



INTERNATIONAL CONFERENCE ON GLOBAL EDUCATION VI

Theme

The Fourth Industrial Revolution: Redesigning Education

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THE DEVELOPMENT OF CIVIC EDUCATION TEXTBOOK ON LEGAL AND HUMAN RIGHTS AWARENESS FOR SENIOR HIGH/ VOCATIONAL SCHOOLS THROUGH LOCAL CULTURAL APPROACH IN INDONESIA

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Abstract

The objective of the research is to create teaching materials for legal and human rights study in the subject of Civic Education in senior high school based on local culture, and to analyze the validity and the effectiveness of the development model of teaching materials for legal and human rights competence, by involving all senior high schools and vocational schools in West Sumatera (19 districts /cities), which are represented purposively. This research uses R & D approach (research and development). The research procedure used is design and development research. It is expected that this research can produce a model of teaching materials based on local culture in order to improve the competence of the teachers of civic education, so that senior high schools and vocational schools become the place where the younger generations are taught to be law-abiding, to be consistent in analyzing and taking an action as an intellectual candidate, and to be able to compete in universities and in their respective work field, as well as a countermeasure for radicalism and terrorism. This research is also expected to produce teaching materials that can be used in accordance with the standard of legal and human rights awareness curriculum of civics education in all senior high schools and vocational schools in Indonesia.

Keywords: Development, Competency Model, Legal and Human Rights Awareness, Local Cultural Approach, Senior High Schools / Vocational Schools, West Sumatera

A. Introduction

One of the challenges faced by young Indonesians who are still in a senior high school or a vocational school is lack of understanding of the prevailing laws and human rights awareness, that they are mostly disobedient, inconsistent, often break collective agreements, and even become susceptible to dangerous activities such as violence, anti-religion, radicalism, terrorism, and ideologies that are contrary to national law, religion and customary law as the value of local culture. The goal of education of Indonesia is not only to create citizens with intellectual intelligence, but also citizens who are spiritually, emotionally and characteristically intelligent.

Asep Saefuddin in Rusman (2010) states that the demands for graduates of all educational levels will continue to rise, as the challenges in work fields keep increasing and become more complex. The work field will objectively require professionals to be skillful, creative, innovative, cooperative in a team, fast, accurate, and capable of communicating both orally and in writing. As a result, the values that the students receive once they complete the learning process should be clear and are applicable in their work field later on. This is the role that the teachers of civic education have to fulfill.

According to BNSP (2011), the competencies expected in education include the ability to think critically, to cooperate and communicate, to innovate, and to contextually improve the nation's competitiveness worldwide, and to act based on the national insights. The objective of legal and human rights awareness education in the civics education course is to encourage students to be able to overcome problems by not violating the law, to find solutions effectively, and to be consistent according to law. Specifically, the objectives of legal and human rights awareness education through the learning of civic education are: (1) obedience to the law and the principle, (2) the love of the homeland, (3) the ability to master the historical value of the nation's struggle, (4) the ability think in cross-sectoral – not ego sectoral, (5) to respect and respect others, and (6) the ability to understand the rights and duties of a citizen.

In Law No. 20 year 2003 on the national education system and in Law No.14 year 2005, it is stated that the purpose of learning law and human rights in civics education is to create people who believe in God and are pious, responsible, and so on. In addition, the purpose of civic education in the school curriculum is to create people who can live purposefully as a member of the nation and the state. Civic education, at its core competence, demands the students to become a person who understands his rights and duties as a citizen, to be able to investigate, advocate, and resolve cases, and to analyze real-life cases such as the freedom of the press, and to organize all aspects of real life. Students not only understand the theories and concepts of thinking about Civics Education, legal and human rights awareness, but also need to understand the application of theories in real life, so that students have the awareness of citizenship, of law and human rights and the ability to practice law and human rights enforcement in Indonesia. The depravity of the nation as seen from the younger generation today is the act of disobedience and non-compliance with law and human rights, where the understanding of law and human rights is not yet seen through the need to respect the rights of others, the applicable law, social systems, religious values and public order (International Human Rights Law, ICPCR and ICECR, 2005).

The local culture also must be considered in the development of law and human rights teaching materials in civic education in senior high schools/vocational schools. In West Sumatra, there are various local cultures of 3 Luhak (sub-districts): Luhak Tanah Datar, Luhak Agam, and Luhak 50 Kota, the *rantau* (migration) areas (*rantau darek* and *rantau pasisia*), as well as the local culture of Mentawai known as the *Uma / Laggai* culture. All these cultures will be taken into consideration when formulating the competence for legal and human rights awareness, in accordance to the mental revolution program promoted by the President Joko Widodo through Presidential Decree No.87 year 2017.

The purpose of this research is to analyze the validity and the effectiveness of the model of teaching materials of law and human rights competence by teaching the comparison of various local cultures (19 districts/cities in West Sumatera) to senior high schools and vocational schools students in West Sumatera.

Literature Review

The Teaching of Legal and Human Rights Awareness in Civic Education Subject in Senior High Schools and Vocational Schools

Civic education, with legal and human rights awareness as its primary competence, requires students to be able to understand their rights and obligations as citizens, to investigate, advocate and resolve common civics problems, and to analyze real-life cases such as freedom of the press, and to organize all aspects of real life. All of these objectives are included in the textbook of civic education.

Good textbooks include visions, missions, context, content, and a thought process of information (Martono, 2005). Textbooks can also be a meaningful learning medium if the textbook is used as a communication tool to bring accurate information from learning resources to learners (Silitonga and Situmorang, 2009). Yamin (2009) also states that a textbook is very effective as a medium of learning because: (1) Lesson delivery can be uniformed, (2) The learning process becomes more interesting and interactive, (3) The amount of teaching-learning time can be more efficient, (4) The learning quality can be improved, (5) The learning process can be done anywhere and anytime, (6) The positive attitude of students to the lesson materials and on the learning process can be improved, and (7) The teacher's role can change towards a more positive and productive outcome. Through the use of textbooks, learners are expected to obtain more accurate information because the information is obtained from sources other than the teacher. This is related to the shift in educational paradigm where the focus of learning as a teacher-centered process changes to the learners as a student-centered process, where students need to be encouraged and given the opportunity to seek information from various sources, such as textbooks, independently. Therefore, the textbook as a source of information should have a good quality, which should meet certain criteria.

Hamalik (2008) states that there are three factors that influence the success of a curriculum implementation, namely the principal's support, the fellow teachers' support, and internal support within the classroom. Out of these three factors, the teacher is the main determinant in the successful implementation of the curriculum, because of the teacher's role as the main implementer in learning, namely as a classroom manager. Yamin (2009) also states that a textbook is very effective as a medium of learning because: (1) Lesson material delivery can be uniformed, (2) The learning process becomes more interesting and interactive, (3) The amount of teaching-learning time can be reduced, (4) The learning quality can be improved, (5) The learning process can be done anywhere and anytime, (6) The positive attitude of students to the lesson materials and on the learning process can be improved, and (7) The teacher's role can change towards a more positive and productive outcome. The teaching materials are components of the message content in the curriculum that must be delivered to the students. This component can be in different forms, such as facts, concepts, principles/rules, and procedures. Yaumi, M (2013) further states that teaching materials are a set of forms that are structured for learning needs. Teaching materials are also called learning materials because they include visual aids such as handouts, slides/overheads that consist of texts, diagrams, pictures and photographs, as well as other media such as audios, videos, and animations. According to Dick and Carey (1996), the development of teaching materials includes: (1) identifying the need to set goals, (2) conducting learning analysis, (3) identifying students' characteristics, (4) formulating performance goals, (5) developing benchmark references, (6) developing learning strategies, (7) developing and selecting materials, and (8) planning and conducting summative evaluations.

Yaumi M (2013) states that the teaching materials can be divided into three types, namely printed materials, non-print materials, and print-non-print combinations. A personalized student service can be created through specially developed instructional materials that are guided by the current curriculum. There are three steps to the development of teaching materials, namely: preparing the outline of teaching materials, conducting research, and testing the available teaching materials. The scope of civic education subject in senior high schools and vocational schools Grade 2 includes 9 aspects. The teaching material serves as an instrumental input in the learning process.

With the use of good teaching materials, in which the contents include Basic Competence (KD) in accordance with standard content demands, standard teaching materials in general (attractive presentation, standardized language, appropriate and interesting illustrations), it is expected that the learning process conducted by teachers and students achieve optimal results. Several factors that influence the quality of teaching materials are: (1) Clarity of point of view; (2) Clarity of concept; (3) Relevance to the curriculum; (4)

Interesting; (5) Motivational; (6) Simulate student activity; (7) Illustrations; (8) Delivered in a language that students understand; (9) The use of effective sentences; (10) The use of polite, simple and interesting language; (13) Strengthening values; (14) In line with and not contradictory to Pancasila and the 1945 Constitution and the prevailing laws and regulations; and (15) does not contain elements that may cause order disturbances related to ethnicity, religion and race (Mastutiningsih, 2003).

According to Wibowo (2005), there are four aspects that must be considered in measuring the quality of textbooks, namely: (1) Aspects of content. The content includes the lessons presented in the textbook that should adhere to the relevance, the sufficiency, the accuracy and the proportionality of the course. The content should be appropriate and relevant with the applicable curriculum demands, and relevant with the competencies that must be possessed by certain graduates of the education level and the level of development and characteristics of the students. Sufficiency implies that the content must be sufficient in order to achieve competence, not less nor excessive. Accuracy means that the content presented is in a true scientific, current (in accordance with the nature of the knowledge) manner. Proportionality means that the description of the material meets the balance of completeness, depth and the balance between the content and its supporting materials; (2) Aspect of presentation, the presentation of the textbook should be complete, systematic, and relevant to the objective of student-centered learning. The presentation methods should make it easy for the students to read and learn and foster the students' interest and motivation to learn; (3) Language Aspects and Readability. Language is the means of delivery and presentation of materials, such as in the form of vocabulary, sentences, paragraphs and discourses, while readability relates to the level of language of the students; (4) Graphic Aspect. Graphics aspect regards the physical appearance of the book, which includes the book size, type of paper, prints, font size, color and illustrations that encourage students to read the book.

Research Methods

The research method used is Research and Development or R & D. According to Gall, Gall and Borg (2003: 569), research development in the field of education is: “ An industry-based development model in which the finding of research are used to design new products and procedures, which then systematically field-tested, evaluated, and refined until they meet specified criteria of effectiveness, quality, or similar standards.”

This developmental research is conducted to develop a product in the form of competence model of legal and human rights awareness to anticipate the radicalism and terrorism ideology among senior high school and vocational school students. The model components focus on the teaching materials. The reason for the development of this model is because the study of competence of legal and human rights awareness awareness in senior high schools and vocational schools is the main subject in the field of civic education, so that it is necessary to teach students to become good citizens while also overcoming radicalism and terrorism among the younger generations.

Research Procedure

The development of local culture-oriented textbook uses the Four-D Model proposed by Thiagarajaan Semmel and Samuel (in Ibrahim, 2002), which includes defining, designing, developing, and disseminating, which is then adapted into the 4-P model (Defining, Designing, Development, and Spreading) (Ibrahim, 2002). In this study, the development of the textbook is simplified only to the stage of development without the disseminating stage, so that the textbook that has been developed is only used in the senior high school/vocational

school as a testing ground, without being distributed to all senior high schools/vocational schools.

Research Variable

Based on the formulation of the problems contained in Chapter I, the variables observed in this study are:

1. The validity of teaching materials or textbooks
2. Students' activity
3. Students' response
4. Students' learning outcomes

Research Instruments

A research instrument is a tool used to collect research data. The instrument used in this study are:

1. The Textbook Rating Sheet
2. Course Unit Syllabus (SAP) Performance Observation Sheet
3. Students' Activity Observation Sheet
4. Students' Learning Outcome Test

Data Collection Technique

Data collection techniques is a method used by researchers to collect research data. In this research, the data collection uses observation technique and the distribution of test to evaluate the students' learning process.

1. Observation
2. Students' Learning Outcome Test

Techniques of Analysis

1. Validity Analysis of Teaching Materials or Textbooks
2. Learning Implementation Analysis
3. Students' Activity Analysis
4. Students' Response Analysis
5. Analysis of Students' Learning Outcomes
6. Data Analysis of Textbook Effectiveness

B. Discussion

1. Textbook Validation

This research is a research development (Research and development). The teaching materials developed are the local culture-oriented textbooks in the Civic Education course for senior high school/ vocational school. Textbooks that have been developed are validated by the experts in terms of its content, language, presentation, and graphics.

The textbook content consists of six units, namely the characteristics of learning civic education for senior high school/ vocational school, development and analysis of civic learning materials, understanding the approaches, strategies and methods in learning civics education, learning media for civic education, civic education evaluation, and preparation of civic education teaching materials. Each sub-content contains an example of a local culture that needs to be introduced.

Based on the validation result of the textbook for content aspect, it was found that the total value was 82 with a percentage equal to 80%. The value indicates that the content component in the developed textbook meets the criteria to be tested in the learning process, or is viewed as good or feasible. On the presentation aspect of the developed textbook, the total score was 70 with a percentage equal to 75,0%. It shows that in terms of presentation, the developed textbook meets the criteria of presentation, or is viewed as good or feasible.

The language aspect of the developed textbook received a total score of 75 with a percentage of 74.0%. In terms of its linguistic aspect, the developed textbook was very feasible to be tested in the learning process. In terms of its graphics, the textbook received a total score of 74 with a percentage of 83.0%. This means that the developed textbook meets the criteria of a very good or very feasible textbook to be used in the test.

The overall result of textbooks validation received a total score of 153 with a percentage of 82.5%. The textbook validation team agreed that the developed textbook is feasible to be tested in the learning process.

2. Lesson Plan Validation

The lesson plans that have been composed consists of three components: preliminary activities, core activities and closing activities. Each component consists of sub-component points. The number of lesson plans composed are five; each lesson plan is applied in one meeting.

The first aspect of lesson plan validation is the format. The format component includes the numbering system, layout settings, font type and the corresponding letter size, and the time allocation of each lesson. Overall, the aspect of lesson plan format obtained an average score of 17.5 with a reliability score of 85.5%. Thus, the lesson plan format is categorized as very good or very feasible to be implemented.

The points for content aspect validation include clarity of the formulation of learning objectives, the selection of teaching materials, the organization of teaching materials, the selection of learning resources/media, the clarity of learning scenarios, details of learning scenarios, and the suitability of techniques with learning objectives. The content aspect obtained an average score of 42.5, with the reliability score of 86.3%. This means that the content aspect of the Lesson Plan is very good and comprehensible.

The points for language aspect validation include the grammatical truth, the precision of sentence structure, clarity of instructions, and communicative language assessment. This

aspect obtained an average score of 17.5 points, which has 86.2% reliability. It is clear that the language aspect in RPP is of very good quality.

The total average value of teaching materials of the civic education lesson plan amounted to 62.5 points, with the reliability score of 87.2%. This means that the learning materials of Civics Education lesson plans are categorized as very good and very feasible to be implemented.

3. Implementation of Local Culture-Oriented Textbook on Civic Education Subject in Senior High School/ Vocational School

1. The Observation Result of Teacher's Activity

The first stage performed by the teacher in the senior high school / vocational school is confirmation, which was done by asking questions to the students about the theme in each unit in the developed textbook. This activity received an average score of 6 with a percentage of 100%. The next stage, conveying learning objectives in accordance with the lesson plan, scored an average of 4.9 with a percentage of 94%. After that, the teacher provided insights on the importance of basic competence and asked students to provide opinions, feelings and experiences verbally. This stage scored an average of 4.8 with a percentage of 95%.

The teacher then linked the theme of the lesson with basic competencies that must be mastered by the students in each unit in the developed textbook. This stage is a whole class activity and the average score is 4.3 with a percentage of 84.5%.

In the next stage, the teacher asked students to form groups consisting of 6 to 8 people with an equal number of male and female students (with a total number of students i.e 30 people). This activity scored an average of 4 with a percentage of 100%. Then, the teacher used a textbook and presented teaching materials in a language easily understood by the students. This activity scored an average of 4 with a percentage of 100%.

Based on the results of the overall analysis of the teaching stage, the implementation of lesson plans and the teacher's ability to manage the learning process, the percentage of teacher's activity was 86%. Thus, it can be concluded that the teacher's activity on the implementation of teaching materials without using the local-culture oriented textbooks in the control class can be categorized as very good.

2. The Observation Result of Students' Activity

Based on the observation result, it is found that the activity of the students during the learning process using the developed textbook has an average score of 86.22% per meeting. On the other hand, the learning process without using the developed textbook has an average score of 59.2%. It is also found that the students in senior high schools are more active than that of the vocational schools with a difference of 17,32%.

3. Students' Response

The analysis of the students' responses to the learning process using the local culture-oriented civic education book is based on the four components of textbook analysis, namely the content, language, presentation, and graphics. For the first component, as many as 32 students agreed that learning by using the textbook is enjoyable, with a percentage of 90%; only 4 students who did not find it enjoyable or amounted to 9% only. This is due to

interesting materials and an organized textbook format, as it gauges students' interest and further encourages a good learning atmosphere.

The same result is also acquired from the students' response to the second component. Out of 30 students who took the test, all students or 100% of the subjects admitted that they find the learning atmosphere enjoyable while using the local culture-oriented textbook. As for the components of teacher's presentation, there were 28 students who claimed that the presentation was comprehensible or 85% and only 4 students who did not find it comprehensible or amounted to a percentage of 15%. Thus, it can be said that 85.5% of students are agreed that the learning process using the textbook was enjoyable.

In terms of textbook format, most students responded that the textbook was interesting. This is evident that out of 32 students, 30 students or as many as 95% of students were interested in the textbook. The rest 2 students or 6.25% of the population admitted that the developed textbook was not interesting.

4. Students' Learning Outcome Test

The learning outcome test was done to see a behavioral change that occurred after the learning process, as stated by the purpose of education. Expected learning outcomes include students' mastery, either individually and as a whole class. Students' mastery is supported by students' activity during the learning process with the use of the local culture-oriented textbook. Students' learning outcomes are obtained by performing an initial test and a final test before and after the lesson finished, either by using the local-cultural oriented textbook or without the textbook.

Based on the results of the analysis, it can be seen that the students' evaluation score after learning by using the local-cultural oriented textbook is higher than the students who in did not use the textbook in the learning process. All students in the senior high school scored above the minimum requirement or amounted to a percentage of 100%. On the other hand, there were 2 students in the vocational school who did not score above the minimum requirement or with a percentage of 95%.

C. Conclusion and Suggestions

1. Conclusion

Based on the results of the research and discussion and data analysis, it can be concluded that the development of local culture-oriented textbook of civic education subject for senior high school/ vocational school is categorized as very good and very feasible to be used in the learning process.

Based on the results of the analysis of students' activity, the most prominent activity of the stage of asking questions and responding to the questions, either at the time of discussion between the students or in a discussion with the teacher; both activities are done by using the textbook. Recapitulation of students' activity during the learning process by using the local culture-oriented textbook shows a good level of activeness or is categorized as active.

Students' response after following the learning process using the local culture-oriented textbook is categorized as very good. The students strongly agree if the textbook is used as a source of learning. In addition, the students responded that the textbook could improve students' learning interest and is helpful in overcoming learning difficulties.

Analysis of students' learning outcomes shows that 95% of the students scored above the minimum requirement after learning using the local culture-oriented. When compared to the students' score after learning without using any textbook, students still score higher when using the usual textbook. The effectiveness of the learning process using the textbook that has been developed is obtained through t-test. The result of t-test shows that there is a significant influence from the use of the local culture-oriented textbook in the civic education subject.

There is generally no fundamental constraints that disrupt the course of research. However, there were some obstacles that arose in the learning process: (1) during the pre-test, students had different way of understanding the civic education materials because students had not even received the learning materials that was given; and (2) at the time of discussion, not all students were involved in the discussion and worked to find solutions to the problems in the textbook. However, these constraints could be solved by the teacher, so that the learning process run well.

2. Suggestions

Based on the conclusion of the research that has been described above, there are several considerations for the improvement of the learning process in senior high school/vocational school. Suggestions and expectations are as follows.

- a. For teachers, the use of textbooks can improve the learning process in a more effective and interactive way. The textbook is self-instructional that can be studied alone; thus, teachers have plenty of time to guide students in understanding a topic. Based on the results of the development of textbook in this research, and in relation to the results of this study, teachers should try to compile their own textbook as a teaching guideline and a learning resource for the students.