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The Application of Articulate Engage Based Contextual Model Students Learning Activity and achievement on the Indonesian Language

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Abstract

The research was motivated by the gap between expectations regarding the improvement of the quality of education through various innovations with real conditions. In this study, the authors tried to apply the model of contextual learning using Articulate Engage media presentations to enhance student learning activities in the Indonesian language, and to improve student learning outcomes. From the data obtained indicate that the student activity on the dimensions of the activity of drawing is the highest activity (80.2% of expectations), followed by motor activity (79% of expectations), hearing and visual respectively 77%, followed by the act of writing 72 % of expectations, and the lowest activity (64% of expectations) is an oral activity.

Keywords: Articulate Engage, Contextual Model Students Learning Activity, and Indonesian Language

INTRODUCTION

Contextual learning model is a learning approach that links between the material being studied by the students real life day-to-day, both within the family, schools, communities, and citizens, in order to discover the meaning of the material to life. There is a part of this model which can be used in improving the students achievement, it is called by articulate engage. Articulate engage in Indonesian means an application program that involves articulation.

Thus, learning was accompanied by the articulator or reader material designed by the designer. Articulate engage is a form of e-learning by engaging tool that quickly and easily, allowing learning rely on the experience of the learners. Learning activities are the activities of the students to gain learning experience during the Indonesian language learning based contextual model articulate engage.

Learning outcomes in some subjects still often under the minimum completeness criteria (KKM), particularly on the subjects of Indonesian language and literature. In addition, the level of interest in the subjects' learners Indonesian Language and Literature impressed saturate. The phenomenon, showing the persistence of the gap between expectations regarding improvement of the quality of education through a variety of innovations to the real conditions on the cutting edge of national education systems.

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The low learning outcomes can be seen as a strong indicator that shows the low quality of education, especially the quality of learning. Whatever the circumstances, the low academic achievement of learners is an interesting problem for continuous scientific inquiry.

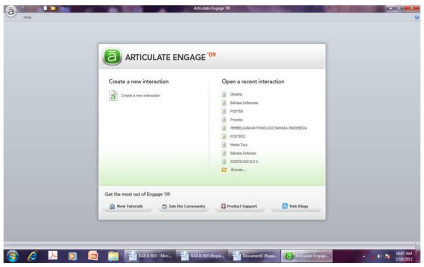
Articulate Engage

Application program Authoring tools and programs that can be used to build a multimedia-based learning program, one of which is a Mix Software Programing Tools is Articulate. Articulate program can be said as one of the application programs are supported by brain ware simply smart with interactive tutorials procedures through templates that can be published offline and online that allow a user to format it in the form of a personal web, CD, word processing, and the Learning Management System (LMS).

Programs engage articulate, articulate quiz maker, articulate presenter, and articulate Video Encoder. Fourth articulate these have different functions from each other but directed to building an integrated interactive program when fourth articulate each product has been published by programmers. Programmers in this case could have been a teacher, lecturer; other professionals can do their own hosting products to address http://articulate-online.com articulate. Where file in the form of articulate program that has been published is accessible to all people with the condition that he must have a login and password as prompted by admin on online managers articulate (Darmawan, 2011: 1).

Articulate engage an articulate program is the easiest to learn, here are the features in windows fitru articulate as the basis for a beginner in developing interactive learning model easily. Learning programs are built with this disengagement is articulate tutorial, it means that learning can be fully present learning procedure is quite interesting (Darmawan, 2011:3).

Here is one of the stages in developing learning programs articulate engage based.



The picture above is the first look of the window when it will enter of the program articulate engages. Then you can click the green symbol below create new interaction. This program will get you in making some interaction between pages. If the interaction between these pages you managed properly in accordance with the script and flowchart program that has been prepared it will establish a program that is quite interesting.

Furthermore, after you click the icon a window will display a model of interaction options as shown several models, such as:

a. Model Interaction Design "Process"
b. Model Interaction Design "Graphic Labeling"

c. Model Interaction design "Tabs"
d. Model Interaction Design "Circle"
e. Model Interaction Design "Time Line"
f. Model Interaction Design "Media *Tour*"
g. Model Interaction Design "FAQ"
h. Model Interaction Design "Pyramid"
i. Model Interaction Design "Guided Image"
j. Model Interaction Design "Glossarium"
k. Model Interaction Design "Community interaction"

Products published by the programmer can articulate themselves or by teachers / lecturers themselves without having to develop a web-learning instructional website first. This is the ease of product articulate (Darmawan, 2011:20).

Techniques do publish articulate engage that have been produced off line. Engage products that have been created either by using Engage or using Quizzes maker in the end you will be posted to the website admin is managed exclusively by the articulate.com.

METHODOLOGY

The method used in this research is the experimental method. As noted by Sugiyono (2007:108) that "appropriate experimental method used to find the influence of a variable to another variable". The study was conducted at SMP Negeri 6 Garut. Thus, the target population in this study were eighth grade students 2011-2012 school year, spread in eleven classes with as many as 409 people the number of students.

Testing the validity and reliability of the instrument is done through a statistical analysis of the data reliability of the instrument to the test results. Reliability analysis techniques using SPSS16.0 Analyze of the following conditions:

1) The coefficient of reliability using Cronbach Alpha coefficients if the instrument has a high level of reliability coefficients obtained if the value> 0.60 (Trihendradi, 2009:201)
2) The coefficient of correlation between the validity of using the item scores with the score all items with correlation Person. Item valid if $r_{hit} > r_{tab}$, 30,0,05; $r_{tab} = 0.361$ (Trihendradi, 2009: 212)

RESEARCH FINDINGS

Data assessment of the implementation of the Indonesian learners through contextual approach based Articulate Engage generated through observations made by one Indonesian teacher SMP Negeri 6 Garut as an observer. The assessment use a range score 1-4 with criteria 1 = less, 2 = moderately, 3 = good, 4 = very good.

Observation includes 4 dimension, namely (1) to manage space and teaching facilities, (2) Implement the learning, (3) managing classroom interactions, and (4) be open and flexible and helps students develop positive attitudes toward learning. Dimensions are observed on the implementation of the learning process includes 3 material that is novel, drama, and posters.

Implementation of contextual learning based on the Articulate Engage Indonesian lessons in Junior High School eighth grade 6 outlining included in the category between good and very good (87.5% of which is expected to be fulfilled).

The variable data of activity-based learning in contextual learning Articulate Engage Indonesian lesson material for drama, novels, and posters in the Junior High School eighth grade 6 Garut, measured with a Likert scale questionnaire. 30 item instrument with the number of respondents 40 students. This variable measurement scale is ordinal scale. The data is to describe the characteristics of the variable with the following conditions. Extended scale of 1-5 with categories: 1 = very low activity, 2 = low activity, 3 = moderate activity, 4 = high activity, and 5 = very high.

The learning activities of the students based on contextual learning Articulate Engage Indonesian lesson material for drama, novels, and posters in the Junior High School eighth grade 6 Garut is overall appear on the table with the highest frequency in the score as 490 5 1,200 (40.8%) . Ideal number of scores (criterion) is 30 x 40 x 5 = 6000. Appear in the table the total score obtained is 4576, and then the level of student learning activities reached 76.3% of the expected.

The students' competence overall maximum value before learning = 68.33 and after learning reaches 96.67 increase (gain) of 28.33. While the minimum value before learning = 40.0 and 60.0 after learning achieve value increase (gain) of 20.0. An average total score of enrollment for all indicators before and after the instructional learning 52.96 increase (gain) of 25.46 to 78.42. With a maximum value of 100, then the learning outcomes throughout competence after students participating in learning based contextual Articulate Engage obtaining absorption on average by 78.42%.

Results showed that in experiments, contextual-based learning is able to articulate engage properly implemented quantitatively even reach 87% of that expected. Theoretically, if the design-based contextual learning can engage articulate properly implemented, it will be able to build student activities optimally. From the analysis of the students' activity data obtained empirically, student learning activities in the learning based contextual articulate engage in general higher, quantitatively able to establish average activity reached 76.2% of the students what to expect.

From the data obtained showed that the activity of the students in the dimension drawing activity is the highest activity (80.2% of expectations), followed by motor activity (79% of expectations), hearing and visual, respectively 77%, followed by a writing activity 72 % of expectations, and the lowest activity (64% of expectation) is an oral activity. Drama on the material, the average absorbency of students reached 78.75%, the novel material reaches 78% and the average poster material absorption of students reached 78.5%. Overall results of contextual learning using learning-based articulate engage at an average of 78.42%.

Between learning activities and learning outcomes have a strong relationship (r = 0604). The coefficient of determination (R = r2) = 0.365 means learning as much as 36.5% of the results can be explained through the learning activity, the rest (63.5%) are influenced by many other factors such as motivation, students' physical condition, intelligence and other students . Thus, the learning activities undertaken learners plays a very important in order to obtain the optimal learning results.

Empirically that the Indonesian language learning material plays, novels and posters that use contextual learning articulate engage in classroom-based SMP Negeri 6 Garut, student activities positively influence the students' learning outcomes. Obtained regression model to explain the effect

of learning activities on learning outcomes is Y = 38.812 + 0.399 X can be described mathematically that the learning outcomes of students is a function of learning activities with the linear function form.

Through these regression models can be explained that any changes in student activities at one point, then learning outcomes will change by 0.399 points. Regression model results of these studies can be used to predict that if the student activity can be increased up to a maximum (100%) it will obtain student learning outcomes 78.712 (Y = 38.812 + 0.399 x 100). It means that if the student activity can be increased up to 100%, the average student learning outcomes is 78.7. Such values clearly exceed the National Minimum Criteria for completeness (75).

CONCLUSION

Contextual learning model based on subjects articulate engage Indonesian Junior High School eighth grade Garut District 6 can be performed well. Based on measurements made by one Indonesian teacher SMP Negri 6 Garut, quantitative models based contextual learning implementation articulate engage reach 87% of expectations.

Data empirical research on the relationship between learners' activity and learning outcomes of students in learning Indonesian using contextual learning model articulate engage in classroom-based SMP Negeri 6 Garut indicate a fairly close relationship. Creativity Learning is a variable that affects the learning outcomes of students. In other words, the results showed that 36.5% of learning outcomes can be explained by the learning activity, the rest (63.5%) are influenced by many other factors such as motivation to learn, physical condition learners, learners intelligence and others. Influence of learning activities on student learning outcomes in this study can be explained by the linear regression model with the equation Y = 38.812 +0.399 X.

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