DEVELOPMENT OF CONTEXTUAL-BASED CIVICS LEARNING TOOLS TO INCREASE STUDENT LEARNING OUTCOMES

ABSTRACT

This study aims to produce valid contextual-based civic education learning tools based on the assessment of validators. The subjects of this research were students and lecturers at STKIP YPUP Makassar's health and recreation physical education. The research and development procedure used is the 4-D (Four-D) model, namely Define, Design, Develop and Disseminate. The data collection techniques used were test techniques and observation techniques. The research instrument used the Learning Device Validation Sheet. The data analysis technique was carried out by analyzing the validity level. The results of this study indicate that it is necessary to develop contextual-based civic education learning tools to improve student learning outcomes. The results of the validation test showed that the semester learning plan, textbooks, learner activity sheets and several research questionnaires were declared very valid based on expert assessments.

Keywords: *Development, Learning Tools, Contextual, Student Learning Outcomes*

INTRODUCTION

Education is one of the basic needs in human life. With education we can know something that initially did not know / did not understand to know. Based on the National Education System Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country. Indonesia is a country that has problems in the world of education. This can be seen from the right education index (RTEI) report which states that the quality of education in Indonesia is below the Philippines and Malaysia, with a score of 38.61 according to the 2019 global talent competitiveness index. To achieve the goal of education evenly in all corners of the Unitary State of the Republic of Indonesia (NKRI), the government regulation of the Republic of Indonesia Number 19 of 2005 concerning national education standards was established. Article 1 paragraph 9 states that management standards are national education standards relating to the planning, implementation and supervision of educational activities at the education unit, district / city, provincial or national level in order to achieve the efficiency and effectiveness of education delivery.

Learning device development is a series of processes carried out to produce an innovative and creative learning device based on existing development theory. Learning tools provide convenience that can help teachers and lecturers in preparing and implementing learning in the classroom, [1]. The development of learning tools is expected to motivate students in solving problems or difficulties in understanding complicated material. One of the factors supporting the quality of education is the presentation of creative and innovative lecture materials Teaching materials in accordance with the objectives of planning and reviewing, implementing learning, for example textbooks, modules, handouts, student activity sheets, models, audio [2]. One of the experiences of prospective researchers while teaching at STKIP YPUP Makassar is the low use of learning tools To optimize student learning outcomes, learning tools are needed.

The problem that occurs during the lecture process is the low student grades seen from the midterm and final semester exam scores. Contextual learning is a learning and teaching concept that helps teachers/lecturers link the material they teach with the real-world situation of students and encourage students to make connections between their knowledge and its application in their lives as family members, citizens, and workers [3]. From the above description, the researcher concluded that to improve the learning outcomes of STKIP YPUP Makassar students, it is necessary to develop a learning tool that activates students. One learning approach that activates students is contextual teaching and learning.

The formulation of the problem in this study is whether the contextual-based civic education learning tools for STKIP YPUP Makassar students developed are categorized as valid while the purpose of this study is to test the validity of contextual-based civic education learning tools for STKIP YPUP Makassar students.

Constructivism theory has an understanding of learning that emphasizes the process. In an effort to gain understanding or knowledge, students construct or build their understanding of the phenomena encountered by using their experiences, cognitive structures, and beliefs [4]. Behaviorism is a theory of behavioral development, which can be measured, observed and produced by learner responses to stimuli. Responses to stimuli can be reinforced with positive or negative feedback on the behavior of the desired condition [5]. Humanism theory emphasizes freedom of learning This learning theory seeks to understand learning behavior from the point of view of the doer rather than from the point of view of observation. The role of participants in this theory is as a facilitator for the participants while the participants provide motivation, awareness of the meaning of the participants' lives. Participants facilitate the learning experience and assist learners to obtain learning objectives. Participants act as the main actors who interpret the process of their own learning experience [6]. Development is the systematic application of knowledge or understanding directed at the production of useful materials, devices and systems or methods, including design [7]. The research and development model, also known as research-based development, is a research model that develops new products and improves existing products to improve the learning management system or develop learning materials, it is necessary to pay attention to development models to ensure their quality [8]. Learning tools are a number of materials, tools, media, instructions, and guidelines that will be used in the learning process [9]. teachers/lecturers in the classroom need a number of learning tools that will help and provide convenience in learning and provide experience to students in order to achieve predetermined goals [10]. Learning tools according to [11] are: syllabus, lesson plans, textbooks, teacher's manuals, student activity sheets, and assessment instruments or learning outcomes tests. The 4 D model according to [12] consists of define, design, develop, disseminate. Contextual teaching and learning model is a holistic learning process and aims to help students understand the meaning of teaching materials and relate them to the context of their daily lives [13]. According to [14] there are seven principles of contextual learning, namely constructivism, discovery, questioning, learning communities, modeling, reflection, and authentic assessment. Learning outcomes are the abilities obtained by individuals after the learning process takes place, which can provide changes in behavior, both knowledge, understanding, attitudes and skills of students so that they become better than before [15]. [16] says that learning outcomes are statements that indicate what learners may do as a result of their learning activities.

METHODS

This type of research is research and development. The implementation of research and development of contextual-based Civics learning tools to improve learning outcomes was carried out in the even semester of 2023/2024. This research was conducted on STKIP YPUP Makassar students. The population in this study were students majoring in physical education health and sports (PJKR). The research design in this research and development is the development of contextual-based learning tools based on the 4 D model or the [17]. This model is a learning development approach system that includes 4 stages, namely defining, designing, developing, and disseminating. The research instruments used in this study are validation sheets, learning outcomes tests, questionnaire sheets. Data collection techniques are observation, questionnaires, interviews and expert validation. The data analysis technique used is valiidation/expert analysis, In this study the items validated were the Semester Learning Plan (RPS), learning outcomes test data in the form of multiple choice questions, textbooks, and Student Worksheets (LKM).

RESULTS & DISCUSSION

Results

Validation results of contextual-based learning device development to improve student learning outcomes.

Semester learning plan validation results

The validation series in this study was carried out simultaneously with validators who have recommendations, have the potential and understand the preparation of learning devices and are able to provide input and suggestions for improving the design of the learning devices being developed. Suggestions from both validators will be used as materials and references to revise the learning devices being developed. The validators appointed in this product are as follows:

Table 1. Name of Learning Device Validators

No.	Validator name	Description
1	Prof. Dr. Syamsu A. Kamaruddin, M.Si	Lecturer FIP UNM
2	Dr. Nurhikmah, M.Si	Lecturer FIP UNM

The validator's assessment of the semester learning plan can be seen in table 1.2. The average of each aspect of the assessment on the semester learning plan component can be seen in the table below:

Table 2. Semester Learning Plan Validation Test Results

No.	Description	Validator Team			
		V1	V2	Ki	Desc.
I	RPS Format				
	As per Dirjendikti Format	4	3	3,5	
	Clarity of the division of learning materials, learning steps and time allocation	4	3	3,5	
	Clarity of indicator formulation	4	3	3,5	
	Learning objectives are developed from indicators	4	3	3,5	
	The suitability of learning objectives with the level of cognitive development of students	3	3	3	
	Average of each aspect	3,8	3	3,4	
II	Content (Material) of RPS				
	Correctness of content/material	4	4	4	
	Appropriateness of concept with learning objectives	4	3	3,5	
	Suitability of teaching materials with the level of intellectual development of students	3	3	3	
	Average of each aspect	3,7	3,3	3,5	
III	Language				
	Language Use in accordance with refined spelling	4	4	4	
	Simplicity of sentence structure	4	3	3,5	
	The language used is communicative	4	4	4	
	Clarity of instructions or directions	4	4	4	
	Average of each aspect	4	3,7	3,8	
IV	Time				
	The time division of each activity/step is clearly stated.	4	3	3,5	
	Appropriateness of time allocation used with learning steps	4	3	3,5	
	Average of each aspect	4	3	3,5	
V	Learning Methods/Activities				
	The applied learning method allows students to actively learn	4	4	4	
	The learning method applied gives students the opportunity to ask questions	4	4	4	
	Develop a culture of reading and writing	4	4	4	
	Learning activities in accordance with the applied learning model	3	4	3,5	
	Learning activities are carried out by integrating the learning model and scientific approach through the process of observing, questioning, reasoning, trying and communicating.	4	3	3,5	
	Average of each aspect	3,8	3,8	3,8	
VI	Assessment				
	Suitability between assessment instruments and learning objectives	3	3	3	
	Suitability between assessment instruments and learning objectives	4	3	3,5	
	Completed with scoring guidelines/assessment guidelines	4	3	3,5	
	Average of each aspect	3,7	3	3,3	
	Total			21,3	
	Average			3,55	

The results of the agreement of the two validators in table 4.2 above, will then be calculated the level of validity with the Gregory's validation coefficient formula as follows:

$Validity\ Coefisien = \frac{D}{A+B+C} = \frac{15}{A+B+6+16} = \frac{15}{22}$ = 0.68

Based on the validation of the RPS in table 2 shows that the semester learning plan in the development of contextual-based learning tools to improve learning outcomes is declared valid so that it is considered feasible to be tested after being revised in accordance with the suggestions of the validator.

Textbook validation results

Based on the assessment results from two validators who have validated the Teaching Book, the following data were obtained:

Table 3. Textbook validation test results

No.	Description	Validator Team			
		V1	V2	Ki	Ket
I	Learner Book Format				
	Clarity of material division	3	3	3	
	Numbering system is clear	3	3	3	
	Illustrations/pictures clarify concepts	2	2	2	
	Appropriate font type and size	4	4	4	
	Space organization (layout)	3	4	3,5	
	Appropriateness of the physical size of the book with students	3	4	3,5	
	Systematic consistency	2	4	3	
	Attractiveness/has attractiveness	2	4	3	
	Average of each aspect	2,7	3,5	3,1	
II	Learner Book Contents				
	Content/material correctness	3	3	3	
	Appropriateness of material order	3	3	3	
	Appropriateness of concept with learning objectives	3	3	3	
	Suitability with learning characteristics	3	3	3	
	Depth and breadth of material in accordance with the intellectual development of students	2	4	3	
	Provides visual stimulation	4	4	4	
	Average of each aspect	3	3,3	3,1	
III	Language				
	Use communicative language and simple sentence structure, appropriate to the level of thinking and reading ability of the learners.	3	4	3,5	
	Using good and correct Indonesian	3	3	3	
	Use terms appropriately and easily understood by learners	3	3	3	
	Use clear directions and instructions that do not lead to multiple interpretations.	3	3	3	
	Use writing and punctuation in accordance with EYD	3	3	3	
	Average of each aspect	3	3,2	3,1	
	Total			9,3	
	average			3,1	

The results of the assessment of the two validators in table 2 above, will then be calculated the level of validity with the valiation coefficient formula from Gregory as follows:

$Validity\ Coefisien = \frac{D}{A+B+C} = \frac{17}{A+B+2+17} = \frac{17}{19} = 0.89$

Based on the results of the calculation of the validity coefficient in table 2 above, it shows that the textbook in the development of contextual-based learning tools to improve learning outcomes is declared valid so that it is considered feasible to be tested after being revised in accordance with the suggestions of the validator.

Results of validation of student activity sheets

Based on the assessment results from two validators who have validated the Learner Activity Sheet, the following data is obtained:

Table 4. Results of the validation test of the learner activity sheet

No.	Description	Validator Team

		V1	V2	Ki	Desc.
I	LKPD format				
	Clarity of material division	4	4	4	
	Numbering system is clear	4	4	4	
	Appropriate font type and size	4	4	4	
	Table/image display is clearly legible and easy to understand	4	4	4	
	Clear activity procedures/work methods	4	4	4	
	Balanced text and illustrations	4	3	3,5	
	Average of each aspect	4	3,8	3,9	
II	Content of LKPD				
	Suitability of material with textbooks and RPS	4	3	3,5	
	Correctness of content/material	4	3	3,5	
	Essential materials/tasks	3	3	3	
	Suitability of material content with learning objectives	4	3	3,5	
	Suitability of material content and tasks with the available time allocation	4	4	4	
	Questions help / guide students in understanding / finding concepts independently	4	4	4	
	The content of LKPD is easy to understand and realistic	4	4	4	
	Average of each aspect	3,8	3,4	3,6	
III	Language				
	Using sentence structure according to good and correct Indonesian language rules	4	4	4	
	Use language and terms that are appropriate for the student's reading level.	4	4	4	
	Question sentences do not contain double meanings	4	4	4	
	Communicative nature of the language used	4	4	4	
	Average of each aspect	4	4	4	
	Total			11,5	
	Average			3,83	

The results of the assessment of the two validators in table 1.4 above, will then be calculated the level of validity with the valiation coefficient formula from Gregory as follows:

$Validity\ Coefisien\ = \frac{D}{A+B+C} = \frac{13}{A+B+3+13} = \frac{13}{16} = 0.8$

Based on the results of the calculation of the validity coefficient in table 1.4 above, it shows that the student activity sheet in the development of contextual-based learning tools to improve learning outcomes is declared valid so that it is considered feasible to be tested after being revised according to the suggestions of the validator.

Discussion

Based on the results of research and development contains an explanation of the theoretical and empirical studies of the research findings of the Development of Contextual-based Civic Education Learning Tools to improve student learning outcomes.

The validity of developing contextual-based civic education learning tools to improve learning outcomes.

The determination and preparation of the components of the contextual-based civic education Learning Tool Development to improve student learning outcomes is based on a number of theoretical foundations, primarily the learning principles of Ausubel's Learning Theory, according to which information acquisition is an abstract educational goal and that certain theories can guide educators in their task of transmitting diverse information to students. Ausubel's stance focuses on situations where lecturers act as subject matter managers and present information through lectures, reading, and providing tasks for learners to integrate what they have learned. Piaget's Learning Theory, which is concerned with the formation and development of schemas (plural of schema). The cognitive process that integrates a stimulus that can be a new perception, concept, law, principle or experience into the schema that already exists in the student's mind.

The results of the validation of the development of contextual-based civic education learning tools to improve student learning outcomes in Table 4 show that the benefits or usefulness of coursebooks are declared "valid" because they are at an average value of 3.1 so that they are considered feasible

to be tried out. This is in line with what is stated by [18] that observing activities aim to integrate, connect and differentiate the material to be learned with previously learned material, build students' cognitive structures by directing students to respond to material that has been presented by lecturers which can be in the form of questions or statements so that it becomes a stimulus in receiving the learning material to be carried out. In line with the opinion, [19] that this is what distinguishes *experiental learning* which is centered on learning experiences directed by students. This is also corroborated by [20] that students' active activities form relationships or links between ideas, memories or five senses. Associating occurs in the human brain forming a relationship between one idea and another so that the meaning and meaning of the topic being studied can be accepted. Finally, the ideas and ideas learned are stored in memory.

All instruments or devices from the product development of contextual-based civic education learning tools to improve student learning outcomes have all been validated and assessed by the validators as a whole, so it can be stated that the instruments developed are declared valid and suitable for testing.

CONCLUSION

Based on the results of research and discussion in this study, the conclusions that can be drawn are:

The validity of the product development of contextual-based civic education learning tools to improve student learning outcomes at STKIP YPUP Makassar is stated to have a validity level with a valid category.

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