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The Effectiveness of the Contextual Teaching-Learning Approach in Improving Ecotourism Understanding

Sri Murtini¹, Sumarmi², Dwiyono Hari Utomo², I. Komang Astina³

¹ *Pendidikan Geografi, Universitas Negeri Surabaya, Surabaya, Indonesia*

² *Postdoctoral Researcher of Geography Education, State University of Malang, Malang, Indonesia*

³ *Faculty of Social Science, State University of Malang, Malang, Indonesia*

Received: March 9, 2022 ▪ Reviewed: May 7, 2022

▪ Accepted: June 10, 2022 ▪ Published: July 29, 2022

Abstract:

Contextual learning is a learning model that is still limited to being applied in universities, so this research is very important to improve the quality of learning. Contextual learning can be done by utilizing ecotourism areas near campus. This research aimed to determine: the effectiveness of increasing understanding of ecotourism by applying the contextual teaching-learning approach. This research was conducted in the 6th semester on students who program tourism geography courses in the geography education of department, Universitas Negeri Surabaya. The data was obtained from the pretest and posttest between the experimental and control classes. The questions were tested using a validity test, reliability test, and t-test. The results of the pretest scores between the control class and the experiment class show no differences in competency abilities. The independent t-test analysis results in a p-value of significance = 0,000, which is smaller than the significance level of 0.05 (alpha). The average difference between the experimental and control classes in the pretest shows a result of 3.704, while, in the posttest, it is 7.65. The average experiment class learning outcomes show an increase of 25.68. The learning outcomes difference between the control and experimental classes is 6.05. The results showed that the experimental class was proven to get a minimum score of 75 (B), up to 96.8%. So, the study results indicate that the contextual learning approach effectively increases understanding of ecotourism.

Keywords: effectiveness, ecotourism understanding, contextual learning.

情境教学法在提高生态旅游理解中的有效性

摘要:

情境学习是一种学习模式，目前还仅限于在大学中应用，因此这项研究对于提高学习质量非常重要。情境

学习可以通过利用校园附近的生态旅游区来完成。本研究旨在确定：通过应用情境教学方法来增加对生态旅游的理解的有效性。这项研究是在第六学期对在泗水国立大学地理教育系编写旅游地理课程的学生进行的。数据来自实验班和控制班之间的前测和后测。使用有效性测试，可靠性测试和吨检验对问题进行了测试。控制班和实验班的前测成绩结果显示，能力能力没有差异。独立吨 检验分析导致显着性 p 值 = 0,000，小于显着性水平 0.05 (α)。前测中实验班和控制班的平均差为 3.704，而后测中为 7.65。平均实验班学习成果显示增加 25.68。控制班和实验班的学习成果差异为 6.05。结果表明，实验班被证明获得了 75 (乙) 的最低分数，高达 96.8%。因此，研究结果表明，情境学习方法有效地增加了对生态旅游的理解。

关键词：有效性、生态旅游理解、情境学习。

1. Introduction

In Paris, the student ability survey within the Program for International Student Assessment (PISA) framework showed that Indonesia was ranked 72nd out of 77 countries with 371 reading, 379 math, and 396 science skills. This data shows that the quality of education in Indonesia is low. One of the contributing factors is the low competence of teachers and lecturers.

Most teachers and lecturers do not yet have professional competence in planning to learn, implementing learning, assessing learning outcomes, mentoring, training, research, and community service. Although teachers and lecturers are not the only determinants of educational success, teaching is the center of education and qualifications as a mirror of quality. Therefore, teachers and lecturers make a very big contribution to the quality of education.

Most teachers and lecturers in Indonesia still find it difficult to leave the traditional learning approach. Teachers and lecturers must have competencies to make learning more fun, and students become active, creative, and critical. The contextual approach is learning that helps teachers relate the material taught to real situations (Purnomo et al., 2020). In addition, it can encourage students to make connections between their knowledge and its application to their daily lives. This involves seven main components of effective learning: constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment (Hasibuan, 2015; Trianto, 2009).

Contextual learning with the constructivism approach is seen as one strategy that meets the principles of competency-based learning. There are five contextual learning strategies: relating, experiencing, applying, cooperating, and transferring. By doing these strategies, it is expected that students can achieve competence maximally. According to Susanto and Sapti (2006), Irfan (2009), the contextual learning model effectively improves learning outcomes. According to Rusman (2012), contextual learning can make students involved in exploring their abilities and connecting them to the real world.

So far, the knowledge provided is still theoretical, and students tend to memorize it. Lecturers have not used learning that utilizes the environment as a learning resource. Students have not been able to connect the knowledge obtained from the lecturer to be connected

with what is in their environment. Thus, learning is still not interesting because the benefits of what is learned are not yet directly felt. This condition occurs in the tourism geography course specifically for the discussion of ecotourism.

In this contextual learning, ecotourism material is taught outdoors by utilizing the Wonorejo mangrove ecotourism area. This ecotourism area is relatively close with easy access. The Wonorejo mangrove ecotourism area was developed for various purposes, one of which is as a means of education.

This ecotourism area can be used to explain the essential concepts of geography and understand ecotourism and its potential, carrying capacity, and development strategies, in addition to several concepts such as location, distance, accessibility, movement, interaction, and use-value. This potential can be measured using attractiveness, supporting facilities, and human resources.

Based on these reasons, a contextual learning approach is needed in the tourism geography course, especially in ecotourism discussion, so that students can easily understand facts in the field, easily analyze them, and solve problems that arise in the surrounding environment. Therefore, this study aimed to determine the effectiveness of the contextual learning approach in increasing ecotourism understanding.

2. Method

This study used a *nonequivalent control group design*, where the experimental class and control class were not chosen randomly (Sugiyono, 2010, p. 116). The research objects are students at the Geography Department of Universitas Negeri Surabaya, Indonesia. The A-class was an experimental class of 31 students, while the B-class was a control class of 30 students in the 6th semester. Determination of the experimental class and the control class was based on the results of the pretest conducted before the given learning. Data collection techniques were used in the pretest and posttest. Following are the steps for data processing.

- 1) The validity of the questions was calculated using the product-moment correlation formula;
- 2) The reliability test of the questions was carried out using Cronbach's alpha. Data is reliable if the value of Cronbach's alpha > 0.70 (Ghozali, 2011);
- 3) t-test, to find out the difference between the

experimental class and control class results using the SPSS version 16 program with several tests, namely:

- Normality test of the data using the one-sample Kolmogorov-Smirnov test with a significance value (p-value) of 0.05;
- Homogeneity test using the SPSS version 16 program with a significance level of 0.05;
- Independent sample t-test with a significance level of 0.05;
- Paired sample t-test with a significance level of 0.05.

The measure of effectiveness uses a benchmark score from Universitas Negeri Surabaya $\leq 80\%$ of students in the class get a minimum score of B (75). The value criteria used are A ($85 \leq A < 100$); A- ($80 \leq A- < 85$); B+ ($75 \leq B+ < 80$), B ($70 \leq B < 75$); ($65 \leq B- < 70$); ($60 \leq C+ < 65$); ($55 \leq C < 60$).

3. Result

The validity test results showed that of the eighteen available questions, there were ten valid questions tested on the posttest. The question is related to the tourism geography material contained in the Wonorejo mangrove ecotourism area. There are the concepts of movement, ecological approach, location aspects, use-value, attractions, number of visitors, accessibility quality of human resources, visitor behavior, and opportunities for the population of Surabaya.

Furthermore, the questions' reliability test was carried out using even-odd numbered divisions with the Cronbach's alpha reliability formula > 0.70 . The result showed a value of 0.75, which means that the items included are reliable.

The next step is to conduct a normality test to analyze the normality of the data distribution. The result of the data analysis can be seen in the following Table 1.

Table 1. Normality test of the research data

Learning Outcome	N	The Kolmogorov-Smirnov Z	Sig.	Information
Pre-test	61	0,849	0,600	Normal Distribution
Post-test	61	0,466	0,864	Normal Distribution

The result of the normality assumption using the one-sample Kolmogorov-Smirnov test shows significant values (p-value) of 0.600 and 0.864, which are greater than $\alpha = 0.05$. These values indicate that the data of the research results are normally distributed. Arikunto (2010) explained that calculating the treatment effectiveness in the pretest-posttest design uses a t-test with the condition that the data is normally distributed.

The data homogeneity test was conducted to determine whether the pretest and posttest data in the experimental and control classes have the same variant. The homogeneity test used a significance value of 0.05. The results of the Levene test, at the pretest of the control and experimental classes, show that the F-value

is 0.122 or p significant 0,729 and not significant at 0.05 ($p > 0.05$), which means that H_0 is accepted so that the item has the same variant or homogeneous.

The results of the Levene test, in the posttest of the control and experimental classes, show that the F-value is 0.005 or p significant 0.945 and is not significant at 0.05 ($p > 0.05$), which means that H_0 is accepted so that the item has the same or homogeneous variant. The pretest values in the control and experimental classes have no difference in average values, with a p-value of the significance of 0.455, greater than α ($\alpha = 0.05$). This indicates the presence of the same ability in the two trial classes, which means that H_0 is accepted. The posttest value in the control and experimental classes has a difference in average values, with a p-value of the significance of 0,000, smaller than α ($\alpha = 0.05$). It indicates a treatment with a contextual approach to the experimental class, which means that H_0 is rejected.

Paired t-test was used to test for differences in mean values before and after treatment in the same sample group. The basis for making this test decision is using the t-value or the significance value (p-value) smaller than the α of 5%. This indicates differences in the mean before and after the treatment in the same sample group. The results of the t-test can be seen in Table 2.

Table 2. Paired sample t-test result for the control class

	N	Mean	t-value	Db	Sig.	Information
Pretest	30	57,30	-10,966	29	0,000	There is a difference
Posttest	30	76,93				

Based on Table 2, the analysis results show a t-value of -10.966 with a p-value of the significance of 0,000. The p-value is significantly smaller than the α value, so there are differences in the mean before and after the control class. This is because the average posttest value is higher than the pretest value. This indicates that the contextual approach can improve understanding of ecotourism by 19.63.

Table 3. Paired sample t-test result for the experimental class

	N	Mean	t-value	Db	Sig.	Information
Pretest	31	58,90	-13,867	30	0,000	There is a difference
Posttest	31	84,58				

The table of analysis shows the p-value of the significance of 0,000. The p-value is significantly smaller than the α value. Therefore, it can be said that there is a difference in the average value before and after the experimental class by giving treatment using the contextual approach. This is because the average posttest value is higher than the pretest value, so it can be said that giving treatment using the contextual approach can improve the understanding of ecotourism by 25.68. The difference in learning outcomes between the control and experimental classes is 6.05. The average posttest value difference between the control and experimental classes is 7.65. This means that the treatment using a contextual approach can provide an improved understanding of ecotourism.

The effectiveness of the contextual approach can be

seen by comparing the values obtained at the pretest and posttest in the experimental and control classes. The pretest and posttest values in the control class were obtained after being given ecotourism material with a conventional approach. The experimental class was given the pretest and posttest after being treated with a contextual approach. The effectiveness of ecotourism understanding is estimated by comparing the posttest values between the control class and the experiment class. The effectiveness of understanding ecotourism carried out with a contextual approach can be seen in Table 4.

Table 4. Pretest and posttest value comparison between the control and experimental classes

Value Criteria	Pretest		Posttest		Information
	Control Class	Experimental Class	Control Class	Experimental Class	
	%	%			
A	0	0	6,7	48,4	Passed
A-	0	0	16,6	32,3	Passed
B+	6,7	12,9	26,7	12,9	Passed
B	3,3	9,7	20,0	3,2	Passed
B -	6,7	12,9	26,7	3,2	Passed
C+	23,3	22,6	3,3	0	
			Passed		
C	10	32,2	0	0	Passed
D	50	9,7	0	0	Failed

Table 4 compares pretest scores in the experimental and control classes using the score criteria at the State University of Surabaya. In the pretest control and experimental classes, the scores were evenly distributed from D to B+. The posttest shows that all students passed. The control class value distribution starts from C+ to A, while the experimental class has the lowest value B- and the highest score in category A (48.4%). The results showed that the experimental class was proven to get a minimum score of 75 (B), up to 96.8%. So, an effective contextual learning approach can increase understanding of ecotourism.

4. Discussion

Lecturers can improve the quality of learning by finding innovative learning strategies by utilizing the environment as a learning resource. For example, contextual learning can help students understand the material by connecting everyday life environments. With the proper application of contextual learning, the learning atmosphere becomes fun, students become active, and learning outcomes improve.

In addition, learning activities are more comprehensive and active because they can be done in various ways, such as observing, asking questions, and proving. To obtain the desired learning outcomes, many determining factors, such as the environment, are complex; therefore, to understand learning, we must consider many factors (Marshall & Weinstein, 1984; Roeser et al., 2009). Nikmah et al. (2019) stated that applying the contextual learning model could have a significant effect on student learning activities and outcomes simultaneously.

Mahmudi (2005) explains that effectiveness is the relationship between output and goals; the greater the contribution of output to the achievement of goals, the

more effective the activity. According to Muhlisin (2011), learning to read texts using contextual teaching-learning is more effective when applied in the English learning process. Hackathorn et al. (2011), Maryatun (2015), and Wulandari et al. (2019) revealed that the effectiveness of contextual teaching materials is said to be effective if the achievement percentage is at least 75 so that contextual teaching materials can improve learning outcomes.

In this study, the experimental class was more effective in increasing the understanding of ecotourism because students had the opportunity to work together in learning. Maluni (2021) declares that cooperative learning strategies are more effective than conventional teaching in improving student attitudes. Suryawati et al. (2010), Susanto and Sapti (2006), Irfan (2009) say that the experimental class is more effective in solving problems and is scientific, improving learning outcomes and improving learning outcomes with good responses.

In addition, the study results show the effectiveness of the contextual approach because this approach provides meaningful learning. These results are in accordance with the opinions of Nurhadi (2003), Muslich (2009, p. 41), Mergendoller et al. (2006), and Masa (2008). They said that contextual learning is a learning concept that helps lecturers connect learning materials with real situations and encourages them to connect their knowledge and everyday life. Furthermore, it is said that the contextual approach with a constructivism approach is seen as one of the strategies that can fulfill the principles of competency-based learning. The five contextual strategies are linking, experiencing, implementing, working together, and transferring (Hosnan, 2014).

A contextual approach makes learning situations more comfortable, fun, independent, active, and courageous. The learning that is happening today has changed from a teacher learning center to a student learning center. Learning with a student center learning approach will provide competence and knowledge so that students can develop thinking skills, interpersonal skills, and adaptability skills (Amir, 2009).

Understanding ecotourism material with a contextual model effectively improves student characteristics such as perseverance, sense of responsibility, hard work, cooperation, caring, tolerance and self-confidence. This shows that the intervention in the form of contextual learning can improve students' character in ecotourism learning. The results of this study are in accordance with those by Zuchdi et al. (2012) that one of the strategies to develop character education must be through intervention. Furthermore, implementing learning using a contextual approach can also form attitudes that previously lacked the enthusiasm to be more enthusiastic and have the willingness to obtain learning competencies.

Understanding ecotourism material using contextual models is more effective than conventional classes. Learning with this contextual approach receives good

responses, increases student motivation, and learning outcomes rise significantly. Based on the research conducted by Pangastuti (2017), the application of contextual learning models is more effective in improving learning outcomes and student responses. In addition, Downing et al. (2011) found that contextual groups provide effective value, unlike conventional ones. This is because the treatment given to the experimental class changes the students' attitudes.

5. Conclusion

One of the materials in the tourism geography course is ecotourism. Ecotourism material is very interesting when done using a contextual learning model. Contextual learning is a learning model that links everyday contextual learning materials so that students can interpret the knowledge/skills they learn.

According to Muslich (2009) and Muslichin (2022), contextual learning has several principles: relating, experiencing, applying, cooperating, and transferring. These five principles are implemented in learning in the Wonorejo mangrove ecotourism area. In this study, students study in the open by utilizing ecotourism areas. The Wonorejo mangrove ecotourism area was developed for various purposes, such as ecological, social, economic, and educational. However, sometimes there are obstacles to implementing learning, such as costs and limited time.

In this study, ecotourism areas explain the essential concepts of geography, ecotourism understanding, potential, carrying capacity, development strategies, and several concepts such as location, distance, accessibility, movement, interaction, and use-value.

The study results show that this method is more effective in increasing the understanding of ecotourism. In addition, students' attitudes showed that they were more active, creative, and happy. So it can be said that students in schools and universities still need to apply a contextual approach to learning.

This Wonorejo mangrove area has the potential to be utilized by various disciplines such as geography, biology, sociology, environment, economics, social studies education, statistics, philosophy, and others. For example, in geography, it can be used to determine the characteristics of the coast, geomorphology.

6. Limitations and Further Study

There are many variations of effectiveness measuring tools. This study used the size and criteria from Universitas Negeri Surabaya because the research was conducted on students in the Geography Education study program from Universitas Negeri Surabaya. Therefore, for further research, it is better to use a standard/general effectiveness measure to be used by anyone at any time. Besides that, lecturers are expected to be brave and creative to take advantage of the surrounding environment as a learning resource.

Acknowledgments

The author would like to thank the supervisors, especially the Malang State of University, which has provided facilities for learning.

Authors' Contributions

This article results from research for a dissertation during the authors' studies at the State University of Malang. This article has gone through guidance from the promoter and two co-promoters at the Geography Education Department of the State University of Malang.

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