

Developing A Contextual Teaching And Learning Model To Reinforce Students' Character

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Abstract:

Background: Nowadays, learning model is less meaningful to balance the mindset, attitude, and behavior. The target is to produce intelligent, skillful, and valuable students. One of learning models that can be applied to achieve the goals is Contextual Teaching and Learning (CTL). The model is not only relevant to the affective domain (to reinforce the character) but also to expose students to the real life of the societies that are proper with the Merdeka Belajar dan Kampus Merdeka (MBKM) program.

Materials and Methods: This is a Research and Development adopting the Thiagarajan, Semmel, and Semmel model, which underwent four stages, including defining, designing, developing, and disseminating. The research subjects were all students enrolling in the Sociology and Psychology of the Culinary Industry subject and the lecturer. Meanwhile, the assessor subjects were experts assessing the learning media prototype. The study was carried out at the Family Welfare Education, program of the Faculty of Engineering, The State University of Makassar. Data were collected through Focus Group Discussions, Interviews, documentation, questionnaires, checklists, and scales. Then, the qualitative approach was validated by triangulating the sources and the methods, while data were analyzed descriptively

Results: Research findings show that Contextual Teaching Learning (CTL) is valid, practical, and effective, meaning that the CTL is relevant for reinforcing character education for students, especially for those currently learning Sociology and Psychology of the Culinary Industry subject. Besides that, the model is relevant to MBKM, which focuses on connecting students to the real life of communities.

Conclusion: This research produces learning models and instruments (Lesson Plans and Modules) that have been validated by experts and practitioners and tested and analyzed. Thus, the research results show that the CTL model is valid, practical, and effective. It means that Contextual Learning (CTL) is relevant in strengthening student character education, especially for those who take the subject of Sociology and Psychology of the Culinary Industry. Apart from that, this model is also relevant to MBKM, the essence of which is to bring learners closer to the realities of community life

Keywords: Development, contextual teaching and learning model, character reinforcement

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I. Introduction

Indonesia is facing various problems related to ethics and morals. Daily, media broadcasts various incidents like drug abuse and corruption, buang sampah not in proper place, perkelahian antar pelajar dan kelompok, pornografi dan perbuatan asusila. The cases likely occurred as the impacts of the education system, which majorly orients on the cognitive aspect rather than character building. Another factor is that nowadays's learning model is less meaningful to balance the mindset, attitude, and behavior. The target is to produce intelligent, skillful, and valuable students. One learning model that can be applied to achieve the goals is *Contextual Teaching and Learning (CTL)*. The model is not only relevant to the affective domain (to reinforce the character) but also to expose students to the real life of the societies that are proper with the Merdeka Belajar dan Kampus Merdeka (MBKM) program. According to Butcher, C., Davies, C., & Highton, M. (2010), CTL is a learning model that can help students link theories and concepts learned in the classroom, from various references, and in the real world.

Mulyasa (2014) confirmed that Contextual Teaching and Learning (CTL) is categorized as active learning techniques specially designed to help students connect what they have known and what they are to learn and build new knowledge by synthesizing and analyzing the learning process. Character education is a method to reinforce morals, which cannot be accommodated in the classroom through many concepts and theories as it needs field practice. According to Surdin (2018), CTL is relevant because it emphasizes the correlation between learning material and real-life conditions so that students can practice the characters in their daily lives. Also, CTL

is relevant to the Sociology and Psychology of the Culinary Industry subject because it aims to improve the hard and soft skills, including communication skills of communities. The direct and indirect goals can reinforce character education like honesty, tolerance, friendship, communication, social care, and responsibility.

Based on the discussion above, it is crucial to carry out the study to identify the stages of CTL learning model development, which can reinforce the teacher candidate students' characters integrated into MBKM and to identify valid, effective, and practical CTL learning model to reinforce the character integrated into MBKM. Studies concerning the problem above have been extensively carried out before like La Kasman Rukua, Eveline Siregar, and R.A Murti Kusuma (2020), in "Journal of Educational Research and Evaluation entitled Character Education Learning Using The Contextual Teaching Learning (CTL) Approach for Civics Learning. It is a Research and Development that aims to develop a character education learning module with a contextual teaching and learning approach for the Citizenship Education subject. The model refers to the development model of Derek Rowntree and Dick & Carry. The development undergoes three stages. The first used the model of Dick & Carry, and the seventh stage used the model of Derek Rowntree. The reviews were carried out by experts in media, learning design, and language. One-to-one, small group, and field tests were implemented to achieve those targets. The evaluations consist of a summative evaluation by calculating the N-Gain Score to identify the effectiveness level. The effectiveness levels indicated that the learning model for students' characters in Citizenship Education subject is effective.

The research above is similar to the current study, especially the type of research, namely R&D. Both of these studies are also oriented to improve character. Both concluded that the CTL learning module effectively improves student character. Furthermore, research by Sukidjo et al. (2020) entitled *Developing Character Building with Contextual Teaching and Learning in Taxation Learning in the Department of Economic Education, Faculty of Economics, Yogyakarta State University* is an evaluative research to examine the implementation of character education which is integrated in Taxation courses through lesson study learning with an approach. Contextual Teaching and Learning (CTL). The learning process consists of Plan, Do, and See (Reflection), recorded by collaborating lecturers, and underwent two cycles. The similarities in the research I conducted were, first, both used the CTL learning model and second, the aim was to improve student character. The difference lies in the type of research; in this case, the present study is development research, while the previous one is evaluative. However, the most striking similarity is that CTL, a model and approach, improves student character.

The next research was the one conducted by N. P. A. H. Sanjayanti (2021), entitled *The Influence of the Contextual Teaching Learning Model Integrating Character Education on Creative Thinking Skills and Scientific Attitudes in terms of Learning Motivation*. The research I conducted is similar in that both used a character-based CTL model and approach. The difference lies in the method and type of research, as the former study applied experimental methods with a non-equivalent posttest-only control group design. Meanwhile, the present study uses the Tiangarajan development model with 4 D. Below, I discuss several concepts and theories about learning models, Contextual Learning Learning (CTL), and Character Education. Learning models are one of the important instruments in learning. Inaccuracy in selecting and determining the model will affect learning outcomes. Teachers must understand the model before learning so that students and teachers enjoy giving and receiving learning material.

The learning model can be a conceptual framework to guide the learning activities. These guidelines navigate the learning procedures to be planned systematically and organized to achieve learning goals. The learning model also guides teachers to prepare the curriculum, design and deliver material, manage students, and choose media and methods in a learning condition. Muali, C., & Rohmatika, P. N. (2019) defines a model as a conceptual framework to guide teachers in carrying out an activity. So, a learning model is a conceptual framework that describes a systematic procedure for structuring learning experiences to achieve goals. Learning models are used at all levels of education. Therefore, teachers must understand the characteristics of students and subjects to achieve learning objectives easily. It is clear that learning models need to be adapted to the student's development levels and learning principles (such as learning speed, motivation, interest, student activity, and feedback), and the selection of learning models must be student-based.

Next, Abu Nawas (2018) and Syamsidah (2017) put forward several key ideas we need to understand a learning model's components, including Syntax, Reaction Principles, Social-Systems, Supporting Systems, instructional impacts, and side impacts. Contextual Learning Learning (CTL) is an important learning model so that graduates are academically intelligent and understand the reality and environment in which they live. CTL also supports graduates to be intelligent and skilled in making decisions and solving problems because CTL combines the theory students gain in the classroom and practice outside the classroom. Mulyasa (2016) and Surdin (2018) called CTL an effective way to connect learning with the context of everyday life, including strengthening character.

Students should not only memorize but must also understand the material. This can be achieved if learning is carefully planned by the teacher and carried out in an independent atmosphere, not under pressure constructed by the teacher, which inhibits students from developing their creativity and innovation. CTL as a

model could be an option. This is in line with Charles, C.H. (2017) and Siti Zubaidah (2018) that in learning, students do not just memorize but also have to construct knowledge in their minds. Knowledge cannot be separated from facts, nor can it be a separate proposition, but it must reflect applicable skills. Constructivism has its roots in the philosophy of pragmatism initiated by John Dewey at the beginning of the 20th century, namely a learning philosophy that focuses on developing students' interests and experiences.

The description above shows that CTL is relevant to the constructivist philosophy initiated by John Dewey, that learning activities should be constructed by students themselves and then connected to the reality of everyday life. Thus, CTL was developed from "active student" learning. Based on the discussion above, we conclude that CTL is relatively more comprehensive than other learning models. This aligns with Abu Nawas (2018) that CTL is a comprehensive system.

The CTL learning model is relevant to character education. This is not new information in educational institutions, either by the government or the community. Character education has been around for a long time. In fact, it has been present since the first educational institutions were established in Indonesia, for example, religious education and Pancasila moral education. However, character education became popular after President Joko Widodo issued the jargon "Mental Revolution" related to the rise of Corruption, Collusion, Nepotism (KKN), abuse of authority, abuse of illegal drugs, juvenile delinquency, fights between students, groups, and other legal violations. These violations are believed to be caused by weakening the nation's mentality, ethics, and morals, so the president needs to strengthen character education.

Due to this fact, the government issued policies, including Presidential Decree Number 87 of 2017 concerning Strengthening Character Education, followed up with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in formal education units. This means that the government strengthens the importance of character education in educational institutions without exception. The nation's mental problems certainly do not stand alone and are not simple. This problem is complex and requires comprehensive handling from all components of society, including the pillars of Governance, which include Government, Corporate (Entrepreneurs), and Society (Society). These three components must help each other to help rebuild the mentality that has been damaged and triggered the emergence of national problems.

This description was confirmed by Aunurrahman (2018) and Syamsidah (2017), who said that character education is a strategy implemented by various school personnel, collaborating with parents and community members to help children and teenagers develop awareness, assertiveness, and responsibility. Character education can be implemented in two ways: using a formal environment such as at school by inserting it into certain subjects and the teacher explaining the importance of building character from an early age. Second, character education can be implemented outside the school environment informally. It habituates children with positive activities such as national ceremonies, spiritual activities, scouting, and other extracurricular activities. So, students must be accustomed to caring, having integrity, and taking responsibility for various issues, both in small and larger environments, nations, and countries

II. Material and Methods

This research uses a development approach (R & D), adopted from the Thiagarajan, Semmel, and Semmel (1974) model through four stages: defining, designing, developing, and disseminating. The research subjects were all students enrolled in the Food Industry Sociology Course and lecturers. Meanwhile, the assessor subjects are experts who assessed learning instrument prototypes. The research was conducted at the PKK FT UNM Department. Data was collected from Focus Group Discussions (FGD), Interviews, Documentation, Questionnaires, Checklists, and Scales. Next, the qualitative approach was validated by triangulating sources and methods, while the data was analyzed descriptively (Bogdan & Biklen, 1982)

III. Result

Validity

Assessment by validators of CTL learning tools, which include objectives, language, construction, time, and content, and conclusions show that the CTL learning model and tools are valid with an average score of 4.23, which means it is worth implementing. Validity tests carried out by three experts assessed CTL Learning Model Design Products based on local wisdom, CTL-based RPS, CTL-based Sociology and Psychology Modules for the Food Industry, Character Reinforcing Instruments, Lecturer Perception Questionnaire, Student Perception Questionnaire, CTL Model Implementation/Applicability Sheet Instruments. All CTL Model Development Products have very high validity and are recommended or worthy of implementation.

CTL Model Practicality Data Analysis

Data on the practicality of the CTL Model (M-CTL) represents the response of users consisting of lecturers and students to M-CTL and its instruments. Data was collected using a questionnaire with four scales.

Based on student and lecturer responses to M-CTL and its instruments, it was concluded that the CTL model design was practically implemented in the Sociology and Psychology courses of the Food Industry. The practicality criteria for M-CTL are assessed from user responses, including lecturers and students, to M-CTL and its instruments (getting a positive response from more than 80% of users).

Effectiveness

The increase in the learning motivation rate can be seen from the normalized gain score determined by the Meltzer formula (2002: 1).

Table 1. Student Character Reinforcement

Character Reinforcement Aspects	Indicators of Character	Maximum Scores
1. Practice the teachings of the religion they follow	Be diligent in worship	2
2. Understand yourself	Students understand their Weaknesses	2
	Students understand their Strengths	2
3. Comply with the social rules that apply in society	Obedient to the principles	2
4. Respect religious, cultural, ethnic, and racial diversity	Religious tolerance and mutual respect	2
5. Demonstrate the ability to think logically, critically, and innovatively	Smart, creative, and innovative	2
5. Demonstrate the ability to learn independently	independent attitude and behavior.	2
6. ability to analyze and solve problems in everyday life.	Able to analyze problems	2
	Able to solve problems	2
7. Apply the values of togetherness in social life	Good at socializing	2
	Good at adapting	2
8. Appreciate works of art and national culture	Appreciate culture and art	2
9. Communicate and interact effectively and politely	Have communication skills	2
10. Respect differences of opinion.	Respect for others.	2
Maximum score		14

Table 2. Student Character Reinforcement Questionnaire Score

No	Student	character reinforcement score (before)	After	Gain score	Criteria
1	A	6	13	0,875	High
2	B	7	12	0,714286	High
3	C	5	13	0,888889	High
4	D	5	12	0,777778	High
5	E	6	10	0,5	Moderate
6	F	4	9	0,5	Moderate
7	G	7	13	0,857143	High
8	H	7	12	0,714286	High
9	I	6	11	0,625	Moderate
10	J	5	12	0,777778	High
11	K	8	10	0,333333	Moderate
12	L	7	9	0,285714	Low
13	M	6	13	0,875	High
14	N	8	12	0,666667	Moderate
15	O	7	13	0,857143	High
16	P	6	12	0,75	High
17	Q	5	10	0,555556	Moderate
18	R	8	13	0,833333	High
19	S	7	12	0,714286	High
20	T	6	13	0,875	High
21	U	6	12	0,75	High
22	X	5	10	0,555556	Moderate
23	W	8	13	0,833333	High

24	Y	7	12	0,714286	High
25	Z	6	13	0,875	High
26	AB	5	12	0,777778	High
27	AC	6	10	0,5	Moderate
28	AD	5	9	0,444444	Moderate
29	AE	8	12	0,666667	Moderate
30	AF	7	12	0,714286	High

The data above indicates that the CTL model effectively develops student character in the Sociology and Psychology of the Culinary Industry subject

IV. Discussion

Based on the findings above, the CTL model is valid, practical, and effective. It means that Contextual Searching Learning (CTL) is a learning model that is useful for producing educational outcomes that are academically intelligent and have a good understanding of the reality and environment in which they live. CTL also produces smart and skilled outputs at making decisions and solving problems because CTL combines the theory students gain in the classroom and the practice carried out outside the classroom. (Mulyasa, 2016; Surdin, 2018) Calls CTL an effective way to connect learning with the context of everyday life so that it can strengthen character education.

In learning, students should not just memorize, but they must also understand the material. Therefore, teachers should carefully plan the learning activities, create an independent atmosphere, and prevent pressure, which could limit students from developing creativity and innovation. CTL is an alternative model. This is in line with Charles, C.H. (2017) and Siti Zubaidah (2018) that in learning, students should not just memorize but also construct knowledge in their minds. Knowledge cannot be separated into facts or propositions but must reflect applicable skills. Constructivism is rooted in the philosophy of pragmatism initiated by John Dewey at the beginning of the 20th century, a learning philosophy emphasizing developing students' interests and experiences.

The description above indicates that CTL is a learning model related to the constructivist philosophy initiated by John Dewey, which was written by Charles, C.H. (2017), that learning should be constructed by students themselves and then connected to the realities of everyday life. Thus, CTL is a development of "active student" learning. Based on the discussion above, we conclude that CTL is relatively more comprehensive than other learning models. This aligns with the opinion of Abu Nawas (2018) Abellovich, Asa. At all. (2014);

Nivedita & Singh, B. (2016) that CTL is considered a comprehensive system. The CTL learning model is very relevant to character education, and this concept is not a new discussion in educational institutions, whether organized by the government or the community. Character education has been around for a long time, even since educational institutions emerged in Indonesia. This education is packaged in religious education, Pancasila moral education, etc. It's just that the term character education started to become popular after President Joko Widodo repeatedly mentioned "Mental Revolution" because of the rise of Corruption, Collusion, Nepotism (KKN), abuse of authority, and drug abuse. -Illegal drugs, juvenile delinquency, fights between students and groups, and other law violations. These violations are strongly suspected to be related to weakening the nation's mentality, ethics, and morals, so the president must support strengthening character education. (Devi, B., Khandelwal, B., & Das, M. 2017; Muali, C., & Rohmatika, P. N. (2019).

V. Conclusion

This research produces learning models and instruments (Lesson Plans and Modules) that have been validated by experts and practitioners and tested and analyzed. Thus, the research results show that the CTL model is valid, practical, and effective. It means that Contextual Learning (CTL) is relevant in strengthening student character education, especially for those who take the subject of Sociology and Psychology of the Culinary Industry. Apart from that, this model is also relevant to MBKM, the essence of which is to bring learners closer to the realities of community life. This research was published in an indexed international journal. Furthermore, this research supports the superior research of Makassar State University regarding the previous superior research in the field of education, especially the Development of Educational Models and Effective Learning.

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