

DEVELOPMENT OF CONTEXT-BASED MEANINGFUL LEARNING IN THE ERA OF PANDEMIC COVID19

Iis Ristiani

Universitas Suryakancana

iisristiani@unsur.ac.id

ABSTRACT

Today's social changes occur so rapidly in various aspects of human life, including in the world of education. The development of science and technology rapidly encourages human behavior in responding to the world around. In fact, the Covid 19 pandemic that occurred in various nations helped accelerate changes in human behavior. Like it or not, we are all required to be able to compensate for what happened. Changes in social life that are predicted to occur in 2050, with the existing conditions, will occur more quickly. It happened in 2020. Facing these conditions, the world of education must be able to transform education rapidly as needed. Educational transformation needs to be done through dynamizing the educational aspects, innovating learning components, and also optimizing education management. The Covid19 pandemic and the realities of life today have an impact on the continuity of learning. The condition of the Covid19 pandemic requires us to always keep our distance, not allowing us to meet face to face. Learning is carried out with a remote system. There are many things that must be prepared by the actors of learning, not only teachers, but also students and even parents. Therefore, it is necessary to create a meaningful learning for students. For this reason, this paper will describe a solution through context-based meaningful learning. Teacher professionalism, mastery of technology, changes in socio-cultural structures, student adaptation processes and the role of institutions contribute to and encourage the importance of meaningful, context-based learning. The community trusts, recognizes and leaves it up to teachers to educate students professionally. The implication of this recognition requires that teachers must have adequate quality. The adequate quality of teachers will correlate with each other's readiness in learning. The meaning of the learning process is realized through the teacher's ability to create meaningful learning. The creation of meaningful learning is by paying attention to the competence and needs of students according to the context. An understanding of the existing student context encourages teachers to develop learning by utilizing various learning methods, evaluation techniques, and other pedagogical abilities that are able to explore and make learning more meaningful for students.

Keywords: teacher quality, meaningful learning, contextual

INTRODUCTION

The development of science and technology has encouraged education actors to transform education according to demands and needs. This needs to be done so that what is expected from this education can be fulfilled in accordance with the needs of the existing times. In addition, adjusting to the needs and demands of the era so that the quality of educational outcomes can continue to increase. Regarding quality improvement, in human life we only have to choose one of the three possible options. If our quality wants to improve, then we must choose one and it is impossible to choose the other two. What are the possible options? First, if we want to ADVANCE and QUALITY, then now has to be better than it was before. Second, if it is the same as before, then we are LOSING. Third, if this time is worse than the previous time, it is a sign that we are INJURY.

In addition to the development of science and technology, the condition of the COVID-19 pandemic that has occurred since December 2019 to date has accelerated the occurrence of social changes in our society. Included in education. The Covid 19 pandemic demands everyone to do:

always keep their distance, always wear masks, always wash their hands, try to avoid crowds, and so on. This condition gives birth to a situation called the new normal. In the world of education, learning is carried out remotely while still paying attention to existing needs. That's what we say context-based learning.

The various conditions above constitute a context that accelerates the occurrence of social change, which is why new norms emerge. In the world of education, this new normality demands the need to transform education, both in the innovation of learning components, the dynamics of educational aspects, as well as the optimization of education management.

The problem of our education today is improving the quality of each type, level and educational unit. Therefore, the government sets eight national education standards, namely: (1) content standards, (2) process standards, (3) competency standards for graduates, (4) standards for educators and educational personnel, (5) standards for facilities and infrastructure, (6) management standards, (7) financing standards, and (8) education assessment standards (PP. 19/2005). The eight national education standards serve as the direction and objectives of education delivery. In other words, national education standards are both a reference and a criterion in determining the success of education. In relation to the conditions of the COVID-19 pandemic, we need to create context-based meaningful learning. For this reason, this paper will describe matters relating to teacher standards and process standards in relation to the optimization of learning components, and innovation in educational aspects.

The dynamism of the educational aspects that will be highlighted in this paper is the educator aspect. The need to increase the professionalism of an educator. Meanwhile, in the learning component innovation, what will be highlighted is with regard to the learning model, namely the use of a contextual approach. Through this approach, it is hoped that learning will be more meaningful for students.

With regard to the aspect of educators, in this education as schooling environment, speaking of educator standards means speaking of professional teacher standards. Teacher professionalism holds the main key to improving the quality of future human resources. Teachers are professionals who carry out the main tasks and functions of increasing the knowledge, skills, and attitudes of students as future Indonesian human assets.

In addition to demands on teachers, also on students. Creating meaningful learning needs to be prepared by the actors of the teaching and learning process, namely teachers and students. Quality teachers, students who are full of creativity. The two cannot be separated. This means that meaningful learning will occur if the teacher continues to improve the quality of their professionalism, and students continue to explore their potential with their creativity. This is the manifestation of what Ali bin Abu Tholib conveyed, namely "Educate your children according to their time, because they lived not in your time". This means that learning will be more meaningful for students if it is presented by a professional teacher with a context-based learning process.

METHOD

This paper was developed in a descriptive qualitative manner based on the results of the author's study of several literature and field observations related to the learning process. Observations were made especially in the current conditions of the Covid 19 pandemic. How to create meaningful learning for students? To overcome the problems that occur, the observational study is focused on the learning approach used by the teacher in the teaching and learning process. The approach referred to is through a contextual approach. The approach taken by the teacher cannot be separated from the importance of teacher quality in teaching, as well as the learning process of students, so that the teaching and learning process is expected to be more meaningful. For this reason, context-based learning is used. In relation to teacher quality, this paper examines the importance of teacher mastery of the learning methods used in the classroom. Meanwhile, in relation to students, assessment is directed at how the learning is meaningful to students through a contextual approach, or contextual-based learning.

FINDING AND DISCUSSION

Teacher Quality is a Professional Demand

Previously, it is necessary to describe in advance with regard to the quality of the teacher. This means that the quality of the teacher is inseparable from their profession. Professional teachers are teachers who are willing and able to improve their quality. How to improve teacher quality / teacher professionalism? Previously, it is necessary to understand together the concepts of Profession, Professionalism and Professionalism

The word "profession" is defined in terminology as a job that requires higher education for the perpetrator with an emphasis on mental work, not manual work (Baedhowi, 2010). The mental faculties referred to here are the requirements of theoretical knowledge as an instrument for performing practical actions. From the point of view of sociology, Vollmer & Mills in their book *Professionalization* (1972) argues that the profession refers to a group of jobs of the ideal type, which actually does not exist in reality or will never be achieved, but provides a model of job status that can be obtained. , when the work has achieved full professionalization

The word professional is defined as the nature displayed by a person with a profession, and the implications associated with the needs of his life. In Law no. 14 of 2005, professional is a job or activity that is carried out by a person and becomes a source of income that requires expertise, skills or abilities that meet certain quality standards or norms and require professional education. The term professional in general is a person who gets a wage or salary from what he does, whether done perfectly or not (Martinis Yamin, 2007). Professional work is supported by a certain in-depth knowledge that is only possible to obtain from appropriate educational institutions so that their performance is based on their knowledge which can be scientifically accounted for (Wina Sanjaya, 2008) [http://www.alfurqon.or.id/ component](http://www.alfurqon.or.id/component)

Professionalism comes from the English word professionalism which lexically means professional nature. Professionalization is a process of increasing the qualifications or abilities of members of a profession to achieve the ideal standard criteria of appearance or actions desired by the profession. Professionalization implies two main dimensions, namely increasing status and increasing practical abilities. This increase in status and increase in practical abilities must be in line with the demands of the task that is carried out as a teacher.

Teacher professionalism is the ability of teachers to carry out their main duties as educators and teachers including the ability to plan, conduct and carry out learning evaluations. As professionals, teachers are required to validate their knowledge, either through self-study or through coaching and development programs instituted by the government or society. Coaching is an effort to increase teacher professionalism which can be done through seminars, training and education. Teacher coaching is carried out in the framework of professional and career development. Teacher professional development includes fostering pedagogical competence, personality competence, professional competence, and social competence. Career coaching as referred to in covers assignments, promotions and promotions.

Professional Requirements

According to Ritzer (in Rahardjo Mudjia, 2010), the professional requirements are:

1. Obtain theoretical knowledge (theoretical knowledge)

Teachers are not only jobs or livelihoods that require technical skills, but also theoretical knowledge. Just an example, anyone can be skilled at teaching others, but not everyone can educate others. This educational qualification can only be obtained through formal education in certain fields and levels. Teacher competence includes pedagogic competence, personality competence, social competence, and professional competence obtained through professional education. Pedagogic competence refers to the ability to manage student learning. Personality competence refers to the ability of a personality that is solid, has a noble character, is wise, and has dignity and is a role model for students. Professional competence refers to the ability to master the subject matter broadly and deeply. Social competence refers to the teacher's ability to communicate and interact effectively and efficiently with students, fellow teachers, parents / guardians of students, and the surrounding community.

2. Obtain Educator Certification

Even if the educational requirements are fulfilled, this does not mean that a teacher can automatically work professionally, because there must be sufficient evidence that the teacher has the expertise, skills or abilities that meet certain quality standards or norms. Because of that, recently a certification was established that educators are recognition given to teachers and lecturers as professionals.

3. Get Training

Professional training facilities are still needed and organized by professional associations. Formal degrees and various types of certifications are required for professional practice. If most people work under the strict supervision of superiors, this is not the case with the profession. Professional jobs enjoy a high degree of autonomy and tend to work independently.

4. Authority over the client

This means that a professional has extensive formal and non-formal education. Professionals acknowledge and claim to have full knowledge related to their fields. Because of this recognition, a professional conducts his own needs assessment process, problem diagnosis, takes the necessary action along with his moral and legal responsibilities. Like a doctor who can be dictated by a patient to give what treatment and medicine, a student or even a teacher who has the right to dictate the material.

5. People Oriented

Professional work by its orientation is more to society given to personal gain (not orientation of the self-interest of the community). Professional work is also characterized by a spirit of putting others first (altruism) and benefiting the whole society working to enrich themselves personally. Although practice may enjoy a high degree, the weight of the altruistic love of the profession can also result in high social prestige.

Paying attention to the requirements for a teacher to be said to be professional, during the Covid 19 pandemic conditions, teachers are required to make various changes, add insight by adding theoretical knowledge through continuous learning of matters relating to increasing their profession. In addition, teachers are also required to attend various trainings. Nowadays, the ease of information and communication technology can encourage teachers to enter various training communities, to become driving teachers or lecturers.

Not only paying attention to the needs of students, but the teacher himself needs attention. Teacher competence needs to be improved. Other trainings that can be a trigger for teachers in transforming their teaching according to the needs and demands of the times. Many studies show that teacher competence has a strong influence on the success of students in learning. For example, research conducted by Hasisa and Siti Marlina stated that this study succeeded in proving the hypothesis that "there is an influence positive Competence of Teachers on the Economic Learning Achievement of students in the subject economics at SMAN 5 Bone "(Proceedings of the National Seminar Volume 04, Number 1 ISSN 2443-110). Other studies, such as that conducted by Lusi Yolanda, et al. Examined teacher competence and student learning achievement. The result states that "Based on the indicators of teacher competence, it shows that the level of teacher competence affects the learning achievement of students at SMPN 13 Pekanbaru". The same study, conducted by Umm Syaidah, et al. Explained that "teacher competence has a positive effect on student learning outcomes" (Journal of Economic Education: Scientific Journal of Education, Economics, and Social Sciences).

In addition, teachers must always be oriented towards the community. This means always paying attention to the needs of the community. In the current era, with the development of science, technology and communication that is very fast, with the heterogeneous conditions of Indonesian society, in the ability to respond to changes and demands of the times, even though it is understood by teachers. By being oriented to the needs of the community, the teacher will always prepare learning in accordance with the main objectives of education, making children / students understand their own potential, so that they are able to live and face the various challenges that exist.

Understanding Context as the Minimum Professional Characteristics of a Teacher

The minimum professional characteristics of teachers are based on several findings from the assessment results, namely:

1. Have a commitment to students and the learning process;
2. Mastering in depth learning materials or subjects and how to learn them;
3. Responsible for monitoring student learning outcomes through various means of evaluation;
4. Able to think systematically about what they do and learn from their experiences; and
5. Become an active participant in the learning community in their professional environment.

Substantively, a number of these characteristics have been accommodated in the laws and regulations governing academic qualification standards and teacher competencies. Some of them are: (1) mastering the characteristics of students from physical, moral, social, cultural, emotional, and intellectual aspects, (2) mastering learning theory and educational principles of learning, (3) developing a curriculum related to the field capable development, (4) organizing educational development activities, (5) utilizing information and communication technology for the benefit of implementing educational development activities, and (6) facilitating the development of the potential of students to actualize their various potentials (([http:// www.mudjarahardjo.com](http://www.mudjarahardjo.com)))

Contextual as a Learning Approach

In the implementation of the teaching and learning process, a teacher is required to always be creative and innovative in acting out all the components involved in it. The components of teachers, students, materials, methods, media and sources, tools, and evaluation are things that must always be considered, prepared, and treated as expected. Of course, all of this is in order to achieve the stated goals

The teacher plays an important role in choosing the most appropriate teaching method. For this reason, there is nothing wrong with the teacher paying attention to what was conveyed by a philosopher from China, Confosius, who said: "What I heard, I forgot; what I saw, I remember; what I do, I understand (Zaini, et al. 2002: Xiii). This principle emphasizes so that the teacher is able to increase students to be efficient, making lessons more active

Speaking of teaching methods, it is often associated with teaching models, teaching strategies, and teaching techniques. It is necessary to mention it in advance. Creating a learning model is interpreted as creating a practical strategy in conditioning teaching and learning activities according to the expected goals. As a learning model, the steps taken (syntax), the social system between teachers and students, the principle of expected reaction, and the necessary support systems must be clear, logical, and systematic.

Based on this, creating a learning model is the creativity of the art of learning and the art of teaching a teacher or students in teaching and learning activities. Based on the object of the investigation, speaking of learning models from the point of view of educational philosophy means talking about something practical or productive. It is said to be practical because the purpose of creating this learning model is to discuss the actions of teachers and students and the state of the characters produced. It is said to be productive because the purpose of creating the model is the resulting object, namely the actions and qualities of the object itself (Mudyarahardjo, 2002: 30).

If it is related to the learning model, structure or modeling elements like what Joyce (1992) said in the book *Models of Teaching* which is also explained by Sukmadinata (2005), it is stated that a learning model contains components such as: syntax, social systems, reaction principles, support systems, instructional, and accompaniment impact. The following is the explanation.

- a. Syntax is a series of stages in a learning model.
- b. The social system is to show the role of the teacher-student relationship and the values that bind them in learning.
- c. The principle of reaction is a description of the teacher's attitude in appreciating and responding to students.
- d. A support system is the use of supporting facilities and infrastructure so that students learn easily.
- e. Instructional is an impact that is felt directly.

f. Accompanying impacts are impacts that are generated indirectly.

Teaching models (strategies, patterns, and approaches) are a general framework or design that describes the activities of teachers and students in the teaching and learning process in order to achieve predetermined teaching goals. Furthermore, with this framework the teacher can determine a lesson plan or lesson unit. The model includes the approaches and methods used. Meanwhile, teaching techniques are a direct technical matter in relation to teaching and learning activities in the classroom. For example, here are some approaches to teaching methods that can be used. The communicative approach, the integrative approach, the contextual approach, and others. The methods used for each approach can vary, such as lecture methods, inquiry, question and answer, assignments, demonstrations, discussions, and so on.

Context Based

In order for learning to be more meaningful for students, there are many things that must be considered by the teacher in carrying out their duties, not only thinking about the methods used, but also the teacher must be able to master the teaching material, and understand the existing context. In this connection, teachers are required to understand the conditions in which the learning process takes place, which in essence makes learning more meaningful. That understanding is what is called Contextual Teaching & Learning (CTL). According to Johnson, Elaine B. (2007: 19) "the essence of CTL is summarized in three words, namely meaning, meaning, and meaning"

Furthermore, Johnson (2007: 21-22) also explains that there are seven strategies that must be taken proportionally and rationally in this context-based learning. The seven strategies are:

1. raises problem-based learning;
2. use multiple contexts;
3. consider the diversity of students;
4. Empower students to learn on their own;
5. train learning through collaboration;
6. use authentic assessment; and
7. pursuing high standards (being a competitive human being in his day).

What Johnson said above, is evident in today's world of learning. Very fast social change requires learning actors to transform education. The educational transformation (Ristiani, 2020) was carried out with the Dynamics of Learning Components, Innovation in Educational Aspects; and Optimization of Education Management

Today, in the 21st century it is strengthened by the COVID-19 pandemic, making learning completely digital. Social change happened quickly. New learning emerges that increasingly show and require learning actors to understand the existing context. Learner-centered learning. Students can get to learn from many existing learning resources, both from the internet, from experts, from existing facilities around them, from friends, and others. This condition requires teachers and students to be able to compensate for existing learning needs by understanding the existing context. With it, it is hoped that learning will become more meaningful. Seeing the conditions of rapid social change, context-based learning is carried out by taking into account the seven strategies that must be taken as stated by Johnson (2007).

University of Washington (in Suyitno, 2004: 40) develops contextual strategies in four ways, namely authentic teaching, inquiry-based learning, problem-based learning and work-based learning. While still in the same source, Blanchard (2001) develops a contextual strategy with 6 steps, namely: emphasizing the problem, realizing the needs of teaching and learning that occur in various contexts; teaching students to monitor, and directing their own learning so that they become independent learners, linking learning to different life contexts of students, encouraging students to learn from peers, and applying authentic assessment.

CONCLUSION

By paying attention to this contextual strategy, it is very clear that in learning students are directed to interpret what they are learning by relating it to the context of everyday life. When

students are able to connect what they learn to the context of their life, meaningful learning occurs. It is realized that learning is a process of deliberate behavior change. Includes knowledge, skills and attitudes. It happens to a learner according to his development and also his environment. In the learning process, it cannot be separated from the competence of educators. Because the competence of educators is one component that will also affect the success of students. That is why professional teachers are needed.

It is very clear that a professional teacher must meet the four teacher competencies stipulated in the Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, namely: Pedagogical Competence, Personality Competence, Professional Competence, and Social Competence.

Teachers' duties in the learning process can be grouped into three activities, namely: a) compiling teaching programs such as annual curriculum implementation programs, semester / quarterly programs, teaching unit programs; (b) presenting / implementing teaching such as delivering material, using teaching methods, using media / resources, managing classes / managing teaching and learning interactions; (c) carry out learning evaluations: analyzing the results of learning evaluations, reporting the results of learning evaluations, and implementing improvement and enrichment programs.

A professional teacher is no longer a figure who functions as a robot, but is a dynamist who leads the potential of students towards creativity. "The duties of a professional teacher cover three main fields in the professional field, in the humanitarian field, and in the field of society" (Isjoni, 2006).

Being a professional teacher is a must and a requirement in creating meaningful learning. Making learning meaningful cannot be separated from the educator, the students themselves, and the context in which the learning takes place. A professional teacher is required to have various basic competencies which are constantly updated according to the development of science and technology. Becoming a professional teacher is an effort to improve the quality of life. There is no other choice, except that every teacher should make every moment better than the previous. Learning is carried out by always paying attention to the existing context. Make learning interesting, close to the environment of students, according to what students need. Students are able to respond to the problems faced. Dare to make decisions according to the needs of himself and his environment. Learners act on the needs of themselves and the surrounding environment.

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