

Hinduism Contextual Learning in Elementary School

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ABSTRACT

The purpose of this study was to find out the application of contextual learning in Hinduism subject in elementary school. The ability of teachers to create quality learning largely determines overall educational success. The quality of learning depends on the strength of teachers, especially in providing ease of learning to students effectively and efficiently. Contextual learning or often abbreviated as CTL is one learning strategy that can streamline the teaching and learning process where learning takes place naturally in the form of student work and experience activities, not just the transfer of knowledge from teacher to students, so learning is expected to be more meaningful for students.

Keywords: *contextual learning; Hinduism; elementary school*

Penelitian ini bertujuan untuk mengetahui sejauh mana penerapan pembelajaran kontekstual dalam mata pelajaran Agama Hindu di sekolah dasar. Kemampuan guru dalam menciptakan pembelajaran yang berkualitas sangat menentukan keberhasilan pendidikan secara keseluruhan. Kualitas pembelajaran diantaranya bergantung pada kemampuan guru, terutama dalam memberikan kemudahan belajar kepada peserta didik secara efektif dan efisien. Pembelajaran Kontekstual atau yang sering disingkat CTL merupakan salah satu strategi belajar yang diharapkan mampu mengefektifkan proses belajar mengajar dimana pembelajaran berlangsung secara alamiah dalam bentuk kegiatan siswa bekerja dan mengalami, bukan hanya transfer pengetahuan dari guru ke siswa. Sehingga pada akhirnya pembelajaran diharapkan dapat lebih bermakna bagi siswa.

Kata Kunci: *Pembelajaran Kontekstual; Agama Hindu; Sekolah Dasar*

INTRODUCTION

Religious education is a subject about human relations with God related to life in the past, present, and future. Hinduism teachers are required to describe religious facts in front of the class directly. Hinduism teachers must convey something abstract. Therefore, Hinduism teachers need to develop ways of teaching approaches that can help students understand Hinduism more meaningfully (Widja, 1989: 97-98). Until now, religious education has tended to be dogmatic, so that it seems that Hinduism is only a matter of rote learning. Lack of motivation to study Hinduism because of the assumption that Hinduism subjects are of no use to life. In public schools, the national exam scores become a barometer in determining achievement. This tendency is influenced by the way Hinduism teachers provide monotonous and boring subject matter.

Related to the implementation of learning in schools, a teacher plays an important role. The condition of the learning process at the school level at this time still emphasizes the aspect of knowledge, and always, a little refers to the involvement of students in the learning process itself. The teacher can design learning so that students gain meaningful learning experiences. The reality now in the learning process, there is still a mismatch between the fields taught by the teacher and the material being taught. This also causes the learning process traversed by students not to be maximal so that the learning outcomes obtained are not maximal. Teachers must live the role played so that they can create a genuinely quality learning process by providing meaningful learning experiences and can foster a culture of learning for students,

which in turn will affect student motivation and learning outcomes. It has become an everyday reality where the teaching and learning process in the classroom is less able to help students learn correctly. This might be caused by the strategies, methods, or methods used by the teacher, which are not appropriate or are less favored by the teacher (Yasmini, 2019).

Hinduism learning, which is dominated by the lecture method, tends to be oriented to the material listed in the curriculum and textbooks and rarely relates to real problems that exist in everyday life. This will hurt students because students only learn Hinduism for the exam, so Hinduism is not useful, not unusual, and annoying for students, which in turn makes low student learning outcomes. Less productive learning behavior and learning-oriented to mastering material succeed in remembering in the short term but failing to equip and solve problems in long-term life. Less productive learning behavior and learning-oriented to the mastery of material that occurs continuously will reduce the quality of education (Nurhadi, 2003: 1)

Today, the idea that learning is better if the environment is created naturally and learning will be more meaningful if students experience something that is learned and not just knowing. The learning paradigm changes from teacher-centered to student-centered. The teacher explains the material while the student tries to prove from the experiments facilitated by the teacher. Learning is a combination of human, material, facilities, equipment, and procedures that influence each other to achieve learning objectives. Students

involved in the learning system consist of students, teachers, and other personnel, such as laboratory staff. Materials included books, chalkboards and chalk, photography, slides, and film, audio, and video recordings—facilities and equipment, consisting of classrooms, audio-visual equipment, as well as computers. Procedures announced schedules and methods for delivering information, practice, learning, examinations, and so on (Kadir, 2013).

The teacher is no longer the main subject that explains the material and determines the learning process. Besides, students are given the broadest opportunity to build knowledge. One alternative learning that uses this paradigm is contextual learning. In contextual learning, the teacher is tasked with helping students achieve their goals (Tim Depdiknas, 2002: 2). In other words, the teacher acts as a facilitator, not as the only source of knowledge but to provide facilities to students in the form of learning strategies that can help students to find and develop new knowledge and skills following the knowledge possessed.

Contextual learning is a learning concept that helps teachers to link learning material with real-world situations. It encourages students to connect knowledge possessed with implementation in daily life by involving seven main components of active learning, namely constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

This indicates that education cannot be separated from teaching. The activities of this teaching involve students as recipients of teaching materials as mandated in Law Number 20 of 2003 on the National Education System; where

students actively develop their potential to have religious-spiritual strength, self-control, intelligence, noble character, and the skills needed by themselves, society, nation, and state.

The student is a strategic focal point because it is the target of the teaching process. As a human being, it becomes an axiom that students have their strengths and weaknesses, unique with all potentials and capacities where this uniqueness cannot be uniformed with the same rules between one student and another student, educators, and school institutions must respect the differences that exist in themselves.

The uniqueness of a student indeed raises a separate problem that must be known and solved so that the management of students in an integrated framework absolutely must be considered, especially in the development of creativity. This should be a point of attention because the education system still emphasizes the development of intelligence in the narrow sense and gives less attention to creative development. Learning is the process of changing from bad to good. Cultivating the values of honesty, social care, responsibility, hard work, tolerance, creativity, and so on is an endeavor towards good. The inculcation of these character values can be done by setting an example, instilling habituation, and providing coaching. Learners' learning experiences vary.

Similarly, each student is unique. Unique in speaking, doing, and behaving. If the teacher faces the student's work that is not good, then the teacher gives constructive criticism. Likewise, in carrying out learning to write reviews, it is necessary to develop habituation of noble characters such as not cheating on other

people's reviews. Coaching from teachers to students is also quite important so that students do not occur negative attitudes towards other students, such as cynicism, insulting, mocking the results of his friends (Kusmaniyah, 2012).

This happens because the concept of creativity is still not understood holistically. Also, the philosophy of education since the colonial era adheres to a single principle of uniform and interest-oriented so that it has an impact on educating and managing student learning. The need for creativity is seen and felt in all human activities. The final development of creativity will be related to four aspects, namely: personal, support, process, and product.

One way to solve this problem is by managing special services for children who have high talent and creativity, and the government has mandated this in Law Number 20 of 2003 on the National Education System which states that citizens who have physical, emotional mental, intellectual, and social disabilities are entitled to special education. Special education for students with disabilities or students who have exceptional intelligence is held inclusively or in the form of special education units at primary and secondary education levels. In the end, a conscious effort is needed in managing student problems. Talented students in the classroom may have mastered the subject matter before being taught. A teacher who faces 30 students in the class, actually not only meets the characteristics of one class of students but also faces 30 sets of different character traits, receiving influence and treatment from each family who are also different. Some students are tall, thin, short fat, agile and slow, high or moderate intelligence,

talented in certain subjects, in other matters less talented, stoic and tenacious, easily offended, cheerful and moody, enthusiastic, indifferent and other behavioral characteristics (Sanawiyah, 2018).

Contextual learning is a holistic educational process and aims to motivate students to understand the subject matter by linking the material with daily life (personal, social, and cultural context) so that students have knowledge or skills that can be flexibly applied from one problem to other problems. The most basic ideas of this model are problem-solving, the discovery of something useful for themselves, and ideas derived from the learning material. As instructors, teachers transfer knowledge or skills to students and determine student development so that they are able to master learning material optimally. Likewise with Hinduism, because religion is a tool that identifies humanity to devote to God Almighty.

METHOD

This study used a qualitative type with the deductive - inductive method and descriptive and narrative reporting. A qualitative research is a study of observing people in the environment, interacting, and trying to understand the language and interpretation of the world. Data were collected by observing 1) the school environment, 2) the school community, 3) the teaching and learning process and, 4) the behavior of each school member. Besides, in-depth interviews were conducted with several key informants, namely principals, teachers, committees, religious teachers, several students, and competent people at the study location. Collected data were analyzed by: (1)

reducing, (2) displaying (3) drawing conclusions, and (4) verifying.

RESULTS AND DISCUSSION

1. Planning of Contextual learning

The learning plan is the whole process of analyzing the needs and learning objectives and developing a delivery system to meet the needs and achieve learning goals, such as developing learning packages, learning activities, testing and revision of learning packages, and evaluating programs and learning outcomes (Dirjen Dikdasmen, 2003: 6).

Gafur (2003: 22) explained that in preparing learning designs or learning activities, it is necessary to answer three main questions: (1) what competencies will be taught; (2) how to provide learning experiences to achieve these competencies; and (3) how to know that the skills taught are mastered by students.

The first question concerns the objectives and subject matter; the second question concerns the strategies, methods, media, and learning environment; while the third question concerns evaluation or assessment issues. Professional teachers must be able to develop reasonable, logical, and systematic teaching plans. In addition to implementing learning, the planning carries "professional accountability" so that teachers can take responsibility for what is performed. The teaching plan developed by the teacher has quite deep meaning, because it is not only rhythmic activities to fulfill administrative completeness, but is a reflection of the views, attitudes, and beliefs of the teacher on the best thing for students. Therefore, every teacher must have a mature teaching plan before carrying out learning, both written and unwritten (Mulyasa, 2005: 82).

2. Implementation of Hinduism Contextual Learning in Elementary School

Contextual learning is a learning concept that helps teachers to link learning material with real-world situations. It encourages students to connect knowledge possessed with implementation in daily life by involving seven main components of active learning, namely constructivism, questioning, inquiry, learning community, modeling, reflection, and authentic assessment.

a. Constructivism

Constructivism is a philosophical foundation of contextual learning, that is, the knowledge possessed by students that are built up little by little or gradually because the construction of knowledge is not performed once. Constructivism is implemented by linking student thought patterns or by instilling that learning will be more meaningful when it is presented in working, discovering, constructing newly acquired knowledge and skills.

According to Hidayat (2012), the principles of constructivism that teachers must have are as follows.

- 1) The learning process is more important than learning outcomes.
- 2) Information is meaningful and relevant to students' real lives more critical than verbalize information.
- 3) Students get the fullest opportunity to find and implement their ideas.
- 4) Students are given the freedom to implement their strategies in the study.
- 5) Students' knowledge grows and develops through their own experiences.
- 6) Students' experiences will develop deeper and more reliable if tested with new skills.

- 7) The student experience can be built by assimilation (knowledge newly built from existing knowledge) and accommodation (existing knowledge structures are modified to suit the presence of new experiences).

The task of the teacher is to facilitate the implementation of the teaching and learning process. In the learning tools made and used by Hinduism teachers in elementary schools, the Class II Learning Plan shows *Tri Sandhya*. As for indicators:

- 1) Mention of attitude in praying
- 2) Mention the meaning of prayer
- 3) Mention prayer times
- 4) Describe the purpose of *Tri Sandhya*
- 5) Mention the procedures for implementing *Tri Sandhya*
- 6) Train the methods for performing *Tri Sandhya*

These six indicators are constructivism. These indicators are learning experiences that describe and analyze devotion to the Almighty God, the implementation of *sradha* and *bhakti*, by students in groups. A written report is then presented in front of the class. In this case, the teacher functions as a facilitator, the teacher only conveys a few examples of the implementation of religious ceremonies in daily life where students are usually more interested and respond faster.

b. Inquiry

The inquiry is an activity to encourage the whole mind and body to be active together in and outside the classroom. The purpose of the inquiry is to foster creativity and criticism from

students themselves so that the teaching and learning process can be exciting and fun, and it also provokes a sense of curiosity from students to always express things or something new. For this reason, the task of the teacher is to provide stimulus responses to students so that students better understand and discover all contemporary things like new experiences that must be known. The teacher should always design activities that refer to inquiry activities on the material being taught.

According to Hidayat (2012), principles that can be held by the teacher when applying the inquiry component in learning are as follows:

- 1) Knowledge and skills will be long remembered if students find themselves.
- 2) Information obtained by students will be more stable if it is followed by evidence or data found by students themselves.
- 3) The inquiry cycle is observation, ask questions, submit guesses, collect data, and infer.
- 4) Steps for inquiry activities; formulate a problem; observe or make observations; analyze and present results in writing, pictures, reports, charts, tables, and other works; communicating or showing the results to other parties (readers, classmates, teachers, different audiences).

Hinduism learning process in elementary school has an inquiry component that is applied by the teacher to students, where students represent and illustrate in practice, that is, students look for material resources in groups. Using the inquiry as the core method in contextual

learning, Hinduism learning can be directed towards self-working activities, for example, when discussing Hindu and Buddhist history before independence from East Kalimantan and Java. After reading the material, students can make a pedigree chart of the kings of Kutai and Majapahit, so they can find out the king of the descendants of Raden Wijaya (founder of Majapahit) so that with this task, students can find historical relics. Students can be given the task to explore the family tree from the parents, both from the father and from the mother so that they can know the forerunner and origin of ancestral areas. There are still many examples of material that can use the inquiry method, so learning with this method needs to be developed so that students work and find their root of the problem being studied.

c. Questioning

Questioning is a means to develop student curiosity and is used by teachers to know and assess the ability of students to receive material being taught. For students, questioning activity is an integral part of carrying out inquiry-based learning to get information, to confirm what is already known, and to direct attention to the unknown aspects. In the teaching and learning process, questioning does not have to be performed between student and teacher. Still, it can also be performed between one student and another student so that a mutual learning process occurs between students. With questioning, students are expected to think critically. The task of the teacher is to encourage and direct students to find out about something and to obtain information needed by students and eliminate the fear of asking questions.

According to Hidayat (2012), principles that need to be considered by teachers in learning related to the components of asking as follows:

- 1) Information gathering is more effective when done by asking questions.
- 2) Confirmation of what students already know is more effective through question and answer.
- 3) In the context of adding or strengthening understanding, it is more effective to be done through discussion of both groups and classes.
- 4) For teachers, asking students can encourage, guide, and assess students' thinking abilities.
- 5) In productive learning, the questioning activities are useful for: digging up information, checking student understanding, arousing student responses, knowing the level of student curiosity, knowing things students know, focusing students' attention as the teacher wants, raising more questions for students, and refresh students' knowledge.

Questioning activities in Hinduism learning in elementary school are applied in almost every learning process. The teacher usually presents the subject matter with the lecture and question and answer method. Students are given the opportunity to ask the teacher both before and after the teacher explains the material. However, questioning activities combined with lectures do not make students enthusiastic to ask questions actively.

Usually, students are more enthusiastic about questioning in a class discussion. In answering student

questions, the teacher does not directly answer but instead is returned to the student. If the student cannot or is not perfect in responding, the teacher completes the answer. This is intended to encourage students to think critically and build student confidence in answering questions.

d. Learning community

Learning community is the result of learning obtained from collaboration with others. In CTL classes, teachers are advised always to carry out learning in study groups. Students are divided into groups with heterogeneous members. Smart members teach other members, members who understand will explain members who do not understand, and so on. A learning community can be created if there is two-way communication. These mutual learning activities can occur if there are no parties who feel reluctant to questioning, neither party considers to know best, and all parties listen to each other.

According to Hidayat (2012), the principles that can be considered by the teacher when applying learning that concentrates on the learning community component are as follows:

- 1) Learning results are obtained from cooperation or sharing with other parties.
- 2) Sharing occurs when there are parties who give and receive information from one another.
- 3) Sharing occurs when there is dual or multi-directional communication.
- 4) Community learning occurs when each party involved in it is aware that the knowledge, experience,

and skills possessed are beneficial to others.

- 5) Students who are involved in the learning community basically can be a source of learning.

The learning community by Hinduism teachers in elementary school is realized in the form of group discussions. The teacher divides students into small groups, which usually consist of 5 to 6 people. Next, the teacher gives different problem topics to all groups to be discussed, presented, and discussed in front of the class. Through learning communities or discussions, activities in the classroom are higher. This shows that students feel learning is more fun and more meaningful because students are given the freedom to express opinions and explore as much as possible by exchanging information between one student to another student or student to teacher.

e. Modeling

Basically, modeling discusses ideas that are thought out, demonstrates the desire of the teacher so that students learn and do what the teacher wants. Modeling can be in the form of demonstrations or giving examples of concepts or learning activities. The teacher is not the only model, because the model can be designed by involving students or also brought in from outside. According to Hidayat (2012), the principles of modeling components that can be considered by teachers when implementing learning are as follows.

- 1) Knowledge and skills are obtained firmly if some models or examples can be replicated.

- 2) Models or examples can be obtained directly from those who are competent or from experts.
- 3) The model or example can be a way to operate something, an example of the work, or an appearance model.

The modeling component in Hinduism learning is manifested in various forms. In addition to the teacher as a model in the classroom, students are also included as models in the teaching and learning process. Also, the modeling component is realized in the form of simulations. For example, learning experiences show the role of leaders in daily prayers every morning, on holy days, *Purnama*, and *Tilem*. The teacher gives an assignment to the student to simulate in front of the class the procedure for the prayer attitude of *Amusti* because of the hand attitude, *Padmasana* for men, *Bajraasana* attitude for women, *Padaasana* as the attitude of standing upright. With this modeling, students are stimulated to be creative and try to display all abilities in front of the school and directly practiced in the holy places in the school.

f. Reflection

Reflection is a way of thinking about new things learned or thinking back about things that have been performed in the past. Reflection is performed so that students can recall things that have been learned so that later can be a benchmark in conducting an assessment. Reflection or self-evaluation is good to do because it is a real life cycle. Getting feedback and trying many times will be more effective than students being allowed to understand

knowledge in bits and pieces and rely on the judgment of others (the teacher).

According to Hidayat (2012), the basic principles that teachers need to consider in the context of applying the reflection component are as follows:

- 1) Contemplation of something newly acquired is an enrichment of previous knowledge.
- 2) Contemplation is a response to events, activities, or new knowledge gained.
- 3) Contemplation can take the form of assessing the newly received knowledge, making short notes, discussions with peers, or performance.

Reflection on Hinduism learning in elementary school is performed on every delivery of material by the teacher and is also conducted before the exam both mid-exam and final review.

However, the reflection that is performed by the teacher at the end of the material is sometimes not carried out because before the teacher gives a shine or gives questions to the student about things that are not clear, the lesson hour is over.

g. Authentic assessment

An authentic assessment is a process of collecting various data that can describe student learning development. Description of student learning development needs to be known by the teacher to ensure that students experience the learning process correctly. Data collected by the teacher identifies that the student has learning difficulties, so the teacher can immediately take appropriate and correct actions so that the student is free from learning difficulties. Because a description of learning progress is needed

throughout the learning process, the assessment is not only performed at the end of the period or semester. Still, it is carried out together in an integrated manner (not unified) from the learning activities.

According to Hidayat (2012), in connection with this, the basic principles that need to be a teacher's attention when applying authentic assessment components in learning are as follows:

- 1) Authentic assessment is not to judge students, but to find out the development of student learning experiences.
- 2) Assessment is carried out in a comprehensive and balanced manner between the assessment process and results.
- 3) Teachers become constructive evaluators (constructive evaluators) that can reflect how students learn, how students relate what they know to various contexts, and how the development of student learning across multiple learning contexts.
- 4) An authentic assessment provides students the opportunity to be able to develop self-assessment and peer assessment.

The assessment conducted by Hinduism teachers in elementary schools includes an evaluation of the learning process and an assessment of learning outcomes. In evaluating the learning process, the teacher emphasizes the affective aspect, namely by giving notes about student activities during teaching and learning activities, student activeness in questioning and answering questions, as well as the accuracy of students in submitting assignments. While the assessment of learning outcomes

emphasizes the cognitive aspect. The teacher assesses the ability of students to receive subject matter with essay tests and objective tests.

Assessment can be seen as a way or method for making a decision based on data that has been systematically compiled. Assessment is an integral part of the learning process that not only evaluates the product or is carried out after the learning process has finished, but must also be carried out at the beginning of the learning process. This is also carried out in Hinduism subject which has a goal and mission to develop aspects of Spiritual, Sradha, and Bhakti which are not only carried out through product or outcome assessment but also process assessment. Through assessment activities at the beginning and end of learning activities, all information and data about students will become much more complete, for example, activities, creativity, seriousness, perseverance, and responses to various questions of teachers and other students. The teacher should also be demanded to be really more serious in paying attention to every development of the student, both intellectual development, attitude, or skills.

One of the successes of learning is the long-lasting learning outcomes obtained by students. This is obtained if the student can reflect on learning outcomes. Sugandi (2004: 44) explained that reflection is a way of thinking about new things learned or thinking back about things that have been performed in the past.

In contextual learning, the ability of students to reflect on learning outcomes can be developed, because the learning process allows for that. Students can measure mastery of subject matter and its

use to solve community and state problems.

Thus, teaching and learning activities of Hinduism by using contextual learning are expected to empower students in constructing knowledge, attitudes, and skills. Through self-reflection, students are trained to be critical, sensitive, and concerned with environmental issues in the development of religious tolerance in the Unitary Republic of Indonesia in an intelligent, skilled, creative, and character manner.

3. Contextual Learning Assessment

Assessment is an important element to determine the level of success of the teaching and learning process, as well as feedback on the subsequent learning process (Rohani, 2004: 168). Learning assessment is not merely carried out on learning outcomes, but also must be carried out on the learning process.

a. Learning Process Assessment

Learning process assessment is carried out by the teacher as an integral part of learning. This shows that the evaluation must be necessary for the planning and implementation of teaching. Assessment is the process of gathering various data that can provide an overview of student learning development. The description of student learning progress needs to be known by the teacher to ensure that students experience the learning process correctly. If the data collected by the teacher identifies that the student is experiencing a bottleneck in learning, the teacher can immediately take appropriate action so that the student is free from the learning jam. Because the description of learning progress is needed throughout the learning process, the assessment is not conducted at the end of the learning

semester as in the evaluation of learning outcomes (such as UAS/UAN). Still, it is carried out together in an integrated (inseparable) way from learning activities. Data collected through assessment activities are not looking for information about student learning, but to emphasize efforts to help students to be able to learn (Hutagaol, 2013).

The process assessment aims to assess the effectiveness and efficiency of learning as material for the improvement and refinement of programs and the implementation. The learning process assessment includes:

- 1). Assessment of student abilities ideally uses a measure of intelligence or potential. However, the difficulty of the measuring instrument is obtained by the teacher, so the teacher can assess by studying and analyzing learning progress, for example, analysis of learning outcomes, learning reports, and examinations.
- 2). Student interest, attention and motivation to learn
This assessment can be carried out using observations on student learning activities, home visits, dialogue with parents, and so on.
- 3). Learning Habit
To obtain information about student learning habits, teachers can use observation techniques on how to learn, for example, how to do assignments, how to answer questions, how to solve problems, and how to discuss.
- 4). Prerequisite Knowledge
Assessment of prerequisite knowledge can be carried out by asking questions that are relevant to teaching materials that will be delivered to students.

5). Student Character

To find out information about student characters, teachers need to observe the behavior of students in various situations, analyze personal data, interview, and provide questionnaires on student character.

b. Learning Outcomes Assessment

Learning outcomes assessment aims to see the progress of student learning in terms of mastery of teaching material that has been determined following the objectives set. Assessment of learning outcomes should ideally reveal all aspects of the learning domain, namely cognitive, affective, and psychomotor aspects because students who have excellent cognitive abilities when tested with a paper-and-pencil test may not necessarily be able to apply their knowledge well in overcoming the problems of daily life. Assessment of learning outcomes is closely related to the objectives to be achieved in the learning process (Haryono, 2009). The learning outcomes assessment needs to pay attention to the following aspects.

1). Assessment objective

The objective of learning outcomes assessment is a change in behavior that includes cognitive, affective, and psychomotor aspects in a balanced way.

2). Assessment tool

The use of assessment tools should be comprehensive, which provides for tests and not tests to obtain an objective description of learning outcomes.

3). Test Procedure

Learning outcomes assessment can be carried out in the form of formative tests at the end of the

teaching, and summative tests at the end of a program or mid-program.

The stages of implementing contextual learning can be explained as follows:

- 1) The teacher makes careful preparation and planning before contextual learning is carried out, which includes the readiness of the teacher in preparing the learning tools, learning media to be used, and the selection of methods.
- 2) Contextual learning where the teacher associates the subject matter with contextual learning, which includes: constructivism; inquiry; questioning; learning community; modeling; reflection; and authentic assessment. In this stage, students carry out contextual learning individually or in groups. Teachers must be able to plan student activities that must be carried out, for example, students must observe in the field, interview, or do modeling in class that can be seen in the Learning Plan.
- 3) The teacher makes an assessment both during the learning process and after learning takes place.
- 4) The teacher will get the final learning outcomes. The teacher analyzes the score to determine student graduation. For students who have graduated, teachers can conduct enrichment. For students who have not graduated, the teacher must make a remedial plan, which of course, with better planning and adapted to students to graduate.

CONCLUSION

The implementation of Hinduism contextual learning in elementary school can be said to be quite ideal where seven pillars of contextual learning are reflected or realized in teaching, syllabus, learning programs and applied every morning Puja Tri Sandhya and kramaning worship, holy days of Puranama, tilem, Saraswati, on the schoolyard facing Padmasana.

Implementation of contextual learning by elementary school Hinduism teachers was in the first category. Although in delivering subject matter, the teacher uses the lecture method more often than the other means, the teacher still creates a productive and conducive learning atmosphere by involving seven main components of contextual learning in each subject.

Assessment of Hinduism learning in elementary school was in the appropriate category by teachers who integrated both during the learning process and after the learning process. The assessment instruments used were tests and non-tests. The grading system is following the provisions made by the school was using a bonus system. Hinduism contextual learning can be implemented well if parents, students, and the school environment support each other.

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