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The Role of Local Character Values in Developing Social Studies Learning Materials to Improve Student's National Insight

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Abstrak

Pengetahuan dan perkembangan kognitif individu berasal dari sumber-sumber sosio-kultural yang ada disekitar dirinya. Artikel ini bertujuan untuk mengkaji penggunaan nilai karakter lokal dalam pengembangan bahan ajar IPS di Sekolah. Metode yang digunakan adalah 4-D model Thiagarajan yang memiliki empat tahap; (1) Define, (2) Design, (3) Develop, dan (4) Dessiminate. Dari proses penelitian yang dilakukan, terdapat perbedaan yang signifikan antara pembelajaran sebelum menggunakan nilai karakter lokal dengan setelah penggunaan karakter lokal. Hal tersebut ditunjukkan oleh perbedaan nilai pre-test dan post-test, setelah ada perlakuan penggunaan nilai karakter lokal dalam proses belajar mengajar IPS nilai t_hitung menunjukan lebih besar dari nilai t_tabel yaitu 1,7>1,685 untuk 5%. Nilai n-gain pre-test dan post-test sebesar 0,58 pada kategori sedang. Nilai tersebut menunjukkan nilai karakter lokal memiliki efektivitas yang cukup signifikan dalam meningkatkan wawasan kebangsaan siswa.

Kata kunci: nilai lokal, bahan ajar, wawasan nasional

Abstract

Knowledge and cognitive development of individuals come from socio-cultural sources around themselves. This article aims to examine the use of local character values in the development of social studies teaching materials in schools. The method used is 4-D Thiagarajan model which has four stages; (1) Define, (2) Design, (3) Develop, and (4) Dessiminate. From the research process, there are significant differences between learning before using local character values and after using local characters. This is indicated by the difference in the value of the pre-test and post-test, after the treatment of the use of local character values in the IPS teaching and learning process the value of t_count shows greater than the t_table value of 1.7> 1.685 for 5%. The n-gain value of the pre-test and post-test was 0.58 in the medium category. This value shows the value of local character has a significant effectiveness in improving student's national insight.

Keywords: local value, learning material, national insight

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INTRODUCTION

Vygotsky explains that knowledge and cognitive development of individuals come from their interactions with socio-cultural sources outside themselves. Individuals are not mere objects, but individuals have an active role in constructing their knowledge. Furthermore, according to Vygotsky, one's way of thinking must be understood from its socio-cultural and historical point of view (Susanto, 2014).

Furthermore, Vygotsky in Suparno (1997) suggests that there is a direct relationship between the cognitive domain of students and the socio-cultural aspects of their environment. The socio-cultural aspect that is intended can be a culture that is externally able to direct memory, attention, and behavior attached to students' minds as psychological tools (Nur, 2003). In learning, the teacher becomes a cultural agent who guides learning so that students thoroughly master the skills that make it possible to have higher cognitive functions.

Conformity between Vygotsky's opinion on culture as the base domain in learning and the concept of contextual approaches will facilitate the teaching and learning process and can direct students in processing new knowledge and achieving learning goals. Furthermore, Trianto (2009) describes CTL learning involving seven main components, namely (1) constructivism (constructivism), (2) questioning (questioning), (3) inquiry (inquiry), (4) learning society (learning community), (5) modeling (modeling), (6) reflection (reflection), and (7) authentic assessment (authentic assessment). Muslich (2011, p.44) states that every major component of CTL learning has basic principles that must be considered when applying it to learning.

The learning process is the unity of relationships and interactions that occur between students, learning resources, and subject matter that cannot be released from one another. Through the learning process, students are able to develop new knowledge, skills, or attitudes through interaction with information and the environment (Smaldino, 2011). Sanjaya (2005) reveals that what is meant by learning is as a process of behavior change as a result of experience and practice. Sardiman (2007) suggests that learning is a process that makes students must actively do something.

The learning process of a student is expected to be able to produce behavioral changes that are in accordance with the expectations and conditions of the community, this change in behavior is a reflection of learning outcomes. Learning is said to be successful if someone has a strong memory with the material that has been learned. Learning requires activities that occur simultaneously, because in broad outline learning is doing (Learning by Doing), doing to change behavior. Learning activities are evidence of the learning process, therefore the activity of students is a very important principle in the ongoing learning process. Therefore, in the learning process, students are required to be active so that all their potential can develop optimally.

The use of appropriate learning resources in the classroom will foster a more pleasant learning atmosphere (Gogoi, 2015). Interaction between educators and students becomes more alive if learning resources are available as a means of delivering clearer instructional information (Samuel, 2009). The teaching and learning process is proven to show excellent results if students are provided with appropriate learning resources (Azlina, Mokmin, & Masood, 2015). The suitability of learning resources with the needs

and character of students is one of the key success factors in the world of education (van den Ham & Heinze, 2018).

Furthermore, Moendardjito (in Ayatrohaedi, 1986) says that the element of potential regional culture is local wisdom that can be used as a source of value in learning. Sibarani (2012) explains that local character is a noble value of cultural traditions that are used to regulate the order of people's lives. Local character is defined as cultural values that can be used to maintain the order of life of the community wisely or wisely. So that it can contribute to the lives of its people. Local characters can be in the form of local knowledge, local skills, local resources, local intelligence, local norms, local social processes, and local customs (Sibarani, 2012).

Based on the description above, it can be concluded that for increasing cognitive levels students have a strong association with the concept of contextual learning. One of the contextual elements that are often encountered in everyday life are local character values. The value of the local character used comes from the noble cultural values that are maintained and still applied in the daily lives of the local community. Conformity between Vygotsky's opinion on culture as the base domain in learning and the concept of contextual approaches will facilitate the teaching and learning process and can direct students in processing new knowledge and achieving learning goals.

METHOD

This study used a 4-D Thiagarajan model which has four stages; (1) Define, (2) Design, (3) Develop, and (4) Dessiminate. This study selected 40 students of class VIII of SMP 2 Pandaan as a sample. The stages of the research were carried out by doing the Pre test at the beginning of the meeting to find out the student learning outcomes. Thencarried out treatment is in the form of learning using local character values. Then acarried post test was out to determine the effectiveness of using local character values. Data analysis was carried out by t-test using SPSS 22 by referring to the ratio of t_counts of independent variables with price t_table at 5% (0.05) error level (Sugiono, 2012) to determine the magnitude of influence. And the use of N-Gain which aims to determine the differences in student learning outcomes before and after learning with local character values.

RESULT AND DISCUSSION

In the results and discussion section, there are four stages in the development process according to Thiagarajan, these stages are described as follows;

Define

Table 1. Front and End Analysis

Front Analysis	Results	End Analysis
Student	● There is a gap between national insight that students must have with facts. ● The student's insight into the indicators of unity is relatively low.	Insertion of national values in the form of unity in learning.
Concepts	Students have to learn about unity.	IPS learning LKPD contains material that

		contains the value of unity.
Assignments	Provide exercises and assignments that contain local characters about the values of unity.	The task is in the form of identifying examples of behavior and local character in the community that contains the values of unity and integrity.

Design

Teaching materials developed have the following specifications; (1) Teaching materials provide the task for students to find local character values that still exist in their environment in the form of unity to build national insight, (2) Basic competencies chosen to form the basis of developing teaching materials are 3.1 Analyzing chronology, change and continuity of space (Geographically, politically, economically, education, social, cultural) from the colonial period to the growth of the spirit of nationalism. The material disaggregated was the emergence of national movement organizations. (3) Preparation of learning indicators adapted to the achievement of desired basic competencies, formulated with a range of competencies contained in KD and developed according to the nature of science using operational verbs that can be measured and consisting of product cognitive indicators starting from C4 to C6 in an effort to improve students' critical thinking skills according to Bloom's taxonomy, (4) Teaching materials contain learning activities that are systematically arranged and provide opportunities for students to be able to learn independently. Teaching materials are complemented by discussion activities in groups so that apart from being used independently they can also train students' character in collaboration, discipline, responsibility, opinions with group friends, and materials are teachingalso equipped with practice questions to improve mastery of subject matter.

Develop

Phase (develop) the development in tandem conducted to determine the feasibility of teaching materials through the validation of the first draft by the validator experts (subject matter experts and media specialists), and then conducted a test to students. The validation and trial results are as follows;

Table 2. Material Validation Results

Aspect	Percentage
Feasibility Content	83%
Feasibility of Presentation	81%
Language Feasibility	75%
Integration of Local Character Value	87%
Average	**82%**

Average Results of validation by material experts showed very good predicate (82%). The predicate was obtained because the aspects of content, presentation and integration of local character values used in instructional materials have shown appropriate results. But the language aspect is still in the sufficient category. Overall, the material expert

validator not only assesses teaching materials, but also provides input and suggestions so that teaching materials are more effective when used in the learning process.

Table 3. Results of Media Expert Validation

Aspect	Percentage
Teaching Material Size	85%
Cover Design	94%
Design Contents	93%
Average	**90%**

Description of table results of media validation above shows that the overall average gets a very good predicate with number 90%. Validator media experts assess the size of teaching materials in accordance with ISO standards. The cover design gets a good predicate. This shows the appearance of the elements of the layout on the front, back and back covers that are harmonious and have a consistent rhythm and unity. The assessment of the content design indicators of teaching materials gets a very good predicate because the layout and typography are very appropriate, although the illustration of the content still needs to be maximized. Overall, the instructional materials developed are appropriate and can be used with several revisions to make them more suitable for students to use in the teaching and learning process.

Trial

Teaching materials that have been validated and revised according to the validator's suggestions, were then taken into the social studies learning process for class VIII students of Pandaan 2 Public Middle School. The trial was conducted to determine the readability and practicality of teaching materials when used. Trials were also conducted to determine the obstacles and student responses. Before learning by using teaching materials with local character values conducted, first aconducted pre test is to determine student learning outcomes. After the learning process uses the value of local characters,conducted posttest is to determine the differences in student learning outcomes. The following is a description of the results of the pre-test and post-test of grade VIII students;

Table 3. Results of pretest and posttest

Data Interval			*Pretest*	*Posttest*
56	-	60	4	0
61	-	64	13	0
65	-	68	11	0
68	-	72	10	1
73	-	77	2	1
78	-	82	0	5
83	-	87	0	16
88	-	92	0	16
93	-	97	0	1
	Jumlah		40	40

The data collected from the pre test shows that the mean is equal to the median value, which is 65. While the mode is 62. From that data, only 30% of students who have good learning outcomes. As many as 70% of students are stated to have poor learning

outcomes. The average grade VIII student still has less learning outcomes, so there needs to be a follow-up in the form of using local character values in learning.
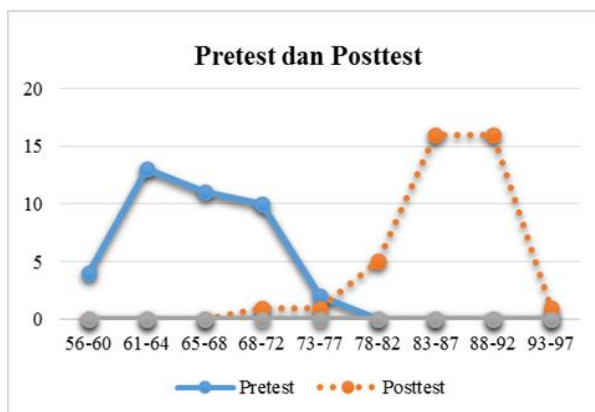

Figure 1. Distribution of pretest and posttest

The results of posttest show the mean value is equal to the median value, which is 85. While the mode is 86. From these data, only 3% of students have learning outcomes in the less category. As many as 97% of students are stated to have good learning outcomes. After the use of local character values, the majority of class VIII students have experienced increased learning outcomes.

Disseminate

This form of dissemination aims to get input, correction, advice, assessment, to perfect the final product of development so that it is ready to be adopted by product users. In this study, dissemination was carried out by sharinglinks Google Drive with teachers and students so that they were easy to download and use. Here's a link google drive https://drive.google.com/file/d/1m9z65htsfsClzF2FOfsIENMegyDEF1Gr/view?usp=sha ring,.

Product users in the form of social studies learning LKPD results of this study are students and teachers of grade VIII junior high school. Therefore, the dissemination process using thelink Google Drive makes it easy for users to download and use. The fact that most students and teachers are currently using smart phones in their activities should be taken into consideration in the dissemination process. Cost effectiveness and easy access via smart phone make it easy for LKPD to spread easily and quickly.

The value strategy used as a reference in the dissemination process is the principle of propriety in the process of disseminating the LKPD. The LKPD is disseminated with consideration of convenience, but still keeps the LKPD from being misused or easily changed. Then the rational strategy that is considered is the certainty that the dissemination process chosen must be in accordance with the ratio and can be implemented. Didactic strategies in the form of dissemination process remain in the education corridor.

time disaggregated for the dissemination process is the beginning of the odd semester. This was based on the consideration that the LKPD contained even semester material, the expectations were disseminated at the beginning of the odd semester so that it could be studied first.

Spreadinglinks Google Drive is considered very effective and efficient for downloading and reading through smart phone devices that students have. The selection of the media

to disseminate also aims to minimize the cost of writing, students can read through their smart phone or can be printed independently.

CONCLUSION

From the research process conducted, there are significant differences between learning before using local character values and after using local characters. This is indicated by the difference in the value of the pre-test and post-test, after the treatment of the use of local character values in the IPS teaching and learning process the t value shows greater than the t_table value of 1.7> 1.685 for 5%. The *n-gain value of the pre-test* and *post-test* was 0.58 in the medium category. This value shows the value of local character has a significant effectiveness in improving student learning outcomes.

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