

## **EFFECTIVENESS OF SUBJECT MATERIALS OF CIVICS EDUCATION BASE ON CONTEXTUAL LEARNING**

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### **ABSTRACT**

*The goal of this study is to know effectiveness and efficiency of subject materials of civic which developed based on the contextual teaching and learning. To know effectiveness of product, we compare implementation of developed product with current subject material. We used a descriptive method to analyze of data, which describe all of data such as result of interview, observation thus it will be base, guideline, reference to carried out revision to developed product. To developed product, we use a Degeng model, that following are eight learning design steps that are elaborated in the elaboration model, namely: 1) Analysis of the objectives and characteristics of the objectives of the field of study, 2) Analysis of learning resources (constraints), 3) Characteristic analysis of learner, 4) Establish learning objectives and learning content, 5) Establish strategies for organizing learning content, 6) Establish strategies for delivering learning content, 7) Establish learning management strategies, 8) Develop measurement procedures for learning outcomes. The result of this study is the product is effective to increase study result of students and efficient based on student's survey. Besides that, the product is interesting, in order student have a good experience to study subject materials of Civics.*

**Keywords:** subject materials, civics education, contextual teaching and learning

### **INTRODUCTION**

The idea to carried out development of subject materials was based on observations at the beginning of the study at Junior High School 1 of Pule of Trenggalek, several observations were obtained, including: study result of students were low, the tendency of teachers to convey material (*transfer of knowledge*). In addition, the quality of the process is still not optimal that one of factor teacher tends to use existing textbooks without development of subject materials, so that in the teaching and learning process according to observations the researcher has several weaknesses, including: 1) existing learning is less interesting, (2) students do not understand the intent and purpose of studying the book (the material presented); (3) The potential possessed by students cannot be optimized, because there are no subject materials that can enrich the potential of students.

Some weaknesses that occur in the teaching and learning process need to be made improvements so that learning outcomes can be improved. Increased learning outcomes will have a positive impact because through the process of innovation and creativity in the preparation of a teaching material that can encourage student involvement. According to Damanik and Pakpahan (2014) said that theoretically and practically, teaching through

subject materials can also improve the quality of education in general. This explains that, it takes seriousness from a teacher to use empowerment of learning technology and the use of subject materials in the classroom. This indicates that the importance of subject materials for students is able to foster the desire to learn from students, especially in Civics Educations.

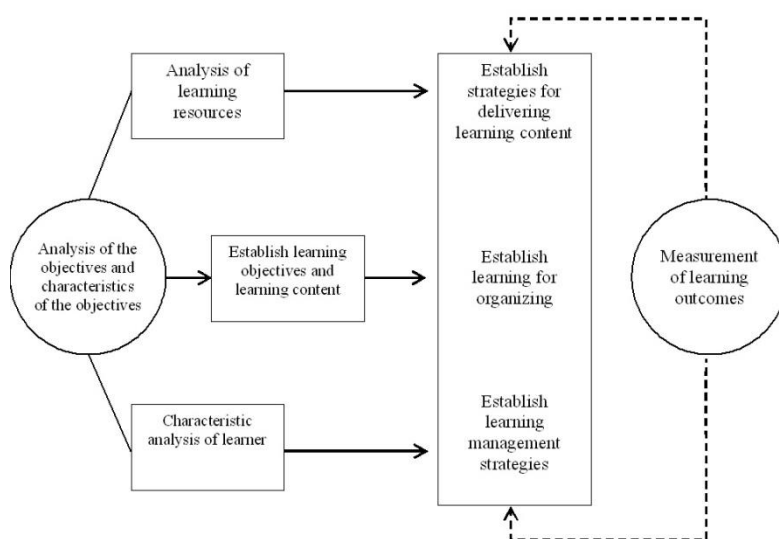
Based on the description above, the researcher wants to make contextual-based subject materials, where innovative subject materials are very important to solve problems faced by students in educational units, especially for Junior High School 1 of Pule of Trenggalek.

**METHOD**

The method is development research with Degeng model approach, the procedures following are:

- a. Determining the subjects to be developed;
- b. Developing of subject syllabus and lesson plan;
- c. Prepare for development by following the steps of Model Degeng;
- d. Designing product, it develops with prototype which will be developed
- e. The stage of designing and conducting formative evaluation consists of: 1). expert review of content, design experts, media experts, 2) individual trials, and 3) group trials, and 4) field trials
- f. Product Evaluation

The development research refer to a model of learning design that develops contextual based learning package by developing contextual based teaching materials that refer to Degeng model. Degeng (1997) suggests eight steps of learning design that are contextualized elaboration model, namely: 1) Analysis of the objectives and characteristics of the objectives of the field of study, 2) Analysis of learning resources (constraints), 3) Characteristic analysis of learner, 4) Establish learning objectives and learning content, 5) Establish strategies for organizing learning content, 6) Establish strategies for delivering learning content, 7) Establish learning management strategies, 8) Develop measurement procedures for learning outcomes.



**Figure 1. Degeng Models**

The method used in this study is descriptive qualitative, which the researcher uses interviews, observations, questioner to get data. The data type are review result of expert, and the experiment result of class.

**DISCUSSION**

The study result based on the review of expert for subject material which be developed are following:

**Table 1. Recapitulation of Expert’s Review to subject Materials**

Aspect	Mean	Noted
Materials	3,07	Good
Presentation	3,07	Good
Language	3,2	Good
Design	3,0	Good
Learning	3,14	Good

Based on the study result, expert stated that the materials of product is good although it needs some improvement about the materials of developed product, following are: image accuracy, graphic accuracy and illustration accuracy, notation accuracy, symbol using, icon and bibliography accuracy. And then expert stated that the presentation of product is good. The expert said that presentation method have been good for presentation method, presentation materials, learning model which all of them can explain the material developed. Although it needs some improvement about presentation method of the developed product, following are: bibliography, answer key of exercise and feedback for training in order to students be able to learn to use developed product/materials. If the product developed were reviewed of language side is good. The product can state an information, make two directions, it has a suitable development degree of student, and systematically and integrated in framework. But it needs to be done improvement about literally, symbol, icon that less consistency for using symbol and icon. Based on the media which be used and design of developed product is good for cover, content and typography. But, contents need to be noticed about spacing line among theme and sub theme.

After experts reviewed the developed product, the product was tested to respondents about 10 respondents to give opinion for the developed product. We tested it for interesting of the developed product. The recapitulations of students opinion are below:

**Table 2: Test Result of Student for Interested of Developed Product**

The tested aspects		Rata-rata
<b>Cover</b>		
1	Describe about contents	4
2	Model, color, size, similar object with reality	3
3	Color and picture is choice interesting	3
4	Kind and size of alphabet is suitable	3
5	the display of product is interesting	3
<b>Accuracy of content</b>		
1	Accuracy language	3
2	Accuracy of presentation content	3
3	Accuracy of example of exercise content	3
4	Accuracy of exercise content	3

The tested aspects		Rata-rata
<b>Evaluation Test</b>		
1	The language is easy	3
2	Test quality is suitable with Junior High School grade	3
3	Be able to developed think ability of students	3

The tested which be carried out for small group about 10 respondents. Based on the opinion result of them said that cover is interesting, for accuracy content is exact or suitable with the evaluation test, respondents said that it was good thus it is easy to understood, it is suitable with the level and it be able to support and developed think ability of students.

Researcher tested effectiveness of product with applying the materials subject for about 10 students. And then they were tested to know study result of implementation. The result of students study result following below:

**Table 3: Effectiveness of Developed Product**

No	Name of Students / Respondents	Study Result
1	Respondent-1	80
2	Respondent-1	70
3	Respondent-1	75
4	Respondent-1	75
5	Respondent-1	80
6	Respondent-1	80
7	Respondent-1	85
8	Respondent-1	85
9	Respondent-1	80
10	Respondent-1	80
	Mean	79.00
	Completed	90.00%
	Uncompleted	10.00%

Using of the material subject base contextual learning for small group get mean of study result about 79,00 there are more than 90% have a minimal completeness criteria and others have less than of minimal completeness criteria.

The students have been able to understand the developed product which be implemented to students. Students understand for materials more than 75% of what learned by using material subject based on the contextual (developed product). The result of our observation following below:

**Table 4. the study result for small group about students activities**

Observed Aspect	Learning	
	Frequency	Percentage
Student did observation in school environment for Pancasila values	10	100.00%
Students were writing for founding in environment	8	80.00%
Students discuss the observation result with their group	8	80.00%
Students state the discussion result	8	80.00%
Each of group answer question from others	7	70.00%
Rata-rata	8.2	82.00%

Based the observation result, almost of all of respondent did activities such as observed aspects. But aspect of answering question need to be pushed in order student will be active in future.

**Tabel 5. Result of Test For Small Group For Teacher Activities**

No	Indicators	Value
1	Teacher may make connection Pancasila's value with reality	4
2	Thinking development for student in meaningful learning	3
3	Teacher carried out inquiry activities for each sub chapter	3
4	Teacher encourage student's curiosity through questions	4
5	Teacher may create student to learning together (student have discussion actively)	3
6	Teacher give sample a model in student activities	4
7	Teacher do reflection activities in every session	4
8	Teacher do authentic evaluation by certain ways	3

Based on the study result, we can describe that learning with developed product base on the contextual learning is good

## CONCLUSION

The developed product base on contextual may improve study result of students. Here describe that the developed product is effective and efficiency to increase students activities based on the contextual teaching and learning. Teaching materials that are developed based on Degeng model contextual so as to provide ease and meaningful learning experience for students with better, effective and efficient. It is based on the contextual learning components, where students begin to cultivate constructive thinking, have the ability to ask questions, have the ability to work together, find out for themselves, and make judgments on what they have understood.

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