

The Learning of Civics Education Based on Contextual Teaching and Learning (CTL)

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Abstract: Civics education in the new paradigm applies the student-active learning approach that leads activities in the class to the student-active learning and inquiry approach, and involves the students in the process of solving problems and making generalizations. Such learning is in line with jurisprudential learning inquiry strategy that emphasizes the way of solving problems by asking question, debate, and argumentation. Through this learning strategy, students are led to think structurally through debates and discussions to pursue their stance on contemporary issues. The issues learned in civics education in Indonesia are the real fact, and as such aims to bridge between students' prior knowledge and the implementation. It is suggested that teachers of civics education must facilitate their students in the class by leading them to solving the problems. It is the teachers' task to facilitate students and give them room for creating their ideas. All in all, the learning of civics education through jurisprudential inquiry learning strategy on the basis of contextual teaching and learning is discussed.

Keywords: civics education, contextual teaching and learning (CTL), jurisprudential inquiry learning strategy

Currently we live in the era of globalization in the 21st century that is marked by many changes in all aspects of life, not only in science and technology, but also in the economic, social, and politic. In the era of globalization, which is also called the information age there is a process change between countries, between nations, between cultures and without limits. The 21st Century is also a knowledge century, the century in which information and technology are widely spread. The 21st century's characteristic is marked by the world of integrated sciences, so that the synergy of which are becoming increasingly rapid. In the context of the use of information and communication technology in education, has been proven by narrowing and melting factor "space and time" that has been the key aspects of speed and success of science by mankind (BSNP, 2010).

Such rapid changes in this information age must be responded quickly by the world of education. Education should be able to prepare a generation that can face the challenges of appropriate changes in his time. According to Ken Kay, president of the Partnership for 21st Century Skills, every disciple of the 21st century should be: (1) involving critical thinking, (2) a problem-solvers, (3) an innovator, able to communicate effectively, (4) collaborating effectively, (5) adapting themselves, (6) understanding of information and media, (7) understanding and being aware of global issues, (8) thinking about the public interest, (9) being skilled in finance, economics and entrepreneurship.

National Education of 21st century aims to actualize the ideals of the nation which are making the people of Indonesia a prosperous and happy life, with a respectable position that acknowledged with other nations in a global world, through the establishment of a society of high quality human resources, which is an independent person, willing and capable to actualize the ideals of the nation (BSNP 2010). By the many changes in the 21st century that marked the

era of globalization, learning materials will no longer be information in the field of study regardless of the students will study the relationships between information. It takes a multidisciplinary thinking and the ability to see the world from variety perspectives. In the future, children are required to have the skills to think and learn. Those skills are problem solving skills, critical thinking skills, collaboration skills, communication skills, and creativity and innovation skill. Responding to various changes and great demands in the 21st century education, contemporary learning paradigm shifts from teacher-centered to student-centered, for example, students who actively participate in the learning process. The role of the teacher turns into a manager and facilitator, for instance, as a manager of learning that facilitates learning activities (Hosnan, 2014).

Relating to the characteristics of 21st century learning, learning strategies implemented by teachers in the classroom, Hosnan (2014: 85) has seven characteristics: (1) learning centered on the learner (student-centered); (2) developing students' creativity; (3) creating an exciting, fun, and meaningful learning; (4) developing diverse abilities contain moral value and meaning; (5) active learning, students do more; (6) stressing the excavation, discovery and creation, and (7) creating learning in real situations and real terms namely through a contextual approach. Of the seven characteristics of 21st century learning, the writer will discuss more about contextual approach, especially in learning Civic Education.

Learning civic education as curricular program is still not fully implemented correctly, activities are still teacher-centered, students are memorizing, reading, and learning with lack of joyful things and sticking to textbook too much ("textbookish") (Wahab 2008; Suwarma 1990; Zuriah 2010; Winataputra, 2008). Learning civic education has been impressed less flexible, less democratic, and teachers tend to be more dominant (one way method). In addition, it still uses the conventional model which is monotonous, the activities of teachers are more dominant than the students, and as a result teachers often ignore the process of teaching values, attitudes, and behaviours. This causes the subjects of Civic education not considered as subjects of educating that emphasizes on citizen awareness of the rights and obligations of citizens, but it is more likely to be saturated and boring subjects. Besides learning Civics also tend to be less meaningful because it relied on the assessment of the results rather than on the process. On the other hand, students tend to be less interested in the subject because it is considered Civic education as a lesson that only emphasizes on memorizing, less emphasis on the reasoning that lead to low interest in learning Civic education in the school.

One of problems on the key issues in learning Civic education is a learning strategy that has not been able to optimally achieve the learning objectives which are loading moral values and meaning in learning. Therefore, Civic education teacher should be able to design and develop appropriate strategies and Civic education learning materials, so that it results values-loaded teaching corresponding to the outlook of the nation. Another thing that is not less important in learning Civic education is how learning materials relating to these moral values to be internalized on students and implemented in everyday life into students character. It is related to public criticism of the Civic education which is not charged practical values but merely a political or indoctrination tool for the interests of power government. Therefore, contextual learning is appropriate to learn Civic education so that what is learned is relevant, having relationships and directly related to the problems in social life.

In the midst of changes, by contextual learning in Civic education, teaching materials can be developed from a variety of problems growing and taking place in society, so that it will be relevant between what is learned in school with what students find in real life, thus learning will be more meaningful. In perceiving and assessing a problem, everyone would not always be the same, especially about controversial issues, there are pros and cons. Controversial issues presented in the learning Civic education with jurisprudential strategy inquiry can raise

students' ability to think. According to Solihatin (2014), the instruction with the controversial issue is able to develop a new opinion through different opinions. This paper attempts to explain the contextual based learning in Civic education with the application of jurisprudential inquiry learning strategy, especially in the era of globalization which is ongoing.

DISCUSSION

Civic education has a very important role in moral values education, which is called educating for character or character education. Imperatively character education is not new in our national education system for the purpose of national education in all applicable laws and once in force (UU No. 4/1950; UU No. 12/1954; UU No. 2/89; UU No. 20/2003) with the substantively different formula that loads the characters. Civic education education and Religious education have such an important role in building human resource character. Samsuri (2013) stated that the assessment Civic education in Curriculum 2013 places the responsibility of character formation as an essential part subjects, Civic education and Religious Education those core competencies include spiritual attitudes competencies, social attitudes, knowledge and skills vertically and horizontally becoming the responsibility for all subjects.

According Winataputra (2008), Civic education with a new paradigm, applies student-active learning, i.e. learning that focuses on active student learning and inquiry approach, namely learning approach involving learners in the process of extracting information in order to problem-solving or generalization formulation. Along with a new paradigm in Civic education learning as proposed by Winataputra, the current era of globalization and education in the 21st century, characterized by more student-centered learning, and the teacher's role shifts as fasilitator, tutors and learners at the same time. Reacting to these changes, Civic education teacher should be able to apply learning strategies that can make students active, capable of identifying and formulating problems, and provide solutions to solve it. In addition, in learning process, students no longer need to be a reminder of the fact and the principle but would act as a researcher, problem-solver, and strategy maker. Thus, the implementation of learning that will develop and train students to think critically, think logically. One of the learning strategies that can develop the ability to think critically, think logically and critically, to improve students' activity by analyzing and discussing social problems in the community, and solving the problem scientifically, is the strategy of inquiry learning.

Roestiyah (1998) said that the inquiry is an expansion of the discovery process that is used in a more mature way. In addition to the process of discovery, inquiry contains the mental processes of a higher order, such as formulating the problem, designing experiments, conducting experiments, collecting and analyzing data, drawing conclusions, cultivating an attitude of objectivity, honesty, desire to know, open, and so on. Coffman (2009) defines as inquiry learning focuses on the work of teachers in asking questions consistently to improve students' understanding of learning materials for teaching and learning in the classroom. Meanwhile Suchman in Joyce, et al, 2001) suggests the inquiry goal is to develop cognitive skills in track and process the data. Furthermore, the inquiry can enhance the ability of the student to see the concepts of logic and causality in its own processing of information productively. Thus, students can learn independently, conduct independent research to stay on track discipline of science. This was confirmed by Kuhlthau, Maniotes, and Caspari (2007) which emphasizes inquiry on inquiry learning process of supporting a research looked at as a model of learning that literacy is transferring knowledge into a research process. Based on this understanding, inquiry is seen as learning that is not only oriented to the achievement of mastery learning materials but further addressed in order to foster competence, find information, evaluate the information, and use information through a series of research process. In practice,

students are involved in all phases of research from the stage of determining the problem, formulate and focus on research purposes, to present the results of research as an end product of learning.

Soetjipto (1997) stated that student inquiry strategy provides the ability to be a problem solver who is independent (independent problem solver). Meanwhile Hasting (2001) suggested that research results reveal that students are taught to problem-solving to encourage students to no longer verbalistic, and should be able to improve the effectiveness of learning become more meaningful. In addition, inquiry learning strategies develop intellectual abilities (thinking skills) that are built with the processes of reflective thinking. This suggests strategies of constructivistic inquiry learning, where students build and find their own knowledge.

The various strategies of existing inquiry, jurisprudential inquiry (research jurisprudential or legal research) is a strategy in its application is based on problem solving and relies on student activity, develop the ability to think logically and critically, thereby developing the potential of cognitive, affective and psikomotor. Jurisprudential inquiry emphasizes problem-solving to answer questions through discussions, debates, and arguments over issues concerning the controversial issue. In the execution of the students are grouped into two parties against each other in a position to examine the attitude of his chosen position ie approving or rejecting a case filed by basic arguing. Students should provide the basis or foundation on the position of his attitude, certainly with the knowledge that was established by students with a way to read, discover the sources of reading and literature in libraries available and knowing the real situation in public. According to Oliver and Shaver (1974) through a strategy of jurisprudential inquiry learners learn to think in a structured discussion and debate to determine the views and established its position in discussing contemporary social issues. Meanwhile, according to Uno (2007:21) jurisprudential inquiry individual candidates are able to produce citizens capable of overcoming the conflict difference in many ways.

Meanwhile Kurth & Green (2003) argues that the concept of civic education that is responsive to the challenges of globalization. The younger generation is required to understand what is happening around by addressing social issues such berkembang. Dengan inquiri jurisprudential learning strategy is closely linked to the approach Contextual Teaching and Learning (CTL) .In general contextual connotes that are pleasing, relevant, there is a relationship or direct link, follow the context, which brings purpose, meaning, and importance. Thus, the CTL approach must associate professor of teaching materials with real world situations students. It encourages students to make connections between the knowledge learned to its application in the lives of students as members of families and communities, so that the learning outcomes will be more meaningful and useful. Learning is no longer simply a transfer of knowledge from teacher to student, but where learning takes place naturally directed towards the attainment of skills in the context of real life in a pleasant atmosphere.

Contextual learning is based on the research of John Dewey (1916) in Hosnan (2014) found that students learn better if what is learned is related to what is already known and with activities or events that occur around them. The importance of contextual learning associated with constructivist psychology theory by Vygotsky (1978). The essence of the theory is that students learn how to construct their own understanding of what is learned. According to this theory, in the minds of the students there are such schemes an image or a computer file that contains an overview understanding of something that is learned. Through the scheme think this is someone to understand something. Schemes can be very simple, but can also be very complex, depending on the level of development of thinking skills are concerned.

Johnson (2002: 25) states that the CTL system is an educational process that aims to help students see meaning in the academic material they are studying by connecting academic subjects with the context of their daily life, that is, with the context of social and cultural

circumstances. While according Karweit (1993), learning CTL makes students solve problems through activities that reflect real events in life, learning needs to be well designed. In this regard, it is important for teachers to relate what is learned in everyday life (in context with daily life) by using language that can be understood by students (in context with the cognitive development of students). This will cause the student to understand the meaning of what is learned for him that will motivate learning. In this regard Sanjaya (2013) asserts that with contextual learning strategy or CTL, the students are fully engaged in learning to be able to find the material studied and relate them to real life situations, thus encouraging students to be able to make connections between knowledge dimilikinyadan apply them to life they.

According Trianto,(2009: 107), there are seven main components of contextual learning, namely: constructivism, questioning, inquiry, community learning, modeling, and authentic assesment. Then proposed to apply the seven components of the outline is by doing the following: (1) develop the idea that the child will be learning more meaningful by working alone, find themselves, and construct their own knowledge and new skills; (2) implement as far as possible the activities inquiry for all topics; (3) develop students' curiosity by asking; (4) create a "community of learning" through group learning; (5) present a "model" as an example of learning; (6) do reflection at the end of the meeting; and (7) do the actual assessment in various ways.

Contextual learning strategies jurisprudential inquiry makes learning to take place naturally in the form of student work and activities to experience, discover, and discuss problems and find solutions to problems, not a transfer of knowledge from teacher to student. Students understand what it means to learn, what the significances, the status of what they are, and how to achieve it. They are aware that learning is useful for life. Students used to solve problems, find something useful for him and wrestle with the idea of teacher. Teacher should help to connect old knowledge to new knowledge, and facilitate learning. Students should know the meaning of learning and use knowledge and skills acquired to solve problems in life. So that children can not only memorize lessons but is also expected to change the attitude, behavior, character and morals of children.

With regard to the learning jurisprudential inquiry with context follows the expressed opinion Singh (2009) in his article "Developing competence in social dialogue through jurisprudential inquiry model" which suggests jurisprudential dialogue to teach social values such as democracy and the values of equality, justice, liberty, public welfare , secularism, respect for human dignity and the rights of citizens, by raising issues of social and public policy issues are controversial in pembelajaran. In line with Singh (2009; 2010), Del Mar (2009: 18) in empirical studies voiced that if a person is able to see things inquiry, such as looking at the issue of the origin of positivistic and pure science from a different angle, then that person will be able to unlock the possibilities of the topics, issues and possible solutions or suitable for issue the.

In line with what happened in India, we see Civic education is unique, because the subjects' Civic education interpreted as the value of education, democracy education, moral education, and Pancasila education (Al Muchtar, in Anitah, 2010). For that very appropriate teaching materials Civic education taught with contextual approach, so that the values contained in it can be implemented through examples of problems that occur in real life. In connection with the subject matter Civic education the content standards stated that the subject matter Civic education include: principles of democracy, awareness to defend the country, respect for human rights, pluralism, environmental protection, social responsibility, obedience to law, obedience to pay taxes, as well as attitudes and behavior of anti-corruption, collusion, and nepotism should be known, understood, internalized and applied in everyday life. This indicates that the material Civics contains some characters which can be displayed in daily life. For high school level, for

example, the material Civic education covers topics that the scope of the material is based on the curriculum in 2013, among others with regard to cases of human rights violations, and the moral values embodied in the 1945 Constitution, rights and obligations of citizens, as well as problems of national integration within the framework of NKRI.

In the era of globalization and the flood of incoming information, to teach the material of violation of human rights, for example, students can be assigned to explore human rights issues in the world and in the country. Students can raise specific cases of capital punishment for drug crimes. The case was debated by their controversial opinions, as anyone agrees and supports this policy, but some are not agree or reject it. Contextual discussion of this issue will make students think and find out about what is meant by human rights, how can human rights be upheld, human rights violations, and an example of human rights violations that occur in the various countries of the world and are also happening in Indonesia. Content that is controversial it be interesting if contentious, in the group "Pros" and "Cons", with the debate students are encouraged to think and give their best opinion based on reasons of course associated with the theory, data and facts that support. By the time the students explore the theory, data and facts underlying his opinion during the debate to provide the best reasons and connect with the reality faced by students, by contextual learning itself already underway.

Likewise, the matter of democracy can be served with the implementation of the local elections that was to proceed. Students are faced with questions related to the problem of rules and the local elections that are already running as well as it should. The problem is packed into a controversy; on the one hand states are going well, but other states yet either. For that like doing a research, students make questions, assess, evaluate and conclude his opinion after discussed with the group. Based on these two examples, develop learning materials with the application of learning strategies Civic education inquiry jurisprudential in line with the Contextual Teaching and Learning (CTL) approach.

CONCLUSION

To improve the quality of learning, efforts were made. Teachers as planners and implementers work to apply the learning approach in the classroom and learning strategies that can optimize the achievement of goals. In the era of globalization we are living in the 21st century, changes in various fields of life go so fast. Education should be able to respond to such change, and provide a learning experience to equip students to face his life.

In the midst of changes, through contextual learning in Civic education, teaching materials can be developed from a variety of problems and are taking place in society, so that relevant between what is learned in school and what is faced by students, thus learning more meaningful. In perceiving and assessing a problem, everyone would not always be the same, especially controversial issues there are pros and there are cons. Through controversial issues presented in the learning Civic education with jurisprudential inquiry strategies can awaken a person's ability to think. Civic education contextual based learning in the application of learning strategies jurisprudential inquiry, especially in the era of globalization is appropriate to be applied.

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