting academic subjects to the context of their personal, social and cultural circumstances. Contextual teaching and learning is an approach that is functional in implementation and operation, namely what actually happens in the classroom. Contextual learning is a phenomenon that is natural, grows and continues to grow, and is diverse because it is related to the phenomena of people's lives. In relation to the learning of Economic Learning Outcomes Assessment, the contextual approach focuses on activating, touching, linking, growing, developing and forming understanding through the creation of activities, generation, internalization, and the process of finding dynamic answers.

### **Component Contextual Teaching and Learning**

In accordance with the concept put forward by Elaine Johnson (2002), the Constitutional Approach has seven components, (1) constructivism, (2) finding, (3) asking, and (4 ) learning community, (5) modeling, (6) reflection, and (7) authentic assessment. Each component contains sub-components. The learning process for Assessment of Learning Outcomes Economics is said to use Contextual Teaching and Learning when applied in an integrated manner the various components. That is, in one time the learning process does not have to apply the seven Contextual Teaching and Learning components.

**Constructivism**

Constructivism is the foundation of the Contextual teaching and learning approach (philosophy), namely that knowledge is built by humans little by little, the results of which are expanded through a limited context. Knowledge is not a set of facts, concepts, or rules that are ready to be taken and remembered, but humans must construct that knowledge and give meaning through real experience.

On that basis, learning that must be packaged becomes "constructing" rather than "receiving" knowledge. In the learning process, students build their own knowledge through active involvement in the teaching and learning process. Students become centers of activity, not teachers. The foundation of constructivism thinking is somewhat different from the viewpoint of objectivity, which places more emphasis on learning outcomes. In a constructivist view, the strategy of "acquiring" takes precedence over how many students acquire and remember knowledge. For this reason, the teacher's task is to facilitate the process by making knowledge meaningful and relevant to students, giving students the opportunity to discover and apply their own ideas, and to make students aware of their own learning strategies.

**Learning Assessment of Economic Learning Outcomes with Pendektan Teaching and learning**

Through learning assessment of economic learning outcomes, it is expected that students can develop their potential. In this Contextual Teaching and Learning Components learning, students are expected to be able to adjust learning with real life, which is in accordance with what will be done in school later when they do the educational field Pratek. Contextual teaching and learning has the characteristic of connecting between subject matter and real situations that are tailored to the context, logically will help students in developing the potential of learning outcomes later in school.

**Learning Materials**

According to Muchlisah (1993) subject matter is a scientific discipline that is arranged systematically and is distinctive in nature, depending on the basic concepts of the problem being studied. In connection with this, what is needed in economic learning is the ability of students to arrange words into sentences, understand sentence patterns and develop various vocabulary. Language learning materials include pronunciation, spelling, and punctuation, vocabulary, paragraph structure and discourse.

Besides Tarigan in Sutopo (1998) suggested that in choosing economic learning materials, it is necessary to add (1) material based on text (2) material based on assignments (3) based on authentic materials. For this reason, before determining learning materials, a teacher must first carry out an analysis of learning needs.

**Learning Media**

Learning devices are all tools and materials that are used by lecturers to support the smoothness and reliability of learning. This learning tool can be in the form of SAP, Syllabus, RPKPS, Teaching Materials and Assessment.

**SAP**

SAP is a unit of learning events created for one meeting. In the SAP it contains a plan that will be carried out by the lecturer for one meeting. In the Sap, what material will be presented, what approach will be used, how will the system be assessed, what media will be used and so on?

**Syllabus**

Syllabus is an outline and summary of topics covered in an education or course. Syllabus is descriptive and decisive, or a specific curriculum. The syllabus is usually made by a testing institution, or prepared by a professor who supervises or controls the quality of a course / education, and is prepared in the form of paper (printed) or online. Syllabus contains specific information about courses / education / learning such as information about where, when, and how to contact the instructor (teacher / lecturer) and teaching assistant, outline what material will be covered / taught, the schedule and dates of the test until the date date of assignment, grading system / ranking, class order, etc. Regarding the exam, the syllabus provides the limits on what the teacher should teach and the test can only test what is mandated by the syllabus.

**RPKPS**

RPKPS is a Semester Learning Activity Program Plan (RPKPS) which is a learning process planning document to achieve the output of quality learning processes. This is because the implementation of RPKPS can consistently

create a conducive academic atmosphere so that excitement arises in the learning process. In addition, RPKPS is the preparation material for teaching lecturers to generate student independent learning by using the main pillars of learning, namely: (1) real problems, (2) links with other disciplines, (3) international insights, (4) information technology utilization and communication, and (5) creativity, innovation and leadership.

### **Teaching materials**

According to the Directorate of High School Development (2008), the understanding of teaching materials is all forms of material used to assist teachers in carrying out teaching and learning activities. The material in question can be either written material or unwritten material. Teaching materials are materials or subject matter that are arranged systematically, which are used by teachers and students in the learning process. Based on the definition, it can be concluded that teaching material is a component of learning used by teachers as learning material for students and helps teachers in carrying out teaching and learning activities in the classroom.

### **Assessment**

Assessment according to Gronlund (in Sabarti, 1992) is evaluation as a systematic process to collect, analyze and interpret information that determines the success of students in achieving their learning goals. Farida (2005) also argues that assessment is a process of activities to obtain, analyze, and interpret data about the process and student learning outcomes. So it can be concluded that assessment is a systematic process of activities to obtain, analyze, and interpret information about student learning outcomes.

### **Validity**

Validity is a measure that shows the validity of a test. A test is valid if the test measures what you want to measure. The test has high validity if the results are in accordance with the criteria, in the sense that they have a gap between tests and criteria (Arikunto, 1999:). Validity test is done to determine the level of validity of the instruments used. The types of test validity in general can be grouped into three groups, namely construction validity, content validity, criteria validity.

### **Practicality**

According to Arikunto (2010), the practicality in educational evaluation is the facilities available in evaluation instruments both in preparing, using, interpreting / obtaining results, as well as the ease in preparing them. The instrument is a learning device that is declared valid by the validator. Practicality is also one measure of an evaluation instrument said to be good or not good. Practical trials were conducted on students taking courses in the Assessment of Economic Learning Outcomes.

### **Effectiveness**

The effectiveness of a learning device can be seen in two aspects, namely activities and learning outcomes.

### **Methodology:-**

The type of research used is the development model. The development model is a set of sequential procedures for carrying out design and development that are manifested in the form of an activity process in learning to assess learning outcomes. The procedure for developing this model uses the Contextual Teaching And Learning approach to design learning systems. The development model used is based on the Thiagaran 1974 model and modification by Trianto (2010). Data obtained through various instruments are analyzed qualitatively and quantitatively. Data from the module validation sheet and learning outcome tests are analyzed quantitatively, then descriptive techniques are used to draw qualitative conclusions.

This study aims to develop learning outcomes assessment learning tools. The complete design of this study can be described in the following procedure. 1) Phase Analyst. At this stage, the need to develop learning tools for the assessment of learning outcomes of students of Economics Study Program STKIP PGRI Sumbar, then analyze the problem. The process carried out is as follows. a. Analyzing syllabus which aims to find out whether the material being taught is in accordance with the standards of competence and basic competencies of the course. b. Analyzing teaching materials that aim to see the compatibility of teaching materials with competency standards and basic competencies in the course. c. Review the literature that is tied to development. 2) The second stage is the Design Stage. This stage aims to design learning tools for Assessment of Economic Learning Outcomes. And draw up a framework and prepare Learning components. 3) The third stage is the Development Stage. At this stage the action taken is the Creation and validation of Learning tools economic learning outcomes assessment based on Contextual

Teaching and Learning. A product can be used according to its purpose requiring a validity test. According to Sugiyono (2010: 302) "Product validation can be done by several experienced experts to assess the weaknesses and strengths of the products produced.

### Results And Discussion:-

This research was conducted in five stages, namely analyze, design, develop, implement and evaluate, with a period of two years. In the first year the Analyze, Design and Develop phase has been carried out and in the second year the implementation stage was carried out from March 2018 to August 2018. The results of this study have come to test the practicality and effectiveness of the products described as follows:

#### Practicality Test Results

Because the product is very valid and according to product experts it can be used without revision, it means that the product is tested for practicality. The stages of practical testing are carried out on students who have already attended classes in Economic Learning Assessment with different lecturers and lecturers who teach courses in the assessment of Economic Learning outcomes. Based on the results of the analysis that has been carried out, the results of RPS practicality are as follows:

**Table 1:-**Research Results of RPS Practicality by students and PHB lecturers

Respondents	Average assessment of Trial Respondents Against RPS Economic Learning Results Assessment based on Contextual Teaching And Learning	
	Aspect A (ease of use)	Aspect of Timeliness
1	88.88	82.5
2	92	88
Average	90,23	88,79
Average	<b>89,51 (very practical)</b>	

Based on the above table it can be concluded that the RPS Economic Learning Outcomes Assessment based on Contextual Teaching and Learning is stated to be very practical and can be used with a mean value of 89.51 with a very practical category. The following are the results of the SAP practicality test for Economic Learning Outcomes with the respondents who study the assessment of economic learning outcomes and lecturers of the subject of economic learning outcomes assessment:

**Table 2:-**Results of SAP Practicality Research by students and PHB lecturers

Respondents	The average evaluation of the Test Respondents Against SAP Assessment of Economic Learning Outcomes based on Contextual Teaching and Learning	
	Aspect A (ease of use)	Aspect of Timeliness
1	88.46	89.58
2	98.6	91.7
Average	93,53	90,64
Average	<b>92,084 (very practical)</b>	

Based on the table above, the value of SAP practicality by students and lecturers who assessed the Economic Learning Outcomes was stated to be practical where the mean value obtained was 92, 084 with very practical categories. The following are the practicality test results of the Textbook on Economic Learning Outcomes with the respondents who study the assessment of economic learning outcomes and the lecturers of economic learning outcomes assessment courses:

**Table 3:-**Results of Study of Practicality of Textbooks by students and lecturers of PHB courses

Respondents	Average assessment of Trial Respondents Against Textbooks for Economic Learning Outcomes Assessment based on Contextual Teaching and Learning	
	Aspect A (ease of use)	Aspect of Timeliness
1	87,64	89,17
2	98,3	95,8
Average	92,97	92,485
Average	<b>92,72 (very practical)</b>	

Based on the table above, the value of practicality of Textbooks by students and lecturers who evaluate the Economic Learning Outcomes is stated to be practical where the mean scores obtained are 92, 72 with very practical categories. The following are the results of the practicality test of the Syllabus for Economic Learning Outcomes with the respondents who study the assessment of economic learning outcomes and the lecturers of the subject of economic learning outcomes assessment:

**Table 4:-Research Results Practicality of Syllabus by students and PHB lecturers**

Respondents	The average assessment of Respondents Trial Against the Syllabus of Economic Learning Outcomes Assessment based on Contextual Teaching and Learning	
	Aspect A (ease of use)	Aspect of Timeliness
1	93,21	87,08
2	99	96
Average	96,105	91,54
Average	93.82 (very practical)	

Based on the table above, the value of practicality of the syllabus by students and lecturers in the assessment of economic learning outcomes is stated to be practical where the mean score obtained is 92, 82 with a very practical category.

### Effectiveness Test Results

After the trial was carried out, this research was continued by testing the effectiveness of textbooks on Assessment of Economic Learning Outcomes. Effectiveness of Textbooks Assessment of Economic Learning Outcomes. Data on student activities were obtained from the observation sheet activities that were filled in by the absever when the learning process took place. While the results of the study are obtained from the results of the tests given:

### Student Activity Observation Results

Student activities observed in this study include: Visual Activities, namely students reading listening textbooks, oral activities, namely students asking lecturers or other students, listening activities, namely students hearing explanations from lecturers, writing activities namely students filling in the remaining parts blank or practice textbooks for evaluating economic learning outcomes, mental activities, namely students hear explanations from lecturers, writing activities, namely students fill in the blanks or practice books on evaluating economic learning outcomes, mental activities, namely students responding, sosal, analyzing see the relationship and conclude learning Emotional Activities, namely students excited and brave, the following results of student activities at each meeting can be seen in the following table:

**Table 5:-Results of Student Activity Observations**

No	Activity Type	Activity Indicator	Percentage of Activity For Each Meeting	
1	Visual Activities	Students Read Books Assessment of Economic Learning Outcomes	100	100
2	Oral Activities	Students Ask Other Lecturers and Students	97,2	94,4
3	Listening Activities	Students Listen to explanations from lecturers	94,4	97,2
4	Writing Activities	Students Fill in the blanks or exercises in textbooks assessing Economic Learning Outcomes	91,6	100
5	Mental Activities	Students respond, solve problems, analyze seeing relationships and conclude learning	97,2	97,2
6	Emotional Activities	Student spirit and be brave	100	100

From the table above it can be seen that for visual activities and emotional activities in two meetings students have done it all. Whereas writing activity percentage activity was 91.6.

The following are data on learning outcomes assessment of student economic learning outcomes conducted at the end of learning. The form of the test given is a question of essay form which consists of five questions, for more details can be seen in the table below:

**Table 6:-**Final Value of Students

No	Name	Value	Grade Final Value	Category
1	SV	93	A	Very effective
2	FD	78	B	effective
3	SDY	85	A	Very effective
4	NSD	80	A	effective
5	NFS	81	A	Very effective
6	SN	80	A	effective
7	RAP	95	A	Very effective
8	FR	83	A	Very effective
9	DS	70	B	effective
10	LA	90	A	Very effective
11	GR	80	A	effective
12	SA	72	B	effective
13	RF	90	A	Very effective
14	BAA	82	A	Very effective
15	AT	70	B	effective
16	YS	70	B	effective
17	RM	60	B	effective
18	ANH	82	A	Very effective
19	TM	95	A	Very effective
20	NOD	95	A	Very effective
21	RN	70	B	effective
22	ISO	70	B	effective
23	DR	95	A	Very effective
24	RN	92	A	Very effective
25	DZ	82	A	Very effective
26	KAF	80	A	effective
27	RS	68	B	effective
28	BLN	73	B	effective
29	ML	78	B	effective
30	BA	75	B	effective
31	GAP	85	A	Very effective
32	DM	82	A	Very effective
33	APL	80	B	effective
34	YMP	86	A	Very effective
35	RS	80	A	effective
36	DK	70	B	effective
Average		80,47	A	effective

From the table above, it can be seen that for the average semester final score of students in the Economics Learning Outcomes assessment course is 80.47 in the effective category.

### Conclusions And Recommendations:-

This research is development research, the product developed is a learning device in the subject of economic learning assessment based on contextual teaching and learning. based on the development of trials and dissemination can be concluded:

1. the economic learning outcome assessment tool based on contextual teaching and learning that is developed is very valid in terms of content and construct

2. The learning tool for economic learning outcomes assessment based on contextual teaching and learning that has been developed has been stated to be practical in terms of convenience, implementation and wear.
3. Textbook for economic learning outcomes assessment based on contextual teaching and learning developed which can be declared effective to improve student learning activities and outcomes
4. Based on the achievements of the study, it is suggested that to get textbooks that can be used and can be used by all students from all levels of academic ability, students need a study that makes it easier to develop textbooks for the ability of middle and lower students

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