Constructivism and contextual based learning in improving indonesian language learning outcomes in elementary school using online learning techniques in the middle of the covid 19 pandemic

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Article Info	ABSTRACT
	This study aims to determine the success of implementing constructivism-based and contextual learning systems in Indonesian language learning, in particular, the five-grade first semester at SD Negeri 44 OKU with on-line learning techniques in the midst of the Covid-19 pandemic. This study uses qualitative research methods. The data collection techniques used were participant observation, structured interviews, and documentation. The results showed several recommendations for distance learning designs by viewing teaching as a process of interaction between learning actors. Interactions that are mediated by this technology need to be carefully designed and implemented based on the needs of students. Apart from what has been shared here, the spaces for innovation are still very wide open in the design and implementation of distance learning, with learning spaces to continuously improve teaching. The vast space for innovation and learning is what frees educators to continue to observe, ask, try, find, and reflect on what forms of distance learning are most appropriate to the context of their students.

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Introduction

The development of science and technology greatly influences education, especially the learning atmosphere developed by teachers during the Covid 19 pandemic. Teachers must be able to provide contextual, creative, fun, effective and efficient learning. Not only that, but teachers can choose and use methods that are suitable for the learning situation via WA, Android phones or zoom applications, so as to generate excitement for students who can achieve success in learning. Teachers must have skills in the IT field as for example in the IT field, including mobile devices such as smartphones or telephones, android cellphones, laptops, computers that can be used to access information anytime and anywhere.

Meanwhile, the contextual approach is a concept that helps teachers connect the material being taught, with real-world situations and encourages students to have knowledge and application in their lives as family and community members.

Constructivism learning is a process of learning the activeness and involvement of students in the process of learning efforts according to their abilities, the initial knowledge that students have, according to the learning style of each student with the help of the teacher, as a facilitator who helps students, if they experience difficulties in their learning efforts. Not only that, for example; Constructivism-based and contextual learning in improving Indonesian language learning is applied at SD Negeri 44 OKU, especially for Class V students in semester 1, learning has begun to change, because of the Covid-19 pandemic, the learning system uses on line learning techniques, unlike that. prior to the Corona Virus, teachers and students actively interacted in school, but at home using the WA group from the teacher

Whereas the teacher's hope regarding learning is the first hope, after conditions return to normal or the Covid-19 outbreak has ended, the teacher's hope in addition to classroom learning is that online learning remains can be implemented to train the skills of teachers and students in the era of the 4.0 century. The second hope of this learning is as an alternative for teachers in applying learning models. This aims to increase knowledge and apply the use of technological advances properly. The third hope is that there is special treatment for students who have difficulty learning. The fourth hope is that this online learning model is good to use but needs to be added to the offline learning model.

The government's efforts to cut the chain of the spread of Covid -19 are:

1. Starting from isolation (separation of sick people) who are infected with those who are not infected.
2. Social distancing or psychological distancing (social distancing).
3. Regional quarantine (lockdown) by several countries in the world.
4. Large-scale policy (PSBB) as a policy taken by President Joko Widodo.

Business undertaken or issued by the heads of state are:

1. The order to stay at home (stay at home) for its citizens.
2. All people are required to work from home (work from home / wfh) to worship at home, and also study at home (learning from home / LFH) respectively.
3. Clear and firm sanctions are given to those who are still in congregation, carrying out activities outside the home, except in urgent circumstances and for special personnel assigned in the context of the pandemic response.

Based on the above background, the authors are interested in conducting research entitled: "Constructivism and Contextual Based Learning in Improving Class V Semester 1 Indonesian Language Comprehension Learning at SD Negeri 44 OKU with On line Learning Techniques Amid the Covid 19 Pandemic".

Method

This study used qualitative research methods. Qualitative research is: research that is descriptive and tends to use analysis. Process and meaning (subject perceptions) are emphasized more in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. In addition, this theoretical basis is also useful, to provide an overview of the research background and as material for discussion of research results.

Results and Discussions

History of the Standing and Condition of SD Negeri 44 OKU

SD Negeri 44 Oku was originally named SD Negeri Oku model, the school was established on July 1, 2004, the address: Jalan Baturaja Indah Housing, Kecamatan Baturaja Timur, District Ogan Komering Ulu, South Sumatra Province.

SD 44 Oku, formerly known as SD Model Oku, is the pride of the community in Ogan Komering Ulu district, because this school is of international standard, in addition to its students being able to master lessons in the field of study, extracurriculars can also master foreign languages, especially English. Except that it also implanted the problem of religious studies and reading and writing the Koran. While the students and the community are Muslim. SD Negeri 44 OKU accredited A and this school is the only school with international standard before other schools became model schools. With the number of first teachers 4 teachers, 1 deputy principal and 1 principal with a total of 25 students at that time at the beginning of its establishment in 2004, 12 male students and 13 female students. Previously, this school only had 1 class, then in 2005 registration was opened for students who moved to achieve ranks 1 to 10, thank God that it managed to get 20 students, for transfers from other schools in the Ogan Komering Ulu district, namely grade 2 only 1 class. Because of the

very rapid development. This field can be separated from the services and aspirations of the teacher, the first principal, Mr. Sunarto, S.Pd, and the high enthusiasm of the Oku model elementary school students to make achievements.Besides that, it is also expected to be a trigger and motivation for students, in addition to preparing students to have high quality graduates.

Name of the principal of SD Negeri 44 Oku and title:

1. Sunartono, S.Pd served from 2004-2006
2. Terimaswari, S.Pd served from 2006-2008
3. Yoya Alida, S.Pd, M.SI served from 2008-2009
4. Eta Hartini, S.Pd served from 2009-2017
5. Hj Ermawati, S.Pd served from 2017-2018
6. Yuseven, S.Pd served from 2018-2019
7. Yuniarti, S.Pd has served from 2019 until now

School Identity:

1. Profile and Achievement of School: SD Negeri 44 oku
   a. School status
      1) School Name   : SD Negeri 44 Oku
      2) NPSN   : 10604813
      3) NSS   : 10 111030 1040
      4) Establishment Decree   : 12. 07. 05. 04. 93. 01. 01. 11.0
      5) Form of Education : SD
      6) School Status   : State
      7) Started up   : July 1, 2004
      8) Ownership Status   : Local Government
      9) Address   : Road axle, housing Rss Helindo
      10) Village   : Baturaja Permai
      11) District   : East Baturaja
      12) City   : Baturaja
      13) Province   : South Sumatra
      14) School Accreditation Score: A

   b. Soil
      1) Land area   : 1.5 hectares
      2) Land Origin   : Community Grants
      3) School location   : Perum Rss Helindo, Kelurahan Baturaja Permai
      4) Land Owner   : District Government

   c. Failure
      1) Water   : Well
      2) Electricity: PLN

2. Non Academic Achievements
   The achievements that have been achieved by SD   Negeri 44 Oku are as follows
   a. 2004 year
      1) Third Place in English speech competition at Regency level, 2005
      2) 1st winner in Dharma service reading scout competition
      3) Winner of regency tikangkat English speech competition at regency level
      4) First place in the scouting competition for reading the UUD 45 at district level
      5) Third place in the badminton competition at the District level

   b. 2006 year
      1) 3rd place badminton competition at the District level
      2) First winner in regency level English speech contest
      3) Runner up in District Scout Competition

   c. 2007 year
      1) First winner in regency level poetry reading competition
   d. 2008 year
      1) First winner in provincial poetry reading competition

2) Champion II singing keroncong at the provincial level
3) Winner of badminton at the District level

e. The year 2009
1) Champion II badminton competition at Regency level in 2010
2) Winner of the 02SN competition at Regency level

f. In 2012
1) Runner up in regency level badminton competition in 2013
2) Runner up in regency level badminton   competition
3) Runner up in district level 5000 m race
4) Runner up in Regency 10 KM running competition

g. 2016 year
1) Winner of the Badminton District level competition in 2017
2) Champion I badminton competition at district level
3) First place in the regency level athletic KID competition

h. 2018 year
1) Winner of the 2019 sub-district badminton competition
2) Champion of badminton at the district level in 2020
3) 1st place in the KID athletic competition at the subdistrict level
4) First place in sub-district badminton competition

3. School Vision and Mission
   a. Vision:

   In achievement, having an area based on science and technology and faith
   b. Missions:
      1) Increase discipline and partnership among school members
      2) Increase the professionalism of teaching staff
      3) Improve student achievement
      4) Carry out extracurricular activities
      5) Create a safe and fun learning environment

4. 3) School objectives:

   1) Fulfilling an education system that is equitable and just
   2) Fulfilling quality, efficient and equitable education
   3) Meet the development of the K13 curriculum and the covid - 19 curriculum that is adaptable and proactive
   4) Meet a management system that is transparent, accountable, effective, efficient and participatory
   5) Fulfilling quality educational facilities and infrastructure
   6) Has adequate education costs
   7) Have a national standard assessment   document

Contextual and Contextual Learning Applications in Indonesian

1. Constructivism Learning

Constructivism in its basic sense is constructive. Where what is built is the concept/material to be studied, which the concept is built by the teacher and students in the teaching and learning process [1]. The constructivism learning model here means a way in which individuals or students not only imitate and form images of what the teacher observes or teaches but actively the individual or students select, filter, give meaning and test the truth of the information they receive.

The constructivist learning model is one view of the learning process which states that the learning process (acquiring knowledge) begins with a cognitive conflict [2]. Constructivism states that knowledge is created or awakened in students 'own minds when they try to organize their new experiences based on cognitive frameworks that exist in the mind so that learning mathematics is the process of acquiring knowledge created or carried out by students themselves through students' individual transformational

experiences. In addition, the importance of problem-solving skills, especially when students are working or studying in other materials, will require a change in the learning process [3]. [4] Suggests that teachers can provide students with steps that lead students to a higher understanding, provided that students themselves have to climb the stairs.

2. Contextual Learning

The contextual teaching and learning strategy is a holistic educational process that aims to motivate students to understand the meaning of the subject matter they are learning, by linking the material to the context of their daily lives (personal, social, and cultural context), so that students having knowledge/skills transferred can be flexibly applied from one problem to another. According to Priyatni, quoted by [5] contextual learning has several characteristics, namely: (1) learning is carried out in an authentic context, meaning that learning is directed so that students have skills in solving problems in a real context or learning is pursued in an environment that is natural (learning in real-life setting)

(2) Learning provides opportunities for students to do meaningful tasks (meaningful learning); (3) learning is implemented by providing meaningful experiences to students (learning by doing); (4) learning is carried out through group work, discussion, mutual correction (learning in a group); (5) togetherness, cooperation, and understanding each other deeply are important aspects to create enjoyable learning (learning to know each other deeply); (6) learning is carried out actively, creatively, productively and emphasizes cooperation (learning to ask, to the inquiry, to work together); and (7) learning is carried out in a fun way (learning as an enjoyable activity).

Mc Grane through Tech Transformation in "Reflection 1/1/11: Wy global educations so important for the 21" century "outlines a number of abilities that humans in the 21st century must-have, including" critical thinking "collaboration and communication" because it is educational innovation. requires the use of digital technology as an integrated part of the learning process [6]

Constructivism and Contextual Learning Applications in Indonesian.

1. Constructivism Learning

Constructivism is a psychological theory of knowledge which states that humans build and reap knowledge from their own experiences. The essence of constructivist learning is individual learners find and transfer complex information if they want the information to be his [7]. Constructivistic learning views that learners are constantly checking for new information that is against the old rules and revises these rules if they are no longer appropriate.

The formation of constructivism theory is generally associated with Jean Piaget, who articulates the internalization mechanism of knowledge in students. He stated that through the process of accommodation and assimilation, learners build knowledge from their experiences. One of the goals of using constructivist learning is that students learn ways to learn something by providing training to take learning initiatives.

2. Contextual Learning

Contextual learning is a teaching and learning concept that helps educators connect the content of learning materials with real-world situations, motivates students to make connections between knowledge and its application with real life, such as family members, citizens, and workers and requires learning and hard work.

The purpose of the application and contextual learning approach is to improve the learning achievement of students through increasing understanding of the meaning of the subject matter studied in the context of their daily lives as individuals, family members, community members and members of the nation.

Conclusions

The application of distance learning during the Covid-19 period in improving the Indonesian language learning process at SD Negeri 44 OKU is running well and can be carried out as it should without reducing students' rights to information or learning as they get when learning in class.

The factors inhibiting the implementation of learning in improving the Indonesian language learning process at SD Negeri 44 OKU can be categorized into 3 things, the first is related to the internet network due

to factors of equipment, internet quota, and also student understanding of IT. Second, the student factor, because students are not interested in distance learning as well as the economic factors of their parents who are not supportive. The third is the teacher factor. Teachers run out of time because they have to make more corrections, too focused on cellphones / computers makes some jobs neglected. Homework that eventually became a victim because the learning process took place anywhere and anytime

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