**Lift The Flap Towards Contextual-Based Character Values**

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***Abstract****− This research is motivated by the lack of teachers who vary the teaching materials in the application of learning methods when teaching, which results in students getting bored easily and less enthusiastic when receiving learning. The purpose of this study was to determine 1) explain the validity of the Lift The Flap module product based on contextual character values, 2) the practicality of the Contextual-Based Lift The Flap module product, 3) explain the effectiveness of the Lift The Flap module product based on contextual basis. The method used from the Borg and Gall model by adapting 9 stages, namely: Potential and Problems, Data Collection, Product Design, Design Validation, Design Revision, Product Testing, Product Revision, Trial Use, Final Product Revision. The test subjects in this study were students of grade 4 SDN. The data collection instrument used a questionnaire. Based on the presentation of the assessment results, the Lift The Flap module based on the contextual "Appropriate" and "Very Good" is used as a learning medium.*

**Keywords**—Lift The Flap; Contextual Based; Character Value

1. INTRODUCTION

Education is learning to acquire knowledge, skills, and understanding in thinking in humans through teaching and training. According to [13] education is a process of efforts for students to adapt to their environment and direct their lives to a better life. Education according to [21] in the Education System Law No. 20 of 2003, namely a way to create learning conditions and learning methods to elaborate all the abilities that students have in the fields of religion, personal control, personality, intellectuals, character, and skills in the person, society, nation and state.

Learning has a valuable role in improving the quality of education. Teachers and students become elements in learning activities where the teacher has a role to create learning conditions that are fun, effective, and innovative. In learning development, teachers must pay attention to the characteristics of students. According to [23] the intellectual development of elementary school students in grades I-IV is in a concrete operational period (7-11 years) which is seen in the potential in real and inherent thinking, can classify, and review perceptions.

In addition to paying attention to the characteristics and intellectual development of students, learning activities are also determined by various supporting factors, including teacher competence, character values ​​that must be instilled, learning materials, approaches and use of modules. The module includes a supporting factor in the success of the learning process. Modules are teaching materials to train students to be independent, including the goals to be achieved, the main material to be studied, the learning activities that are carried out, the work sheets that are filled out, and the evaluation that is carried out.

A module is a form of book written so that students are able to learn independently or with teacher guidance [15]. In addition to the requirements, the module can be used for the members of the higher education institutions, as well as in the field of education, and in addition to the competence of the competent authorities.

The results of observations carried out by researchers in the odd semester of the 2019-2020 school year through observations and interviews at SDN 1 Undaan Malang class IV had a total of 19 students. In the current condition, students are easily bored and lack enthusiasm in learning because the learning media used by the teacher in the classroom have not been effective in learning materials. The learning media used include blackboards, two-dimensional pictures, and available textbooks. Teachers do not maximize variations in the use of media in learning used during teaching and learning activities.

The existence of the method of sight observation proves that the method of learning in the classroom is still less supportive of the teacher being rushed when providing learning material. In addition, the teacher only guides according to the material in the book, does not include steps from the seven contextual approaches, only a few are carried out, there is an inculcation of character values ​​in students who are not adjusted to the core competencies of the 2013 curriculum in learning and argue that all students are like the same person. Students also encounter several problems, namely low competence in understanding the contents of the reading text on learning natural resources.

Therefore, a teaching material is needed in order to be able to attract interest from students to learn it [3]. One way of teaching materials that can be used is a module illustrating Lift The Flap [10]. The Lift The Flap module can make it easier for students to master contextual subject matter [18] [4]. In line with research [9] which states that one type of book that is interesting for children is Lift The Flap. The module with the illustration of Lift The Flap has several advantages in its use that can be varied with teaching materials. Lift the flap is one of the unique and interesting windowed books when we open it, it can be opened up, down, left, and right, which contains a text description behind the folded paper [12]. According to [11] the Lift The Flap module can help students to connect the learning material received with the context of everyday life. The Lift The Flap module developed by the researcher also contains character values ​​that students deserve.

The character values ​​entered in the Lift The Flap module are adjusted to Law No. 20 of 2003 concerning the National Education System emphasizes that education can improve abilities, shape the character of noble students in the form of educating the nation's life, and the ability of students to become human beings who have devotion to God Almighty, have good character, are independent, healthy, creative, knowledgeable, and become democratic citizens and have a mandate responsibility [5] [6] [8].

Character value education is an effort to form good character for students to grow and develop in communicating and behaving with fellow humans so that their existence can be accepted in society [1]. While the context of the character values ​​contained in the 2013 Curriculum textbooks for Class IV elementary schools is comparable to the Regulation of the Minister of Education and Culture No. 64 of 2013, concerning Basic Education Content Standards.

The character values ​​that will be included in the module illustrate that Lift The Flap consists of being religious, honest, caring, disciplined, polite, responsible, and confident [14] [17] [24]. Contextual Teaching Learning (CTL) is a learning concept in the classroom to help teachers combine the material they teach with the real world conditions of students and motivate students to have an interaction between knowledge and its application in their lives as family and community members [19] [25]. There are seven components that must be present in the CTL approach, namely, constructivism, finding, asking, learning society, modeling, reflection, and actual assessment.

[12] researched about Lift The Flap that the Development of the Lift The Flap Children's Encyclopedia Book About 18 Traditional Clothing in Western Indonesia was effectively applied in for grade IV SD. The Flap Lift Book is suitable for children. This is also supported by [16] which states that the Integrative Thematic Learning Module with Nationalism Character for Class IV Elementary Schools, is suitable for use as a source of independent learning for students. The research conducted by the two previous researchers was different from this research, namely at the research site, the core of the research on accurate material, the development products produced.

The learning module must be adapted to the learning content and conditions at this time. According to [7] a module is a learning tool or facility that contains materials, methods, instructions for learning activities, limitations of learning material, exercises, and ways of evaluating which are structured and attractive to achieve the expected abilities and can be used independently. The development of the Lift The Flap learning module with contextual-based character values to students of SDN 1 Undaan Malang. The existence of the Lift The Flap module with contextual-based character values, researchers hope that the module can be a reference in carrying out learning activities that are focused on students (student centered learning). The module can help carry out teaching and learning activities in the classroom.

From the various explanations above, the researcher chose to carry out a study entitled "Development of the Lift Module The Flap with Contextual-Based Character Values for Grade 4 Elementary School Students".

1. EASE OF USE

The development method associated with this research is a model of research and development (R&D) by [2] the researcher takes nine steps in this process. Adjusted to the needs of researchers because they are on one subject. The steps of development are as follows: 1) Potential and Problems: finding potential problems in an environment on observation. 2) Data collection: collecting information that will be used as material for making products. 3) Product Design: collecting module material, making prototypes with the shape of Lift The Flap with character values. 4) Design Validation: validating the method to assess the new product creation is logically better and more effective than the old one, using the method by asking for an assessment from experienced experts 5) Design Revision: updated after input from material experts, media experts, and linguists. 6) Product Trials: perform limited field tests in real situations. 7) Product Revision: product revision if there are deficiencies in the module, it needs to be revised. 8) Trial Use: conduct extensive trials in real situations. 9) Final Product Revision: the results of the revision of extensive trials and data analysis are then made to improve the module.

Developing the initial produl so that it can be maximally achieved can be done by choosing a conceptual understanding that is really suitable for learning in grade 4 natural resources materials and arranging evaluations in learning so that learning outcomes have been achieved optimally.

Testing this product aims to find out and collect the materials used as a basis for determining the validity level of the product that has been completed. 1) Individual testing is validated by material, media, and language experts using a validation assessment sheet. 2) This group test was conducted by grade 4 at SDN 1 Undaan Malang Regency with a total of 9 students using a student response questionnaire. 3) This field test was conducted by grade 4 at SDN 1 Undaan Malang Regency with a total of 19 students using the student response questionnaire.

The type of data used in the development of the module is quantitative data regarding the product development process as well as the feasibility or product quality level according to the prescribed development procedures. The data is as follows: Quantitative data can be obtained by calculating the system of calculating the average score on each criterion that will be assessed by media experts, material experts, and linguists who are then compared through the ideal score to determine the feasibility of the Lift The Flap module with the resulting character values.

In this study, the instrument used was a questionnaire. According to [22] a questionnaire is a technique in collecting data that can be done, namely giving written statements or questions to respondents to fill in. The instrument of measurement in the study will adopt the Linkert scale measurement system. According to [22] is a scale used to measure attitudes, opinions, and perceptions of a person or group of people. With the linkert scale, the measured variables are translated into variable indicators. Then the indicator is used as a starting point for compiling the instrument grid which can be a question or statement.

The instrument used to express a level of validity in the module. This research requires three assessment questionnaires while validating the module, namely one questionnaire for media experts, one material expert questionnaire, and one linguist questionnaire.

The data analysis technique was carried out using quantitative data analysis techniques. Quantitative analysis is to analyze the quantitative data obtained in the form of an assessment score from a media expert questionnaire, a material expert questionnaire, a language questionnaire, a teacher questionnaire and a student response questionnaire. According to [20] quantitative data in the form of calculated or measurement results are processed by adding up then compared to the expected amount so that the percentage of eligibility is obtained. According to [20] the research assessment scale used in this research instrument is the validation rating scale, namely: 1) Score 4 for Very Good, 2) Score 3 for Good, 3) Score 2 for Enough, 4) Score 1 for Poor .

If the answer from the respondent has a value of 4, it states either in a questionnaire or questionnaire and so on until the choice is very bad or disagree, which is worth 1.

1. **Feasibility Analysis**

The percentage of module feasibility is obtained from 3 validators, namely: media experts, material experts and linguists. The data obtained are quantitative data. Quantitative data is the result of validation with the module eligibility percentage calculation technique. The calculation function is to determine the quality of the final value in each statement concerned.

1. **Media Feasibility**

Calculates the percentage of media eligibility based on the following calculation techniques:

Percentage (%) = $\frac{Observed score}{expected score }$ x100

**(Sa'dun 2017)**

1. **Material Feasibility**

Calculates the percentage of material eligibility based on the following calculation techniques:

Percentage (%) = $\frac{Observed score}{expected score }$ x100

**(Sa'dun 2017)**

1. **Language Eligibility**

Calculates the percentage of material eligibility based on the following calculation techniques:

Percentage (%) = $\frac{Observed score}{expected score }$ x100

**(Sa'dun 2017)**

After the results of all eligibility percentages are calculated, to find out the feasibility of the module being made usable, use the feasibility table from (Akbar Sa'dun, 2017).

Table 1 Feasibility Percentage Scale

|  |  |
| --- | --- |
| **Achievement scores** | **Interpretasion** |
| 76% - 100%56% - 75%40% - 55%0% - 39% | EligibleDecent enoughNot worth itNot feasible  |

 **(Source Arikuntoro, 2013)**

1. **Practicality Analysis**

Practicality in education is simplicity so that it can be contained in an evaluation instrument to be prepared, obtain results, and easy to store [20].According to [21] practicality can be interpreted as something that is practical or efficient. Practicality is the choice to measure an evaluation instrument which is categorized as good or bad.

Through various opinions by experts, it can be concluded that the module's practicality function is to make it easier for module users.

1. **Practical Teacher**

Calculating the average score to assess the practicality of the module, through teacher responses, the calculation method is equated with a feasibility analysis as follows:

Percentage (%) = $\frac{Observed score}{expected score }$ x100

**(Sa'dun 2017)**

1. **Practicality of Learners**

Calculating the average score to assess the practicality of the module, through the responses of students, the calculation method is equated with a feasibility analysis as follows:

Percentage (%) = $\frac{Observed score}{expected score }$ x100

**(Sa'dun 2017)**

Converting the average score obtained according to the assessment criteria in table 2 Conversion of the Practicality Score of teachers and students as follows:

**Table 2 Conversion of Practicality Response Score**

**Teachers and Students**

|  |  |
| --- | --- |
| **Achievement scores** | **Interpretasion** |
| 80% - 100%66% - 79%56% - 65%40% - 55%30% - 39% | Very goodWellPretty goodNot goodFailed |

**(Source Arikuntoro, 2013)**

Based on this table, the results of the assessments carried out by teachers and students have a range of values ​​according to the table. If the score is 80% -100% vulnerable, it can be categorized as very good and so on.

1. **Effectiveness Analysis**

The effectiveness of the module aims to pay attention (attention. Alertness) from readers or students so that it is easy to understand the material in the module. Obtained from student learning outcomes. The final result of the average student learning test is used to determine the effectiveness of the product developed. Calculate the average score to determine the category of module effectiveness, through student responses, namely the value of KKM in class IV SDN 1 Undaan, Turen District, Malang Regency equal to 75.

1. PREPARE YOUR PAPER BEFORE STYLING
2. Product Testing Results

Product testing is carried out on material experts, media experts, linguists, potential users (teachers), and students. The purpose of product testing is to get good quality from the learning media that is made. The results of testing the media can be seen in table 3 below:

**Table 3 Analysis of Validation Results, Teacher Assessments, and Trials**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Material Expert Validation** | **Media Expert Validation** | **Linguist Validation** | **Limited Student Response Assessment** | **Broad Student Response Assessment** | **Teacger Response Assessment** |
| **Average Presentation** | **95%** | **93,3%** | **91,7%** | **98,6%** | **97,9%** | **97,4%** |

**(Source: data processed by researchers)**

The results of the assessment by material experts Based on the questionnaire, the validation results of the Lift The Flap module have an assessment score percentage of 95% in the "feasible" category. Assessment by media experts based on a questionnaire, the validation results of the Lift The Flap Module have an assessment score percentage of 93.3% in the "feasible" category. Assessment by linguists based on a questionnaire, the results of language validation on the Lift The Flap module have a percentage of an assessment score of 91.7% in the "feasible" category.

The questionnaire assessment of students' responses to limited trials obtained the percentage of eligibility was 98.6% in the explanation of the validity criteria in CHAPTER III, the Lift The Flap module was said to be "valid". From the results of the student response questionnaire assessment, the Lift The Flap module was categorized as "Feasible". So it can be concluded that the Lift The Flap module does not require revision.

The results of student responses to broad trials based on the practicality value criteria of the Lift The Flap module by grade IV students were categorized that the response to the practicality of the Lift The Flap module had a percentage of 97.9% with the "very good" category. The results of the practicality response by the teacher, the results of the practicality assessment of the Lift The Flap module by grade IV teachers had a practicality score percentage of 97.4% with the criteria "very good". Thus, it can be concluded that the Lift The Flap module is practical and can be used by fourth grade students of SDN 1 Undaan Malang.

**Discussion on the Development of the Lift The Flap Module**

The research development process aims to produce a Contextual-Based Characteristic Based Lift The Flap module. This research and development relates to the development model from Borg & Gall, which is that there are ten steps in the research, but limit them to four stages. The stages carried out in this study are the stage to collect data, the planning stage, the stage of product development that is made and the validation and testing phase of its use in schools.

The stage for collecting data includes observations and relevant sources. A result of field studies carried out through observational data shows that students are easily bored and less enthusiastic in learning due to the ineffective learning media used by the teacher. The learning media used include blackboards, two-dimensional pictures, and available textbooks. Teachers do not maximize the variation in the use of learning modules used during teaching and learning activities. In the learning process, several learning resources are still needed to support learning activities in the classroom.

Analyzing the characteristics of learning in the 2013 Curriculum, along with the stages of development for grade IV SDN 1 Undaan Malang students, the researchers developed the Lift The Flap module with contextual-based character values. In a study on Lift The Flap which was studied by Kusumawati (2016), the Development of the Lift The Flap Book Children's Encyclopedia About 18 Traditional Clothing in Western Indonesia was effectively applied to grade IV SD. The Flap Lift Book is suitable for children. In addition, research (Pambudhi, 2017) states that the Development of an Integrative Thematic Learning Module with Nationalism Character for Class IV Elementary Schools is appropriate for use as a source of independent learning for students. The researcher took the material of the fourth grade elementary school students to see the results of observations at SDN 1 Undaan Malang. Information from the needs in the field is known, the next stage is literature study on the characteristics of the Lift The Flap Module with Contextual-Based Character Value, at this stage an overview of the Contextual-Based Character Value-Value Lift The Flap module will be developed.

The planning stage begins with the formation of a drafting team. The drafting team then plans the module layout design which includes the front cover, module content, and back cover. The developed module consists of 54 pages. After the layout in the module is designed, the drafting team then designs the material mapping starting with analyzing the Core Competencies, Basic Competencies, and Indicators. At this stage the drafting team also plans a module evaluation.

The development stage begins with the collection of materials. The assembled material is then processed by the drafting team. The work starts while the preparation of activities that are tailored to the character values ​​that must be implemented in students besides that the learning material is linked to the CTL approach, then language users are adjusted to the elementary level and the making of lift the flap media. The Lift The Flap module is able to provide interest from students to study subjects and relieve students when understanding the material that is known through the results of questionnaire responses from students when researchers conduct trials.

**The Validity of the Lift The Flap Module**

Validation and product revisions are carried out in three stages, according to the data analysis technique in CHAPTER III, the steps starting from the first validation stage carried out by material experts, media experts, and linguists as stage I. Results of validation from material experts, media experts, and linguists who have been analyzed, researchers get an average percentage of 95% by material experts, get a percentage of 93.3% by media experts, and get a percentage of 91.7% by linguists so that the Lift The Flap module can be said " valid "and" feasible "tested with revisions according to the conversion of quantitative data to qualitative data and evaluation and validator suggestions.

**Practicality of the Lift The Flap Module**

After the product revision stage I was carried out the stage II product revision was carried out with the results of the revision I tested on 9 grade IV students of SDN 1 Undaan Malang as stage II. The results of the assessment of questionnaire responses by students who have been analyzed, researchers get an average percentage score of 98.6% and can be categorized as feasible and make it easier to understand the learning material. At one trial, the average student was active and many were enthusiastic about participating in each activity in the module and following the learning process well.

After stage II there is no revision carried out in stage III with the results given to the teacher and 19 grade IV students as stage III. The results of the assessment of the student response questionnaire researchers obtained a percentage score of 97.9% and can be categorized as "very good" without making revisions, then the assessment by the teacher who has been analyzed, the researcher obtained a percentage score of 97.4% and can be categorized as "very good. good ”without revising.

Researchers tested the effectiveness of the Lift The Flap module from the results of the pre-test and post-test results obtained an average pre-test score of 58.2 and an average post-test score of 78.4 so that the increased learning outcomes of students could be categorized as the Lift The Flap module. "Effective" is used in teaching and learning activities.

1. USING THE TEMPLATE

Based on the research on the development of the Lift The Flap module with contextual-based character values, it can be concluded that the Lift The Flap module can help students understand the concept and a more enjoyable learning atmosphere.

The validity of the Lift The Flap module the assessment by material experts received a percentage of 95% in the feasible category. The assessment by media experts got a percentage of 93.3% in the feasible category. Assessment by linguists got a percentage of 91.7%, the feasible category. The Lift The Flap module is feasible to implement.

The practicality of the Lift The Flap module the assessment by the teacher got a percentage of 97.4% very good category. Student questionnaire responses to a limited class of 9 students obtained a percentage of 98.6% in the "feasible" category, and student questionnaire responses to a broad class with 19 students obtained a percentage of 97.9% in the "feasible" category. The Lift The Flap module is practical for use by students.

The effectiveness of the Lift The Flap module was stated to be effective in learning seen from the student's score which increased by an average of 78.4.

Suggestions for the teacher, it can help to use the Lift The Flap module so that the delivery of the material can be easier, besides that students' understanding of the material becomes higher and can achieve learning goals. For students to motivate to be more happy and active in learning and to help train students in problem solving. For other researchers, in this study the modules produced by researchers were only limited to learning material on natural resources. Hence, it is suggested for other researchers to develop an Lift The Flap module which does not contain only some material.

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