Need Analysis of the Development of Contextual-Based Teach-Book in Political Law Subject

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ABSTRACT

The background of this research is that the teaching materials available in the course of politics and law in the Civic Education Study Program of Universitas Sriwijaya were still limited to literature such as statutory regulations and scientific articles, and the unavailability of teaching materials in the form of books that were indeed developed in order to support lectures. The purpose of this study was to determine the rational reasons for textbooks on the subject of politics and law to be developed in the form of a needs analysis. The approach in this research was quantitative research with the exploratory survey method. Subjects were 63 students who had taken political law courses. Data were collected using a questionnaire and analyzed using a percentage technique. Based on the distributed questionnaire, it is known that: 1) students find it difficult to understand lecture material if they only use reference sources in the form of articles from the internet, and 2) students need a source in the form of contextual-based legal politics textbooks. Furthermore, the results of this needs analysis will be used as a basis for developing contextual-based textbooks.

Keywords: Contextual learning, Teach book, Political law, Civics education.

1. INTRODUCTION

Education as a program is structured according to procedures in order to achieve predetermined goals. Education is also interpreted as an effort to guide children from birth to reach physical and spiritual maturity, in the interaction of nature and its environment [1]. Basically education is a part of life that has been running since humans existed [2], so it is said that education is inherent in human life.

According to Law No. 20 of 2003 [3] concerning the National Education System in article 1 states that education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by him, the community, to develop all the potential that students have through the learning process.

Technically, education in education units is implemented in the learning process. The learning activities programmed by teachers in instructional design are to create active learning, which emphasizes the provision of learning resources [4]. Learning is also said to be a combination composed including human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives [5].

Learning is an effort to teach students to achieve certain goals, which provide students with a set of competencies, both general and specific. To achieve this goal, learning must of course be carried out effectively. Effective learning is usually characterized and measured by the level of goal achievement by most students [6]. Optimization of the process teaching and learning effective course would be to g produce good outcomes. In principle, the learning process and outcomes constitute a complete unit in the framework of learning achievement. The learning process is a series of activities that are composed of several components, one of which is teaching materials that contain subject matter.

According to Ditendik [7] Learning that is interesting, effective, and efficient certainly requires

innovative teaching materials. Teaching materials are anything that is used to assist teachers / instructors in carrying out teaching activities [8]. As a source of learning, teaching materials contain materials that are compiled and developed based on certain rules according to the type of teaching material.

According to Prastowo [10] teaching materials are all materials (both information, tools and text) that are arranged systematically, which displays a complete figure of competences that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning, for example textbooks, modules, handouts, Students Worksheet, models, audio instructional materials, interactive teaching materials and so on .

Thus, it can be understood that teaching materials in general consist of printed and non-printed teaching materials. Printed teaching materials are materials that are used in printed form, such as modules, handouts, and textbooks. Textbooks are teaching materials in the form of books that are developed according to the needs and specifics of certain groups of students. Its use in learning can help learning activities to be more active and creative, in the sense that educators and students can carry out their respective roles and functions in terms of using textbooks, and especially for students it can be used for independent learning, especially during the pandemic like today, where students are required to be able to learn from distance, which of course really needs learning resources in the form of printed textbooks and electronic books.

Textbooks (such as textbooks) are books that contain knowledge derived from the basic competencies contained in the curriculum, where the books are used by students to learn [10]. Lessons are also said to be one of the sources of knowledge for students in schools that were often instrumental in supporting the process of learning [11]. Textbooks are composed of several teaching materials which are developed in accordance with certain procedures. Regarding the development of teaching materials, Dick and Carey [12] suggest several things that need to be considered, namely: (a) paying attention to the learning motivation desired, (b) appropriateness of the material provided, (c) following a correct order , (d) contains required information, (e) practical training exists, (f) can provide feedback, (g) tests are available in accordance with the material provided, (h) instructions are available for follow-up or general progress of learning , (i) available instructions for students for the stages of the activity carried out, and (j) can be remembered and transferred.

Based on this opinion, it is known that textbooks are more specific and more complex in terms of completeness of content starting from the introduction in the form of instructions for use in each activity, content in substance, and ending with tests as an instrument to measure the achievement of students in learning. The Ministry of National Education [13] explained that textbook writing is useful for: (a) helping lecturers / teachers in the learning process; (b) facilitate the presentation of material in class; (c) guiding students / students to study in more time; (d) students / students do not depend on lecturers or teachers as the only source of information; and (e) can foster student / student motivation to develop themselves in digesting and understanding lessons.

Paying attention to the description that textbooks are appropriate and relevant if used in classroom learning, in accordance with the characteristics of the class, so that they can provide great benefits for students' mastery of the material.

The legal politics course is one of the courses developed in one higher education, including the PPKn FKIP Sriwijaya University Study Program. Political law as a subject that studies aspects related to the legal system, therefore legal politics will depend heavily on the environment where the law itself is held [14]. It is important for students to study legal politics as a provision to become participatory and democratic citizens in accordance with applicable laws.

When viewed from the amount of availability, teaching materials, especially in the Political Law Subject in the PPKn FKIP Universitas Sriwijaya, are still limited to a number of laws and regulations, articles in journals, and other online media. In essence, this is quite helpful, but it would be better if it was equipped with textbooks that were developed according to their needs, because students in this case, students could understand specific teaching materials so that it was easier to understand the contextual lecture material.

Contextual as the basis for textbooks is intended so that the content of textbook material can be easily understood in accordance with the basic concept of contextual, namely the concept of learning that seeks to connect the concept of the material being studied with students' real life and encourages students to make relationships between the knowledge they have and applications in everyday life [15].

Based on this description, researchers feel the need to develop textbooks in the Political Law course on a contextual basis. The hope is that students can relate material to facts or factual living conditions, so that the understanding obtained by students is complete, both in concept and implementation in the life of society, nation, and state. However, before the development is carried out, a needs analysis will first be carried out, with the aim of collecting initial data in the form of logical and rational reasons why this textbook needs to be developed. The results of the needs analysis will be used as a reference in developing textbooks. So that the

textbook that will be developed is in accordance with the conditions and learning needs

2. METHOD

This research used survey method. Survey research is used to obtain data from certain natural (not artificial) places, but research carries out treatment in data collection [16] with the consideration of absorbing information from respondents about their beliefs, opinions, characteristics, and behaviors that have occurred or are happening [17]. The next consideration is to explore student attitudes or opinions regarding the importance of developing textbooks.

Subject in this study were students of PPKn who have taken and completed the legal political subjects in the first semester of 2019/2020, amounting to 63 people. The determination of the research subject was based on the consideration that the data to be generated would be in accordance with the student's experience when attending lectures. Data were collected using a questionnaire technique (questionnaire) and literature study.

The questionnaire is a data collection technique which is done by giving a set of questions or written statements to the respondent to be answered [18]. In this study, tightness was carried out using the google form instrument which contained questions related to the need for textbook development which were analyzed using the percentage technique.

The literature study is a data collection technique by conducting a review study of books, literature, notes, and reports that are related to the problem being solved [19]. In this study, it was used to collect data from various sources related to contextual-based textbooks, and to compare them with the results of questionnaires.

3. RESULT AND DISCUSSION

The following will present the questionnaire result data that has been distributed to research subjects in the form of google form. On the question, do you have a textbook or textbook specifically for studying law politics? A total of 35 students or 55.6% answered that they did not have and 28 students or 44.4% answered that they had, as seen in the following diagram.
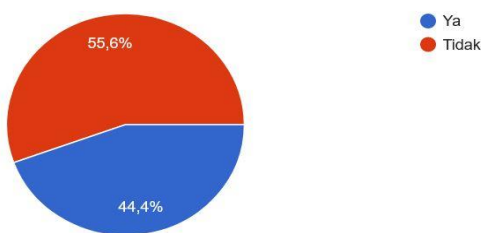

Figure 1. Students' responses on question 1

The next question is: Are you looking for material other than books to help you understand the material of legal politics? (for example the internet), to this question all students answered yes. The next question is Do you have difficulty learning the political law material from these other materials or sources? (For example, because of the completeness of the material, the technique of explanation, the format, etc.), as many as 42 students or 67.7% answered difficulties and 32.3% (20 students) answered no. As seen in the following figure.
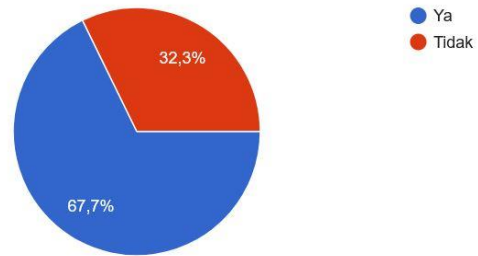

Figure 2. Students' responses on question 2

The next question is about Do you need alternative textbooks that are contextually based on legal politics so that the material is easy to understand? A total of 56 students or 88.9% of students answered that they needed it and 11.1% or as many as 7 students did not need it. As seen in the following diagram.
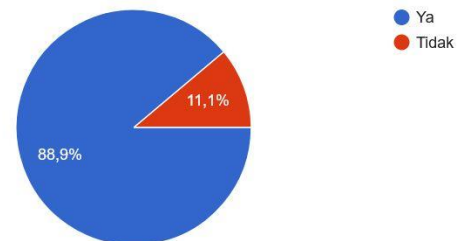

Figure 3. Students' responses on question 3

Furthermore, the question is whether you think that contextual-based legal politics textbooks can help in understanding lecture material? Regarding this question, as many as 62 or 98.4% of students answered helping and 1.6% or 1 student answered no. As seen in the following diagram.
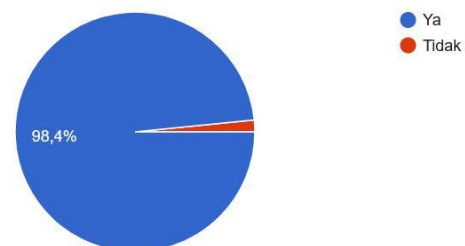

Figure 4. Students' responses on question 4

The final question is: Do you agree if it is necessary to develop contextual-based textbooks on legal politics courses so that the material is easy to understand? In this question, all students answered agree with a percentage of 100%.

The questionnaire results showed that the textbook-based contextual d i needed by students in lectures. The first question shows that students do not have textbooks that are specifically designed for learning activities on the Political Law Course. In principle, learning resources can be obtained in any relevant form. However, the use of teaching materials developed for learning such as contextual learning modules can improve student learning outcomes [20].

In general, learning resources in social science clusters are available in large numbers both in print and non-print, so that when they do not have textbooks developed in learning, students take the initiative to understand lecture material through other materials such as articles or reviews of relevant material on the Internet. However, the fact is that most students have difficulty understanding the material contained in these materials. This difficulty is due to several factors, namely the completeness of the material, the technique of explanation, the format of the presentation, and others.

This shows that although the material containing lecture material is available on the internet but it is not equipped with the elements of the developed teaching material, namely: (a) paying attention to the desired learning motivation, (b) appropriateness of the material provided, (c) following a the correct sequence, (d) the noisy an information required, (e) the training practice, (f) to provide feedback, (g) provided the appropriate tests with the material given, (h) provided guidance for the follow-up or general progress of learning, (i) available instructions for students for the stages of activity undertaken, and (j) can be remembered and transferred [12].

The condition causes that students need a textbook-based contextual that at use in learning activities, making course materials more easily understood. This is in line with research conducted by Kokom Komalasari that learning by applying contextual concepts can improve students' civics competence [21]. Furthermore, students as a whole agree if there is a legal politics textbook that is developed in order to make it easier to understand the lecture material.

Referring to the results of the needs analysis, contextual-based textbooks are a learning resource that can provide understanding that helps students construct understanding, so that learning becomes more meaningful by building knowledge independently [22]. The contextual element in learning can certainly help teachers in connecting subject matter with students' real life, so that students can apply this knowledge in their lives [23].

The effectiveness of contextual-based textbooks in lectures can be seen from the seven main components contained in a contextual approach in class, namely if they apply the following seven main components of Contextual Teaching and Learning, namely: (a) Constructivism, where students work and reconstruct knowledge independently sourced from the environment; (b) Finding (inquiry), namely students looking for information systematically with the stages that have been prepared; (c) Asking (questioning), develop students' curiosity by asking questions; (d) learning communities, are small heterogeneous groups capable of working together; (e) Modeling (modeling), students are assisted through the models provided so that students are easier to receive knowledge; (f) Reflection, do reflection at the end of the meeting so that the objectives of learning can be achieved properly; (g) Authentic assessment, do the actual assessment in various ways [24].

The Seven component are explained that the concept of contextual learning, including textbook-based contextual provide greater opportunities for students to explore the ability of thinking in order construct knowledge. According to constructivism theory, cognitive structures must always be changed and adjusted according to the demands of the changing environment and organisms. The adjustment process occurs continuously through the process of reconstructing students' knowledge and experiences [25]. Knowledge in the sense of constructivism is not limited to logical and high knowledge. Knowledge here can also refer to the formation of ideas, images, views of something or simple symptoms [26].

Through contextual learning, students are also accustomed to finding (inquiry) information systematically. The ability to find this will be easy to do if students already have the knowledge building and are used to developing it. The process of finding or investigating involves a mental process with the following activities: (a) asking questions about natural phenomena, (b) formulating problems found, (c) formulating hypotheses, (d) designing and conducting experiments, (e) collect and analyze, (f) draw conclusions and develop scientific attitudes, namely objective, honest, curious, open, willing, and responsible [27] .

The inquiry process in a contextual approach can train students to think critically and analytically in finding and finding their own solutions or answers to problems of concern. Learning by this method provides students with opportunities to learn largely through their own active engagement with concepts and principles, and educators encourage students to have experiences

and conduct experiments that allow them to discover principles for themselves [28].

The purpose of this inquiry process is to develop the ability to think systematically, logically, and critically, or to develop intellectual abilities as part of a mental process. Thus, in inquiry, students are not only required to master the material but also how they can use their inner potential [29], including developing an attitude of curiosity, thinking objectively, independently, critically, analytically, both individually and in groups [30].

In relation to the political matter of law, the proceedings in this contextual approach will greatly assist students in downloading put forward and analyze the concept and implementation as well as the challenges of legal and political dynamics. Analytical skill and critical thinking needed in order to assess and attribute such material in daily life students.

Based on the results and discussion, the development of contextual-based textbooks on the Political Law course is important to do. Given the politics of law as a field of social grass study with a broad description of knowledge and coverage, it requires the ability to construct this knowledge.

4. CONCLUSION

This study concludes that the development of contextual-based textbooks in the Political Law course needs to be done by paying attention to the responses of students who agree and need to develop these textbooks as well as literature reviews that explain the urgency of using textbooks in learning. Furthermore, the results of this needs analysis become a reference in the process of developing textbooks in contextual-based legal politics courses

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