The Influence of Local Culture Oriented Contextual Approach to Social Skills and Learning Result of Fifth Grade Students Elementary School

Fajar Nur Yasin[1], Mustaji[2], Hendratno[3]
Primary Education, Postgraduate, Universitas Negeri Surabaya

Abstract:- This study aims to analyze the effect of using a culturally oriented contextual approach to the social skills of fifth grade elementary school students and analyze the effect of using a culturally oriented contextual approach to the learning result of fifth grade elementary school students. This research is an experimental research design with pretest posttest control group design. The research data were analyzed using the normality test, homogeneity test and hypothesis testing using the t test. The results showed that: first, the local culture-oriented contextual approach had an effect on social skill, this was based the results of sig. 2 tailed worth 0.038 (0.038 <0.05). Second, the local culture-oriented contextual approach influences learning result, this is based on the learning result of the results of sig. 2 tailed worth 0.003 (0.003 <0.05). Based on the results of data analysis, it can be concluded that the local cultur oriented contextual approach of influences students' social skills and student learning result significantly.

Keywords:- *Contextual Approach Oriented Local Culture, Social Skill, Learnig Result.*

I. INTRODUCTION

Learning is a systematic activity and process consisting of 5 components including teachers, students, curriculum, facilities and administration. Each component is not separate or runs on its own, but must run on a regular basis, interdependent and continuous. For this reason a design and management of good learning is needed and developed in order to achieve learning objectives. On the other hand, the development of science and technology is increasingly developing so as to encourage various efforts to renew the use of technological results in the learning process.

The learning process in school expects students to develop their best potential according to the learning objectives. Teachers as instructors are not merely conveying information related to learning materials, but must be able to create a pleasant classroom atmosphere so students are actively involved in the learning process and students can develop all their abilities. This is in line with Law No. 20 of 2003 concerning the National Education System that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential for religious spiritual power, self-control, personality, intelligence, noble character and skills needed by themselves, society , nation and state.

The development of science and technology led to a cultural crisis. This is evident in almost every school not using contextual culture in learning at school. For this reason, we need a way to minimize the impact of the cultural crisis, one way is to use a contextually oriented local culture learning approach into the learning process, so that the use of the local cultural contextual learning approach is expected to make it easier for students to understand the concepts that are directly related and based on his daily experience. This is in accordance with Suprijono (2009: 79) which states contextual learning is a concept that helps teachers associate material taught with real world situations guided by teachers, so as to encourage students to make connections between their knowledge and their application in their lives as members family and community.

Primary school students have the characteristics of concrete operational understanding. In accordance with what Piaget stated (Susanto, 2013: 77) that at the age of 7-11 years students have begun to understand aspects of a material, are able to understand how to combine several groups of objects that vary in level, and are able to think systematically about objects and events that occur concretely. To achieve this, it is necessary to optimize and develop the learning process through the use of communicative and interactive learning approaches based on the experience gained by the students themselves.

Teaching is not an activity of transferring knowledge from teacher to student but an activity that allows students to develop their own knowledge (Tirtayanti, 2013). Teaching is not a process where teacher ideas are passed on to students, but as a process to help students change students' initial knowledge of misconceptions towards scientific concepts. For this reason, teachers as facilitators need to explore students' initial knowledge and relate it to student activities in building their knowledge. Constructivist understanding always accommodates initial knowledge as the starting point (Santyasa, 2004)

Johnson (2007) revealed that contextual learning is learning that aims to stimulate students to see the meaning in academic material with the context of their daily lives, namely in the context of their personal, social and cultural conditions. This can be interpreted that contextual learning allows students to connect the content of material with the context of everyday life to find meaning based on the knowledge they have, so that it becomes a driver for students to be able to apply it according to the culture that is in their homes in their lives.

In the learning process, the teacher needs to understand several principles, characteristics and analyze several important things that support the implementation of a contextual learning approach, both through the use of learning resources, media, learning strategies and classroom management techniques. For this reason, in implementing contextual learning the teacher should use the media and use learning methods as part of facilitating the learning process.

Bloom describes the types of learning outcomes divided into 3 domains, namely cognitive, affective and psychomotor. Cognitive learning outcomes relate to student learning achievement in the form of knowledge, affective emphasizes more on the attitude and psychomotor aspects which emphasize the skills aspect. (Supardi, 2015: 2). Based on this view, it can be concluded that the learning outcomes do not lead to just one aspect, but 3 aspects to each other must be considered in the learning process. In this study, researchers focused more on the learning outcomes of cognitive aspects that were measured through tests of learning outcomes and affective aspects as measured by conative domains that focused on students' social skills.

Amtorunajah (2015; 3) argues that basically social skills are an ability possessed by a person to be able to get along, work together with other people both individuals and groups well, so that there are non-physical bonds in society. In line with what was stated, Gresham & Elliott (1990) which defines social skills as *"Socially acceptable learned behaviors that enable individuals to interact effectively with others and avoid negative social interactions with others"*. This view identifies social skills into the form of interpersonal behavior that includes the ability of individuals to establish social relationships with those around them. Interpersonal behavior in question is a reflection of individual behavior in understanding others in the context of social interaction.

Based on the opinions of several experts stated above, social skills are closely related to interpersonal behavior that is shown by someone to other individuals. Interpersonal behavior requires the ability to communicate as social cues, social interactions, recognize how behavior, influence others, and understand how others feel. Thus social skills lead to the ability of individuals to be able to communicate, interact, understand the feelings of others and establish cooperation with other individuals. Social skills are defined as individual skills accompanied by the skills and skills that children have in starting activities or maintaining a positive relationship in interacting socially in

the form of interpersonal behavior in which a person must be able to collaborate, communicate, interact socially. and build relationships with other people.

Nurhadi (2014: 56) states that contextual learning allows students to expand and apply their academic knowledge and skills in a variety of school and outside schools to solve all the problems that exist in the real world. Learning using a locally-oriented contextual learning approach occurs when students apply and experience what is taught by referring to real (real) problems associated with their roles and responsibilities as family members and the community.

Based on the background described above, the purpose of this study is 1) to analyze the effect of using a culturally oriented contextual approach to students' social skills, 2) to analyze the effect of using a locally culturally oriented contextual approach to student learning outcomes.

II. THEORETICAL FRAMEWORK

➢ *Local Culture Oriented Contextual Approach*

Contextual learning is closely related to the perspective of the educator (teacher) that is used to create a learning environment that can enable the occurrence of a learning process and the achievement of specified learning goals. Through the approach adopted, the teacher can help students to get information, skills, ways of thinking and expressing their potential. Johnson (2007: 65) defines *contextual teaching and learning* as a learning strategy that emphasizes the process of engaging students in full to find material that is learned and connects with real life situations. This can be a driver for students to be able to apply it to the lives of students.

According to Suprijono (2009: 79) the contextual learning approach (*contextual teaching and learning*) is a concept that helps teachers associate the material they teach with real life situations, thus encouraging students to make connections between their knowledge and application in their lives as members of the community . The contextual learning approach has the goal of helping students understand the meaning of the subject matter they are learning, then being linked to their own lives in the social environment that exists in society.

The aligned statement was expressed by Komalasari (2010: 7) that the contextual learning approach is a learning approach that links the material learned with students' real life everyday, both within the family, school, community and citizens in order to find meaning from the material learned for his life. Further statement put forward by Muchith (2008: 86) that contextual approach is meaningful learning and considers the purpose of learning is a situation that exists in that context, the context helps students in meaningful learning and also to express abstract things. This can be interpreted that the existence of contextual learning can make students relate the content of material to the context of everyday life to find meaning.

Based on the opinions of several experts, the researchers concluded that the contextual approach is an approach to the concept of teaching and learning where the teacher as a facilitator helps students associate the material taught with students' real life situations and encourages students to make connections between their knowledge and application in real life based on experience -the experience he got. Thus, the learning process does not only affect learning outcomes which are learning objectives, but provides meaningful knowledge and experiences that are useful in the real world context of the students themselves.

➢ *Social Skills*

Social skills are an important part of human life skills, without having social skills, human beings can certainly not interact with other people around their environment because social skills are needed in community life and are hasty

Skell (1995: 75) defines social skills as *an interaction of individuals within a group*. This social skill is more emphasized on the social interaction of individuals with a group. Furthermore, Skell said that children who constantly show uncooperative behavior will find it difficult to understand and appreciate the need to build cooperation between friends or other ethnic groups. Social skills are also the ability to hold one individual's communication with another individual such as task-oriented behavior, namely the ability to fulfill their responsibilities, to work and cooperate with groups, to be more creative in their work and try to get quality at work.

According to Maryani (2011: 18) social skills are the ability to create social relationships that are harmonious and satisfying for various parties, in the form of adjustments to the social environment and solving social problems. Increased social behavior tends to be most striking in early childhood. This is due to the growing social experience in children learning the views of others on their behavior and how these views influence the level of peer group acceptance, however, there are some forms of behavior that are not social or antisocial. The extent to which the increase in social behavior will depend on three things, namely (a) first, how strong the child's desire to be socially accepted; (b) second, their knowledge of how to improve behavior; and (c) third, growing intellectual abilities that enable understanding of the relationship between their behavior and social acceptance

➢ *Learning Outcomes*

Learning is a form of process that happens to every human being and then changes occur, both knowledge and behavior due to the results of interactions with the environment. In the Big Indonesian Dictionary, etymologically learning means "trying to get intelligence or knowledge". From the understanding that has been explained that learning is an activity to achieve intelligence or knowledge. According to Skinner (Baharuddin, 2015: 67) that behavior changes are achieved as learning outcomes through strengthening new behaviors that arise.

Learning outcomes are changes in behavior in a person as a whole after obtaining teaching which includes teaching moral values, teaching science, understanding, attitudes and skills. According to Sudjana (2016: 22) learning outcomes are abilities possessed by students after he receives his learning experience. The results of learning are the most important part of the learning process. Through the experience of the learning process, students experience changes in behavior, advances in knowledge and ability to develop skills as a form of learning outcomes.

According to Susanto (2015: 5) student learning outcomes are abilities that have been obtained by students after participating in learning activities at school, in the family and in the community. Learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills.

III. RESEARCH METHOD

This study uses a quantitative approach. Quantitative research is a type of research that is based on the philosophy of positivism which aims to examine certain populations or samples, sampling is done randomly, data collection using research instruments, quantitative and statistical data analysis with the aim of testing a predetermined hypothesis. This type of research is quasi-experimental with a nonequivalent control group design pattern.

Class	Pretest	Treatment	Posttest
Experimental	O_1	X	O_2
Control	O_3	C	O_4

Table 1:- Design of Nonequivalent Control Group Design (Riyanto, 2007)

Information:
O_1 and O_2 : Initial test and final test in the experimental group
X : Local culture oriented contextual approach
C : Teacher centered approach
O_3 and O_4 : Initial test and final test in the control group

The research subjects were fifth grade students of Balas Klumprik Surabaya Elementary School, which amounted to 60 students, consisting of 30 students of class V A as the experimental group and 30 students in class V B as a control group. Data collection in research uses tests and observations. Tests include learning outcomes tests with multiple choice questions. Observations are made to observe students' social skills. Before analyzing the data, the researcher conducted a validity test and reliability test which aimed to determine the feasibility of an instrument. Data collected from the results of the instrument distribution were then analyzed using the normality test and homogeneity test. After that the hypothesis is tested.

IV. RESULT AND DISCUSSION

The researcher tested the feasibility of the test instrument before analyzing the research data. At this stage 5 aspects of social skills are declared valid if the r_{hitung} is greater than r_{tabel}. The number of all students N = 28 with a significance level of 5% is 0.374. From the data analysis using SPSS version 21, the results showed that aspects of social skills showed 5 items were declared valid.

Aspect	r_{hitung}	r_{tabel} (5%)	Valid or Not Valid
1	0,646	0,374	Valid
2	0,719	0,374	Valid
3	0,698	0,374	Valid
4	0,668	0,374	Valid
5	0,741	0,374	Valid

Table 2:- Test Results for Validity of Social Skills
Source: author processed data, 2019

Next, the researchers conducted a validity test of 20 learning outcomes with N = 30, based on data analysis using SPSS version 21, the following data were obtained

Questions	r_{hitung}	r_{tabel} (5%)	Valid or Not Valid
1	0,538	0,374	Valid
2	0,519	0,374	Valid
3	0,650	0,374	Valid
4	0,440	0,374	Valid
5	0,650	0,374	Valid
6	0,452	0,374	Valid
7	0,440	0,374	Valid
8	0,516	0,374	Valid
9	0,562	0,374	Valid
10	0,536	0,374	Valid
11	0,555	0,374	Valid
12	0,483	0,374	Valid
13	0,502	0,374	Valid
14	0,421	0,374	Valid
15	0,628	0,374	Valid
16	0,411	0,374	Valid
17	0,552	0,374	Valid
18	0,544	0,374	Valid
19	0,555	0,374	Valid
20	0,502	0,374	Valid

Table 3:- Results of Validity Test of Learning Outcomes Test
Source: author processed data, 2019

After testing the validity of the questions, the next step the researcher tested the reliability of social skills instruments and learning outcomes tests. This is to find out whether the test instrument is reliable or not. Reliability testing in trusted and reliable research instruments will produce reliable data too. In this research, reliability testing was conducted twice to test the aspects of social skills instruments as well as learning outcomes tests using *alpha cronbach's* through the SPSS version 21 data processing program.

Cronbach's Alpha	N of Items
.726	5

Table 4:- Test for Reliability of Social Skills
Source: author processed data, 2019

'Based on the table above, the results obtained from the reliability testing of social skills instruments show reliability of 0.726. Based on the table of clarification of the reliability coefficient (Ruseffendi in Sundayana, 2015: 12) it is known that the results of the reliability test of social skills instruments have a high reliable level with the criteria of $0,80 \leq 0,726 \leq 1,00$) so that this instrument can be used in research. Next, the researchers tested the reliability of the learning outcomes test instruments using the Spearman-Brown formula, because this formula was used to calculate the reliability of the multiple choice questions.

Cronbach's Alpha	Part 1	Value	,743
		N of Items	10[a]
	Part 2	Value	,728
		N of Items	10[b]
	Total N of Items		20
Correlation Between Forms			,839
Spearman-Brown Coefficient	Equal Length		,912
	Unequal Length		,912
Guttman Split-Half Coefficient			,912
a. The items are: No_1, No_2, No_3, No_4, No_5, No_6, No_7, No_8, No_9, No_10.			
b. The items are: No_11, No_12, No_13, No_14, No_15, No_16, No_17, No_18, No_19, No_20.			

Table 5:- Test of Reliability of Learning Outcomes Tests
Source: author processed data, 2019

Based on table 5, the results obtained from the reliability test of the learning outcomes show the Spearman-Brown value > 0.6 which is 0.899 > 0.6, then the instrument is reliable or can be used to collect data. The normality test in this research is used to test whether the data is normally distributed or not. Normality testing used the Kolmogorov-Smirnov formula with a significance level of 0.05 or 5%, using SPSS.

Variable	Class	Value Significance	Level	Information
Meeting I KS (*pretest*)	Experiment	0,359	0,05	Normal
Meeting II KS (*posttest*)		0,904	0,05	Normal
Meeting I KS (*pretest*)	Control	0,375	0,05	Normal
Meeting KS (*posttest*)		0,806	0,05	Normal
THB (*Pretest*)	Experiment	0,412	0,05	Normal
THB (*Posttest*)		0,519	0,05	Normal
THB (*Pretest*)	Control	0,344	0,05	Normal
THB (*Posttest*)		0,727	0,05	Normal

Table 6:- Normality Test Results
Source: author processed data, 2019

Information:
KS   : Social Skills
THB   : Learning Outcomes Test

Normality test using the Kolmogorov-Smirnov formula with a significance level of 5%, namely 0.05. If the significance value is <0.05, the conclusion is that the data is not normal. But if the significance value is> 0.05, the data is normally distributed. Based on table 4. that all variables have a value of more than 0.05, so it can be stated that all research variables are normally distributed.

This homogeneity test was carried out to test the similarities of several samples. This homogeneity test uses the Oneway Anova test using SPSS with criteria if the probabilities (P> 0.05) then the sample is homogeneous, whereas if probalittas (P <0.05) then the sample is not homogeneous.

Variable	Class	Value Significance	Level	Information
Meeting I KS (*pretest*)	Experiment	0,874	0,05	Homogeneous
	Control			
Meeting II KS (*posttest*)	Experiment	0,914	0,05	Homogeneous
	Control			
THB (*Pretest*)	Experiment	0,322	0,05	Homogeneous
	Control			
THB (*Posttest*)	Experiment	0,804	0,05	Homogeneous
	Control			

Table 7:- Test of Homogeneity of *Pretest* Values
Source: author processed data, 2019

Information:
KS   : Social Skills
THB   : Learning Outcomes Test

Table 4. is a homogeneity test data using a significance level of 5%, namely 0.05. The conclusion is, if the significance value is <0.05, the variant of the data group is not homogeneous, and if the significance value is> 0.05, the data group variant is homogeneous. Test the hypothesis

Class Type	Average	
	Meeting I	Meeting II
Experiment Class	65,7	77,6
Control Class	65	69,41

Table 8:- Average Social Skills Observation Results
Source: author processed data, 2019

Class Type	Average	
	Meeting I	Meeting II
Experiment Class	71,33	81,66
Control Class	70,66	75,5

Table 9:- Average Learning Outcomes
Source: author processed data, 2019

Variable	T	Df	Sig. (2-tailed)	Description
Social Skills	2,842	58	0,006	H$_1$ accepted
Learning Outcomes	3,082	58	0,003	H$_2$ accepted

Table 10:- T Test
Source: author processed data, 2019

The results of the analysis in table 9, the social skills variable shows the results of the analysis obtained sig 2 tailed at 0.006 <α (0.05) with t$_{hitung}$ > t$_{tabel}$ of (2.842> 2.002). Thus, it can be stated that H1 is accepted. The learning outcomes variable obtained the results of analysis with sig 2 tailed values of 0.003 <α (0.05) with t$_{hitung}$ > t$_{tabel}$ of (3.082> 2.002), it can be stated that H2 is accepted. Based on the data analysis above, the conclusions that can be taken are the existence of a significant difference between the values in the control class and the value in the experimental class. This significant difference is evidenced with t test analysis.

V. DICUSSION

➤ *The Effect of Local Culture Oriented Contextual Approaches to Social Skills*

In the analysis of the results of hypothesis testing (t test) obtained the value of social skills t$_{hitung}$ of 2.842 (2,842> 2,002) and and the results of sig. 2 tailed worth 0.006 (0.006 <0.05). From these results it can be concluded that there is an influence of the local culture oriented contextual approach variable (X) on the social skills variable (Y1). These results are in accordance with Jumiatan's opinion (2015: 73) which states that students' responses to learning using a contextual approach show a positive response, because this approach focuses on efforts to present the real world in learning, so that it is more productive and meaningful.

All indicators of social skills are stimulated and developed. As with the data that has been submitted, all indicators have increased. High mean increases are seen in

to answer the formulation of the problem and the hypothesis proposed in this study. The hypothesis test used in this study is to use the t test. The t test is needed to test the level of significance between each influence of the independent variable partially on the dependent variable. indicators of sharing, cooperation and communication capabilities. This confirms the opinion of experts, that joint activities are useful for improving social skills. Activities carried out by students will train students to be able to improve social skills because in discovery activities interaction between groups of communication is needed and the ability to establish good relations with other people. This is in line with Arends (2008) which states that social skills are behaviors that support the success of social relations and enable individuals to work with others effectively. Students can learn social skills from different individuals can be from parents, environment, peers and teachers.

Students are expected to be able to master social skills, this is because if students can master social skills they will be able to adapt to their environment well. This is also in line with Patten's opinion (Gregoriadis et al., 2013: 40) which reveals that *"no matter how children are physically or mentally, that child's happiness and success in life will also depend on his ability to get along with people"* , which means that no matter how gifted the child is physically or mentally, happiness and success of the child in life will also depend on his ability to get along with other people so that the child is also difficult to achieve success and happiness.

The social skills that students can practice in their daily lives are actually related to their intellectual skills or cognitive abilities. Therefore, it is often not distinguishable between intellectual skills and social skills. The social skills that can be developed through the learning process are cooperation, communication and sharing. This is in line with the opinion of Johnson (2007) which states that cooperation is working together to achieve the desired goals together. It can be said that a collaboration is a group / group consisting of several members who help each other and depend on each other in carrying out an activity to achieve a common goal. Individuals in the group have the same responsibilities, so that the desired goals can be achieved by them, if they cooperate with each other. The indicators of cooperation are active in group discussion activities and can work with other group members. Collaborative skills can be taught and trained through the learning process to guide and investigate individuals and groups, the phase of developing and presenting the results of the work continued in the phase of analysis and evaluating during the learning process.

The application of discussion in learning will establish a communication by sharing ideas or opinions with friends and exploring their own knowledge by constructing what they have. Thus, students will also be trained to respect each other's opinions, not discriminate between friends, and dare to interact with their friends so that they will develop social skills. Based on the description of the results of the research and theory or previous research, it can be

concluded that there is a positive influence on the use of a contextually oriented local cultural approach to the social skills of fifth grade students of elementary school.

> *The Influence of Local Culture Oriented Contextual Approaches to Learning Outcomes*

In the analysis of the results of hypothesis testing (t test) obtained the value of learning outcomes t_{hitung} value of 3.082 (3.082> 2.002) and and the results of sig. 2 tailed worth 0.003 (0.003 <0.05). From these results it can be concluded that there is the influence of the local culture oriented contextual approach variable (X) on the learning outcome variable (Y2). This is in accordance with Asminarti (2013: 28) which states that the student contextual approach will run well if what is learned is related to what is already known and with activities or events that occur in the environment. Learning that is developed with a contextual learning approach makes it possible for the process of constructing knowledge. The learning process will be more meaningful if students construct their own knowledge and directly from what they learn. This contextual learning approach is a learning concept that helps teachers associate material taught with students' real situations and encourages students to make connections between their knowledge and their application in their daily lives as family members and society.

The results of the above study indicate that student learning outcomes have increased by using a contextually oriented local culture approach. In the learning process, learning outcomes are important to know the achievement of predetermined competencies. This is in line with the opinion of Jihad and Haris (2012: 15) that learning outcomes are changes in student behavior significantly after the teaching and learning process is appropriate to the learning objectives. So, students are expected to be able to achieve the learning goals and competencies that have been set in a teaching and learning process so that the achievement of the main goals of education contained in Law No. 20 of 2003 concerning the National Education System, which aims to develop the potential of participants in education = to become human beings who believe and devote to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

The findings in this study are in line with Atmaja's research (2014) which states that contextual learning is a systematic learning procedure in organizing learning experiences to achieve learning goals. Where the teacher associates material (Content) that is taught with real-world situations to encourage students to make connections between their knowledge and their application in daily life. In other words, students are provided with knowledge that can be flexibly applied in their lives to solve all the problems that exist in the real world. From this conception it is hoped that the learning outcomes will be more meaningful, more natural in the form of activities students work and experience, not the transfer of knowledge from teacher to student.

Learning Outcomes Test needs to be carried out in accordance with the opinion of Nwabude (2011: 95) to convey that the test of learning outcomes as a process of finding and interpreting evidence that will be used by students and teachers in deciding the results in their learning, where the teacher must do feedback to find out the learning outcomes students. Tests of student learning outcomes are arranged in accordance with the theme of events in the environment that have been conveyed to students and are taken into account with their environmental conditions so that students can apply the knowledge they have just acquired to learning and things that are well found in everyday life. Contextual learning is learning that teaches knowledge related to the conditions surrounding students. this kind of learning emphasizes the power of thought to capture with high precision, transfer of knowledge, collect and evaluate data, solve certain problems both individually and in groups.

VI. CONCLUSSION AND SUGGESTION

The conclusion of this study can be taken after all variables meet the normality test requirements and homogeneity test. The results of the normality and homogeneity test for all variables are normally distributed and homogeneous. The conclusions that can be taken are based on the description of the research discussion, namely:

The use of a contextually oriented approach to local culture influences the social skills of fifth grade students in elementary school. The data used is the difference between the value of social skills meeting I (*pretest*) with the value of social skills meeting II (*posttest*). The results of the t-test analysis indicate that the sig value. 0.006 <0.05 and $t_{hitung} >$ t_{tabel}, that is (2,842> 2,002). From these results it can be concluded that there is an influence of the local culture oriented contextual approach variable (X) on the social skills variable (Y1). Students have high social skills in following learning compared to learning with conventional approaches. In learning using a contextually oriented local cultural approach, students have the desire to find out something. It is seen that students are more active in asking and answering questions to the teacher. While learning using a conventional approach, students only listen to explanations from the teacher and then work on the assignments given by the teacher.

The use of a contextually oriented approach to local culture influences the learning outcomes of fifth grade students of elementary school. The data used is the difference between the *pretest* value and the *posttest* value after getting treatment. The results of the t-test analysis indicate that the sig value. 0,003 <0,05 and $t_{hitung} > t_{tabel}$ that is (3,082> 2,002). From these results it can be concluded that there is an influence of the local culture oriented contextual approach variable (X) on the learning outcome variable (Y2). Local cultural oriented contextual approaches also have an influence on student learning outcomes. this is because students have responsibility in learning so that the learning outcomes that they get also increase. Unlike learning that uses a conventional approach before and after learning there is no significant difference.

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