Analysis of Contextual Learning Model on Ethics and Personality Development Materials for Vocational Education

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Abstract — **The need for learning models for students in vocational education is certainly different from learning for students in academic or scientific education. An in-depth analysis of the need for subject matter that is indeed in accordance with the characteristics of vocational education is needed more than practice than theory. This study aims to analyze the learning model for ethics and personality development courses for students in the Department of Commerce, especially in the Business Administration Study Program. The research method was carried out using a research and development model, with an exploratory study through questionnaires and interviews. The data analysis method is descriptive qualitative method, and analysis of teaching material needs. The results of the study showed that teaching materials on ethics and personality development with a contextual learning approach (CTL) were able to motivate students to change their behavior. Contextual learning approach oriented to problem solving, collaboration, and student-based learning, so that behavior change will be the goal of learning. There are 3 things that need to be emphasized in contextual learning in vocational education, namely the use of realistic language, the use of various media and giving students the freedom to be creative in accordance with standard behavior models.**

Keywords: Ethics and Personality Development, Contextual Teaching Learning, Vocational Education.

I. INTRODUCTION

The need for learning models for students in vocational education is certainly different from learning in scientific education. Therefore, an in-depth analysis of the need for teaching materials is really needed that is in accordance with the characteristics of teaching materials for vocational education which has more practical elements than theory. Vocational education is an educational model that carries advantages in the form of 70% practice and 30% theory with the hope that it can be one of the answers to the problem of preparing university graduates with applied skills needed by the labor market [1]. The effectiveness of all education systems depends critically on the quality of teaching and learning in the classrooms, workshops, laboratories, and other spaces in which the education takes place [2]. Students in the vocational education process are expected to become professional workers with mature soft skills, so that in the learning model they should get practical and real material in their daily behavior in their interactions in society.

From the several references obtained, there is no article that specifically examines the topic of contextual learning approaches for ethics and personality development courses. So that the study from this research is expected to be a reference for studies that carry the theme of a contextual analysis

approach in courses that focus on personality development.

The need for textbooks as a medium of communication in the learning process to students is still lacking, so this research is expected to be very useful for developing and perfecting learning models in the form of draft textbooks according to the needs of students in vocational education. Moreover, in the current era of very rapid communication technology, where the use of gadgets for everyone is a basic need, so that sometimes the existence of other people is ruled out in daily direct interactions. Thus, teaching materials to make behavioral changes in the context of student personality development are very important. However, the industry's need for soft skills or positive behavior and mature personality is very much needed to face the challenges of the world of work, especially for vocational education alumni such as the Bali State Polytechnic.

Teaching media is a component of learning resources or physical vehicles that contain instructional materials in the student environment that can stimulate students to learn [3]. Learning media is a determining factor in the success of learning achievement in ethics and personality development courses, so that a good learning media design will be indispensable in the learning process.

There are five functions of learning media based on an analysis on its users namely: 1) As a learning resource, as a distributor, transmitter, and liaison, 2) Semantic function, adding to the vocabulary that students really understand, 3) manipulative function, overcoming the boundaries of space and time and overcoming sensory limitations, 4) the psychological function of learning media has the function of attention, affective, cognitive, imaginative and motivational functions, and 5) socio-cultural function, overcoming socio-cultural barriers between communication participants. [4]

Contextual learning model makes important relationships that produces meaning by carrying out self-regulated learning, working collaboratively, thinking critically and creatively, respecting others, achieving high standards, and participating in authentic assessment tasks. By applying CTL approach, teacher can relate the materials with the real world situation outside classroom, and motivate students to link the knowledge they learn to its application in their lives [5]. This study focuses on analyzing the contextual learning model for personality development courses whose scope is for vocational education that has been carried out at the Business Administration Study Program, Bali State Polytechnic.

II. LITERATUR REVIEW

Research and development are a "bridge" between basic research which aims to find knowledge about the underlying phenomena and applied research which aims to find knowledge that is practically applicable. Research and development aim to find, develop and validate a product [6].

Figure 1. Development Research is a "Bridge" Between Basic Research and Applied Research

The characteristics of development research for learning model in vocational education are very intensive in terms of practice, so that the learning media development model will be able to improve the quality of student practice. The characteristics of research and development, with all the processes are able to help the teaching and learning process to be effective and efficient in each learning class.

The development of research design follows the following steps: (1) analysis of objectives and characteristics of content, (2) analysis of learning resources, (3) determination of learning objectives and content, (4) analysis of learner characteristics, (5) determination of learning delivery strategies, (6) determination of organizational strategy, (7) determination of management strategy, and (8) measurement of learning outcomes. [7]

Contextual teaching and learning or often abbreviated as CTL is an approach to learning. Contextual learning is a learning approach that optimizes the contextualization of subject matter with the real world of students. [8] With contextual learning, where the learning process is carried out by presenting real-world practice from a theory that is in the material, it will make students or learners understand faster. With a contextual understanding of learning, material related to behavior always refers to real everyday behavior. CTL identifies that the learning process will take place naturally, namely working and experiencing directly, not only transferring knowledge from teachers to students. The CTL strategy in learning is more concerned with the process than the results.

There are seven principles that underline the learning process with the CTL approach, namely: 1) Contructivism, 2) Inquiry, 3) Questioning, 4) Learning Community, 5) Modeling, 6) Reflection, and 7) Authentic Assessment. The most important thing in the contextual approach is the discovery of

meaning, in learning students are involved to relate learning activities to everyday life so that the learning process becomes more meaningful. [9]

Teaching materials are all forms of materials used by teachers in carrying out teaching and learning activities in the classroom, either in the form of written or unwritten materials. In line with the opinion of the National Center for Competency Based Training which states that teaching materials are all forms of materials used to assist teachers or instructors in carrying out the learning process in the classroom. The material in question can be in the form of written or unwritten material. [10] Teaching materials are a set of materials that are arranged systematically to create an environment / atmosphere that allows students to learn.

Personality is not simple to define, because the definition of a person's personality is very complex. From a complex descriptive description of the individual so that it appears in a unique behavior. [11] Personality is unity or has the potential to form unity.

When developing personality, one should try to maintain unity and harmony among all the elements of the personality. Personality is composed of several systems operating at three levels of consciousness, the ego operates at the conscious level, the complex operates at the personal unconscious level, and assertiveness operates at the collective unconscious level.

III. RESEARCH METHODS

This research uses R&D (Research and Development) method defined as methods used to produce certain product and test the effectiveness of these products. [12] Research and Development (R&D) is a research method intentionally, systematically, to find, improve, develop, produce, or test the effectiveness of products, models, and methods/ strategies / ways that are superior, new, effective, efficient, productive, and meaning. [13]

Research design activities, namely by analyzing student needs for teaching materials, by exploring teacher guidelines in the use of learning tools, namely textbooks, SLP (Semester Learning Plan), AD (Assignment Design), student responses and expectations and research sources on device development. learning to be made.

The subjects in this study were those who were involved in analyzing the research topic, namely: fourth and sixth semester students of the Business Administration Study Program, Department of Commerce, who had received the Constitutional Court of Ethics and Personality Development. Then psychologists who focus on human behavior in the world of work, company HRD as users of graduates or student street vendors, and teaching experts who

have competence in making teaching materials (such as textbooks, SLP, AD and learning assessments).

Table 1. Research Method Details

Subjects and Objects	Measured Variables	Data Collection Methods	Data Analysis Methods	Output (Expected Output)
a. College b. Teacher c. Existing textbooks d. SLP models e. AD models f. Assessment model	a. Exploration of learning tools b. Responses of student and resource persons	a. Questionnaire b. Interview c. Observation of learning devices	a. Percentage of student perceptions b. Analysis of student responses c. Development of learning models	a. Reports b. Scientific articles c. Draft textbooks

IV. RESULT AND DISCUSSIONS

4.1 Results of Exploration of Existing Set of Ethics and Personality Development Teaching Materials

Exploration was carried out on 4th semester Business Administration D3 Study Program students, totaling 145 people and 6th semester students totaling 138 people. From the distribution of questionnaires through the google form, it was found that 100 respondents who responded or were willing to in the questionnaire. Determination of respondents if the subject is less than 100 people should be taken all, if the subject is large or more than 100 people can be taken 10-15% or 20-25% or more [14]. So that the number of respondents who entered with a total of 100 respondents was considered sufficient.

Based on the exploration carried out on the learning tools for the Ethics and Personality Development Course, namely the lecture contract, teaching materials, and SLP, which was carried out through a questionnaire using Google Form media, the following search results were obtained:

1. Content components

The content component in which there are elements related to the content of the material and learning content can be received well as many as 373 responses (62%) and received and understood properly or correctly as many as 201 responses (33%). In this result, it can be explained that the content of productivity insight in terms of growing motivation, enthusiasm, innovation, creativity, and critical thinking is the highest, or in other words this element is received very well or appropriately. In addition, in the content component, the element expressed about stimulating curiosity (cultivating curiosity and challenging to learn further) also received a very good response at the percentage of 66%.
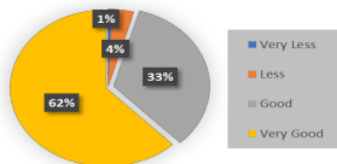
Figure 1. *Student responses to the components of the learning device content perangkat*

2.   The linguistic component

From the linguistic component in which there are elements related to language in learning materials, the results of respondents' perceptions and responses are obtained with the percentage of respondents who think as many as 248 people or 36% judge good and appropriate and as many as 423 or 60% of responses think very good or appropriate. If re-analyzed, the dialogical and interactive elements (motivating respondents to respond to messages and think critically) in the linguistic component got the highest score (79%), or what the respondents felt was very good. Meanwhile, for conformity with good and correct Indonesian language rules (grammar and spelling accuracy) the responses was 67%.
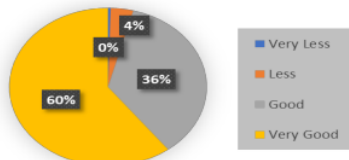

Figure 2. *Student responses to the linguistic components of learning devices*

3.   Presentation Techniques

From the technique of presenting the material for the Ethics and Personality Development Course, it was found that the respondents' perceptions and responses were that respondents rated the presentation technique in a good and appropriate category as many as 202 responses or 34%, and as many as 327 or 54% of responses thought it was very good or very appropriate. If reviewed again, the element of substance balance between chapters and between sub-chapters is still considered not good, with a percentage of 18% of responses. Meanwhile, from other elements, the percentage is high in the presentation logic element, which is 60%. As for the systematic consistency of the presentation in the chapter, it was considered very good with a percentage of 59% answered by respondents.
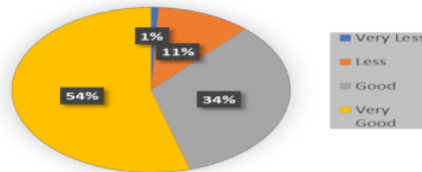

Figure 3. *Student responses to the technique of presenting learning tools*

4.   Learning Presentation

From the presentation element of the learning material for the Ethics and Personality Development Course, it was found that the respondents' perceptions and responses were that respondents assessed that the presentation of learning was stated in the good category as many as 242 responses or 35% and rated very good and appropriate as many as 441 or 63% responses. If analyzed again, the element of student-centered learning presentation is rated as the best or very good, with a percentage of 66% of responses.
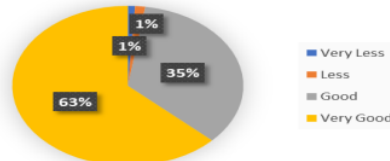

Figure 4. *Student responses to the presentation of learning*

4.2   Data Analysis and Interpretation

1. Student responses to the contextual learning model of the Constitutional Court of Ethics and Personality Development

The results of the exploration of indicators on the set of ethics and personality development courses are said to be very good, with an average assessment percentage of 59.75%. Several indicators, such as the content component indicator, were received very well (62%), the linguistic component was very good (60%), the presentation technique was very good (54%) and the presentation of learning received was very good with a percentage of 63% of 100 respondents. This situation gives the assumption that the contextual learning model in ethics and personality development courses is very well received by students of the Bali State Polytechnic Business Administration D3 Study Program, with a very good category of 60%, and good category 34%.
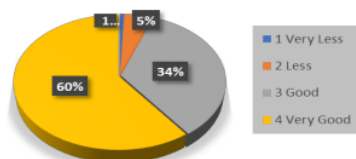
Figure 5. Student responses to the set of teaching materials for ethics and personality development courses

Some comments and input from students on the teaching materials that have been carried out so far, namely the development of content materials is more related to the practice of everyday life and is associated with the world of work. Behavior in communication on social media is very necessary considering the development of information technology is growing very rapidly.

Language development to always meet the elements of using good and correct language and foreign terms. The presentation of the material is good, but it needs to be improved in the interaction between lecturers and students to communicate effectively and in two directions through role-play simulation.

2. Responses from the validator and research resource

From the resource persons (team of experts and practitioners) of the research, after reading and understanding the set of teaching materials for ethics and personality development courses, they responded with the following categories:

a). Content/material content

Learning material is given by describing the material in detail and easy to understand. The content or content of the material should meet the elements of language that are understood and understood by students. The language is written in more detail in the style of narrative and story language, to be able to provide an overview of concepts that can be practiced. Written language is not only in the form of letters and numbers, but is developed in other forms, such as pictures, sketches, graphics, tables, emoticons, or other visual forms. Visualized material content will be able to make students' understanding stronger and able to translate in the form of behavior. Teaching materials that should be in the teaching materials for ethics and personality development courses are materials related to changes in the realm of thought or mindset, emotions in the form of sympathy and empathy as well as behavioral or psychomotor domains.

Materials that focus on behavioral or psychomotor changes are the main characteristics in vocational education, so that materials that can be directly put into practice need to be reproduced. The content of practice material requires rules of the game in the form of standard procedures, so an approach to generally accepted and normative standards of behavior is needed. The ability of lecturers in carrying out general and normative behavior is the main content in the content of ethics and personality development courses.

b) Teaching material display design

The appearance of teaching materials should be made more attractive, it is necessary to combine various special shapes and colors that can make students have high motivation to read, understand and practice it. Starting from the appearance of the cover of the book which is made more attractive and makes students interested in taking and reading it. The front display must be able to provide an overview of the contents of the teaching material.

The cover page is made attractive with pictures or other visual forms to make it different from other textbooks. The layout of the content of the material needs attention, with standard writing standards that look orderly and neat, which provides an overview of the teaching material with the suitability of the topic and the meaning of the material.

The use of other meaningful symbols also needs to be arranged to give the impression that the teaching material looks neat and good, assuming there are not too many symbols or even a lot of empty space without symbol content. The type of font used is very important to consider, because the font is one of the attractions of teaching materials. The standard font for writing teaching materials is designed to not seem rigid and watchful and unpopular, thus affecting the meaning and motivation of students to learn it. In addition, it is very important that the writing font is arranged so that students or readers can distinguish between titles and subtitles, or which are the main sentences and supporting sentences. Font changes are also a strong reference so that writing gets more attention from readers or students, such as italics, bold print, underlines, and others. The appearance of a good writing font is certainly not too many sizes and models used but adjusts to the meaning and purpose of the information you want to convey.

c) Media Usage (channel)

The use of media or channels is a determining factor in transferring material to students, so this media element should not be ignored in the teaching and learning process. The

media suggested by the validator (research resource) is an audio video media device that is packaged into learning media that can display material content clearly and quickly according to student needs.

Sources of information from social media can be a source of learning if it meets the elements of fairness and correctness of the content, which is of course from a trusted and expert source as a source of information. If the learning model takes place outside the network, of course the media displayed will be able to provide additional reinforcement to the material being taught in addition to direct communication from the resource person. Meanwhile, if the learning model is carried out online, several video references that have been spread on social media need to be selected so as not to cause confusion in student understanding. In the current era of rapid information technology, the media provides a lot of information that directly or indirectly influences changes in student behavior. However, the impact is not always positive but also negative, so it needs to be selected as material in learning.

d) Teaching technique

Teaching technique is the art of delivering teaching material which is very dependent on the experience and mastery of the material from the teaching lecturer. Direct teaching techniques need to be done by combining spoken language (verbal communication) and body language (nonverbal). The concept of vocational education is practical teaching, so that the material being taught is that which can be practiced directly, so that resource persons or lecturers should deliver teaching materials in simple spoken language and at the same time demonstrate them which is commonly called role play. In demonstration or practice, teaching lecturers need to be assisted by certain tools or equipment related to the teaching material. Lecturers should provide material not only in class with the concept of lectures and discussions but outside the classroom, with direct practical teaching techniques in actual conditions.

Teaching techniques that are carried out face-to-face are the most common in the learning process, but currently along with the development of information technology plus the Covid-19 pandemic, many teaching techniques are carried out online or online. Online teaching techniques are highly dependent on the media and information technology used, such as communication media tools, internet networks and internet data quotas.

In learning ethics material and personality development oriented to behavior change, of course online teaching techniques become a separate obstacle, because of the limited activities and simulations that can be done. The material taught should be able to be seen and practiced directly by imitating movements and following special instructions, so that if it is done online, it will be limited that it can be displayed. Thus, the online learning model for ethics teaching materials and personality development requires more creative audio and video media.

Students must be taught to understand how to do something with a specific purpose. The material taught contains elements of sentences that invite, direct and guide making changes in the context of behavior. Explanatory material that provides more understanding and definition is sufficient only for students to know, the rest of the material taught must refer to how to do and change behavior that was previously for the better, with certain behavioral standards.

V. CONCLUSION

Based on the results of the analysis and discussion, it can be concluded that the contextual learning model of teaching materials in vocational education emphasizes more practical elements than theory. Teaching materials that focus on behavior change must of course teach students to do something not just understand the theory. There are several things that are of concern in the contextual learning model of ethics teaching materials and personality development, namely the content or content of learning materials given by describing the material in detail and easily understood by students, with simple language and aiming to change behavior.

Contextual learning can increase student activity in the classroom and improve the character of students' participation in the learning process. The implementation of character and behavior education through contextual learning becomes more concrete because it can be adapted to conditions each school environment [15].

Textbooks are made more attractive, by combining various shapes and colors that can attract students' attention to read, understand and practice it. Media devices, such as audio video technology, are packaged into creative learning media that can display material content clearly and completely according to student needs. Direct teaching techniques, need to be done by combining verbal and nonverbal communication (body language).

The concept of vocational education is practical teaching, so that the material being taught is that which can be practiced directly, so that resource

persons or lecturers should deliver teaching materials in simple spoken language and at the same time be able to demonstrate them directly, either by simulation or by role playing.

For further research, it is hoped that it will be studied more deeply about what concrete materials need to be included in the teaching materials of the Ethics and Personality Development Course.

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