

## CONTEXTUAL LEARNING MODEL DEVELOPMENT CITIZENSHIP EDUCATION BASED ON ISLAMIC VALUES IN GROWING RELIGIOUS ATTITUDE

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### ABSTRACT

*This research is based on problems related to the application of a contextual learning model based on Islamic values to improve students' religious attitudes which has not been maximally carried out so far. The research objective was to find a valid, effective, and practical learning model to improve students' religious attitudes. The methodology used is the Plomp model of research and development (R & D). The research subjects were students of class V Madrasah Ibtidaiyah Negeri Medan City, while the object of this study was the development of a contextual learning model based on Islamic values in fostering students' religious attitudes. The products produced are model books, lesson plans, teacher books, student books, and LAS, the entire product has been validated by design experts, material experts, and linguists then continued with field testing so that it is suitable for use. The research findings show: that the product of the contextual learning model based on Islamic values that are produced is valid based on expert validation, has a level of practicality and effectiveness in increasing students' religious attitudes, and the ability of teachers to manage learning is a good category and student learning activities during the learning process have increased. The study concludes that the resulting learning model product is valid based on expert validation, and has a level of practicality and effectiveness to improve students' religious attitudes. used as a reference for developing a more comprehensive Civic Education learning model.*

**Keywords:** *Contextual, Citizenship Education Based on Islamic Values*

### I. INTRODUCTION

Education is an integral process that involves various factors, including educational goals, students, educators, facilities and infrastructure and the environment, besides that it is also closely related to the curriculum, methods and evaluation. These factors are an inseparable unit but must run regularly, complementary and continuously and have a role that determines the success of the educational process.

One of the subjects given in Elementary Schools/Madrasah is Citizenship Education (PKn). Citizenship Education is a subject that focuses on the formation of citizens who understand and are able to carry out their rights and obligations to become good citizens, who are intelligent, skilled, and have character as mandated by Pancasila and the 1945 Constitution. Civics (Citizenship Education) is a subject The lesson also focuses on self-formation that is diverse in terms of religion, socio-cultural, language, age, and ethnicity. Civics learning is expected to be able to form ideal students who have a strong mentality, so that they can overcome the problems that will be faced (Buchari et al, 2007:5).

Meanwhile, according to Wahab (2002: 54) Civics is value and moral education so that students can explore existing values through critical testing, so that students can improve or improve the quality of thinking and feeling. Winataputra (2008:47) describes the task of Civics as developing democratic education, developing three main functions, namely: developing citizen intelligence, fostering citizen responsibility, and encouraging citizen participation.

Based on the explanation above, it can be interpreted that Civics is a subject that focuses on the formation of values in a person so that he becomes a citizen who understands and is able to carry out his rights and obligations as a good citizen and as a man of God in accordance with the 1945 Constitution and Pancasila. In addition, Civics is intended as a subject that aims to improve the quality of Indonesian people who are virtuous, personality, independent,

advanced, tough, professional, responsible, and productive as well as physically and mentally healthy. Successful citizenship education will produce an intelligent mental attitude, full of responsibility from students. This attitude is accompanied by behaviors that: (1) have faith and fear of God Almighty and live the philosophical values of the nation, (2) have noble character, are disciplined in the community, nation and state, (3) are rational, dynamic, and aware of rights and obligations of citizens, (4) are professional in nature imbued with awareness of defending the country, and (5) actively utilize science, technology and art for the benefit of humanity, the nation and the state (Buchari et al, 2007:6).

However, the phenomenon that the researchers found in Madrasah Ibtidiyah Negeri (MIN) Medan City, based on initial observations, it was obtained that the Civics learning process mostly still used the old paradigm in which the teacher gave knowledge to passive students. The teacher teaches with the conventional method, namely the lecture method and expects students to sit, be quiet, listen, record and memorize (3DCH), students are less active in learning activities. Students tend not to be very interested in Civics lessons because so far Civics lessons are considered as lessons that only emphasize memorization, not emphasizing the reasoning aspect, causing the students' low interest in learning Civics at school.

Another phenomenon that researchers found in MIN Medan City is that Civics teachers teach focused on achieving the target of teaching materials that are oriented to the achievement of final exam scores. This relates to the formation of character, morals, attitudes and behavior of students who only want good grades without being balanced with improvements to the character, morals, attitudes and behavior of these students. If these students have learned about Civics subjects which should be able to improve attitudes, behavior and morals about Civics subjects which should be able to improve attitudes, behavior and morals for students but on the contrary it is inversely proportional to the attitudes, behaviors and morals of students who tends to decrease. From the problems raised, it can be seen that Civics learning in Madrasah Ibtidaiyah tends to be less than optimal.

If you look closely again, in fact the systematic framework of Civics is built on the paradigm that Civics is curricularly designed as a subject of learning that aims to develop individual potentials to become Indonesian citizens who have noble character, are intelligent, participative, and are responsible. Theoretically it is designed as a learning subject that contains the ideas, values, and moral concepts of Pancasila. Democratic Civics and defending the state are programmatically designed as learning subjects that emphasize the content of the message, which carries values and learning experiences in the form of various behaviors that need to be realized in everyday life (Julianti, 2013).

Civics subjects are one of the strategic fields of science which describe in depth the scientific dimensions of politics, law, government, and morals, so that Civics taught in formal education gets special attention. In this regard, conceptually Civics is a multifaceted field of study with a cross-disciplinary context. However, scientifically, this field of study has the main object of study in Political Science, specifically the concept of political democracy for the aspects of rights and obligations (duties and rights of citizens) (Machfiroh, 2011: 38). From this main concept developed the concept of civil which is literally taken from the Latin *civicus* which means citizen in ancient Greece. Then academically recognized as the embryo of civic education. Subsequently in Indonesia this term was adapted to become "Citizenship Education" abbreviated as Civics.

Hasyim in Budimansyah (2012: 69) suggests that Civics is a forum for developing the potential of citizens in three aspects, namely outlook on life, attitude to life, and life skills. As an effort to develop these three aspects, it can be designed systematically through these subjects which are specifically related to issues of nationalism, law, constitution, politics, human rights, democracy, and ethics in society, nation and state. Therefore, the role of Civics must be able to respond to changes in the world of education that can be applied in the school environment, so that

students' attitudes and knowledge can be formed. In connection with that, the Civics paradigm in the 21st century needs a multi-dimensional citizen conceptualization that involves four dimensions such as personal, social, temporal and spatial so that it involves students in society to gain citizenship experience (Komalasari, 2012: 7).

The results of preliminary observations that researchers have on grateful behavior as one of the main religious attitudes among students at MIN Medan City also have not shown a perfect religious attitude, this can be seen from the aspects of observing grateful behavior, namely: (1) recognizing the greatness of God in creating nature universe, (2) preserving nature and not destroying plants, (3) not complaining, (4) always feeling happy in everything, (e) not being discouraged by the situation, (5) likes to give or help others, (6) always grateful when receiving help, (7) accepting differences in characteristics as a gift from God, (8) always accepting assignments with an open attitude, and (9) grateful for the gifts of others. Not all of these aspects of grateful behavior appear in students. In the dimension of preserving nature and not damaging plants, it was found that some students were scribbling on plant pots, even breaking flowers. Likewise, in the dimension of always accepting assignments with an open attitude, there are still many students who have not fully behaved that way, there are some students who grumble and even make small protests to the teacher.

Furthermore, the results of the initial observations that researchers made on religious attitudes, namely praying before and after carrying out activities among students at the MIN Medan City also did not show a perfect religious attitude, this can be seen from the aspect of observing religious attitudes to praying before and after carrying out activities with different aspects. The observations were: (1) praying before and after studying, (2) praying before and after eating, (3) inviting friends to pray when starting the activity, and (4) reminding friends to always pray. Not all of these aspects are visible to students. It was found that students were still playing and had not shown a perfect attitude or full of appreciation in praying, and it was even found that students were disturbing or joking with their seatmates when praying.

Referring to the thoughts and initial data related to the learning and religious attitudes of students, it is necessary to develop a contextual learning model for Citizenship Education (PKn) based on Islamic values. The application of the contextual learning model is urgent so that it can provide a different color from conventional learning which emphasizes the delivery of material presented by the teacher. Meanwhile, contextual learning emphasizes that students construct their own knowledge.

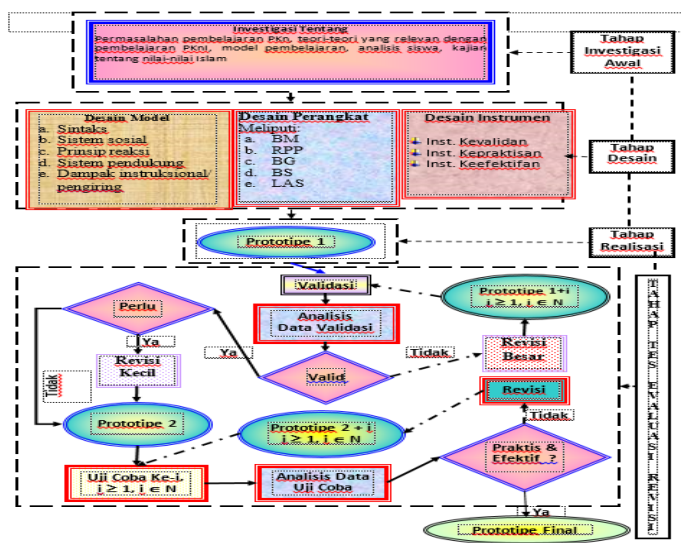
The development of the contextual learning model of Civics based on Islamic values is carried out with the following assumptions: (1) the development of the learning model can be used as a learning resource which is expected to facilitate students in achieving Civics learning objectives; (2) the development of Civics learning models is important when viewed from the perspective of ease of learning and increasing the acquisition of student learning outcomes because the development of learning material models is developed in order to meet the needs of the characteristics of students studying at Madrasah Ibtidaiyah; (3) the development of this learning model is important when viewed from the perspective of the Civics subject teacher because there are no available learning materials for these subjects based on Islamic values; and (4) the development of this learning model is important when viewed from the perspective of madrasahs that produce products according to their characteristics so as to emphasize the existence of madrasahs as basic educational institutions under the auspices and development of the Ministry of Religion which is concerned with Islam.

## II. RESEARCH METHODOLOGY

This type of research is educational research and development (Educational Research and Development) or Educational R&D. This research is used in developing a Civics contextual

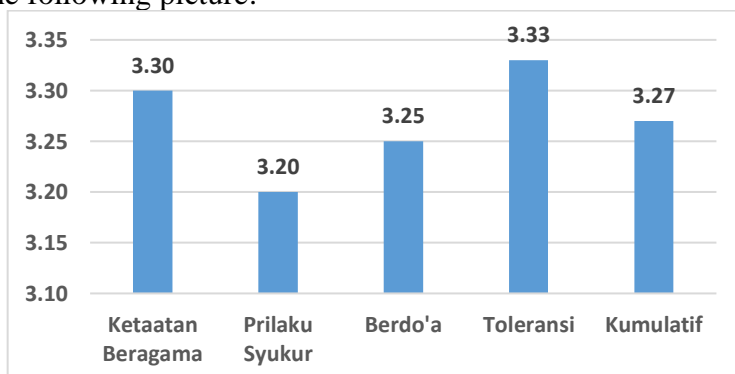
learning model based on Islamic values to foster students' religious attitudes. The difference with other types of research is that research and development produce products. In this study, the products produced were: (1) lesson plans, (2) model books, (3) teacher books, (4) student books, and (5) student activity sheets. The place of research was conducted at Madrasah Ibtidaiyah Negeri (MIN) Medan. This research was conducted for 1 full year starting from the proposed design to the preparation of the research report. The process of developing a Civics contextual learning model based on Islamic values to foster students' religious attitudes. carried out simultaneously with the process of developing learning tools and instruments needed, then changes and revisions to the learning model are immediately followed by changes and revisions to parts of learning tools and related research instruments. The data analysis technique used in this research is validation analysis of learning models and learning tools, Practical Analysis of Learning Models, Data Analysis of Learning Model Effectiveness, Analysis of Religious Attitude Assessment, Analysis of Teacher Ability to Manage Learning, Analysis of Student Activities Following Learning.

All activities of the development process are presented in the following flowchart (Adaptation of Sinaga, 2017):



### III. RESULT AND DISCUSSION

The results of the test on the achievement of students' religious attitudes who carried out learning using a contextual learning model based on Islamic values in the second stage can be seen in the following picture:



The overall score of the second trial of the achievement of students' religious attitudes through the application of contextual learning models based on Islamic values is 3.27 which is in the good category. Furthermore, for each aspect of the observation, namely: a value of 3.30 for religious attitudes of religious obedience in the good category. The value is 3.20 for the religious attitude of

gratitude behavior in the good category. The value is 3.25 for the religious attitude of praying before activities in the good category. The value of 3.33 for religious tolerance is in a good category.

The learning model developed is a Civic Education contextual learning model based on Islamic values to improve students' religious attitudes consisting of syntax, social systems, reaction principles, and support systems also equipped with Model Books, Learning Implementation Plans, Teacher Books, Student Books, and Student Activity Sheet. The entire set of learning models has been validated by design experts, material experts, and linguists. The results of expert validation show that the learning model is valid without revision for use.

The Islamic values-based Civic Education learning model that was developed proved to be effective in increasing student learning outcomes with an N-Gain coefficient of 0.55 in the medium category. The contextual learning model for Citizenship Education based on Islamic values developed has a practical level with a score of 2.84 in the practical category that needs improvement in the first trial and a score of 3.40 in the practical category without improvement in the second trial. The achievement of religious attitudes of students who take part in learning using the contextual learning model of Citizenship Education based on Islamic values in the first stage with an average score of 2.85 in the good enough category increases in the second stage with an average score of 3.27 in the good category. The ability of teachers to manage to learn using the contextual learning model of Citizenship Education based on Islamic values has increased, this can be seen from the average score of 3.00 in the good category without improvement in the first trial, increasing in the second trial with an average score of 3.31 in the good category without repair. Student learning activities during the learning process have increased from the first observation to the second observation with the observed aspects. The average proportion of time used by students to listen to the teacher's explanation at the time of the first trial was 57.39%, which has not yet reached the ideal time for each meeting, which is 30%. While in the second trial the average proportion used by students to listen to the teacher's explanation was 29.86%, this indicates that the ideal time for each meeting has been reached.

The findings of this study also strengthen the findings of previous research conducted: (1) Surdin's research (2018) shows an increase in the percentage of student learning activities taught by contextual learning, namely the percentage in cycle I: 64.3% and cycle II: 82.5%, and (2) Rahmi's research (2018) shows the application of contextual learning models can increase student activity and learning outcomes, this is evident from cycle I at the first meeting by 56.67% to 70.00% at the second meeting. After cycle II was implemented, the percentage of learning outcomes increased from 76.00% to 91.67%.

#### IV. CONCLUSION

Based on the previous discussion, it can be concluded as follows:

1. The learning model developed is a Civic Education contextual learning model based on Islamic values to improve students' religious attitudes which consist of syntax, social system, reaction principle, and support system also equipped with Model Books, Learning Implementation Plans, Teacher Books, Books Students, and Student Activity Sheets. The entire set of learning models has been validated by design experts, material experts, and linguists. The results of expert validation show that the learning model is valid to use.
2. The Islamic values-based Civic Education learning model that was developed proved to be effective in increasing student learning outcomes with an N-Gain coefficient of 0.55 in the medium category.
3. The contextual learning model for Citizenship Education based on Islamic values developed has a practical level with a score of 2.84 in the practical category that needs improvement in

- the first trial and a score of 3.40 in the practical category without improvement in the second trial.
4. The achievement of religious attitudes of students who take part in learning using the contextual learning model of Citizenship Education based on Islamic values in the first stage with an average score of 2.85 in the good enough category increases in the second stage with an average score of 3.27 in the good category.
  5. The ability of teachers to manage to learn using the contextual learning model of Citizenship Education based on Islamic values has increased, this can be seen from the average score of 3.00 in the good category in the first trial, increasing in the second trial with an average score of 3.31 in the good category.
  6. Student learning activities during the learning process have increased from the first observation to the second observation with the observed aspects. The average proportion of time used by students to listen to the teacher's explanation at the time of the first trial was 37.39%, this has not yet reached the ideal time for each meeting, which is 30%. While in the second trial the average proportion used by students to listen to the teacher's explanation was 29.86%, this indicates that the ideal time for each meeting has been reached.

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