The impact of contextual learning grounded in human values on enhancing student motivation and outcomes in social science education

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Abstract

This study investigates the discussions surrounding contextual learning grounded in human values. The primary objective is to assess the extent to which contextual learning, informed by human values, impacts social studies learning outcomes, particularly in relation to student motivation. The research employs a quasi-experimental design featuring a post-test-only control group. The sample population consists of 224 fifth-grade students from eight elementary schools, with 102 students selected through random sampling techniques. Data on learning motivation were collected via questionnaires, while learning outcomes were evaluated through multiple-choice assessments. The analysis was conducted using ANOVA A-B (SPSS 17.00) for Windows. There are significant differences in social studies learning outcomes between students engaged in contextual learning based on human values and traditional learning methods; an interaction effect exists between the type of learning applied and the level of student motivation. Among students with high motivation, notable differences in social studies outcomes are observed between those receiving contextual learning and those in conventional settings; for students with low motivation, no significant differences in social studies outcomes are found between the two learning approaches. Contextual learning based on human values improves social studies outcomes for motivated students. Educators should recognize their students' local context and culture and employ innovative methods for impactful learning experiences.

1. Introduction

The development of moral values is accomplished by improving the quality of education, which involves a purposeful and organized effort to create a learning environment and process that empowers students to realize their full potential. This includes nurturing their religious and spiritual strength, self-control, character, intellect, ethical principles, and the skills necessary for personal, national, and civic life. However, there has been a significant decline in moral standards, marked by a widespread breakdown of values that makes dishonesty more commonplace. Additionally, social discrimination is prevalent, as seen in conflicts between groups, the destruction of property, and the needless loss of innocent lives, all of which point to a weakening sense of brotherhood and humanity. This pattern suggests that "human values" are becoming increasingly disconnected from our shared awareness. Qualities such as compassion, forgiveness, kindness, humility, respect for parents and teachers, as well as simplicity and peacefulness, seem to be either unfamiliar or deliberately set aside in modern society. Experts have noted the emergence of a "value crisis" in our communities, with incidents of juvenile delinquency and student misconduct rising each year in schools. In this context, the role of parents is crucial, as they are fundamental in instilling religious values and providing education and nurturing [1] alongside various parenting styles [2] and numerous studies have focused on the challenges associated with children's education [3].

In the realm of education, particularly within elementary schools, educators hold a pivotal position that significantly impacts the quality of student learning. The ability to select appropriate strategies, approaches, models, and methods that align with curriculum goals and the potential of students is essential for teachers aiming to enhance student motivation. At the elementary level, students engage with various subjects, including Social Sciences (IPS). This discipline serves as an integrated learning framework that simplifies, adapts, selects, and organizes concepts and skills from History, Geography, Sociology, Anthropology, and Economics. Social Sciences investigate a range of events, facts, concepts, and generalizations pertinent to social issues [4, 5]. The instruction of Social Sciences (IPS) emphasizes the interconnectedness of human beings and the various dimensions of their lives, highlighting the values that influence their existence within family, community, national, and state contexts, as well as their relationships with the Creator and the natural environment [6]. This indicates that the primary focus in social studies instruction is not solely on students' ability to memorize concepts, data, and facts, but rather on the teachers' capacity to cultivate a learning environment that fosters a deep understanding of the material while also nurturing and developing positive attitudes, values, morals, and social skills among students.

Many efforts have been made to improve learning outcomes in social studies, yet the results have not met expectations. A closer analysis shows that improving social studies education is a complex issue, shaped by both internal and external factors. While it is vital to address external aspects such as curriculum design and teacher professional development, attention must also be given to internal student-related factors, including their abilities, talents, intelligence, attitudes, interests, motivation, and cognitive growth. In striving to enhance social studies achievement, researchers are investigating instructional strategies that prioritize motivation, as it is strongly connected to academic success. Students with high motivation tend to be more enthusiastic and actively involved in their studies, while those with low motivation often feel uninterested, bored, and lethargic during class. Thus, nurturing student motivation is essential for attaining the best possible learning outcomes.

Social studies education is essential for preparing students to become responsible citizens capable of adapting to the complexities of a changing society. Nevertheless, many educators struggle to create a nurturing learning atmosphere, which limits the success of educational programs in helping students tackle real-world problems [7]. Teachers' choices of teaching strategies, methods, and program designs are often inadequate, resulting in a learning experience that lacks student engagement, relevance, and practical application. This shortfall negatively impacts the effectiveness of social studies education. Early observations in the selected schools indicate a troubling pattern of low student motivation in social studies, which is linked to poor academic results. The teaching approach tends to focus more on rote knowledge rather than encouraging active student involvement, creating a passive learning environment. This problem does not reflect students' natural abilities but highlights the need to carefully investigate the factors behind their reduced motivation, which in turn affects their academic performance in social studies. Furthermore, students struggle to appreciate the diversity present in their classrooms, including variations in gender, ethnicity, religion, and culture, which can lead to social fragmentation [8]. Therefore, it is imperative to instill democratic values and a sense of nationalism in students, promoting thoughts, actions, and behaviors that reflect an understanding of multiculturalism and literacy.

To address these challenges, a study was conducted with the goal of improving learning outcomes in social studies. This research focuses on exploring the impact of contextual learning based on human values within social studies education, aiming to inspire students to achieve their best academic results. The study highlights the importance of human values in supporting comprehensive personal development (human excellence) and investigates how these values enhance the learning process, especially in developing critical thinking skills. Ultimately, the study seeks to motivate educators and stakeholders in this important field to actively promote and integrate these fundamental values.

2. Materials and Methods

This research uses a quasi-experimental quantitative method with a post-test only control group design. This approach is chosen because it effectively tackles various research questions and settings, allowing researchers to explore causal links while maintaining real-world applicability and ethical standards.

2.1. Participants

The study focused on a population of fifth-grade elementary school students, comprising a total of 224 participants from eight different schools located in the North Denpasar region (Group VI: Kompyang Sujana). The schools involved in this research included SD Sathya Sai, SDN 3 Tonja, SDN 4 Tonja, SDN 2 Peguyangan, SDN 4 Peguyangan, SDN 7 Peguyangan, SDN 8 Peguyangan, and SDN 9 Peguyangan, all of which served as experimental subjects for the investigation.

2.2. Data Collection

Data on learning motivation was collected through questionnaires, while learning outcomes were measured using multiple-choice tests. The data analysis was performed using a two-way ANOVA (ANOVA AB) with the help of SPSS version 17.00 for Windows. The gathered data were organized according to the analytical framework specified in the research design to provide a clear and comprehensive overview of the data distribution. As noted earlier, this study follows an experimental approach employing a 2x2 factorial design. Therefore, the data description in this section covers six different distribution groups.

2.3. Data Analysis

The validity of a measurement instrument indicates how well it accurately represents the particular concept it is intended to assess. An item is considered valid if its item-total correlation coefficient is greater than 0.30. On the other hand, reliability refers to the consistency of the measurement tool when used repeatedly. A measurement instrument is deemed reliable if it yields similar results when given to the same person or group, provided that their characteristics remain unchanged.

To assess the classification trends of student learning outcomes in contextual learning grounded in human values, one must compute the ideal mean (Mi) and the ideal standard deviation (Sdi). The ideal mean is calculated as $Mi = \frac{1}{2} \times$ (ideal maximum score + ideal minimum score), which results in $Mi = \frac{1}{2} \times (40 + 0) = 20$. The ideal standard deviation is determined using the formula $Sdi = 1/6 \times$ (ideal maximum score - ideal minimum score), yielding $Sdi = 1/6 \times (40 - 0) = 7$. Following these calculations, a conversion table can be developed to categorize the learning outcomes of students participating in the study. After performing these calculations, a conversion table can be created to classify the learning outcomes of the students involved in the study. This classification will be contextually linked to human values and will apply a conversion formula that segments the results into five separate categories, following the conversion standards outlined by Creswell [9] as illustrated in Table 1.

Table 1.
The Interval Class for Each Category.

Score Intervals	Category
Mi + 1.5 Sdi to Mi + 3 Sdi	Saremember High
Mi + 0.5 Sdi to Mi + 1.5 Sdi	Tall
Mi - 0.5 Sdi to Mi + 0.5 Sdi	Medium
Mi - 1.5 Sdi to Mi - 0.5 Sdi	Low
Mi - 3 Sdi to Mi - 1.5 Sdi	Saremember Low

3. Results

3.1. Description of Research Data

Each group of the six distribution groups is presented by providing the average as a measure of centrality, the standard deviation as a measure of spread, a frequency table, and a histogram. The recapitulation of the results of calculating students' Social Sciences learning scores can be summarized in Table 2.

Table 2.
The Description of Research Results.

Statistic	Data					
	A1	A2	A1B1	A1B2	A2B1	A2B2
Mean	27.44	24.54	31.76	23.11	22.12	26.96
Median	27	24	31.5	23	22.	26
Mode	24	26	29	24	20	22
Std. Deviation	4.908	4.441	2.438	2.065	3.574	3.910
Variance	24.095	19.723	5.945	4.266	12.777	15.290
Range	17	18	9	8	12	12
Minimum	19	16	27	19	16	22
Maximum	36	34	36	27	28	34
Sum	1427	1227	826	601	553	674

Information:

A1 : A group of students who take Social Sciences lessons with contextual learning based on human values

A2 : A group of students who take Social Sciences lessons with conventional learning

A1B1 : A group of students who have high learning motivation who take Social Sciences lessons with contextual learning based on human values

A1B2 : A group of students who have low learning motivation who take Social Sciences lessons with a contextual learning model based on human values

A2B1 : A group of students who have high learning motivation and take Social Sciences lessons with conventional learning methods

A2B2 : A group of students who have low learning motivation who take Social Sciences lessons with conventional learning

3.2. The social Studies Learning Outcomes of Students who take Contextual Learning Based on Human Values are Higher than Students who take Conventional Learning

Based on the results of the two-way ANOVA analysis, it appears that the F_{count} value = 9.77. These results show that $F_{count} > F_{table}$. Therefore, the hypothesis H_0 is rejected and H_1 is accepted. This means that there is a difference in social studies learning outcomes between students who take contextual learning based on human values and students who take conventional learning in class V of SD Gugus VI: Kompyang Sujana. The results indicate that students who engaged in contextual learning based on human values achieved an average social studies score of 27.44, whereas those who experienced conventional learning had an average score of 24.54. This shows that the average learning outcomes for students in the contextual learning group were higher than those in the conventional learning group. Therefore, it can be concluded that the social studies learning outcomes of students who take contextual learning based on human values are better than those of students who take conventional learning.

3.3. The Influence of the Interaction between Learning and Learning Motivation on Students' Social Sciences Learning Outcomes

The two-way ANOVA results for the second hypothesis showed an FAB value of 122.42, which is greater than the critical F-table value of 3.96, indicating statistical significance. As a result, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted. This means there is a significant interaction between the type of learning and learning motivation on the social studies performance of fifth-grade students at SD Gugus VI: Kompyang Sujana. The analysis reveals a clear pattern in average social studies scores based on different motivation levels. Specifically, students with high motivation who experienced contextual learning grounded in human values scored higher than those in conventional learning. In contrast, among students with low motivation, those in conventional learning achieved better average scores than their counterparts in contextual learning based on human values.

3.4. Students' Contextually-Based Social Studies Learning Motivation is Higher than that of Students who take Conventional Learning

Based on the results of the Tukey test calculations, the group of students who have high learning motivation in social studies learning includes those taking contextual learning based on human values (A1B1 group) with an average score of 31.76 and students taking conventional learning (A2B1 group) with an average score of 22.12. The mean square in (RJKD) = 13.83 found Q-count of 7.69, while Q-table with a significance level of 0.05 was 2.95. It turns out that the value of Q-count > Q-table, so Ho is rejected and H1 is accepted. The students with high learning motivation attain better social studies learning outcomes when involved in contextual learning based on human values compared to those who follow conventional learning approaches.

3.5. Low Learning Motivation from Social Studies Learning Outcomes of Students Who Take Conventional Learning and Those Who Take Contextual Learning

Based on the results of the Tukey test calculations on groups of students who have low learning motivation in social studies learning, between those who take contextual learning based on human values (group A1B2) with an average score of 23.11 and students who take conventional learning (group A2B2) with an average score of 26.96. The inner square mean (RJKD) of 13.83 found a Q-count of 2.46, while the Q-table with a significance level of 0.05 was 2.95. It turns out that the value of Q-count < Q-table so that Ho is accepted and H1 is rejected.

It can be concluded that for students with low learning motivation, there is no significant difference in social studies learning outcomes between those who experienced contextual learning based on human values and those who followed conventional learning approaches.

4. Discussion

The results of the hypothesis test show that contextual learning based on human values is superior in improving social studies learning outcomes compared to conventional learning. The superiority of implementing contextual learning based on human values is also proven by research results, which found that this human values education program seeks to help teachers, parents, and children refocus on the basic positive values that underlie all moral aspects of society [10, 11]. This is done through the so-called "Triple Partnership for Education" between teachers, parents, and students, meaning that all three groups

play a key role in reversing current trends and in achieving the goal of truly successful values-based education [12]. Likewise, research results found that the application of contextual learning can increase motivation by providing students with ideas for solving the problems they are facing [13]. This is in line with research results, which state that contextual learning is a type of learning that can improve student learning outcomes and motivation [14]. In addition, students who have high motivation will have a lot of energy to engage in learning activities. On the contrary, students with low motivation tend to feel unenthusiastic, bored, and lazy during the learning process [15]. Therefore, learning motivation is very important in the learning process.

Social studies, when examined in terms of content, must integrate various educational objectives, including political and governmental education, legal literacy, values and ethics education, character development, national and state ideology instruction, historical education regarding the nation's struggles, as well as democratic and multicultural education, alongside social science education. Furthermore, these elements necessitate initiatives aimed at creating a social studies curriculum and pedagogical approaches that are aligned with the principles of contextualized multiple intelligences, reflecting local, national, and global contexts. It is not surprising that social studies in this nature also develops a vision of learning democracy, in democracy, and for democracy [16, 17]. This is in line with the idea which states that education in each part must be in the context of the whole [18]. Knowing the entire context helps a person gain the right perspective to address the problem effectively. In future education, the gap between abstract concepts and social relevance must be bridged. To realize this essence and vision, social studies must be able to develop a mission that is relevant to empowering, cultivating, and humanizing good citizens in the dimensions of nation and character building, democratic education, as well as in the development of multiple intelligences. In line with this, it is necessary to develop the social studies mission into socio-pedagogical, socio-academic, socio-cultural, and socio-religious missions.

In contrast to traditional educational methods, contextual learning grounded in human values seems to prioritize student engagement in the learning process. This approach encourages students to take an active role in both their learning and assessment, facilitating informed decision-making. This aligns with the curriculum guidelines, which highlight the significance of student learning experiences in enhancing the quality of graduates. Consequently, it is essential for educators to effectively design and execute appropriate learning strategies. Every student needs knowledge and skills to be able to live in society, and this provision is obtained through learning experiences at school [19, 20]. Therefore, as far as possible, learning experiences at school provide students with the skills to achieve creative abilities. These abilities are called life skills, which have a broader scope than just skills. Learning that links children with their everyday experiences will clearly show the benefits of social studies in children's lives, so that children learning social studies are connected to their everyday experiences.

Contextual learning based on human values is developed by actively involving students in their learning, starting from planning and implementation to the assessment process. Contextual learning based on human values is carried out by considering students' abilities, thereby enabling them to be motivated to learn continuously and to engage with content related to real problems [21, 22]. Meanwhile, conventional learning is a teacher-centered approach. In social studies, conventional learning emphasizes the teacher's role as a provider of information. Teachers strictly regulate the learning process in terms of topics, quality, and strategy. They emphasize their duties as models. Goals can be achieved optimally if the teacher can demonstrate knowledge and skills appropriately so that students can imitate them, while students passively listen to the teacher's explanations without being actively involved in learning [23, 24]. Explanations regarding social studies concepts or principles have been designed in such a way by the teacher, starting from theory or definitions, especially with given examples and practice questions. Tasks are arranged strictly according to set times.

The application of contextual learning based on human values for students who have high learning motivation provides opportunities for them to explore their abilities so that when learning occurs, they can develop their skills optimally. This is because, in contextual learning based on human values, students are actively involved in discovering and understanding the concepts of the subject matter being studied and are given the opportunity to assess what they have done. In this way, learning feels more meaningful because it involves students as a whole in the learning process [25, 26]. Meanwhile, for students who have high learning motivation, if they are given conventional learning, namely teacher-centered learning, students feel shackled and bored in receiving lesson material because they can only receive lesson material to the extent of what is explained by the teacher. Students do not have the opportunity to explore themselves optimally, so the learning outcomes achieved are also not optimal.

Judging from the description above, it appears that contextual learning based on human values provides students with the opportunity to develop their own ideas that involve all their senses. Truth, virtue, peace, love, and non-violence are the five pillars of human values that are very effective as the basis for contextual learning. Conventional learning places more emphasis on the teacher's ability to provide extrinsic motivation to students, so that students appear passive because everything has been arranged by the teacher [27, 28]. Thus, it can be concluded that for students who have high learning motivation, the social studies learning outcomes of students who engage in contextual learning based on human values are better than those of students who participate in conventional learning.

The application of contextual learning based on human values to students who have low learning motivation makes students stressed in following lessons because, in contextual learning based on human values, students are required to develop their abilities optimally. Students are oriented to problems related to everyday life and are problem-based [29, 30]. Students are expected to be able to develop concepts related to the problems they are facing. Students are required to be actively involved in discovering and understanding the concepts of the subject matter they are studying and to assess what they have done. Meanwhile, if students with low learning motivation are given conventional learning, namely teacher-centered learning, they feel happy participating in learning because they are accustomed to guided learning [31, 32]. Students feel happy and

comfortable with what they have done, which triggers them to excel. Therefore, conventional learning is more suitable for students with low learning motivation. Thus, it can be concluded that for students with low learning motivation, the social studies learning outcomes of students who engage in conventional learning are better than those of students who participate in contextual learning based on human values.

The analysis of the results from each hypothesis indicates that students with high learning motivation benefit more from contextual learning grounded in human values, leading to enhanced outcomes in social studies compared to traditional learning methods. Conversely, for students exhibiting low learning motivation, traditional learning proves to be more effective in improving their social studies performance than contextual learning based on human values. This discrepancy arises because contextual learning emphasizes the importance of students expressing their informal knowledge through real-world problems at the onset of the learning process. Consequently, it becomes evident that both learning approaches possess distinct advantages and disadvantages, which are contingent upon the students' motivation levels. Educators should take into account the varying conditions of their students; those with high motivation are more likely to thrive in a contextual learning environment, while those with lower motivation may achieve better results through conventional instructional methods.

5. Conclusion

There exist significant disparities in the learning outcomes of social studies between students who engage in contextual learning grounded in human values and those who adhere to traditional educational methods. In particular, students involved in contextual learning that emphasizes humanitarian principles exhibit enhanced learning outcomes in social studies when compared to their peers in conventional educational environments. Additionally, the interplay between the chosen learning approach and the students' motivation plays a crucial role in shaping social studies learning outcomes. Contextual learning that is anchored in humanitarian values proves to be more effective in fostering learning achievements in social studies (IPS) for students with high motivation levels, whereas conventional methods may lead to disengagement or stress among less motivated students, as they often encounter theoretical content that lacks practical application in their daily lives.

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