

Developing a Social Studies Instruction Module Based on Contextual Teaching and Learning

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Abstract – This study developed a product in the form of a Social Studies Learning Module Based on Contextual Teaching and Learning. The development model used is the Dick and Carrey development model with the ADDIE model concept. Research data analysis techniques use quantitative and quantitative approaches. Data collection techniques using interviews, questionnaires, observation, documentation. The results of the study indicated that 1) the feasibility of the Social Studies learning module based on Contextual Teaching and Learning was included in the "good" category; 2) Based on the results of the analysis above, it is known that the value of the average respondent score of 72 is greater or equal to the minimum score plus the interval, namely 69 and smaller or equal to the maximum score, namely 77 or $72 \leq 73 \leq 77$. The Social Studies learning module based on Contextual Teaching and Learning is considered practical because it has a good level of understanding and is easily understood by students.

Keywords – Development, Social Studies Learning, Contextual Teaching and Learning.

I. INTRODUCTION

National education is one of the sectors to develop the intelligence of the nation's life into a quality human being so that it is able to answer the challenges of the ever-changing times. In the Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards; and Government Regulation Number 32 of 2013 concerning Amendments to Government Regulation Number 19 of 2005 concerning National Education Standards, the Government has carried out various arrangements in the education standardization system, namely the minimum criteria regarding the education system in all jurisdictions of the Unitary State of the Republic of Indonesia which aims to ensure the quality of national education in in order to educate the nation's life and shape the character and civilization of the nation with dignity.

With the implementation of education in Indonesia as a whole, it will be able to print potential generation ready to

compete in the world market. This is what is being pursued by educational institutions in Indonesia. All educational institutions in Indonesia have the duty and responsibility in order to build a generation that is potential and able to compete in the world market (Tobari et al, 2018).

The National Education Standards include eight standards, one of which is the Process Standard. Process Standards are criteria regarding the implementation of learning in one education unit to achieve Graduate Competency Standards. With the implementation of the standard process, students are no longer objects of education, but instead become subjects by participating in developing existing themes and materials. As stated by Suyatmini (2017) that the implementation of the 2013 Curriculum is the implementation of learning that is able to condition students to gain or acquire a number of learning experiences in the form of knowledge, skills, social, and basic values that are reflected in habits of thinking and acting. Therefore, Joyce and Weils (Suyatmini, 2017) suggest that the important thing

in the implementation of the 2013 curriculum is how far the learning model is able to facilitate students to gain learning experiences that reflect mastery of a competency demanded by the 2013 Curriculum.

Thus, to achieve learning success in accordance with the implementation of the 2013 curriculum depends on the skills of teachers in designing learning materials. As the results of research conducted by Utami (2018) which show that there is an effect of teaching skills of 57.6% on learning motivation. Then Ningsih et al (2018) with research results which state that teacher teaching skills affect student learning outcomes. Education itself is very useful for forming skilled and skilled development workers and can improve productivity, work quality, and work efficiency. In realizing the goals of national education, education personnel are potential human resources who play an important role (Darmiati, 2020).

From the opinions and research results above, it can be argued that teachers are required to be creative in applying learning models by designing optimal learning materials to help students achieve maximum achievement. For this reason, the teacher must pay attention to matters related to the presentation of learning material, namely the type, scope, sequence, and treatment of the material. Related to this, if the teacher has the expertise in compiling the learning material, it will help the potential emergence and increase the ability of students. The success of learning as a whole depends on the teacher in designing the course of learning that is interesting and fun. This requires teachers to be creative in making innovative teaching materials. Teaching materials are all materials, both information, tools, and texts that are arranged systematically, displaying a complete figure of competencies that will be mastered by students in the learning process with the aim of planning and studying the implementation of learning (Prastowo, 2015).

Nasution (2019) in his research states that education is a teaching and learning activity through interactions between students, educators and learning resources. The quality of education is very dependent on these three main components. Therefore, the teaching and learning process that occurs in schools is an activity carried out in the classroom that is not only based on mastering fundamental principles, but also develops a positive attitude towards learning, research, and discovery and problem solving (Wenno, 2010). Schools are educational institutions where schools must have internal and external customers. Internal customers are parents, students, teachers, administrators, staff and school boards that are in the education system (Asvio et al, 2019).

Social studies subjects are an integrative study of human life in various dimensions of space and time with all their activities (Surahman, 2017). In another formula, IPS is a study related to social life and its environment for the benefit of education and the formation of social actors (Nurwani and Usman, 2017). The social studies subject is a subject that is closely related to social life in society. An educator must be able to provide appropriate examples related to social studies subjects, an educator must be able to relate examples in learning with the real social world so that students can easily understand social studies subjects so they don't get boring quickly (Nurwani and Usman, 2017).

However, in teaching and learning activities, not all students are able to concentrate for a relatively long time, especially in social studies subjects whose lessons tend to be rote in nature (Lestari, 2015). This is emphasized by the opinion of Ningzaswati et al (2015) which states that the learning process in the classroom is more directed at the ability to memorize information, the child's brain is forced to remember and accumulate various information to connect with everyday life. So that only a small proportion of students are active in class learning activities.

One of the tips to practice students critical thinking skills is the use of teaching materials that are developed based on indicators of critical thinking. The initial step of critical thinking is to focus on the problem or identify the problem well, find out what the real problem is and how to prove it. The next step is to formulate arguments that support conclusions, look for evidence that supports the reasons for a conclusion so that conclusions can be accepted or in other words the reasons given must and in accordance with the conclusions (Risdianto et al, 2020).

Through an innovative learning approach, teachers can provide new concepts to achieve the effectiveness of the learning process, especially in social studies subjects. Because, the fast and slow absorption of students towards lessons depends on the proper learning provided by teachers at school with the help of methods that make it easier for students to understand learning (Hastari et al, 2019). Therefore, the teacher must be able to relate examples in learning to the real world, the educator must apply a contextual approach so that it can help students easily understand and remember lessons because the examples taken are not far from the examples in real social life. Johnson (Rahmi, 2014) defines contextual learning as a learning process that aims to help students see meaning in the learning theory they are learning by relating it to the context of their

daily lives, namely the context of their personal, social and cultural lives.

This research was conducted at SMP Negeri 5 Sekayu, from the results of preliminary observations carried out by researchers from December 16, 2019 to December 20, 2019, the initial findings were that social studies learning at SMP Negeri 5 Sekayu is generally still conventional. The use of conventional methods in the implementation of social studies pursuit is partly due to the lack of learning resources in the form of teacher teaching materials as a guide for how to carry out social studies learning which can increase student enthusiasm and are able to discard students' notions that the social studies learning process is memorizing subject matter. Because, based on the results of the needs analysis through preliminary observations made by researchers, students of SMP Negeri 5 Sekayu think that the social studies subject matter is carried out by learning to listen, take notes, and memorize according to the specified learning resources. This kind of assumption makes students feel bored and unenthusiastic in the conventional learning process.

As stated by Aqib (2013), the problems faced by students related to conventional learning include: 1) students tend to be passive, information always comes from educators so that student dependence on educators is quite high; 2) in conventional learning, it is more directed towards teacher center, meaning that educators are very dominant in the learning process; 3) less empowering the environment as a learning resource; 4) the strategy or learning approach designed by the teacher is not quite right so that learning acquisition is not optimal; 5) learning only occurs in the classroom and students tend to learn individually; 6) learning outcomes are only measured through tests.

Based on the results of these observations, it is necessary to develop teaching materials for teachers aimed at making teachers able to use an innovative social science learning model through a contextual approach so that the teaching and learning process is optimal. As stated by Hastari et al (2019), who argued that the use of strategies in social studies subject learning activities is very important because it facilitates the learning process so that it can achieve optimal results. Where, the contextual learning component which consists of 1) making a meaningful connection; 2) doing meaningful work; 3) conduct self-regulated learning; 4) cooperate; 5) think critically and creatively; 6) help individuals grow and develop; 7) reach high standards; 8) using authentic assessment (Johnson, 2012) can improve the ability of teachers to manage learning and be able to increase student

enthusiasm for social studies learning at SMP Negeri 5 Sekayu.

As stated by Hatimah (2011) that contextual learning is different from conventional learning, contextual learning is more student centered with the learning process taking place naturally in the form of activities for students to work and experience. Meanwhile, conventional learning tends to be teacher centered, in which students receive more abstract and theoretical information.

Based on the results of preliminary observations made, the researcher can reveal that the teaching material in the form of appropriate modules to the problems that exist in SMP Negeri 5 Sekayu related to social studies learning is based on seven principles of contextual learning, namely 1) constructivism; 2) search or discovery/inquiry; 3) questioning; 4) learning community, 5) modeling, 6) reflection, 7) authentic assessment (Rusman, 2010). Through these seven contextual learning principles, teaching materials in the form of modules that will be developed are oriented towards direct experience processes, where students are expected to find their own subject matter not only to receive what is given by the teacher, but students are expected to be able to find and find their own subject matter.

In accordance with the concept of contextual learning strategies, namely: 1) CTL emphasizes the involvement of students in finding material to be learned through a process of experiencing directly; 2) CTL encourages students to find relationships between the material being studied and situations in real life; 3) CTL encourages students to understand what has been learned in school and apply it in everyday life; 4) Classroom in CTL learning is not a place to obtain information, but as a place to test data in the field (Sanjaya, 2011). Thus, researchers feel it is important to conduct development research in the form of manuals or modules aimed at training teachers how to carry out innovative social studies learning through a contextual approach so that the teaching and learning process is optimal. As the opinion of Kuswandari et al (2013) which states that the module is expected to optimize the use of learning time so that material messages can be delivered within a well-determined time. Social studies material which is abstract and tends to be difficult to try can be explained using contextual-based learning so that students can feel that social studies is close to their daily lives. Then it is supported by the results of research conducted by Sudarno et al (2015) which state that by using the contextual-based integrated IPS module, the paired t test results show that there is a significant difference in the average student achievement. And the results of the

gain score test resulted in 67% of moderate effectiveness with the achievement of KKM of 93.75%. Thus, researchers will conduct research on the development of social studies learning modules based on Contextual Teaching and Learning

II. RESEARCH METHODS

Sugiyono (2010) states that development research is a process used to develop and validate products used in education and learning. Plomp (2013) suggests that development studies aimed at design principles, and validation studies aimed at theory development and validation. Thus, research and development methods are research methods used to produce certain products and test the effectiveness of these products. This type of research is different from other educational research because the goal is to develop a product based on trials and then revise it to produce a product that is suitable for use. The product developed is a teaching material in the form of a Social Studies learning module based on contextual Teaching and Learning.

In this study, the development model used is the Dick and Carrey development model with the ADDIE model concept, namely Analysis, Design, Development, Implementation and Evaluation (Dick et al, 2001). The products produced from this research are in the form of a Social Studies learning module based on Contextual Teaching and Learning.

III. RESULTS OF THE NEEDS ANALYSIS FROM THE ASPECTS OF THE SOCIAL SCIENCES SUBJECT TEACHERS OF SMP NEGERI 5 SEKAYU

Based on the results of the preliminary needs analysis carried out by researchers using observation, it was stated that the material taught by the teacher in the social studies subject at SMP Negeri 5 Sekayu was material that was adjusted to the competencies summarized in the syllabus. In delivering social studies learning materials at SMP Negeri 5 Sekayu, teachers still use conventional methods, namely lectures and demonstrations with the media used are blackboards and assignments. Based on the results of data collection through interviews, it is known that the mean score of grade VII students is 64.6. and 56% of students have not reached the completeness which has been determined, namely 75. For class VIII the average score of students is 67.3 and 34% of students have not reached completeness and for class IX the average score of students is 69.5 and 27% of students have not reached their limitations.

Efforts made by SMP Negeri 5 Sekayu to improve the ability of social studies subject teachers to manage learning,

including conducting enrichment or discussion of questions to strengthen students, and adding learning facilities and infrastructure and making good use of time, are still not maximally improving learning outcomes at Social studies subject at SMP Negeri 5 Sekayu.

IV. RESULTS OF NEEDS ANALYSIS FROM STUDENT ASPECTS OF SMP NEGERI 5 SEKAYU

From the results of observations by researchers from January 5, 2020 to January 10, 2020, it was found that students did not have high enthusiasm in participating in the learning process. students only listen to what the teacher says, emphasizing that the learning process is still passive. In addition, there is no continuity in the social studies learning process, which can be seen from student learning activities only depending on when the lesson is carried out and outside these hours, independent learning is carried out if only assignments. This causes the teaching and learning process in social studies subjects to be meaningless for students.

The results of the needs analysis from the student aspect of SMP Negeri 5 Sekayu stated that students did not have high enthusiasm in participating in the learning process. students only listen to what the teacher says, emphasizing that the learning process is still passive. In addition, there is no continuity in the social studies learning process, which can be seen from student learning activities only depending on when the lesson is carried out and outside these hours, independent learning is carried out if only assignments. This causes the teaching and learning process in social studies subjects to be meaningless for students.

Based on the results of observations and interviews, it can be argued that it is necessary to develop a Social Studies learning module based on Contextual Teaching & Learning that can be used by teachers to carry out self-learning how to apply a contextual-based social studies learning model which aims to make teachers able to create an innovative social studies learning process through a contextual approach. The development of modules is needed to improve the ability of teachers to manage learning and be able to increase student enthusiasm for learning

V. ANALYSIS OF SOCIAL STUDIES LEARNING NEEDS AT SMP NEGERI 5 SEKAYU

Based on the results of the preliminary needs analysis carried out by the researcher, it can be argued that the low student learning outcomes are strongly suspected because the learning model applied so far is still more towards the old model, namely the lecture method which implies a monotonous learning atmosphere, so that students become

passive and student interest in learning becomes low. Likewise, in terms of evaluation, it is still emphasized on the cognitive aspects, so that students only seem to memorize the material. In the learning process, it is necessary to think about a learning model that can arouse student interest in learning so that learning becomes meaningful and easy to understand. Student interest affects the quality of student learning outcomes in understanding learning material.

In this context, the application of a contextual learning model requires deep knowledge for teachers in managing

learning strategies. Based on the results of observations and interviews, it can be argued that it is necessary to develop a Social Studies learning module based on Contextual Teaching and Learning that can be used by teachers to conduct self-learning how to apply a contextual-based social studies learning model that aims to make teachers able to create innovative social studies learning processes through a contextual approach. The development of modules is needed to improve the ability of teachers to manage learning and be able to increase student enthusiasm for social studies learning at SMP Negeri 5 Sekayu

Table 1. The Result of Module Practically Test Score

No	Respondents	Score	Rating Category	Range
1	Sudarti, S.Pd	76	Practical	$(S_{min}+p) \leq S \leq S_{max}$
2	Rina Permatasari S.Pd	76		
3	Enda Dwi Astuti, S.Pd	77		
4	Seriyanti, S.Pd	69		
5	Winda Sepriantini, S.Pd	70		
Total Score		368		$(69+3) \leq 73 \leq 77$
Total Average Score		73,6		$72 \leq 73 \leq 77$

From the results of the above trial, it can be seen that the module is in the practical category, based on the results of the analysis above, it is known that the value of the average score (S) of the respondents is 73 greater or equal to the minimum score plus the interval, namely 69 and smaller or equals the maximum score of 77 or $72 \leq 73 \leq 77$. The Social Studies learning module based on Contextual Teaching and Learning is considered to have a good level of understanding and is easily understood by students.

From the results of the development research above, it can be argued that the Social Studies learning module based on Contextual Teaching and Learning in SMP is declared valid and practical. Based on the results of the development of the Social Studies learning module based on Contextual Teaching and Learning, it begins with a product needs analysis, which is a step to identify problems and collect data and prepare to formulate a research framework. The findings of the researchers were 1) the delivery of social studies learning materials at SMP Negeri 5 Sekayu, teachers still using conventional methods, namely lectures and demonstrations with the media used were blackboards and assignments; 2) the student's average score is still in the low category, namely class VII is 64.6. and 56% of students have not reached the completeness which has been determined, namely 75. For class VIII the average score of students is 67.3

and 34% of students have not reached completeness and for class IX the average score of students is 69.5 and 27% of students have not reached the limit; 3) teachers have difficulty managing social studies learning using learning approaches, strategies, methods and techniques that involve students actively in learning; 4) training and teacher learning forums have not maximally provided real experiences for social studies subject teachers to develop effective learning. This is because these efforts are not carried out in a sustainable manner.

The results of this study were supported by research conducted by Wulandari (2013) with the results which stated that social studies learning outcomes increased with the application of the CTL learning model in grade IV SD 3 Mejubo Kudus. Based on the results of the study, the researcher suggests (1) teachers need to use the CTL learning model in social studies learning in grade IV SD; and (2) teachers must seriously guide their students in learning.

Kanzunnudin and Oktavianti (2015) conclude in this study that using the CTL model can improve student social studies learning outcomes both from the cognitive, affective and psychomotor domains of grade IV SD 2 Bacin Kudus in 2013/2014. Lestari (2015) with the results of research showing that the use of Problem-based Learning Model

media can improve understanding of the concept of natural and artificial appearance in Indonesia in social studies subjects in fifth grade students of SDN Pojokrejo I Jombang. Jamrut and Aman (2014) with research results showing that the implementation of CTL with the GI method assisted by media improves cognitive learning outcomes.

VI. CONCLUSION

Based on the results of research and development, the following conclusions were obtained: 1) the feasibility of the Social Studies learning module based on Contextual Teaching and Learning is included in the "good" category, so it can be concluded that media experts stated that the Social Studies learning module based on Contextual Teaching and Learning was declared valid and suitable for use as learning media; 2) the feasibility of the Social Studies learning module based on Contextual Teaching and Learning is included in the "good" category, so it can be concluded that media experts stated that the Social Studies learning module based on Contextual Teaching and Learning was declared valid and suitable for use as learning media; 3) the feasibility of the linguists obtained an overall score of 18 with an average score of 3.60, so that when viewed in the table of eligibility criteria for the Social Studies learning module based on Contextual Teaching and Learning it is included in the "good" category, so it can be concluded that the linguist stated that the social studies learning module based on Contextual Teaching and Learning declared valid and suitable for use as a learning medium, and 4) the Social Studies learning module based on Contextual Teaching and Learning is considered practical because it has a good level of understanding and is easily understood by students.

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