The Development of Contextual Learning Model Based on School and Family Collaboration in Culturing Serfisona Content Characters at TK Santa Melania Sarudik

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Abstract. This study aims to describe the development, impact, and development factors of contextual learning based on school and family collaboration in inculcating characters with Serfisona content in students in Santa Melania Kindergarten. This research is icluded of development research or research and development (R&D). Sources of research data are principals, teachers, parents and students. Data collectionn techniques using observation, interviews and documentation. The results showed that the implementation of the contextual model was carried out through a learning process collaboration between schools and parents combined with the use of guidebook media. The implementation of contextual strategies has an impact on improving the quality of learning, increasing students' appreciation of the character of Serfisona, especially discipline and responsibility. The implementation of contextual strategies is influenced by several factors, namely facilities and infrastructure, teacher academic competence and qualifications, teacher activity in teacher deliberation activities, and parental activity in inculcating character at home.

Keywords: Contextual, Serfisona Character, Collaboration between School and Parents

1 Introduction

The Law Number 20 of 2003 concerning the National Education System of Indonesia states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of the intellectual life of the nation. [1] Education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Education is a process of changing one's attitudes and behavior in an effort to mature humans through the learning process [2].

The government of Indonesia through the Minister of Education implements character education at the level of early childhood education (PAUD) to higher education. Character education is realized starting from the curriculum to building a culture in schools. "This character education is something urgent to do right now. The target: all schools will have to use it," said Minister of National Education (Mendiknas) Mohammad Nuh on the sidelines of

the commemoration of National Education Day (Hardiknas), at the office of the Ministry of National Education [3].

In realizing the goals of character education, the government began to focus on character building education by creating a cultured nation through strengthening human noble values. In Presidential Regulation (Perpres) Number 87 of 2017 concerning Strengthening Character Education, it is stated that Strengthening Character Education, hereinafter referred to as PPK, is an educational movement under the responsibility of teachers to foster student character through coaching, namely heart, taste, thought and exercise involvement. and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (GNRM). As the times develop, it will produce many big challenges for educational units of various types and forms of solutions [4] .

In an effort to understand character in the learning process, it is necessary to apply real learning models in everyday life, one of which is the Contextual Learning Model. Contextual or popular learning model called Contextual Teaching and Learning (CTL) is an alternative in overcoming the problem of application in the learning process. CTL offers a learning process through the connectivity between learning materials and the realities of students' lives. The practice of CTL implies a more active, critical, concrete, and dialectical learning process towards social reality [5].

CTL contains seven important components, namely: Constructivism, Inquiry, Questioning, Learning Community, Modeling, Reflection, and Authentic Assessment. This CTL model can be applied to character education by adapting various themes to practical steps in the classroom. CTL can then be transformed by a teacher according to the character of the learning material that will be taught to students. One thing that is most important to understand is that it is not how many methods and approaches a teacher has in learning, but what is equally important is the extent to which a teacher's creativity is to design and find learning innovations that are fun for students, encourage motivation, and interest. study. The use of CTL learning strategies is very relevant to be applied because it seeks to bridge the concepts learned by students with the realities faced by students. Thus, the CTL model is very strategically applied in the learning process) so that the understanding of the Serfisona character learned by students is understood and lived easily because it is associated with the realities of everyday life[6] and [7].

Santa Melania Sarudik Kindergarten is one of the institutions that makes a real contribution to national education, both at the concept level and school administration, by implementing a value and character-based curriculum management, through character education learning in the nuances of love which is used as a habitus as expected applied in Santa Melania Sarudik. The real contribution is to develop an education system that "Builds the Character of Compassionate Love" (Latin: Misericordiae Aedificat Personam; or abbreviated as: serfisona) which has four core values, namely: 1) Compassion, 2) Modest and Humble, 3) Brotherhood and United, and 4) Serve. Of the four pillars of character, there are 19 characters that want to be studied, namely the character of responsibility and discipline.

Based on the results of interviews and observations conducted by researchers at Santa Melania Sarudik Kindergarten, information was obtained that so far they have implemented the instilling of Serfisona character values into students in school activities such as doing 5S (smile, greeting, greeting, politeness, courtesy) like teachers. welcomes students every

morning at the school gates when new children arrive, gathers fasts during Lent and pays attention to friends in need when experiencing adversity. However, the character values taught at school are not fully implemented in the family, because schools and families are still running independently so that the results of the character cultivation are less successful, where lately researchers have seen that there are still students who are often late to school. , bullying friends, do not want to share with friends and do not want to complete the assigned task. Apart from that, researchers also obtained information that educationCharacters in early childhood at Santa Melania Kindergarten have not been integrated in every lesson. It can be seen from the learning outcomes of students who have not been given appreciation by the teacher in every character activity carried out by students during the learning process.

Therefore, there is a need for new innovations that are appropriate and can improve the application of character values at school and at home, especially discipline and responsibility. The form of innovation carried out is a research and development research entitled "Development of a Contextual Learning Model Based on School and Family Collaboration in Cultivating Characters with Serfisona Content at Santa Melania Sarudik Kindergarten".

2 Research method

2.1 Types of research

This type of research is research and development (Research and Development). According to [8] development research is defined as a systematic study to design, develop and evaluate programs, processes and learning outcomes that must meet internal consistency and effectiveness criteria.

2.2 Research Subject

The subjects of this study were teachers, parents and students of Group B aged 5-6 years of Santa Melania Sarudik Kindergarten in the 2021/2022 academic year, totaling 20 childrens. In order for the data to be more accurate, the authors made group B kindergarten teachers, principals, as informants in the study.

2.3 Place and Time of Research

The place where this research was carried out was Santa Melania Sarudik Kindergarten. Precisely in Group B in April to May 2022.

2.4 Data Collection Techniques and Instruments

1. Types of data collection

a. Observation. The objects that were observed were the duties of the head of the kindergarten, the duties of the teacher and the duties of the family.

b. Interview. The researcher conducted an interview technique with the aim of extracting in-depth information from respondents about the character card game as a learning model for character education for parents. In the interview, the researcher acts as an interviewer as

well as a leader in the interview process. While respondents are interviewees who are asked for information by researchers.

c. Documentation. researchers collect documents that are obtained in the field. The documented objects are the Annual Program, Semester Program, Weekly Learning Implementation Plans, Daily Learning Implementation Plans and Assessments.

2.5 Data Analysis Technique

1. Eligibility of serfisona magazine

Product feasibility analysis to see the validity of Serfisona magazine by expert validators was developed using a Likert scale.

2. Effectiveness of serfisona magazine

The effectiveness of this serfisona magazine was carried out by conducting direct learning in group B of TK Santa Melania Sarudik. Where the first learning was carried out by researchers without using serfisona magazines. That is, the learning takes place conventionally. Furthermore, the next learning is carried out using a serfisona magazine that has been prepared by the researcher.

3 Results and discussion

3.1 Development of CTL Model Based on School and Family Collaboration

Details of the stages and activities carried out in developing this learning model can be seen in the Table 1.

Table 1 Stages and Activities of SerfisonaPaper Development

No	Development Stage	Description of activities
1	Analysis Stage	Finding the basic problems in instilling the character of Serfisona, especially the character of discipline and responsibility, namely: There needs to be a learning model development Don't have a serfisona magazine yet so new innovations are needed There needs to be collaboration so that the character of students' discipline and responsibility can be implemented in schools and families.
2	Design Stage	Designing serfisona magazine Designing learning scenarios and teaching and learning activities with a school and family collaboration pattern School collaboration with family includes monitoring in the form of assignments to students which in Serfisona magazine contains the character of discipline and responsibility
3	Development Stage	Produce and revise serfisona magazines Selecting the best assignment activities that will be used to achieve the objectives of implementing the Serfisona character. Using the pattern of school and family collaboration in Group B aged 5-6 years at Santa Melania Sarudik Kindergarten
4	Implementation Stage	Conducting Guidance on students in growing the character of

		Serfisona in the school and family environment
		Foster collaboration between schools and students' families
5	Evaluation Stage	Evaluation is carried out in two forms, namely formative evaluation (performed at the end of each week) and summative evaluation (at the end of the semester).

3.2 Development of School and Family Collaboration in Instilling Discipline and Responsibility for Serfisona Content

a. The Family Environment

The success of children's education is determined by the child's educational environment which includes the family environment, school environment, and community environment. The first educational environment that children are familiar with is the family. From the family the child first gets education, guidance, upbringing, habituation, and training. Parents' attitudes and behavior are always seen, assessed, and imitated by their children. Parents as educators in the family play an important role in shaping the character of a child. This conclusion relates to the researches conducted by Marini and Masrukhi [9] and Mifti and Ririn [10].

b. The School Environment

The second educational environment for children is school. Character education in elementary schools is fundamental because it remembers the importance of character cultivation, especially for elementary school age children. This is where the teacher has a very big role because the teacher is one of the parties responsible for the foundation made in shaping the character of students. The teacher is a person who is admired and imitated and becomes a source of inspiration and motivation for his students. The attitude and behavior of a teacher will leave an imprint on the students, so that the speech, character, and personality of a good teacher will become an example for students. This conclusion is related with researches conducted by Heppy. et.al. [11] and Khaironi [12].

c. The Collaboration of Techer and Parents

The collaboration of teachers and parents in shaping the child's character is very important. Because teachers and parents are both responsible for educating children. Parents are responsible for educating their children at home, while teachers are responsible for educating at school. For this reason, it is very necessary to have good cooperation between teachers and parents so that reciprocal relationships are fostered in order to shape the character of students in accordance with shared expectations, namely creating a generation of character. This conclusion is supported the results of research conducted by Rantawati [13] and Gaddafi [14].

3.3 The CTL Implementation

From the teacher's perspective at ST. Melania's Kindergarten, the character building carried out by teachers in schools in the implementation of CTL learning is based on operational standards of school management and classroom operational standards. In all places, especially institutions, there are applicable rules called operational rules or standards. The results of an interview with Ms. Manalu as a senior teacher at TK ST. Melania concluded approachCTLand the formation of the character of students in learning at Santa Melania Sarudik Kindergarten

Very good because it is directly related to the actual situation in the material presented and in integrated activities with character, especially discipline and responsibility, besides that there is collaboration with parents and there is a guide book in the form of Serfisona that supports smooth the learning process and in their daily lives.

The effectiveness of CTL learning in collaboration with parents and providing professional content is very effective, because in CTL learning students are accustomed to carrying out discipline and responsibilities such as greeting before entering class, washing hands, placing things in their place, the habit of discipline and responsibility of the child is manifested in daily life at school and at home, by learning CTL and collaborating with parents, the habituation and caring character of compassion and affection that arise from these habits, besides that the effectiveness of CTL learning with Serfisona content is stated in several school activities such as: worship morning routine, Talent development such as dancing, coloring, drawing and marching. This result supported the research results conducted bySantika [15], Watini [16]. Zahroh and Na'imah [17].

4 Conclusions and suggestions

4.1 Conclusion

The process of developing a CTL model based on school and family collaboration in inculcating the character values of Serfisona, especially the values of discipline and responsibility at Santa Melania Sarudik Kindergarten, refers to ADDIE development starting from analysis, design, development, implementation to evaluation. At the analysis stage, the process of finding basic problems in instilling the character of Serfisona, especially the character of discipline and responsibility, namely: there needs to be the development of learning models, do not have a Serfisona magazine so that new innovations are needed and there needs to be collaboration so that the character of student discipline and responsibility can be implemented in schools and family, for the design stage the development process is carried out by designing the Serfisona magazine design, designing learning scenarios and teaching and learning activities with a school and family collaboration pattern,

The validity of the Serfisona content developed with the CTL model based on the collaboration of schools and parents in inculcating the character of discipline and responsibility in Santa Melania Sarudik Kindergarten refers to several expert validators, namely, validation of media experts, validation of material experts, and validation of linguists. As for the Validation of Language Quality for CTL Learning Model Development, the percentage score obtained is then matched with the category of learning quality validity. If the percentage shows 91.66% much greater than 61% then the learning is valid as well as media quality validation in the CTL learning model development obtained a percentage of 76.66% and so on the validity of the quality of the content of the learning model development material obtained the validation percentage of 100% without revision,

To find out the data on the effectiveness of the development of the CTL model based on school and family collaboration in inculcating the character values of Serfisona, especially the value of discipline and responsibility in Santa Melania Sarudik Kindergarten, it was carried out by observation, interviews and documentation. Based on observations about the

Assessment of the Effectiveness of the Contextual Teaching and Learning (CTL) Learning Model, it clearly shows that of the 15 indicators which are the elaboration of 5 aspects of the CTL learning model, the effectiveness value is 3.73 (very good), in addition to observations about the Assessment of the implementation of Contextual Teaching and Learning. Learning (CTL) conducted by kindergarten group teachers also showed an effectiveness value of 3.71. (very good),apart from observation,

4.2 Suggestion

Suggestions that can be proposed by researcher are as follows.

a) CTL learning in collaboration with parents should be maintained properly and continuously

b) Schools should provide more learning training so that teachers are more creative in developing the interests and talents of students.

c) Evaluation of the implementation of learning, facilities and media remains the school's concern

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