The Development of Contextual-Based Digital Pocketbook in Civil Law Course

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Abstract. Improving the quality of education needs attention to the learning process of students. The utilization and application of technology in learning activities can maximize the learning process of student. It requires to be adjusted for student standards who are supported by technology in order to the teaching materials can be effective tools to achieve learning goals. The study aims to develop digital Pocketbooks based on contextual teaching material in civil law course. They are one important component that can improve the quality of learning. This type of this research is research and development (R&D). It applies the development model of the 4-D Thiagarajan model, but only 3 stages are used: designed, defined, and developed. The disseminated stage is not carried out due to limitations of the research in carrying out the dissemination process and researchers only want to know the feasibility of teaching materials to be used as companion teaching materials. The results of the research validation are obtained overall of 85.9% which was categorized as very good so the digital pocket book is suitable for use in learning activities.

***Keywords**: Digital Pocketbook, Contextual, Civil law*

1 Introduction

Education is a pillar to improving human resources so that they can solve problems in their environment so they excel in global competition [1]. Through education, a person will have the potential to improve religion/belief, noble character, good personality, intellectual intelligence, and skills that can be used to compete in facing the 21st century. Education plays a role in improving quality Human Resources because with education humans will have the skills to maximize their potential [2]. Education prepares students in the future to have experience, an initiative mindset, and skills and reliability following the field [3], [4].

All Elements in education must carry out their respective roles to achieve educational goals. Through education, a person can become a person with good morals, intelligence, and skills that can be used to help society[5]. To realize the goals of national education, the government implements improvement, including curriculum development. Starting from

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elementary to tertiary level, curriculum development places more emphasis on the daily life of students so that knowledge learned on campus are facts that can be found in the environment of student life known as contextual learning.

Contextual learning relates the material it learns to the student's real situation and encourages students to make connections between that knowledge and its application in everyday life [6]. This learning emphasizes the ability to think, transfer knowledge, collect and analyze data, and solve individual problems or groups. Contextual learning encourages students to understand the nature, meaning, and benefits of learning so they are motivated to keep learning [7]. Contextual learning is a learning concept that seeks to link real-world situations in a learning material so that students can use the knowledge they have and apply it in real life. The philosophical foundation of contextual learning is constructivism. The constructivist paradigm is more about learning prioritizing problem-solving, developing concepts, and constructing solutions rather than memorizing procedures and using them to get a correct answer[8]. Contextual learning is expected to provide learning outcomes meaningful for students. The learning process takes place naturally, in the form of the activity of students working and experiencing, not transferring knowledge from teacher to student. Learning strategies are more important than results. Contextual learning has several main characteristics, which are learning based on problems, learning where students self-regulate, learning in multiple contexts, learning that relates the material studied with diverse student life contexts, using authentic assessment, and learning that consists of groups of interdependent students[9].

This study aims to develop digital Pocketbooks based on contextual teaching material in civil law courses. Teaching materials are one important component that can improve the quality of learning. Thus, the selection of teaching materials must consider several principles including the principle of relevance, the principle of consistency, and the principle of adequacy. The way to make teaching materials interesting is to use teaching materials digitally as a learning resource for students. Teaching materials that are arranged systematically can make it easier for students to understand the learning material and improve the quality of good knowledge for students [10], [11],[12]. The pocketbook is an imitation of a small module that is practical to carry and use its use [13]. Teaching materials in the form of pocketbooks can be used as alternative innovative and interesting teaching material.

2 Method

This research is a type of Research and Development (R&D), Research and development (research and development) is used because this research aims to produce a Contextual-based Digital Pocket Book in law courses Perdata to determine the degree (level) of product success and effectiveness [14]. The development model used in this research is the Thiagarajan (4D) development model which consists of define, design, develop, and disseminate stages. The data

analysis technique uses a qualitative descriptive technique to obtain an overview of input and criticism to improve and perfect the book from aspects of content, language, presentation, and graphics. Quantitative validation sheets of experts were analyzed to produce data in the form of percentages with a calculation according to a Likert scale.

3 Result and Discussion

Development can be used for various things, including in the field of education. Development is a form of steps in developing a product that already exists and can be held accountable [15]. The contextual-based digital pocketbook development model for civil law courses uses a 4D model from Thiagarajan, which consists of four stages. But researchers only using only three stages, namely defining, designing, and developing, meanwhile, distribution was not carried out because researchers only wanted to know the feasibility results of contextually based digital pocketbooks without testing the effectiveness of the ebook besides that there were also limited costs and time. The result of this development is in the form of that are following the demands of the curriculum that in teaching and learning activities it is recommended to use technology following the development of the 21st century. To facilitate understanding of the material, the e-book is arranged contextually, namely associating material with contextual problems in society.

The first stage in this research is the definition stage which aims to determine and define the learning requirements, while the activity steps in the define stage are student needs analysis, concept and task analysis, and formulation of course learning outcomes. The definition stage aims to determine and define requirements for learning conditions. In this case, what is done with the team is material analysis according to student needs and learning outcomes for the courses contained in the semester learning plan (RPS). From the results of the analysis of students' needs to obtain information that for the causative factors students find it difficult to understand civil law material due to the many terms related to the book The relatively foreign Civil Code (KUHPer). Though, matter civil law is always associated with the contents of the Basic Civil Code. Mastery of the articles of the Civil Code will make it easier for students to take law courses Civil. In terms of practicality, students often have the excuse of forgetting to bring Civil Code books and several other reference books in lectures. So teachers and students have difficulties in the teaching and learning process. In addition, the available teaching materials do not yet contain basic competencies trace and use worksheets as teaching materials which of course contain more questions than material, then the mastery of the material on students is still lacking. In line with this problem, develop digital Pocketbooks based on contextual teaching material in civil law courses because teaching materials are one important component that can improve the quality of learning.

The next step is the analysis of students to understand the character of students so that they can motivate students. From the results of the analysis of students, researchers concluded the

participants students tend to get bored easily, depending on the teacher's explanation, and students lack motivation so that understanding of the material is still lacking, as well as the use of digital media and the use of gadgets in designation learning is not maximal. Based on this information it is necessary development of contextual textbooks to facilitate students' study material. The digital pocketbook will be adjusted according to developments Features, knowledge, skills, and experiences of students. As well as with design and color display as well as pictures can attract the interest of motivation and learners. Furthermore complete task analysis, this process is used to design questions or assignments contained in the digital pocketbook as a condition for measuring completeness in each basic competence as an evaluation at the end of learning by presenting questions.

After the defining or define stage is carried out then do the designing or design. Researchers make a contextual-based digital pocketbook prototype by designing and preparing the initial design to produce draft I. Contextual-based digital pocketbooks are designed to relate the material to events existing in the surrounding community. Contextual understanding is demonstrated in the first section before the material, given an overview before entering the material. Besides that the researcher included some transaction evidence related to the material and in the task section independent, let's reason, or cases in the evaluation of researchers taking some real data from the site government referenced from the internet.

The final stage is to develop or develop the goal to determine the feasibility of the digital pocketbook material which was developed utilizing review and validation by 3 experts as well as trials limited to students. The draft I that has been completed will be submitted for review by experts. Material experts provide suggestions for adjusting the material to the Learning Outcomes of the Course, deepening material, adding examples of questions, multiplying HOTS questions, and adjusting answer keys. Linguists provide input to make corrections to sentences and spelling according to provisions following the Big Indonesian Dictionary. Graphic experts provide a suggestion to change the color of the writing to contrast with the column so that the writing is clearer and easier to read. Based on expert advice, comments, and input useful as a guide and reference for improving the Digital Book.

After the review process, draft I was corrected by the researcher so that the results of draft II were obtained. Suggestion and input provided by experts during the review process is the basis for conducting improvement of draft I. Experts provide an assessment on the validation sheet in the form of a score of 1-5. The validation carried out by experts is quantitative data that shows the feasibility of digital pocketbooks. The results of the validation carried out by experts serve as a guide in assessing the feasibility of a contextually based digital pocketbook. Retrieval of validation scores using a closed questionnaire on an expert validation sheet guided by Likert scale scoring as the basis for the assessment. Following is the presentation of the results of the material validator shown in Table 1:

Table 1. Material Feasibility Validation Results

No	Aspect	Percentage	Interpretation
1	Content Eligibility	85,4 %	Very Good
2	Eligibility of Presentation	83,2%	Very Good
	Material Eligibility Average	84,3%	Very Good

Based on Table 1, the feasibility of the content of the material gets a percentage of 84.3% got the criteria of "very good". These results indicate that the digital pocketbook meets the content eligibility criteria. The digital pocketbook does not only contain material content related to the course but is also presented with an image design, color, and presentation following the previous validator's suggestion. Book The digital pocket that has been developed includes the learning outcomes of the courses which refers to graduate achievements. Aspect presentation gets a percentage of 83.2% with the criteria of "very good". Next Book This digital pocket was assessed for its feasibility by a linguist against language aspects in the pocketbook developed, presented in Table 2 below.

Table 2. Language Feasibility Validation Results

No	Aspect	Percentage	Interpretation
1	Suitability with the level of development of students	87%	Very Good
2	Legibility	80%	Good
3	Motivating ability	85%	Very Good
4	Directness	80%	Good
5	Coherence flow of thought	80%	Good
6	Compliance with KBBI	90%	Very Good
7	Terms and symbols	84,5%	Very Good
	Language Feasibility Average	83,7%	Very Good

The feasibility of the digital pocketbook language is assessed from various aspects including 1) the language used in line with the development of mindset and emotions students get a percentage of 87% so it is declared very good; 2) the language used can be understood by students obtain a percentage of 80% so that it is declared good; 3) the language used can be giving motivation and encouragement to students to get a percentage of 85.0%. declared very good; 4) the sentence structure and terms used are appropriate to get a percentage of 80.0% so that it is declared good; 5) between chapters/sub-chapters/paragraphs are arranged in a coherent and fulfilling manner the need for meaning obtains a percentage of 80% so that it is declared good; 6) Aspects of conformity with the KBBI rules, a percentage of 90.0% is obtained so that it is declared very good, and 7) the term and symbols/symbols and the use of foreign names/foreign terms are appropriate and consistent in usage obtained a percentage of 84.5% so

that it was declared very good. It can be concluded language validation Contextual-based digital books are categorized as very feasible with a percentage of 83.7%. That means this contextually based digital pocketbook can be used in learning activities. Then the graphical validation assessment is assessed by the graphical validator against Graphical aspects contained in digital pocketbooks are presented in the following table 3.

Table 3. Graphical Feasibility Validation Results

No	Aspect	Percentage	Interpretation
1	Digital pocketbook size	90%	Very Good
2	Digital pocketbook cover design	87%	Very Good
3	Digital pocketbook fill design	88,4%	Very Good
	Graphical Feasibility Average	88,46%	Very Good

The graphic feasibility of this digital pocketbook is assessed from graphic validation including 1) the size of the digital pocketbook used follows ISO standards and the size is appropriate with the content of the material obtaining a percentage of 90% so that it is categorized as very good; 2) the digital pocketbook cover design used has the appropriate layout and color, the letters used in the cover interesting and clear, the letters used are communicative or simple, and book cover illustrations reflects the contents of the book obtaining a percentage of 87% so that it is declared very good; and 3) Digital pocketbook fill design used has a consistent, harmonious, and appropriate layout display, the typography used is simple, easy to read, clear and understandable, and using an interesting illustration to obtain a percentage of 88.4% so that it is stated highly good. Contextual-based digital pocketbook graphic validation is categorized as very feasible with an acquisition percentage is 88.46%, which means that this digital pocketbook can be used in learning activities. After knowing the results of the validator, the following is the presentation of the results summary validation in Table 4.

Table 4. Average Expert Validation Results

No	Aspect	Percentage	Interpretation
1	Material validation	84,3%	Very Good
2	Language validation	83,7%	Very Good
3	Graphic validation	88,46%	Very Good
	Expert validation Average	85,4%	Very Good

Textbooks are said to be feasible if they obtain a percentage value of >61% [16]. The results of material validation were 84.3%, language validation was 83.7%, and graphical validation was 88.46% as shown in Table 4. From these three aspects, an average expert

validation value of 85.4% was obtained and stated "very good "according to the interpretation criteria above.

4 Conclusion

From the results of the material, validation obtained a percentage of 84.3% which was categorized as very good. Acquire language validation has a percentage of 83.7% which is classified as very good and graphic validation gets a percentage of 88.46% and is said to be very good. From the three validation components, validation results are obtained overall of 85.9% so it is suitable for use in learning activities

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