

Contextual Teaching And Learning Elaine B Johnson

Sebagaimana yang telah ditegaskan dalam Visi Indonesia bahwa Kementerian Pendidikan dan Kebudayaan (Kemendikbud) memiliki tugas untuk mewujudkan visi dan misi Presiden Republik Indonesia Joko Widodo (periode ke-II tahun 2019-2024) dan Wakil Presiden Republik Indonesia Ma'ruf Amin dalam upaya meningkatkan kualitas Sumber Daya Manusia (SDM) bangsa Indonesia. Menteri Pendidikan dan Kebudayaan (Mendikbud) Nadim Anwar Makarim sebagai nahkoda Kemendikbud telah mengeluarkan dan menetapkan empat program pokok kebijakan pendidikan nasional yaitu "Merdeka Belajar". Program tersebut meliputi (1) Ujian Sekolah Berstandar Nasional (USBN) diselenggarakan di Sekolah dengan bentuk tes untuk uji kompetensi dan portofolio, (2) Ujian Nasional (UN) diubah menjadi Asessment Kompetensi Minimum dan Survei Karakter, tes diselenggarakan untuk kelas 4, 8, dan kelas 11, (3) Rencana Pelaksanaan Pembelajaran (RPP) yang hanya terdiri dari komponen inti yaitu (a) Tujuan Pembelajaran; (b) Kegiatan pembelajaran; dan (c) Asessment, dan kebijakan yang ke (4) terkait Peraturan Penerimaan Peserta Didik Baru (PPDB) zonasi Kemendikbud tetap menggunakan Sistem Zonasi dengan adaptasi yang lebih fleksibel untuk mengakomodasi ketimpangan akses dan kualitas diberbagai daerah. Daerah diberikan kewenangan dalam menentukan proporsi dan menetapkan wilayah zonasi. Adapun komposisi PPDB jalur zonasi dapat menerima siswa minimal 50 persen, jalur afirmasi minimal 15 persen, jalur perpindahan maksimal 5 persen, selebihnya jalur prestasi 0-30 persen. Mendikbud Nadim Makarim berharap pemerintah daerah dan pusat dapat bergerak bersama dalam mengimplementasikan empat program kebijakan pendidikan nasional melalui pemerataan akses dan kualitas pendidikan. Problemnya bagaimana Merdeka Belajar diterjemahkan dalam proses belajar mengajar? Ini belum ada semacam koridor baku yang merdeka. Kemudian jika praktik Merdeka Belajar dalam proses belajar mengajar tersebut memerlukan kualifikasi tertentu yang harus dimiliki guru, lalu guru seperti apa yang diharapkan mampu menerjemahkan Merdeka Belajar? Untuk menghadirkan guru yang berkualitas agar mampu menghadirkan Merdeka Belajar dan mampu menyiapkan siswa menghadapi tantangan masa depan yang penuh ketidakpastian itu seperti apa? Di sisi lain kita semua menyadari bahwa Negara Kesatuan Republik Indonesia (NKRI) yang begitu luas dan sangat bervariasi dari sisi keberadaan guru, baik kualitas maupun kuantitasnya, sehingga sangat sulit kita untuk menerapkan 8 standar nasional pendidikan yang seharusnya dicapai oleh semua jenjang dan satuan pendidikan di semua provinsi dan kabupaten kota. Bagaimana kebijakan pemerintah terhadap universitas yang menyiapkan guru-guru masa depan? Model Pendidikan untuk guru yang mampu menghadapi masa depan dengan konsep merdeka belajar itu seperti apa?

This book deals with local knowledge as a valuable source of practical solutions to enhance the sustainability of modern

life. It is an eclectic collection of papers written in English that explores various aspects of indigenous, local knowledge in the Asia-Pacific region. Encompassing the gamut of human sciences: performance, dance, literature, arts and craft, architecture, local traditions, religious knowledge, teaching and learning, traditional conservation and healing practices. This book will add on to publication to make local knowledge, especially from the Malay world, accessible to a global non-specialist (read non-anthropologist) readership. The editors have intentionally chosen to classify the topics to embody the transdisciplinary nature of knowledge in this region.

Buku ini sangat menarik dan cocok bagi para pendidik yang ingin mempelajari dan menerapkan model pembelajaran CTL di kelasnya. Penjelasan tentang konsep atau model pembelajaran CTL disajikan secara ringkas tapi mencakup semuanya mulai dari pengertian dan konsep, komponen-komponen, karakteristik pembelajaran hingga perbandingan pendekatan CTL dengan model konvensional. Bahkan di bagian akhir buku ini juga diberikan contoh konkrit bagaimana menerapkan model pembelajaran CTL pada mata pelajaran Fisika di sekolah menengah tingkat atas. Hal ini membuat buku ini semakin membantu para guru (lebih khusus lagi guru Fisika di SMA) yang ingin mempelajari dan menerapkan model pembelajaran CTL.

Contextual teaching and learning (CTL) is a concept that helps teachers relate school learning to real-world situations. CTL motivates learners to take charge of their own learning and to make connections between knowledge and its application. This book is a guide to reforming teaching and teacher education because it gives teachers and teacher educators an opportunity to see how contextual teaching and learning can change classrooms and teacher education programs

Here, Elaine Johnson examines of the state of education in the twenty-first century using science, rather than business as a more reliable and positive guide for education. The application of scientific principles of interrelatedness, self-organization, and differentiation to leadership and teaching, transforms schools into places that improve school performance. Chapters describe practical approaches to teaching math, science and foreign languages. This book analyzes the influence on education of the business model calling for growth, competition, measurable target, and accountability. It also discusses the effects on young people of immense high schools, charter schools, and statewide standardized achievement tests.

Focused on the needs of the new classroom researcher, and those studying education on Masters-level courses, this is a thorough and thoughtful guide to the research process, covering qualitative, quantitative and mixed research methods. It guides you through research design, data collection and analysis and how to write up your research findings. This third edition has been updated to provide further coverage on the best ways to approach, construct and carry out educational

research within the classroom including: a new chapter on disseminating research knowledge expanded coverage of formulating research questions a reworked chapter structure better reflecting the research process This is essential reading for students on education degree programmes including a research methods component, including education studies, undergraduate (BEd, BA with QTS) and postgraduate (PGCE, School Direct, Teach First, SCITT) initial teacher education courses, MEd and professional development courses. Online resources expanding on and complementing the contents of the book can be found at: study.sagepub.com/wilsonsbr3e

Career Pathways is a system of organizing student learning interests and aptitudes around career fields. The model grew out of the federally funded National School-to-Work Opportunities Act (1994). Briefly, a career pathways high school starts with the career clusters, for students to align themselves with in high school. Depending on the school location and capacity, there are a variety of career clusters that are offered - engineering, health, science, art/design, writing, business, agriculture, etc. - and a curriculum is built around the individual pathway and career field - e.g. nurse - that the student chooses from within their career cluster. This is a student-oriented model of self-determination, in which students choose a curriculum area that matches their aptitudes and abilities. Core curriculum is still taught throughout each silo, so standardized testing is accommodated. Career pathways allow students to connect their learning from year to year, to practice their strengths and skills to prepare for transition to college or work, to work as teams, etc. It does not require a high school to overhaul their system, but instead shows how high schools can integrate the pathways model to work within a school and make it a more connected learning environment.

?Talking about Leaving Revisited discusses findings from a five-year study that explores the extent, nature, and contributory causes of field-switching both from and among “STEM” majors, and what enables persistence to graduation. The book reflects on what has and has not changed since publication of Talking about Leaving: Why Undergraduates Leave the Sciences (Elaine Seymour & Nancy M. Hewitt, Westview Press, 1997). With the editors’ guidance, the authors of each chapter collaborate to address key questions, drawing on findings from each related study source: national and institutional data, interviews with faculty and students, structured observations and student assessments of teaching methods in STEM gateway courses. Pitched to a wide audience, engaging in style, and richly illustrated in the interviewees’ own words, this book affords the most comprehensive explanatory account to date of persistence, relocation and loss in undergraduate sciences. Comprehensively addresses the causes of loss from undergraduate STEM majors—an issue of ongoing national concern. Presents critical research relevant for nationwide STEM education reform efforts. Explores the reasons why talented undergraduates abandon STEM majors. Dispels popular causal myths about why students choose to leave STEM majors. This volume is based upon work supported by the Alfred P. Sloan Foundation Award No. 2012-6-05 and the National Science Foundation Award No. DUE 1224637.

Gain confidence, lower stress, and raise your TExES exam scores! In this artful guide, TExES test prep veteran Elaine Wilmore breaks down the EC-12 and Supplemental special education test so you can feel calm and confident on test day. Built on her successful test-prep training

seminars, she shows how to think like the test was developed and covers: Each special education domain and competency Philosophies behind the test questions Teaching stories that improve answer recall Tips for analyzing test questions Ways to use key words and concepts to improve test results Techniques for in-state and out-of-state test takers

Contextual Teaching and Learning What It Is and Why It's Here to Stay Corwin Press

This book explores Singapore's language education system. Unlike previous volumes, which discuss the bilingual requirement for learning, it focuses on Singapore's quadrilingual system, bringing together articles on each of the four languages – English, Mandarin, Malay and Tamil – as well as articles that examine more than one language. It highlights past successes, current concerns, and future directions for language education. The book focuses on classroom pedagogy in all four official languages, showcasing how languages are taught and learned in Singapore as a basis for better understanding the system “from the inside out.” The authors present empirical, classroom-based studies on language pedagogy in all four languages, as well as updated information on the current socio-political context and how it has influenced attempts at pedagogical innovation. Consideration is given to the dialectical relationship between policy and practice. The chapters also include discussions of pre-school-age learning, influences of language policy, home literacy practices, and commentaries by international language-in-education scholars. This approach also provides a basis for international comparison – especially for those who are interested in fostering English proficiency while maintaining one or more national languages. The volume is particularly important in light of the continuing international efforts to integrate English into national educational systems where it is not the dominant language.

Contextual Teaching and Learning is an examination of a holistic approach to education. The book provides its readers with a comprehensive definition of Contextual Teaching and Learning (CTL), discussing its origins and philosophy, its basis in psychology, neuroscience, modern physics and biology. While attitudes toward education are often shaped by popular views in science, author Elaine B Johnson outlines the importance of integrating modern scientific discoveries into current education practices. Contextual Teaching and Learning: What It Is and Why It's Here to Stay stresses interdependence, differentiation, and self-organization as the principals that form CTL, as opposed to the dualism between thought and action that plagues traditional views on education. Elaine B Johnson illustrates the relationship between brain functions, memory retention, and teaching methods, and the significance of incorporating real life examples in lesson plans.

The third edition of this award-winning Handbook continues the mission of its predecessors: to provide a comprehensive compendium of research in all aspects of distance education, arguably the most significant development in education over the past three decades. While the book deals with education that uses technology, the focus is on teaching and learning and how its management can be facilitated through technology. Key features include: Comprehensive coverage that includes all aspects of distance education, including design, instruction, management, policy, and a section on different audiences. Chapter authors frame their topic in terms of empirical research (past and present) and discuss the nature of current practice in terms of that research. Future research needs are discussed in relation to both confirmed practice and recent changes in the field. Section one provides a unique review of the theories that support distance education pedagogy. Section six includes a unique review of distance education as a component of global culture. This book will be of interest to anyone engaged in distance education at any level. It is also appropriate for corporate and government trainers and for administrators and policy makers in all these environments. Recipient of the 2013 IAP Distance Education Book Award

The 21st century has brought about changes in every aspect of life through ubiquitous technology and Internet-based social media. The distances between cultures and continents have narrowed, the world has become flat, and multicultural work-teams composed of members

from different countries have become a daily reality in global businesses. However, in many ways these global changes in work practices have only just begun to have an impact on education. To better prepare students for the information age, researchers and policy makers largely agree about the skills needed for shared knowledge construction. Indeed, the education systems in several different countries have begun to integrate these skills into teaching and learning and are placing a strong emphasis on their implementation (Melamed et al, 2010; Resta et al, 2011). In 2015 the OECD PISA exam for the first time, included assessment of collaborative problem-solving in its country-by-country comparison. Collaborative learning is not a trivial challenge nor is it intuitive for all teachers and learners. One must acquire and practice the essential skills in order to successfully work in a team. Consequently it is essential to train teachers in collaborative teamwork, as they must serve as role models for students. In addition, new tools and practices become available at a rate that outpaces the abilities of many higher education institutions to adopt and implement. This book surveys the current state of the field and provides theoretical guidance and practical examples to help meet the gaps in research, development and practice.

"This book examines issues concerning emerging multimedia technologies and their challenges and solutions in teaching and learning, exploring the global society's effect on learning"--Provided by publisher.

This book examines the spaces where translation and globalization intersect, whether they be classrooms, communities, or cultural texts. It foregrounds the connections between cultural analysis, literary critique, pedagogy and practice, uniting the disparate fields that operate within translation studies. In doing so, it offers fresh perspectives that will encourage the reader to reappraise translation studies as a field, reaffirming the directions that the subject has taken over the last twenty years. Offering a comprehensive analysis of the links between translation and globalization, this ambitious edited collection will appeal to students and scholars who work in any area of translation studies.

Mengikat Makna Update diinspirasi oleh teknologi Web 2.0. Buku ini akan memudahkan masyarakat memasuki & menikmati dunia baca tulis yang memberdayakan.

Designs and Methods for Youth-Led Research provides a foundation from which to plan and implement social research and program evaluation projects that place youth in central roles. In this text, author Melvin Delgado emphasizes how youth-led research represents a profound political and social statement about making relevant research result in significant changes to programs in the field of youth services.

Provides instructions for teachers on ways to translate academic ideas into movements and dance along with information on cooperative learning, multiple intelligences, learning styles, and the zone of proximal development.

Online education offers incredible potential to reach students and their context for Christ, but doing so requires intentional implementation of a philosophy and practice of online education. As online professors and administrators seek to create a Christian community on mission, students can be transformed, and the gospel will be spread throughout the world.

Excellence in Online Education provides an overview of the debates surrounding online Christian education, a framework

for building community online, and practical advice about course design, delivery and program management.

Reaching Out is an invaluable resource for passionate educators interested in building strong relationships with their students' families.

This book presents papers from the International Conference on Integrating Engineering Education and Humanities for Global Intercultural Perspectives (IEEHGIP 2020), held on 25–27 March 2020. The conference brought together researchers and practitioners from various disciplines within engineering and humanities to offer a range of perspectives. Focusing on, but not limited to, Content and Language Integrated Learning (CLIL) in Russian education the book will appeal to a wide academic audience seeking ways to initiate positive changes in education.

The Universitas Kuningan International Conference on Social Science, Environment and Technology (UNISSET) will be an annual event hosted by Universitas Kuningan. This year (2020), will be the first UNISSET will be held on 12 December 2020 at Universitas Kuningan, Kuningan, West Java, Indonesia. “Exploring Science and Technology to the Improvement of Community Welfare” has been chosen at the main theme for the conference, with a focus on the latest research and trends, as well as future outlook of the field of Call for paper fields to be included in UNISSET 2020 are: Social Sciences, Civil and Environmental Engineering, Mechanical Engineering and Technology, Electrical Engineering, Material Sciences and Engineering, Food and Agriculture Technology, Informatics Engineering and Technologies, Medical and Health Technology. The conference invites delegates from across Indonesian and South East Asian region and beyond, and is usually attended by more than 100 participants from university academics, researchers, practitioners, and professionals across a wide range of industries.

Jurnal Penelitian "Dwijaja Utama" ini merupakan jurnal penelitian yang mewadai hasil penelitian tindakan kelas yang dilakukan oleh guru-guru yang tergabung dalam Forum Komunikasi Pengembangan Profesi Guru Pengawas di Surakarta. Pada Edisi 36 Volume kesembilan ini memuat enam belas hasil penelitian dari guru-guru dengan latar belakang disiplin ilmu yang berbeda-beda sehingga menghasilkan berbagai macam hasil penelitian yang berbeda-beda pula. Akhirnya kami harapkan hasil jerih payah para guru yang telah bersusah-payah dan bersungguh-sungguh dengan hasil penelitian mereka, dapat berguna bagi dunia pendidikan pada khususnya dan berdampak positif pula pada masyarakat luas.

There are more similarities than differences between how artists and scientists work. Both ask countless questions. Both search in earnest for answers. Both are dedicated to reaching the best results. Not so different from today's trainers, are they? Elaine Biech, one of the most highly regarded names in talent development, has set out to identify the perfect blend of content mastery and audience insight. The result is this highly informative book. The Art and Science of Training

presents the science for learning and development, but it also emphasizes that training success lies in knowing what to do when things don't go as planned. Discover how top facilitators always put learners first, even when faced with exceptions to the rule—the unwilling learner, the uninformed supervisor, the inappropriate delivery medium, or the unmanageable performance challenge. And learn why you must understand people, not only content, to ensure consistently exceptional learning experiences. Science is both a body of knowledge and a process. Art is the expression of creativity and imagination. Where they intersect is the best way to help others learn and grow.

"This book emphasizes the role of context in the development and management of virtual learning environments"--Provided by publisher.

As an annual event, 1st Bukittinggi International Conference on Education (BICED) 2019 continued the agenda to bring together researcher, academics, experts and professionals in examining selected theme by applying multidisciplinary approaches. In 2019, IAIN Bukittinggi successfully held this event for the first time in 17-18 October at Institut Agama Islam Negeri (IAIN) Bukittinggi, West Sumatera, Indonesia. There were 64 papers presented during 2 days at the conference from any kind of stakeholders related with Education, Information Technology, and Mathematics. Each contributed paper was refereed before being accepted for publication. The double-blind peer reviewed was used in the paper selection. From all papers submitted, there were 38 papers were accepted successfully for publication based on their area of interest, relevance, research by applying multidisciplinary.

Tugas dan tanggung jawab guru erat kaitannya dengan kemampuan yang dipersyaratkan dalam jabatan profesi kependidikan. Kemampuan tersebut antara lain guru (1) memiliki pengetahuan tentang teori belajar dan pembelajaran; (2) memiliki pengetahuan asas-asas dan faktor-faktor yang memengaruhi proses pembelajaran; (3) memiliki keterampilan menggunakan teknik dan pendekatan dalam kegiatan pembelajaran; dan (4) memiliki pengetahuan pembelajaran abad ke-21. Buku Teori Belajar dan Pembelajaran: Menciptakan Pembelajaran yang Kreatif dan Efektif ini merupakan wujud kepedulian penulis untuk meningkatkan mutu pembelajaran, dengan harapan dapat bermanfaat bagi mahasiswa/i, calon guru, dan juga bagi guru, bagi kepala sekolah, pengawas, sekolah serta para pemerhati pendidikan khususnya yang berkaitan dengan kegiatan belajar dan pembelajaran sebagai upaya peningkatan mutu belajar, karena melalui pembelajaran ini dapat diukur kualitas hasil belajar. Buku persembahkan penerbit PrenadaMediaGroup (Kencana)

One-day, one-problem is a unique adaptation of problem-based learning (PBL) pioneered at Republic Polytechnic, Singapore. Here students are challenged each day with a problem from their domain and attain the necessary learning outcomes in the process of responding to the problem. Throughout the day students would engage in small group discussions, self-directed learning and conversations with their teacher who plays the role of a facilitator. This approach to learning and instruction represents a new brand of constructivist learning in a more

structured learning environment compared to conventional PBL. This book contains a series of chapters by authors with first-hand experience in the One-day,one-problem PBL approach. Unlike other books on PBL, the chapters are both research-informed and practical. Results of empirical studies into the factors of PBL such as quality of problems, tutor behaviours, scaffoldings, student learning and interest are discussed together with practical implications for the educator. The book begins with an overview of the one-day, one-problem process, providing a viewpoint from both the student and tutor. Republic Polytechnic's pedagogical philosophy and epistemological belief of education are introduced with the intent to share how the polytechnic designed and implemented a system that supports the philosophical beliefs. Results and practical implications of empirical studies on the various factors that influence students' learning in PBL are discussed. These include the quality of problems and the use of scaffoldings for students' learning, tutors as facilitators, preparation of staff for PBL, student assessment, how students learn in the process of PBL and student interest.

In *The Power of Pictures* book and companion DVD, Beth Olshansky introduces teachers to her innovative art-based approach to literacy instruction. Widely practiced in classrooms across the country, the model has been proven by research to improve literacy achievement with a wide range of learners, especially those who struggle with verbal skills. At the heart of her approach is the Artists/Writers Workshop. Through study of quality picture books and hands-on art experiences, students learn to visualize, "paint pictures with words," and ultimately create their own extraordinary artistic and literary work. The book and DVD explain how any teacher can successfully use this process to enable all students, particularly low performers, to make dramatic gains in both reading and writing.

Kelahiran, pertumbuhan, perkembangan dan kedigdayaan sistem sosial-ekonomi berbasis internet yang menandai dimulainya era revolusi industri 4.0 dewasa ini, menegaskan betapa kita memang harus terus belajar dan berproses lebih cepat untuk—bukan sekadar menjadi lebih baik, tetapi juga—menjadi relevan. Tidak ada gunanya segala kepintaran dan penguasaan kita atas segala hal kalau tidak relevan. Tetapi, untuk bisa menjadi relevan ternyata kita pun dituntut untuk mampu belajar dan berproses dengan cara-cara yang juga relevan. Di sinilah urgensi penulisan buku *Smart Learning Skill 4.0* ini. Buku ini tidak menjanjikan kalau kita tuntas membacanya akan langsung jadi manusia abad-21 yang pintar dan menjadi relevan hidup di era revolusi industri 4.0 saat ini. Bukan. Tidak juga menjamin kalau sudah tuntas membacanya lantas rezeki kita akan mengalir deras mengiringi setiap langkah. Tidak. Tetapi, setiap kata dalam buku ini ditulis untuk menginspirasi pembaca, bahwa hidup di era revolusi industri 4.0—betapapun kita tidak masuk kategori generasi milenial—sepanjang kita xiii masih bernapas, maka belajar dan belajar lebih cerdas adalah tuntutan yang tidak mungkin kita hindari. *Smart Learning Skill 4.0* ini diterbitkan oleh Penerbit Deepublish dan tersedia juga dalam versi cetak.

We are delighted to introduce the proceedings of the first edition of the 2019 International Conference on Advances in Education, Humanities, and Language (ICEL). The aim of ICEL (International Conference on Advances in Humanities, Education and Language) is to provide a platform for researchers, professionals, academicians as well as industrial professionals from all over the world to present their research results and development activities in Education, humanities, and Language. The theme of ICEL 2019 was "Mainstreaming the Influences on Higher Order of Thinking Skills in Humanities, Education, and Language in Industrial Revolution 4.0". The technical program of ICEL 2019 consisted of 77 full papers, including invited papers in oral presentation sessions at the main conference tracks. Aside from the high quality technical paper presentations, the technical program also featured six keynote speeches, Hamamah, Ph.D (Univeritas Brawijaya, Indonesia), Prof. Dr. Nuraihan binti Mat Daud (UIIM, Malaysia), Dr. Edith Dunn (Conservator/Cultural Specialist, USA), Prof. Yoshihiko -Sugimura (university of Mizaki, Japan), Prof. Park Yoonho (Sunchon National University, Korea) and Prof. Su Keh Bow (Soochow University, Taiwan).

We strongly believe that ICEL conference provides a good forum for all researchers, developers and practitioners to discuss various advances that are relevant to education, humanities, and language. We also expect that the future ICEL conference will be as successful and stimulating, as indicated by the contributions presented in this volume

Buku "Pendidikan Akhlak Kontekstual" ini hadir sebagai salah satu bagian penting dari pengembangan strategi pembelajaran di dalam pendidikan akhlak. Di sini, ada banyak strategi pembelajaran yang relevan untuk dikembangkan dalam pendidikan akhlak. Pendidikan akhlak kontekstual merupakan pola pengembangan pendidikan akhlak dengan menggunakan strategi Contextual Teaching and Learning (CTL). Buku ini hadir sebagai penyemangat baru terhadap pengkajian pendidikan akhlak yang saat ini semakin tergantikan dengan pendidikan karakter. Pendidikan akhlak yang sudah hadir sejak lama dalam dunia pendidikan Indonesia urgen untuk dikembangkan karena memiliki kekayaan pengetahuan empiris yang relevan dengan kearifan budaya lokal di Indonesia. Salah satu metode pengembangan pendidikan akhlak dapat dilakukan dengan pengembangan strategi yang digunakan di dalamnya. Kehadiran pendidikan akhlak kontekstual dalam buku ini diharapkan mampu mengaitkan penyampaian materi dalam pendidikan akhlak dengan kondisi nyata siswa. Secara praktis, buku ini hadir juga sebagai penyeimbang pendidikan karakter yang sudah digalakkan oleh pemerintah. Kebijakan ini membuat pengkajian konsep pendidikan karakter semakin malangit dan sebaliknya, pendidikan akhlak yang sudah lama berjalan di Indonesia semakin redup. Alih bahasa ini dimaknai oleh penulis memiliki kesamaan etimologis secara substansial. Sebagai contohnya, nilai akhlak yang dulu berlaku mengalami alih bahasa menjadi nilai karakter yang apabila didefinisikan ulang akan memiliki kesamaan juga. Hal yang menjadi ironis, tatkala sudah banyak lembaga pendidikan yang melaksanakan pendidikan akhlak dengan berbagai macam strategi dan metode pengembangan yang bervariasi, saat ini tidak dikaji lebih mendalam dalam pengembangan pendidikan karakter. Sebagai contohnya pondok pesantren yang sudah melaksanakan pendidikan akhlakul karimah sejak awal kemunculannya dengan model pembiasaan. Penyusunan buku ini tidak hanya menyajikan analisis penulis dari hasil literasi belaka, akan tetapi validasi berupa data lapangan juga dilakukan. Validasi data lapangan dilakukan di salah satu Sekolah Menengah Pertama (SMP) di Yogyakarta yang sudah menerapkan strategi Contextual Teaching and Learning (CTL) dalam pembelajaran akhlaknya.

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