

Development of Learning Module Social Sciences Based Local Wisdom

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Abstract

This study aims to develop a Social Science-based module of learning based on local wisdom in Elementary School. This research uses research and development method (research and development). The research procedure uses a Borg and Gall model that has ten stages, namely: (1) the study of knowing; (2) planning; (3) product development; (4) initial field trials; (5) revision of initial field trial results; (6) field trials; (7) improvement of product of field trial result (8) test of field implementation; (9) refinement of the final product; (10) deployment and usage. Instrument in this research using questionnaire to know the feasibility of the product in terms of expert validation and field trials and the next instrument using the test. Evaluation is done by three stages, the first stage of expert judgment which is done by the product expert and the material of Social Sciences. The second stage is done to evaluate small group with fifteen students. The test results state that the Social Science learning module is worth using. To know the effectiveness of developed product followed by test field group with 30 learners. The result of t-test analysis shows the difference of learning result between pre-test and post-test. Judging from the average score, it indicates that the developed Social Science module is effectively used in developing logical and critical thinking positions for learners on Social Science lessons in Elementary School.

Keywords: Social Wisdom Learning Module Based on Local Wisdom. Elementary school

1. Introduction

Social sciences is one of the subjects in curriculum in sd / mi. through social sciences subjects, learners are directed, mentored, and assisted to become Indonesian citizens and citizens of a democratic world. this is a formidable challenge because the global community is always changing and developing at all times. for this reason, social knowledge is designed to build and reflect the ability of learners in a constantly changing and evolving society. The main purpose of social sciences learning (susanto, 2014: 145) is to develop the potential of learners to be sensitive to social problems that occur in society, have a positive mental attitude towards the improvement of all imbalances that occur, and skillfully overcome every problem that happens everyday either befall him or herself. Social knowledge (Gunawan, 2013: 18) contains several objectives that are oriented towards the behavior of learners, namely (1) knowledge and understanding, (2) learning attitudes, (3) values and attitudes (4) skills.

The rapid development of the era in the current era of globalization can not be avoided anymore influence on

the world of education. Global demands require education to always adjust the existing dynamics that one of them local wisdom to the effort in improving the quality of education, especially the adjustment of the use of local wisdom values for the educational environment because learners will live in the community. Mubah (2011: 306) explains that the rapid flow of globalization poses a threat to the existence of local culture. One effort that can be done by teachers is to utilize the values of local wisdom in language learners. Learning should be tailored to the environment of the learners. Various studies both at home and abroad show that local wisdom can create learners who are sensitive to social conditions. Therefore, teachers should be able to innovate and be creative in order to design a learning that is able to create learners who are sensitive to the condition of the environment.

M Nur Mannan (2015) in his research reveals the tools of learning based on local wisdom is one of the innovations in the development of learning tools. With a variety of cultures that exist in Indonesia, it is supportive to develop a device that is integrated with local wisdom local. Teachers can take advantage of learning modules social sciences based on local wisdom that can create the learners sensitive to social conditions in the community, so that the use of social sciences learning module can

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achieve social sciences learning objectives. The teaching materials as a source of support are also described by Alfieri, Brooks, & Aldrich (2009: 34) which describes, "Perhaps similar reading support tools need to be developed for their texts. This explanation implies that similar support tools for learners need to be developed so that learners can see the teaching materials as a useful resource. By using the available teaching materials the learners can interact in a meaningful way to achieve the learning objectives. The meaning is the instructional materials in the form of modules can be developed as a supplement or supporting learners in achieving Social Science learning goals. But in fact, the module as one of the teaching materials that have been known as a tool in the learning process that should be used by teachers is often overlooked. Not utilized modules in the learning process is generally caused by various reasons such as limited teaching preparation time, difficult to find the right materials, costs are not available and others.

Based on the results of interviews conducted by researchers to teachers, it is known that the absence of learning materials in the form of learning module that teach social sciences materials based on local wisdom or in accordance with local conditions. In Indonesia has a diversity of tribes and cultures because Indonesia is an archipelagic country. The first reason is that Indonesia has a diverse population with many different ethnic and religious backgrounds (Buttenheim & Nobles, 2009). There are probably 600 different ethnicities from Sabang to Merauke (Arifin, Ananta, Utami, Handayani, & Pramono, 2015). In addition to this, Indonesia is also a nation in terms of religion (Sofjan, 2016; Hoon, 2017). For example, law number 1 / PNPS / 1965 stated that Indonesia has six religions, which are Islam, Christian, Buddhism, Hinduism, Protestant and Confucianism (Colbran, 2010, p.681). However, although this country consists of six religions, Muslims are the largest population (Jones, 2005). Thus, teaching tolerance is needed in schools. Based on these problems, it is necessary to develop a Social Sciences learning module that can create students sensitive to social conditions in accordance with social sciences learning objectives. Social sciences learning certainly follows the times and has its own appeal to learn it, so learners can construct their understanding through developed modules.

Ruyadi (2010: 591) states that the implementation of character education based on local cultural wisdom in schools has a positive impact on (1) improving school relationsh Social Sciences with the community, (2) improving the school's ability to implement school autonomy, (3) improving the meaning of character education for students and (4) strengthening and developing traditions, being passed on through educational processes with a more systematic, scalable pedagogical and academic approach and adapted to the demands of the times. Based on the results of problem

identification and the relevant theoretical studies above, it can be decided that in this research, the researcher develop the learning module of social sciences based on local wisdom in elementary school. the social sciences learning module developed is an social sciences learning supplement in understanding local wisdom, among others, cultural, religious, and ethnic diversity for the fourth grade students.

Andi Prastowo (2012: 106) explains that modules are teaching materials that are systematically arranged in language that is easily understood by students, according to their age and level of knowledge so that they can learn independently with minimal guidance from educators. Muhammad Wahyu Setiyadi, et al. (2017: 104) explains that the module is an independent learning package that includes a set of planned learning experiences and is designed systematically to help students achieve learning objectives. Modules are arranged systematically by using communicative language to help learners in learning. Modules are arranged with no time limit, making them suitable for learners even if learned by weak-minded learners.

Wahidmurni (2017: 31) explains the understanding of social studies is a subject that contains material from a mix of concepts or social materials mixed for the benefit of education and learning programs in School / Madrasah. Based on Wahidmurni's quote, it means that social sciences is a combination of various social studies subjects that examine a set of historical, economic, sociological, geographical, anthropological and cultural materials. social sciences examines the phenomena that occur in the social environment for the benefit of education benefits gained after studying social sciences (social sciences) in addition to preparing for community plunge, also formed himself as a member of society, also formed himself as a good member of the community by obeying the rules that apply and also participate who developed it and also useful in developing education to ladder. (Gunawan 2013: 52).

By studying social science is expected to create students who are sensitive to social conditions in the community because students will return to the world community, in addition to studying social sciences can make learners think critically and logically as according to real conditions in the environment. Act no. 32 of 2009 on the protection and management of the environment provides an understanding of local wisdom, the noble values prevailing in the life of the community to protect and manage the environment in a sustainable way Sartini in Karsiwan (2016: 60) also explained the importance of local wisdom that: the function of local wisdom is as follows: 1) Works for the conservation and conservation of natural resources, 2) Works for the development of human resources, 3) Works for the development of culture and science 4) Functions as the advice of trust, literature and taboo 5) Contains social, ethical and moral values. By learning the local wisdom of learners can understand the cultural values of a region, so it is

expected to create cultured learners and can apply the values of local wisdom in the daily life of learners.

2. Method

Methods in this study using *research and development*. The research conducted is the development of learning module social sciences based on local wisdom local wisdom that is developed is the local wisdom of banten. the research procedure used is using model research procedure using borg and gall model which has ten stages, they are: (1) the study of knowing; (2) planning; (3) product development; (4) initial field trials; (5) revision of initial field trial results; (6) field trials; (7) improvement of product of field trial (8) test of implementation of field; (9) refinement of the final product; (10) deployment and usage.

The subjects of this study are the fourth grade students of SD Negeri 1 Kersaratu, Banten, Indonesia, amounting to 30 respondents where in the Small Group Try-Out test phase 10 respondents, in the Field Try Tryout Field trials 30 respondents.

The data used are qualitative data and quantitative data. Qualitative data were obtained from requirement analysis, expert material test questionnaire, design expert test. Meanwhile, the quantitative data is obtained from the product trial, that is the field test. The research design used is one group pretest post test design (Sugiyono, 2008: 111). In this design, before the treatment is given in advance the students are given pre test (and at the end of the student's learning is given posttest. This design is used to know the effectiveness of the product.

3. Result and Discussion

Product successfully developed in this study is the learning module social sciences-based local wisdom in elementary school, the module is designed and adapted to the environmental conditions of the learners so that the learners can understand the condition of their social environment before designing it into a module based on local wisdom, the researcher performs the requirement analysis step to find the correct learning module information to be developed, after the analysis result the need is obtained then the researcher prepares the manuscript of the product designed in accordance with the material that has been formulated. The materials collected come from the sources that have been tested so that the interactive learning media is ready in the design and development

After the learner module a social sciences based on local wisdom was developed later, followed by validation by a social sciences material expert, and one expert learning module. The validation was conducted to obtain an assessment of interactive learning media. The results of the assessment of the validation by the material experts can be seen in the table below.

Table 1 Result of Assessment by Expert Material

Aspect	Average
Feasibility of Content	3.75
Material Development	4,00
Final score	3,875

Outcomes by expert Social Sciences, the content feasibility aspect has an average of 3.75 with "excellent" criteria, for the material development aspect with an assessment of 4.00 with the criteria of "excellent". So the final score of interactive media worthiness worth 3.875 can be said that the development of social sciences learning modules based on local wisdom, feasible from the assessment of material experts. Furthermore the results of media expert validation can be seen from the table below:

Table 2 Results of Media Expert Assessment

Aspect	Average
Feasibility Fill	3.80
Material Accuracy	3.70
Assessment Display	4.00
Language and Readability Assessment	3.85
Total	3, 83

The results of media expert validation showed the content feasibility aspect obtained an average score of 3.80 aspects of material accuracy earned an average of 3.70, the aspect of the average rating assessment value 4.00, the aspect of the language assessment and the readability obtained a value of 3.85 . so the final score of the feasibility of learning module social sciences based on local wisdom is worth 3.83 it can be said that the development of social sciences learning modules based on local wisdom is feasible from the assessment of media expert learning after the media validated by the material experts and media experts then do a small group try-out test involving ten students of grade v elementary school. Small group try-out test results can be seen in the table below:

Table 3 Small Group Trial Try-Out

Aspects	Average
Likes	4,00
Understanding	3.90
Book Views	3.80
Final Score	3.95

Based on test results small group try-out obtained results with average for aspect likes to have value 4.00 with criteria "very good", on aspect of understanding has a grade equal to 3,90 with criteria "very good". in the aspect of interactive learning media display has an average value of 3.80 with the criteria of "very good". so the final score of the feasibility of social sciences-based learning modules based on local wisdom worth 3.95 can be said that the development of interactive learning

media on social science subjects worth using from the results of the small group try-out trial.

Final test after passing Expert validation stage and Small Group Try-Out trial and improvement, Field Try-out trials with 30 students, the results of this trial are presented in the table below:

Table 4 Field Test Try-out

Aspects	Average
Likes	3.90
Understanding	3.85
Media View	3.92
Final Score	3.89

Field Test Results Field Try-out test obtained with average results for aspect likes to have 3.90 with criteria "Very good", on the understanding aspect of 3.85 with the criteria of "very good", on the aspect of media display get a value of 3.92 with the criteria of "very good". so the final score of the feasibility of learning module of social sciences based on local wisdom worth 3.89 can be said that the development of social sciences learning modules based on local wisdom in the eyes of social sciences worthy of use from the Try-Out field test results.

Field Try-out trials were conducted to determine the effectiveness of the developed Social Science learning media. Effectiveness is measured by questionnaire to get students' opinions on the SOCIAL SCIENCES-based learning module of local wisdom and analyze the learning outcomes of pretest and posttest by setting a minimum score of achievement of competence of > 60. Here is the posttest result obtained average value.

Table 5 Test Effectiveness Assessment

	Pretest	Posttest
Minimum Value	5.67	7.00
Maximum Value	8.50	10
The mean value	of 7.08	8.5
Improvement		1:42

At pretest values are the average value of 7.08 after use social sciences learning modules based on local wisdom average value to 8.5 an increase of 1, 42. the minimum pretest value of 5.67 rises to 7.00 and the maximum posttest value initially 7.00 rises to 10. this shows a significant increase in the students' ability to understand social science materials. in the test of significance using the t-test of two samples relating to pretest and posttest showed that t-value = 9.01 in consultation with t-table (a = 0.05: 30) of 1.696 indicates that there is a significant difference between pretest score and post test score.

Based on the results of t-test calculation, the learning module social sciences-based local wisdom has a high effectiveness because by using learning modules social sciences based on local wisdom there is a significant increase in learning outcomes. Learning activities using the help of modules can facilitate teachers to deliver

learning materials so that the achievement of learning objectives

Conclusion

Based on the stages of research and development passed, the conclusions in this study are as follows: social sciences-based learning modules based on local wisdom developed in this study proved valid, practical, and has a potential effect on student learning outcomes in social science learning in primary school the use of social sciences-based learning modules based on local wisdom developed can create sensitive learners of social conditions in the community.

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