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Learning from the coffee shop: increasing junior high school students' self-confidence through contextual learning based on local culture of Aceh

Sarmini¹, A Supriono¹, and Ridwan²

¹Faculty of Social Sciences and Law, State University of Surabaya, Postal Code 60231
telephone/fax 0318281466

²Master SMP Negeri 3 Aceh Jaya, Indonesia

sarmini@unesa.ac.id

Abstract. Teachers should be able to provide meaningful learning, create a fun learning, and encourage the self-confidence of students. The reality is learning in Junior High School still teacher-centered learning that results the level of self-confidence of students is low. Pre-action showed 30% of students do not have self-confidence. The research aims to improve the self-confidence of students through contextual learning in the course from the social studies of Aceh based on the local culture. This type of research is classroom action research that conducted in two cycles. The research focus is the students' responses. The coffee shop is a source of learning social studies. Students Involved in the coffee shop interact with villagers who have made the coffee shop as social media. Students participate meetings to address issues of rural villagers. The coffee shop as a public share with characteristics of particularly subject as a gathering place for many people regardless of social strata, convey information, chat, and informal atmosphere that stimulates self-confidence.

1. Introduction

Honor students affected by several factors in the learning process, one of the key factors outlined in this article is confident. But most teachers use the conventional approach that weakens self-confidence. Confident referred to in this article were measured by questionnaire responses of indicators: (1) dare to ask the question, (2) express an idea, (3) respect the opinions of others, (4) cooperate, (5) open to criticism, (6) independent, (7) optimistic, and (8) bold presentation. The author raised the local culture based contextual learning as a solution. Contextual learning is student-centered, students closer to the experience, and meaningful life [1]. Local culture is used in this article is the social interaction in a coffee shop as a center of interaction. Since the first coffee shop for Acehnese serves as a gathering place, to learn together, develop self-confidence, and speech. Post-conflict and tsunami in Aceh functions of the coffee shop is growing rapidly. The coffee shop can be used as a learning resource [1].

This paper uses McClelland *the N-Ach* as the desire to achieve the highest achievement [2], and social learning theory Bandura which emphasizes the concept of *self-esteem*, *personality*, *behavior*, and *environment* influence each other [2]. The level of self-confidence only on the average score of 38.31% category (less good), even indicators of students work together in learning and daring expression stands at 0%. So far the school has made several attempts to develop a model of learning by involving teachers in studies of evaluation process and send teachers to train, even taking one day off duty at the school, for elaborating in the deliberation of subject teachers (MGMPs) in Aceh Jaya district. However, the reality of learning in the classroom, in general, is still using a conventional pattern.



The study of self-confidence in learning attracted the attention of many researchers from various fields of study. In general, the studies draw together confidently by increasing motivation, the satisfaction of learning, creativity, learning interesting, and behavior in the classroom [3,4]. Effect of self-confidence on the courage, responsibility, and reduce anxiety and doubts [3–10]. The influence of the learning environment, social and cultural rights against self-confidence [3–13]. The strategy for improving self-confidence in general use metacognitive, calibration, and semi therapy [3,4]. Analysis of the level of self-confidence in general use attitude scales, geriatric trials evaluating physical intervention [3], and psychometric testing of the Norwegian version of the questionnaire [4].

The study of variations in contextual learning in various countries, a new study to understand the contributions of visual stimuli to contextual fear conditioning, honed working memory, repetition [4,5]. Contextual facilitates learning through fast mapping [4,5]. Studies of social context and contextual interference effect in motor skill learning [4–6]. Studies of contextual models and collaborative aspects of information literacy [14–22]. Studies student response and significance of contextual learning [22,23]. The position of the subject of research in Kuta Tuha village of Panga District of \pm 20 km from the center of Aceh Jaya district. This study focuses on increasing self-confidence using discovery learning models examines social interaction through public spaces Aceh coffee shop. Various forms of interaction ranging from individual interaction with the individual, the individual with the group and the group with the group packed in learning to improve self-confidence.

2. Methods

This study uses *classroom action research*. In connection with the class action, research can use the four principal components of action research by the following steps: (1) *planning*, (2) *acting*, (3) *observing* (4) *reflecting*. Data collected by student questionnaire responses and analyzed with measures of data reduction, presentation, and verification. Data reduction means summarize, choose the basic things, focus on the things that are important, and look for themes and patterns.

Questionnaire was made to determine the level of self-confidence. Each indicator consists of 3 positive statement item and 3 items of negative statements. This questionnaire every number has an answer: (a) always, (b) often, (c) sometimes, and (d) never. Criteria for scoring positive items: (1) answers an (always) will be given a score of 4, (2) answer b (often) will be given a score of 3, (3) answer c (sometimes) will be given a score of 2, and (4) the answer d (never) will be given a score of 1. While the negative item will be given an opposite score to positive items. classification score acquisition of each of the respondents was classified into four classifications: (1) 156-192 confidently, (2) high 117-155 trust themselves, (3) 78-116 confident being, (4) low 39-77 confident themselves, and (5) 0-38 insecure.

The steps validity: (1) create table item's bullet analysis, (2) analysis of these scores are grouped into two items odd and even numbers, (3) score hemisphere odd correlated with the score hemisphere even using the formula Product Moment correlation, (4) seek reliability index using the formula Brown. From the data obtained known that the reliability of the questionnaire by the formula halved odd-even exist was 0.708, whereas $N = 48$ and r table 0.279, the questionnaire was declared unreliable and of a 48 item questionnaire confident everything were tested and the validity of this questionnaire has been used as many as one in class VII SMPN 3 Panga Aceh Jaya.

3. Results and discussion

3.1. Student response pre-action

Table 1. Student response pre-action

No.	Score Range	Classification Type Attitude	Percentage
1.	156-192	Very self-confidence	3.33%
2.	117-155	High self-confidence	10%
3.	78-116	Mid self-confidence	20%
4.	39-77	Low self-confidence	36.66%
5.	0-38	Not self-confidence	30%

(Source: student responses *pre-action*)

3.2. First cycle student response

Results of student questionnaire responses after the first cycle of treatment based on eight indicators can be seen in Table 2 below:

Table 2. Response cycle students I

No.	Score Range	Classification Type Attitude	Percentage
1.	156-192	Very self-confidence	10%
2.	117-155	High self-confidence	18.33%
3.	78-116	Mid self-confidence	33.33%
4.	39-77	Low self-confidence	26.67%
5.	0-38	Not self-confidence	11.67%

(Source: student responses post-cycle I)

Based on the results of student questionnaire responses after the first and second act of the first cycle can be observed that (1) the student confidently increased 6.67%, (2) high 8:33% self-confidence increases, (3) self-confidence was 13:33%, (4) low self-confidence decreased by 10%, and (5) lack self-confidence diminished 18:33%.

3.3. The student response cycle II

Results of student questionnaire responses after the second cycle of treatment based on eight indicators can be seen in Table 3 below:

Table 3. Student responses after the second cycle II

No.	Score Range	Classification Type Attitude	Percentage
1.	156-192	Very self-confidence	25%
2.	117-155	High self-confidence	40%
3.	78-116	Mid self-confidence	16.67%
4.	39-77	Low self-confidence	13.33%
5.	0-38	Not self-confidence	5%

((Source: The response after the second cycle students II)

Based on the results of student questionnaire responses after the second cycle can be observed that (1) the student confidently increased 21.67%, (2) high self-confidence increases 30%, (3) self-confidence is easing 3:33%, (4) low self-confidence is reduced 23%, and (5) are not confident reduced by 25%.

3.4. Comparison of student response cycle

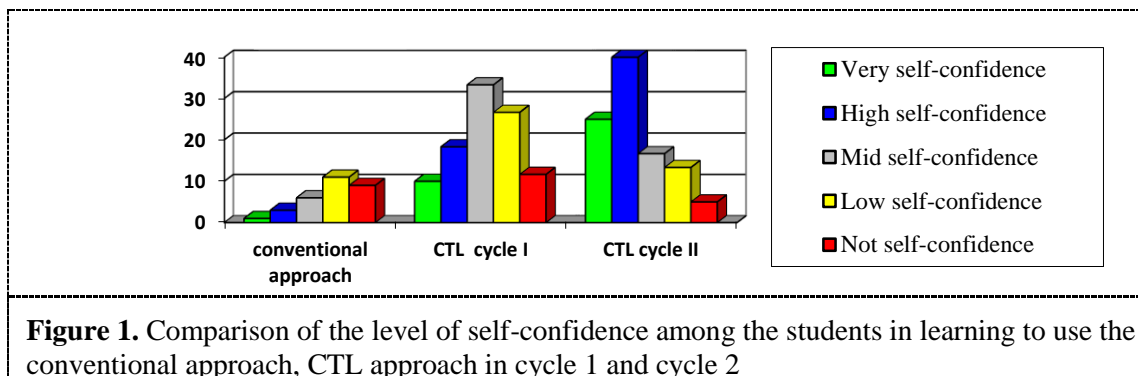
Comparison of student questionnaire responses post-treatment cycle I and II, based on eight indicators can be seen in Table 4 below:

Table 4. Comparison of student response to cycle I and II

No.	Score	Type Classification	Cycle I	Cycle II	Average
1.	156-192	Very self-confidence	10%	25%	17.50%
2.	117-155	High self-confidence	18.33%	40%	29.17%
3.	78-116	Mid self-confidence	33.33%	16.67%	25%
4.	39-77	Low self-confidence	26.67%	13.33%	20%
5.	0-38	Not self-confidence	11.67%	5%	8.33%

(Source: student responses post-cycle I and II)

Based on the results of questionnaire responses students post-cycle I and II can be observed that: (1) students confidently achieve an increase of 15%, (2) high self-confidence increased 21.67%, (3) self-confidence was reduced 16.67%, (4) self-confidence low reduced 13.33%, and (5) lack self-confidence decreased 6.67%. According to the analysis the author an increased level of self-confidence of students in general because the teacher asks to deliver judgment criteria, reveals the idea of ideas, listen and cooperate. Based on these data we can conclude that the contextual approach can increase the self-confidence of students. Comparison of the level of self-confidence of students in learning between the conventional approach in cycle 1 and 2 in this study look very significant.



Based on data from student questionnaire responses can be observed an increase in self-confidence between comparison with the conventional approach accumulation cycle I and II approach based contextual local culture Aceh showed a significant increase, namely (1) the conventional learning reached only 3:33% to a category confidently or one person, whereas in the first cycle of contextual approach to reach 10% or 3 people, an increase of 6.67% or 2 people. When compared with the second cycle reaches 25% or 8 people, an increase of 21.67% or 7 people. (2) Pre-action on the category of high self-confidence is 10% or 3 people, while in the first cycle reaches 18:33% or 5 people, an increase of 8:33% or 3 people. When compared with the second cycle reaches 40% or 12 people, an increase of 30% or 9 people. (3) The pre-action category was 20% self-confidence or 6 people, while in the first cycle stands at 33.33% or 10 people, it means the difference between 13:33% or 4 people. When compared with the second cycle reaches 16.67% or 5 people, meaning it has decreased 3:33% or 1 person.

Comparisons between students lack self-confidence based on questionnaire responses of students after learning of the pre-action cycle I and II, namely: (1) Classification of self-confidence lower in the pre-action 36.67% or 11 people, while in the first cycle stands at 26.67% or 8 people, meaning it has decreased by 10% or 3 people. When compared with the second cycle at position 13:33% or 4, meaning it has decreased by 23:33% or 7 people. (2) The classification of no self-confidence in the pre-action is 30% or 9 people, while in the first cycle stands at 11.67% or 4 people, means has diminished 18:33% or 5 people. When compared with the second cycle at 5% or 1, means that it has been reduced by 25% or 7 people.

According to the author analyzes, the conventional approach is a very narrow access for students to be active. While the local culture-based contextual approach would open wide active student access. Therefore, based on the results of research of class action is the second problem formulation in this study is based on questionnaire responses of students has proven 55% increase to higher self-confidence and reduced lower 48.33% of students who believe themselves through learning the local culture based contextual Aceh.

From this research, the authors can compare five different keys of using contextual method based on the local culture by conventional methods such as: (1) contextual learning based on local culture encourages students to be more active and creative, whereas conventional learning students are only required to listen and memorize, (2) particulars related learning materials constructed by the students through group work and tasks assigned by the teacher, whereas conventional learning through lectures students are watching and considering the information provided by the teacher, (3) using the immediate environment as a learning resource, while the conventional learning to use information of teachers and textbooks as a source of learning, (4) centered on the students through individual and group work, whereas conventional teacher-centered learning, and (5) a process of peer learning independently or in groups, while at conventional class disable in the learning process takes place between teachers and students only. The contextual approach encourages active student, the teacher must comprehend the different characteristics and capabilities. Teachers give students the opportunity to acquire and construct their own knowledge. From the results of the study, authors recommend that contextual approach provides a great opportunity for students to grow and develop self-confidence in participating in learning and have high achievement motivation, self-confidence, discipline higher time to meet the ambition and passion to learn new things that challenge.

4. Conclusion

Based on the research results, it indicates few important points in conclusion, such as: a local culture based contextual learning Aceh (coffee shop) at the center of community interaction in Junior High School 3 Panga Aceh can improve self-confident classified excellent, efforts to increase the self-confidence of the eight indicators through constructivism stage, find, asking, learning community, modeling, reflection, and the actual appraisal well successfully enhanced in 2 cycles performed by integrating the lesson plan and applied in learning activities in the classroom

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