



Contextual Sociology Teaching Materials for High School Sociology Learning

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Abstract. The condition of teaching materials is good on concepts, principles, and attitudes in Sociology textbooks in senior high schools, which are not relevant to the context of students' lives where sociology is taught, thus causing alienation for educators and students. So the sociology learning that is taught is not indigenous to the socio-cultural conditions of the local community and is more Western (Europeancentric) with universal values. This paper aims to identify contextual teaching materials in sociology learning in senior high schools. The method in this study uses a descriptive qualitative approach with library research, the initial steps in research are by collecting literature related to the research topic. Based on the identification results, sociology teaching materials can be developed through the selection of technology in learning media. Furthermore, contextual learning through internalization and implementation of local wisdom in teaching materials can be used as teachers in examples of each sociology learning material. This paper can contribute ideas about contextual sociology teaching materials that the class can be a laborer in sociology subjects at the high school level.

Keywords: Teaching Materials · Sociology · Contextual Learning

1 Introduction

Science is presented in a 'teaching material' [1] which is built in stages through the exposure of several concepts according to a map or related scientific concept tree [2]. Presenting the material, in terms of process and pedagogy are always considered so that teaching materials are often equipped with indications [3] or explanations of general instructional objectives and specific instructional objectives of subjects as required by the curriculum [4]. Efforts to help make it easier for schools and the community in choosing sources of teaching materials [5] to make good teaching materials standardized [6] and according to the needs students and learning development needs [7] it is necessary to guide the selection of teaching materials [8]. The selected teaching materials must meet good and guaranteed quality standards, both in terms of the truth and suitability of concepts, presentation aspects, language aspects, and graphics.

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In general, school textbooks still have some weaknesses [9]. Textbooks present material that is too dense and the presentation is not under the mindset of students [10]. The material that is too dense causes the teacher to use the lecture teaching method. The goal is that all material is delivered quickly even though it does not cause an active critical attitude, it makes children passive [11].

In particular, the problems in learning sociology are internal and external factors. Problems with internal factors are all things that are directly related to the Sociology learning process in high schools such as materials, textbooks, subject teachers, learning strategies or methods, learning facilities, evaluation results, or exams. While the problem with external factors is the assumption that lives in society, including the teachers themselves, about the existence of social science in society [12]. Sociology material contained in the standard content and more detail, textbooks/teaching materials for sociology subjects are less realistic and it is not clear what is to be achieved.

When the curriculum is problematic, then books which are an operational form of the curriculum will also be problematic [13]. Because the lack of creativity of the author reflects the competence that is also lacking, competency improvement, competency testing, and certification of book authors by competent agencies should be started to improve the quality and accuracy of teaching materials in textbooks, especially sociology subjects at the high school education level.

The professional competence of teachers who teach sociology subjects does not have the background and competence to teach sociology subjects [14]. This is because most sociology teachers have educational backgrounds that are not by the subjects being taught. Some of the teachers in sociology have educational backgrounds in Geography, History, Civics, Religion, and Economics. They may be able to teach, but in fact, the soul of sociology can only be given by those who have been in sociology for many years.

In addition, it was revealed that the sociology learning method was a text-based lecture method. In this method, students listen and take notes on the material explained by the teacher in front of the class through the lecture method. This causes students to become bored and the learning process becomes less attractive to students, however, this method is often used by teachers because this method is considered the safest way for teachers to cover their inability. This is also the most powerful way to silence students' critical questions whose answers are not in the textbook teaching materials that the teacher holds.

Teaching materials are usually more directed to the cognitive domain of students so that the emphasis is only on content and does not touch the students' affective realm. Sociology teaching materials can be a form of modeling as a solution in the application of local cultural values as part of character education that can be carried out by teachers themselves, students, communities, and the state. Departing from these problems this paper aims to identify contextual teaching materials in learning sociology at the high school education level. Aiming to build a good and superior self-image of students must be conveyed from an early age and continuously, and does not conflict with local cultural values.

2 Method

The method used in this paper is a descriptive qualitative approach with library research [15]. Determination of data collection by selecting articles, journals, and books related to the topic of writing, namely: Teaching Materials, Contextual Learning, and Contextual Sociology. After getting the data, it is analyzed by concluding each previous study which is used as a reference in the study.

3 Results and Discussion

3.1 Results of Literature Review

3.1.1 Sociology Teaching Materials

Learning material is an important element in education for it needs to be improved continuously so that the quality of learning can be maximized. This learning material contains scientific concepts that are owned by a scientific discipline [16]. A concept is a record of a phenomenon or object that occurs sequentially, so that it can be perceived or accepted as true [17]. Good quality learning materials have a very strategic role to support the achievement of learning objectives, especially to optimize the development of knowledge, mindset, skills, and attitudes of students [18]. The subject matter must be able to help students to have insight and be able to provide a basis for training students to see facts, phenomena, and behavior that exist in society [19]. Materials and learning materials that are systematically organized and delivered with the right learning technology can achieve the specified competencies [20].

Sociology teaching materials are very rich in information because the focus of the concept of sociology is society and its culture [21]. Problems that exist in society if it is related to the sociological context must have something to do with it, but the level of relevance must be different. Various problems exist in society as examples of phenomena, and case studies that need to be linked by educators with the delivery of sociological theories that are relevant to sociology teaching materials.

In learning, it is necessary to use methods in the development of sociology teaching materials [22]. One of them is a technology-based method as a learning medium because teachers are required to develop competencies to improve the quality of learning. The selection of learning media aims to ensure that the message conveyed by the teacher can be well received by students. In addition, the demand for teacher competency development is to be able to improve the quality of learning, one of which is the development of teaching materials. IT-based teaching materials are a solution to adapting the development of the current learning situation which is close to technological developments, while at the same time adjusting to the characteristics of students who can operate electronic devices (cellular phones) [23].

The various methods used for the development of sociology teaching materials, using technology as a learning medium in sociology subjects also have their advantages, usually, teachers and students see social phenomena directly entering the community, but with technology, we can see social phenomena in technology.

3.1.2 Contextual Learning

In conventional sociology learning, the teacher only explains theory with lectures that use books as the main source of the material. Students are required to understand the material by listening to the teacher's lectures and reading the available books [24]. Students are only able to memorize the material, so the learning objectives are not achieved properly. The view of sociology as a mere rote science can be changed by changing sociology learning into contextual learning through local cultural values [25].

Contextual learning can enable students to relate the content of academic subjects to the context of their daily lives to find meaning. Contextual teaching and learning is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives. The effectiveness of contextual learning can improve learning processes and outcomes [26].

Through local wisdom education, students can build character in the technological era. Local wisdom as one part of teaching materials has learning resources that come from the community. The application of character education from local culture can be carried out in an integrated manner, as a mapping of discourse about local cultural values and their actualization can be integrated with sociology learning at the high school level. Applying the method to problem-based learning using a contextual approach in sociology subjects at school can improve students' competence and understanding of sociological concepts in critical thinking.

3.2 Discussion

The curriculum in schools must adapt to the mission of education, namely, to deliver and succeed students in carrying out the process of transmitting and socializing community values [27]. Through sociology teaching materials that are universal or textual, with the concepts and principles of sociology teaching materials it is necessary to implement local cultural values [28]. Sociology teaching materials, which have been universal, now have local content, which is connected to the contextual context of the local community [25].

In essence, the application of local community values will be more meaningful for students if students who learn are part of what they will learn [29]. If these local cultural values are applied to sociology learning at the high school level, it will have two functions, namely in strengthening the concepts and principles of contextual sociology that will shape the character of students. In addition, if local cultural values in the curriculum are implemented in sociology subjects appropriately, it will provide a specification for Indonesian sociology which contains cultural values, which can be adopted for sociological studies in other areas. Growing awareness, sensitivity, and appreciation in responding to and responding to social events/symptoms and using the principles of equality to build a multicultural society.

4 Conclusion

It can be concluded that the results of the identification of sociology teaching materials can be developed through the selection of technology in learning media. Furthermore,

the identification of contextual learning can be developed through internalization and implementation of local cultural values in teaching materials that can be used as teachers in the examples of each sociology learning material. This paper can contribute ideas about contextual sociology teaching materials that the class can be used as a laboratory for sociology subjects at the high school education level.

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Authors' Contributions. Applying contextual learning to these local cultural values, can contribute to other writers to conduct other studies related to research.

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