

CTL CHARACTERISTICS IN COLLEGE CHILDREN'S LITERATURE HIGH PROVINCE OF BANTEN

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Abstract. CTL is the parts to be connected. If the parts are going to happen to each other, the cause will be produced an effect that exceeds the results given the parts will be separated. The CTL model, a different approach to education, does more than guide students in associating academic subjects with the context of their circumstances. CTL is a comprehensive system of how nature works. Maintaining the dualism of thought and action that has crippled American education ever since the concept of this method was adopted, CTL brings together concept and practice. The method used in this study uses the Elaine B. Johnson model. The steps taken to collect data in this study are 1. Collecting literature review books related to CTL and observing various research journals on CTL. 2. Describe all the data that has been obtained from these steps. This research will produce data that examines CTL which is included in this research study. The results of the research show that students are required to think critically in carrying out CTL learning so that they are creative and independent and produce better meaning and produce new knowledge and maximum experience in learning well. A game program designed to increase students' knowledge of critical thinking to improve their skills. So that students are skilled in generating knowledge through the meanings produced.

Keywords: CTL, Model, Characteristics

INTRODUCTION

In the life of a country, education plays an important role to ensure survival and human life. The progress of a country depends on the level of education. As a result, researchers, investigating the second process of language understanding, only focus on linguistic skills but consider real context factors that will potentially affect learning outcomes (Godwin-Jones, 2018). To maintain and develop the continuity of education, the government in this case the Minister of National Education always tries to find solutions so that education in Indonesia produces quality human resources. As Lan's (2015) article explains, it is a challenge for teachers to create authentic contexts in which social opportunities will be needed in traditional educational settings that will be able to encourage the active involvement of students in meaningful interactions.

RI Law No: 2 of 1989 in the National Education System states that "national development in education seeks to educate the nation's life and improve the quality of Indonesian people in realizing an advanced, just and prosperous society".

Based on the description above, both according to the National Education System Law and the opinions of education experts. To build a reliable nation is not easy, challenges and obstacles are always there. Building a nation is not like building a house, meaning that building a house has clear patterns, costs, and can be determined in time so that it becomes a house according to the desired pattern. but building a nation that is aspired to by the goals of national education requires a long and relatively achievable process. Lecturer activities from the beginning to the end of the class involve speaking activities (Andayani, 2014); Ridho et al., 2013: 87-88). Speaking skills must be possessed by lecturers and students. So that for students learning at FKIP, speaking skills are the main priority

component because they are prospective teachers who use speaking activities in the teaching and learning process.

The fact shows a weakness of national education that will be developed in the country according to Indra Djati Sidi (in Dian. S, 2003: 3), namely the lack of attention to the output. Standardization of the national curriculum, tool books, teacher attention, school facilities, and facilities is the government's control over the inputs for the processes that take place in the system. One of the keys to realizing the ideals of national education goals lies in the ability of teachers to carry out the learning process in the classroom. The teacher's abilities in question are designing learning plan programs, mastering material, carrying out learning strategies or models, using media that are relevant to the goal, and will be able to provide opportunities for students to be able to develop the material, competence, personal and problem-solving skills in everyday life. day. So what needs to be discussed about developing the above abilities is the Cooperative Engineering and Learning (CTL) learning model.

The reason for using CTL is because the CTL Education model is highly discussed in education circles. because the CTL method carries out proven advantages and deserves to be followed by all students. This is biased because CTL is by the workings and principles that show the living system as a whole in the universe, Elaine B.J (2006:31). CTL has the potential to be more than a note for the practical layer in the classroom. CTL provides a concept map for academic excellence that students pursue. This can happen because CTL is by the order of how the brain works and the principles that support systems in life. Recent discoveries in modern brain science, and the principles that underpin all living systems and the entire universe, form the basis for contextual learning and teaching. CTL is a comprehensive system of how nature works. Maintaining the dualism of thought and action that has crippled American education since the concept of this method was adopted, CTL brings together concept and practice. The CTL describes how each one works, provides examples of its best practice, and finds its source in 20th-century science.

The more connections students find in a broad context, the more meaningful the content is to them. The impact of the ability to understand the meaning of the content or material is automatically able to implement in everyday life. While traditional education emphasizes mastery and manipulating content. Students expect number facts to practice with the same to acquire basic writing and arithmetic skills. From the two views above, education in the past emphasized mastery of the material, while the modern view emphasizes the awareness of students to seek, research, explore and find themselves so that lessons are meaningful. Based on the explanation above, CTL is effective learning to do in the classroom. From this theme, the writer analyzes the critical analysis and characteristics of CTL from Elaine Johnson's book.

Elaine Johnson, (2014) said that CTL is an effective learning system used in the classroom, so it will produce an effect that exceeds the results given by the parts separately. Like the violin, cello, clarinet, and other musical instruments in an orchestra that produces different sounds that together enable students to make meaningful connections. Each of these different parts of the CTL contributes to helping students understand schoolwork. The CTL system has eight components, making meaningful connections, doing meaningful work, doing self-regulated learning, collaborating, thinking critically and creatively, helping individuals to grow and develop, achieving high standards, using authentic assessment.

CTL, a distinct educational approach, does more than guide students in associating academic subjects with the context of their circumstances. CTL also involves students in searching for the meaning of "Context" itself. CTL encourages them to see that humans themselves have the capacity and responsibility to influence and shape a range of contexts that include family, family, class, club, workplace, community, and the environment in which they live to the ecosystem.

CTL Basic Concepts

The Contextual Teaching and Learning Learning Model before being developed by the teacher for the learning process, the teacher must first be able to master the definition of CTL. So that it is easier for teachers to determine the goals, patterns, and methods that will be used to be effective, efficient. According to Alaine B.J (2006:65), CTL is a system that will be comprehensive. CTL consists of parts to be connected. If the parts are going to happen to each other, the cause will be produced an effect that exceeds the results given the parts will be separated. From the above

definition, it is defined as music consisting of organ, guitar, bass, and drums. If connected or matched between one sound with another, it will produce a melodious music sound.

The eight steps for critical thinkers are:

1. What are the issues, decisions such as activities that will be considered? Very clear phrase. Problems and issues are impossible to research. We agree that problems exist and a solution must be found. For an issue to be clearly stated, ask a question about the underlying issue behind it: "Should the space program be injected with additional funds?" "How can College Students help each other feel welcome and safe?"
2. What is your point of view? The point of view we use to see things blind us to the truth. Instead, viewpoints can pollute our minds and we end up consciously coming up with very bad reasons as well as very unreasonable conclusions to defend them. Therefore, the point of view makes us choose a certain position, think critically, and try to understand it, using a view that is always prejudiced.
3. What responses will be submitted? We all believe in our beliefs or actions based on a reasonable reason. If we hope to convince others to accept our beliefs or take advantage of our actions, then we must be able to reason and convince. On the other hand, to be able to accept what we read or hear, we can demand good and correct answers. The strength of a reason depends on the context. The reason could be a causal relationship: "Because the class was full, Mary decided not to take the class." Reasons can be factual: "80% of new students take follow-up exams" (Gray & Herr, 1995, p. 68).
4. What assumptions will be made? Assumptions are ideas that we accept as they are. We assume the assumptions according to the truth that will be proven and we expect others to join us and accept the assumptions according to the truth. Intelligent thinking is always reluctant to make assumptions in an argument that is made; nor are they readily receptive to assumptions made in other people's materials (Browne & Keeley, 1990; Ruggiero, 1984). The following well-known anecdote illustrates the inherent nature of assumptions.
5. Is the language very clear? Critical thinkers strive to understand. To find meaning, they are selective to pay attention to words. And students use abstracts such as "equations" and complicated words such as "environmental activities" which have different meanings for others, therefore they must determine which meaning should be used. And when researching what other people should write and say, students must pay attention to unclear words that can obscure meaning, and emotional words and block common sense.
6. Should an argument be based on proven truth? Evidence is accurate and reliable information. We put forward evidence especially in explaining claims, in strengthening generalizations, to distinguish knowledge and belief, to support a conclusion, or to prove an opinion.
7. What conclusions will be offered? By collecting and evaluating information in solving a problem, developing a project, and deciding a case, the thinker begins to draw the right conclusions. If more than one conclusion is to be drawn, they must carefully present their opinion. Review their logic, and reconsider the accuracy and accuracy of their review of the evidence they provide.
8. What is the relevance of the conclusions that have been drawn? Conclusions concerning both private and public matters almost have side effects that are always unexpected. Because it is so easy to forget the consequences of conclusions, it is important to ask: "Why is this conclusion important? What effect will it have on people? Who will care?" will ask, for example, "How will this conclusion affect my friends, family, schoolmates, school, community?" Suppose Rob, a 17-year-old student, concludes as a result of careful consideration that for various reasons, he must own a car.

Because creative thinking involves curiosity or asking questions, all CTL teachers motivate students to think about why things are always done that way, why an object operates the way it does, or why questions in handbooks should be trusted. They motivate students to research selected issues

for discussion. Generally, we can know that “Wrong problems may get bigger because of the right solution of the problem” (Ackoff, 1991, p. 84). If we solve the wrong problem, we achieve nothing. We may be faced with the problem of how to repair the Oil Tanker to reduce the accidental oil spill. However. To protect the ocean from oil spills, we may need to solve different problems, such as oil consumption. Asking the right questions will lead to constructive solutions.

RESEARCH METHOD

The article examines descriptive qualitative research with CTL critical discourse analysis by Elaine B. Johnson because of descriptive research and by examining With the circumstances that occur in children's literature lessons, the characteristics of CTL learning are very different from other learning methods. The steps taken to collect data in this study are 1. Collecting literature-related books and observing various research journals on CTL. 2. Describe all the data that has been obtained from these steps. This research will produce data that examines CTL which is included in this research study.

CTL will find meaning in their learning and relate the subject matter to the context in their lives. They make cooperation that builds meaning in self-regulated learning, cooperative and creative respect for living things. CTL activities in children's literature courses using the CTL method.

RESULT AND ANALYSIS

According to Wine S (2006-254), the characteristics of CTL consist of: Activating Knowledge, meaning that CTL is a process of activating existing knowledge. What is learned cannot be separated from the knowledge that has been learned which is related to other knowledge, Acquiring Knowledge means adding new knowledge obtained by deductive means, meaning that learning begins with studying as a whole, then in an inductive way and the whole becomes special. Applying knowledge, meaning that the knowledge and experience gained can be applied in students' lives, so that there is a change in their behavior, Reflecting Knowledge, meaning as a guide to developing knowledge and developing strategies. In planning a CTL lesson, the material developed contains problematic and diverse, individual differences, strategies or methods, media, and assessments. When they want to plan to learn, students can be involved in provoking things that students want to know in one subject, for example, the subject of fairy tales, lecturers discuss what students want to learn about fairy tales in children's literature courses. After the students answered, some wanted to know the benefits of fairy tales, how to make good and true fairy tales. The lecturer will describe from the student's answers to make a learning plan by paying attention to the answers to the above that can guide and give direction to students regarding the things they are learning For the preparation of instructions, methods or designs that will be used for lecturers, they must describe, and the evaluation includes evaluation of learning developments, reactions to learning developments, reactions, from evaluation of the learning process in progress. Meanwhile, the results of the previous FGD research examined the problems of lecturers in teaching speaking. The FGD process consists of (1) lecturers need examples/models such as tutoring and teaching speaking; (2) the draft of speaking guidance such as a cooperative approach is very well applied in the Ministry of Indonesian Language and Literature Education. Several things that need to be strengthened are (1) taking additional time to practice speaking in front of a crowd, such as homework at the end of the lesson; (2) providing an example to be effective in the assessment.

Based on the explanation above, students are required to think critically in carrying out CTL learning so that they are creative and independent and produce better meaning and produce new knowledge and maximum experience in learning well. A game program designed to increase

students' knowledge of critical thinking to improve their skills. So that students are skilled in generating knowledge through the meanings produced

CONCLUSION

CTL describes how each one, provides examples of its best implementation and finds its source in 20th-century science. Literature courses are expected to enable students to develop learning with critical thinking and characteristics. With CTL learning, children's literature courses can be developed through knowledge and meaning.

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