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The Application of The Teaching Contextual Learning (CTL) to Increase The Motivation to Study Primary School Student

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Abstract. The background of research is research results in 2013 that motivation students in resolving word problems mathematics was weak . The purpose of this study is to find a the motivation to study students in resolving word problems mathematics by applying contextual teaching learning (CTL). This research was conducted at a grade school in Kuningan districts .The methodology is descriptive , with the quantitative approach and design research used is non-equivalent control group design .This research result indicates the 75 % attention , relevance 71.43 % , confidence 72.22 % and satisfaction 80.07 % that averaged the motivation to study students were % 74.68 .The motivation to study can rise as strategy applied is learning in kinds style, assigned tasks age related and interest, and the emergence of learning community .

Keywords: Motivation to Study, CTL

INTRODUCTION ~ In contemporary in daily life rarely were aware that god deliberately we watching for our actions or others, also of what our own, often we do not noticed. But if we noticed a question emerges in us, why they commit indecency. And it can be said that those who leave their to do so?Do they motives? .Simply must know what is the purpose of primary school mathematics to level of primary and secondary education is that students capable of: (3) Solve the problem which includes the ability to understand the problems, designed a mathematical model, finish, model and interpreting a solution obtained; (Depdiknas, 2006).

It should be realized that that primary school student do not understand what are the purpose of mathematics, and led to the students generally experienced difficulty in interpret the content or content turned about story of mathematics that served .It was because encouragement students for achieving an objective in math not depicted in detail .

Contextual Teaching Learning (CTL)

Several specialists certainly suggested a definition of the learning methods he continued CTL. According to Sanjaya admitted absent officials must (2006) CTL is in place a strategy of learning and teaching that emphasizes towards the process of to increase the involvement of a student in a full payment to be able to find the material of which studies of the issue and connecting it with the situation at present the real life so as to induce of students for can actually implement these fixes in their lives. In line with presented by Bern, & Erickson (2001) was proposed in which E. L Thorndike suggested that learning resulted from links formed between stimuli and response through the application of rewards. That expressed by E .L thorndike suggest education resulting from a relationship that formed between

stimuli and response through the application. awardMenurut Bern, & Erickson (2001: 2) *in this teaching and learning model, students construct their own knowledge by testing ideas based on prior knowledge and experience, applying these ideas to a new situation, and integrating the new knowledge gained with pre existing intellectual construct*. Learning model, that in this students build their own knowledge based on to the idea of ultimate knowledge and experience, as idea in a new situation, and integrate new knowledge. In line by Musyrifah's research (2015: 4) was because contextual train students approach to understand symbols, expression, and copperplate in learning mathematics mathematical so can increase the ability to communicate. Based on those opinion, learning by approach CTL can be presented basically as follows: (1) a new concept built of a real situation and contextual for students to what is already known; (2) students given a chance to collect and analyzed data own; (3) students guided to encounter the importance of the data collected own; (4) each student actively participate in the working group; (5) data , data analysis and concept itself get students to understand in application with masalah-masalah actual .

Trianto (2009: 10 CTL involving seven, main components namely (1) constructivism (2) questioning (3) inquiry (4)learning community (5) modeling (6) reflection and (7) authentic assessment Definition according to sardiman (2012, motivation hlm.73) motives could be described as a mover in and in a subject to do certain activities to reach an objective.

According to the definition in Sardiman. (Mc Donald 2012: 73) motivation is a change of energy in person characterized by the appearance of feeling and preceded by the response to the existence of a purpose. Lumsden (1994: 2) *student motivation naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or noninvolvement in academic activities.*

According to Pujadi (2007: 44) by adopting approach Lewin system, the motivation to study be considered as function factors that is in his own good, (intrinsic) and factors that is in the environment of learning (extrinsic). So , can be concluded that the motivation to study is an impulse internal and external among those students who is learning to hold the behavioral changes . Motivation intrinsic is a motivation that originating from the self without any stimuli outside , while motivation extrinsic is motivation who come from outside the self individual itself. According to Keller (2000) develop a set of the principles motivation to be applied in the process of learning called arcs , covering: attention, relevance, confidence, and satisfaction. Model ARCS this developed by keller as a proxy for to stimulate and maintain motivation students that will affect the achievement.

The test which has been done by maria cleopatra in 2017 suggested that lifestyle and the motivation to study students influential 93.1 % compared to lifestyle only 6.79 %. Depart of of this research there is a mismatch between the subject of study observed is high school students, whether it is a valid will at primary school student to the subject being same which is math .The subject-matter of this research is how the image of the motivation to study primary school student by applying CTL kind of classroom ?With studies the theory that has been exist and gap between the test which has been done there was an assumption that research program will improve the motivation to study primary school student a mathematics .

METHOD

This study used a quantitative approach with the quasi experiment .According to Saodih (2005: 53) is research which are based on the philosophy that emphasizes positivism fenomena-fenomena objective and examined quantitatively. Optimization was objectivity design this research was done using angka-angka, processing statistics, the structure and control experiment . The experimental methods are specious or quasi experiment essentially equal to pure experiment, the difference is in control variables. Be only done for only one variable, that is the most dominant variable Syaodih (2005 : 59). A design used is nonequivalentcontrol group design that is according to sugiyono (2009: 116) this design is similar to that of pretest-posttest control group design, only on this design group and the control group experiment not chosen at random. This design shows that half class (class experiment be treatment that is learning by using learning contextual teaching learning (CTL) and class control given learning by using learning directly .

Design research can be seen in table 1:

Table 1. Design research

Group	Pretest	Treatment	Posttest
Experiment	O_1	X	O_2
Control	O_1	-	O_2

(Sugiono, 2010: 116)
description:
O1 = pretest
O2 = posttest
X = Treatment (CTL)

The research was conducted in public primary schools a student of class IV A as a class experimentation and IV B as a class control. Research has been underway since october of july until 2018.

Instrument that is used is the test that measures the, namely the ability finish a word problem and measuring the motivation to study students .For measuring the motivation to study students researchers used an instrument nontes: the questionnaire, sheets of observation and interview. A questionnaire that is done given among respondents to know the level the motivation to study students .Sheets of observation was undertaken during the act of unfolding to know the motivation to study students while interviews were conducted to the results of the questionnaires synchronization with sheets of observation and questionnaire .

RESULT

In the introduction to the has been told that the purpose of research that is done is to find the motivation to study of students learning by adopting CTL. To achieve this aim, do the data by means of instruments non-test.instrumen non-test referred to in this research is motivation survey student learning, sheets observation activity students and guidelines. The following is the elaboration of the the qualitative data obtained from the instruments.

The motivation to study student

On the basis of attitude motivation watchful such as seen from students and confirmed with the manners such an attitude seen at the time of observation. So for a reckoning watchful such a score was obtained for the primary instrument to motivate in the class experiment as follows:

Table 2. A score an instrument motivation in the class experiment

Name	Score	Value
R1	47	74.6
R2	51	81
R3	58	92.1
R4	43	68.3
R5	42	66.7
R6	48	76.2
R7	44	69.8
R8	47	74.6
R9	37	58.7
R10	40	63.5
R11	55	87.3
R12	44	84.1
R13	53	69.8
R14	55	87.3
R15	59	93.7
R16	57	90.5
R17	42	66.7
R18	53	84.1
R19	47	74.6
R20	42	66.7
Total	964	1530.3

	48.2	**76.5**

For measuring the motivation to study students attitude, the motivation to study such split from the classroom the experiment was obtain lessons learned by adopting both CTL. The results of such students at the time of learning about motivation is using it with such contextual mathematical instruments used in this research there are 21 statement which consist of 11 positive statement and 10 a negative statement .The following are the percentage the results of motivation based on some indicators such motivation attitude displayed on the table 2.

Table 3. The Survey Percentage based on an Indicator of Motivation students

Var.	Descriptor	Indicator	%
Motivation to Study	1. *Attention*,	•a have a sense of are interested in •any desire on his result •think any desire to find out.	75%
	2. *Relevance*	• feels compelled to carrying out an assigned task • sensed that he needed knowledge	71,43%
	3. *Confidence*	• have hope future •Do something to carry his goal.	72,22%
	4. *Satisfaction*	• Students become glad in learning • Students become dilligent	80,07%
Average			74.68%

Based on table 5.15 can be concluded that the students had the highest percentage in satisfaction or satisfaction. indicatorsDoes that mean in learning of mathematics who is using it as much as contextual students 80,07 % feel satisfied, happy, and happy in following math. Students do not feel afraid and lazy to follow learning math by adopting CTL. Students also is satisfied with, learning privately that satisfied with the results of the rise in completing a task assigned.

The motivation to study student

on the basis of sheets of observation a student to lose their sheets of observation motivation of the creation was of students to study used by researchers for adjustment to the the answers of the of other of any economic indicators the successful students at the motivation to study given during the post-test. Sheets of observation is filled by researchers by means of with the act of observing the motivation to study students a his meeting .Began to get a bit than the date of 19 august all the way up to 14 september 2018. As for the result of observation is as follows:

Table 4. The Percentage of the Table Sheets Students Indicators Observation According to The Motivation to Study

Name	Score	Average	interpretation
R1	75	78,13	Good
R2	75	78,13	Good
R3	70	72,92	Good
R4	77	80,21	Very Good
R5	86	89,58	Very Good
R6	82	85,42	Very Good
R7	72	75	Good
R8	72	75	Good
R9	77	80,21	Very Good
R10	79	82.29	Very Good
R11	74	77,08	Good
R12	69	71.88	Good
R13	64	66.67	Enough
R14	66	68.75	Enough
R15	76	79.17	Good
R16	66	68.75	Enough
R17	79	82.29	Very Good
R18	79	82.29	Very Good
R19	71	73.96	Good
R20	71	73.96	Good

From the table 5.16 that observations done as much as 8 meeting in conclusion is 7 students or by 33,3 % students who interpretation motivation study very good. Next, there are 11 students or by 52,3 % students interpretation motivation study good, and there are 3 students or by 14,2 % students interpretation motivation study enough. It means, based on sheets observation motivation learned this 84 % students have the motivation to study high learning through the use of ctl approach in learning math.

At first meeting a lot of students who practices attitudes attention to learning the math is high students was 15 students. This means 71,4 % just students who have demonstrated the gesture well. Next, many students a display of relevance that the possible link with knowledge of high learning the math just 16 students. This means 76,19 % students who have demonstrated the gesture well. While many students give off a confident in her abilities in mathematics there 20 students this means 95,2 % students who have demonstrated the gesture well. And as many as students 17 display of satisfied with the learning has been done, as many as 80,9 % students who have demonstrated with the satisfaction of the ability in learning.

Based on previous exposure, we can conclude that at first meeting, students who most motivation to learn is much to show those in the third is confident of the ability himself in studying mathematics. At a meeting second is being attention to learning the math is 17. high students. This means 80,9 % just students who have

demonstrated the gesture well.Next, many students a display of relevance that the possible link with knowledge of learning the math just 18 high students just.This means 85,7 % students who have demonstrated the gesture well. While many students give off a confident in her abilities in mathematics there 17, students this means 80,9 % students who have demonstrated the gesture well. And as many as students 19 display of satisfied with the learning has been done, as many as 90,4 % students who have demonstrated with the satisfaction of the ability in learning by himself.

At a meeting of the fifth and sixth, it should also be noted in accordance with an indicator , the reason why many students indicated that there has been the motivation to study whose height is 95,2 % , 100 % and 95,2 % .This means there was a change in the motivation to study who received a significant amount of learning second to a third it will be on a all indicators motivasibelajar .In the long term the , at a meeting of the fourth , it should also be noted in accordance with an indicator , the reason why many students indicated that there has been the motivation to study whose height is 95,2 % , 100 % and 95,2 % .This may indicate that the at a meeting of the the recent times there were the consistency of the motivation to study and development which has indicated by students of class the course of this experiment .

At a meeting last, in berturut-turut in accordance with, indicators many students who have demonstrated the motivation to learn the high is 95,2 %, 100 %, 90,4 % and 95,2 % %.This means that at this meeting, student learning motivation in the first indicator and third undergo a change towards more good reaches the maximum score.To describe in detail the scores on every indicator of the first meeting until the last encounter, the researchers described it in the following table 5.18:

Table 5. Scores Sheets Observation the Motivation to Study

Aspects that are observed	**Score**			
	3	**2**	**1**	**0**
Attention	85 (51%)	64 (38%)	14 (8%)	0
Relevance	77 (46%)	73 (43%)	20 (12%)	0
Confident	92 (55%)	61 (36%)	15 (9%)	0
Satisfaction	115 (68%)	37 (22%)	16 (10%)	0

Based on table 5.18 above it can be concluded that of the four indicators the motivation to study , a student of class experiment demonstrate the attitude of the most high on the third and fourth indicators that is confident in the ability of the attitude and satisfied himself in the ability of the himself in to learning

mathematics at 91 % and 90 % .While in the case of an indicator that first and both the attitude attention to the high number of students learning mathematics the fact as much as 89 per cent of 89 per cent also students who demonstrate the attitude of capable of connecting knowledge of learning on the lives of daily. It means , based on the average of the score the motivation to study on every indicator , a student of class this experiment having the average score the motivation to study as much as 89,75 %. In this case , based on researchers own observations on the motivation to study a student of class ekperimen is excellent. It means through learning by adopting both CTL the motivation to study students rose to a better than before treatment.

DISCUSSION

Based on the survey that contains 21, statement 10 positive statement and a negative statement. 11Of the survey given to class students experiments on the date august 26 2018 shows that of 21 grains of a statement to average score of the survey the motivation to learn that high. Does that mean the application of the approach of CTL is mostly students have had motivation to learn that very good. The motivation to learn shown grade students received an experiment in learning math CTL approach with the application of this is a very good. Gain in value Based on average score motivation so it looks obvious that on learning math with the application of CTL approach students tend to take it well.

The research results show that the average score scale the motivation to study from the classroom experiment has been good enough. The results of these findings identified that learning mathematics will to be well implemented if a teacher capable of being well choose and drawing up plans to develop the ability of learning the proper. Learning by the application of CTL approach based the context can build the motivation to study students and also the use of contextual containing the context of problems which have been known students will be help students to get meaningful learning. In line with the opinions of Reid (2009) that there were several strategies to build motivation:

1. Support learning the diversity style
2. Learning style

Make sure that tasks relating to the aged and interest

3. Make sure that learning meaningful
4. Workgroup

The average value of motivation to study was excellent, student learning it is clear that students have the motivation to study excellent. It is also supported by observations the motivation to study conducted by researchers. Based on observations, the majority of students have the motivation to study excellent. It means, the results of questionnaire and student learning class experiment synchronous with the observations perseverance learning.

observed by researchers. So we can conclude that using CTL approach could raise motivation of student better in learning.

CONCLUSION

Students obtain lessons learned by applying CTL approach has a high motivation to study. Because in learning approach apply CTL capable of inducing curiosity of students of the problems presented so as he performs an issue that is presented by the use of knowledge he processes beforehand. In applying CTL approach to the motivation to study that is characterized by high there is a danger of, wondered at them confidence, and a satisfied with learning which is carried out. So expect further research to conduct research with matter and subject differently about the motivation to study in learning with CTL approach.

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