

Research Article

Implementation of Contextual Learning Models to Improve Poetry Writing Skills Based on Ecoliteracy at Elementary School

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Submitted: 13/06/2022

Revised: 16/07/2022

Accepted: 07/08/2022

How to cite this article: Afiani, A., Aryanto, S., & Gumala, Y. (2022). Implementation of contextual learning models to improve poetry writing skills based on ecoliteracy at elementary school. *IJELR: International Journal of Education, Language, and Religion*, 4(2), 68-78. doi: 10.35308/ijelr.v4i2.5624

Abstract

Writing is one of the language skills. In learning Indonesian, writing skills are needed, one of which is in learning to write poetry. Writing a poem is one of the skills that must be possessed in learning Indonesian, but there are still many students who lack the ability to write a poem. The main factor causing the low skills of students in writing poetry because the learning model applied is less varied. This study aims to describe the planning, implementation, and results of learning to write poetry based on ecoliteracy in fourth grade students of SDN Karang Anyar 03 by using a contextual learning model. Through the application of contextual learning models, students become more active in participating in learning. By giving students the freedom to learn outside the classroom, students will be more enthusiastic and enthusiastic in learning, especially when writing a poem. It also provides meaningful learning for students, especially related to ecoliteracy that is close to students' real lives. The type of research used is Classroom Action Research using the Kemmis and McTaggart models, the stages of research carried out are planning, implementation, action and observation, and reflection. This research was conducted in 2 cycles. Each cycle consists of 3 meetings. The research subjects were fourth grade students at SDN Karang Anyar 03 with a total of 24 students. Data collection techniques used are tests, interviews, observations, and documentation studies. The data analysis technique uses a combined design or qualitatively and quantitatively. The results of the research that have been carried out show that the contextual learning model can improve the poetry writing skills based on ecoliteracy in fourth grade students. This is indicated by the increase in the class average value in the Pre-cycle, Cycle I, and Cycle II. In the pre-cycle, the class average value was 62.3, then it increased in the first cycle to 64.5 and increased again in the second cycle by 76.0. In cycle II, classical completeness was in the very high category because 87% of students scored above the KKM.

Keywords

Contextual learning model; poetry; ecoliteracy; writing skills



Introduction

In 2045, it is believed that the State of Indonesia will experience a demographic bonus with human resources dominated by productive age so that it is believed to be the right time to be prepared as well as possible (Aryanto, 2016). Indicators in measuring whether or not Indonesia is ready to experience a demographic bonus can be measured through the results of the *Global Competitive Index* or Indonesia's competitiveness in the world in 2017, where Indonesia's position is in the order of 36 out of 137 countries assessed from various aspects. Of the many problems in Indonesia, there are 2 aspects that are considered as matters of urgency that must be resolved, including aspects of the natural environment and the low literacy skills of the Indonesian population (Aryanto et al., 2020).

First, nature and humans are an inseparable unity. Nature is created to meet the needs of living things, one of which is humans, while humans exist to enjoy nature. Enjoying nature in this case has 2 meanings, namely enjoying through conservation or exploitation. Basically, the main factor causing pollution and environmental damage is humans, so environmental problems are moral problems that occur because of the behavior of humans themselves (Muttawakkil et al., 2020). *Second*, in 2019, PISA (*Program for International Student Assessment*) conducted a study that was announced by the OECD (*Organization for Economic Cooperation and Development*) stating that Indonesia was in the 10 lowest ranking countries or ranked 62 out of 70 countries with reading literacy levels. low, where low reading ability will have an impact on low writing ability as well. In this case, ecoliteracy is considered to be able to accommodate these two problems (Aryanto et al., 2020).

Ecoliteracy is an understanding of ecological principles that focuses on awareness of the importance of protecting the environment (Auliaty, 2020). Ecological principles include the principles of interdependence, recycling, partnership, flexibility, and diversity. The principle of ecoliteracy needs to be instilled from an early age. Schools are one of the effective places to instill an attitude of responsibility and care for nature. Because through education, students are guided and directed in terms of speaking, acting and behaving that reflect good character (Fadhilaturrehmi et al., 2021). Every student needs to be instilled an attitude of environmental awareness. Students who have ecoliteracy awareness are expected to have good knowledge about sustainable ecological aspects with the environment, so that in the future students can solve problems of environmental problems that occur.

Ecoliteracy is important to be applied in the learning process in order to foster critical thinking skills, solve problems, make students as independent students, and have awareness of the surrounding natural conditions so that knowledge of the environment that they already have must be applied in real action as a form of effort to protect the surrounding environment. Without real action, knowledge related to the environment that is owned will only become unsustainable knowledge (Sitorus & Lasso, 2021).

One of the ways in which ecoliteracy can be cultivated is through literary learning because writing literature is believed to be able to internalize human values and humanism related to the nature of education in humanizing humans (Aryanto & Widiensyah, 2019). Awareness and caring attitude of students towards the environment, one of which can be poured into the ability to write poetry.

One of the skills in writing poetry can be improved with the help of contextual learning models. Contextual learning model is a picture of learning that relates knowledge to the real world of students so that the learning carried out becomes more meaningful (Primayana et al., 2019). The learning process takes place more naturally in the form of student work and experience activities, not transfer of knowledge from teacher to student. The results of previous studies related to improving students' poetry writing skills with a contextual approach to fifth grade students at SDN Rancola Bandung conducted by Lilis Solihah (2018) stated that students' skills in writing free poetry through a contextual approach are very appropriate to use as an effort to improve student learning outcomes. especially when it comes to writing poetry. This is indicated by the average score in class V related to free poetry



writing increased from pre-cycle activities to the second cycle. The average value of free poetry writing in pre-cycle activities was 62.4, then increased in the first cycle to 69.76; and increased again in the second cycle to 75.2 (Solihah, 2018).

Based on the results writing assessment, the researcher offers to apply the contextual learning model to ecoliteracy-based poetry writing learning. Because contextual learning is a learning model that links the material studied with the real life of everyday students, both in the family, school, community, and citizen environment, with the aim of finding the meaning of the material for their lives (Maryati & Priatna, 2018). With the application of these concepts in learning to write poetry, it is hoped that the results will be more meaningful for students. Moreover, the novelty of this research is that students compose a poem based on ecoliteracy, which is still very rarely applied in previous studies. In addition, poetry based on ecoliteracy will certainly be closely related to the contextual learning model that is applied.

Method

This research uses classroom action research (CAR) with Kemmis and Mc Taggart models. CAR is action research whose implementation can be seen, lived, and felt (Susilowati, 2018). This type of research is able to show innovations related to procedures or methods used to improve and enhance the professionalism of educators in teaching activities in the classroom that lead to students. In order to solve problems related to classroom learning to be more comprehensive, CAR can be carried out collaboratively by teachers, lecturers, and other researchers in universities (Prihantoro & Hidayat, 2019).

The subjects of this study were fourth grade students of SDN Karang Anyar 03, totaling 24 students, consisting of 7 boys and 17 girls in the 2021/2022 academic year. This classroom action research was carried out in two cycles, each cycle consisting of three meetings. The implementation of each cycle consists of the stages of planning, action, observation, and reflection which are described as follows:

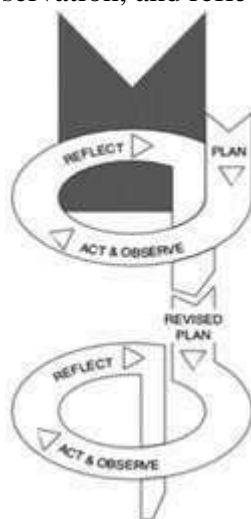


Figure 1. Kemmis and Mc Taggart model design

Data collection techniques used are tests. The research instruments used in this study were test and non-test instruments. The test instrument includes an ecoliteracy-based poetry writing test. The test was used to determine the data on students' skills in writing poetry based on ecoliteracy using a contextual learning model. (Koko, 2016) Non-test instruments include observation and documentation. The data analysis technique used is a combined design (qualitative and quantitative). According to Creswell (2016) CAR is a combined design so that the data analysis used in this study is carried out qualitatively and quantitatively. Qualitative data analysis was carried out on non-test data, namely the

results of documentation, while quantitative data analysis was carried out on test data in the form of numbers.

Results

1. Cycle I

The implementation of learning to write poetry based on ecoliteracy with a contextual learning model in the implementation of the first cycle of actions has increased from the pre-cycle. Based on the students' poetry writing results, the average score in the first cycle increased from the pre-cycle score. The average pre-cycle score class was 62.3 then in the first cycle it increased to 64.5. However, in the first cycle there were still 54% of students who scored below the KKM or only 46% of students who were able to get a score above the KKM. This can be illustrated in the following diagram:

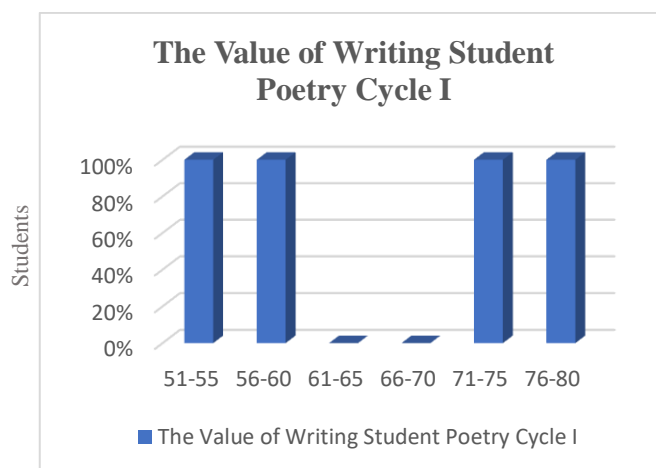


Figure 2. Diagram of the value of writing ecoliteracy-based poetry in cycle I

The following is an example of the results of ecoliteracy-based poetry with the application of a contextual learning model with the highest and lowest scores in cycle I.

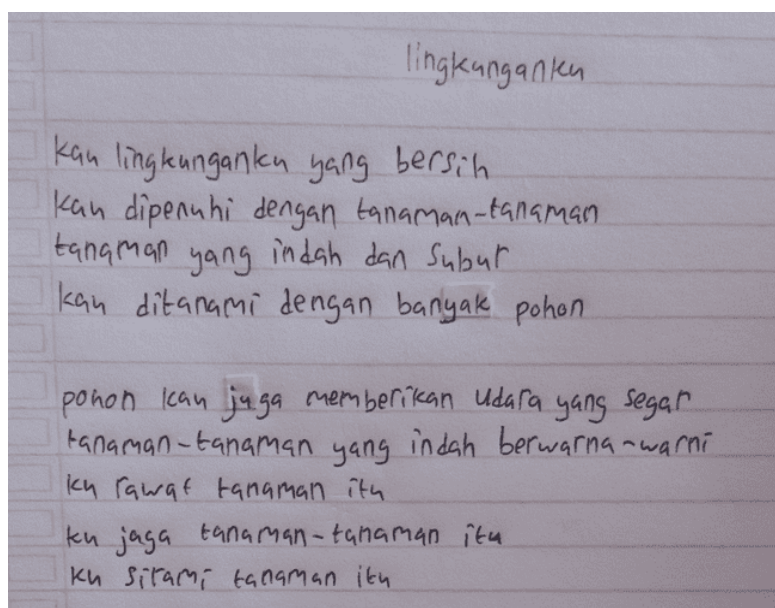


Figure 3. Poetry based on ecoliteracy with the highest score in cycle I

The following table shows the results of the analysis of the evaluation of writing poetry based on ecoliteracy with the highest score in the cycle I.

Table 1. The results of the analysis of poetry assessment with the highest score in cycle I

| No. | Rated aspect | Maximum score | Score | Description |
|-------|---------------------------------|---------------|-------|--|
| 1. | Conformity of title and meaning | 6 | 6 | The title and meaning contained in the poem are in accordance with the predetermined theme, which is related to ecoliteracy. |
| 2. | Language style | 6 | 6 | The style of language used in the poem is beautiful and fully describes the concept of ecoliteracy. |
| 3. | Precise use of imagination | 6 | 6 | The poems that are made are good, students have brought up imaginative thinking. |
| 4. | The accuracy of using diction | 6 | 4 | The choice of words used is quite appropriate, the language used is even more effective. |
| 5. | The mandate contained | 6 | 2 | The message or message in the poem is still not raised. |
| Total | | | 24 | Score = $\frac{24}{30} \times 100 = 80$ |

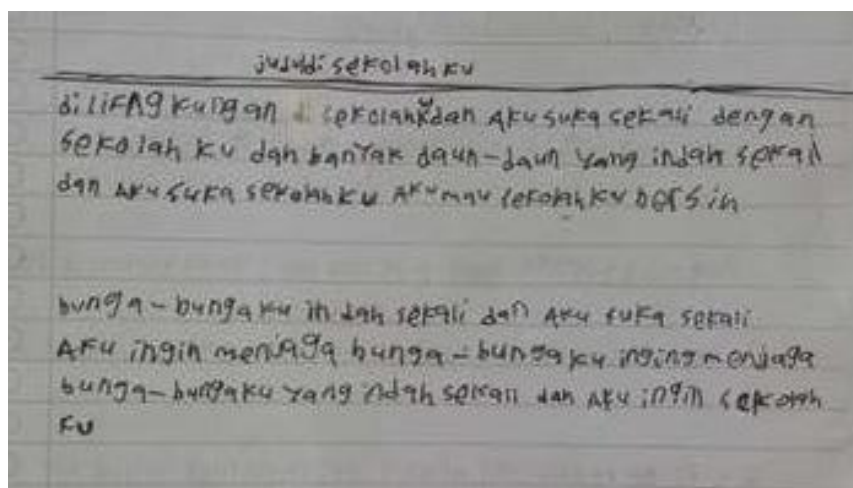


Figure 4. Poetry based on ecoliteracy with the lowest value of cycle I

The following table shows the results of the analysis of the evaluation of writing poetry based on ecoliteracy with the lowest score in the cycle I.

Table 2. The results of the analysis of poetry assessment with the lowest score in cycle I

| No. | Rated aspect | Maximum score | Score | Description |
|-------|---------------------------------|---------------|-------|---|
| 1. | Conformity of title and meaning | 6 | 4 | The title made is in accordance with the predetermined theme, which is related to ecoliteracy. |
| 2. | Language style | 6 | 4 | The style of language used still has to be improved even though it has raised the concept of ecoliteracy. |
| 3. | Precise use of imagination | 6 | 4 | The poems that have been made have begun to utilize the power of imaginative thinking. |
| 4. | The accuracy of using diction | 6 | 2 | The choice of words used is not right, the language used is still less effective |
| 5. | The mandate contained | 6 | 2 | The message or message in the poem is still not raised. |
| Total | | | 16 | Score = $\frac{16}{30} \times 100 = 53$ |

Based on the results of students' poetry writing and the results of discussions with the teacher, there are still some things that need to be improved including students who are still less innovative in making ecoliteracy based poetry titles and students' creativity in writing ecoliteracy based poetry is still not well developed and less varied. Students also have not really used the environment as material in making a ecoliteracy based poetry. Aspects of the use of diction and the delivery of messages in poetry made by students still need to be improved and followed up in the implementation of the second cycle.

2. Cycle II

The implementation of the second cycle was carried out on the basis of improvements to the deficiencies that occurred in the first cycle. The improvement in the second cycle was inseparable from the guidance and motivation given by the teacher to the students. In the implementation of cycle II, students looked more enthusiastic when asked to write poetry outside of class.

This is evidenced by the results of the average class score in the second cycle which increased by 11.5 from the first cycle. In the first cycle, the class average value was 64.5 then in the second cycle it increased to 76.0. In cycle II, there were 87% of students or as many as 21 of 24 students who scored above the KKM. More clearly the value of writing poetry based on ecoliteracy is depicted in the following bar chart:

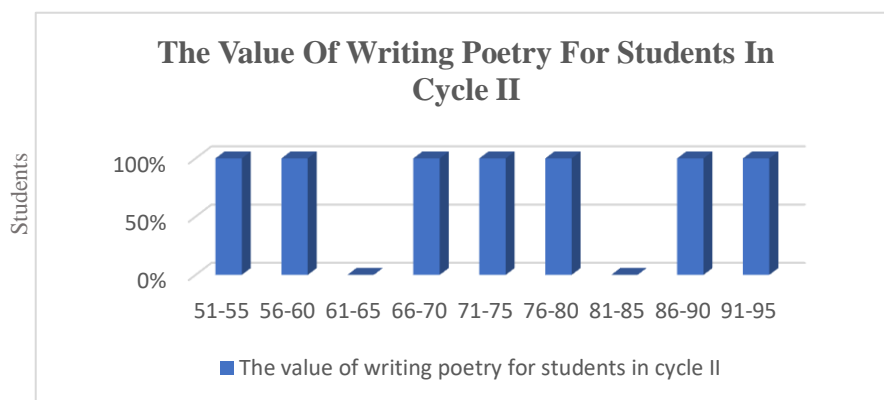


Figure 5. Diagram of the value of writing ecoliteracy-based poetry in cycle II

The following is an example of the results of ecoliteracy-based poetry with the application of a contextual learning model with the highest and lowest scores in cycle II.

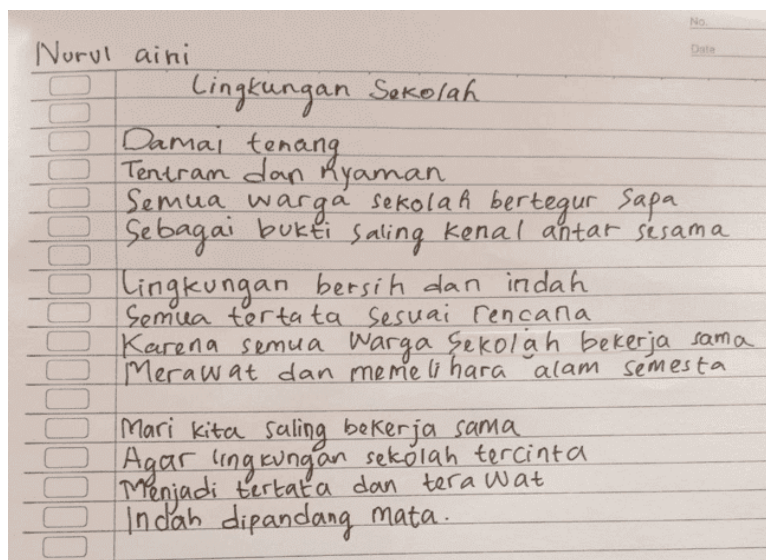


Figure 6. Poetry based on ecoliteracy with the highest score in cycle II

The following table shows the results of the analysis of the evaluation of writing poetry based on ecoliteracy with the lowest score in cycle II.

Table 3. The results of the analysis of poetry assessment with the lowest value in cycle II

| No. | Rated aspect | Maximum score | Score | Description |
|-------|---------------------------------|---------------|-------|---|
| 1. | Conformity of title and meaning | 6 | 4 | The titles and meanings that are made are sufficient in accordance with the concept of ecoliteracy, but still need to be developed again. |
| 2. | Language style | 6 | 6 | The style of language used is well structured. |
| 3. | Precise use of imagination | 6 | 6 | The poems that have been made have utilized the power of imaginative thinking. |
| 4. | The accuracy of using diction | 6 | 6 | The choice of words used is appropriate and effective. |
| 5. | The mandate contained | 6 | 6 | The message or message in the poem has been raised. |
| Total | | | 28 | Score = $\frac{28}{30} \times 100 = 93$ |

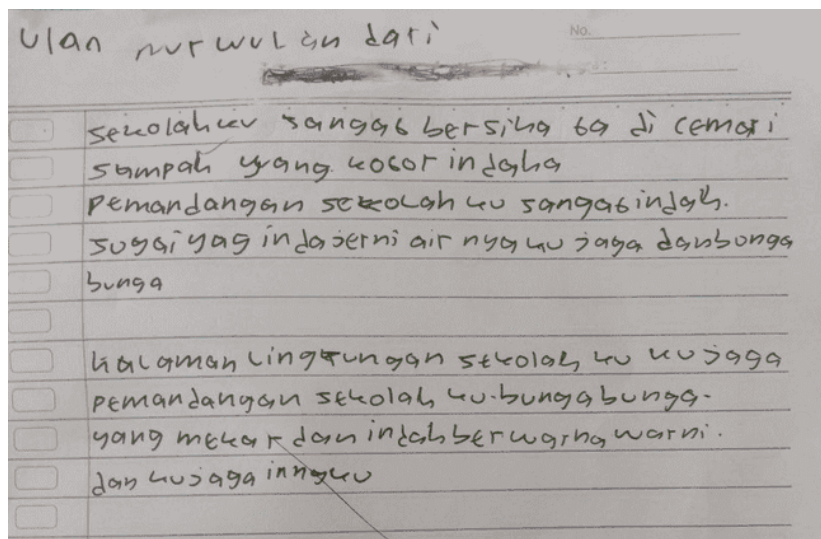


Figure 7. Poetry based on ecoliteracy with the lowest value of cycle II

The following table shows the results of the analysis of the evaluation of writing poetry based on ecoliteracy with the lowest score in cycle II.

Table 4. The results of the analysis of poetry assessment with the lowest score in cycle II

| No. | Rated aspect | Maximum score | Score | Description |
|-------|---------------------------------|---------------|-------|---|
| 1. | Conformity of title and meaning | 6 | 4 | The title of the poem does not yet exist, but the meaning contained is quite visible. |
| 2. | Language style | 6 | 4 | The style of language used still has to be improved even though it has raised the concept of ecoliteracy. |
| 3. | Precise use of imagination | 6 | 4 | The poems that have been made have begun to utilize the power of imaginative thinking. |
| 4. | The accuracy of using diction | 6 | 2 | The choice of words used is not appropriate, there are still words that are written incorrectly, and the language used is still not systematic. |
| 5. | The mandate contained | 6 | 2 | The message or message in the poem is still not displayed. |
| Total | | | 16 | Score = $\frac{16}{30} \times 100 = 53$ |

The following is the data on the value of writing poetry based on students' ecoliteracy in the pre-cycle, cycle I, and cycle II stages in more detail.

Table 5. Students' Poetry Writing Scores in Pre-cycle Action, Cycle I, Cycle II

| Total Students | Grade Average | | Number of Completed Students | | Number of Uncompleted Students | | Classical Completeness | | Description |
|----------------|---------------|----------|------------------------------|----------|--------------------------------|----------|------------------------|----------|-------------|
| | Cycle I | Cycle II | Cycle I | Cycle II | Cycle I | Cycle II | Cycle I | Cycle II | |
| 24 | 64,5 | 76,0 | 11 | 21 | 13 | 3 | 46% | 87% | Complete |

Based on the data above, the class average score in students' ecoliteracy based poetry writing skills in the initial conditions is 62.3 or <70. Then after applying the contextual learning model to learning to write ecoliteracy based poetry, it has increased. In the first cycle it increased to 64.5 and increased again in the second cycle with the class average being 76.0. In addition, classical completeness also increased from <70% of students getting scores above the KKM then to >70% or as many as 87% of students achieving classical mastery.

Discussion

Based on the agreement between the researcher and the class teacher, cycles I and II were held in 3 meetings in each cycle, namely on Mondays, Tuesdays, and Thursdays. The implementation of the research action lasted for 3 weeks, starting from the permission to carry out the research, communicating the research plan with the class teacher, conducting the research, until the researcher collected additional data with the class teacher. Cycle I planning consists of making lesson plans and other learning tools such as teaching materials, assessment sheets, and teacher and student activity sheets. Moreover, at the pre-cycle stage the teacher did not use the poetry writing assessment indicators. So that at the planning stage, researchers and classroom teachers collaborate to agree on the assessment indicators that will be used later. The researcher and the class teacher collaborated in compiling an ecoliteracy-based poetry writing lesson that applied a contextual learning model. At the planning stage, the researcher said that students would later compose poetry outside the classroom. Students will also be given a prior understanding of ecoliteracy-based poetry. The ecoliteracy competence relates to the head/mind or knowledge aspect (learning to know), heart/heart or attitude aspect (learning to be), hand/hand skills (learning to do) and spirit/spiritual (learning to live together) (Afifah & Rofiah, 2020).

Based on observations during the research in cycle I, it was seen that some students were still less enthusiastic in participating in learning. Students tend to be passive in asking and giving opinions. This is also reinforced by the results of students' poetry writing which is still not optimal. Some students are still not able to use their imaginative thinking power in making poetry. After making a poem, students are still shy in reading the results of the poem they made.

In the cycle I, learning to write poetry for fourth grade students at SDN Karang Anyar 03 was still said to have not been successful because only 46% of students were able to get scores above the KKM so that the following improvements were needed:

- Provide a deeper understanding regarding the use of diction and mandate, because these two aspects have lower scores than other aspects of the assessment
- Asking students to use their imaginative thinking power in making a poem, especially poetry is a literature that relies on the power of imagination when making it. (Gumelar & Santosa, 2021)
- The teacher guides students more when making a poem, one of which is guiding when students make poetry titles.



In cycle II, teachers and researchers collaborated to improve and perfect the learning designs that had been made previously. The planning carried out in cycle II is the result of reflection from the implementation of cycle I (Kurnia, 2020). The learning design that has been made is perfected in order to overcome the shortcomings that occur in cycle I, including by prioritizing in guiding students when making an ecoliteracy-based poem. Teachers should be better able to model what a good example of a poem looks like. Because, based on the results of the value of making poetry in cycle I, the use of diction and mandate has not been raised significantly by students so that it is also important to provide reinforcement related to the use of diction and mandate in a poem to be deepened in cycle II. Not only that, teachers must also be able to guide students to think critically in order to strengthen students' imaginative thinking power in creating a beautiful ecoliteracy-based poem (Wulandari, 2019).

In the implementation of the second cycle, students looked more enthusiastic in participating in learning. Active participation of students in the learning process can improve learning outcomes to be achieved (Wibowo, 2016). Students are very excited when asked to write ecoliteracy-based poetry outside of class. Through learning carried out inside and outside the classroom, contextual learning models become more relevant and meaningful for students (Hidayat, 2012). Students make ecoliteracy-based poetry according to what they see in the school yard. During the learning process, students are given the freedom to ask questions.

The increase in student activity was seen because of the improvement in the implementation of cycle I. Students understood the concept of ecoliteracy better. With a good understanding of ecoliteracy, students will have an awareness that protecting and caring for the environment is very important to do. Students also realize that the environment can be used in learning to write a poem based on ecoliteracy. By applying the contextual learning model, students will experience meaningful learning because the material learned will be useful for students' real lives. (Ramdani, 2018)

In the implementation of cycle II, the teacher was more active in guiding students in making a poem. This has a good impact on the results of writing poetry based on ecoliteracy. Because, with the application of the contextual learning model, the assessment of learning to write poetry has increased. Initially, in the first cycle the class average was 64.5 then increased in the second cycle by 11.5 to 76.0. In addition, classical completeness also increased which was originally only 46% or was in the medium category then increased in the second cycle to 87% or as many as 21 out of 24 students were able to achieve scores above the KKM so that classical mastery reached a very high category. With the improvement from the first cycle, there were 10 students who initially failed in the first cycle and then succeeded in the second cycle. In this case, the research action in the second cycle achieved maximum results and the research can be said to have been quite successful because the second cycle achieved a significant improvement from the pre-cycle and first cycle stages.

Conclusion

From the results of the discussion that has been explained, through the application of contextual learning models, students become more active in participating in learning. By giving students the freedom to study outside the classroom, students are more enthusiastic and enthusiastic in learning, especially when writing a poem. It also provides meaningful learning for students, especially related to ecoliteracy that is close to students' real lives. The results showed that poetry writing skills increased from pre-cycle, first cycle, and second cycle. The average score of the pre-cycle ecoliteracy-based poetry writing class is 62.3; cycle I increased by 2.2 to 64.5; then in the second cycle it increased again by 11.5 to 76.0. Classical completeness in the first cycle is 46% and in the second cycle classical completeness reaches 87%.



In this study, there are several suggestions submitted by the researcher as follows: 1) It is expected that students are always enthusiastic during the learning process, pay attention and play an active role in learning in order to understand the meaning of the learning carried out. 2) Teachers must be more active in finding or implementing varied learning models in order to provide meaningful learning for students. Teachers should also guide students more so that students understand well the material being studied in order to find out the benefits of the learning that has been done. 3) The results of this study can be used as a reference in providing input to teachers regarding the application of contextual learning models.

Acknowledgement

The researcher would like to thank all parties involved in the implementation of this research, especially the elementary school teacher education study program, Faculty of Education, Bhayangkara Jakarta Raya University, who have provided material and moral assistance. And most importantly, the researcher would like to thank the SDN Karang Anyar 03 for giving researchers the opportunity to conduct research activities and assist in providing data and information for the purpose of this research so that it can run well.

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