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**NEED ANALYSIS OF E-MODULE BASED ON A CONTEXTUAL TEACHING
LEARNING INTEGRATED OF CHARACTER BUILDING FOR WRITING
SCIENTIFIC PAPERS**

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ABSTRACT

Writing scientific papers is a task that must be done by university students. The character of honesty is one of the essential characteristics that the generation must-have. It is also an essential key to write scientific papers. During the current Covid-19 pandemic, concerns in building and evaluating character in learning are quite a problem. Lecturers expect to be able to create teaching materials that build honesty in students. The need analysis of the e-module based on the CTL approach, which integrates with the character-building for scientific writing, is considered very important to foster students' honesty in compiling their works. In developing e-modules, it is necessary to pay attention to the skills that must be possessed or current students' needs. This research is the initial part of development research. This study aims to determine the need for teaching materials following current learning developments. It is done by analyzing student characteristics, curriculum, and learning materials to write scientific papers. The needs analysis results are the following things, (1) the scientific works most often made by students are papers,

(2) Students strongly agree with variations in teaching methods and materials, (3) honest character in making college assignments, especially scientific works low, (4) the material for writing papers so far is still too general. These four analyses obtained that it is necessary to develop e-modules based on the CTL approach, integrating into character education.

Keywords: Need Analysis, E-Modul, CTL, Character Building

Introduction

KKNI contains that lecturers are learning agents. Learning agents must be able to carry out the learning process by actively involving students (student-centered). No matter how good the teaching material is, if the lecturer cannot pack it nicely in its delivery, the substance will not reach the students. The classroom's learning process is determined by the lecturer's good planning, one of which is by providing learning resources. The availability of learning resources helps carry out their duties to achieve the expected goals and objectives. Instead, students should appreciate finding and transforming complex information on their own. Learning will be closer if students experience what they are learning, not know it.

A definite task for students is to write scientific papers. To complete their studies, they must complete a thesis or final project. Almost every lecturer assigns students to make scientific papers in daily lectures, such as papers, reading reports, observation reports, and other scientific works. In the implementation of writing scientific papers, there are still many problems found. They started from mistakes in composing and writing to character problems in the composing and writing process, namely evil characters. Honesty is a character that considers having been degraded by today's young generation. Character education is a step to prepare a nation that is honest, brave, and responsible.

The problem of plagiarism that has occurred so far shows that this honesty character is an essential point in writing scientific papers. Professor of the Faculty of Economics and Business Unika Soegijapranata, Semarang, Andreas Lako, in the Jawa Pos Daily Radar Semarang, June 25, 2012, said that intellectual crime in the form of plagiarism seems to have become a common phenomenon in the world of education and our society. Research conducted by (Suwarjo et al. 2012) in Ercegovac, Zorana, and Richardson, John V. Jr. states that "plagiarism has occurred from school institutions, higher education institutions to the community. In classroom learning situations, forms of academic dishonesty such as copy-paste (copying and pasting are common among students. For example, "Youth: Changing Beliefs and Behavior" in America found that 58.3% of students let other friends copy their assignments in 1969 and increased to 97.5% in 1989. "The boom in efforts to develop applications that can detect plagiarism is also a sign that dishonesty has reached an alarming stage.

Although they often give paper assignments, writing scientific papers by STKIP Adzkie students is still low. Teaching materials and the inaccurate use of methods are also the causes of low student writing. It is assumed that teaching materials in the form of electronic modules are needed. ⁴ Contextual learning and teaching involve students in important activities that help them relate academic learning to the real-life contexts they face (Johnson, 2010: 35).

From this statement, the Contextual Teaching and Learning (CTL) approach with the components of the CTL approach is Modeling, Finding (Inquiry), constructivism (Constructivism), Learning Community (Questioning), Reflection (reflection), Actual Assessment (Authentic Assessment) can be used as a solution to improve students' ability to write scientific papers.

The CTL approach can incorporate into the composing components of a scientific paper writing module. Collaboration between interesting teaching materials and approaches that can facilitate their compiling and writing a scientific paper will improve students' scientific writing skills. Meanwhile, to cultivate an honest character in students, unique learning integrates honesty in learning.

Before deciding on module development, these problems still require more in-depth research and analysis. These are the implementation of learning and obstacles that occur and teaching materials and their shortcomings. This series of analyses expects to provide an overview of the implementation of learning and its problems. Alternative solutions and recommendations for module development can be formulated that help the learning process if needed (Yusnia & Suparman, 2018). Therefore, this study aims to analyze student needs for integrated character education CTL-based e-modules.

Materials and Methods

This research is a descriptive qualitative study with the ultimate goal of analyzing student needs for teaching materials. Teaching materials that can facilitate students to write scientific works with the integration of character education in them. Needs analysis consists of the analysis of student characteristics analysis, curriculum analysis, and concept analysis. The subjects in this study were students of STKIP Adzkie Padang. The data were collected through student perception questionnaires, curriculum analysis sheets, and concept analysis sheets. The data collection methods, data collection instruments, and the objectives of each stage of the needs analysis are drawn in Table 1.

Table 1. Data Collection Activities

Methods	Instrument	Purpose
1	2	3
Student analysis	Questionnaire	Reveals the students' characteristics, students' perceptions of writing a scientific paper, and students' need for learning sources based on specific methods and integrated with educational character.
Curriculum analysis	Curriculum analysis sheet	Analyze the suitability of the MKI learning objectives and the learning tools used by lecturers.
Concept analysis	Concept analysis sheet	Analyzing compatibility, expand, depth, adequacy, and order of concepts and links between the concepts.

The results of the three analyzes will be used to formulating recommendations for the development of electronic modules based on the character education integrated CTL approach. The recommendations cover at least didactic aspects, content aspects, and language aspects.

Result and Discussion

This needs analysis aims to collect information related to problems in learning to write scientific papers. These problems explain the causes of these problems by looking at how the learning carried out, what the obstacles arose, what teaching materials used, and the advantages and disadvantages. Then, identify the suitability, breadth, depth, adequacy, and sequence of concepts and the relationship between concepts according to the IQF, reformulate the CPMK and sub-CPMK, and the materials needed to achieve the CPMK and sub-CPMK (Putra, 2018). The needs analysis results are used as the basis for determining alternative solutions and recommendations for the specifications of teaching materials that must develop.

To get information about the various e module specifications. The researcher gave a questionnaire to 39 STKIP Adzka students. From the analysis of the questionnaire results, it found that 92.3% of the scientific works made while being students were papers. As many as 71.8% of students strongly agree with the variations in lecturer teaching materials. Meanwhile, so far, teaching materials are only in 59% modules; the rest is textbooks. MKI lecturers have never used the electronic module in learning. Students admit that the module can make it easier for them to study independently 59%. 100% of students like learning integrated with character education, and 66.7% and 30.8% realize that teaching materials that integrate with character education are needed to build student character. From the identification related to honest character, 5.1% of students often, 48.7% of students admitted that they sometimes have, 30.8%

of students admitted that they rarely do copy and paste when making college assignments. From these data, it can be concluded that 84.6% have done copy and paste or dishonest acts.

In curriculum analysis, a review of the curriculum has been carried out, especially in the systematic material of making papers and research reports of STKIP Adzkie students in the form of analysis, of course, learning achievement (CPMK) writing paper materials listed on the syllabus. Based on the researcher's assessment, it is necessary to change the composition of the CPMK and Sub-CPMK formulations in writing papers. Changes in the composition of the indicator formulations in the material shown in Table 2.

Table 2. Formulation of Competency Achievement Indicators for Making Scientific Work (Papers) of STKIP Adzkie Students

Learning Outcome	Attitude	Knowledge	Common Skills	Special Skills	Material
1	2	3	4	5	6
Students can interpret concepts of writing scientific paper involving: understanding and function	Devout to the almighty God and able to show religious attitude (S1)	Mastering the concept of writing a scientific paper	It mastered the theoretical concepts of pedagogy and the theoretical concepts of field	Mastering concepts, principles, and applications for writing scientific papers, especially life skills-oriented.	Writing scientific paper

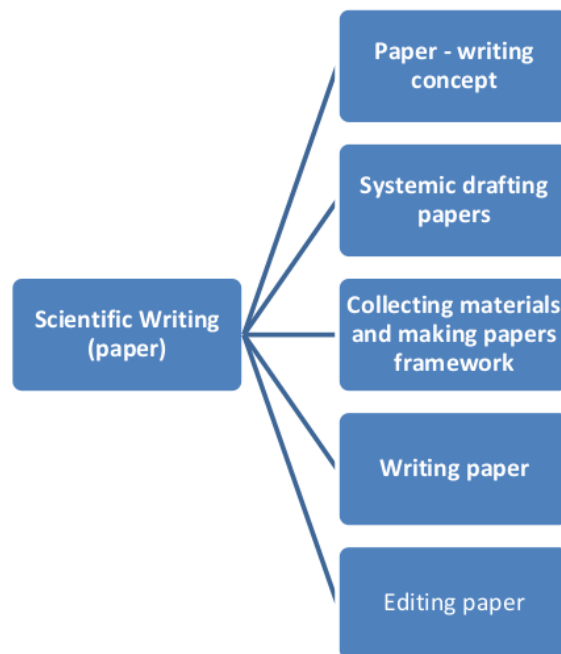
of the scientific paper, the composition			knowledge that fit its task scope.		
of the scientific paper, the thesis systematics, the systematics writing of articles, papers, and research reports, the	Upholding humanity values in duty based on religion, moral, and ethics(S2)			Mastering factual knowledge of the function and benefits of relevant writing scientific paper for educational quality and learning in particular.	
technique of writing a scientific paper, the presentation, how to refer and how to	Showing responsibility for his work on his own (S9)				

write reference lists and also can do scientific writing; Displaying a responsible, honest, and disciplined attitude.					
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Next is concept analysis. This analysis determines the material needed to develop teaching materials to achieve the CPMK and Sub-CPMK, carried out in the curriculum analysis. To achieve the CPMK and Sub-CPMK, it requires material on writing scientific papers in the form of papers with the sub-concept of writing papers, systematic writing of papers, gathering materials and making paper frameworks, writing papers, and editing papers.

The material and concepts needed in learning are arranged in the form of a concept map describing the linkages between the materials and the logical sequence of material presentation

based on interrelated material. The material concept can be shown in picture 3.



Picture 3. Mind mapping scientific writing (paper)

Conclusion

Based on the needs analysis results, the researcher recommends developing an e-module based on the contextual teaching and learning (CTL) integrated character-building approach. The aims of developing this module are to make it easier for students to understand better the course of writing scientific papers while practicing honesty values. The worksheet's learning activities adjusted to various learning steps, including constructivism, inquiry, questioning, learning community, modeling, reflection, and actual assessment. (authentic assessment) (Andri Afriani, 2018). The characteristics of e-modules that need to develop are expected to meet the following criteria.

a. Didactic Aspects

The learning begins by describing the CPMK and Sub-CPMK. After that, students are invited to reflect on the honesty they have. Furthermore, the preparation of material in e-modules is based on the CTL learning model. Each activity in the module contains constructing, finding, asking questions, creating a learning community, modeling, reflecting, and finally, the actual assessment. Also, the electronic module contains exciting pictures related to the material and exploring the character of honesty. Short videos also included attracting students to relax more in studying.

b. Content Aspects

Materials and all activities are containing the CTL process adjusted to the CPMK and Sub-CPMK. For example, for writing a paper, the material begins with exploring the concept of writing scientific papers, systematic paper making, collecting materials and making paper outline, writing papers, to the process of editing papers.

c. Aspects of Language

The writing does by adhering to the General Guidelines for Indonesian Spelling (PEUBI). The e-module contains communicative language, so it is easy for students to understand. The stage of student learning activities is arranged with clear and straightforward language.

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