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Judul Artikel :

Utilizing Authentic Problem Based Learning (APBL) Method as a Part of Contextual Teaching and Learning (CTL) Model for Improving Students' Achievement in Entrepreneurship Subject

Nama Penulis :

Munawaroh, STKIP PGRI Jombang, Telp/HP: (0321) 868343/08155040565, Email: munawarohw@yaho o.co.id

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Utilizing Authentic Problem Based Learning (APBL) Method as a
Part of Contextual Teaching and Learning (CTL) Model for
Improving Students' Achievement in Enterpreneurship Subject

Munawaroh1, Nanik Sri Setyani 2 1, 2 Stkip Pgri Jombang

Abstract: The objectives of this present research are to determine the appropriate sets of learning stuff for
teachers to support their teaching and learning activities, especially in SMK 1 Jombang. The teaching and
learning components consisted of a syllabus, lesson plans, student handouts, Worksheets 1, Worksheet 2,
Worksheet 3, PowerPoint media, and Assessment Sheet. Furthermore, the feasibility of the developed learning
stuff can be identified from several criteria namely: 1) the validation of learning stuff, 2) the observation of
teacher and students' activities, 3) test, and 4) students' responses to the learning stuff. One-shot case study was
applied to the design of a research and students of class XI majoring in financial accounting in SMK N 1
Jombang was the subjects of this research. The researcher employed questionnaires, observation and test as
data collection technique. Then, the data were analyzed using quantitative data analysis technique for finding
the percentage of student learning achievement and students' teaching and learni

ng process. The finding
showed that 1) the teaching and learning process runs well by using Authentic Problem-Based Learning method
as a part of contextual teaching and learning model, 2) the students' achievement reached 81.5% and 96.3 for
cognitive and psychomotor aspect respectively, and in term of affective assessment, only 7% students perform
poorly, 52% students perform well and 41% achieve very well. 3) The students responded positively on the
learning stuff in which 91.3% students showed good responses to the learning model, handouts, worksheets, and
power point media during the teaching and learning process dealing with the topic of business opportunities for
vegetable and animal substance processing into typical food products of the region.

I. Introduction

Education influences the quality of life of nations. The role of education is very important to create
intelligent, peaceful and democratic life. Therefore, education reform is always carried out for improving the
quality of education. The development of a nation can be achieved through the conformity of good education.
Various efforts to improve the quality of education must be done for rising Indonesian's human dignity.

Nowadays, problems faced by Education in are the low quality of education especially in a primary and
secondary education. Various attempts have been done to improve the quality of education through training and
improving the teachers' competence, stipulating of textbooks and teaching stuffs, fixing facilities and
infrastructure to education, improving school management, however, it has not showed any significant increase.
From the point of view of autonomy paradigm, the implementation of School-Based Quality
Improvement Management is considered to be one of solutions for achieving the quality of schools. In terms of
implementing the 2013 curriculum and improving the quality of schools, sharing among teachers can provide

motivation and innovation for teachers to create enjoyable learning by applying Contextual Teaching and Learning (CTL) model.

Contextual teaching and learning is a teaching and learning concept that assist teachers to connect the
content of lesson to real world conditions and encourage students to relate knowledge and its practices to their
lives (Berns and Erickson 2001, Johnson, 2002).Through CTL, educators have followed the three principles of
modern scientific namely: 1) interdependence, 2) differentiation, and 3) self-regulation. The principle of
interdependence implies that everything in the universe is interdependent and interconnected. This principle
encourages educators to connect with other educators, students, community and environment. Furthermore, it
stimulates students to work together, to express opinions, to listen to each other to solve problems, to design
plans, and to find solutions to problems. In addition, this principle connects various experiences of each
individual to achieve high academic standards. The principle of differentiation refers to the encouragement for
constructing diversity, differences and uniqueness in the universe. For the context of differentiation, it gives
freedom for students to explore their ability, to be aware of each learning style and strategy. Consequently,
students are encouraged to use their creative and critical thinking in order to produce a great thing.

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The principle of self-regulation asserts that everything is set up, maintained and recognized by ourselves. This principle requires students to demonstrate their potential. They accept responsibility for their own decisions and behavior, assessing alternatives, making choices, developing plans, analyzing information, making solutions and critically evaluating evidence. Furthermore, the interaction among students will lead to a new understanding, an outlook for identifying personal interests, as well as the power of imagination and ability to survive for their lack of expertise. In the contextual teaching and learning, teachers are required to facilitate students to achieve their goals. Teachers are responsible for providing appropriate strategy rather than to be the source of information. Teachers manage classes in such away for improving students' achievement. Teaching and learning activities focus on Student-centered rather than teacher-centered approach. Westwood (2008) stated that student-centered approach is teaching and learning process in which teachers provide a good chance for students to develop acquisition of independent study skills, greater student autonomy and working collaboratively with others.

According to National Education Department of Indonesia (year), teachers must follow some indicators during teaching learning process. They are as follows: 1) reviewing the concept or theory that will be learned by students. 2) Understanding students' background knowledge through in-depth reviewing process. 3) Analyzing the students' learning environment in terms of their school and house for connecting to the concept or theory that they will be discussed in contextual learning. 4) Designing teaching and learning activities by connecting the theory with the students' experiences in their environment. 5) Conducting an assessment for students' comprehension, in which the results will be used for reflection. Curriculum and instruction based on CTL should be developed to encourage five important structure of learning, namely c

onnecting, experiencing, applying, cooperating and transferring. National Education Department of Indonesia (year) stated that CTL has seven major components, namely Constructivism, Inquiry, Questioning, Learning Community, Modeling Reflection and Authentic.

2013 Curriculum provides entrepreneurial skills for students in secondary level. It is started from an observation of the characteristics existing products in the market, an analysis of structural part of the material of the products, an analysis of the structure and set of processes and necessary equipment as well as market, costs and prices analysis. Students are supported for not only producing creative ideas but also producing the prototypes of real product. Also, it followed by market activities to boost economic value.

The subjects of entrepreneurship is deemed as an uninteresting subject, even it is viewed as an unimportant and detrimental for the cognitive development. The understanding of the content, meaning, and purpose of this lesson is not deeply grasped. The entrepreneurial learning also has not benefit to the students' psychological development. Moreover, this subject is not included in the national examination so that students think that this lesson is not pivotal. On the other hand, entrepreneurship is an essential lesson because students can explore themselves to be creative, innovative and independent citizens. Referring to the case the entrepreneurial subject is offered in Vocational High School for providing specific value to the vocational school graduates. It entails that having graduated from vocational schools, graduates are expected to open new business or become young entrepreneurs. As a result, the role of entrepreneurial teacher is important to give provisions to vocational students in order to have an understanding of business for their daily life so that they can run their own business.

Entrepreneurial teachers should apply various methods in the teaching and learning process. This material is not focused on the theory but on the practical applications. The vocational students at the tenth until

twelfth grade must learn materials that require practical application both in individual and group works. Hence,
teachers must select appropriate learning methods in accordance with Competence Standards and Basic
Competence in the curriculum of entrepreneurial subject.

The first step to be addressed is to improve entrepreneurial learning, because it has a very important
role in growing entrepreneurial attitudes. Through entrepreneurial learning, the knowledge (cognitive), attitudes
(affective) and skills (psychomotor) for business can be enhanced. By selecting appropriate methods and media,
the entrepreneurial learning will be interesting, as a result, students will be motivated to learn entrepreneurial
subject. Dealing with the importance of motivation and life skills in a learning process in the vocational school,
it is necessary to develop learning model that assist students to boost their motivation and life skills. It can be
done through implementing Authentic Problem based learning (APBL) method.

It is a method of student-
centered learning that stimulates students to acquire and apply knowledge and skills including solving problems
(Barrows & Neo Lynda, 2007: 1). They say further that this method is designed to provide knowledge and skills
needed for the job, the ability to continually learn in solving problems and facing challenges, as well as the
ability to develop. Therefore, the implementation of Authentic Problem based learning (APBL) is expected to
enhance students' problem solving skills in the field of entrepreneurship subjects.

According to the research that has been undertaken by Yuliati (2012), Authentic Problem based
learning (APBL) can improve learning outcomes in the cognitive, affective, and psychomotor aspects. The
improvement of the learning outcomes was due to the existence of APBL facilitates students to learn actively DOI: 10.9790/7388-0605061524 www.iosrjournals.org 16 | Page

independently by using physical phenomena directly. Then, research conducted by Susiana (2012) reported that

the teaching of science by using Authentic Problem based learning (APBL) can enhance creativity, interpersonal

relationship and concept mastery. Through reflection of their learning experience, students were motivated to

produce higher quality works that increase not only their learning outcomes in terms of cognitive knowledge

aspect, but also enhance motivation and life skills such as personal skills, ability to gather information, ability to

communicate both in oral and in written form as well as problem solving skills.

Responding to the above challenges, the implementation of Authentic Problem Based Learning for the

entrepreneurial subject in the vocational schools is expected to solve the problems in the entrepreneurship

subjects in Vocational High School in Jombang regency. The research problem of this present study is "How

can the use of Authentic Problem Based learning method as a part of Contextual Teaching and Learning

improve students' achievement in the Entrepreneurial subject in the financial accounting major of the State of

Vocational High School 1 Jombang?. The objectives of this study are to apply the appropriate learning stuffs

employed by teachers to support learning activities, especially in the State of Vocational High School 1

Jombang. The teaching and learning components consisted of syllabus, lesson plans, student handouts,

Worksheets 1, Worksheet 2, Worksheet 3, PowerPoint media, and Assessment Sheet. Furthermore, the

feasibility of the developed learning stuffs can be identified from several criteria namely: 1) the validation of

learning stuffs, 2) the observation of teacher and students' activities, 3) test, and 4) students' responses to the learning stuffs II. Research Methods

This present study was descriptive research design using one shot case study. The treatment was given

to a group by implementing Authentic Problem-Based learning method as a part

of Contextual Teaching and
Learning model which was then given a post-test to determine students' achievement.This research was
conducted in the State of Vocational High School 1 Jombang (SMK Negeri 1 Jombang) in the second semester
in March 2016 on the subjects of Crafting and Entrepreneurship by using Authentic Problem-Based learning
method as a part of Contextual Teaching and Learning model. The subject of this research was the students at the XI grade majoring in the financial accounting major.

The procedures of this present study were at three stages, namely, 1) preparation; 2) implementation;
and 3) analysis. Observations, questionnaires, and tests were employed as the method of collecting data. Then,
the data were analyzed using quantitative data analysis technique for finding the percentage of student learning
achievement and students' teaching and learning process. The first data were about the teaching-learning
process. The learning process assessment category based on Likert Scale from every aspect being observed.

Likert scale was utilized to determine attitudes and perception about events or social phenomena (Ridwan, 2003:
12). Every aspect has a scale of 1-4 Sugiyono (2010: 143) in which 1 is for poor, 2 is for pretty good, 3 is for
good and 4 is for excellent. It was then calculated by using the following formula :
Table1: criteria of the percentage scale (Ridwan, 2003)
Then, the data of learning achievement were obtained through two tests, namely cognitive and
psychomotor tests. This test is used to determine the extent of completeness of student learning and student achievement that can be calculated by the formula:

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a. The cognitive learning achievement In which:
The score obtained by the students: Score that was obtained by each student
Scores Maximum: maximum score of the cognitive tests b.
Psychomotor learning achievement In which:
The score obtained by the students: Score obtained psychomotor each student
Scores Maximum: maximum score of psychomotor tests
To calculate the percentage of the total of student learning achievement in the classroom, the following formula was applied.

If a student scores in the cognitive and psychomotor aspect were the same or more than 75, then
students were considered successful in the learning process. Furthermore, If 75% of students get good grades, it implies that students' achievement have been achieved
c. Affective learning achievement In which:
The number of scores obtained: score in attitude scale
Total Maximum points: maximum sore from the scale of attitudes
The data about students' responses were employed by using Guttman rating scale by using "Yes" and "No"
responses and it was calculated by using the following formula
The results obtained were then categorized according to the following criteria:
Table 2. Score Interpretation (Sudjana, 2005) Research Findings
The findings showed that the learning stuff are suited to the students' needs by using Problem Based
Authentic learning method as a part of CTL model. The objectives are to guide students to face to real-world
situations. Learning stuff was firstly tested for expert's validation to get the improvement result before DOI: 10.9790/7388-0605061524 www.iosrjournals.org

implemented in the classroom. There were 4 experts that validated the learning stuff, 2 lecturers from STKIP
PGRI Jombang and 2 teachers from SMKN 1 Jombang. The teaching and learning components consisted of a
syllabus, lesson plans, student handouts, Worksheets 1, Worksheet 2, Worksheet 3, PowerPoint media, and Assessment Sheet.
The average score from syllabus showed 95.4% and it can be categorized into "very good".

Furthermore, both teaching materials and media are classified into "very good" at 94.6% and 85.9%
respectively. Similarly, the cognitive and psychomotor test items showed "very good" category at 93.7% and
97.9% correspondingly. Then, the result of expert validation for observation sheet instrument showed "very
good" responses at 95.8%. Lastly, the questionnaire, also, is in a "very good" category in which the experts
scored 94.8%. Having validated and achieved "very good" criteria, the learning stuff would be applied in the research subjects.
A. The successful teaching and learning process using APBL method as a part of CTL model for the
topic of analyzing business opportunities for vegetable and animal substance processing into typical food products of the region.

Observation was conducted three times by two teachers who had training for analyzing business
opportunities for vegetable and animal substance processing into typical food products of the region. The
observation for the 1st meeting aimed at achieving the students' thinking skills and concept mastery for
analyzing business opportunities for vegetable and animal substance processing into typical food products of the
region. Also, students are expected to implement the concept based on the provided situation and analyze
thoroughly the vegetable and animal substance processing into typical food products of the region. The result of observation can be depicted into the following figure:
Figure 1: The result of observation of the learning process Based on CTL in the 1st meeti

ng

The diagram above illustrates the percentage of all phases of teaching and learning by using APBL as a

part of CTL model. It shows that 75% achieved the standard due to the total phases reached an average score of

82, therefore, it is categorized into "very good". It is immediately clear that the highest aspect is in the 6th phase

in the reflection part at 91.6%. However, the lowest aspect is the learning community in the 5th phase at 76%

and it is classified into "good" category. The observation for the 2nd meeting was intended to boost students'

practical skills for analyzing business opportunities for vegetable and animal substance processing into typical

food products of the region based on the theory which was got previously. The result of observation can be illustrated as follows:

Figure 2: The result of observation of the learning process Based on CTL in the 2nd meeting

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Figure 2 depicts the percentage of all phases of teaching and learning by using APBL as a part of CTL
model. It illustrates that 75% achieved the standard due to the total phases reached an average score of 80.4,
therefore, it is categorized into "good". It is also obvious that the highest part is in the 1st phase in the
constructivism phase at 89.3% and it is considered "very good". Nevertheless, the lowest achievement is the
inquiry and learning community aspects in the 2nd and the 5th phase at 76% and it is categorized into "good"
category.The observation for the 3rd meeting had a purpose to see how well students apply their ability based on
the model provided. This observation, also, focus on how well they interact to each other, particularly
consumers and to tackle various problems In analyzing business opportunities for vegetable and animal
substance processing into typical food products of the region based on the theory which was got previously. The summing result can be seen into the figure below:
Figure 3: The result of observation of the learning process Based on CTL in the 3rd meeting
Figure 3 shows that among 7 aspects being observed, the average score reached 84.1% and it had "Very
Good" category. The highest percentage is in the 7th phase in the aspect of authentic assessment at 95.8% and it
is categorized into "very good", while the lowest percentage are in the 6th phase for the reflection aspect at
71.9% and it is at "good" category. The result can be seen in the following figure.

Figure 4: The result of Phases being observed for the implementation of APBL method as a part of CTL method in 3 meetings
Referring to the figure above, it is obvious that the lowest percentage in the 1st and 2nd meeting is
constructivism and inquiry respectively. However, questioning phase took the lowest percentage in the 1st
meeting. Then the modeling phase is almost in the same proportion for each meeting. Furthermore, the learning

community phase achieved the same proportion in the 1st and 2nd meeting; however, it reached the highest

achievement in the 3rd meeting. Moreover, there is a decrease proportion of performance during reflection phase

in each meeting correspondingly. Finally, the authentic assessment phase performed best in the 3rd meeting at 95.8%. B.

Students' Learning Achievement using APBL method as a part of CTL model for the topic of

analyzing business opportunities for vegetable and animal substance processing into typical food products of the region.

The students' learning achievement measured in this study includes three aspects namely, cognitive,

psychomotor and affective. The results of students' cognitive learning achievement in three meetings is shown in the following figur DOI: 10.9790/7388-0605061524

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Figure 5 : The percentage of Cognitive Learning Achievement
Referring to Figure 5, it illustrates that the average cognitive score for 3 meetings is 79.6 and it is
considered greater that the Minimum Completeness Standard at 75. It also reports that 22 students or 81.5%
performed successfully and only 3 students or 18.5 students did not achieve the standard.In the psychomotor
aspect, the results of students' learning achievement in three meetings can be viewed as follows Figure 6 : The percentage of Psychomotor Learning Achievement
Referring to the figure 6, we can see can the average score of psychomotor learning achievement from
two performances is 80.7 and it is deemed greater that the Minimum Completeness Standard at 75. Furthermore,
it informs that 26 students or 96.3% performed successfully and only 1 student or 3.7% student did not achieve
the standard.In the affective aspect, the result of assessment that was done in three meetings is presented in the following.

Figure 7: The Percentage of Affective Learning Achievement

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Figure 7 illustrates the result of observation for students' attitudes during the implementation of APBL

method as a part of CTL model. It shows that 52% of the students were in "good" criteria. Then 41%, 7% of

students were in "very good" and "fairly good" criteria respectively. On the other hand, No one was included as "bad" and "fairly bad" criteria.

C. The Students' Responses on the Instructional Materials by using APBL method as a part of CTL

model for the topic of analyzing business opportunities for vegetable and animal substance processing into typical food products of the region.

In this present study, student responses refers to students opinion dealing with instructional materials

applied in APBL method as a part of CTL model for the topic of analyzing business opportunities for vegetable

and animal substance processing into typical food products of the region. The result of questionnaire revealed the students' responses. It is clearly presented in the following:

Figure 8: The Percentage of Students' Responses on Instructional Materials

Figure 8 informs that most students showed good responses on the instructional materials. 77.8%

students responded positively to the learning model employed. Then, 92.6% and 95.2% students showed good

responses on the applied handout and worksheet respectively. In addition, students' responded positively on

power point media and the appropriateness of the instructional material to the students' needs at 92.6% and 81.5 % accordingly. III.

Discussion

According Aunurrahman (2009: 34) learning is considered as a teaching and learning process which

the interaction between teachers and students as well as students and students occur in order to change in

students' behavior as its final goal. In this present research, the implementation of APBL method as a part of

CTL model refers to 2013 curriculum. According to the Regulation of the Minister of Education and Culture

Affairs of Indonesia No. 70 in the year of 2013, the implementation of 2013 curriculum

must be accordance to

the core competencies. In order to support the successful implementation of 2013 curriculum, there is a need for

strengthening the management of particular schools including in the Vocational High school. The activities

could be in the form of 1). Teaching approach must be transformed into collaborative work rather that individual

one and 2). The development of infrastructure must support the teaching and learning process. Thus, teaching by

using APBL method as a part of CTL model is deemed appropriate for supporting the successful implementation of 2013 curriculum. A.

Discussion of the successful teaching and learning process using APBL method as a part of CTL

model for the topic of analyzing business opportunities for vegetable and animal substance processing into typical food products of the region.

Process Assessment focuses on the effectiveness of teaching and learning activities in order to achieve

learning objectives. The successful of teaching and learning process using APBL method as a part of CTL

model for the topic of analyzing business opportunities for vegetable and animal substance processing into

typical food products of the region has an impact on student learning achievement. This process assessment is

carried out by using direct observation during the learning process took place. The findings showed that in the

first meeting, the process of teaching and learning process focus on the comprehending theory by using APBL

method as a part of CTL model. There is 7 aspects to be observed namely 1) constructivism, 2) inquiry, 3)

questioning, 4) modeling, 5) learning community, 6) reflection and 7) authentic assessment. The average score

for all the aspects are 82% and it categorized into "Very Good". Furthermore, in the second meeting emphasized

more on practical skills for analyzing business opportunities for vegetable and animal substance processing into DOI: 10.9790/7388-0605061524 www.iosrjournals.org 22 | Page

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typical food products of the region based on the theory which was got previously. The result of observation
showed that the average score is 80.4% and it is considered to be ". "Good". Then the third meeting was taken
into account of the ability of the students to apply theory into practice. All the CTL aspects were performed well at 84% and it is categorized into "Very Good".
Referring to the result of observation in 3 meetings, it has achieved the criteria of completeness. Still, it
is difficult to avoid the decrease and increase of each aspects being observed. For example, the average score for
constructivism aspect as the first phase is only 83.3% in the first meeting. This happened due to teachers lead
students more for understanding the materials. On the other hand, teachers get used to make acquainted students
to actively construct their own knowledge in analyzing business opportunities.Focusing on the second phase in
CTL learning called inquiry got the lowest score in the second meeting. This phase is considered central for
teaching learning process by using APBL as a part of CTL model because the process of acquiring knowledge
and skills is not a result of retaining information but as a result of finding answers from their own questions. In
this case, knowledge as the part of learning does not get by considering a number of facts but also from
stimulating learning that allows the students to find their own material in the real context. At the second
meeting, students were still put into practice for identifying business opportunities. Thus, the students are still
not accustomed to finding the answer to their own questions. It seems that they still tried harder to comprehend
the materials. However, this could be solved by regular practice or familiarize students to use critical   thinking
in finding answers to their questions in relation to the subjects of analyzing business opportunities for vegetable
and animal substance processing into typical food products of the region.

In the questioning phase, the lowest achievement is in the first meeting. It is found that

students had not
actively rise questions due to the influence of regular practice previously and the invol
vedness to follow new
method being applied. Nonetheless, the average percentage for modeling in each meeti
ng was relatively similar.
Model in Contextual Teaching and Learning can be a kind of writing instruction, reading
instruction or teacher
gives an example in doing something. The teacher seemed apply appropriate ste
p   in giving instruction.

Similarly, in the community learning aspect, each meeting gains the same mean of prop
ortion. Yet, there is the greatest achievement for the third meeting.
Learning community suggests that learning achievement can be
obtained through working with each other. This phase is beneficial for practicing
students' communicative
skills. Therefore, it is undeniable that students were used to perform well for communica
tion with each other in the third meeting.
In the reflection phase, there is a decrease percentage at each meeting. Reflectio
n is the ways of
thinking about what the students have learned and thinking about what they have done
in the past. Teachers can
recall the information that acquired in the action. In this case, the teacher provides times
 for students to reflect
what they have learnt that day. Due to limited time, this phase could not be done compl
etely in each meeting.
The last phase is authentic assessment which was most prominent at the third meeting a
t 95.8%.   It is
important to have assessment for the teacher in order to check whether the students ha
ve mastered the material
or not. The focus of this assessment is providing the tasks which are relevant to the proc
ess and product of the
teaching and learning. Observation revealed that in the third meeting, the teacher obser
ve thoroughly how
students applied hair bun to the model by moving around in order to get closer to each
student.

B.
Discussion of students' learning achievement of the implementation of APBL met
hod as a part of
CTL model for the topic of analyzing business opportunities for vegetable and an

imal substance processing into typical food products of the region.

The students' learning achievement measured in this study includes three aspects namely, cognitive,
psychomotor and affective. Referring to the results of students' cognitive learning achievement in three
meetings, it reveals that the average cognitive learning achievement for 3 meetings is 79.6 and it is considered
greater that the Minimum Completeness Standard at 75. It also reports that 22 students or 81.5% performed
successfully and only 3 students or 18.5 students did not achieve the standard. From the view of psychomotor
learning achievement, the students' average score of from two performances is 80.7 and it is greater than the
Minimum Completeness Standard at 75. Furthermore, it informs that 26 students or 96.3% performed
successfully and only 1 student or 3.7% student did not achieve the standard.

Psychomotor domain relates
discreet physical functions, reflex actions and interpretive movements. It concerned with the physically
encoding of information with movement such as cooking, farming, sewing and others. Psychomotor learning
achievement, according to Simpson (1956) which is presented in this study is in the form of performance and
ability of the individual.In line with the result of observation for students' attitudes during the implementation of
APBL method as a part of CTL model. It shows that 52% of the students were in "good" criteria. Then 41%, 7%
of students were in "very good" and "fairly good" criteria respectively. According Bloom (1978) includes the
manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. This present research applied the authentic assessment in terms of
1) the result of students' self-assessment in the form of questionnaire and 2) the result of teacher's observation

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on students' attitudes during teaching learning process in each meeting. The aspects being observed is Religious
attitude (Core Competence 1) and discipline, polite, care, communicative, responsible, responsive, active , honest and creative manners (Core Competence 2).

C.
Discussion of Students' Responses on the Instructional Materials by using APBL method as a part of
CTL model for the topic of analyzing business opportunities for vegetable and animal substance processing into typical food products of the region.
Data about students' responses to learning stuffs are obtained by using questionnaire by using Guttman
scale that provide two option "Yes" and "No" response. From the data obtained, it is obvious that most students
showed good responses on the instructional materials. 77.8% students responded positively to the learning
model employed. Then, 92.6% and 95.2% students showed good responses on the applied handout and worksheet respectively. In addition, students' responded positively on power point media and the
appropriateness of the instructional material to the students' needs at 92.6% and 81.5 % accordingly.

IV. Conclusion
In accordance with the findings and discussion of teaching and learning by using APBL method as a
part of CTL model for the topic of analyzing business opportunities for vegetable and animal substance
processing into typical food products of the region can be concluded that; Firstly, teaching and learning by using
APBL method as a part of CTL model which are being observed by 2 experts is successful. Even though,
different average percentage in each phase is occurred due to a number of particular factors. Secondly, the
average score for cognitive and psychomotor learning achievement could meet the Minimum Completeness
Standard. Further, it showed that 81.5% and 96.3% performed successfully for cognitive and psychomotor

aspect respectively. Then in the affective aspect, It shows that 52% of the students were in "good" criteria and
41%, 7% of students were in "very good" and "fairly good" criteria correspondingly. Finally, most students
showed good responses on the learning stuffs. 91.3% students responded positively to the learning model,
handout, worksheets, power point media and the appropriateness of the instructional material to the students'
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