

Improving Students' Interest and Learning Outcomes in Short Story Materials by Applying the Concept of Contextual Learning in Class XI Dkv Smk Muhammadiyah 4 Kalisat

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Abstract

This study aims to improve students' interest and learning outcomes in short story material through the application of contextual learning models in class XI DKV SMK Muhammadiyah 4 Kalisat. The method used is Classroom Action Research (CAR) which consists of three cycles with stages of planning, implementation, observation, and reflection. The results of the study showed that the application of contextual learning significantly increased student engagement, created a more relevant learning experience, and strengthened their literacy skills. The success of this learning was also influenced by the active role of the teacher as a facilitator who helped students connect the material to real life. In the first cycle, student engagement was still low because the methods used were less interesting and tended to be monotonous. However, in the second cycle, there was an increase in participation even though there were still some obstacles in implementing the learning strategies that had been applied. The third cycle showed more optimal results, with increased motivation, understanding, and students' ability to analyze and appreciate short stories in more depth. The application of a contextual approach not only has a positive impact on student learning outcomes, but also provides a more meaningful and enjoyable learning experience. This finding contributes to the development of literature learning strategies in vocational education, especially in linking materials to the industrial world and students' daily lives. Thus, innovation in learning methods is needed to create a more effective, relevant, and appropriate learning process for students in the modern era.

Keywords: Classroom Action Research (CAR), Contextual Learning, Learning Interest

1. INTRODUCTION

Education is a strategic medium in building human character and competence to face future challenges. Education has a role in forming character such as responsibility, discipline, hard work, and empathy which are important foundations in living life. Education also equips humans with various competencies in the form of technical skills, critical thinking, creativity, and adaptability that are relevant to the development of the times. The quality of education is also reflected in the quality of human resources (Maulani et al., 2023:2632). Without education, the development of individual quality can be hampered. Education encompasses the entire lifelong learning process that takes place in various situations and contexts, making a positive contribution to individual growth.

Currently, the era of technology is developing so rapidly that it has a major impact on various aspects of life, including the education sector. Education plays a crucial role as the main foundation for facing various complex challenges while optimizing available opportunities. By implementing an innovative curriculum, education is able to equip individuals with relevant skills to compete at the global level, actively contribute to community development, and act as agents of change that have a positive impact. In line with Pare's opinion (2023:27779) that not only focusing on academic learning but education must pay attention to various aspects such as social, spiritual, emotional life, so that it will support the development of skills especially in the era of society. Education as a process of forming an individual's ability to adapt to environmental dynamics while contributing meaningfully to community life. Therefore, education not only plays a role as a medium for transferring knowledge, but also becomes a strategic tool in forming a strong generation, forward-looking, and has the ability to realize a brighter future.

To implement quality education, an effective learning process must be a top priority. Learning is not only oriented towards achieving students' academic results, but also emphasizes the importance of increasing interest in learning as a foundation for educational success. In Indonesia, the current education system uses the Independent Curriculum, as regulated in the Decree of the Minister of Education, Culture, Research, and Higher Education (2022), which stipulates the Independent Curriculum as the main guideline for learning recovery. This curriculum is designed to be a basic framework for learning that refers to the principles of national education (Aditomo, 2022:59). The main principle of the Independent Curriculum is to provide freedom to educational units to carry out learning that is relevant to the characteristics and needs of students, but must be within the policy corridor set by the Central Government (Setiawan et al., 2023:1592). Learning in this curriculum focuses on an inclusive approach, adjusting the abilities and needs of individual students, and avoiding a one-way learning approach. As expressed by Wijaya et al. (2023:135), learning within the framework of the Independent Curriculum has created space for teachers to become facilitators, so that students can be active in exploring knowledge, developing their potential, and learning independently and meaningfully.

In addition, education aims to develop individual abilities, including language skills. In learning Indonesian, there are four main skills that need to be mastered, namely reading, listening, writing, and speaking. The learning taught in Vocational High Schools (SMK) is the Indonesian Language subject. This learning has an important role in improving students' language skills, both in everyday communication and in professional contexts

according to their field of expertise. Through this subject, students are able to develop and broaden their insights about the uniqueness and diversity of the National Language (Kaswadi & Setyaningsih, 2024:15). The teaching materials in this subject have continuous diversity. For example, at the vocational high school level, there is learning about short story texts. In short story material, students often find this learning uninteresting so that students' interest in learning decreases. This is a challenge for teachers in designing innovative learning strategies that are relevant to the vocational context. If the learning strategy used by teachers uses an interesting learning model, learning will be more enjoyable (Dzarna: 2021). In order for the material taught to students to be more meaningful and applicable in the industrial world, the strategy used must be able to be a way to meet students' needs based on the learning objectives that have been set.

According to Marantika (Saputro et al., 2024:182), ideal teachers are those who are able to accommodate the diversity of student characteristics to achieve optimal learning outcomes. An approach that adapts to the needs and potential of each student encourages them to participate more and be enthusiastic in the learning process. One effective method to support this is the application of contextual learning. Contextual learning is the basis of the approach with the Culturally Responsive Learning model or abbreviated as CRL (Dzarna, 2025: 565). In line with Fahriyeh's opinion (2024:96) that contextual learning is an approach that connects academic material with the reality of everyday life, including the social environment, culture, traditions and students' personal experiences. With this approach, learning becomes more relevant and meaningful, thus increasing active student involvement. Through the application of contextual learning, it is expected that students will gain a more real learning experience, so that they can more easily understand and relate the material to situations in everyday life. This approach not only strengthens students' understanding, but also increases their interest in learning and encourages them to apply knowledge in real life according to their field of expertise. In addition, this real-world-based learning helps students develop skills that are applicable and relevant to life needs, making the learning process not just a transfer of information, but a meaningful experience that equips students to face real challenges in the future.

That learning interest is an inner drive that makes students more enthusiastic in the learning process. The contextual method allows students to understand short story material more deeply by connecting it to their field of expertise, such as Visual Communication Design (DKV). For example, students can create story visualizations, design short story illustrations, or connect the storyline to the creative world they are involved in. This study aims to analyze the effect of implementing the contextual learning concept in increasing students' interest in learning short story material in class XI DKV SMK Muhammadiyah 4 Kalisat. Through this approach, it is hoped that students will not only be more interested in studying short stories, but can also deepen their understanding and appreciate literary works creatively. This study also contributes to finding innovative solutions to the challenges of learning literature at the vocational education level.

2. RESEARCH METHODOLOGY

The research method is a series of steps or procedures that are arranged systematically and structured to achieve research objectives. Choosing the right method is a crucial factor in determining the success of the research, so that the results obtained

can be relevant and in accordance with the objectives that have been set. This study uses the Classroom Action Research (CAR) method, which aims to improve the quality of learning through a continuous improvement cycle. CAR is a reflective research method that is carried out systematically to improve or enhance classroom learning practices professionally. In classroom action research, there is a patterned implementation cycle that includes planning, implementation, observation, reflection, revision or re-planning. (Magdalena, 2023:30). This approach allows teachers to identify problems in the learning process, design and implement solutions strategically, and evaluate their impact in order to improve the quality of teaching. Thus, the learning process can be continuously improved to be more relevant and in accordance with students' needs. PTK is an important tool to ensure that learning develops sustainably to support the achievement of optimal learning outcomes.

This research was conducted at SMK Muhammadiyah 4 Kalisat with a focus on learning short story texts in class XI DKV. Class XI DKV consists of 32 students. To support data collection, research instruments were used in the form of written guidelines and observations that were designed systematically. The instrument facilitates data collection through observation, interview, and documentation techniques, so that relevant information can be collected comprehensively. In analyzing the data, this study followed systematic steps including data reduction to filter important information, data presentation to provide a structured picture, and formulation of conclusions based on the findings obtained. This approach aims to provide a clear picture of the dynamics of learning short story texts in class XI DKV, while identifying challenges and potential solutions in increasing student engagement.

3. RESULTS

3.1 PRE CYCLE

The researcher began the classroom action research process by conducting initial observations to understand the conditions of the school and classroom environment at SMK Muhammadiyah 4 Kalisat. This initial stage provides a comprehensive picture of the learning system and the social and academic conditions of students at the school. The researcher conducted interviews with teachers and administrative staff to obtain in-depth information comprehensively. These interviews aimed to explore various aspects related to school policies, teaching strategies, and student dynamics in the classroom. The researcher also conducted direct observations in the first cycle through involvement in Indonesian language teacher assistance activities. These observations covered various aspects, such as interaction patterns between teachers and students, utilization of learning facilities, the effectiveness of the methods used, and the overall classroom conditions and atmosphere. Through this combination of interviews and observations, it is hoped that accurate and comprehensive data will be obtained to support the research analysis.

The results of observations of student characteristics in research aim to understand various aspects that influence the learning process, including their social background, culture, interests, potential, and needs. Slameto (in Hudaya, 2024:1378) explains that student characteristics include various aspects, such as physical, intellectual, emotional, social, and moral, which influence how they receive and process learning. Therefore,

observation is a crucial step in understanding the differences in learning styles, levels of understanding, and individual needs of each student. Thus, teachers can adjust learning methods to be more effective and relevant for each individual. Observation data is usually collected through direct observation during the learning process., interviews with students and teachers, and document analysis such as academic records and student development reports. In line with the theory put forward by Piaget (in Arlinda, 2025:88), a deep understanding of student characteristics allows teachers to design learning strategies that are in line with their cognitive development stages. With the right approach, students not only achieve optimal learning outcomes, but also develop holistically, covering academic and non-academic aspects.

The observation results show that students have a social status of lower middle class. The social status of students does not make them discriminate against their peers. This is also proven by several students who come to school by motorbike, accompanied by their parents, and some take the school bus. Students do not care about that and continue to live in harmony and respect each other. Each student has different characteristics and abilities. Students' learning interests are also different. It is proven when they meet subjects that are considered appropriate to their abilities, their learning interest is very high. For example, in class XI DKV SMK Muhammadiyah 4 Kalisat, students who are interested in sports and have aspirations as athletes will easily answer questions asked by the teacher. However, sometimes students will also be active with the learning methods given by the teacher such as role playing and working on something in groups. The initial abilities of students vary, some have studied the material thoroughly so that what is conveyed by the teacher and given questions are quick to answer. However, there are also students who have not been able to respond and only listen. Before starting learning, the teacher always provides an assessment by asking provocative questions about the material to be delivered. Every student has a different learning style. Some students understand material better through an auditory learning style, namely by listening, such as through music or oral explanations. There are also those who use a kinesthetic learning style, namely by learning through direct experience and physical activity. Meanwhile, students with a visual learning style find it easier to understand information through pictures, diagrams, or written text.

The level of student learning motivation at SMK Muhammadiyah 4 Kalisat is quite sufficient, which can be seen from their daily attendance in class. In addition, students show enthusiasm in answering questions asked by teachers during the learning process. The role of teachers is very significant in encouraging student learning motivation. For example, in sports learning in class XI DKV, teachers not only deliver lesson materials, but also provide motivation first, such as guiding students on how to learn effectively, how to achieve their goals, and the importance of doing positive things for self-development. Based on the results of observations, students at SMK Muhammadiyah 4 Kalisat are able to express their emotional feelings openly, both to teachers and peers. For example, when asked about today's news, they do not hesitate to answer whether they are happy or sad to the teacher. However, students are still lacking in controlling their emotions when talking to their peers. Students at SMK Muhammadiyah 4 Kalisat have interacted well with peers, teachers, and all members of the school. The interactions carried out are both physical and non-physical. For example, every morning students smile, greet, and say hello

to their teachers and peers. This has shown a good social culture and reflects the social development of students.

The results of observations of student characteristics at SMK Muhammadiyah 4 Kalisat show that the school environment supports an optimal learning process through a positive culture, such as a comfortable atmosphere, the application of religious values, and habits that reflect the profile of Pancasila Students. Students have a lower middle socio-economic background, but the school provides equal facilities without discrimination, so that a harmonious relationship is created between them. The characteristics of students are very diverse, both in terms of learning styles, interests, and academic abilities. They show quite high learning motivation, especially when faced with subjects that are in accordance with their interests and interesting learning methods, such as role-playing or group learning. In addition, they can express emotional feelings well to teachers, although they need to improve in controlling emotions towards peers. Social interactions at school are well established through a culture of smiling, greeting, and greeting, as well as joint activities such as prayer, reciting the Koran, and praying Duha. Students show positive social development, with good cooperation between peers, teachers, and school residents. This observation provides an important basis for developing learning strategies that are in accordance with the needs and potential of students.

3.2 RESEARCH RESULTS CYCLE 1

In Cycle 1 in classroom action research (CAR), the main steps consist of planning, implementing actions, observing, and reflecting. This stage aims to identify the effectiveness of the learning strategies applied and determine the improvements needed for the next cycle. This stage is designed to test the initial actions that have been planned to address problems identified in the orientation stage. According to Aminarti (2024: 297) that each cycle in CAR is an iterative process that allows teachers to continuously improve their learning practices through systematic reflection and evaluation. In the first cycle, researchers focus on implementing initial actions to see how certain strategies or approaches affect the learning process. The planning stage in Cycle 1 includes preparing a learning plan, developing teaching tools, and preparing data collection instruments, such as observation sheets and field notes. This step aims to ensure that the learning process takes place in a structured and measurable manner. Effective educational planning must go through the right strategy in order to improve the quality of learning (Efendi, 2023: 69). Good planning is essential to ensure that the actions taken are in accordance with student needs and the learning context. In its implementation, researchers apply learning strategies that have been designed, such as the use of role-playing methods or group discussions, to increase student participation and learning outcomes.

At the observation stage, researchers record student responses, class dynamics, and obstacles that arise during the implementation of the action. Observations are made to find out every event carried out by students during the implementation of the activity and observers must make small notes to facilitate the data analysis process. Observation is a way or method of collecting information or data by systematically observing and recording phenomena from the observed object (Febriani, 2023:146). The results of this observation are then analyzed at the reflection stage, where researchers evaluate the effectiveness of the action, identify strengths, weaknesses, and aspects that need to be improved in the

next cycle. Cycle 1 usually ends with an in-depth reflection to determine the steps in the next cycle. This reflection allows teachers to better understand how the actions implemented impact student learning. CAR is the core of the research process because it helps researchers to make decisions based on data, not assumptions. Thus, Cycle 1 is an important initial foundation in the ongoing process of improving the quality of learning through CAR.

1. Planning

In cycle 1, the researcher conducted initial observations, namely regarding the learning design and its implementation in the classroom. The learning design was prepared by the Indonesian language teacher with news text material and there was a teaching module that the researcher received for the observation stage. The material was given in class XI DKV with conventional learning methods.

2. Implementation

In the implementation stage, the teacher carries out learning according to the previously designed module. The learning process in the classroom takes place in three main stages, namely initial, core, and closing activities. In the initial activity, the teacher tries to create a conducive learning atmosphere, considering that students may not be completely orderly at the beginning of learning. Therefore, the teacher begins by greeting so that students are united in answering. Next, the teacher guides students to pray together before starting learning and takes attendance to ensure student participation in class. After checking attendance, the teacher stimulates students' critical thinking patterns by asking provocative questions to help students recall the material that has been studied in the previous meeting. These questions are designed to stimulate students' memory and understanding before entering new material. The learning objectives are also conveyed by the teacher so that students are actively involved in learning. In the core activity, the teacher tends to focus on the textbooks that students have. Students are asked to listen to the teacher who is reading the contents of the textbook. After finishing reading, the teacher gives students assignments in the form of working on questions contained in the textbook. In the closing activity, the teacher only asks whether students have completed the assignment or not. If they have been completed, the questions will be corrected at the next meeting. However, for students who have not completed the assignment, they are asked to complete it at home as additional work.

3. Observation

This observation stage aims to monitor and analyze all student activities during the learning process, including their participation, understanding, and response to the methods applied. Researchers found that 20% of students, the majority of whom were male, did not participate optimally in learning. This happened because there were students who preferred to play online games rather than listen to the teacher. In addition, there were male students who helped their parents work after school so they looked tired which caused them to sleep in class during learning. During learning, the teacher explained the material using conventional methods and focused on LKS (Student Worksheets). This method resulted in learning seeming monotonous, but this

method was quite effective for students because student learning facilities were still limited.

4. Reflection

In the implementation of teaching and learning activities, observation results show several obstacles as follows:

a. Lack of Student Enthusiasm

Students appear less enthusiastic during the learning process. This is indicated by their minimal attention to the material presented by the teacher.

b. Passive Learning Atmosphere

The learning process tends to be monotonous and less interactive, creating a passive atmosphere. As a result, students' interest in learning decreases over time.

3.3 RESEARCH RESULTS CYCLE 2

Cycle 2 in Classroom Action Research (CAR) is a continuation stage that aims to improve and enhance the effectiveness of learning based on findings and reflections from the previous cycle. As in the previous cycle, CAR in this stage also consists of four main stages, namely planning, implementing actions, observing, and reflecting. In the planning stage, learning strategies are re-arranged by making revisions based on obstacles or deficiencies found in the previous cycle. These improvements include improving teaching methods, using more varied learning media, and approaches that are more in line with students' needs so that the learning process becomes more effective and interesting.

Furthermore, the implementation of the action is the application of the improved strategy in learning activities. Observations are carried out systematically to observe the effectiveness of the changes implemented, while reflection aims to analyze the results obtained and determine the next steps for improvement. With this cycle approach, the learning process can be continuously improved. In cycle 2, the planning and learning strategies are revised based on the evaluation of cycle 1 to address the various deficiencies that have been identified. Cycle 2 is a follow-up step that aims to improve previous actions, so that more optimal learning outcomes can be achieved. This stage also aims to ensure that learning is more effective, relevant, and in accordance with student needs. In the implementation of cycle 2, the researcher takes the role of a teacher who directly carries out learning to students. This process does not only focus on delivering material, but also involves observation to evaluate the impact of the actions implemented. With this approach, cycle 2 becomes an ongoing effort to improve the quality and effectiveness of the learning process in the classroom.

1. Planning

In cycle 2, the researcher started by creating a teaching module as an initial planning effort that would be implemented in class XI DKV with the material being short story text. The learning model applied in this study is Problem Based Learning (PBL) which is integrated with differentiated learning based on Social Emotional Learning (SEL). This approach is designed to encourage students to solve problems independently and collaboratively, while still paying attention to differences in learning needs and the

development of their social and emotional skills. The element used is listening. The purpose of learning is to analyze short stories to find the elements that build a short story.

2. Implementation

In the implementation stage of Cycle 2, the researcher carried out the learning process based on the teaching module that had been prepared by considering the results of reflection from the previous cycle. The improvements made were aimed at overcoming the obstacles found previously, so that learning could take place more effectively and increase student involvement and understanding. This learning process still follows three main stages, namely initial activities, core activities, and closing activities.

- a. Initial activities are carried out by starting with greetings, praying, checking student attendance, conducting ice breaking, providing diagnostic assessments, providing trigger questions, conveying learning objectives, providing apperception that links short story text learning materials with previous materials, namely writing news texts, linking learning materials with students' needs in the field of Visual Communication Design and the cultural environmental conditions of the area where students live, and providing motivation about the description of the material with the context of usefulness in daily activities.
- b. Core Activities consist of six phases, namely first the teacher provides material on the characteristics of short stories, second the teacher provides material on intrinsic elements briefly, third students listen to short stories entitled "Cool Doesn't Have to Be Smoking" and "Why Do They Pray to Trees?" on the YouTube page which is shown via a projector. Fourth, after students watch the video the teacher asks them to answer questions given by the teacher via Google Form. Fifth, the teacher asks students to send answers simultaneously. Sixth, students see the scores they get.
- c. Closing activities in learning include reflection, where students are given the opportunity to assess the learning process and identify strengths and weaknesses, both from the methods used and from the teacher's teaching. After that, the teacher provides an overview of the material to be studied in the next meeting, then closes the activity with a prayer together.

3. Observation

Based on experience from cycle 1, 20% of students did not follow the learning optimally because they felt bored with conventional learning methods. To overcome this, researchers at the beginning of the learning process provided ice breaking first to train students' concentration. After that, researchers gave trigger questions about short stories related to students such as have you ever heard the word short story? Have you ever read a short story? Why did you read the short story text? Through the question and answer process, researchers will obtain the results of social emotional learning in the form of responses by students with changes in attitudes that are better than cycle 1 in the previous week. In addition, researchers tried to conduct learning using media in the form of projectors to display videos about short stories that are close to everyday life and videos that are foreign to students. The videos are entitled "Cool Doesn't Have to Smoke" and "Why Do They Pray to Trees?". During the screening, students were very

enthusiastic in answering the questions in the video. The following are the results of the assessment of the formative assessment of listening elements for class XI DKV SMK Muhammadiyah 4 Kalisat.

Table 1. Learning Outcomes of Class XI DKV Students Cycle 2

NO	STUDENT NAME	Video 1	Formative
1	ANANDA NUR HUYYUN FEBIYANI F	80	60
2	BILQIS ANDREA ERVINA	80	40
3	BOBY NURUL HIDAYAH	60	80
4	GODDESS FELIX ZULKARNAEN YUSUF	60	60
5	PRINCESS DINDA MADINA		
6	FAISAH NURROHMAH		
7	THE HEALTH CENTER	80	60
8	MARISTYA WARDA AWALI		
9	MARSYANDI EKA PRASETYA	80	80
10	THE MOST BEAUTIFUL WOMAN	60	60
11	MOH. DIKO FERDIYANTO	60	80
12	MOH. PUTRA RAMADHANI	60	40
13	MOH. ULUM MUDIN	80	80
14	MUHAMMAD NABIL ADITIYA		
15	MUHAMMAD RISKI	80	80
16	NANDA DEWI AWLIA		
17	NOVITA DEA PUTRI AGUSTIN		
18	REFI MARISKA ANASTASYA	80	40
19	THE WORLD OF THE WORLD		
20	SAMSUL ARIFIN		
21	SITI AISAH	80	60
22	SITI AMINATUS SA'DHIYAH	60	40
23	SITI NUR ABELA THE ROYALTY OF GOD	80	80
24	SITI NUR AYU RAHMAWATI	80	60
25	SITI NURFATIMATUS SEHROH	80	60
26	THE END OF THE JANNAH	60	80
27	SUSANTI	60	80
28	VALENTINO		
29	WELCOME	80	80
30	ZULFIKAR		
31	THIRTA NIA LESTARI	80	80
32	M. TIO ROMADHONI		

Based on the data obtained, the students' scores ranged from 40 as the lowest score to 80 as the highest score. Meanwhile, the empty column indicates students who were absent from class that day. The passing score that students must obtain is 65. Therefore, only 13 students got passing scores in the first video and 10 people got passing scores in the second video. Only 31.25% of students passed. There was a decrease in the number of high scores in the first and second videos. The first video produced more high scores because the video was close to the students' daily lives. Moreover, the economic

conditions in the area where the students live are tobacco farmers who are close to the students' socio-economic conditions with the screening of a video entitled "cool doesn't have to smoke". While the second video is a short story from the Sulawesi region.

4. Reflection

In implementing teaching and learning activities, the following results were obtained:

- a. Increased interest in learning among students is evidenced by active participation and no longer found students playing online games.
- b. Only 65% of students use gadgets with the available quota so that diagnostic assessments are not optimal using Google forms and require teachers to have another way, namely using paper.
- c. The learning atmosphere is improved by using new media, namely the use of projector screens and video displays so that teachers can analyze students who have auditory, visual, or kinesthetic learning methods.
- d. Learning is more interesting for students by using contextual concepts

3.4 RESEARCH RESULTS CYCLE 3

Cycle 3 in Classroom Action Research (CAR) is the final stage that aims to improve learning outcomes based on evaluations from previous cycles. At this stage, the improved learning strategies are re-implemented to ensure optimal improvement in student understanding and participation. Researchers maximize improvements to any deficiencies that have been identified through reflection in the previous cycle. Each cycle in CAR is carried out in stages until the learning outcomes reach the desired level of success. This is also in line with Hopkins' opinion (In Susilo, 2022: 16) which states that CAR is spiral and iterative, where each cycle functions to improve and increase the effectiveness of the actions implemented. In cycle 3, learning strategies are usually modified more maturely by utilizing various relevant approaches and tailored to student needs. Thus, this cycle aims to achieve optimal results, both in terms of students' understanding of the material and the achievement of overall learning objectives. The following are the results of implementing cycle 3.

1. Planning

In this 3rd cycle, the researcher used the same stage as cycle 2, namely the creation of a teaching module as an initial planning effort that will be implemented in class XI DKV with the material being short story text. The learning model used is Project Based Learning (PjBL) integrated with differentiated learning based on Social Emotional Learning (SEL). The elements used are writing or speaking. The learning objective is to write short stories with themes taken from everyday life and to convey the results of the short story making project in front of the class. Therefore, the researcher uses a contextual concept in learning so that students will find it easier to carry out the project because contextual is closer to students' daily lives.

2. Implementation

In the implementation stage of cycle 3, the researcher carried out the learning process according to the teaching module that had been designed. The learning stages consist of three steps, namely initial, core, and closing activities.

- a. Initial activities are carried out with greetings, prayers, checking student attendance, conducting ice breaking, providing diagnostic assessments, providing trigger questions, conveying learning objectives, providing apperception that links short story text learning materials with previous materials, namely analyzing short stories to find the elements that build a short story, linking learning materials with students' needs in the field of Visual Communication Design and the cultural environmental conditions of the area where students live, and providing motivation about the description of the material with the context of usefulness in daily activities.
- b. Core Activities consist of six phases, namely first, students pay attention to the steps or instructions for making short stories that have been given by the teacher. Second, students prepare writing equipment. Third, students do a spinner to determine the chosen theme, namely based on contextuality such as DKV, Education, Socio-culture, Environment, and History in the area where they live. Fourth, students work on projects with the provision that those interested in writing projects will do the project by writing it in their respective books and for participants who present short stories there are speaking exercises to practice appearance, expression, and body language. Fifth, the teacher provides a duration for completing writing and speaking exercises. Sixth, the teacher asks students if they need help. Seventh, all students collect their writing and for students who will present short stories are welcome to come forward and there are other students who record making the project into a video.
- c. The closing activity of learning is a reflection of learning by giving students the opportunity to assess learning and assess the shortcomings and strengths of the teacher in learning. Furthermore, the teacher delivers the material that will be carried out in the next meeting and ends with a prayer.

3. Observation

Based on the results of observations of cycle 3, there were significant changes in student learning outcomes. In its implementation, students were very enthusiastic in learning because they were free to choose between writing or speaking. Students who prefer writing will collect projects in the form of writing and kinesthetic students prefer to appear in front of the class. In addition, students are enthusiastic in choosing a theme, namely using spinner media. The use of spinner media to choose contextual themes that students will get in the form of education, DKV, socio-culture, environment, and history (area of residence). The selection of the theme is adjusted to the daily conditions of students. With this contextual learning, students are very active in asking teachers and peers in discussions about the contents of the short story because not all students come from the same area. Therefore, contextual learning of short story material is differentiated, students can produce projects in the form of writing or direct displays and

videos are produced from the performances presented. The results of contextual learning of short story material obtained the following data:

Table 2. Learning Outcomes of Grade XI DKV Students Cycle 3

NO	STUDENT NAME	Formative
1	ANANDA NUR HUYYUN FEBIYANI F	90
2	BILQIS ANDREA ERVINA	90
3	BOBY NURUL HIDAYAH	94
4	GODDESS FELIX ZULKARNAEN YUSUF	95
5	PRINCESS DINDA MADINA	
6	FAISAH NURROHMAH	95
7	THE HEALTH CENTER	77
8	MARISTYA WARDA AWALI	85
9	MARSYANDI EKA PRASETYA	95
10	THE MOST BEAUTIFUL WOMAN	75
11	MOH. DIKO FERDIYANTO	85
12	MOH. PUTRA RAMADHANI	90
13	MOH. ULUM MUDIN	75
14	MUHAMMAD NABIL ADITIYA	70
15	MUHAMMAD RISKI	70
16	NANDA DEWI AWLIA	
17	NOVITA DEA PUTRI AGUSTIN	80
18	REFI MARISKA ANASTASYA	85
19	THE WORLD OF THE WORLD	
20	SAMSUL ARIFIN	88
21	SITI AISAH	87
22	SITI AMINATUS SA'DHIYAH	75
23	SITI NUR ABELA THE ROYALTY OF GOD	90
24	SITI NUR AYU RAHMAWATI	80
25	SITI NURFATIMATUS SEHROH	90
26	THE END OF THE JANNAH	80
27	SUSANTI	80
28	VALENTINO	70
29	WELCOME	85
30	ZULFIKAR	70
31	THIRTA NIA LESTARI	85
32	M. TIO ROMADHONI	95

Based on the scores obtained, the lowest score is 70 and the highest is 95. The empty column with the name marked in red is a student who is indicated to have dropped out of school because they have never participated in learning since the beginning of the semester. The passing score that students must obtain is 65 on the report card. All students who participated in learning activities today have on average studied the short story well, although there were 8 students who obtained a score of 70. These students need more guidance from the teacher because after going through several cycles, the students only entered the class in the 3rd cycle. Therefore, there needs to be learning

motivation from teachers and parents for students so that they can participate in learning routinely. Thus, cycle 3 succeeded in achieving the expected learning objectives, both in the cognitive and social-emotional aspects of students, through meaningful learning that is relevant to everyday life.

4. Reflection

In implementing the teaching and learning activities in cycle 3, the following results were obtained:

- a. Based on the data from the contextual learning assessment of the material on writing and speaking short story texts, students have developed from the previous week.
- b. The shortcomings of the previous cycle have been corrected and improved for the better.
- c. The results of students' interest in learning in cycle 2 began to increase, as evidenced by students' participation in learning, both in answering questions and in showing their presence in class.

Creating short stories with contextual concepts is one of the learning methods that involves students in a creative process while being relevant to everyday life. In this approach, students are asked to develop short stories based on experiences, the surrounding environment, or current issues that are close to their reality. The contextual approach allows learning to be more meaningful because students connect the material being studied with real situations. The process includes identifying relevant themes, collecting ideas through observation or interviews, to compiling stories that integrate cultural, social, and emotional values. With this method, students not only learn to write stories, but also hone their critical thinking skills, creativity, and understanding of the context around them. The results are expected to reflect students' personal involvement in learning, making it more memorable and applicable.

4. CONCLUSION

Based on the results of the study, it can be concluded that the use of appropriate teaching media and the application of social emotional methods have an important role in increasing students' learning motivation. In addition, contextual-based learning has proven effective in improving the learning outcomes of class XI DKV students of SMK Muhammadiyah 4 Kalisat, as seen from the increase in the average learning outcomes during the study. In the first cycle, students showed a lack of enthusiasm for learning due to monotonous learning methods that were still centered on conventional textbook-based approaches. However, in the second cycle, there was a positive change in students' attitudes and learning motivation, although the learning model still needed further adjustment. Furthermore, in the third cycle, students' learning outcomes increased significantly thanks to the application of a contextual learning model that was more appropriate to the social environment and everyday situations that were familiar to them. This study emphasizes the importance of innovation in learning methods to create a more relevant, interesting, and effective learning atmosphere for students.

Based on the results of Classroom Action Research (CAR) conducted on class XI DKV students of SMK Muhammadiyah 4 Kalisat, several suggestions can be given to

improve the quality of learning. First, the application of contextual learning models in each material needs to be accompanied by learning strategies that are in accordance with student characteristics. Thus, learning will be more interesting, meaningful, and able to increase active student participation during the teaching and learning process. Second, the role of teachers should be transformed into facilitators and motivators who encourage students to learn independently, both individually and in groups. This approach not only helps students gain a better understanding of the material, but also develops critical thinking skills, improves collaboration skills, and builds stronger learning motivation. In addition, the use of varied and innovative learning media needs to be considered to be more in line with the needs of students in the digital era. Integrating technology into learning can be an effective strategy to create a more dynamic and relevant learning experience. By implementing these suggestions, it is hoped that the learning atmosphere will be more effective, interactive, and able to support students in achieving optimal learning outcomes in accordance with the demands of the times.

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