Implementing Education through Learning Program Development: How Do Teachers Create Learning Approach

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Abstract

Education is an effort to educate learner in order to the learner be able to change character and behavior. Through education, learner hoped to be able to understand and apply learning experience in daily life. Learning system has to be planned systematically and has to refer to the learning components which have oriented to the implementing education through learning program development with concentrating on applying the contextual teaching and learning approach. Contextual teaching and learning is a concept that helps teachers relate subject matter to real world situation. Through contextual teaching and learning, the class condition will be condusive and easy for learner to be motivated to learn. Through contextual teaching and learning approach be able to direct the process of teaching and learning for growing learner good behavior, character building, and moral values that will become human who has good responsibility, emotional, intelectual, and human who has mutual empathy (emotional intelligence) in developing the learner potency in applying of educational function, i.e., developing learner capability and character building. Education does not discuss about how the learner knows about subject matter, but it discusses about what has been known and realized by learner after learning. Learner hoped to be able to have strong desire and high commitment to realize and apply the function of education.

Keywords: Education, Learning Program Development, Learning Approach

1. Introduction

Actually education is a reflection of a nation culture. The nation which has high culture is signed by the level of high education for its citizen. The understanding of urgency of education meaning for a person according to the individual knowledge in knowing and understanding the meaning and benefit of education that envolves the understanding of education problem that becomes a part of daily life.

Education in the future is in our hand, because we are together as determiner of the future. From now, we begin to put education to the exact direction with our hope as stated in the five basic principles of Republic of Indonesia and constitution. To put education for the future of people, we need to discuss a main topic or subject. The base of carrying out of education is derived from the five basic principles of Republic of Indonesia number 2, namely the humanity is just and civilized. It means that the state guaranteed free for every person to get education as it is also stated in the laws of Republic of Indonesia about National Education System number 20 of 2003, article 5 of chapter IV that every citizen has the same right to get quality education.

Appearance of multi dimension crisis because of education failure in the past and the present period. One of the problems envoled with applying of essential of education. Relation to this, Tilaar stated (1995: 102) that there are discreasing of learner character and moral values, apportunity of learning, and human resource which are not professional.

Education that has been transfered from teacher to student only emphasizes on memorization or cognitive aspect, not practice. In fact, in the life of society, there are many values that should be practiced. Education should concentrate to more amphasize on the affective and psychomotoric aspect, in order to the student has good behavior, moral value, character, mental, discipline and be able to solve the life problem.

Based on explanation above, there are problems in teaching and learning process. The problems of education will be explained detailly as follows : firstly, learning and evaluation process in education more emphasize on limited instructional aspect, namely, the content mastery. In other word, it more emphasizes on cognitive aspect. So, it ignores other important side, namely character building and forming of student moral values that become main function and main abjective of education. Secondly, management of classroom is not able to create conducive situation to increase and develop learner learning experience as basic and foundation to develop student intellectual capability. Teaching and learning process that has one direction and passive both in or out of classroom, it will not give outcomes of meaningfull learning experience in the process of building of character and forming learner behavior. It is important for us as teacher to use some strategies and develop learning models in education to create the process of enjoyable learning. In teaching and learning subject matter, the taecher should allow the learner to learn with playing, asking the question, discussing, doing the meaningful something and motivating them to become learning activity to be enjoyable experience. In this case, Hutchinson and Walters (1994: 225) stated that learner wants to learn if learner sees learning as an enjoyable experience. If the learner is asked to answer the questions, discussion or observation, the learner brain will work better. So, the

process of teaching and learning can be better too. If the teacher asks questions to the learner or order him to discuss the material which has just explained, it will be able to increase the learner evaluation score significantly. Thirdly, carrying out of extra curriculum activity as an instrument of socio pedagogy through using of hands on experience, it also has not been developed yet, so, it can not give meaningful contribution in balancing out between theoretical mastery with behavior construction, more particularly, it has relation with the life habit in education environment.

Based on explanation above, it can be ganerally indicated that is important if there are some changes in education through learning program development with concentrating on applying contextual teaching and learning approach. The effort to build learner character, learner behavior and learner moral value needed to educate the future of learner through learning program development with concentrating on applying contextual teaching and learning approach. Tilaar (1998: 85) stated that the future human is human who has "imtaq", without having "imtaq", human will fall into the intellectual arrogance.

2. Discussion

2.1. The Nature of Education

Education is conscious effort and planned to realize learning atmosphere and learning process in order to the student actually be able to develop his/her potency to possess strength spiritual religious, self control, personality, intellegency, noble character, and skill that is needed for himself/herself, society, nation and state. National education is based on the five basic principles of the Republic of Indonesia and Constitution of 1945 that is rooted in relegion values, Indonesian national culture and responce on demands of period change. Education has function to develop capability, to build character and nation civilization which has high ranking in the framework of developing of nation life, it aims in developing student potency in order to become faithful and pious man to God almighty, noble character, healthy, knowledge, skillful, creative, stand alone, and become a democratic and responsible citizen of a country.

Education has role and influence on all of fields of human development life with aspects of his/her personality. The influence of education can be seen and tasted directly by society, both in development of society life, group life, or in individual life. If in other fields, for example : economy, agriculture, and industry have role to create medium and infrastructure for the importance of human being. So, education has relation with nation character building. Education gives big contribution on developing of nation, because education is as a means of process of man civilization development in the effort to continue and develop noble values and culture in the society. Soedijarto (2003: 107) stated that education also as a process of sociolization and cultivation in the frame work of developing of civilization with medium in nation character building. The clever society will give nuance of clever life too, and progressively, it will form the outonomy and creativity.

Creating the clever, democratic, transparancy society and holding high human right it only can be done through education. Relation to this, Napitupulu (1998: 5) stated that through education will be a process of behavior changing and the way of human thingking in facing some problems of his life. For example the problem of social, economy, politic, environment, and healthy. Only through true education, the society can be free himself from the shackles of multi dimension crisis. Through education also, society can develop human resource who has sense of self confidence to sit in state and complete with other nation in the world. Without true and strong education, it can be sure, Indonesian nation will sink in the backwardness, stupidity, and poverty. Without education also, Indonesian nation will be difficult to get bright, peace, and prosperous future.

The question is, what education for future people that should be developed? To answer the question above, through education that be able to develop potency of society, be able to develop desire and be able to develop motivation of nation generation for digging kinds of potency with developing of potency optimally for the importance of society building totality.

2.2. Implementing Education Through Learning Program Development

The effort to form and change learner behavior, character building and learner moral value needed to develop education through learning program development with paying attention and applying four learning principles. Jacques Delors (1998: 86) stated that there are four principles of learning as UNESCO showed are as follows: namely learning to know, learning to do, learning to live together and learning to be.

Learning to know, is learning process that enables learner to master the way of knowledge inquiry as Philip Phoenix stated, learning to know is learning process to master ways of knowing or mode of inquiry Through learning to know, enables learner to continue to study and to be able to get new knowledge. In Scheffler language in Soedijarto (2002: 117) stated that this principle basically has correlation with epistemology relevance that gives priority to the process of doing research. In whitehead language in Soedijarto (2002: 118) explains that through learning to know, learner hoped to be human, as "the child should make them his own, and should understand their application here and now in the circumstances of his actual life" from the very beginning of his education, the child should have experience the joy of discovery.

Learning to do, is learning to do something in concrete situation, it is not only limited to master mechanical skill, but it also hoped to master communication, work together with other people, management and problem solving. Through learning to do, means that learning is to develop thinking capability that is an active learning process. So that, learning that does not enable learner be able to learn actively and solve the problem that are not a quality learning process. Learning to do is not only meant as learning, involved learner psychomotorically, but it also as thinking activity and doing an imagination emotionally.

Learning to live together, is supplying learner ability to live together with other people who has different faith with tolerance and mutual understanding without prejudice. Relation to this, the principle of social and moral relevance as Israel Scheffler stated, it is conducive, the principle needs to the learning situation inherently that consist of tolerance values, work together and thoughtful.

Learning to be has three principles, namely, learning to know, learning to do, and learning to live together. Through this learning hoped to be able to create learner be able to look for information and find out knowledge that be able to solve problem, work together, thoughtful, and tolerance on the difference. If the three principles are success will grow the sense of self confidence for learner. So that, learner will become human who knows him/herself, human who has responsibility, emotional, intellectual, and human who has mutual empathy (emotional intelligence).

In developing of learning program refers to the instructional system Dick & Carey (1985: 105) stated that in planning of instructional system used the system approach, this approach consists of (1) determining what should be known by learner after learning; (2) the effort that there is relation between both components; and (3) doing empirical process and can be repeated.

In system approach should be done by some steps, namely step of identification, step of development, and step of evaluation. In the step of identification consists of (a) identifying instructional need and formulating learning general objective; (b) doing instructional analysis; and (c) identifying first ability and learner characteristic. In the step of development consist of (a) formulating specific learning objective; (b) composition of test; (c) choosing learning strategy; and (d) developing learning material. While in the step of evaluation consists of (a) planning formative test; (b) doing revise; (c) doing summative test. Usman & Lilis (1993: 82) stated that ability refers to an individual ability to do task in a work. Ability in generally believed refers to potential capacity or power to do something, physical or mental. A similar the definition of ability is also proposed by Semiawan (2002:11) stated that ability is capability to do an activity as result of heredity or learning. This definition is further supported by Ilzamudin Ma'mur (2008:7) stated that the ability constitutes capability of perform an activity as the result of heredity and training. Ability is rational behavior to achieve the goal that should be suitable with hoped condition. Rational behavior is shape of person ability. It means a person who has ability in her/his field, it is recognized by "professional" terminology.

A professional teacher should have ability in giving motivation in order to the learner becomes happy in the classroom, so, this condition will build psychological condition of self-confidence and self-adequacy. Relation to this, Semiawan (2002:123) stated that learner will become human who has responsibility in taking his decision. Smith (1986:12) stated that there are four fields of teacher ability in order to be effective in achieving learning outcome, namely: (1) having knowledge of learning and human behavior; (2) showing attitude that will push learning and having good relation with people; (3) mastering knowledge of learning material that will be taught; and (4) mastering the teaching skill that will make easy for learner.

While the professional ability that should be owned by teacher according to Wijaya & Rusyan (1991: 24-30) consists of (1) mastering the material; (2) managing the program of teaching and learning; (3) managing the classroom; (4) applying media as source of learning; 5) mastering education bases; 6) managing the interaction of teaching and learning; (7) evaluating learning achievement for teaching need; (8) recognizing and carrying out of school administration; and (9) understanding principles of educational research product.

Ideally, a professional teacher is a person who is able to demonstrate it's accountable in implementing the service in total, because a professional teacher will be rewarded equal. A professional teacher has a personal accountability of social, intellectual, moral, and spiritually. The accountability of an independent person be able to understand, control, respect, and develop themselves. According to the law, No. 14/2005 on teachers and lecturers of article 1, paragraph 1, stated that teachers are professional educators with the primary task of educating, teaching, guiding, directing, coaching, assessing, and evaluating students on early childhood education, primary education, formal education and secondary education. Some criteria for a professional teacher mandated by the law are as follows: (1) having the talent, interest, call the soul, and idealism; (2) having commitment to improve educational quality of faith, piety and noble character; (3) having academic qualifications and educational background in accordance with its assignment; and (4) having the competence.

Competences that must be owned by a professional teacher according to the regulation of National Education Minister, Number 16 of 2007 about teacher competence and academic qualification standard consists of pedagogy, social, personality, and professional competence. The competences will be explained as follows:
1) Pedagogy competence is the ability to manage learners included an understanding of learners, planning

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and implementation of learning outcomes.

2) Social competence is the social ability reacted because the teacher is as a member of the community, then the teacher has to be able to communicate and interact effectively with students, parents, and surrounding community.

3) Personality competence is the ability of good personality, stable, adult, wise and become good model for learners.

4) Professional competence, is a mastery of material widely, deeply, and allow guiding learners meet the competency standards set out in the national education standards. The scope of professional competence will be explained as follows: (1) understand and be able to implement good educational grounding philosophy, psychology, and sociology; (2) understand and be able to handle and develop the flied of study to its responsibilities; (3) understand and be able to apply a variety of learning methods; (4) understand and be able to develop and use a variety of tools, media, and learning resources; (5) understand and be able to organize and implement the learning program; (6) understand and be able to carry out evaluation of students learning outcomes; and (7) understand and be able to develop personality of students.

In the process of teaching and learning, it will be better if teacher uses learning strategy/approach. Dick and Carey (1985: 106) stated that learning strategy explains general components of the set of instructional material and procedures that will be used with materials together to produce certain learning outcome for learner. Dick & Carey also stated that there are five general components in instructional strategy as follows: (1) pre-instructional activity; (2) information explanation; (3) learner participation; (4) test; (5) follow up. While Gagne ad Briggs (1989) named with a set of instructional activity, namely: (1)giving motivation; 2) mention instructional objective to the learner; (3) memorizing pre-requisite competence; (4) giving stimulus; (5) giving learning method (how to learn); (6) growing learner performance; (7) giving feedback; (8) evaluating performance; and (9) concluding.

2.3. Applying Contextual Teaching and Learning Approach

The process of teaching and learning in the classroom, teacher has important role in choosing and creating learning program developing. More particularly, in this time teacher will be better if teaching a subject matter in the classroom with applying contextual teaching and learning. Susan, Sears (2002: 5) stated that the meaning of Contextual Teaching and Learning (CTL) is a concept that helps teachers relate subject matter to real world situation. While Bearns and Erickson (2001: 9) gives definition of contextual teaching and learning is a conception of teaching and learning that helps teacher relates subject matter content to real world situations, and motivates students to make connection between knowledge and its application to their lives as family members, citizens and work that leaving requires. Relation to this, Johnson & Donna Elaine (2002: 3) gives the meaning of Contextual teaching and learning is holistic system that helps students see meaning in the academic material, they are studying by connecting academic subjects with the context of their daily lives. Contextual teaching and learning basically can be concluded into three words, namely meaning, having meaning, and meaningfulness. Johnson proposed that every material has quality meaning. The quality meaning is contextual meaning, i.e., by relation to the material with the learner social environment. According to National Education Department (2003: 12-20) that there are seven principles of contextual teaching and learning that is important to be applied by teacher.

2.3.1. Constructivism

Constructivism is philosophy thinking based on contextual teaching and learning, i.e., that knowledge built by human being little by little, its result expanded through limited context and it is not incidentally. Knowledge is not a set of fact, concept, or norm that is ready to be taken and memorized. Human has to construct the knowledge and to give meaningful through real experience. Learner needs to be accustomed to solve problem, to find out useful something for her/himself, and wrestle with ideas. Facilitator is not able to give all of knowledge for learner. Learner has to construct knowledge in her/his thought. The Essential and theoretical constructivism is idea that learner has to find out and transform complex information into other situation, and if it is desired, the information becomes her/his own. With the base, learning has to be packed to become process of 'constructing' not receiving of knowledge. In the process of learning, learner builds her/his knowledge actively in the process of teaching and learning. Learner becomes activity center, not facilitator becomes activity center. Constructivism thinking base differs from the view of objectivism, it emphasizes on learning outcome.

In the view of constructivism, the strategy gets more comparing than the learner memorizes the knowledge. In this case, the task of facilitator is facility of above process as follows:

1) Becoming knowledge has meaningful and relevant for learner, 2) giving opportunity for learner to find out and apply her/his idea, and (3) aware of learner in order to apply her/his strategy in learning, knowledge grows up through experience. Understanding will develop deeply and strongly if it is always tested with new experience.

2.3.2. Inquiry

Inquiry is main part of contextual teaching and learning. Knowledge and skill that found by learner are not only as memorization product of set of fact, but they are also as the product of her/his inquiry. Facilitator has to always control activity that refers to the inquiry activity about material has been taught. The inquiry cycles consist of (1) observation; (2) questioning; (3) hypothesis (4) data gathering, and conclusion. While the steps of inquiry consist of (1) formulating of problem; (2) doing observation; (3) analyzing, and explaining the product in writing, picture, report, draft, table and other works; (4) communicating or presenting of result of work for reader, colleague friends, facilitator, or other audience.

2.3.3. Questioning

Knowledge that owned by a person always begins from 'questioning'. Questioning is main strategy in contextual teaching and learning. Questioning in learning is considered as facilitator activity to push, to guide and to evaluate the learner thinking ability. For learner, questioning activity is important part in inquiry based learning, i.e., digging of information, conforming what has been known, and paying attention to the unknown aspect.

In productive learning, questioning activity has useful to: (1) dig information; both administration or academic; (2) check learner comprehension; (3) raise learner response; (4) know the knowlegde that has been known by learner; (5) focus on learner attention at something that facilitator desired; (6) raise many questions from learner; and (7) to refresh the learner knowledge.

2.3.4. Learning Community

The concept of learning community advices in order to the learning outcome found from together work with other person. When a child begins to learn to sharpen a pencil from electronic shaped, she/he asks for her/his friend "How is the way? Help me"/ then her/his friend shows the way to use the tool. So, the two children have formed learning community. Learning outcome found from "sharing" between friend, group, between known and unknown. In this room, class, environment, and also persons who are outside, all are the members of learning community.

"Learning Community" can occur if there is a process of two communication directions. A facilitator teaches her/his learner "is not the example of learning community because communication occurs only one direction, i.e., information comes from learner not from facilitator. In learning community, two or more groups involved in learning community occurs mutual learning. A person who involved in learning community activity gives information that needed by her/his speaking friend and also asks for information that needed from her/his learning friend.

The activity of mutual learning can occur if there is no dominant outsider in communication, there is no outsider who has respect to ask, there is no outsider who feels having more knowledge, all of outsiders want to be mutual listening. Every outsider has to feel that every other person has knowledge, experience, or different skill needed to be learned.

If every person wants to learn from other person, so every other person can be learning source, and it has meaningful for every person who has rich knowledge and experience. Learning method with technique of "learning community" can help the process of learning in the classroom. The techniques will be explained as follows: 1) forming small group; (2) forming big group; (3) call for the expert to the class; (4) working with level class, (5) group working with high class; and (6) working with community.

2.3.5. Modeling

Learning of certain skill or knowledge, there is a model can be imitated. The model can be a way to operate something, the way to make a territory budged estimate, and the way to solve social conflict.

A part of facilitator gives example about the way of working, before learner does task. For example, the way of finding out of key word of reading. In learning, facilitator demonstrates the way of inquiry of key word in reading text rapidly with using of eyes movement. When facilitator demonstrates the way of reading rapidly, learner watches facilitator who is reading and opening the text. Facilitator eyes movement in reading text becomes main attention for learner, with the example; learner knows how is effective eyes movement in scanning reading. The key word found by facilitator explained to the learner as outcome of learning activity to find out key word rapidly, this activity is called modeling. It means, there is a model can be imitated and watched by learner, before learner practice to find out key word. In the case, facilitator becomes a model.

2.3.6. Reflection

Reflection is also an important part of contextual teaching and learning. Reflection is the way of thinking about what has been learned or thought, what has been done in last time. Learner placed what has been learnt by her/himself as structure of new knowledge. Reflection is response on event, activity, or new knowledge has been received. For example, the learning ending, learner thinks that if I do like this, the way to put file is wrong, I should put it by using new way that has been learnt, then my computer file has good arrangement.

2.3.7. Authentic Assessment

Assessment is a process of data collection can be given the description about learner learning development. The description about learner learning development needs to be known by facilitator. In order to be able to confirm if there is progressive. Learning progressive is needed in learning process, so assessment does not do in the end of

learning, but it separates and integrates from learning activity.

The data has been collected through assessment, it is not data to look for information about learner learning. The correct learning should be emphasized on the effort of helping learner/learning how to learn, it is not emphasized on getting of many information in the end of learning. Assessment emphasizes on learning process so the data has been collected should be got out of real activity is done by learner at the moment of learning process. Learning progressive is evaluated from process not from outcome.

The characteristics of authentic assessment consists of: (1) assessment is carried out of process and after learning process takes place; (2) assessment can be used for formative and summative test; (3) assessment measures performance and skill, it does not memorize the fact; (4) persistence; (5) integrated; and (6) assessment can be used as feedback. The elements can be used as basic to evaluate learner achievement consist of: project (student report), homework, quiz, student work, and presentation.

Based on explanation above, education should be begun to be educational program which has harmony relation between approach of content-related, processed and value based, it means, it minimizes didactic transmission modus and optimalizes the application of participative and interactive principle. To facility the paradigmatic change from minimal category to the modern category needed some elements, like curriculum of character-building base which has orientation to develop intelligence, participation, and responsibility in the context of student life.

3. Conclusion

Learning system has to be planned systematically and has to refer to the learning components that have oriented to the implementing education through learning program development. Relation to this, education may not be confused, teaching and learning approach that planned and applied is an approach that is able to grow learner reasoning power, creativity, imagination, and intelligence (multiple intelligence). So that, learner will be able to have sensitivity on social environment where they live. The approach that needs to be payed attention and to be applied is contextual teaching and learning. approach.

Through contextual teaching and learning approach be able to direct to the teaching and learning process as a tool for growing good learner behavior, character building and moral values that will be responsibility human, emotional, intellectual, and human who has mutual empathy (emotional intelligence) and culture in developing learner potency in applying of educational function, namely developing learner capability and character building. Education does not discuss about 'how the learner knows' about subject matter, but discuss about what has been known and realized by learner after learning. Besides that, learner also be able to have strong desire and high commitment to realize and apply the function of education.

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