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SOCIAL SCIENCE AND EDUCATION | RESEARCH ARTICLE

Contextual Teaching Learning Strategies Through The Anime Movie "Bhineka Tunggal Ika" For Enhancing Student Learning Motives

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Abstract: This research was conducted based on complaints about online learning, which seemed monotonous. There was no element of attraction to motivate students' enthusiasm for learning by improvising a contextual learning model of learning through the animated film "Bhineka Tunggal Ika" in the social studies subject with the theme of the ethnic and cultural diversity of Indonesia, Class 4th MI Tsamrotul Wathon Gondosari Kudus. The researcher used the classroom action research method with pre and post-implementation tests based on knowing the actual conditions when learning was carried out. Then the data collection uses qualitative methods by prioritizing interviews and triangulation because researchers are not oriented to learning outcomes but how the learning process can be carried out optimally to foster student motivation. The results of this study are learning responses that seem interesting so that students feel happy and can explain in their language. And support from several informants will be applied in other maps tailored to the theme. The implementation of online learning is carried out by implementing anime-movie shows that contain high educational value to provide material to students with fun and reach the target. As an educator, you should have good creativity in order to create learning that will be given to students.

Keywords: Contextual Learning, Anime Film, Social Studies Subject, Learning Motivation.

1. INTRODUCTION

From the beginning of 2020 until now, it has become a heavy scourge for all circles in a country. The hustle and bustle in society and the social media universe seems to have never stopped reporting on COVID 19 (Fauzi, 2022; Ridgway et al., 2022; Sonnenschein et al., 2022; Uwizeyimana, 2022). The plague became popularly discussed throughout the world. COVID-19, which resides in the Indonesian state, has resulted in the paralysis of various elements, including the economy, society, culture, and industry, and even no less affected is the world of education. As a result of this impact, policies in all elements were published, ranging from macro or micro lockdowns to PSBB; until now, it has become PPKM. This is also felt in the world of education, where distance learning (PJJ) or online is the solution (Al-Nasa'h et al., 2021; Li & Che, 2022; S. Ong et al., 2022). Per the regulation issued by the Ministry of Education and Culture on March 17, 2020, number 36962/MPK.A/2020 on online learning and working from home to prevent the transmission of COVID 19.

Madrasah Ibtidaiyah (MI) NU Tsamrotul Wathon, located in Gondosari village, Gebog district, Kudus Regency, is one of hundreds of elementary schools in Kudus district that carry out distance learning or online learning as of June 2020, where learning is only carried out by providing materials and assignments taken by parents in schools and then carried out by students. This occurs when the surrounding area is in the red zone of COVID-19. When the location turns orange, yellow, and green, learning is carried out with an offline system by implementing strict protocol discipline and rotating student arrival schedules. The implementation of online learning with a system of providing materials and working on assignments without any monitoring from the teacher



will undoubtedly cause several problems for students with the emergence of a decrease in learning motivation, especially in the learning of grade 4th social studies subjects. In addition, issues are also faced by parents who are not optimal in accompanying knowledge at home because they have to undergo the obligation to make a living. By the online interview with MI 4th grade teacher Tsamrotul Wathon on June 14, 2021. Seeing the above exposure, an educator will be required to provide learning solutions that are effective, fun, challenging, and motivating for students and adapt to the psychological needs of students. To overcome this, it needs a unique model and tricks, contextual learning, or contextual teaching and learning (CTL) through educational anime film shows.

Contextual Teaching Learning as described by Usher, (2021), is a learning concept that encourages teachers to connect the material taught and the natural world situation of students. Furthermore, (Tao & Gao, 2022) argued that contextual teaching and learning is a concept that helps teachers relate learning material to the real-world situation of students and encourages students to make connections between the knowledge they have and their application in everyday life. In line with the definition of CTL, (Strogilos & Stefanidis, 2015) defines contextual teaching and learning, namely learning by reminding students to find the material learned and connect it with real-life contexts so they can apply it in their lives. As some of the understandings above, it can be concluded that the essence of contextual learning is the educational process of theory to welcome realization (Francis et al., 2022; Hofer et al., 2021; Rosa et al., 2022; Skukauskaitė & Girdzijauskienė, 2021).

Meanwhile, the definition of IPS course is a knowledge science to develop rational abilities and attitudes about social symptoms, as well as abilities about the development of Indonesian society and the world community in the past and present. Other literature defines IPS as an integration of various branches of the social sciences and humanities: sociology, history, geography, economics, Pancasila, law, and culture. From this exposure, a common thread can be drawn from the course IPS, a scientific discipline that discusses everything around humans, ranging from geographical, economic, social, and cultural. The IPS courses in grade 4 elementary school discuss several themes, including the diversity of Indonesian tribes and cultures. Teaching this theme requires a real breakthrough trick, so students do not feel bored and bored during learning, primarily delivered with an online system or remote meetings. One of the surefire strategies to overcome these problems is to provide knowledge by paying attention to what is fun at their age, namely by seeing an anime film with educational nuances. In this case, that would be the anime "Bhineka Tunggal Ika." Because the existence of animated films will help students increase their motivation to learn by enjoying and enjoying more during the pandemic.

We often hear the word anime film but how does anime film itself mean. Here are some reviews of the meaning of anime films as stated by Scoff C.M baley in his book entitled *Approaching Recent World History* that anime films are a genre which can offer fresh and original perspectives about a historical event or situation with no limit to the potential for ways in which the visual elements of the past can be portrayed (Trojan, 2021). This means that anime films are a genre in the world of cinema that offers an original perspective on an event or an infinite historical situation in which visual elements of the past can be depicted. Meanwhile, according to Tapingkae et al. (2020) animated films are audiovisual media which is a series of non-living images that are sequentially on the frame and projected mechanically electronically so that they appear alive on the screen. The argument can be simplified that animated films are audiovisual with unique characters as depictions of characters to project the intended story and morals. Interest in anime film series is not only experienced by children, but teenagers and even adults are not a few who are interested in watching animated films. Therefore, it can be an alternative for educators to use animated films in the learning process so that it can improve the quality of the process, student motivation and learning outcomes. Because animated films are interesting and unique. When students feel interested in the existence of animated films, it will be easy for information to be conveyed (Strogilos & Stefanidis, 2015).

Starting from all the arguments above, researchers will try to apply the development of contextual learning models through the broadcast of the animated film "Bhineka Tunggal Ika" on

the Class 4 Social Studies Course with the Theme of Indonesian Ethnic and Cultural Diversity to Grow Student Learning Motifs at MI NU Tsamrotul Wathon Gondosari Kudus.

2. Literature Review

2.1. Contextual Teaching and Learning

The approach is the process, method, and deeds that are attempted in research activities to establish a relationship with the person under study. Contextual teaching and learning consist of three words. Context means related to the atmosphere or situation (Jones, 2022). Teaching means teaching. Learning means knowledge, according to the Latin language, which means to follow circumstances, conditions, and events. CTL, according to the Ministry of National Education, is a learning concept that helps teachers relate the material taught to real-world problems and encourages students to connect the knowledge they have and plan in their daily lives. Thus, Contextual teaching and learning is a learning and teaching system that helps the teacher relate the material he teaches to the real-world situation of the student and encourages students to make connections between the knowledge they have and its application in their lives as family members citizens, and work (Nielsen et al., 2022). CTL is teaching and learning that connects the lesson's content with the environment. Johnson defines contextual learning as an educational process that aims to help students see meaning in the learning materials they learn by relating them to the context of their daily lives, namely the context of their personal, social, and cultural environment (Fuentes et al., 2016; Ruiz-Calleja et al., 2021).

Meanwhile, by The Washington State Consortium for Contextual Teaching and Learning defines contextual learning as teaching that allows students to strengthen, expand, and apply their academic knowledge and skills in various school settings and outside of school to solve problems in the real world (Arabai, 2022). Contextual learning occurs when students use and experience what is taught concerning real issues associated with roles and responsibilities as family members, community members, students, and workers (MacFife, 2022). The Center on Education and Work at the University of Wisconsin Madison defines contextual learning as a conception of teaching and learning that helps teachers connect the content of lessons with real-world situations and helps students make connections between knowledge and its application in their lives as family members, community members, and workers and asks for learning perseverance (Suryawati et al., 2010). From the above understanding, it can be concluded that CTL method is a learning approach that links the material studied with the real life of students daily, both in the school environment, family, community, and citizens (Turk et al., 2022). With CTL learning, teachers should provide opportunities for students to develop their competencies, find the meaning of the material and apply the knowledge they have gained. The student acquires knowledge and skills from the limited constituencies little by little, and from the process of constructing himself, as a provision for solving problems in his life as a member of society. CTL is a learning approach that emphasizes the process of engaging students as a whole to find the material being studied and relate it to real-life situations to encourage students to apply it in their lives (Gebre & Polman, 2020; Yan et al., 2022). From this concept, at least three things are contained in it:

- 1) CTL emphasizes the process of engaging students to find material, meaning that the learning process is oriented towards the process of experience directly. The learning process in the context of CTL does not expect students only to be able to receive the subject matter passively, but rather the process of finding and finding the subject matter themselves (Limon et al., 2022).
- 2) CTL encourages students to find a connection between the material studied and real-life situations, meaning that students are required to be able to capture the relationship between learning at school and real life. This is important because correlating the material found with real-life will be functionally meaningful for students. The material they know will be firmly embedded in the student's memory, so it is not easily forgotten (Boccia, 2021).

- 3) CTL encourages students to be able to apply it in life, meaning that CTL not only expects students to understand the material they are studying but how the subject matter can color their behavior in everyday life (Abdulkerim et al., 2022).

2.2. Theory Underlying Contextual Teaching and Learning (CTL)

Some emerging theories underlying CTL are as follows: Knowledge-Based Constructivism. This theory assumes that learning is not memorizing, but experiencing, where students can construct their knowledge through innovative, active participation in the learning process. Effort-Based Learning/Incremental Theory of Intelligence assumes that working hard to achieve learning goals will encourage students to commit to learning. Socialization This theory assumes that learning is a social process that determines the purpose of learning (Gweon, 2021). Therefore, social and cultural factors are part of the learning system. Situated learning This theory assumes that knowledge and learning must be situational in physical and social contexts to achieve learning goals. Distributed Learning. This theory assumes that humans are an integral part of the learning process, in which there must be a process of sharing knowledge and various tasks.

From some of the opinions above, it can be concluded that: learning is an activity carried out by all students to construct or build knowledge in themselves through optimal efforts; social and cultural factors around them also influence it. Other theories that support contextual learning are: The Theory of Development from Piaget; According to Piaget: how a person acquires intellectual prowess, in general, will relate to the process of seeking a balance between what he feels and what he knows on the one hand with what he sees as a new phenomenon as an experience (Lin et al., 2022). Vygotsky's Theory of Learning. Vygotsky said that the course of a person's mind must be understood from its socio-cultural and historical background. The acquisition of knowledge and a person's cognitive development correspond to the theory of sociogenesis. This means that the learning and mental development of the individual come from social sources outside himself. The Theory of Learning Constructivism. Constructivism theory states that students must discover for themselves and transform complex information, check new information with old rules and revise it if the rules are no longer appropriate. According to this theory, one of the essential principles in educational psychology is that teachers do not simply provide knowledge to students. The student must build up his knowledge in his mind. That is, the student is given the most comprehensive opportunity to develop the ideas he has, and it teaches the student to become aware and consciously use their strategies to learn (Sailer et al., 2021).

According to John Dewey (O'Sullivan, 2006), the reflective method in solving problems, which is a process of active thinking, the heart of the heart, is based on the process of thinking towards definitive conclusions through five steps, namely: First, the student recognizes the problem, which comes from outside the student himself. Secondly, the student will investigate and analyze the difficulties and determine his issues. Third, he connected the descriptions of the results of his analysis with each other and gathered various possibilities to solve the problem. In acting, he is led by his own experience. Fourth, he weighs the possibility of an answer or hypothesis with the consequences. Fifth, he tried to practice one of the possible solutions he saw as the best. The results will prove whether or not that problem-solving is correct. If the problem is wrong or incorrect, another possibility will be tried until a reasonable solution is found. Problem-solving is what is right, that is, what is helpful for life. From some of the opinions above, it can be concluded that CTL learning means students are expected to be able to obtain intellectual skills, build their knowledge themselves, and solve or solve existing problems because the teacher functions as a facilitator in the learning process. Therefore, the teacher. That way, students will get used to being independent and become more creative and innovative in learning.

2.3. The Concept of Contextual Teaching Learning (CTL)

Contextual Teaching Learning is a learning concept that helps teachers relate the material taught to real-world situations and encourages students to apply their knowledge and planning in everyday life. The philosophical foundation of CTL is constructivism, a philosophical learning theory that emphasizes that learning is not only memorizing but constructing or building new knowledge and

skills through facts that one experiences in their life. This approach is in line with the concept of KTSP that is applied; KTSP is based on the idea that some competencies will be built steadily and optimally if learning is carried out contextually, namely learning that sits in situations in real life. To understand more deeply the concept of contextual learning, COR (Center For Occupational Research) in America describes it into five subordinate concepts abbreviated as REACT, namely: Relating is a form of learning in real-life contexts or actual experiences, learning must be used to connect everyday situations with new information to understand or with problems to be solved. Experiencing is learning in the context of exploration, discovery, and creation. This means that the knowledge students gain through learning prioritizes critical thinking processes through the inquiry cycle. They were applying learning in the form of learning outcomes to practical uses and needs. In practice, students apply concepts and information to the imagined needs of future life. Cooperating is learning by sharing knowledge and experiences, responding to each other, and communicating. This form helps students learn the material and is consistent with the emphasis on contextual learning in real life. Students will become citizens who coexist and communicate with other citizens in real life. Transferring is a learning activity that compresses experiential knowledge based on new contexts to gain new knowledge and learning experiences.

CTL is a learning strategy that emphasizes the process of fully engaging students to find the material being studied and relate it to real-life situations to encourage students to apply it in their lives. From the concepts above, there are three things that we must understand: CTL emphasizes the process of involving students to find material, meaning that the learning process is concentrated on the process of experience directly. CTL encourages students to find connections between the material studied and real-life situations, meaning that students are required to be able to capture the relationship between the learning experience at school and real life. This is very important because by correlating the material found with real life, for students, the material functions professionally and is also studied and firmly embedded in their memory, so it will not be easily forgotten. CTL encourages students to apply it in life, meaning that CTL not only expects students to be able to understand the material they are studying but also how it can color behaviors in everyday life.

Characteristics of Contextual Teaching and Learning several attributes in the learning process using the CTL approach, namely: Cooperation; supporting each other; fun, not dull; Studying passionately; Integrated learning; using a variety of sources; Active students Sharing with friends; Critical students, creative teachers; The walls and hallways are full of works; maps, pictures, articles, humor, and others; Reports to parents do include report not only cards, but also student work, reports of practicum results, student essays, and others. The teacher's task in contextual learning is to assist students in achieving goals. That is, teachers, deal more with strategies than just giving information. The teacher manages the class as a team that works together to address the problem and find something new for the students. The teaching and learning process is more student-centered than teacher centered. According to the Ministry of National Education, teachers must carry out several things as follows: Reviewing concepts or theories that students will study; Understanding students' backgrounds and life experiences through a careful assessment process; Studying the school environment and the place where students live, who subsequently choose and relate to concepts or theories that will be discussed in contextual learning; Teaching by connecting the concepts or ideas learned to consideration of the experiences that students have; assessment of students' understanding, where the results will be carried out as material for reflection on the learning plan and its implementation.

The principles of Contextual Teaching and Learning (CTL) include Constructivism; Constructivism is the process of building or compiling new knowledge in students' cognitive structures based on experience. According to the development of the philosophy of constructivism by Mark Baldwin and deepened by Jean Piaget, knowledge is formed not only from objects alone but also from the individual's ability as a subject that captures each object he observes. According to Sailer et al. (2021), the principles of constructivism are: Knowledge is built by the students themselves, both personally and socially. Knowledge is not transferred from teacher to student except by the student's wisdom to reason. Students actively construct continuously so that there is a change in concepts towards concepts that are more detailed, complete, and follow scientific ideas; the teacher only helps provide the means and situation so that the student construction process runs

smoothly (Walldén & Larsson, 2021). Inquiry The second principle in Contextual Teaching Learning (CTL) learning is inquiry. The learning process is based on achieving and discovering through systematic thought processes. Knowledge is not a fact the result of remembering but the result of the process of finding oneself. Thus, in the planning process, the teacher is not preparing many materials that must be memorized but designing learning that allows students to locate the material they must understand. How many steps in the activity of finding (inquiry) can be practiced in the classroom (Tao & Gao, 2022). Observing and making observations; analyzing and presenting the results of writings, drawings, chart reports, tables, and other works; communicating it or giving it to readers, classmates, teachers, or different audiences. Questioning, learning is essentially asking and answering questions. Ask and answer questions. Asking is seen as a reflection of each individual's curiosity, whereas answering questions reflects one's ability to think. In the process of learning through CTL, teachers do not convey information just like that. Therefore, the role of asking is significant because the teacher can guide and direct students to find the material through questions (Scanlon & Connolly, 2021). In productive learning, questioning activities help explore information, both administrative and academic; checking students' understanding; evoking student responses; knowing the extent of students' curiosity; knowing what students already know; focusing students' attention on something the teacher wants; To produce even more maps from students; Learning community.

Leo Semenovich Vygotsky, a Russian psychologist, states that a child's knowledge and understanding are powerfully sustained by communication with others (Scanlon & Connolly, 2021). A problem that cannot be solved by yourself needs someone else. Cooperation in giving and receiving each other is required to solve a problem. What is meant by the principle of modeling (modeling) is the learning process by demonstrating something as an example that can be imitated by every student/learner. Reflection. Reflection is a way of thinking about what has just been learned or thinking backward about what has already been done in the past. Reflection is a response to a newly received event, activity, or experience. That way, the student feels that he has gained something valuable for himself from what he has just learned. Authentic Assessment. The conventional learning process that teachers often carry out at this time is usually focused on the intellectual aspect, so the evaluation tools used are limited to the use of tests. With the test, it can be known how far the student/learner has mastered the subject matter. Authentic assessment is a process carried out by teachers to collect information about student learning development. This assessment is carried out to determine whether students are really learning or not and whether the student's learning experience positively influences the student's intellectual or mental development. Authentic assessment is carried out in an integrated manner with the learning process. This assessment is carried out continuously during the continuous learning activities. Therefore, the pressure is directed at learning, not the learning outcomes.

2.4. Learning Outcomes: Concept and Implementation

At least in the teaching and learning process, every teacher has their own views in line with their philosophy. To equalize perceptions, we should be guided by the applicable curriculum. The objectives of education are three areas: cognitive, affective, and psychomotor. As a result of learning, changes to the three regions formulated teaching purposes. Thus, learning outcomes can be proven by the value of both knowledge and skills. The learning outcomes obtained by students have multidimensional benefits, both beneficial for the students concerned and other related parties, such as parents, teachers, schools, and the government. Knowing student learning outcomes allows teachers to Assess learners' competencies and whether a predetermined goal is achieved. Determine which plans have not yet been realized so that suitable remedial actions can be held. Obtaining precise information on whether the teaching strategy is used. establishes the ranking of learners in achieving agreed goals. Getting accurate information about whether the teaching strategy is used. Planning the procedure for the improvement of the lesson plan. Thus, the benefits of student learning outcomes for teachers can also be used as a reference for students, parents, governments, and other parties concerned about evaluating the efforts that have been made, what factors support student learning success, and factors that hinder the learning process. In general, the success rate of

student learning can be influenced by two factors: factors from within the student (internal factor) and factors from outside the student (external factor). Internal factors are intrinsic factors of the child from birth which are the entry behavior of the child or student. In contrast, external factors are factors of the means and factors of the student's learning environment, both the school environment and the home environment or the surrounding community.

3. Research Method and Materials

To find data, researchers will use classroom and qualitative action research. Classroom action research is a scientific publication that focuses on one class where the teacher's performance is the subject of study and determines whether or not the quality of learning is in the classroom. However, class action research is less general to publish because researchers collaborate with colleagues who are grade 4th teachers. So researchers felt the need to use it in the hope that they could find out how effective learning is on social studies course in grade 4th MI NU Tsamrotul Wathon. In this class action research, researchers will test pre-implementation and post-implementation trials, meaning that researchers and teachers will try students when pre-implemented with lecture and question and answer learning methods, then post-implementation with a contextual model through the arrangement of anime films. In this study, the objects were all grade 4th mi NU Tsamrotul Wathon students, consisting of 20 students, eight boys, and 12 girls. Then, to obtain qualitative data, researchers will use two methods: interview and triangulation data. Maleong (2007) stated that the qualitative method is a research procedure that produces descriptive data from words or spoken from observed sources. However, initially, there were four stages in obtaining data in qualitative research, but we know that currently, the COVID-19 pandemic does not allow us to carry out the whole. So, we only focused on interviews that the researcher would address with the class teacher and the students of PGMI IAIN Kudus. And the triangulation that the researcher will later convey through an effectiveness questionnaire addressed to the class teacher, PGMI IAIN Kudus Student, and one of the IAIN Kudus lecturers.

4. Results and Discussion

4.1. Pre and Post implementation

Pre - Implement a contextual learning model through the anime film "Bhineka Tunggal Ika" on the social studies course theme of Indonesian ethnic and cultural diversity. On June 16, 2021, researchers intended to take part in learning for learning trials with a monotonous model, namely lectures and questions and answers conducted through the google meet the application. During the trial, the response from students was not so focused on the evidence of students who lacked understanding when asked one by one. Then the trial continued on June 17, 2021, a post-Implementation test. This means that after the implementation of the CTL model through the anime film "Bhineka Tunggal Ika" in the Social Studies Course, researchers found an increase in student participation in learning because there were anime films that value tribal and cultural diversity in Indonesia with interesting anime was then there was mutual communication between students and teachers and most students could explain what was seen in their respective languages. From the trial above, analysis researchers can find that contextual learning through the show of the anime film "Bhineka Tunggal Ika" course IPS The theme of the diversity of Indonesian tribes and cultures is quite effective.

Contextual learning has seven main components including (1) Constructivism which places students not only as recipients of knowledge but are given the flexibility to find knowledge according to previous experiences, (2). Inquiry (investigation) that is, students learn more on their own and try to develop creativeness in solving problems, (3) Questioning (ask), is a Q&A strategy in learning to encourage, guide, and assess students' thinking abilities. (4) Learning Community (Learning Society), which is to create an atmosphere of learning together, namely the learning process of teaching between teachers and teachers, teachers with students, students and students so that the motivation and learning outcomes of students can be improved. (5) Modeling (Modeling),

Reflection (reflection) that is the response to the learning that has been carried out. Authentic Assessment (the actual assessment) is a thorough assessment process.

4.2. Results of CTL Model Implementation through Anime films

Based on the trial above, researchers can assess the implementation of anime films in social studies learning. The theme of Indonesian ethnic and cultural diversity can be implemented for other subjects. This is as stated by the grade 4 teacher, Mrs. Khamidah, S.Pd on June 20, 2021, that the screening of anime films in learning, especially in social studies courses, is beneficial for children to be able to understand learning materials during face-to-face learning easily. This was also conveyed by Nurul Khumayyah, a student of PGMI IAIN Kudus, about the effectiveness of the online learning model through the show of educational anime films that it needs to be implemented in another course. Then to strengthen the quality of this research, researchers also distributed questionnaires to three class teachers at MI Tsamrotul Wathon Gondosari Kudus, 3 PGMI IAIN Kudus Students, and one of the Lecturers at IAIN Kudus. In the questionnaire results, the majority stated that they strongly agreed when the Anime Education film was used as an alternative to learning to minimize the saturated effect during the online learning period. Using anime films can be an alternative to increasing students' learning motives during online learning. Motives linguistically mean encouragement. Meanwhile, according to Ustman Najati, quoted by Abdurrahman Saleh and Muhibb Abdul Wahab, motivation, in terms of terminology, explains the reason as a driving force that activates activity in living beings causes behavior and behavior leads towards specific achievements. From this affirmation, it can be concluded that the motive of learning is an impulse in the individual to carry out learning needs happily without any coercion to impact processes and outcomes.

Discussion

The development of learning models can be implemented. It can collaborate with any media, including those that MI NU Tsamrotul Wathon gondosari Kudus has implemented, as the implementation of online learning is carried out by implementing anime film shows with high educational value to provide material to students with fun and reach the target. As an educator, you should have good creativity to create learning that will be given to students, especially during the COVID-19 pandemic. The implementation of CTL learning through the broadcast of educational animation films at MI NU Tsamrotul Wathon reaped some support from informants and respondents who stated that they strongly agreed when implemented as an increase in the learning motivation of grade 4 students in the Social Studies.

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