Mapping of Local Digital History Books Based on Contextual Teaching and Learning (CTL) To Increase the Attitude of Students' Tolerance at SMA 4 and SMA 8 Kota Pekanbaru

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Abstract

This study aims to map the needs of students and teachers towards the development of digital books on the local history of Pekanbaru and which is expected to increase the tolerance attitude of students at SMAN 4 and SMAN 8 Pekanbaru. This research is part of development research (R&D) by collecting data systematically directly to respondents through data collection instruments. The process of collecting data is a very important stage in research. The data that has been collected will be used to test the hypotheses that have been proposed in the study where the data were obtained through interviews, observation and distributing questionnaires. The data analysis technique was carried out in a quantitative descriptive manner. The results of the study show that (1) the use of effective learning resourcesused by teachers so far still rely on books and explain with the lecture method. (2) the lack of knowledge of students about the existence of local history in Pekanbaru in this case specifically regarding the history of the HKBP Ressort Pekanbaru Church (3) the attitude of tolerance of students is still low and (4) the development of local history digital books is welcomed by students.

I. Introduction

Education is a learning effort that can change uneducated students, into educated students, students who do not have knowledge of something into students who have knowledge. A person is said to have experienced the learning process if there has been a change in him, from not knowing to knowing, and from not understanding to understanding.Learning is a very important activity for human life, because according to Djamarah and Zain (2010: 26) learning is a process of changing behavior thanks to experience and practice. That is, the purpose of the activity is a change in behavior, both concerning knowledge, skills, and attitudes, even covering all aspects of the organism or personal. In line with that Witherington (2002: 176) argues that learning can change the personality that can express itself as a new pattern of reactions in the form of skills, attitudes, habits, personality or an understanding. Wragg (2005: 10) then grouped the general characteristics of learning activities, namely: 1). Learning shows an activity in someone who is conscious or intentional, 2). Learning is an individual interaction with the environment, 3). Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

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Changes in behavior are currently the main focus in the world of education. In the current millennial era, changes in behavior which are also the result of the learning process become the main discussion and even occupy an important position in the world of education, especially in Indonesia which is contained in the character curriculum, namely the 2013 curriculum. which describes the low spirit of a person's character/behavior which is manifested in conflicts among the community and even among students, so it can be said that students are currently judged to lack a good attitude, they only have high intellectual intelligence without being balanced with a high emotional attitude.

Talking about the recent conflicts where various inter-ethnic and inter-religious conflicts have started to emerge. This is quite dangerous for the unity and integrity of the Indonesian nation and if this condition continues, it is feared that it could lead to wider divisions and could have an impact on disrupting the smooth development in Indonesia. The complexity of issues surrounding tolerance, character or morality has become a shared thought as well as a concern. The crisis of character or morality that has an impact on low tolerance is marked by an increase in violent crimes, brawls between students, drug abuse, pornography and pornography as well as promiscuity which is a pathology in society.

Conditions like this arise because the learning process tends to teach moral and character education to a purely textual nature and does not prepare students to respond to this contradictory life.Conflicts that often occur today are conflicts that mostly arise as a result of the low quality of human character, especially the attitude of tolerance, both among the community and students. Indeed, the spirit of tolerance that is wrapped with a sense of nationalism and love for the homeland must still be upheld in order to fulfill Indonesia's independence, especially by the younger generation. By living the meaning of tolerance, social life in differences in ethnicity, religion and race can be achieved as well as possible.

SMAN 4 and SMAN 8 are schools located in Pekanbaru City which consist of a heterogeneous community that comes from various ethnic groups and religions. Judging from the geographical conditions located in urban areas, of course many people, especially students, have bad attitudes, characters and morals, especially the attitude of tolerance which is still low due to a lifestyle that tends to be individualistic in this millennial era. To prove this phenomenon, the researchers conducted observations and surveys of students at SMAN 4 and SMAN 8 Pekanbaru City.

The results of the survey of giving questionnaires to students proved from the samples taken at SMAN 4 and SMAN 8 Pekanbaru in class XI which amounted to 189 students but who responded through questionnaires amounted to 426 students. Based on the questionnaire questions, namely what historical events are known to students in the city of Pekanbaru, it shows that students only know historical events that are common in Pekanbaru. Meanwhile, to refer to local historical events regarding religion, namely the existence of adjoining church buildings and mosques, it is still very minimal, namely 45.3% who answered they did not know, 2.8% said they did not know very well, 39.2% answered they knew and 14.3% answer very well. Then, related questions about their interest in knowing more about the existence of local history about religion, especially in the HKBP Church which is adjacent to the mosque in Pekanbaru, received a good response, meaning that students were interested in learning about the local history. Furthermore, based on a questionnaire on how teachers package history learning by linking religious differences, they received a response, namely 50, 2% answered not often, 11, 3% answered very not often, 38% answered often and 4, 5% answered very often. Then from the questionnaire questions about how your attitude towards friends who find acts of discrimination in the context of religion, proves that students in class XI can indeed be said

to be students who have a low tolerance attitude, namely 49.3% answered that they do not want to interfere, 28, 7% answered defending and helping, 11, 2% answered defending the same religion as him and 10, 8% answered they don't care. This indicates that, in this school, especially students in class XI SMAN 4 and SMAN 8 Pekanbaru City have a low tolerance for others and lack of knowledge about local historical events, especially in the field of religion in Pekanbaru City.

To suppress and reduce deviant behaviors among students or conflicts can be overcome through history learning. Because, learning history emphasizes the effort to project the past into the present, because in the present, the past becomes a meaningful past. According to Carr (2014), history is a continuous dialogue between the present and the past. Therefore, history teachers are required to develop teaching methods that can help students to capture and understand historical events more meaningfully. Through history, the values of the past can be learned and used to face the present. As stated by Renier in Widja (1989),

For this reason, history teachers need to use strategies to achieve more meaningful history learning. One of them is in the development of close history teaching materials or materials that can be linked to local history. As expressed by (Wasino & China, 2007) that history learning should start from historical facts that are close to the environment where the child lives, then to facts that are far from where the child lives. The history teaching materials in the textbooks are oriented towards the scope of National History. Even some of the students did not know the names of the heroes in their own area.

So far, studying history in schools is more about historical knowledge in other areas so that students are increasingly bored and do not know the historical events in the area where they live. As an example, which is more meaningful in learning history if students from the Pekanabaru area know more about historical events in the city of Jakarta, Surakarata and so on and do not know historical events in Pekanbaru City such as the history of moving the capital city of Riau Province from Tanjung Pinang to Pekanbaru, The origin of the name Riau, the history of the Great Mosque of An-Nur Pekanbaru.

Local history is a supporter of the development of Indonesian Historiography. Local history is a form of historical writing in a limited scope covering a certain locality (Widja, 1989). According to Abdullah (2010), local history only existed after the emergence of national historical awareness. Local history in the context of the history learning process is needed to raise awareness of national history and educate students to care and understand the values of historical events in the surrounding environment.

Based on existing research, the researcher took several studies that could be used as references relevant to what the researcher would write, namely research conducted by Asyrul Fikri in the journal Diakronika Vol. 19 No. 1 of 2019 with the title "Local History of Riau for the Development of Indonesian History Teaching Materials for Class XI SMA". The results of this study aim to integrate local history in Riau into Indonesian History teaching materials for class XI. The similarity with the research that the researcher will write is that it lies in the development of local and local-based teaching materials, while the difference lies in the development that will be carried out by researchers, namely in the form of digital books and the emphasis on results in the form of increasing student tolerance. Research conducted by Ilfiana Firzaq Arifin in the journal UNS-FKIP Master of History Education Study Program with the title "Development of an integrated pre-literate history learning model of cultural values of Pendhalungan Jember through PBL (problem based learning) to increase student tolerance in SMK plus Nurul Ulum Panti Jember ". The results of the research conducted are to explain the learning model that is developed based on cultural values will be able to increase students' tolerance attitude. The relevance of this

research is regarding the ultimate goal of the research, namely increasing student tolerance. The difference lies in the location of the research, the previous research was conducted in Jember while this research was conducted in Pekanbaru.

Based on existing relevant studies, the research that the researcher will write will also have a positive impact on increasing student tolerance, especially in Pekanbaru City. In this study, the basic competencies (KD) in the syllabus are suitable or appropriate to be delivered with a development model that will be carried out by researchers, namely the syllabus for class XI Basic Competence 3. 3 Analyzing the impact of politics, culture, social, economy and education during the European colonial era (Portuguese, Spanish, Dutch and English) in the life of the Indonesian people today and Basic Competence 4. 3 Reasoning the impact of politics, culture, social, economy and education during the European colonial period (Portuguese, Spanish, Dutch and English) in the life of the Indonesian nation in the present and present it in the form of historical stories.

Tolerance is actually an important attitude for every human being. This is reinforced by the opinion of Muldoon (2011: 322) which says that the attitude of tolerance is an important element that must be built because the attitude of tolerance is needed for a heterogeneous society, especially for a liberal society. Furthermore, Kemdiknas (2010: 9) explains that tolerance is an important character to be instilled in a pluralistic society, as well as in a school environment, tolerance is important to be instilled in order to form students who are able to respect differences towards others.

To improve and increase the tolerance attitude of students at SMAN 4 and SMAN 8 Pekanbaru City in the current millennial era, a good strategy is needed to create students who have an attitude of tolerance as expected by the world community. Tolerance is considered very important considering its huge impact, namely it can create peace, respect fellow human beings and can be used as access to resolve conflicts in social interaction between several conflicting parties without sacrificing one party (Kinloch, 2005: 35), so as to create life. safe and prosperous and far from all forms of conflict.

There are several alternative improvements that can be made to improve student tolerance at schoolSMAN 4 and SMAN 8 Pekanbaru City, namely the improvement or development of learning materials from learning media or learning books used relating to Basic Competencies 3. 3 Analyzing the impact of politics, culture, social, economy and education during the European colonial period (Portuguese, Spanish, Dutch and English) in the life of the Indonesian nation today and Basic Competence 4. 3 Reasoning the impact of politics, culture, social, economy and education during the European colonial period (Portuguese, Spanish, Dutch and English) in the life of the Indonesian nation today and presents it in the form of a historical story by relating the history of the Pekanbaru HKBP Ressort Church which is one of the local histories located in Pekanbaru City.

Based on this, the Contextual Teaching and Learning (CTL) model was chosen, because Contextual Teaching and Learning is a learning concept that helps teachers relate the material they learn to students' real world situations and encourages students to make connections between their knowledge and its application in everyday life. days (Nurhadi, 2005:5). Another reason why the researcher uses the Contextual Teaching and Learning (CTL) model in this paper is because it has been proven by the research conducted by I Putu Adi Saputra with the title Development of an Integrated History Learning Model of Dharma Gita Values Through Contextual Teaching and Learning to Improve Attitudes Student Tolerance at SMA Negeri 2 Denpasar. This Contextual Teaching and Learning will later be modified by incorporating Pekanbaru local history into each syntax, because in this Pekanbaru local history event, it is rich in social values and tolerance values which are important to convey to students. So that with a learning model that integrates local

historical values, Contextual Teaching and Learning (CTL) is an important model to be applied in an effort to increase student tolerance in Pekanbaru City High School.

The results of the model development carried out were then applied in history learning. Because learning history is a subject in which it contains the delivery of good moral messages for students. Therefore, the author took the title of this research, namely the title "Development of a Local History Digital Book Based on Contextual Teaching and Learning (CTL) forImproving the Tolerance of Students in SMA 4 and SMA 8 Pekanbaru City".

II. Review of Literature

2.1 Digital Book

Digital books are often referred to as ebooks or can also be referred to as digital text books which basically have one thing in common, namely they both use digital devices. Digital books or electronic books, abbreviated as e-books are digital forms of printed books. Printed books generally consist of a stack of bound paper containing image text, so electronic books contain digital information containing text, images, audio, video, which can be read on a computer, laptop, tablet, or smartphone. A digital book is an electronic representation of a book which is usually published in printed form but this time in digital form (Lee, 2004: 50). Based on this definition, we can conclude that digital books have two important properties, namely: first, digital books are digital. Second,

According to The Oxford Dictionary of English in Haris 2011:13 a digital book is an electronic version of a printed book, but digital books can exist without having to be printed out and digital books are usually read on a special device called a digital book reader. Computers and some cell phones can also be used to read e-books. This digital book is in the form of files with various formats, some of which are in the form of pdf (portable document format) which can be opened with the Acrobat Reader program or the like. There is also an htm format, which can be opened by browsing or an internet explorer offline. There is also an executable (exe) format. In most digital books using pdf format, because it is easier to use and can be protected with a password so that other users cannot change the contents of the digital book. The world of digital books today has indeed become a trend and makes it very easy for writers to be able to spread their writings easily and quickly. With just a technical thought, digital books don't cost as much as making a book.

2.2 Local History

In general, history is a series of events in the past arranged based on the legacy of various events. In the world of education, we know the discipline of history which is a science that studies all events or events that have occurred in the past throughout the life of mankind. In Greek, history comes from the word Historia which means knowledge that comes from in-depth research. In English, history comes from the word History which means past events, past human events.

Local history is a supporter of the development of Indonesian Historiography. It has even become a framework in the preparation of the Indonesian National History which according to Lapian (2008) broadens the view of the Indonesian world. Local history can be interpreted as history with the scope of Spatial (region) under national history. Local history is a form of historical writing in a limited scope covering a certain locality (Widja, 1989). According to Abdullah (2010), local history only existed after the emergence of national historical awareness. Local history is defined as the study of people's lives or

especially communities from a certain neighborhood (neighborhood) in the dynamics of their development in various aspects of human life (Widja, 1989).

2.3 Learning Contextual Teaching and Learning Model

Contextual learning or Contextual Teaching and Learning (CTL) is a learning activity that conveys material by relating it to the real everyday life of students. As stated by Komalasari (2017, p. 7) that contextual learning is a learning approach that links the material studied with the real life of everyday students, both in the family, school, community and citizen environment, with the aim of finding the meaning of the material. for his life.

In line with Komalasari, Taconis, Brok & Pilo (2016, p.1) reveal that the Contextual Teaching and Learning (CTL) learning method is learning that uses real contexts as the first step to learning so as to provide meaning for the content of the material and meaning for learners. It is clear that the context or real situation related to the material is the main key of the CTL learning strategy. Rusman, 2018, pp. 187 said that the core of the CTL approach is the linkage of each learning material or topic with real life.

Contextual Teaching and Learning(CTL) has a foundation that is Philosophical and Psychological foundation Philosophical Foundation, Contextual Teaching and Learning(CTL) is heavily influenced by constructivism philosophy. Constructivism is a philosophy of knowledge which emphasizes that our knowledge is our own construction. Glasersfeld emphasized that the construction process required the following abilities: (1) the ability to remember and recount experiences; (2) the ability to compare, make decisions (justification) regarding similarities and differences; (3) the ability to prefer one experience over another. Psychological Foundation, Contextual Teaching and Learning (CTL) is based on the flow of cognitive psychology. Piaget viewed cognitive development as a process in which children actively construct systems of meaning and understanding of reality through their experiences and interactions.

2.4 Tolerance

Attitude is the process of describing oneself from someone who responds to what has been obtained. In this case the attitude will also illustrate that a person can accept or reject what he gets. Attitudes are usually raised when individuals interact with others in the social environment. One of the attitudes that exist in humans is tolerance. In terms of terminology, according to Hasyim (1979: 22) tolerance is the granting of freedom to fellow human beings or to fellow members of the community to practice their beliefs or regulate their lives and determine their respective fates as long as in carrying out and determining their attitudes it does not violate and does not conflict with the terms and conditions. for the creation of order and peace in society.

The term Tolerance (tolerance) is a modern term, both in terms of name and content (Anis, 2005:212). This term was first born in the western world, under its unique political, social and cultural circumstances and conditions. Tolerance comes from the Latin word tolerantia, which means leniency, gentleness, lightness and patience. From this it can be understood that tolerance is an attitude to give full rights to others to express their opinions, even if their opinions are wrong and different (Misrawi, 2007: 161). Etymologically the term is also very well known on the plains of Europe, especially in the French Revolution. This is closely related to the slogans of freedom, equality and brotherhood which became the core of the revolution in France. These three terms have etymological closeness to the term tolerance. In general, the term refers to an open, airy, voluntary and gentle attitude.

III. Research Method

This research includes development research, namely research oriented to the development of a product whose development process is described carefully and the product obtained is evaluated. The desired product in this research is the Pekanbaru Local History Digital Book. The research approach was carried out because the aim was to develop an effective learning model and in accordance with the required conditions. This study uses the ADDIE development model. The ADDIE model is a combination of Analysis, Design, Development, Implement and Evaluate (Molenda, 2015: 40, In addition, Suranto (2015: 155) reveals that the ADDIE development design model is a model in which each phase is interconnected and dynamic. The formative nature of each phase guides the next. The end result of each phase is the beginning of the next phase. The ADDIE model is an instruction-based development model. This model was first introduced by Dick and Carry in 1978 and revised by Russel Watson in 1981. This model is a model intended for the development of education programs and training programs (Murruganatham, 2015: 52).

IV. Result and Discussion

The problems that arise in the history learning process at SMAN 4 and SMAN 8 Pekanbaru are the use of learning media, learning methods and strategies, the lack of knowledge of students about local history in Pekanbaru and the attitude of tolerance of students who are still low. The results of the study through 4 aspects of the questionnaire analysis of student needs with a total of 167 students at SMAN 4 and SMAN 8 Pekanbaru in the history learning process will be described and displayed in the following discussion.

4.1 Instructional Media
Based on the results of the questionnaire given to students of SMAN 4 and SMAN 8 Pekanbaru, the number of respondents who answered the questionnaire was 167 students. The following is a diagram of the results of the questionnaire related to the media used by teachers so far.

Based on the chart above regarding the media used by the teacher so far, it can be explained that the teacher uses textbook media with 43 students' answers with a percentage of 26%, power point media with 92 students' answers with a presentation of 55%, using pictures with a total number of answers. 21 students with a percentage of 12% and using a miniature with the number of answers 11 students with a percentage of 11%. Based on that, it can be concluded that the learning media used by teachers so far still depend on books and explain using the lecture method.

Based on the analysis shows that the history textbook which is one of the learning media has an important role in helping students and teachers during the learning process. It can be said that the learning approaches that are often applied are teacher-centered and textbook-centered. The importance of the role of textbooks as the main source is something that must be considered in terms of being able to meet information needs. There are several shortcomings in the textbooks that have been used so far, including general material, no active learning instructions available, lack of real examples, and no space for local history materials. The history package used does not provide material that is considered important and detailed

4.2 The methods and strategies used by the teacher

Metode yang Digunakan Guru di Kelas

- Ceramah   - Diskusi Kelompok   ▪ Tanya Jawab   ▪ Tugas Mandiri   ▪ Praktikum
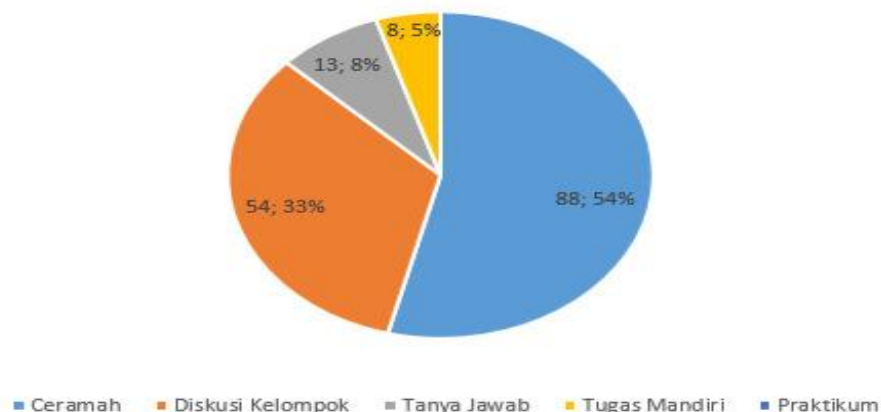
The second problem, namely the use of learning strategies that are not in accordance with the principles of the 2013 curriculum. Based on the chart above, the method used by the teacher is lecturing as many as 88 students who answered with a percentage of 54%, the group discussion method as many as 54 students who answered with a percentage of 33%, method learning questions and answers as many as 13 students who answered with a percentage of 8% and with the independent task method answered as many as 8 students with a percentage of 5%. and discovery learning has been recommended by the 2013 curriculum as an effective strategy in history learning. In this study, a Contextual Teaching and Learning (CTL) strategy will be used.

4.3 Lack of knowledge of local history

The third problem is about local history in Pekanbaru. Many students do not know that the city of Pekanbaru has many local historical events, such as the origin of the name Pekanbaru, the proclamation of news events in Pekanbaru, the traditions and customs of the Malay tribal community, the First Church in Pekanbaru and many more. If you look at

the local historical events in every region of Indonesia, of course it is very beneficial for the Indonesian people. Local history can make people, especially students, more in love with their area because actually these historical events have many values that can be applied in life.

Based on the questionnaire questions, namely what historical events are known to students in the city of Pekanbaru, it shows that students only know historical events that are common in Pekanbaru. Meanwhile, to refer to local historical events regarding religion, namely the existence of adjoining churches and mosques, it is still very minimal, namely 45.3% who answered they did not know, 2.8% said they did not know very well, 39.2% answered they knew and 14.3% answer very well. Then, related questions about their interest in knowing more about the existence of local history in Pekanbaru about religion, especially in the HKBP Church which is adjacent to the mosque in Pekanbaru, got a good response, meaning that students are interested in learning the local history.

4.4 Digital books as an effort to increase tolerance

The fourth problem, namely the attitude of tolerance of students who are still low. In this case, it has become a common problem for the people of Indonesia. Therefore, seeing the attitude of tolerance of students who are still low will create or can threaten the unity and security of this nation. In fact, historical learning aims to shape the character of students to be better and love peace. This problem turned out to have an impact on the low tolerance of students. This can be seen in the character of students and the results of distributing questionnaires which show the low tolerance of students. The following are student responses regarding the need for digital books.

Respon Siswa Tentang Pengembangan Buku Digital

From the diagram above regarding student responses to the development of digital books, there were 105 students who answered strongly agree with a percentage of 63% then as many as 51 students answered agree with a percentage of 31%. Furthermore, as many as 7 students answered disagree with a percentage of 4% and as many as 4 students who answered strongly disagreed with a percentage of 2%.

Based on the analysis of this needs data, it can be concluded that the development of local history digital books to increase tolerance is welcomed and very much needed by students. Looking at the needs analysis from observations, questionnaires, and interviews, it can be concluded that the history textbooks that have been used in the learning process have not provided maximum benefits. History learning, has not integrated local history as an enrichment program for students. The use of local history gives students the opportunity to gain first-hand experience by increasing historical awareness (Oguzan, 2015). Teachers and students need additional material that supports textbooks in order to gain an in-depth

understanding and shape the character of students better. The enrichment teaching materials offered are in the form of digital books which are one form of teaching materials that are developed in a complete and systematic way that support students in mastering learning specifically (Daryanto, 2013). In addition, these teaching materials are designed based on syntax or learning steps based on Contextual Teaching and Learning that are able to integrate education with the real world context experienced by students.

Contextual learning or Contextual Teaching and Learning (CTL) is a learning activity that conveys material by relating it to the real everyday life of students. As stated by Komalasari (2017, p. 7) that contextual learning is a learning approach that links the material studied with the real life of everyday students, both in the family, school, community and citizen environment, with the aim of finding the meaning of the material. for his life.

In line with Komalasari, Taconis, Brok & Pilo (2016, p.1) reveal that the Contextual Teaching and Learning (CTL) learning method is learning that uses real contexts as the first step to learning so as to provide meaning for the content of the material and meaning for learners. It is clear that the context or real situation related to the material is the main key of the Contextual Teaching and Learning learning strategy. Rusman, 2018, pp. 187 said that the core of the CTL approach is the linkage of each learning material or topic with real life.This approach is one of the 2013 curriculum proposals that motivates students to be active, critical, and creative. Indonesian education has emphasized that what is needed in teaching activities today must be in line with the elements needed in 21st century skills consisting of, character, learning and innovative skills, information skills, media, and technology.

So in this study, it was intended to develop a digital book related to Pekanbaru local history, especially regarding the history of the Pekanbaru HKBP Resort Church by using a Contextual Teaching and learning approach which is expected to increase the tolerance of students. This digital book will be integrated into Basic Competencies3. 3 Analyzing the impact of politics, culture, social, economy and education during the European colonial period (Portuguese, Spanish, Dutch and English) in the life of the Indonesian nation todayand Basic Competencies4. 3 Reasoning the impact of politics, culture, social, economy and education during the European colonial period (Portuguese, Spanish, Dutch and English) in the life of the Indonesian people today and presenting it in the form of historical stories.

V. Conclusion

Based on the explanation above, it can be concluded that the need for the development of local history digital books at SMAN 4 and SMAN 8 Pekanbaru is very much needed by students. So far, there has not been a single teaching material packaged by the teacher in digital form related to the local history of Pekanbaru, in this case referring to the history of the Pekanbaru HKBP Ressort Church.

Contextual Teaching and Learning-based learning model is an effective strategy to support learning activities. This is because, this model has learning steps to make students develop their own abilities through finding facts about local history in the area where they live or in everyday life. The selection of Pekanbaru local history is very appropriate to be developed because the city of Pekanbaru has many historical events that are not yet known by many people, one of which is about the history of the Pekanbaru HKBP Ressort Church. This local historical event, if developed into a digital book, can support and increase the tolerance of students because this book has social values that can improve the character of students.

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