

The Effectiveness of the Use of Contextual-Based Textbook on Civic Education Course

Puspa Dianti*, Husnul Fatihah, Camellia

Civics Education, Universitas Sriwijaya, Indonesia

*Corresponding author Email: puspadianti@fkip.unsri.ac.id

ABSTRACT

The purpose of this study was to determine the effectiveness of the use of contextual-based textbooks in Civic Education courses. The research method used was quantitative descriptive research. The data were collected through tests and observations. The observation method was used to observe student attitudes during the learning process while the test was used to see the increase in student knowledge before and after using the textbook. Based on the research data with the observation sheet, the percentage was 77.5% and in the pre- and post-test data there was an increase in student scores before using the contextual-based Civics textbook with a difference of 8.3. This shows that the contextual-based Civics textbook is effectively used for the learning process.

Keywords: *Effectiveness, Civics, Textbook, Contextual.*

1. INTRODUCTION

Civic Education (Civics) is one part of the Personality Forming Course. Through civic education course, students are expected to be able to understand these subjects theoretically and can also be manifested in attitudes / behavior and real skills. This can be interpreted that through an understanding of the theory in Civics learning, students should also be able to apply it in their lives. Students are formed and prepared to be able to take part in the life of society, nation and state.

Many factors are able to support the achievement of learning objectives, one of which is the availability of good teaching materials. One of the teaching materials can be published in textbooks. Through textbooks, educators can display material that is easy to understand and attract the students' attention. Textbooks also play an important role in the success of the learning process. As stated that textbooks are an important part of the learning process. Textbooks are used as an important source of material information for teachers and students. Furthermore, also explains that textbooks are textbooks that are used as references in certain subjects [1]. Textbooks are guidebooks for students in learning activities that contain subject matter, investigative activities based on concepts, science activities, information and examples of the application of science in everyday life [2]. Furthermore, the same opinion is also conveyed that textbooks are books that contain

material descriptions of certain subjects or fields of study, which are systematically arranged and have been selected based on specific objectives, learning orientation and student development, to be assimilated. Based on these two definitions, it can be understood that textbooks contain a series of learning materials that are systematically arranged and contain objectives to be achieved and there are also examples of application of the material [3]. The most important thing to note is that textbooks must pay attention to the level of ability of the readers. found that there was a correlation between textbook difficulty level and readers' interest in reading the textbook. Textbooks with higher difficulty levels will be less appealing for readers [4].

Including objectives and examples of applying material in textbooks is one way that can be done to help students understand learning material, namely by connecting the learning material to things / events that are close to the lives of students. The analysis on textbook readability in this study was focused on the readers' aspects. Gender, home literacy environment, family socioeconomic status, reading interest, and ethnic are factors that can influence students' achievement in reading [5]. Based on this opinion, it can be understood that the condition of students as textbook readers must be considered properly.

To achieve this, educators can compile a Civics textbook on a contextual basis. As we all know that

contextual is usually used as an approach to the learning process that can help students understand the material by connecting to the real life of students. Furthermore, state that contextual approach to learning is a learning concept that can help teachers connect learning material with real situations, and motivate students to make connections between knowledge and its application in everyday life in their roles as family members, citizens, countries and workers, thus encouraging their motivation to work hard in implementing their learning outcomes. This opinion on the contextual approach is also supported who also argues that the contextual approach is the linkage of any learning material or topic with real life [6]. This opinion is also supported which states that "Contextual teaching and learning enables students to connect the content of academic subjects with the immediate context of their daily lives to discover meaning [2]. It enlarges their personal context furthermore, by providing students with fresh experience that stimulate the brain to make new connections and conscientiously, to discover new meaning [7]. Next, The development of instructional material is one of the important components in contextual-based learning approach because instructional material is not only from textbooks, but is developed from the context of the daily life environment of students such as physical environment, social life, culture, economics, and psychology [8]. Also it is explained that in general instructional materials taken from the community environment did not pay attention to topics covered selection. The existing textbooks tend to demand students to memorize concepts but do not invite students to think in constructing knowledge and experience. Students have not been guided independently in finding concepts, meanings, and material relations with individual life and society [9].

Through contextual-based textbook preparation, it is hoped that the learning process will become more meaningful. The use of contextual-based textbooks makes it possible to provide convenience in the learning process of Citizenship Education considering that they are rich in theories, concepts, and regulations that must be clarified so that students are able to apply them in their lives. Books that contain contextual-based teaching materials can also be equipped with pictures and examples of real cases that are related to the content of the material to be delivered. That way, students are indirectly involved in solving problems that exist in a society. Cahyadi explained that "Through gain score analysis, it can be seen that improvement of students' critical thinking ability in general is categorized high [6]. Thus, it can be concluded that developed contextual learning based textbooks is effective for improving students' critical thinking ability of Islamic Education subject in MAN Surabaya "[6]. The foregoing is in accordance with the opinion expressed by the contextual

approach, which is the relationship between each material or learning topic with real life [10], [11].

There have been several previous studies regarding the effectiveness of using contextual-based teaching materials. Research conducted by Sitohang and Sibuea in their research states that "the use of contextual-based textbooks can more effectively improve learning outcomes when compared to using textbooks, this is shown by the higher learning outcomes of students who are taught using contextual-based textbooks [12]. Student learning outcomes that are taught using textbooks. Furthermore, Widodo's research [13] also concluded that the teaching materials developed were proven to be effective in improving learning outcomes, as evidenced by the higher student learning outcomes compared to students who used other teaching materials. In line with the two previous studies, Wulandari also stated that "a percentage of the number of passed posttest score of 93.6%, an average n-gain score of 0.54 in the medium category, and a probability value, p of 0.000. which indicates a significant difference between the pretest and posttest scores. Therefore, contextual-based instructional material for group 15 elements in inorganic subjects effectively improves student learning outcomes" [14].

If learning can be achieved properly, of course, it will be able to support the quality of education, because one of the main problems faced in the education sector to date is related to quality and efficiency issues [15]. Based on the description above, researchers are motivated to examine the effectiveness of using contextual-based textbooks in Citizenship Education courses.

2. METHOD

The subjects in this study were Indralaya class students of the Pancasila and Civic Education Study Program, Faculty of Teacher Training and Education, Universitas Sriwijaya, who were taking Civic Education course. To achieve its objectives, the data were collected through tests and observations. The test was given to the students to determine the increase in their understanding of the learning material using contextual-based Civic Education textbooks. Increased knowledge was seen from the comparison between the pre- and post-test results. As stated that giving pretest and posttest is to find out whether the material presented has been mastered properly. In other words, they measure the progress of student learning outcomes before and after being given the material. This is also in line with opinion of Ausubel who says, "the pretest and posttest can be used as a regulator of learning progress"[16]. Furthermore, data collection was also carried out using the observation method [14]. Observation is the activity of recording phenomena carried out systematically. Based on this, observations were made to determine the

responses and attitudes shown by students during the learning process. The analysis of the results of the observations was carried out by means of descriptions which were then presented and interpreted using the modified categories of Sugiyono below [17].

Score

- 81-100 (Very good)
- 61-80 (good)
- 41-60 (Good enough)
- 21-40 (Not good)
- ≤ 20 (Very bad)

3. RESULTS AND DISCUSSION

This study aimed at looking at the effectiveness of using contextual-based textbooks on Civic Education course. This effectiveness can be seen from the increase in students' scores and the attitudes shown by students during the learning process. The increase in value was seen from the comparison between the pre- and post-test scores given to students of the Pancasila and Civic Education Study Program FKIP Unsri after learning using contextual-based Civic Education textbooks.

Table 1. Pre- and post-test score

No	Test	Total	Average
1	Pretest	2.605	72,4
2	Posttest	2.905	80,7

Source: Primary Data Calculated in 2020

Table 2. Result of the students' attitude observation

No	Criteria	n	%
1	Mahasiswa antusias memperhatikan penjelasan dosen Pretest	36	100
2	Mahasiswa tidak sibuk dengan aktivitas diluar proses pembelajaran	36	4,9
3	Mahasiswa mengajukan pertanyaan kepada dosen	20	5,5
4	Mahasiswa menanggapi pertanyaan yang diajukan dosen	20	5,5
5	Mahasiswa terlibat aktif selama proses pembelajaran	36	100
6	Mahasiswa mencoba menghubungkan materi dengan hal-hal yang ada di lingkungan sekitarnya	25	9,4
Total		173	465,3
Rata-rata		77,5	

Source: Primary Data Calculated in 2020

Based on the Table 1, there was an increase in students' learning outcomes before and after using contextual-based Civic Education textbooks. There was an increase in the average score of and this showed that Civic Education textbooks had a effectiveness to be used in Civic Education learning.

Furthermore, to prove the effectiveness of this textbook, researchers also made observations about the attitudes shown by students during the learning process.

Observations were made based on indicators that had been done previously. The indicators and responses shown by students during the learning process can be seen in the Table 2.

Based on the Table 2, it is known that the value of student evaluation observations was 77,5%; it can be concluded that the textbook tested was effective / had a effectiveness to be used as a learning resource in Civic Education course.

Based on the description of the research results above, it can be understood that the use of contextual-based textbooks on Civic Education course can help students understand the learning material. Therefore, this contextual-based textbook can be declared to have met the requirements or characteristics of the textbook as stated by Akbar [1] The characteristics of textbooks are: (1) a source of teaching material; (2) becoming a standard reference for certain subjects; (3) arranged systematically and simply; and (4) accompanied by instructional instructions. Furthermore, says that textbooks are handbooks for courses written and compiled by experts in related fields and comply with textbook rules and are officially published and disseminated.

Furthermore, the material chosen in this study was national integration and disintegration and the rights and obligations of citizens. The two materials chosen to represent the Civic Education textbook had been developed on a contextual basis. The contextual basis could be seen from the simplification of the material, providing examples that are close to students' life, displaying the latest cases related to the material, and also accompanied by pictures that can attract students' attention to the learning material. The most important thing to note is that textbooks must pay attention to the level of ability of the readers. found that there was a correlation between textbook difficulty level and readers' interest in reading the textbook. Textbooks with higher difficulty levels will be less appealing for readers. [4].

Furthermore, state that learning with a contextual approach is a learning concept that can help teachers connect learning material with real situations, and motivate students to make connections between knowledge and its application in everyday life in their roles as family members, residents. state and workers, thus encouraging their motivation to work hard in implementing their learning outcomes. This is one way for students to improve their understanding [6]. Also argues that the contextual approach is the linkage of any learning material or topic with real life [11]. Material that is close to students' real life will certainly have a big influence on students' motivation to study existing material.

4. CONCLUSION

Based on the results of the research that had been carried out, it could be seen that contextual-based Civic Education textbooks had a effectiveness to be used in Civic Education learning. This effectiveness could be seen from the increase in students' learning outcomes in the learning process and the attitudes shown by students in the form of interest in the learning material presented.

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