



# The Application of Exploration, Elaboration and Confirmation Methods in Contextual Learning Strategies to Build Students' Positive Habits

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## ABSTRACT

*This study examined the application of exploration, elaboration and confirmation (EEK) methods in contextual learning strategies to build students' positive habits at SD Negeri 53 Banda Aceh. Using a qualitative approach through observation during the PLP programme in the 2024/2025 academic year, this research identified learning practices that support the formation of positive habits. The results showed that teachers have implemented the EEK stages appropriately by drawing connections of the materials to daily life, using various learning media, providing adequate facilities, and giving appreciation for students' achievements. The implementation of these strategies contributes to the formation of students' cooperative attitudes, discipline, and other positive values. This research recommended that improving supporting infrastructure, developing teacher competence, and periodic evaluation of the effectiveness of contextual learning must be done to build students' positive habits. The findings confirmed the importance of a learning approach that not only emphasizes the achievement of academic competence but also character building through positive habituation in teaching and learning activities.*

**Keywords:** *exploration, elaboration, confirmation, contextual learning, positive habits, nurturant effect*

## 1. INTRODUCTION

Education is a multifaceted process that involves not only the transmission of knowledge but also the cultivation of values, habits, and attitudes necessary for holistic student development. To achieve optimal learning outcomes, educators must adopt pedagogical strategies that are both effective and responsive to the learners' needs. One such strategy gaining increasing recognition within the Indonesian education system is contextual learning combined with the exploration, elaboration, and confirmation (EEK) approach. This strategy aligns with constructivist theories, which emphasize active learning and the meaningful integration of new information with prior knowledge (Bransford et al., 2000). The EEK model promotes not only the attainment of academic competencies but also the nurturing of positive student behaviors, such as responsibility, collaboration, and curiosity (Sanjaya, 2006).

Contextual learning engages students in real-life situations that are meaningful and relevant, thereby encouraging them to construct knowledge through active involvement. According to Johnson (2002), this method fosters critical thinking and problem-solving abilities, as learners are required to explore concepts, elaborate on ideas, and confirm their understanding through reflection and discussion. The EEK approach provides a structured framework within this context by guiding students through stages of inquiry (exploration), deepening understanding (elaboration), and validating their knowledge (confirmation). This structured yet flexible model has been shown to enhance both cognitive and affective learning outcomes (Hosnan, 2014).

Based on observations conducted at SD Negeri 53 Banda Aceh during the *Program Latihan Profesi* (PLP) for the 2024/2025 academic year, the implementation of effective instructional strategies was found to be a key determinant of teaching success. The findings indicated that when the EEK-based contextual learning model was employed, students demonstrated increased engagement, better retention of material, and the development of constructive learning habits. These included improved participation, greater independence in completing tasks, and a more collaborative attitude during group activities. Therefore, this article aims to explore how the



integration of exploration, elaboration, and confirmation stages within contextual learning can support the formation of positive habits in primary school students.

## 2. RESEARCH METHOD

This research employed a qualitative approach, utilizing a participatory observation method to gain in-depth insight into the application of the EEK model in the classroom. The study was conducted at SD Negeri 53 Banda Aceh over a period spanning from 21 October 2024 to 9 December 2024, coinciding with the PLP programme. Data collection methods included direct observation of classroom teaching and learning activities, semi-structured interviews with classroom teachers, and documentation analysis of lesson plans and student work. This triangulated approach ensured the reliability and richness of the data collected (Creswell & Poth, 2018). Observations focused particularly on how the stages of exploration, elaboration, and confirmation were implemented and how these affected student behavior and learning habits. Interview data were used to supplement the observational findings and provide insights into teachers' perceptions of the strategy's effectiveness.

## 3. RESULTS AND DISCUSSION

### 3.1 Implementation of Exploration in Contextual Learning

Based on the observations conducted at SDN 53 Banda Aceh, the teachers have effectively implemented the exploration stage in contextual learning. One clear indicator of this is the practice of linking learning material with students' daily lives. As noted in the PLP Document (2024), *"Before getting into the material, the teacher relates the material to examples of everyday life."* This approach aligns with the core principles of contextual learning, which emphasize the relevance of academic content to real-world experiences to increase student motivation and engagement (Johnson, 2002; Berns & Erickson, 2001).

Another key element observed is the use of various learning media. Teachers display a wide range of teaching resources during lessons, allowing students to explore information from different perspectives. This supports the exploration process by catering to diverse learning styles and promoting multimodal engagement (Gardner, 1993). By integrating multiple sources of information and diverse media, the learning environment becomes more inclusive and supports deeper cognitive processing (Sanjaya, 2006).

### 3.2 Implementation of Elaboration in Contextual Learning

The elaboration stage in contextual learning at SDN 53 Banda Aceh is marked by strategies that enable students to deepen their understanding of the material. Teachers ensure that students are provided with adequate learning facilities. According to the PLP Document (2024), *"Teachers equip all the needs during practice in learning."* The provision of sufficient learning tools and materials enhances students' opportunities to internalize and apply knowledge through meaningful, hands-on experiences, which are essential in constructivist learning theory (Bransford et al., 2000).

Furthermore, the use of varied learning techniques plays a crucial role in sustaining student interest. For instance, teachers often incorporate playful methods into lessons, as stated in the document: *"Teachers make play techniques in learning so that students are more excited."* These interactive and enjoyable methods foster active engagement, creativity, and critical thinking, which are vital aspects of the elaboration phase (Hosnan, 2014). In line with Vygotsky's (1978) sociocultural theory, such collaborative and dynamic learning environments help students scaffold their understanding through peer interaction and teacher guidance.

### 3.3 Implementation of Confirmation in Contextual Learning

The confirmation stage emphasizes reinforcing learning outcomes through clarification, validation, and feedback. At SDN 53 Banda Aceh, teachers provide consistent opportunities for students to engage in question-and-answer sessions and group discussions. As highlighted in the PLP Document (2024), *"Teachers provide opportunities for students to have question and answer sessions and discussions to improve students' abilities."*



These reflective practices enhance student understanding and metacognitive skills by allowing them to process information, express their thoughts, and receive constructive feedback (Creswell & Poth, 2018).

In addition, teachers regularly check students' assignments and provide verbal praise or rewards for correct answers. This practice of positive reinforcement, mentioned in the document, not only boosts student motivation but also contributes to the creation of a psychologically safe and encouraging learning atmosphere. Recognition of effort and achievement aligns with behavioral learning theory and is effective in reinforcing desired behaviors and learning outcomes (Skinner, 1953).

### **3.4 Positive Habit Formation through Contextual Learning**

The contextual learning strategy implemented through the EEK (Exploration, Elaboration, Confirmation) approach at SDN 53 Banda Aceh has also been instrumental in fostering positive student habits. One of the nurturant effects observed is the integration of moral and character-building examples within instructional content. Teachers use such examples to subtly instill values, as noted in the PLP Document (2024): *"Teachers include some positive examples during the learning process."* This supports the concept of character education, which advocates for the inclusion of ethical values in daily instruction to shape behavior (Lickona, 1991).

The strategy further nurtures cooperative learning by encouraging peer support. Teachers frequently ask higher-achieving students to assist peers who may be struggling. This practice promotes empathy, patience, and collaboration, which are essential for building a sense of classroom community (Slavin, 1995). Moreover, the consistent reinforcement of routines such as praying before lessons helps instill spiritual discipline and respect, contributing to holistic character building.

## **4. CONCLUSION**

Based on the observation and analysis of the implementation of educational learning strategies at SD Negeri 53 Banda Aceh, it can be concluded that the exploration, elaboration and confirmation (EEK) method in contextual learning plays an important role in building students' positive habits. Teachers have successfully implemented the EEK stages by linking learning materials with daily life, providing adequate facilities for learning practices, and providing opportunities for discussion and appreciation of students' achievements. The implementation of this strategy not only helps students in understanding the subject matter comprehensively but also facilitates the formation of positive habits (nurturant effects), such as cooperative attitude, discipline, and spiritual values through habituation in learning activities. Nevertheless, optimising this learning strategy still requires support in the form of improving infrastructure, developing teacher competence, and periodic evaluation to ensure the effectiveness of its application in building positive student habits. Thus, the contextual learning approach with the EEK method offers a holistic solution in education that focuses not only on academic achievement but also on students' character building as a whole.

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