Abstract: The contextual approach and conventional approach have the same goal, namely to improve and optimize student learning outcomes. Both of these approaches will be conducted by the researcher in the learning process at the PGRI Palembang University in the Social Sciences Department on entrepreneurship courses, fourth semester students in the 2016/2017 academic year. The method in this study is an experiment carried out with the intention to determine the difference between the learning outcomes of students who learn through the application of the contextual approach of 4th semester students of the Accounting Study Program with the conventional approach of 4th semester students of the Geography Study Program at the University of Palembang. Based on the results of data analysis and discussion, it can be concluded from the research that has been done, namely: (1) The average value of student learning outcomes in the class using a contextual approach is 8.3, with the number of students with Very Good (A) scores as many as 18 students from 50 students with a percentage of 36%. Whereas in the class that learns using the conventional approach, the average value of students is 8.4, with the number of students who have Very Good (A) scores as many as 17 students from 42 students with a percentage of 40.48%. (2) Based on the results of research that has been done, it is known that there are differences in student learning outcomes through the application of contextual approaches to conventional approaches to entrepreneurship courses. This can be seen from the results of the t test, the difference seen is \( t_{text{tung}} = 3.561 \) and \( t_{table} = 1.990 \) then Ho is rejected and accepted Ha. (3) Based on the analysis of the results of the research that has been conducted, it can be seen that learning using the conventional approach is slightly better than learning using a contextual approach to entrepreneurship courses.

Keywords: Contextual Approach, Conventional Approach, Entrepreneurship

INTRODUCTION

Education will never be separated from life, education seeks to develop the ability possessed by every human being. Simply put education is often interpreted as a human attempt to build personality in accordance with the values in society and culture. What do always have the hope and the goal to be achieved, as well as education. Education aims to develop skills and character development and civilization of the nation's dignity in the context of the intellectual life of the nation, to the development of students' potentials to become a man of faith and fear of God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and be citizens of a democratic and accountable. In order to realize these objectives, the learning process is an important core of educational activities, so that educational goals can be achieved then the educator should be able to distribute and convey the subject matter so well that the subject matter is easily understood and absorbed by the learners so that later on with the good delivery of the material that interests and the motivation of learners will increase. Efforts to be made by educators should be optimized by providing a variety of learning approaches. With a varied learning approach allows educators to choose the learning approach is most effective to use. Among these approaches are contextual approach and the conventional approach. Contextual approach and the conventional approach is an approach to learning that have always applied in the learning process, the use of this approach already provides many benefits to the increase of learning outcomes.

Contextual learning can be said to be a learning approach that shows the natural state of knowledge. Contextual approach makes the experience more relevant and meaningful to learners in finding meaning in a subject matter. Contextual approach or Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of engagement of learners in full to be able to find the material studied and relate them to real life situations that encourage learners to be able to apply it in their lives. (Sanjaya, 2011: 255) Conventional learning is an approach to learning that is focused on educators and practice through listening educator, frequently asked questions and giving tasks without being controlled. In this lesson the students to memorize the material provided educators. In general, a contextual approach and conventional approaches have the same goal, namely to improve and optimize the learning outcomes of students. Both of these approaches will researchers do in the learning process at the University of PGRI Palembang Department of IPS in entrepreneurship courses, students of fourth semester of the academic year 2016/2017. Based on this background, the problem in this research is "Is there any difference Mahasiswa melalui Learning Outcomes Implementation Contextual Approach with conventional approaches at the University of PGRI Palembang". Learning is a process of one's efforts to acquire a new behavior changes as a whole, as a result of his own experience in interaction with the environment (Slameto, 2010: 2). As said by Travers (Suprijono, 2013: 2) says that learning is the process of generating the adjustment behavior. Based on this study is a step change in the whole behavior of individuals both within the family, housing and the environment in the learning process. Results of learning a thing that can be viewed from two sides of the learners and the educators. From the learners' learning outcomes is the level of mental development is better than it was before the study. The level of mental development is realized on the types of cognitive, affective and psychomotor (Slameto, 2010: 16) Based on the study is the change in attitude, conduct or behavior of a person because of the
occurrence of a process of interaction with the environment around. The learning approach is a term that encompasses all the learning process. (Mulyatiningsih, 2012: 228). The approach can be interpreted as a point of departure or our view of the learning process. The term refers to the view of the approach as an occurrence of a process that are still common (Sanjaya, 2011: 127). Contextual approach or Contextual Teaching and Learning (CTL) is a learning strategy that emphasizes the process of engagement of learners in full to be able to find the material studied and relate them to real life situations that encourage learners to be able to apply it in their lives. (Sanjaya, 2011: 255)

**Contextual Approach**

Contextual approach or Contextual Teaching and Learning (CTL) is an approach that helps educators link between what is taught with real-world situations learners and encourages students to make connections between the knowledge possessed by the application in their lives day-to-day as a member of the family and society. (Mulyatiningsih, 2012: 233) This contextual approach for researchers is learning approach if properly executed will be very beneficial for learners, learners do not only know about the subject matter that has been conveyed by educators but also understood the significance of learning the material presented. The steps contextual approaches in Yamin (2013: 181) are:

1. **Preparation / opening:** (A) Learners are reminded to students the subject matter then and associate with the subject matter to be learned, especially about the way of solving the problem, (b) Learner stated learning objectives, (c) Learners pay attention to the learning objectives are not only to master the subject matter, but also to learn strategies to understand the problem.

2. **Presentation:** (A) Learner raised the issue, member example of how to solve the problem, formulate a problem and associate with the life of the real world, (b) Pesereta learners and learners make generalizations and use tools troubleshooting, (c) Learners work tasks, (d) learners perform internal strengthening of the material. (E) Learning encourages students to produce creative and critical response, (f) Learners make conclusions on the material learned.

3. **Cover:** (A) Learners provide corroborations for the conclusions made learners, (b) Learners reinforce appropriate conclusion given the strengthening of the learner, (c) Students take the test or assignment given learner, (e) Learners make a conclusion of the learning process.

Contextual approach also has advantages and disadvantages, the excess and deficiency or a contextual approach Contextual Teaching and Learning:

1. **Advantages:** (A) Learning becomes more meaningful and real. This means learners are required to capture the relationship between the experience of learning in school to real life. This is very important, because the material was found to correlate with real life, not just for students that materials will function in a functional, but the material learned will be closely embedded in the memory of the students, so it will not be easily forgotten. (B) Learning more productive and able to foster the strengthening of the concept to the learners for the learning method CTL that embraced constructivism, where a learner is guided to find his own knowledge.

2. **Weakness:** (A) more intensive Educators in guiding, because the CTL method. Educators no longer acts as an information. The task of educators is to manage the class as a team working together to find new knowledge and skills for learners. Learners are seen as individuals who are developing. The learning ability of a person to be affected by the development and breadth of experience they have. Thus, the role of educators is not as instructors or "ruler" that will force but educators are supervising the students so they can learn at their development stage. (B) Educators provide opportunities for learners to find or apply your own ideas and invite learners to being aware and consciously using their own strategies for learning. But in this context of course educators require extra attention and guidance to learners that the learning objectives in accordance with what is normal. (Alitha, 2012)

Based on the above opinion researchers concluded that the contextual approach is attempted so that learners can learn and understand the material to be necessarily find learning directly can be illustrated with real-life learners, although to achieve that educators should be able to manage the classroom so that students can find new knowledge and skills for learners.

**Conventional approach**

The conventional approach is an approach that has always been used (lectures, resistance and practice and practice) in the classroom so that students can find new knowledge and skills for learners. Learners are seen as individuals who as a team working together to find new knowledge and skills for learners. Learners are seen as individuals who are developing. The learning ability of a person to be affected by the development and breadth of experience they have. Thus, the role of educators is not as instructors or "ruler" that will force but educators are supervising the students so they can learn at their development stage. (B) Educators provide opportunities for learners to find or apply your own ideas and invite learners to being aware and consciously using their own strategies for learning. But in this context of course educators require extra attention and guidance to learners that the learning objectives in accordance with what is normal. (Alitha, 2012)

The conventional approach is an approach that has always been used (lectures, resistance and practice and practice) in this approach educators play a very important role, because in this approach educators as organizers of learning contribute to the transfer of knowledge to the students, while the students themselves participated accept, save, and perform other activities in accordance with the information provided. Conventional learning is an approach to learning that is focused on educators and practice through listening educator, frequently asked questions and giving tasks without being controlled. In this lesson the students to memorize materials provided educators (Rohimah: 2012). The steps of the conventional approach are as follows (Yamin, 2013: 185):

1. **Preparation / opening:** (A) Learners are reminded to learners and subject matter, and then put forward the material to be studied, (b) Learner stated learning objectives, (c) Learners pay attention to the learning objectives only to master the subject matter.

2. **Presentation:** (A) Learner provides a definition / ways, explains the definition / legal / ways to solve problems, give examples of the problems that is simple to complex forms, (b) Learner commissioned learners make inquiries, (c) Students strive to understand information and an explanation or or examples given learner, (d) learners perform external reinforcement to the material, (e) learners seek answers to learners in accordance with the material that has been given

3. **Cover:** (A) Learner concluded that the subject matter has been given, (b) Learners learner's attention to the conclusions and answer questions and ask for things not yet clear and (c) Learner gave the task to the improvement and deepening of the material.
Pros and Cons conventional approaches to learning

The conventional method in its application in the learning process also has some advantages and disadvantages.

1. The advantages of the conventional approach is as follows: (A) Educators easily master classes, (b) Easy to organize seating / class, (c) to be followed by a number of students were great, (d) Easy to prepare and implement them, (e) Educators easily explained lessons well, (f) More kewirausahaan in terms of time, (g) Provide opportunities for educators to use the experience, knowledge and wisdom, (h) to use the learning materials were spacious, (i) Assisting learners to hear accurately, critical, and attentive, (j) If used correctly it will be able to stimulate and (c) increase the willingness of learners in the academic field. Can strengthen the reading and study of students from some other source.

2. The weakness of the conventional approach is as follows: (A) Learners who type visual becomes a loss, and only learners who type auditory (listening) which actually received it, (b) Easy to make students become saturated, (c) The success of this method depends heavily on who is using it, (d) tends to be passive learners and educators become active (teacher centered) (Rohimah: 2012).

Based on the above opinion, the researchers concluded that in this conventional approach educator a resource center serving lesson materials thoroughly and systematically, educator role transferring the subject matter to the students; the students then listen and absorb information. The use of this approach to teaching and learning activities will run on a regular basis, for activities centered learning educator. With this approach is expected to be able to make the students more disciplined in learning, because educator that controls the activity of students while studying in the classroom.

RESEARCH METHODOLOGY

Research is a way to find answers to questions or formulation of the problem by using a systematic and scientific procedure. (Mulyatiningsih, 2012: 1). The research method is a method used by the researchers in collecting data from research (Arikunto 2010: 203). The method used by the researchers is a quantitative method, according Riduwan (2010: 50) “experiment is a research method that seeks to influence certain variables Other critical variable is strictly controlled conditions”. This type of research is how to use comparative descriptive method. Experimental research conducted with a view to knowing the difference between the variable of learning outcomes of students studying through the application of contextual approach 4th semester student of Accounting Studies Program with conventional approaches 4th semester students of Geography at the University Studies Program PGRI Palembang Data collection techniques used are; Documentation and Test. The documentation is intended to obtain data directly from the place of research, including relevant books, legislation, activity reports, photographs, documentary films, and the data relevant to the study. Riduwan (2010: 77). In this case the documentation used to obtain data about the profile of students and completeness of student learning tool. Test as a data collection instrument was a set of questions or exercises used to measure the skills of knowledge, intelligence, ability or talent possessed by individuals or groups. Riduwan (2010: 76). In this study, the researchers took the test scores during the midterms.

RESULTS AND DISCUSSION

Based on the test results the average value of students applying contextual approach that is equal to 8.3, the highest score at 10 and the lowest value of 7.6 and the value of students who apply conventional approach that is equal to 8.4, the highest score at 10 and the lowest value 7.2. The data analysis student results are applied classes with class contextual approach applied to the conventional approach shown in the table below:

![DISTRIBUTION TABLE STUDENT LEARNING DIFFERENCES OF USING CONTEXTUAL APPROACH TO CONVENTIONAL](image)

According to the table above Student test results on a class that implements the contextual approach, the test was given to 50 students of Accounting Education use. A total of 25 multiple-choice test items that have been validated. Based on the test results, the frequency of which found that the number of students who get value from 8.5 to 10 were 18 people or 36% in Criteria A student who scores from 7.6 to 8.4 as many as 13 people or 26% in Criteria B +, students who receive grades 7.0-7.5 as many as 19 people or 38% in Criteria B, students who receive no value from 6.0 to 6.9 or 0% in Criteria C +, Students who receive no value from 5.5 to 5.9 or 0% in Criteria C, Students who receive no value from 4.5 to 5.4 or 0% in Criteria D and the frequency of students who receive no value from 0.0 to 4.4 or 0% in criterion E. While the test results of students in Geography Education Studies program as many as 42, learn to use the conventional approach, the frequency of students who value from 8.5 to 10 amounted to 17 people or 40.48% in criterion A, Students who gain value from 7.6 to 8.4 as many as 13 people or 30.95% in Criterion B +, Students who receive grades 7.0-7.5 as many as 12 people or 28.57% in criterion B, Students who receive no value from 6.0 to 6.9 or 0% in Criterion C +, Students who receive no value from 5.5 to 5.9 or 0% in Criteria C, Students who receive no value from 4.5 to 5.4 or 0% in Criteria D and the frequency of students who receive no value from 0.0 to 4.4 or 0% in criterion E, So the differences that have been made between the results of student learning using a contextual approach den conventional approaches can be concluded that there are differences in student learning outcomes and the use of the conventional approach with an average value of 8.4 in Criterion B + is better than a contextual approach to the average value average of 8.3 in Criterion B +, although differing only 1 value. Homogeneity test needs to be done to test the second variance homogeneous samples or
not. To test the homogeneity of the sample in the study researchers used F test and values required in the calculation of homogeneity test data can be seen in table calculation aids homogeneity

\[
F = \frac{\text{Varians data terbesar}}{\text{Varians data terkecil}} = \frac{140.70}{98.45} = 1.43
\]

Fhitung = 1.43 <F table = 1.94 then the data variance homogeneous.

Conclusion: The smaller of F = 1.43 F table α 0.05 = 1.94 mean variance student results are homogeneous. Because of the variance of learning outcomes in this study homogeneous, then followed by testing the hypothesis that using t-test with polled variance.

Hypothesis Testing Analysis
Hypothesis testing is used to answer the problem in research, in testing this hypothesis using different test average equation t test. Determining the level of significant test and the values t table, significant test level used was α = 0.05 using test two parties with df = n1 + n2 - 2 that dk = 50 + 42 - 2 = 90 obtained t table = 1.990. Determining the value of t, t values obtained from the calculation by the following equation, ie, t-test with polled variance of this is due to the variance homogeneous data in this study and the results obtained from the calculation that has been done then obtained tcount = 3.561. Having obtained tcount in the research process, and then compare between t with tabelle. As for the differences seen are t = 3.561 and t table = 1.990. note that tabelle smaller than t, based on testing criteria has been established then the testing criteria has been proven is reject Ho and accept Ha, which means there is a difference in student learning outcomes through the application of contextual approach with conventional approaches to entrepreneurship courses at the University of PGRI Palembang Year academic 2016/2017.

CONCLUSIONS AND SUGGESTIONS
Based on the results of data analysis and discussion, it can be concluded from the study that has been done is; (1) The average value of student learning outcomes in a class that uses a contextual approach is 8.3, with the number of students with grades Very Good (A) is a total of 18 students from 50 students with a percentage of 36%. While in the classroom learning by using conventional approaches, the average student score was 8.4, with a number of students who value Amat Good (A) is a total of 17 students from 42 mahaiswa with a percentage of 40.48%. (2) Based on the research that has been done it is known that there are differences in student learning outcomes through the application of contextual approach with conventional approaches to entrepreneurship courses. This is evident from the results of the t test calculations are visible difference is t = 3.561 and 1.990 maka ttable = Ho is rejected and Ha received. (3) Based on the analysis of the results of research that has been done, it can be seen that learning by using the conventional approach is slightly better than in learning by using a contextual approach on entrepreneurship courses. Based on the conclusion, researchers gave suggestions as follows; (1) For the educator, in order to use the teaching pattern in accordance with the submitted materials and contextual approach can be used as an alternative in the campus learning, so that students can easily understand and comprehend what is delivered by educators. (2) For the learners in this case the student, to be active in the learning process and have the critical ability to ask the teachers if experiencing difficulty in absorbing the lessons of educator when explaining the lecture material, so as to develop a way of thinking and gain confidence in the ability of self so that the study results obtained will be better.

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