Components of Contextual Teaching and Learning as The Basis for Developing a Character Education Model

Everhard Markiano Solissa [1], Sofyan Mustoip [2], Marlina [3], Sri Supiah Cahyati [4], Asdiana [5]

[1] *Department of Indonesian Language and Literature Education, Faculty of Teacher Training and Education* Universitas Pattimura, Jl. Ir. M. Putuhena, Kampus Poka, Kota Ambon, Maluku, Indonesia 97233

[2] *Primary School Teacher Education Department*, Universitas Islam Bunga Bangsa Cirebon, Jl. Widarasari III, Sutawinangun, Kec. Kedawung, Kabupaten Cirebon, Jawa Barat 45153

[3] *Islamic Education Department*, *Fakulty of Tarbiyah,* lAIN Takengon, Jln. Yos Sudarso/A. Dimot No. 10 Takengon, Lut Tawar, Aceh Tengah, Aceh. 24519

[4] *English Education Study Program, Faculty of Teacher Training and Education,* IKIP Siliwangi, Jl. Terusan Jend. Sudirman, Baros, Kec. Cimahi Tengah, Kota Cimahi, Jawa Barat 40521

[5] *Islamic Education Department, Fakulty of Tarbiyah*, lAIN Takengon, Jln. Yos Sudarso/A. Dimot No. 10 Takengon, Lut Tawar, Aceh Tengah, Aceh. 24519

Corresponding Author: Everhard Markiano Solissa, Email: eversolissa@yahoo.com

Abstract. Implementation of character education in Indonesia still leaves its own problems, such as the practice of character education that is carried out does not emphasize the process of involving students to find material, character education is not directed at encouraging students to find relationships between learning experiences at school and real life education. Characteristics that have been held so far have not been able to encourage students to be able to apply and apply them in real life. The purpose of this research was to explain the Components of Contextual Teaching and Learning as the Basis for the Developing A Character Education Model. The research method used in this research was qualitative. Data collection techniques using documentation and literature. Data collection techniques for literature studies are carried out by collecting books and articles from scientific journals that are relevant to research problems. The data obtained were then analyzed descriptively qualitatively. The results of this research indicated that the components of contextual teaching and learning as the basis for developing a character education model, namely (a) constructivism, (b) inquiry, (c) asking (d) learning communities, (e) modeling, (f) reflection, (g) actual assessment. Thus it can be concluded that the Components of Contextual Teaching and learning can be used as the basis for developing a character education model.

INTRODUCTION

Until now character education has not shown encouraging results. There are still many children who behave inconsistently with the rules and personality of the nation, so that they have the potential to cause big problems not only for themselves but also for the nation and state (Santika & Sudiana, 2021).

Some of the problems that constitute acts of deviating from the values, norms and morals of the nation include a) the spread of corruption, collusion and nepotism; b) increase in crime or criminality; c) sexual harassment; d) bullying or bullying; d) domestic violence; e) sexual harassment; f) drug use; g) pregnant out of wedlock which resulted in high child marriage h) juvenile delinquency, and others (Campbell, 2014). This real and worrying moral crisis has become a boomerang in the Indonesian nation (Harefa & Tabrani, 2021).

Therefore the implementation of education is the solution to these problems. It's just that character education still has its own problems, namely the lack of synchronization between the concepts of character education (Hasan, 2012).

Character education is not directed at encouraging students to find connections between learning experiences at school and real life (Choli, 2020) (Lusiana & Lestari, 2013). Character learning that takes place is unable to relate subject content to real-world situations and motivates students to make connections between knowledge and its application in life (Oktaviani & Nursalim, 2021).

What's more, the character education that has been held so far has not been able to encourage students to apply it in the real world. Learning solely expects students to be able to understand the material they are learning cognitively.

Several studies related to character education have attempted to solve these problems, such as the research conducted (Hasanah, 2016) entitled Character Education in Schools Models showed that character education in schools is internalized intensively through exemplary, wisdom and unity both within and between schools." In contrast to the research conducted (Mustaqim, 2015) entitled Model of Integrated Character Education in Basic Education which showed that the models used to develop character education are inculcation, modeling, facilitation, and skills development.

From the results of previous research, it can be seen that there are advantages and similarities related to the solutions provided by the character education model, namely exemplary in Hasanah's research and modeling according to Mustaqim's research results. The weakness is that it has not been able to show a character education model that is able to present contextuality to solve the problems that researchers are currently facing.

For this reason, it is deemed necessary to develop a character education model that is different from the previous ones. the model of character education that researchers offer to overcome these problems is the Components of Contextual Teaching and Learning as the Basis for the Developing A Character Education Model. The development of this model aims to make it easier for teachers to internalize or integrate character education in learning.

RESEARCH METHODS

This research was a descriptive research with qualitative methods. Through qualitative methods, researchers try to find and describe how the implementation of character education is not contextual yet.

The data sources used in this study were secondary data of thirty documents consisting of books, archives, magazines, articles and journals. A literature review is carried out by

critically analyzing data and findings from various other studies.

The technique used to collect data in this research was literature study and documentation. The data obtained from the results of this research were then analyzed using descriptive analysis techniques through data reduction, data presentation and drawing conclusions. Test the validity of the data in this research included test, credibility, transferability, dependability, and confirmability.

DISCUSSION

To find out how the model for developing character education is based on constructivism, it is better to look at research conducted by (Abidin, 2012b) entitled Authentic Assessment as the Primary Method of Character Education Implementation in Schools which showed that the learning process of character education is carried out through an active learning process. In line with research (Ramdani, 2018) entitled Model Character Education through Contextual Learning Based on Local Wisdom which stated, that character education is based on constructivism principles, the learning process is not in the form of transferring knowledge through teacher to students, but students are more concerned with working and experiencing.

Therefore, there are several things that teachers can do to develop a character education model based on constructivism principles, for example, by providing contextual problems that are close to students' daily lives related to character education. Students can be asked to find solutions to solving the character problems found.

In an effort to find solutions, students are directed to always read, look for references from various sources and organize knowledge that is deemed relevant to the character problems to be solved. Students will like to read to find information, like to observe, like to experiment, try to get answers from various sources (Khasanah et al., 2010).

This is in accordance with the findings (Baehr, 2017). in his research entitled The Varieties of Character and Some Implications for Character Education, which stated, in situations like this, the teacher only acts as a facilitator. Here the teacher actually seems capable of directing intellectual character education which emphasizes the development of curiosity.

To strengthen the internalization of character education, the solutions to various existing character problems, students are asked to explain the concepts that are formulated based on the knowledge they have. To provide confidence in the concepts that have been successfully built regarding solutions to character problems, the teacher can reinforce them by providing input, suggestions (Khatimah et al., 2022).

To find out how the model for developing character education with an inquiry basis can be done by providing opportunities for students to carry out observations and/or experiments, examine certain cases related to character education.

This is in accordance with research (Glynn & Winter, 2004) entitled Contextual Teaching and Learning of Science in Elementary Schools that inquiry refers to the processes and skills used by researchers when investigating natural phenomena. Here, students get ample opportunities to systematically examine problems in character education cases.

All activities carried out by students are directed to seek and find their own answers to the character problems that exist in their immediate environment, so that it is expected to foster self-confidence (*self-belief*), as well as develop the ability to think systematically, logically and critically (Kusumah et al., 2015).

In an effort to develop character education that proposes the concept of thinking, moral reasoning is very important in situations like this (Lewis, 2003). Because character education actually includes moral reasoning, and they also include moral reflection and application (Althof & Berkowitz, 2006).

The development of a character education model by asking questions can be done by asking questions about character education between students and students, students and teachers, teachers and students, or students and other people who are deliberately brought to class. By asking the teacher can provoke students to be able to find a meaningful character learning for themselves in their daily lives. Teachers can use asking techniques by modeling student curiosity and encouraging students to ask questions about ongoing character learning (Myhill & Dunkin, 2007).

The development of a learning community character education model is carried out by encouraging students to solve character problems in their daily lives together, so that the results obtained can truly be accounted for. Especially the character issues that are in the high-level category, for example related to corruption, which has implications for all aspects of national and state life. So these problems cannot be solved alone, but need cooperation and assistance from others (Wahyuni et al., 2022).

This is in accordance with research from (Maryati & Priatna, 2018) entitled Integrasi Nilai-Nilai Karakter Matematika Melalui Pembelajaran Kontekstual which showed that doing something together will get better results, not doing it alone. In this context character education must be able to emphasize that living in a community offers the possibility of a good life (Peterson, 2020).

In the context of a learning community, solving character problems emphasizes cooperation (Yulianti et al., 2016). In its

implementation in class, teachers can invite experts, for example law enforcers to provide learning related to the factors that cause certain people to dare to take shortcuts to get rich by means of criminal acts of corruption. This is what is then called a learning community, namely a society that shares information with each other.

Its implementation in class, learning communities can be done with group learning. Learners are divided into several groups whose members are based on heterogeneity, both in terms of ability and speed of learning as well as talents and interests. Naturally there will be a process of character learning in groups, where they will learn from each other, those who are fast are encouraged to help those who are slow learners, those who have more abilities are encouraged to pass it on to their friends who are less (Arifin, 2017).

The development of modeling character education models can be done easily. This is in accordance with the research conducted by (Hidayah et al., 2018) entitled Penanaman Nilai Kejujuran Melalui Pendidikan Karakter Pada Anak Usia Dini Dengan Teknik Modeling which shows that modeling is the method that is seen as the most important and most effective.

Through modeling students learn through observed observation, generalizing various observations at once by involving cognitive processes. The teacher is the model that is closest to the lives of students. The role of the teacher in character education is very important, not only teaching children to know character, but setting an example and helping children to do character in the form of good deeds because children like to model what their teachers do as the theory of learning by modeling from Albert Bandura (Devianti et al., 2020). The importance of the teacher's role as a model can be seen from research (Hendayani, 2019). (Thomas Lickona, 1997).

But here the teacher is not the only model, because models can be designed by involving students and even models can be brought in from outside (Sihono, 2004) (Davies et al., 2005).

The development of a character education model can be done by reflection (Simarmata, 2018). in his research entitled Pendidikan Karakter melalui Metode Refleksi showed that Reflection is one method of approach in character education. Development of a character education model Reflection is implemented in the form of students being invited to remember and re-evaluate related to the actions they have done, whether they are aligned and in accordance with character values (Morris et al., 2013).

In character education, teachers must often ask students to reflect on what they have done before or what they have experienced so far. This reflection intends to interpret events that have occurred before. If so, then what happens is the process of interpreting the meaning of experience, so that the formation

of the character of students also develops (Lusiana & Lestari, 2013).

The development of a character education model with an Authentic Assessment model is implemented in the form of activities assessing students that emphasize what should be assessed, both process and results. This is in accordance with research from (Abidin, 2012a) entitled Learning Reading Comprehension Oriented Character Education: Authentic Assessment Models which showed that the last channel that can be used to develop character is through authentic assessment.

In character education, authentic assessment, students are asked to apply concepts or theories related to character education in actual situations according to the abilities or skills possessed by students. Things that need to be considered in authentic assessments are attitudes, skills and knowledge about character.

In the character education development model, the most important principle of authentic assessment is an assessment that not only assesses what students know, but also assesses what students have done. Judging from this last statement, authentic assessment also has a function in shaping students' attitudes and morals which then we can say forms good character in students (Subrata & Rai, 2019).

Thus, the ability of students can be easily observed and evaluated by examining the instilled character values (Apriyanti, 2020). The key word in this character assessment is actually in the form of behavior that can be observed in school life (Tom Lickona et al., 1996).

CONCLUSION

The development of a character education model based on contextual teaching and learning is based on 7 (seven) components. These components, namely constructivism is carried out by providing opportunities for students to get used to building their own knowledge through active involvement in the learning process, so as to obtain meaning that comes from real experience; inquiry is implemented in the form of providing opportunities for students to obtain complete information relating to issues of character education by conducting observations and/or experiments to find answers or solve them by using critical and logical thinking skills; Questioning is implemented in the form of providing opportunities for students to explore information, informing what they already know, and directing their attention to aspects that they do not yet know related to character; The learning community is implemented in the form of group learning. This is based on the idea that a child's knowledge and understanding is supported by communication with other people; Modeling is implemented in the form of models that can be imitated by students; Reflection is implemented in the

form of students being invited to remember and re-evaluate with regard to the actions they have committed, whether they are aligned and in accordance with character values; Aauthentic assessment is implemented in the form of activities assessing students that emphasize what should be assessed, both process and results. The results of this research were very suitable to be applied in schools, especially for elementary schools because the components of Contextual Teaching and Learning are the development of a character education model. Suggestions that can be given related to the results of this research were that teachers in teaching character education try to use the contextual teaching and learning model as a basis.

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