

IMPLEMENTATION OF CONTEXTUAL APPROACH IN INDONESIAN LANGUAGE LEARNING IN STUDENTS' CREATIVE WRITING MATERIALS AT MI AL-KHAIRAAT PAKULI

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Abstract: *The purpose of this study is to determine how the application of the contextual approach in learning Indonesian language on creative writing material for students at MI Al- Khairaat Pakuli and to determine the results of its application. This study uses a qualitative method with a descriptive approach and a case study research design. The subjects of this study were students of class V MI Al-Khairaat and homeroom teachers. The data collection methods used were observation, interviews and documentation. Data obtained through the three methods were analyzed using qualitative descriptive. The results of this study indicate that (1) teachers in implementing or applying the contextual approach to learning Indonesian have been carried out well because teachers have understood the steps in implementing the contextual approach so that they are in accordance with the concepts and strategies. This can be seen from the average student who has achieved the KKM determined by the teacher. (2) factors that influence the success of teachers in implementing the contextual approach to learning Indonesian are teacher factors, student factors, facilities and infrastructure and environmental factors. Implications of the research Students are expected to be more active in participating in the learning process and students must be more focused on the learning process in class, especially when the teacher is explaining the material so that students can more easily absorb the knowledge that has been conveyed by the teacher.*

Keyword: *Contextual Approach, Students' Creative Writing Ability.*

Abstrak: Tujuan dari penelitian ini untuk mengetahui bagaimana penerapan pendekatan kontekstual dalam pembelajaran Bahasa Indonesia pada materi menulis keratif peserta didik di MI Al-khairaat Pakuli dan untuk mengetahui bagaimana hasil penerannya. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif dan desain penelitian studi kasus. Subjek penelitian ini adalah peserta didik kelas V MI Al-khairaat dan wali kelas. Metode pengumpulan data yang digunakan yaitu observasi, wawancara dan dokumentasi. Data yang diperoleh melalui ketiga metode tersebut dianalisis dengan menggunakan deskriptif kualitatif. Hasil penelitian ini menunjukkan bahwa (1) guru dalam melaksanakan atau menerapkan pendekatan kontekstual pada pembelajaran bahasa Indonesia sudah terlaksana dengan baik karena guru sudah memahami langkah- langkah dalam menerapkan pendekatan kontekstual sehingga sesuai dengan konsep serta strategi-strategi hal ini dapat dilihat dari rata-rata siswa yang telah mencapai KKM yang telah ditentukan guru. (2) faktor-faktor yang mempengaruhi keberhasilan guru dalam

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menerapkan pendekatan kontekstual pada pembelajaran bahasa Indonesia yaitu faktor guru, faktor siswa, sarana dan prasarana serta faktor lingkungan. Implikasi penelitian Peserta didik diharapkan untuk lebih aktif dalam mengikuti proses pembelajaran serta siswa harus lebih fokus dengan proses pembelajaran di kelas.

Kata Kunci: Pendekatan Kontekstual, Kemampuan Menulis Kreatif Siswa.

INTRODUCTION

Article 3 of the Law states that "national education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty with noble character, are healthy, knowledgeable, capable, independent, and become democratic and responsible citizens". This article is the basis for the development of character education for the formation of human character, especially the younger generation (Afida, Elmiah, and Chanifudin 2024).

Learning is a behavioral change that can result from past experiences or from learning that aims to be planned, while learning according to Diaz Carlos is an accumulation of the concept of teaching *while the* concept of learning *where* the emphasis lies between the two (PRATAMA 2024).

The development of human character as the younger generation can be achieved with various efforts, including through education that is carried out gradually and continuously (Wismanto et al. 2023).

The academic achievements produced by the school involve several components, namely teachers, principals, and school infrastructure that supports teaching and learning activities. Academic achievements carried out by educators are

as feedback from the results of the teaching and learning process which is carried out continuously to understand the process, progress, and behavior of results in the form of exams (Raharjo 2014).

In the world of language education, it plays a very important role, in almost every educational institution in any country, language is one of the core of the curriculum, just as the educational curriculum in Indonesia also places Indonesian as the main subject (Amrullah and Hum 2021).

In Indonesian learning itself, adequate strategies and approaches are needed so that learning is realized in accordance with the goals of education itself. One way that educators can do is to choose the right learning strategy or approach as used by researchers who use a contextual approach to improve students' creative writing so that it may make it easier for students to learn and also achieve the learning goals that are expected to be pursued and achieve the achievements expected by parents, teachers, As well as the students themselves are achievements that are expected by parents, teachers, and students themselves.

A contextual approach is an approach used by teachers in the learning process. This approach focuses more on the activeness of students to understand and learn the materials taught by the teacher and then applied in the real world of students

Contextual

Teaching and Learning is an approach that helps teachers to make students better understand the learning materials that have been learned, namely by the way teachers take an approach that provides an opportunity for students in apply the material that has been obtained in class.

Indonesian learning is one of the most important materials in schools. Through Indonesian learning, students can recognize themselves, and can express an idea and feeling. With Indonesian language skills, students can participate in community activities using analytical skills and imagination in students. Indonesian allows humans to think about the challenges of a problem regularly and continuously. On the other hand, if there is no language of civilization, humans will not be able to develop properly. Writing can be interpreted as a form of communication in writing through the process of compiling language sound symbols (Wulandari and Wijaya 2023) This symbol can be in the form of meaningful ideas, speech, and arrangements. Writing has a role as a communication tool, but writing skills are considered difficult by some students at school. Writing skills are an active and creative process to convey ideas in the form of written language so that there is a communication between the writer and the reader. Every student is required to be skilled in writing, through writing students can find out the ability to express their thoughts. According to Cahyaningrum, writing activities are language skills that are used in communicating both directly and indirectly (SARIBU and ELYSA 2024) In writing activities, the writer must be skilled in utilizing the structure of the discussion and vocabulary. Writing skills

will not happen automatically, but must go through practice and practice diligently and regularly. Learning Indonesian language is actually one way to provide guidance and development of the Indonesian language, especially literacy activities in schools. One of the forms of literacy in schools is writing activities. Writing activities are a person's efforts to produce a writing (Rofi'uddin, 2003; Rofi'uddin, 1999). Through writing, a person can communicate indirectly and not face-to-face with others. Writing learning in school includes lessons on understanding spelling, understanding the development of ideas, how to compose a letter and developing how to write correct descriptions (Cahyaningrum et al., 2018; Nursalim, 2017). In the Indonesian Literature and Discussion lessons, students are given material on how to write well and bnar. Writing learning material in grade V of elementary school is one of which is material on writing.

Writing is a language skill that is used to communicate indirectly, not face-to-face with others. Writing is a productive and expressive activity. In this writing activity, writers must be skilled in utilizing graphology, language structure, and vocabulary. These writing skills do not come automatically, but must go through a lot of practice and regular practice. Writing skills are one of the language skills that play an important role in Indonesian language teaching and must be mastered by every student in every school or level of education. As Syafiie in (Ulfah, 2019) stated that writing and reading skills must be mastered by students because by having the ability to read and write, it can affect the mastery of other subjects. In learning Indonesian language, the learning

process of listening, speaking, reading, writing, speaking, understanding language and literary appreciation must be studied as a whole, integrated and dynamic. However, in reality, in the language learning process, sometimes there are aspects that are overlooked, such as the literary aspect. This aspect is sometimes underpaid in learning due to several factors. One of the factors could be because teachers do not master the right methods to teach literature to students so that students become less interested in learning literature. The ability to write free poetry is less than optimal in grade V students of SDQT Nurul Islam. The learning method used is still conventional, where in learning teachers still use the lecture method.

The process of writing descriptions will be optimal accompanied by the teacher's ability to provide stimulus by students before learning writing skills. Before writing, students can be stimulated by observing objects. The stimulus can be in the form of observing and observing an object or environment around the student. This is in line with Cahyaningrum's opinion which explains that a good writer does not produce writing in a constant way, but in long ways and stages (Prianggoro 2024) Writing skills are skills in trying to convey a message to others through writing media, not face-to-face and through certain stages and regular exercises. Writing descriptions is a process that uses the help of various sensory tools, a set of activities and stages in writing activities. The stages in writing a description paragraph include the writing preparation stage (pre-writing), the implementation of writing (development of the content of the writing), and post-

writing (writing revision/improvement activities). The steps to write a description paragraph in this study include:

- 1) Pre-writing stage. The activity that students will do in this stage is to observe the object to be described.
- 2) Writing stage. The activity carried out by students in the writing stage is to make descriptive nets to make it easier to record words to be further developed into sentences. Record words in the nets that have been made, develop the words that have been recorded into sentences, arrange sentences into description paragraphs according to the order of sentences that have been determined by paying attention to the correct use of spelling.
- 3) Post-writing stage. The student's activity in the post-writing stage is to improve the results of the description writing that has been made. Based on hail observations at SD Sumberjo 1, there are several problems in writing. Among them, students have difficulty in applying ideas into a writing, this is evidenced by one of the students' writings that is not organized with the ideas to be developed. Students only write what is in their minds, without the stages of the framework for preparing a description paragraph first. Students are still not able to develop sentences into systematic, integrated and complete paragraphs. Looking at the students' work, there are several errors in using spelling and punctuation. There are also errors in using punctuation in students'

works. For example, not using a period at the end of a sentence and errors in decapitation, not understanding the writing process and the correct writing results. The solution to this problem is to apply an effective approach in the process of improving description writing skills in students. According to Fajri, contextual learning is a concept in learning to help educators about the learning materials taught to students, students can construct new knowledge and skills on their own when learning (Mortalisa, Ismail, and Afgani 2025). The implementation of contextual learning is a system to stimulate students' brains in developing patterns to realize the meaning of academic content in the context of daily life (Johnson, 2002; Nurdin, B., Interpreter, S., & Ratelit, 2013). This is in accordance with the views of Lepiyanto and Pratiwi, the contextual approach is a learning model that requires teachers to provide and create real situations in the classroom and motivate students to connect experiences, knowledge and apply them in daily life (Setiawan and Putri 2024)

LITERATURE REVIEW

1. Contextual Learning Approach

The learning approach can be interpreted as our starting point or point of view towards the learning process, which refers to the view of the occurrence of a process that is still very general, in which it accommodates, inspires, strengthens, and supports learning methods with a

certain theoretical scope (Hasibuan et al. 2024) Judging from the approach, there are two types of approaches, namely:

- a. student-centered approach to learning and
- b. teacher-centered approach.

According to the Ministry of Education and Culture in (Arifudin, 2020) the approach can be interpreted, "as a process, deed, or way to approach something". Meanwhile, in Wahjoedi's opinion, "the learning approach is a way to manage learning activities and student behavior so that he can actively carry out learning tasks so that he can obtain optimal learning results".

In line with the above opinion, according to Sagala that, "The learning approach is a path that will be taken by teachers and students in achieving instructional goals for a certain instructional unit" (Nurlinda and Patta 2024). Meanwhile, according to Sanjaya, the student-centered learning approach lowers discovery and inquiry learning strategies as well as inductive learning strategies (Hasibuan et al. 2024)

Based on the understanding of these approaches and learning, it can be concluded that the learning approach is a way of working to have a system to facilitate the implementation of the learning process and learn students to help in achieving the goals that have been set.

According to Roy Kellen in (Musyadad, 2019) noted that there are two approaches to learning, namely teacher-centered approaches and student-centered approaches. The teacher-centered approach lowers direct instruction, deductive learning or expository learning. Meanwhile, the student-centered learning approach lowers inquiry and inquiry

learning strategies as well as inductive learning.

Contextual teaching and learning (CTL) is a learning concept that helps teachers relate learning materials to students' real-world situations, and encourages students to make connections between the knowledge they have and its application in their daily world lives. Students' knowledge and skills construct new knowledge and skills on their own as they learn (Nababan and Sipayung 2023)

To understand the concept of contextual learning more deeply, COR (Center for Occupational Research) in America describes it into five subordinate concepts abbreviated as REACT, namely Relating, Experiencing, Applying, Cooperating, and Transferring.

Relating is a form of learning in a real-life context or real-life experience. Learning should be used to connect everyday situations with new information to understand or with problems to solve (Ulfah, 2020). Experiencing is learning in the context of exploration, discovery, and creation. This means that the knowledge gained by students through learning prioritizes the critical thinking process through the inquiry cycle. Applying is learning in the form of applying learning outcomes into practical use and needs. In practice, students apply concepts and information to imagined future life needs. Cooperating is learning in the form of sharing information and experiences, responding to each other, and communicating with each other. This form of learning not only helps students learn about the material, but it is also consistent with the emphasis on contextual learning in real life. In real life, students will become citizens who coexist and

communicate with other citizens. Transferring is a learning activity in the form of utilizing knowledge and experience based on new contexts to gain new knowledge and learning experiences.

In the contextual learning approach, an effort is needed that empowers students with the hope that students will be able to construct knowledge in their minds, not memorize facts (Hendar, 2019). In addition, students learn through experience, not memorization, considering that knowledge is not a set of facts and concepts that are ready to be accepted, but something that must be constructed by students. With this rationale, knowledge always changes according to the times.

On the basis of this understanding, learning with a contextual approach has the following characteristics:

- a. Learning is carried out in an authentic context, i.e. learning that is directed at the achievement of skills in a real-life context or learning that is carried out in a natural environment.
- b. Learning provides students with opportunities to do meaningful tasks.
- c. Learning is carried out by providing meaningful experiences to students.
- d. Learning is carried out through group work, discussion, and mutual correction between friends. Learning provides opportunities to create a sense of community, cooperation, and mutual understanding of each other in depth.

- e. Learning is carried out actively, creatively, productively, and with importance to cooperation.
- f. Learning is carried out in a pleasant situation.

Learning with a contextual approach involves seven main components, namely

- a. constructivism (constructivism, build, form),
- b. questioning,
- c. inquiry (investigate, discover),
- d. Learning Community,
- e. modelling,
- f. reflection,
- g. authentic assessment.

In that context, the teacher's designed program is really a personal plan of what he or she will work on with his students. In general, there is no fundamental difference in format between conventional learning programs and contextual learning programs. Again, what sets it apart is only its emphasis. Conventional learning programs emphasize more on the description of the objectives to be achieved (clear and operational), while programs for contextual learning emphasize more on the learning scenarios.

On that basis, the main suggestions in the preparation of a contextual-based learning implementation plan (RPP) are as follows:

- a. State the first learning activity, which is a statement of student activities which is a combination of Competency Standards, basic competencies, Subject Matter and Learning Outcome Achievement.
- b. State the general purpose of learning.

- c. Detail the media to support the activity.
- d. Create a step-by-step scenario of student activities.
- e. State the authentic assessment, that is, with what data students can be observed their participation in learning.

Contextual learning has advantages and disadvantages. The advantages of contextual learning are:

- a. Learning becomes more meaningful and real. This means 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 being able to correlate the material found with real life, not only for students the material will function functionally, but the material they learn will be firmly embedded in the student's memory, so it will not be easily forgotten.

- b. Learning is more productive and able to foster the strengthening of concepts in students because the CTL learning method adheres to the school of constructivism, where a student is guided to find his own knowledge. Through the philosophical foundation of constructivism, students are expected to learn through "experiencing" rather than "memorizing".

Meanwhile, the disadvantages of contextual learning are:

- a. Teachers are more intensive in guiding. Because in the CTL method. Teachers no longer play the role of information centers. The

teacher's job is to manage the classroom as a team that works together to discover new knowledge and skills for students. Students are seen as developing individuals. The role of the teacher is not as an instructor or "ruler" who imposes the will but rather the teacher is the guide of students so that they can learn according to their developmental stage.

- b. Teachers provide opportunities for students to discover or apply ideas on their own and invite students to consciously and consciously use their own strategies for learning. However, in this context, of course, teachers need extra attention and guidance to students so that the learning objectives are in accordance with what was originally applied.

2. Writing Skills

Writing is a language skill that is used to communicate indirectly, not face-to-face with others. Writing is a productive and expressive activity. In this writing activity, writers must be skilled in utilizing graphology, language structure, and vocabulary. These writing skills will not come automatically, but will have to go through a lot of practice and regular practice.

According to Tarigan in (Nasem, 2019), Writing is lowering or drawing graphic symbols that symbolize a language that is understood by someone so that others can read the graphic symbols if they understand the language and graphics.

This opinion was combined by Hernowo as quoted (Arini, 2019), by revealing that writing activities are not just making letters with a pen on a piece of

paper, but as an effort to give birth to thoughts and feelings. He also added that through writing activities we can express ourselves totally.

Writing activities are one of the language skills used to communicate through writing. Written literary works such as poems, short stories, novels, and romances. This literary work also grows and develops in Indonesian society and complements the treasures of the Indonesian language. Literature is a structuring of experience. That means that a literary work cannot be separated from the life experience, attitude, outlook on life, and ideology of its author. Because it is a structuring of experience, the object of a literary work is reality (KATUNDE 2024).

Writing has many benefits, the benefits of writing include:

- a. Prevents senility. Writing is closely related to the work of the brain. Just as the body needs exercise, and the heart needs worship, so the brain needs exercise. And exercise the brain by training it to keep thinking positively.
- b. Historical trace recording instruments. Writing is one of the many instruments of recording historical traces, and this testament is the most widespread and easy to get, we know the lives of prophets, salaf scholars, great people, the origin of a country, and others are through writing.

An instrument to preserve knowledge, opinions, thoughts, opinions, and arguments from miracles, and to spread them more widely.

- a. Very useful da'wah media. Writing is one of the most useful da'wah

media and its spread is very wide, especially in the age of advanced technology like today. Writing is a medium of da'wah that should not be left by those dai, the callers of truth and virtue.

- b. Writing is a learning medium.
- c. Learning is not just listening and reading. It is incomplete to learn without writing. It is incomplete that the knowledge that is available from the author is empty.
- d. Writing will make life productive and age is not wasted. Many people think that writing is boring, lives without art and only belongs to those who like to be alone. This is a mistaken assumption and very wrong. Precisely by writing makes life more productive, age is more useful and not wasted.
- e. Writing will form a wise and well-mannered person. By writing the writer's personality will be wiser and more polite. Because he has learned a lot and continues to learn as he continues to develop his writing.
- f. Writing will generate new ideas. By writing a person will think and continue to try to develop his understanding and his abilities. This motivation will break her to find new ideas, because when she is involved in the world of writing, she is constantly challenged to make new breakthroughs to spawn her latest ideas and ideas. Writing is one of the best communication mediums. Writing will train oneself to be ready to be criticized and evaluated by others and practice solving a problem.

Free poetry is poetry that is not bound by some special rules. Namely the number of lines per stanza, the number of syllables per line, rhyme, rhythm, rhythm and word choice. In writing an important free poem, the writer's feelings can be expressed in the form of the right words so as to produce a sharp and deep meaning.

The process of writing poetry according to Resmini is the process of pouring out experiences of sadness, longing, anxiety, restlessness, admiration and so on which are changed by choosing words, weighing and adjusting the turmoil of taste, tone and rhythm so that it feels melodious and beautiful. Writing poetry is not easy, writing poetry is not enough by looking at events, but writing poetry is full of fundamental and grounded contemplation. What is seen, heard, and felt cannot necessarily be made into poetry, but must be studied, deposited, and pondered deeply (Purwanti 2022)

The types of literary works are generally divided into three, namely poetry, prose, and drama. These three types of literature are called imaginative literature. In Cahyani the differences between the three types of literature are briefly explained.

- a. Prose is a literary work written using sentences that are arranged next. The sentences that are arranged form the unity of the mind into paragraphs, paragraphs form chapters or sections, and so on.
- b. Poetry is a literary work written in the form of lines and stanzas.
- c. Drama is a literary work written in the form of dialogue. The difference between this literary work and others lies in the purpose

of writing the manuscript. Drama scripts are written with the main purpose of being performed, not to be read and lived as in prose and poetry literary works (Salim 2024)

Poetry etymologically comes from the Greek language, namely *poesis* which means to build, make, form and create (SUCI 2022) Based on the great Indonesian dictionary, poetry is a variety of literature whose language is bound by rhythm, *matra* rhyme, and the arrangement of lines and stanzas (MARIANI n.d.)

Poetry is an expression of the author's feelings. Feelings of admiration, hatred, disappointment, oppression, happiness and so on. Expressed in poetic words, in poetry the author inserts a message to the reader. The message contained in the poem can be explicit or implied.

The physical structure of poetry or sometimes called the poetry method, is a means used by poets to express the essence of poetry (the inner structure of poetry). The physical structure of poetry according to Morris (in Tarigan) includes the following:

- a. The face of poetry (typography) is the form of poetry such as a page that is not filled with words, right-left edges, line arrangements, to lines of poetry that do not always start with capital letters and end with periods. These things greatly determine the meaning of poetry.
- b. Diction is the choice of words made by the poet in his poems. Since poetry is a form of literary work that few words can reveal many things, the words must be chosen as carefully as possible. The choice of words in poetry is

closely related to meaning, harmony, sound and word order.

- c. Imagery is a word or arrangement of words that can express sensory experiences, such as sight, hearing, and feelings.
- d. Concrete words are words that can be captured with the senses and allow the emergence of images. These words are related to symbols and allusions, for example the word snow to symbolize the power of love.
- e. Figurative language is figurative language that can bring to life or enhance effects and give rise to certain connotations. Figurative language causes poetry to be rich in meaning. Figurative language is also called *majas*.
- f. Versification is concerned with rhyme, rhythm and metrum.
- g. Rhyme is the repetition of sounds in poetry to form musicality or orchestration.
- h. Rhythm is also strongly related to the repetition of sounds, words, phrases and sentences.
- i. Metrum (*matra*) is a word pressure that remains high/low, long/short, hard/weak that flows repeatedly so as to form beauty (Kuswandi and Putri 2021)

RESEARCH METHODOLOGY

The type of research used in this study is qualitative research. According to Bogdan and Guba, qualitative research or naturalistic inquiry is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behaviors.

Qualitative research is a research approach that reveals a specific social situation by describing reality correctly, formed by words based on techniques (Adlini et al. 2022). This research can be used to gain insight into something that is still little known. In addition, the results achieved from this study will be more accurate.

This research uses a qualitative approach. Through a qualitative approach, the researcher observed the activity of improving writing in students which was carried out in Class V of MI Al-Khairaat Pakuli.

RESULTS OF RESEARCH AND DISCUSSION

This research was carried out at MI Al-Khairaat Pakuli which is located on Jl.Poros Palu-Kulawi North Pakuli Village, Gumbasa District, Sigi Regency. After making observations in the field against MI Al-Khairaat Pakuli.

1. Application of Contextual Approach in Indonesian Language Learning on Creative Writing Materials at MI Al-khairaat Pakuli

The overview of the data in this research was found during observation (field notes), interviews (transcription) and documentation (files and photos). The data that researchers found are as follows:

a. Learning Implementation Plan (RPP)

A learning implementation plan (RPP) is a plan that describes the procedures, and organization of learning to achieve one basic competency that is determined.

b. Learning Implementation

1) Preparation Stage

As is known, before teachers carry out learning activities in the classroom, there are many things that must be prepared by teachers. Some of the things that need to be prepared by teachers before carrying out learning in the classroom are the curriculum, Syllabus, Annual Program, Semester Program, Learning Implementation Plan, Evaluation Design, Evaluation Result Analysis, Package Book and so on. In addition, teachers are also required to be able to choose methods, approaches, learning media and learning resources that can support the continuity of learning

2) Implementation Stage

In the implementation of classroom learning, the activities carried out are divided into three stages, namely the introduction, the main activity (core learning) and the closing (Pohan and Dafit 2021). The preliminary stage is the initial activity carried out by the teacher when starting teaching and learning activities in the classroom. This aims to prepare students to participate in learning and arouse students' interest in participating in the learning process in the classroom.

3) Assessment Level

In this stage, assessment occupies a very important position in the teaching and learning process, this is because with the evaluation of the success of teaching will be known. The assessment aims to obtain information about developments regarding the learning process and outcomes of students (Badrudin et al. 2024). The results of the assessment of the teaching and learning process and results in the form of mastery of indicators of basic competencies that have been determined in each subject. At this stage, it can be used as a means of motivating students to

achieve basic competencies, and can carry out remedial and enrichment programs in order to improve the quality of learning.

c. Evaluation

Evaluation is carried out by teachers with the intention of obtaining certainty about the success of students' learning and providing input to teachers about what has been done in the teaching and learning process activities. Evaluation has become a very important subject in the process of learning continuity, therefore teachers must do it systematically and planned.

Results of the Application of Contextual Approach in Indonesian Language Learning in Creative Writing Materials at MI Al-khairaat Pakuli

a. Learning Planning

Learning process planning includes a syllabus and a learning implementation plan (RPP) that contains the identity of the subject, Core Competencies (KI), Basic Competencies (KD), indicators of competency achievement, learning objectives, assessment of learning outcomes and learning resources (Fadil, Ikhtiono, and Nurhalimah 2024). In the learning process that uses a contextual approach, there needs to be preparation that must be done by the teacher.

b. Implementation of Learning in the Classroom

The contextual approach has the meaning of a learning concept that is very helpful for teachers in the learning process that relates the material to the real-world situation of students and encourages students to make connections between the knowledge they have and its application in their lives.

From this, it can be seen that teachers have applied a contextual

approach in learning, this can be seen where teachers have used seven components of the contextual approach, which are as follows:

1) Constructivism

In constructivism, all knowledge is not given instantly to students, but is applied by students themselves by actively participating in learning in the classroom. In this activity, students build their knowledge gradually by following the steps that have been designed by the teacher. This can be seen when teachers give examples of creative writing to students, then students are told to observe how to write creatively well and correctly in order to build students' knowledge to be more active in participating in learning.

2) Inquiry

In this stage of inquiry, students are asked by the teacher to search and find the material that has been taught by the teacher and is in accordance with the learning that has been prepared by the teacher.

3) Questioning

During the learning process, the teacher does not convey information just like that, but the teacher first develops his knowledge with the aim that students can find their own answers. This will shape the activeness of students in participating in learning in the classroom, freely students can express their opinions. Usually, teachers ask questions about the material which is then written based on their own experiences (Hamdayama 2022).

4) Learning Community

In applying the community to learn about creative writing, here the teacher divides students into several groups. This is done so that students can share with

each other and can exchange the knowledge they get.

5) Modeling

In this modeling concept, the teacher's job is to provide an example to students.

In this activity, students are asked by the teacher to understand the material presented by the teacher, the teacher tells the students to read short stories in the library.

6) Reflection

The activity at this reflection stage is that students are asked by teachers to complement each other's knowledge by asking each other questions and answers obtained so that they become complex new knowledge (Bhoke et al. 2023).

In this stage of reflection activity, the teacher's task is to provide knowledge to students to find out the extent of knowledge that has been achieved by students.

7) Authentic Assessment

At this stage, it is the main characteristic of the evaluation of the contextual approach. Where here the teacher does not only provide an assessment of the student's knowledge, but the teacher's task is also to assess from the affective and psychomotor aspects which will be assessed in a balanced manner.

c. Evaluation/Assessment

Learning This assessment or evaluation occupies a very important position in the teaching and learning process, because with this teaching evaluation, the success of teaching will be known and the results will be analyzed to determine the basic competencies that have been mastered and have not been mastered by students.

Factors Influencing the Contextual Approach in Learning in Grade V Students at MI Al-khairaat Pakuli

a. Supporting Factors

Supporting factors have the meaning of being helpful and encouraging factors (Abbas 2023). The factors that support Indonesian learning using the contextual approach to writing creative are as follows:

1) Teacher

The teacher's skills or ability to understand strategies and methods that will be used in the learning process will greatly affect the success in applying the contextual approach. In addition, the ability of teachers must create a classroom atmosphere so that it is not monotonous with the intention that students are not bored in following the learning process in class.

2) Facilities and Infrastructure

MI Al-khairaat Pakuli has adequate facilities and infrastructure, namely: each class has a reading corner, a learning park, and a library.

3) Students

This can be seen when teachers teach students who are very enthusiastic about participating in learning where students are always active in teaching and learning activities, these factors include that students' attention appears driven by curiosity.

They argue that the application of a contextual approach can be applied to subjects other than writing free poetry. The instruments for writing free poetry in this study were in the form of a multiple-choice test of 10 questions and a description test of 5 questions. This instrument is adjusted to the ability to write free poetry which will be measured

is the ability to write free poetry which includes diction, imagery, majas, real words as well as rhythm and rhyme. The ability to write free poetry for students developed in this study is the ability to describe the main idea, provide appropriate diction/word choices, and apply rhyme. Based on the table above, it is known that the students' initial test results are lower than the final test results, which shows that the initial knowledge possessed by the students is low. This initial knowledge is influenced by several things, including the preparation of students before the learning process and the learning experiences had by previous students. This is also supported by a questionnaire that shows that 78% of students do not prepare before learning. The Indonesian learning material in this study is to write free poetry. Writing activities are one of the language skills used to communicate through writing. Written literary works such as poems, short stories, novels, and romances. This literary work also grows and develops in Indonesian society and complements the treasures of the Indonesian language. Literature is a structuring of experience. That means that a literary work cannot be separated from the life experience, attitude, outlook on life, and ideology of its author. Because it is a structuring of experience, the object of a literary work is reality (Malagunna 2023)

CONCLUSION

Based on the formulation of the problem and the discussion of the results of the research conducted in the previous chapters, the researcher can propose several conclusions, including the following:

1. The contextual approach is already working well. All problems in the classroom can be solved through the learning community process which is linked to the reflection process. The results of its implementation can be proven by interviews and monitoring during the learning process. The contextual approach in writing short stories has been running effectively. However, there are still several components whose implementation is not in accordance with what has been planned in the lesson plan, namely the use of learning resources, media and learning tools, and the learning model applied.
2. Factors that affect the success of the contextual approach in creative writing are teachers, school facilities and infrastructure and other factors are the students themselves.

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