

THE IMPORTANCE OF CHANGES IN CIVIL LEARNING PATTERNS THAT ARE TEXTING TO CONTEXTUAL PATTERNS (CTL)

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Abstract— The development of science and technology is very influential on the development of educational technology which in turn affects the learning technology and finally the patterns of learning from traditional patterns (textual and teacher the only source of learning) to the transitional (semi-textual and teacher with the media) to modern (contextual and media as learning resources). This is very influential on Civics learning patterns that tend to be traditional (textual) to contextual learning. The current condition of Civics learning is still traditional (textual) which prioritizes citizenship knowledge, and has not applied contextual patterns, as evidenced by the inability of most students to relate what they have learned and applications in life. This happens because Civics learning does not relate material to the reality of student life and is not contextual. As a result PKn fails to carry out its mission of developing citizenship competencies namely knowledge of citizenship, value and character of citizenship and citizenship skills. In realizing contextual Civics learning, traditional (textual) learning systems in schools are not in line with the Civics' expectations and mission in realizing citizenship competencies and result in Civics learning being perceived as meaningless for students. is a very urgent need. This contextual approach has the following characteristics: (1) interrelated learning, (2) direct experience oriented, (3) applicable learning, (4) cooperative and cooperation, (5) self-regulated learning, and (6) assessment authentic, then the contextual approach consists of seven components: (a) constructivism, (b) inquiry, (c) asking, (d) learning society, (e) modeling, (f), reflection, and (g) authentic assessment. This study wants to explain the changes in Civics learning patterns that are textual to contextual patterns (CTL).

Keywords— *textual learning, Civics, contextual approaches*

I. INTRODUCTION

The rapid development of science and technology will affect the development of the world of education and learning, especially in the field of educational technology whose impact also demands changes in the field of learning technology in order to improve the quality of learning to get more optimal results. One of the applications of educational technology into learning technology is the change in the role of the teacher and the development of teacher's tasks that have an impact on changes in learning patterns starting from traditional patterns where the teacher is dominant (the only source of learning), a transition pattern where the role of the teacher is assisted by the media to modern patterns where is the role of the media until the combination of all that gives

birth to a pattern of integrated learning systems. In learning activities, the selection of methods, strategies or approaches that will be used plays a very important role in improving the quality of learning, especially in improving student learning outcomes.

Civics Education in Indonesia is still dominated by traditional systems that place teachers as the only source of learning with textual patterns so that students are less able to connect material with life and are unable to solve citizenship problems, consequently the Civics mission in developing citizenship competencies which includes citizenship knowledge, values the value of citizenship and citizenship skills will fail. While currently developing contextual thinking in which students will learn better if the learning environment is created naturally, students are expected to learn by experiencing rather than memorizing. This implies that learning will be more meaningful if students experience what they are supposed to learn, so that their retention is truly strong against the material that must be mastered, and it is possible that students will not have difficulties in applying learning outcomes in real life. To overcome this problem there needs to be a change in textual learning patterns from contextual patterns.

CTL (Contextual teaching and learning) according to [1] is an effective approach because the learning process will actually occur if students can find a meaningful relationship between abstract thinking and practical application in the real world context. In the practice of learning concepts, principles, procedures and facts as subjects that are internalized through discovery, strengthening, interrelationships, and integrated processes. Contextual learning is a combination of subjects and intellectual abilities that must be possessed by students and environmental needs.

Contextual learning is a concept of teaching and learning that helps teachers to connect material taught with real-world situations and encourage students to make a correlation between the knowledge that is in themselves as family members, community, and country [2]; [3]. Contextual learning enables students to connect material content to the context of everyday life in discovering the meaning of life. Of course contextual learning is very suitable to be applied in Civics learning that has the competence to prepare students to be good citizens in the life of society, nation and state. The application of contextual learning is an urgent need in solving Civics problems so far, contextual approach is

considered as an alternative in solving problems in Civics learning [4].

Empirically the advantages of contextual approaches have been widely raised by experts and learning practitioners such as Atiomo's research. W, (2009), Hudson & Whisler (2011), Deen (2006), Falks & Storcksdieck (2005), Hall & Kidman (2004), Chocker & Greg Baker 2009), Wirta (2011). Sullivan, M. (2006); Glynn, S.M .. & Winter L.K., (2004); Granello, D.H. (2000); Hoffman, K, .G .., & Donaldson, J. (2004); Fadillah, A., Devi, N. P.L. C., Ridho, D., Majid, A.N. & Pratiwi, M.N.B. (2017); Neil G. I. & Erickson, P.M .. (2001); Liu, Y., at al. (2014); Fadhillah, F., Effendi, M. & Ridwan, R. (2017); Suparman, L., Marhaeni, A., & Dantes, N .. (2013); Nasrum. (2014); Aprizani, Y. (2016); Hudson, C.C. & Wisler, V.R.; Pebriana, P.H., Zulkifli, Antosa, Z. (2014); Chassis. (2006); Arifuddin, M. (2013); Jamaludin, S., M., I. & Asto, I., G., P. (2015); Penwana, M. (2015); Deen, I., S. & Smith, B.P. (2006); Satriani, I., Emilia, E., Gunawan, M.H. (2012.); Ekowati, Ch., K., Darwis, M., Upa, H.M.D.P. & Tahmir, S. (2015); Syker, T. & Kiyochi, T. (2014); Gordon, C. & Debus, R .; O'Sullivan, M; Gao. L. (1998); Lin, X., Lihman, James, D. (1999); Mahendra, IW., E. (2016); Wahyu, I., A. (2012); Gita, N. (2007); Mc Lough Lin, Catherine & Lee M, J., W. (2010); Gerlai, R. (1998); Al Maqassory. (2014); And specifically the advantages of contextual approaches in learning Pkn are evidenced by research from Susila darma et al (2013), Firmansyah (2010), Nurhasanah (2009), Eka Sawitri (2010), Komalasari (2010) and (2009)

II. FINDING AND DISCUSSION

A. *Civics Learning Conditions*

In order to educate the nation's life Citizenship Education in Indonesia occupies a central and strategic position in supporting the achievement of national education goals, especially as an education of values and characters. Pkn carries on the mission as a means of forming values of nationalism and patriotism and building portraits of good Indonesian citizens who have an awareness of their rights and obligations in the life of the nation and state. The framework of this Civic Content according to [5] was built on the basis of the new paradigm as follows: (1). Curricularly to build individual potential to become good Indonesian citizens characterized by noble, intelligent, participatory, and responsible character ((2) theoretically contains cognitive, affective, and psychomotor dimensions in accordance with citizenship competencies, namely citizenship knowledge, values or character of citizenship and citizenship skills, (3) programmatically emphasizes content that carries values and learning experiences as application in everyday life which is a guide and direction for citizens in living in a society, nation and state.

In its position as a compulsory subject in the school curriculum, Civics have a vision as a means of national character education and empowerment of citizens, as well as carrying out the mission of forming good citizens who can and are able to carry out their rights and obligations properly and responsibly in the life of society, nation and state as mandated by Pancasila and the 1945 Constitution. In line with this [6] argued that PKN is a field of learning that leads to the formation of good citizens who can exercise their

rights and obligations to become smart, skilled Indonesian citizens and character. Civics Education is an effort to internalize the value of Pancasila that is applied through the knowledge, attitudes and skills of citizenship and centrally supports the realization of national education goals. Civics is a means to cultivate and preserve the values of Pancasila which are manifested as guidelines in behaving as citizens of Indonesia.

Furthermore [7] asserted that Civics should develop citizenship competence. These aspects of civic competency include knowledge of citizenship, citizenship skills and character or character of citizenship. According to [4] the development of Civics cannot be separated from the influence of globalization which demands that Civics are able to develop multi-dimensional citizenship competencies that are capable of developing Civic Education in values education, character in a democratic country. Therefore PKN learning is required to be able to integrate with the dynamics of life contextually so that Civics learning is more meaningful and fun. New paradigm of Civics learning requires contextual Civics learning that is able to shape the values and skills of citizenship and not text that teach concepts and knowledge of citizenship. From this view requires the ability of the teacher to be able to implement an active, innovative, effective, creative and fun Civics learning approach, therefore in teaching Civics in schools the ability to apply the learning approach is one of the competencies that must be mastered by the teacher. Competence in choosing and applying learning approaches greatly determines the learning success of students in various aspects of both cognitive, affective, and psychomotor aspects. The lack of accuracy in choosing and applying in various learning approach models can cause obstacles and even failure to achieve learning objectives. The accuracy and skills of teachers in using various approaches will have an effect on achieving the learning objectives well [8].

In implementing contextual learning in Civics, traditional learning patterns in schools that apply textual patterns are perceived to be incompatible with the demands and development and must be changed immediately because it makes Civics learning identical with citizenship knowledge that teaches saturating and less interesting concepts and this become a weakness of traditional learning systems which results in Civics perceived as being less meaningful for students.

Tragically, the reality in the field today is that Civics Education is still dominated by a traditional system with a textual approach, so the application of contextually patterned learning is far from expectations. This is evidenced by the many learning problems that place most students unable to relate what they have learned and their application in real life to community life, nation and state. That is, Civics learning is not able to solve the citizenship problems that occur in life. Learning has not been able to develop citizenship competencies comprehensively [4]. This happens because Civics learning cannot integrate material with real and non-contextual life, and Civics learning even more presents the ability to memorize concepts and not to think creatively, critically, and analytically in solving problems in life and consequently students are apathetic and underestimate Civics learning and consider Civics less attractive. Thus the conditions in the field seem to be that the Civics learning

process is not in line with expectations as mandated in the school curriculum. The value of values and citizenship skills that are accommodated in the curriculum are taught by the teacher in the form of knowledge and concept of value. Teachers tend to teach the definition or understanding of concepts and knowledge rather than trying to establish a learning process to make the process of internalization, personalization and application of values to students in everyday life [9]. This is evident in the use of textual learning approaches and without regard to the characteristics of students, does not involve the environment as a source of learning and has not utilized the existing approach to learning moral values education maximally. The next factor which makes the weakness of Pkn learning is the selection and use of approaches where some teachers have not applied contextual approaches or applied learning approaches equivalent to contextual approaches. Whereas the crucial factor in achieving the success of the new paradigm Civics mission lies in the role of the teacher to always be innovative and creative in developing the Civics approach [10].

From the various opinions above shows Civics learning patterns in Indonesia are still patterned traditional approaches which according to [11] have characteristics of class and school that cover themselves from their environment, the form of classrooms that are static, closed and too formal, teachers become the only learning resource and blackboard as the main means of learning, situations and learning situations that are quiet and static, making books the only source and reference in the classroom, and the existence of a knowledge aspect test model with multiple choice questions and the results become indicators measure students' abilities.

Furthermore, according to [12] the deterioration of the quality of the national education system is caused by learning in schools still characterized by information forwarding that only involves low-level thinking skills, namely memorization, the method used in learning is that is dominated by lectures, the main source is teacher presentation and textbooks and place teachers as the only source of learning. [6] emphasizes that the lack of meaning in Civics learning for students is due to the still dominant application of traditional learning methods such as ground covering technique, narrative technique, and indoctrination in everyday Civics learning. Main problem in Civics learning is the inaccuracy of the teacher in the use of learning methods or approaches and has not been able to internalize the value of values in students. This is evidenced by the existence of public criticism of Civics learning that does not contain practical values, but only political values or indoctrination tools for the interests of the authorities. The application of the learning approach seems rigid and less flexible, less democratic and teacher-centered, learning tends to pursue material and curriculum targets for the benefit of the final exam scores, besides that the learning is still traditional and textual. Learning is more focused on the teacher with the lecture method and students become objects of learning, so the teacher forgets the values, attitudes and skills of citizenship so that Civics learning becomes a boring and saturating lesson.

A research result shows that 95% of class interaction is controlled by the teacher The teacher acts as the dominant subject by conveying information as much as possible to students with the lecture method and a few questions and

answers, so that the activities of children listen, record and memorize information that places children as objects of learning. Furthermore, the question model used by the teacher in the interaction of learning is still in the low cognition category which is less demanding for children to think critically and analytically. Similar research was also carried out by [13] survey of several schools in Buleleng Regency (Bali) found that 80% of teachers stated that they used the lecture method most often in learning and 90% of students said that the teacher taught by explaining. In addition to the findings above the weaknesses of school learning is characterized by the lack of skilled teachers in complex and large class management, lack of teachers' ability to manage and accommodate the diversity characteristics of students, and teachers giving less attention to groups and more often assigning individual tasks [14]. Associated with this finding shows that more learning is centered on the teacher as an active subject while students are only as passive objects who receive verbal information from books and teachers.

B. The Importance of Contextual Civics Learning Pattern Changes

To solve the problem of lack of meaningfulness of Civics learning, the need for changes in textual learning patterns in contextual teaching and learning in Civics learning does not only contain concepts and knowledge and is memorized but is linked and integrated with life in society. This is in line with the opinion of [6] that "if functional knowledge and social problems enrich the basic concepts of Civics, and creative dialogue is developed in learning, PKN learning will be more meaningful", so that Civics learning is expected to be more interesting. meaningful Therefore, it is necessary to use a contextual learning approach (CTL) as an effective alternative. This contextual approach is expected to be able to involve students in the entire learning process and can involve all aspects of learning, namely cognitive, affective and psychomotor both physically and psychologically. Students are given freedom of speech, active and creative thinking so that CTL is considered more effective and efficient in replacing the traditional approach. The contextual approach students will be able to find a meaningful relationship between abstract thinking and practical application in the context of the real world, then facts, concepts, principles, and procedures as subject matter are internalized through the process of discovery, reinforcement, relevance, and cohesiveness.

This contextual approach has the following learning strategies: (1) interrelationship; (2) direct experience oriented; (3) applicative; (4) prioritizing group work; (5) self-regulated learning; and (6) using authentic judgment [15]. Furthermore contextual approach [1] which was modified by the consists of seven components, namely: (1) constructivism, (2) inquiry, (3) questioning, (4) learning community, (5) modeling, (6) reflection, (7) authentic assessment. The seven components in the contextual approach are elements that must appear in the implementation of contextual based learning as well as being a measure of contextual quality from the application of the learning approach

Based on the results of empirical tests showed that the learning resources in schools that use well-known

environmental issues are very effective and able to improve student achievement because it makes the learning environment natural and informal and is in the context of the student's own experience [16]. Learning with a contextual approach makes students gain knowledge that comes from their own references, namely the knowledge that is already in their mind, experience, and ability to respond to the surrounding environment. Advantages Contextual approaches to learning are characterized by linkages, direct experience, applicability, cooperation, independent learning, authentic assessment [15]. Furthermore [15] explains that contextual learning is focused on REACT (Relating: learning from life experiences, Experiencing: learning towards search and discovery, Applying: applicative learning, Cooperating: learning through collaboration and interconnectedness, Transfer: learning in a new situation).

Furthermore the advantages of contextual approach according to [1], it has seven components, namely: (1) constructivism, (2) inquiry (3) questioning, (4) learning community, (5) modeling, (6) reflection and (7) authentic assessment that interact with each other and are interrelated. Further according to [1] the advantages of contextual approaches because they have characteristics as a) make relationships full of meaningfulness, b) do important work, c) learn to organize themselves, d) cooperation and interconnectedness, e) critical and creative thinking), f) prioritizing individuals, g) achieving high standards, and h) use of out-of-date assessments.

Next, Advanced Technology Environmental and Energy Center (ATEEC). [17] describes the characteristics of contextual learning as follows: (a) problematic based, (b) the use of various contexts, (c) describes the diversity of students), (d) supports self-regulation learning, (e) groups learning that is interdependent, and (f) utilizing othetic assessments.

The advantages of contextual learning because it has several distinctive characteristics that distinguish it from other learning approaches. [2] identifies several characteristics of the contextual approach as follows: 1) relying on memory regarding space; 2) integrating various material / disciplinary subjects; 3) the value of information is based on the needs of students; 4) linking information with students' initial knowledge), and 5) othetic assessments through practical applications or real problem solving. [3] propose the characteristics of contextual learning as follows: a) interdisciplinary learning, b) problem-based learning, and c) external contexts for learning.

Meanwhile the Ministry of National Education stated that the advantages of contextual learning because this learning has characteristics: 1) cooperation, 2) mutual support, 3) fun and not boring, 4) passionate learning, 5) integrated learning, 6) using various sources, 7) active students, 8) sharing with friends, 9) critical students creative teachers, 10) classroom walls and hallways full of students' work (maps, pictures, articles), 11) reports to parents not just report cards, but the work of students, reports on practicum results, student essays, and others. (Ministry of National Education, 2003: 20).

Then [18] stated that contextual learning has advantages because of the following characteristics: (1) Learning is carried out in an authentic context, namely learning directed

at the achievement of skills in real life contexts or learning carried out in a natural environment; (2) Learning provides opportunities for students to do meaningful tasks (3) Learning is carried out by providing meaningful experience to students (4) Learning is carried out through group work, discussion, mutual correction between friends; (5) Learning provides an opportunity to create a sense of togetherness, work together, and understand each other in depth; (6) Learning is carried out actively, creatively, productively and emphasizes cooperation; (7) Learning is carried out in pleasant situations

In addition, regarding the advantages of CTL, six key elements of CTL have been identified as follows [19] (1) Learning is meaningful: the student's understanding, relevance and personal appreciation that he has an interest in the content that must be learned. Learning is perceived as relevant to their lives; (2) Application of knowledge: the ability to see how / what is learned is applied in other structures and functions in the present and future; (3) Higher level thinking: students are trained to use critical and creative thinking in collecting data, understanding an issue, or solving a problem; (4) Curriculum developed based on standards: teaching content related to a range and variety of local, state, national, association and / or industry standards; (5) Responsive to culture: educators must understand and respect the values, beliefs, and habits of students, fellow educators and the communities in which they educate. Various kinds of individual and group cultures influence learning. These cultures, and the relationships between these cultures influence how educators teach. At least four perspectives should be considered by individual students, student groups (such as teams or the whole class), the school setting, and the larger community order; (6) Authentic assessment: the use of various assessment strategies that validly reflect the actual learning outcomes expected from students. These strategies can include assessment or project and student activities, use of portfolios, rubrics, checklists, and observation guides as well as providing opportunities for students to actively participate in assessing their own learning and use to improve their writing skills.

Based on various views on the nature and principles of contextual learning, [20] in his dissertation drew a common thread among the entire views of the experts above. Komalasari identifies the characteristics of contextual learning including learning that implements the concept of interrelation, the concept of direct experience, the application concept, the concept of cooperation, the concept of self-regulation and the concept of authentic assessment.

Based on the contextual approach compared to the traditional approach, it is necessary to change the contextual textual traditional textual patterns as follows: (1). Student learning as a passive object changes student learning patterns as active subjects; (2). Learning individually changes in learning patterns in groups; (3). The theoretical conceptual learning changes to concrete learning based on curvature; (4). Behavior on the basis of habits changes behavior patterns on the basis of self-awareness; (5). Skills on the basis of training change skills on the basis of understanding; (6). Praise or report card value as a gift of good behavior changes to satisfaction as a gift of good behavior; (7). Punishment because bad deeds change to consciousness does not do bad deeds; (8). The structural approach (formula) in teaching

language changes to a communicative approach (real context); (9). The formula developed outside the student changes to the understanding of the formula from within the student; (10). The formula as absolute truth (same as each student) changes the formula of the formula as relative truth (different for each student); (11). Dominant teachers as active subjects change students' patterns actively involved; (12). Student experience is not taken into account in changing learning patterns that prioritize student experience; (13). Tests as the only measure of learning outcomes change to integrated recordings from authentic assessments; (14). Classes As the only place for learning to change into integration with the environment; (15). Bad behavior is given sanctions to change to regret; (16). The extrinsic motivation underlying good behavior changes intrinsic motivation patterns; (17). Good behavior because the habit of changing behavior is good because of awareness [21].

From the opinions of various experts, it shows the superiority of implementing a contextual approach, therefore it is necessary to immediately change the textual traditional patterns to contextual patterns. Furthermore, the results of the study also prove the superiority of the contextual approach as suggested by experts such as [21], [22], [23], [24], [25], [26], [27] and so on. And in particular the advantages of contextual approaches in Civics learning are evidenced by research from [28], [29], [30], [31], and [32]. Therefore, as a very urgent need to implement changes in learning towards contextual patterns as an effort to improve the quality of Civics learning.

III. CONCLUSION

Civics Education at school is still traditionally characterized by textual patterns and has not adopted a contextual approach, as evidenced by the fact that most students cannot connect what they have learned in class or school with real life. As a result, Civics learning is less meaningful for students in solving citizenship problems that occur in Civics life and learning have not been able to realize in carrying out its mission to realize comprehensive citizenship competence. Civics learning does not relate material to students' realities of life and is not contextual, giving more citizenship knowledge so that students underestimate and are less attractive to Civics learning. Therefore, the teacher should have left the traditional textual learning system and changed Civics learning with a contextual approach by displaying seven main components of contextual learning namely constructivism, questioning, inquiry, learning society, modeling, authentic reflection and assessment. Contextual learning enables students to connect material with the context of daily life in finding the meaning of life. Contextual learning is very suitable to be applied in Civics learning that has the competence to prepare students to be good citizens in living in a community, nation and state through knowledge planting, citizenship values and skills. The application of contextual learning is an urgent need in solving Civics problems so far, therefore it is better for Civics Teachers to make the contextual approach as one of the characteristics of Civics learning.

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