THE DEVELOPMENT OF CONTEXTUAL-BASED TEXTBOOK ON CONSTITUTIONAL THEORY AND LAW COURSE IN PANCASILA AND CIVIC EDUCATION STUDY PROGRAM OF TEACHER TRAINING AND EDUCATION FACULTY OF SRIWIJAYA UNIVERSITY

Kurnisar, Puspa Dianti, Camellia
Pancasila and Civic Education Study Program of Teacher Training and Education Faculty of Sriwijaya University
kurnisar@gmail.com

Abstract

Pancasila and Civic Education Study Program of Teacher Training and Education Faculty of Sriwijaya University is one of the social science study programs which courses contain many theories or concepts. One of them is constitutional theory and law course. In conveying the material, a lecturer as the advisor should prepare a textbook containing content which is able to facilitate the students to understand the material so that the learning becomes more meaningful. Therefore, the researcher, as the advisor of constitutional theory and law course, compiled a contextual-based textbook. This research was aimed to produce textbook of constitutional theory and law course based on context to improve students' understanding. This research was a type of research and development referring to R & D Cycle Borg and Gall and was aligned with the established research objectives. The steps in this research were conducting a preliminary study to find out things that students need during the learning as well as developing and testing the product of constitutional theory and law textbook. Furthermore, the techniques for collecting the data were documentation, questionnaires, and interviews. The result of this research showed that the development of contextual-based textbook is able to improve the understanding of the material in constitutional theory and law course.

Keywords: Contextual-Based Textbook, Students' Understanding.

INTRODUCTION

One of the main components supporting the success of the teaching and learning process is the availability of adequate textbooks. Adequate textbooks in this case are not only limited to presenting the material but also able to make students easily understand the things meant in the material. Pancasila and Civic Education Study Program of Teacher Training and Education Faculty of Sriwijaya University is one of the study programs of social knowledge field which courses contain many theories or concepts. One of them is constitutional theory and law course. In this course, the content of learning materials containing many theories in the delivery process must be accompanied by real examples close to the students so that students' understanding of learning materials can be achieved. This is supported by the observations of researchers as lecturers of constitutional theory and law course. Researchers found out that, during the learning process, if the material is not related to the things close to the students, it will

make the learning process becomes tedious. As the result, students' understanding on the material is difficult to achieve. Textbooks as a learning resource used by students have not included explanations or examples that are close to student life. Researchers, therefore, consider that efforts need to be done to overcome this.

A way that can be done by a lecturer to help the students in understanding the material is that the lecturer, as an advisor, should prepare the textbook containing content which is able to facilitate the students to understand the material so that the learning becomes more meaningful. One kind of approaches that can be used in the development of textbooks to be able to connect learning materials with things close to the students is a contextual approach. Contextual approach is an approach that can make learning activities become more meaningful. This is in accordance with what Sanjaya (2011: 109) says "Contextual approach is a learning concept that helps lecturers in relating the material taught to the situation in the real world. Through the contextual approach, students will be encouraged to connect the existing knowledge with their daily life. " Based on the above description, it can be understood that in developing the understanding of students in teaching and learning process, a contextual-based textbook of constitutional theory and law is required. Therefore, researchers consider that it is necessary to conduct research on "The Development of Contextual-Based Textbook on Constitutional Theory and Law Course in Pancasila and Civic Education Study Program of Teacher Training and Education Faculty of Sriwijaya University."

LITERATURE REVIEW

2.1 Textbook

One of the important factors that contribute to the achievement of learning objectives is the availability of resource facilities / adequate learning materials. One of the sources / materials is a textbook that is used by the students (student's' book). Textbook is a textbook used as a standard reference on certain subjects. The characteristics of textbooks are: (1) the source of teaching materials; (2) become a standard reference for a particular subject; (3) arranged systematically and simply; and (4) accompanied by instructional instructions, (Akbar, 2013: 33). Furthermore, Giyatmi (2016: 6) says that the textbook is a handbook for a course written and composed by experts from related fields and meet the rules of textbooks as well as published officially and disseminated.

The textbook is a book that is used as a textbook in a particular field of study, which is a standard book compiled by experts in the field for instructional purposes and objectives, complemented by harmonized teaching means and easily understood by the users in the schools. (Tarigan & Tarigan, 1986: 13)

From the description of textbook definition above, it can be deduced that the textbook is a paper that has become a book in a particular field, which is a standard book used by educators and learners in the process of learning in the classroom for instructional purposes, equipped with the harmonious means of teaching and easily understood by the users in schools and higher education so as to support the teaching and learning process.

With the use of textbooks, teaching and learning activities in the classroom become more effective and efficient. In addition, through the use of textbooks, skills and basic knowledge of students which have been obtained before entering the class can be used for memory consolidation activities, concept understanding, critical thinking and knowledge development.

2.2 Contextual Approach

Contextual approach is an approach that can make learning activities become more meaningful. According to Sanjaya, (2011: 109) contextual approach is a concept of learning that helps teachers in relating the material taught to the situation in the real world. Through a contextual approach, students will be encouraged to link existing knowledge with their daily lives. Johnson (2002) states that *Contextual Teaching Learning* (CTL) allows students connect academic content to the context of everyday life to find meaning. CTL extends the student's personal context further by providing fresh experiences that will stimulate the brain in forging new relationships to discover new meanings (in Rusma, 2013: 189). Contextual approach has seven major components that differentiate it from others, namely finding (inquiry), constructivism (constructivism), ask (questioning), reflection (reflection), learning community (learning community), actual assessment (authentic assessment), and modeling (modeling) (Trianto, 2012: 107).

In addition to having these seven components, the contextual approach also has characteristics that are different from other learning approaches. According to Muslich (2008: 42), learning with a contextual approach has characteristics of: 1) Learning in real life setting; 2) Meaningful learning; 3) Learning by doing; 4) Learning in group; 5) Learning to know each other deeply; 6) Learning to ask, to inquiry, to work together; and 7) Learning as an enjoy activity. In addition to having characteristics distinguishing with others, contextual learning also has its own principles and strategies. According to Ministry of National Education (2002) as quoted by Gafur (2003) states that contextual learning has principles and strategies that encourage the creation of relating, experiencing, applying, cooperating, and transferring. The contextual approach can be integrated into instructional design and teaching materials as Gafur (2003) says "contextual concepts, principles, and strategies need to be integrated and applied into every relevant learning component."

2.3 Development of Contextual-Based Constitutional Theory and Law Textbook

Textbook developed in this study is the textbook of constitutional theory and law in Pancasila and Civic Education study program of Faculty of Teacher Training and Education of Sriwijaya University. Constitutional theory and law textbook used by educators as the course supporting lecturers has not loaded or connected with things close to the students. Teaching materials that are able to support the development of students' understanding have not been widely available.

The development of contextual-based constitutional theory and law textbook is intended to increase students' understanding on the material content. The integration of various things close to the students into the constitutional theory and law can be done by

simplifying the material. The simplification can be done by connecting it to things that are close to student life; through examples or cases. By connecting the material of constitutional theory and law to the things close to the student's life, the learning is expected to be more meaningful on student's life so as to be able to develop all the potential contained in students optimally, especially the level of understanding.

METHOD

This study used research and development methods. Stages were performed in accordance with Borg and Gall procedures. This procedure is simplified into 5 stages, ie analyzing problems with constitutional theory and law learning, analyzing old and to-bedeveloped products (needs analysis), developing preliminary products, expert testing and revisions, small group trials and revisions, large group trials and revisions. Furthermore, data collection techniques used were observation, questionnaires, tests and documentation. In analyzing the data, descriptive quantitative was used.

RESULTS AND DISCUSSION

The results obtained in this study can be grouped at several stages, namely preliminary study stage, product development, and product testing.

1. Preliminary Study

The research on this process was done by the researchers trying to get initial information by analyzing the phenomena and obstacles faced by students in following the constitutional theory and law. This activity was conducted by discussing with colleagues who teach constitutional theory and law course. Moreover, during the lecture process took place, the researcher observed the student activity and then asked the students about the obstacles they faced during the lecture. Based on these activities, it was found out that students are in need of learning resources in the form of textbooks which are able to relate theory and concept with students' daily life.

2. Product Development

a. Product Design

At this stage, before the researcher developed contextual-based textbooks of constitutional theory and law course, they first had developed contextual-based Semester Learning Plan (Rencana Pembelajaran Semester, or RPS) and Lecture Unit (Satuan Acara Perkuliahan, or SAP) of constitutional theory and law course. Through these Semester Learning Plans and Lecture Unit, then contextual-based textbook of constitutional theory and law course was developed.

c. Textbooks Production

At this stage, researchers had tried to make contextual-based textbooks of constitutional theory and law course. The textbook contained eight contextual-based main

material chapters that students are expected to follow. However, the textbook was still a prototype because it had not been completed in the validation by the material experts and research subjects (not tested).

d. Textbooks Validation

Product validation tests were carried out by 2 experts, linguists and material experts. The result validation from linguist is that this textbook is valid for trial. Nevertheless, there are some comments that researchers consider refining the textbook that has been designed. Such comments included the systematic formulation of the chapter to be improved, the use of preposition must be separated from its following word, the use of term should be italicized and word correction on the marked page. On the other hand, the material expert conducted two stages of validation. At the first stage, it was found out that the material presented in this book should be more adapted to the syllabi; it is not systematic and needs additional sources of literature. After getting good grades from both experts, the constitutional theory and law course textbooks are ready for trial.

e. Textbooks Trial

At this stage, the researcher tries to get the data as a refinement material of the textbook that has been prepared. Implementation of trials is done by various stages of one to one, small group and field evaluation.

1. One to one

This trial was done by taking three students of Pancasila and Civic Education Study Program of first semester Indralaya class who join constitutional theory and law course. The three students have different capabilities which are high, medium and low category. The researchers gave the learning by using textbooks that had been prepared. At the end of the learning, the three students were asked to fill out a questionnaire about the constitutional theory and law course textbook that they had read and been explain by researchers. Based on the questionnaire results, the percentage of responses indicates that this textbook is practical and easy to understand so it is appropriate to be used in the learning of constitutional theory and law course.

2. Small Group

The next step was testing the product through small group. Trial of this phase was done by taking 10 students of Pancasila and Civic Education Study Program of first semester Palembang class who join the constitutional theory and law course and have different ability, which are low, high and medium category. Based on the questionnaire results, the response is higher than the previous stage which shows that the student response is in very good category. It can be concluded that this textbook is practical and easy to understand so it is worthy to use in constitutional theory and law course learning.

3. Field Evaluation

Field evaluation is the third stage in a product trial. At this stage, the researchers tested the whole to the subject of research, who are students of Pancasila and Civic

Education Study Program of Indralaya class who join constitutional theory and law course. Product testing at this stage was done by applying the teaching and learning process as appropriate. Through this stage, it was expected to know the feasibility of textbooks that were tested so that it can be used thoroughly. At this field evaluation, researchers first gave pre-test to students to know the ability of the beginning. After the researcher had given an explanation of one of the chapters in the book, at the end of the learning, post-test was also given. Besides, during the learning process took place, researchers also made observations and asked students to fill out a questionnaire to find out the response to the piloted textbook. Then, it can be concluded that the textbook is practical and easy to understand so it is worthy to use in constitutional theory and law course learning.

Thus, from several stages passed in the development of contextual-based textbooks of constitutional theory and law course, it can be seen that the materials taught in the classroom will be more practical and easily understood when associated with student's daily life, accompanied by examples / real cases around them. By having it, students can be more focused and have an interest in the material taught in order to improve students' understanding and also have the potential to motivate students to apply the values they get during learning. This is consistent with the opinion of Tarigan (1986: 13) that textbook is a book used as a textbook in a particular field of study, which is a standard book compiled by experts in the field for instructional purposes, equipped with the means of instruction which is harmonious and easily understood by the users in schools and colleges to support teaching program.

Furthermore, the stage of this contextual-based textbook development had also contained contextual components. As mentioned that the contextual approach has seven major components that differentiate it from others, namely finding (inquiry), constructivism (constructivism), ask (questioning), reflection (reflection), learning community (Learning Community), actual assessment (authentic assessment), and modeling (Trianto, 2012: 107). These seven things have appeared at every stage from product design to textbook trials.

CONCLUSION

Based on the research results, it can be concluded that the arranged-contextual-based textbooks has been declared as valid by all experts. Being tested in three stages of the process, i.e. one to one, small group and field evaluation, this textbook is considered practical and helpful for students that the materials are easier to understand. Furthermore, this textbook also has a potential effect; it can be seen from the increase of student learning outcomes after being given tests on field evaluation stage. There is an increase in posttest results compared with pretest. Hence, the contextual-based textbook product of constitutional theory and law course is feasible to be used in the learning process.

REFERENCES

Akbar, S. (2013). *Instrumen Perangkat Pembelajaran*. Bandung: PT. Remaja Rosdakarya.

Arikunto. (2006). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Giyatmi. (2012). *Membudayakan Menulis Buku Ajar*. Jakarta: Workshop Budaya Menulis Di Kampus.

Muslich, M. (2008). *Textbook Writing*. Yogyakarta: Ar-Ruzz Media.

Rusman. (2013). *Model-Model Pembelajaran Mengembangakan Profesionalisme Guru*. Jakarta: PT Raja Grafindo Persada.

Sabayasa, A. (2013*). Pengertian Dan Perkembangan Konsep Media, Pembelajaran, Serta Teori Belajar Yang Melandasinya*. Retrieved from http://sumberbelajar.belajar.kemdikbud.go.id/PTP/Konten%20Materi/91%20Anas%20Sa bayasa/diklat%20113/modul%20217/Buku/Materi%201_Media%20Pembelajaran%20da n% 20Pengelolaan%20Bahan%20Belajar_Pengertian_Konsep.pdf. Diakses Pada Tanggal 17 Februari 2013 Pada Pukul 16:33.

Sukmadinata, N. S. (2007). *Metode Penelitian Pendidikan*. Bandung: PT Remaja Rosdakarya.

Sugiyono. (2012). *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung; CV. Alfabeta.

Tarigan, H. G. & Tarigan, D. (1986). *Telaah Buku Teks Bahasa Indonesia*. Bandung: Angkasa.

Trianto. (2012). *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana.