



Implementation of Contextual Approach in Improving Learning Outcomes of Clean and Healthy Living Material for Grade 2 Students of SD Negeri 0209 Bahal Batu

Erma Yanti Harahap¹, SD Negeri 0209 Bahal Batu, Indonesia

Yunita Efliana Harahap², SD Negeri 0201 Binanga, Indonesia

ABSTRACT

This study aims to analyze the application of a contextual approach in improving learning outcomes of Clean and Healthy Living material for grade 2 students of SD Negeri 0209 Bahal Batu. The contextual approach (Contextual Teaching and Learning/CTL) connects learning materials with students' real experiences, so that they can more easily understand and apply concepts in everyday life. By applying this method, students are invited to learn through direct experience, discussion, and activities that are relevant to their lives. This study uses the Classroom Action Research (CAR) method which is carried out in two cycles. Each cycle consists of the planning, implementation, observation, and reflection stages. Data were collected through observations of the school environment, interviews, group discussions, direct practice simulations, and making posters and cleanliness campaigns as well as learning outcome tests to measure students' understanding before and after the application of the contextual approach. The results of the study showed that the application of the contextual approach was able to improve students' understanding, awareness, and activeness in maintaining cleanliness and health and students better understood the importance of washing hands, maintaining environmental cleanliness, and implementing a healthy diet. In addition, there is an increase in students' practical skills in implementing clean living habits and an increase in their learning motivation. Thus, the contextual approach has proven effective in improving student learning outcomes, both from cognitive, affective, and psychomotor aspects. This study recommends a contextual approach as an innovative learning strategy that not only improves academic understanding but also forms positive habits in students' daily lives.

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Corresponding Author:

Erma Yanti Harahap

SD Negeri 0209 Bahal Batu, Indonesia
ermaharahap67@guru.sd.belajar.id

Introduction

Elementary education plays a very important role in shaping students' habits and character, including in implementing a clean and healthy lifestyle. According to the

Ministry of Education and Culture (2021), health education in elementary schools must be an integral part of the curriculum to instill awareness of the importance of personal and environmental hygiene. Therefore, learning about clean and healthy living needs to be taught with effective methods so that students can understand and apply it in their daily lives. One approach that is considered capable of improving understanding and practicing healthy living is the contextual approach or Contextual Teaching and Learning (CTL).

The contextual approach connects learning materials with real experiences experienced by students, so that they can more easily understand and apply the concepts taught (Supriyadi, 2022). In the context of learning about clean and healthy living, this approach allows students to learn through direct activities, such as proper hand washing practices, disposing of garbage in its place, and maintaining the cleanliness of the school and home environment. With this method, it is hoped that students will not only understand the concept of cleanliness in theory but also apply it in their daily lives.

Contextual learning invites students to understand the material by linking it to real everyday experiences. In the context of the material "Clean and Healthy Living," this approach can help students understand the importance of maintaining personal and environmental hygiene through direct experience. Thus, students not only understand the theory but are also able to apply it in their lives. In addition, the application of a contextual approach is expected to increase students' learning motivation. Active learning that involves students in various activities will make them more enthusiastic and excited in understanding the material. With direct involvement, students feel they have a role in maintaining the cleanliness and health of their environment.

It is hoped that the application of a contextual approach in learning can increase students' understanding and awareness of the importance of clean and healthy living. Research conducted by Rahmawati & Putra (2023) shows that real-life experience-based learning methods can increase students' learning motivation by up to 30%. In addition, with active involvement in the learning process, students become more enthusiastic and responsible for their healthy living habits. Teachers are also expected to be more creative in designing learning strategies that are interesting and relevant to students' daily lives.

However, in reality, there are still many students who have not implemented clean and healthy living habits properly. A study conducted by Fadillah et al. (2021) showed that around 40% of elementary school students in Indonesia are still not fully aware of the importance of washing hands before eating and after activities. This is due to several factors, including the lack of interesting learning methods, limited hygiene facilities in schools, and lack of support from the surrounding environment. As a result, students tend to only memorize theories without really understanding and implementing healthy living habits.

Based on these problems, a more effective and applicable learning strategy is needed so that students can understand the importance of clean and healthy living and

apply it in their daily lives. One alternative that can be used is a contextual approach, which emphasizes the relationship between subject matter and students' real experiences (Hidayat, 2022). Thus, students can more easily understand the concepts taught and have a higher awareness of implementing a clean and healthy lifestyle.

The application of a contextual approach in the classroom not only helps students understand the material better but also increases their interest in learning. Students are more motivated to learn when the material taught is relevant to their daily lives. In addition, this approach also helps students develop critical thinking and problem-solving skills.

In the context of learning Clean and Healthy Living, a contextual approach can be applied by providing real examples from everyday life. For example, teachers can invite students to observe hygiene habits in the school environment, conduct simple experiments on the importance of washing hands, or create group projects on how to maintain body health.

One of the main principles in the contextual approach is experience-based learning. Students learn through direct interaction with their environment, not just through lectures or textbooks. This allows them to better understand the concepts taught and apply them in their lives.

The success of implementing a contextual approach is highly dependent on the role of the teacher as a facilitator. Teachers must be able to create a conducive learning environment, provide relevant learning experiences, and encourage students to think independently and creatively. Thus, students not only gain new knowledge, but also skills that are useful in their lives. In addition, a contextual approach also helps improve students' social skills. In contextual-based learning, students often work in groups to solve problems or complete projects. This encourages them to communicate, collaborate, and learn from each other.

Contextual-based learning can also increase students' self-confidence. When they successfully understand and apply concepts in real life, they feel more confident in their own abilities. This is very important in building a positive attitude towards learning. In addition to academic aspects, a contextual approach also contributes to the development of students' character. By understanding the importance of living a clean and healthy life through real experiences, students are more likely to apply good habits in their daily lives. They are also more aware of the impact of their actions on the health and cleanliness of the surrounding environment.

On the other hand, the challenge in implementing the contextual approach is the limited resources and time. Teachers need to design learning well so that this approach can be implemented effectively without sacrificing the time available for other subjects. In this study, the contextual approach was applied to improve students' understanding of the importance of clean and healthy living. Through a series of activities that are relevant to their lives, students are expected to be able to understand the concepts taught better and apply them in their daily lives.

This study is expected to contribute to the development of more effective learning strategies in elementary schools. By understanding how the contextual approach can improve student learning outcomes, teachers can adopt this method in their teaching and this study aims to analyze the application of the contextual approach in improving learning outcomes of clean and healthy living material for grade 2 students of SD Negeri 0209 Bahal Batu. Specifically, this study aims to describe the implementation of the contextual approach in learning, analyze the improvement in student learning outcomes after implementing this approach, and identify factors that support and hinder the learning process with this method.

Implementation of the Contextual Approach in Clean and Healthy Living Material at SD Negeri 0209 Bahal Batu, the application of the contextual approach in learning the material "Clean and Healthy Living" is carried out through the following steps: Observation of the school environment with students being invited to observe the cleanliness of the school environment, such as the cleanliness of the classroom, bathroom, and schoolyard. Students are asked to note things that need to be improved so that the environment becomes cleaner and healthier. Group Discussion by dividing students into small groups to discuss the importance of maintaining cleanliness and health. Each group presents the results of their discussions in front of the class.

Simulation and direct practice are carried out with students being taught how to wash their hands properly using soap. Students also practice how to maintain the cleanliness of food and drinks to stay healthy. In addition, also by making posters and cleanliness campaigns. Students make posters about the importance of clean and healthy living. Students carry out cleanliness campaigns by inviting school friends to maintain environmental cleanliness. It is hoped that this research can contribute to the world of education in developing more effective and applicable learning methods. With this research, it is hoped that it can provide references for teachers and schools in developing more innovative learning strategies. In addition, the results of this study can also be the basis for school policies in improving hygiene facilities and providing further education on the importance of clean and healthy living. By implementing the right learning methods, students not only gain knowledge but also have healthy living habits that will have a positive impact on their well-being in the future. In addition, if this approach is applied consistently, Thus, this study aims to analyze the effectiveness of implementing a contextual approach in improving students' understanding of the importance of clean and healthy living. Through this approach, it is hoped that students can better understand and apply healthy living habits not only in the school environment but also in everyday life, it is hoped that it can create a generation that cares more about the cleanliness and health of the surrounding environment.

Methods

This study uses the Classroom Action Research (CAR) method which is carried out in two cycles, with the aim of analyzing the application of a contextual approach in improving learning outcomes on clean and healthy living material for grade 2 students of SD Negeri 0209 Bahal Batu. The data sources in this study consist of primary data and secondary data.

Primary data was obtained directly from grade 2 students of SD Negeri 0209 Bahal Batu through observation, interviews, and learning outcome tests. Observations were conducted to observe student activities in implementing clean and healthy living habits before and after the application of the contextual approach. Interviews were conducted with class teachers to determine experiences and obstacles in teaching this material. Learning outcome tests were used to measure the increase in student understanding after the application of the contextual approach. Secondary data was obtained from official school documents, research journals, reference books, and reports relevant to the topic of learning about clean and healthy living and the contextual approach. This data is used to strengthen the analysis and compare the results of the study with previous studies.

The data obtained in this study were analyzed using qualitative and quantitative descriptive analysis methods. Qualitative analysis was carried out on data obtained from observations and interviews. This data was analyzed through three stages, namely data reduction, data presentation, and drawing conclusions (Miles & Huberman, 2021). Data reduction is done by sorting relevant information, data presentation is done in the form of narrative descriptions, and conclusions are drawn based on patterns or trends that emerge from the results of observations and interviews.

Quantitative Analysis is used to analyze student learning test results before and after the implementation of the contextual approach. Comparison of the results of the initial test (pre-test) and the final test (post-test) were analyzed using simple statistical techniques, namely calculating the percentage increase in students' average scores. The success criteria are determined based on the increase in student learning outcomes that reach at least 70% of the total number of students who scored above the Minimum Completion Criteria (KKM) set by the school (Sugiyono, 2022).

With a combination of qualitative and quantitative analysis, this study is expected to provide a more comprehensive picture of the effectiveness of implementing a contextual approach in improving understanding and habits of clean and healthy living in grade 2 students of SD Negeri 0209 Bahal Batu.

Result

This study was conducted on grade 2 students of SD Negeri 0209 Bahal Batu by implementing a contextual approach in learning about clean and healthy living. Data were collected through observation, interviews, and learning outcome tests conducted in two learning cycles. Observations were conducted to see students' habits before and after the implementation of the contextual approach, while interviews were conducted with teachers to determine the effectiveness of the methods applied. In addition, quantitative data were collected through learning outcome tests consisting of pre-tests and post-tests to measure improvements in student understanding.

The results of the observation showed that before the implementation of the contextual approach, many students paid less attention to personal and environmental hygiene. Some students were still reluctant to wash their hands before eating, litter, and

did not understand the importance of maintaining body hygiene. In addition, student involvement in learning was still low, with many students being less active in participating in learning activities.

Data from the pre-test conducted before the implementation of the contextual approach showed that only 45% of students scored above the KKM (Minimum Completion Criteria). The majority of students still had a low understanding of the importance of cleanliness and health, and had not shown changes in behavior in everyday life.

After the implementation of the contextual approach, there was a significant increase in students' understanding and habits of clean and healthy living. During learning, students were more active in discussions, direct practice, and reflection on personal hygiene. Teachers applied more interactive learning methods, such as demonstrations of proper hand washing, simulations of maintaining environmental cleanliness, and group discussions on the importance of a healthy lifestyle.

The post-test results showed that 80% of students scored above the KKM, indicating an increase in understanding after the experiential learning method was implemented. In addition, observations also recorded changes in student behavior, such as washing hands more routinely, using trash cans correctly, and being more concerned about the cleanliness of the classroom and surrounding environment. Interviews with teachers also revealed that the contextual approach helped students understand the material more easily because they could directly relate it to their daily lives.

The following table shows a comparison of student learning outcomes before and after the implementation of the contextual approach:

Table 1. Comparison of student learning outcomes

No	Aspect	Pre-Test (%)	Post-Test (%)
1	Students achieve scores above KKM	45%	80%
2	Students wash their hands before eating	50%	85%
3	Students throw trash in its place	55%	90%
4	Students maintain personal hygiene	60%	88%
5	Active participation in learning	40%	82%

To ensure the validity of the data obtained, this study used source and method triangulation techniques (Creswell, 2021). Source Triangulation was carried out by comparing the results of observations, interviews with teachers, and data from student learning outcome tests. Data from various sources showed consistency in improving students' understanding and practices of clean and healthy living after the contextual approach was applied.

Method Triangulation was carried out by analyzing data using qualitative and quantitative methods. Qualitative analysis of observations and interviews showed that students were more active and motivated in real-life experience-based learning. Meanwhile, quantitative analysis through a comparison of pre-test and post-test scores

showed an increase in learning outcomes of 35%, indicating that the contextual approach was effective in improving student understanding.

In addition, reflections from teachers showed that this approach also increased student involvement in learning. Students were more courageous in asking questions and sharing experiences regarding clean and healthy living habits that they apply at home. This shows that the contextual approach not only improves students' understanding but also builds their awareness of the importance of cleanliness in everyday life.

Based on the results of data verification, it can be concluded that the application of a contextual approach significantly improves the learning outcomes of clean and healthy living material for grade 2 students of SD Negeri 0209 Bahal Batu. This approach has proven effective not only in improving students' cognitive understanding but also in forming their healthy living habits. Thus, this study provides recommendations for a contextual approach to be applied more often in learning, especially on materials related to daily life practices. In addition, schools are expected to provide adequate hygiene facilities to support students' healthy living habits in a sustainable manner.

Discussion

To ensure that the data obtained in this study are accurate and reliable, data validation was carried out using several techniques, namely source triangulation, method triangulation, and data validity testing. Source triangulation was carried out by comparing the results of direct observations of student habits, interviews with teachers regarding the effectiveness of the contextual approach, and student learning test results. The results obtained showed a match between the increase in students' academic scores and changes in clean and healthy living habits observed during the study.

Method triangulation was carried out by analyzing data using qualitative and quantitative approaches. Qualitative data obtained from observations and interviews were analyzed to see changes in student behavior after the contextual approach was applied. Meanwhile, quantitative data were analyzed by comparing the results of the pre-test and post-test, which showed a significant increase in understanding and application of healthy living habits.

Data validity testing was carried out using the member checking technique, where the results of interviews and observations were reconfirmed with teachers to ensure that the data collected was in accordance with actual conditions. In addition, cross-checking was carried out on student test results with their behavioral observation sheets to ensure that the increase in scores was not only theoretical, but also accompanied by real behavioral changes in everyday life.

The results of this study indicate that the contextual approach not only improves student learning outcomes but also forms sustainable healthy living habits. Therefore, schools and teachers are advised to adopt this method in various other subjects that require experience-based understanding.

In order for the contextual approach to be applied more widely, support is needed from various parties, including principals, teachers, and parents. Training for teachers on how to integrate this approach into the curriculum can help in its implementation more effectively.

This study can be expanded by examining the long-term impact of the contextual approach on students' behavior in maintaining their cleanliness and health. In addition, similar studies can be conducted at higher levels of education to test the effectiveness of this method at various levels of education. Based on the validation results, several important findings were found as follows:

1. Consistency between test results and changes in student behavior

The post-test results showed that 80% of students achieved scores above the KKM, and the observation results also noted that more than 85% of students began to implement clean living habits, such as washing hands before eating, disposing of trash in its place, and maintaining personal hygiene. This shows that the contextual approach not only improves academic understanding, but also encourages real habit changes.

2. Increased active participation in learning

Compared to before the implementation of the contextual approach, where only 40% of students were active in class discussions, after this method was implemented, the participation rate increased to 82%. Teachers also noted that students were more enthusiastic and involved in learning because they felt that the material being taught was relevant to their lives.

3. Consistency of results between teacher interviews and direct observations

Teachers stated that the contextual approach helped students better understand the concept of cleanliness and health because they could directly relate it to everyday experiences. This statement is in line with the observation results which showed an increase in student awareness of the importance of maintaining personal and environmental hygiene.

4. Environmental support as a success factor

Another factor that contributes to the success of this method is the support of the school environment, such as the availability of adequate handwashing facilities and trash bins. Teachers and parents also play an important role in reminding students to implement clean living habits.

Based on the results of this data validation, it can be concluded that the application of a contextual approach in learning about clean and healthy living has proven effective in increasing understanding and changing student behavior. Thus, this method can be recommended for wider use in learning in elementary schools, especially in materials related to the application of daily living habits.

Conclusion

Based on the results of the study, it was found that the application of a contextual approach in learning about clean and healthy living material significantly improved the understanding and behavioral changes of grade 2 students of SD Negeri 0209 Bahal Batu. The main findings of this study are The post-test results showed that 80% of students achieved scores above the KKM, compared to only 45% in the pre-test. This shows that the contextual approach is able to improve students' understanding of the importance of cleanliness and health. Observations showed that more than 85% of students began to implement clean living habits, such as washing hands before eating, throwing garbage in its place, and maintaining personal hygiene. This proves that experiential learning is able to internalize the concept of healthy living into students' daily lives. Student participation in discussions and learning practices increased from 40% before the application of the contextual method to 82% after the method was applied. Students became more enthusiastic because they felt that learning was relevant to their lives. It can be concluded that the application of a contextual approach is effective in improving the learning outcomes of Clean and Healthy Living material for grade 2 students of SD Negeri 0209 Bahal Batu. This approach makes students better understand and apply the concepts learned in their daily lives. Based on these findings, it is suggested that the contextual approach be applied more widely in elementary school learning, especially in materials related to daily living habits. Schools are also expected to support the implementation of this method by providing adequate facilities, such as handwashing facilities, trash bins, and real-life learning materials, in order to maintain students' positive habits in the long term.

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