

Character Education Learning Using The Contextual Teaching Learning (CTL) Approach for Civics Learning

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ABSTRAK

Perkembangan Industri 4.0, kemajuan ilmu pengetahuan dan teknologi yang pesat menuntut banyak perubahan dari berbagai kehidupan manusia. Di era ini juga banyak dampak positif dan negatifnya, namun tidak melindungi diri khususnya remaja, dengan potensi karakter SMA, perilakunya mendistorsi moral dan dekadensi moral di kalangan remaja. Untuk dapat beradaptasi dengan perubahan tersebut menjadikan pendidikan sebagai ujung tombak dan penawar yang ampuh khususnya pendidikan karakter. Penelitian ini merupakan penelitian pengembangan (R&D). Dalam penelitian ini bertujuan untuk mengembangkan modul pembelajaran pendidikan karakter dengan pendekatan contextual teaching and learning (CTL) mata pelajaran PKn. Metode penelitian ini mengacu pada model pengembangan Derek Rowntree dan Dick & Carry. Prosedur pengembangan melalui tiga tahap, tahap pertama menggunakan model Dick & Carry hingga tahap ketujuh adalah pemilihan dan pengembangan. Pada tahap kedua dan ketiga menggunakan model Derek Rowntree. Proses review melalui review ahli media dan ahli desain pembelajaran dan review ahli media dan bahasa. Terhadap sasaran tersebut dilakukan one-to-one test, small group test dan field test. Evaluasi dilakukan sampai evaluasi sumatif dengan perhitungan N-Gain Score untuk mengukur tingkat efektivitas. Hasil keefektifan menyatakan bahwa modul pembelajaran karakter siswa pada mata pelajaran PKn efektif digunakan.

ABSTRACT

The development of Industry 4.0, the rapid advancement of science and technology demands many changes from various human lives. In this era, there were also many positive and negative impacts, but they did not protect themselves, especially teenagers, with potential high school characters, their behavior distorted moral and moral decadence among teenagers. To be able to adapt to these changes make education as a spearhead and a powerful antidote especially character education. This research is development (R&D). In this research purpose to develop a character education learning module contextual teaching and learning (CTL) approach of PKn subject. This research method refers to the development model of Derek Rowntree and Dick & Carry. The development procedure through three stages, the first stage uses Dick & Carry model until the seventh step is selecting and developing. In the second and third stages using Derek Rowntree model. Review process through reviews of media expert and instructional design expert and reviews of media and language experts. To the target, a one-to-one test was conducted, small group test and field test. Evaluation is carried out until summative evaluation with calculations N-Gain Score to measure the level of effectiveness. The result of effectiveness state that the student character learning module in PKn subject is effective in used.

1. INTRODUCTION

The development of Industry 4.0, the rapid advancement of science and technology demands many changes from various human lives. In this era, there were also many positive and negative impacts, but they did not protect themselves, especially teenagers, with potential high school characters, their behavior distorted moral and moral decadence among teenagers (Fatria, 2016; Putry, 2019). To be able to adapt to these changes make education as a spearhead and a powerful antidote especially character education. Basically, the objective of education is to lead students to changes in their intellectual, moral, and social behavior (Hanani, 2016; Pratomo et al., 2020). Character education is an attempt to answer human challenges in the era of very massive technological development, so that students are able to respond quickly to technological development, through well-packaged learning, making personality superior, from cognitive, affective and psychomotor (Rahayu et al., 2016; Safi'i, 2018; Setyaningrum, 2013). Character education does not merely convey knowledge about right and wrong but also emphasizes the habit (habituation) of cognitive, affective, and psychomotor knowledge. Character education involves moral knowing, loving good, moral feeling and moral.

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Citizenship Education (Civics) is a subject which in the national education system focuses on the development of student personality (character building), transfer of knowledge and values of attitudes that can be accepted in society (Bera, 2020; Meidawati, 2015). Citizenship education is one of the studies that carries out a national learning process to educate the Indonesian nation with value-based education. PKN needs to strengthen its existence as a strong learning area (powerful learning area) characterized by learning experiences that are contextually challenged, challenging, integrated, challenging, value-based, challenging, integrated and challenging, activate (activating) (Rubei, 2016; Ukiyatningsih, 2019). Furthermore, the goal of PKN learning is to provide students with the ability to think critically, rationally, creatively, participate intelligently, responsibly and act in harmony with the activities of a state and state society (Angraini, 2017; Kurniawan, 2017). In realizing these learning objectives, PKC learning requires media strategies and approaches that can achieve the achievement of these goals. In line with the opinion (Meidawati, 2015). In increasing the activeness of PKn learning to get the quality of learning, it is highly determined that the learning and use of media and approaches in learning can lead to student active involvement.

Contextual teaching and learning is a learning approach that relates materiality to the real world situation of students and connects the knowledge they have in everyday life (Hasnan, 2020; Sukri, 2014). Contextual teaching and learning is an approach that is not centered on teachers, teachers as facilitators and students who find concepts that suit everyday life (Burengge, 2020; Suryawati & Osman, 2018). Contextual teaching and learning learning makes learning interesting because learning focuses on students who do not memorize the material but construct knowledge in their own minds, through the seven main features of CTL learning, namely: constructivism, finding, asking questions, real community learning, modeling, reflection, real assessment (Nugraheni, 2017; Zulaiha, 2016). The use of learning media can transfer information that arouses interest, motivates and stimulates learning activities, in addition to influencing educated educators (Geni et al., 2020; Trisiana, 2020). In line with the opinion of previous study which stated the factors that can influence student learning outcomes are the role of the teacher, the means of learning teaching, and teaching materials or media (Mahadiraja & Syamsuarnis, 2020). The whole sequence goes hand in hand and influences each other's learning achievement well. In order to achieve optimal learning objectives, it is necessary to have media or self-learning materials and to motivate students' learning that is systematically developed, one of which is a learning module that is packaged with the right learning approach.

Based on the explanation above, the objectives of this study are the Development of Character Education Learning Modules for High School Students Contextual Teaching and Learning (CTL) Approach Civics Subjects in West Seram District. The learning process at SMA N 7 Seram West part still very much relies on packages, instructional learning is centered on the teacher (instructor centered learning) and teachers still dominate learning with conventional methods, lecturing, and taking notes on learning. This makes the teacher the main source of the learning process in the classroom. The results of an open interview with one of the students in the PKn learning process at SMA N 7 West Seram also tend to be forced to memorize material as well as trying to take turns to use adequate learning packages, students also tend to feel bored with monotonous learning, not seldom also feel that much of a problem in the context of learning. Based on open interviews, it was found that at SMA N 7 West Seram there were no Civics teachers so that PKn lessons were replaced with other teachers. Apart from the limitations of interactive and varied facilities. From the results above, the researcher is interested in developing learning media in the form of modules to facilitate self-learning and motivation in the PKn subjects, according to the characteristics, namely: self-instructional, self contained, stand alone, adaptive, user friendly (Rahayu et al., 2016). This module is also structured systematically, conceptual material designs have relevance to the real life of students.

2. METHODS

This research is development (R&D). In this research purpose to develop a character education learning module contextual teaching and learning (CTL) approach of PKn subject. This research method refers to the development model of Derek Rowntree and Dick & Carry (Dick et al., 2009; Emzir, 2017; Sugiyono, 2014). The development procedure through three stages, the first stage uses Dick & Carry model until the seventh step is selecting and developing. In the second and third stages using Derek Rowntree model. Review process through reviews of media expert and instructional design expert and reviews of media and language experts. To the target, a one-to-one test was conducted, small group test and field test. Evaluation is carried out until summative evaluation with calculations N-Gain Score to measure the level of effectiveness.

3. RESULT AND DISCUSSION

Results

Identification of Instructional Needs

Initial stage before developing the module at the start by looking for information about the difficulty of students in assessing the completeness of the study. In this stage, the researchers began to analyze the learning syllabus, analysis of teacher learning materials, analysis of student needs and learning difficulties at SMA Negeri 7 Waesala, West Seram Regency, and analyzed the modules that would be developed. Based on the success of the analysis of student learning needs carried out by PPKn teaching teachers, it was stated that the learning materials rely on sufficient inheritance packages and teachers and students need PPKn learning modules. The results of the analysis of the learning needs of the students of SMA Negeri 7 Waesala, West Seram Regency, stated that the PPKn learning materials were not yet integrated with character education learning, and the media for the availability of independent learning media such as modules. Based on the success of the material analysis contained in the PPK learning syllabus, the materials chosen were based on the characteristics of PPK learning education modules with a contextual approach is character education material consisting of religious tolerance, open attitude, care attitude, mutual respect and loving attitudes. From the results of the above needs analysis, the learning objective that will be achieved in the development of this module is student character learning.

Developing Learning Strategies and Approaches

This stage is to start the material with the contextual teaching and learning (CTL) approach. Learning is the activation of existing knowledge (activating knowledge), learning in order to acquire and add new knowledge (acquiring knowledge), understanding knowledge, knowledge obtained not to be memorized but understood, practicing knowledge and practice (applying knowledge), Reflecting (reflecting knowledge), on knowledge development strategies. This is done as feedback. These strategic components include pre-instructional activities, content presentation, learner participation, assessment, follow-through activities, as correlative assumptions related to the nature of learning centers, teachers who can educate students. as a facilitator not a teacher centered ap proaches. The development of character education learning modules starts from ideas and ideas that can motivate students to learn independently, facilitate systematic learning so that learning is directed to attain learning completeness and is not limited to the effective changes in learning that are owned by the teaching teacher. This writing starts from the foreword, table of contents, introduction, cover page, brief description, discussion, basic competence, concept map, learning objectives, instructions for the use of modules, subject matter, material description, exercise, summary, formative, glossary, answer key, bibliography, At this stage the writer has been able to prepare interesting material, motivate students to respond to learning well. The feedback activity is prepared at the end of each learning activity which is included in a informative manner in each learning activity on each subject. In this stage the writer considers the examples to be used that are relevant, concrete, simple and according to the conditions so that it can avoid saturation of students who will use the module in learning At this stage, the writer should determine as much as possible the picture or graphic that will be used to make it look attractive, the level of readability of the image is clear, the image can represent the material, the picture can illustrate the real conditions which can also increase students' interest in reading and understand the concepts and contexts of learning material. At this stage the author can also determine the equipment or materials used, starting from the use of paper.

Consider physical format

This stage determines the physical form of the developed module, the printed module shape with A5 paper size. This type of paper book paper has a density of 75 g / m which is very often compared to the heavier weight of HVS. This is in order to make it easier for students to carry the modules used, besides that the shape of the letter sizes is very appropriate to the size of the paper, the shapes of the appropriate images are easy to read, so that it can attract students to use this character education learning module.

Stages of Writing and Editing

This stage is to develop a draft by arranging each learning activity systematically starting from the introduction, such as subject descriptions, learning requirements, instructions for using modules, competency scores, basic competencies, initial ability tests, compiling learning activities 1 learning activity 2 learning activities 3 activities learning 4 to 5 then learning activities, exercises, summaries, formative tests, answer keys, feedback, learning completeness criteria, glossary and bibliography. After the draft is systematically arranged according to the module arrangement format, then the draft will be

checked and corrected if there are errors or unclear material in accordance with the concept and achievement of learning objectives. This stage is the determination of the learning outcome assessment technique at the end of each learning activity by providing a formative test with 10 multiple choice or multiple choice questions to students. If the student succeeds in getting a minimum score of 80 then the student can continue learning, but if the opposite is not successful, the student is welcome to repeat the previous lesson.

Trial of initial materials and products

Before the product is used, the product is first reviewed by experts or experts to test the feasibility of material and products from experts or experts, including reviews of media experts and instructional design, reviews of material and language experts, This stage is developed to ensure the feasibility of the module viewed from several aspects of the media, namely aspects of module quality, module appearance, and module format. Instructional design aspects of the module characteristics. At this stage there are input and suggestions from experts to improve the editorial and parameters in the assessment. Recommendations and advice from media experts and instructional designs is presented in Table 1.

Table 1. Recommendations and advice from media experts and instructional designs

No	Suggestion	Action
1.	Pay attention to the display of the module format systematically according to the writing of the print module format. Pay attention to attractiveness, readability of the image, to make it more attractive. The need for a verbal and nonverbal message delivery design so that it is easily understood by the module that is read by students.	Improve the writing format of the module according to the guidelines starting from the display, introduction, learning activities, exercises, summary, informative, feedback and answer keys. Fix the image that is an example and not an example that fits the concept, the image is corrected so that it is not blurry. Correcting difficult sentences and using concrete, simple language and according to student characteristics.

After making improvements from reviews of instructional media and design experts, the assessments were given to the character education learning module shown in Table 2.

Table 2. Results of Expert Review on Media and Instructional Design

No.	Aspect	Score
1.	Module Quality	3.42
2.	Module View	3.80
3.	Module Format	2.85
4.	Module Characteristics	3.56
5.	Message Delivery Design	3.80
Average		3.20

From the results of the media expert review and instructional design on the four aspects assessed, namely the quality of the module, the display of the module, the module characteristics module format and the message delivery design, the average score is 3.2 indicating the module is feasible and good to be continued at the next stage. Review of material and language experts, this stage is a review of material experts on aspects of learning objectives, the feasibility of presenting the material, the use of the contextual teaching and learning approach, module components and language. Recommendations and suggestions of material and language experts is presented in Table 3. After making improvements from the reviews of material experts and linguists following the assessment given to the character education learning module in Table 4.

Table 3. Recommendations and suggestions of material and language experts

No	Suggestion	Action
1.	Refine learning objectives to match student achievement. And adjust to the presentation of the material.	Improve learning objectives according to suggestions and clarify the achievement goals that students want to achieve. Adjusting material with learning objectives
2.	Fix formative questions with some concepts and applications according to the objectives of learning achievement.	Fixing formative questions by dividing some of the questions in theory and partly in the form of application.

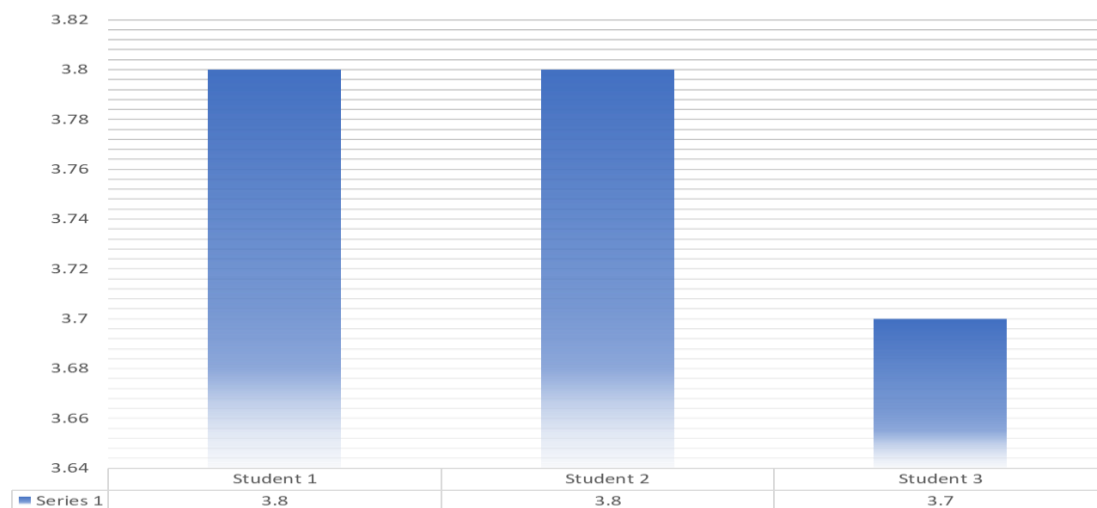
Table 4. Results of the Material and Language Expert Review

No.	Aspect	Score
1.	Learning objectives	3.77
2.	Feasibility of Material Presentation	3.66
3.	<i>Contextual teaching and Learning (CTL)</i>	3.69
4.	Module Components	3.71
5.	Language	3.70
Average: 3.70		

From the results of the review of material and language experts on the five aspects assessed, namely the purpose of learning, the feasibility of presenting the material, the use of the Contextual Teaching and Learning (CTL) approach, the module and language components, got an average score of 3.70 which stated that the module was feasible and good for continue at the next stage.

Field Testing Results (One on One Testing)

This stage was carried out by 3 (three) students of SMA N 7 Seram West Section who have different levels of ability, namely, low, medium and high, to obtain feedback from students on the printed module that was developed in terms of appearance, material aspects of benefits and aspects. language. The one to one test results can be seen in Figure 1.

**Figure 1.** Average One to One Test Results for 3 students.

Small Group Testing

At this stage the module was tried out on 12 students of SMA N 7 West Seram to measure the feasibility of the module and the attractiveness of the module before it was mass used. The small group test was carried out with 9 students with results as shown in Figure 2.

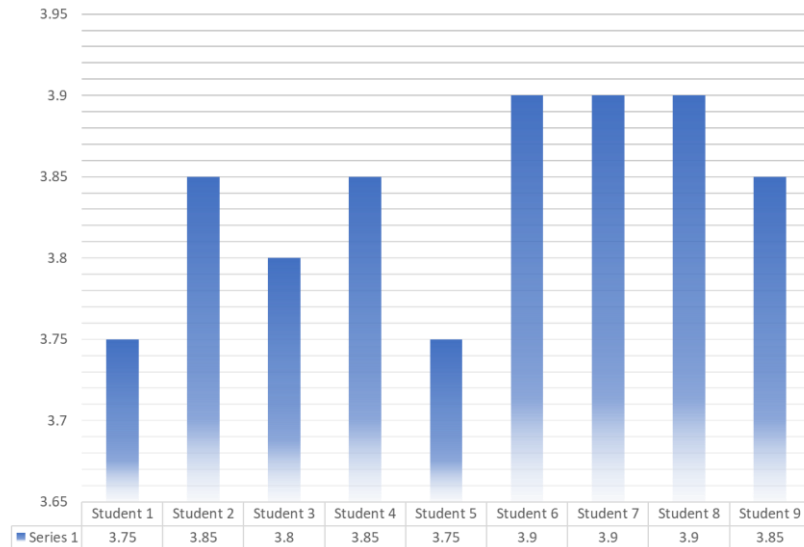


Figure 2. Summary of Small Group Test Evaluation Results for 9 students.

The summary of the results of the small group test evaluation for 9 students gets an average score for student one 3.75 student two 3.85 student three 3.8 student four 3.85 student five 3.75 student six 3.9 student seven 3, 9 students eight 3,9 and nine students 3,85. From the results of the evaluation of the small group test for 9 students, it was stated that the product of this module was good. From the three stages of the review to the evaluation of the all group for 9 students, it can be said that this module development product can be used in general.

Evaluation

The evaluation stage in this module is given pre-test questions as many as 20 multiple choice questions and at the end of the lesson the same questions are given 20 multiple choice questions according to the material and indicators and learning achievement objectives. This evaluation will also be assessed as the effectiveness of the module, with the criteria for completeness of a minimum score of 80 effectiveness levels.

Product enhancements

At the review stage, media experts are advised that the language editorial team can adjust the assessment achievement has been improved and production to be printed and used in general with A5 paper size which is lighter and has an attractive appearance, in terms of material it has depth, accuracy is motivating and can have learning achievement. Based on the results of the evaluation, the effectiveness value is very effective. So the character education learning module deserves to be used in general at SMA N 7 West Seram.

Discussion

Citizenship Education (Civics) is a subject which in the national education system focuses on the development of student personality (character building), transfer of knowledge and values of attitudes that can be accepted in society (Bera, 2020; Meidawati, 2015). Citizenship education is one of the studies that carries out a national learning process to educate the Indonesian nation with value-based education. PKN needs to strengthen its existence as a strong learning area (powerful learning area) characterized by learning experiences that are contextually challenged, challenging, integrated, challenging, value-based, challenging, integrated and challenging, activate (activating) (Rubei, 2016; Ukiyatningsih, 2019). Furthermore, the goal of PKN learning is to provide students with the ability to think critically, rationally, creatively, participate intelligently, responsibly and act in harmony with the activities of a state and state society (Angraini, 2017; Kurniawan, 2017). In realizing these learning objectives, PKC learning requires media strategies and approaches that can achieve the achievement of these goals. In line with the opinion (Meidawati, 2015). In increasing the activeness of PKn learning to get the quality of learning, it is highly determined that the learning and use of media and approaches in learning can lead to student active involvement.

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4. CONCLUSION

Development of Civics Learning Module for High School Student Character Education Contextual Approach to Teaching and Learning (CTL) Civics Subjects in West Seram District. The learning process at SMA N 7 West Seram has been in accordance with the Dick & Carey development procedure combined with the Derek Rowntree development module. Based on the results of reviews by media experts and instructional design, the average score was 3.2 and from the reviews of material and language experts the average score was 3.70. The results of the one to one trial, student one 3,8, student two 3,8 and student 3,7 with good category, student trial result one 3,75, student two 3,85, student three 3,8, student four 3,85, students five 3,75, students six 3,9, students seven 3,9, students eight 3,9 and students nine 3,85. So that this module development product is said to be good and meets the elements of feasibility. Then on the results of the effectiveness of the module with 80% learning achievement, this module is said to be effective in learning.

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