DEVELOPMENT OF INTEGRATED SOCIAL STUDIES LEARNING TOOLS BASED ON LOCAL WISDOM TO FOSTER CRITICAL THINKING SKILLS AND CHARACTER OF JUNIOR HIGH SCHOOL LEARNERS

HELENA ROSALIA PARERA[1], FATMA WATI[2], MARIA ELISABET REI BESI[3]
[1]Economics Education, University of Flores
pareralena@gmail.com
[2]History Education, University of Flores
fatmawatiuniflor@gmail.com
[3]SMPN 2 Ende, Indonesia
elisabethelis261@gmail.com

Abstract

This research is the Development of Integrated Social Studies Learning Tools Based on Local Wisdom to Develop Critical Thinking Skills and Characters of Junior High School Students (SMP). This type of research is educational development research (R&D) because it develops learning tools using the ADDIE Model. The subject of this research is a learning device based on local wisdom in improv a critical thinking power and character of students. The object of this research is the seventh-grade students of SMP Negeri 2 Ende. The methods of data collection are giving tests, questionnaires, and documentation. The results showed: 1) the results of the second test showed changes in student activity in solving questions were in the high category of 50%; 2) For Critical Thinking, the results of the N-Gain test show that the score of 57.62% is in the medium category; 3) Characters of students are in the high category of 78.6%.
Keywords: Learning Devices, Local Wisdom, Character

Abstrak

Penelitian ini adalah Pengembangan Perangkat Pembelajaran IPS Terpadu Berbasis Kearifan Lokal Untuk Menumbuhkan Kemampuan Berpikir Kritis dan Karakter Peserta Didik Sekolah Menengah Pertama (SMP), Jenis Penelitian ini adalah penelitian pengembangan pendidikan (R&D) karena mengembangkan perangkat pembelajaran dengan menggunakan Model ADDIE. Subjek penelitian ini adalah Perangkat pembelajaran berbasis kearifan lokal dalam meningkatkan daya berpikir kritis dan karakter peserta didik. Yang menjadi obyek penelitian adalah anak SMP Negeri 2 Ende kelas VII. Metode pengumpulan data dengan cara Pemberian Tes, Angket serta Dokumentasi. Hasil penelitian menunjukkan : 1)hasil tes kedua menunjukan perubahan aktivitas peserta didik dalam menyelesaikan soal berada di kategori tinggi sebesar 50%; 2) Untuk Berpikir Kritis peserta didik hasil uji N-Gain hasilnya menunjukkan scorenya sebesar 57,62% berada dalam kategori sedang ;

INTRODUCTION

Globalization has caused changes in various aspects, one of which is the most striking is the development in the realm of culture. Many young people take external culture as a role model in carrying out their activities and leave their original culture (Hildani & Safitri, 2021; Mansah & Safitri, 2022; Safitri et al., 2022). Cultural values that have developed in society lately have degraded and forgotten, but on the other hand, local cultural values are a legacy of the past that we can use to influence the behavior of students in improving their social relationships with the surrounding environment. (Ufie, 2017).

Understanding of culture must be well coordinated and transmitted to students, otherwise it is very unfortunate. This perceived concern has received attention from the government which is regulated in the Minister of Education and Culture Regulation Number 79 of 2014 concerning Local Content included in the 2013 curriculum, where the regulation explains 1) Local content is a study material or subject in educational units that contains content and learning processes about local potential and uniqueness; 2) Education units are elementary schools / madrasah Ibtidiyah (SD / MI), junior high schools / madrasah Tsanawiyah (SMP / MTs), senior high schools / vocational aliyah schools (SMK / MAK). Therefore, it is necessary to develop culture-based teaching materials among students.

To complement the learning in the 2013 curriculum, a learning tool based on local wisdom was developed. (Wijayanti, 2019) where in the study Wijayanti developed learning media in the form of pocket books, which can help improve student character and culture associated with learning (Nadlir, 2014). (Nadlir,2014).

Talking about local wisdom, a lot of material about culture that can be developed in a learning tool to be taught to students, to help improve their character and improve their way of thinking to be more critical (Rezekiah et al., 2022; Safitri et al., 2019; Silalahi & Safitri, 2021; Wati et al., 2022). Based on the government regulations mentioned above, it was moved to develop teaching materials based on local wisdom that can be associated with social studies learning, especially in improving their critical thinking, which can be applied in the curriculum of Junior High School / Madrasah Aliyah Tsnawiyah (SMP/ MTs).

RESEARCH METHODS

This type of research is educational development research (R&D) because it develops learning devices using the ADDIE Model. Of the five steps in the ADDIE development model, researchers simplified it into three steps, namely preliminary studies and model development carried out in the first year, and model validation carried out in the second year. The learning tools developed include lesson plans, student teaching materials, worksheets and evaluation instruments-for critical thinking and character education. The object of the research was junior high school students of Ende 2 in class VII. The data collection method is done by giving tests, questionnaires and documentation. Development of learning devices using one group pretest- posttest design (Arikunto, 2010: 124). The technique used to analyze the observation data is descriptive quantitative.

RESULTS AND DISCUSSION

The results of research in the field related to the development of learning tools based on local wisdom to foster critical thinking skills and student character in Junior High School obtained the following data:
a.Learner ActivityAnalysis

Before applying learning that uses local wisdom-based learning tools, students go through a pre-test to measure how far their understanding is. Then after it is applied, a post test is carried out to see the results, whether there is a difference or not. Then the results are described as follows:

There are 14 students in class VIIB, where this class will be the experimental class, out of 14 students, it is known that there are 8 male students and 6 female students. The data can seen in the pie chart below:

Jenis Kelamin

■ Laki-laki
■ Perempuan
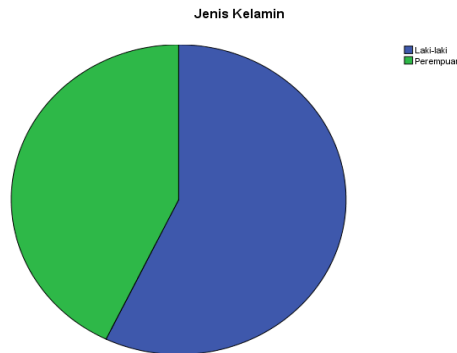
To make categorization, the first step is to set the criteria first. The category chosen to measure the results is by grouping into 3 categories (low, medium, high), Determination of this category is based on the assumption that the subject population scores are normally distributed. Scoring guidelines use a formula like the following:

Low	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD \leq X$

Pre Test results after passing the categorization with the help of SPSS 18 can be seen in the following table:

Pre_tes2

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Medium	14	100.0	100.0	100.0

Table Pre_Test2 Explains that, the results of students' answers when tested before being treated with local wisdom-based learning are at a moderate level, meaning that the average answer is 40 to 60.

Post Test results after passing the categorization with the help of SPSS 18 can be seen in the table below:

Post_Test

	Frequency	Percent	Valid Percent	Cumulative Percent
High	7	50.0	50.0	100.0
Total	14	100.0	100.0	

The Post_Test table above explains that, the results of the answers after being taught material using teaching materials based on local wisdom increased by 50%, meaning that half of the students can accept the explanation given by choosing the answers to the questions given. The average learner is in a balanced position, meaning that 50% are in the High category and 50% are in the medium category.

b. Critical Thingking Skills Analysis

To determine the effectiveness of using a particular method or treatment in one grup pretest postesst design research of research using a control grup. Conducted using the The N-Gain score test. The N-Gain Score test is a test conducted to determine the effectiveness of a method or treatment. The N-Gain test is carried out by calculating the difference between the pretest value (the test before the application of certain treatment methods) and the posttest value (the test after the application of certain treatments). By calculating the difference between the pretest and posttest scores or the gain score, we will know whether the use or application of a particular method can be said to be effective or not.

The formula that is often used to calculate the N-Gain Score is as follows:

$$N\text{-}Gain = \frac{Score\ Posttest - Score\ Pretest}{Score\ Ideal - Score\ Pretest}$$

Description: Ideal score is the maximum (highest) score that can be obtained.

The categorization of the acquisition of the N-Gain score can be determined based on the N- Gain value or the N-Gain Percent value. The categories of N-Gain scores can be seen in the following table:

Criteried *Normalized Gain*

Score N-Gain	Criteria
$0.70 \leq N\text{-}Gain$	High
$0.30 \leq N\text{-}Gain < 0.70$	Middle
$N\text{-}Gain < 0.30$	Low

After conducting the pretest and posttest in the experimental and control classes, the results were entered into SPSS 18 to be tested, the results were obtained as follows:

Case Processing Summmary

Case Processing Summary

	Cases					
	Valid		Missing		Total	
Class	N	Percent	N	Percent	N	Percent
NGain_Persent Ekspriment	14	100.0%	0	.0%	14	100.0%
Control	10	100.0%	0	.0%	10	100.0%

Based on the results of the N-Gain score test above, it shows that the average N-Gain score for the experimental class using teaching materials based on local wisdom is 57.62% including in the Moderate category $0.30 \leq$ *N-Gain* < 0.70. with a minimum N-Gain score of 25% and a maximum of 100%. As for the average N-Gain for the control class without using teaching materials based on local wisdom is 33.67% including in the medium category as well. The cause of the results is not much different with a difference of 3.67% still in the moderate category not much so it can be said less. The control class used is class VIIc children, where they are less in number than the experimental class, and it happens that the material used in the test questions is material that is easily understood by students. So they can answer correctly as far as they understand the questions listed on the test paper.(Usman, 2019)

c. Learner Character Analysis

Data on student character variables are measured using a closed questionnaire with a total of 32 items. The minimum score per item is 1 and the maximum score per item is 4 (four alternative answers). Thus the ideal score range set for this variable is 32 to 128.

Student character variables are classified into 3 categories of variable trends according to Azwar (2003: 337), namely Low, Medium and High.

Low	$X < M - 1SD$
Medium	$M - 1SD \leq X < M + 1SD$
High	$M + 1SD \leq X$

The ideal mean and ideal standard deviation (Sdi) are as follows:

$$Rerata\ Ideal\ (Mi) = \frac{Scored\ Highied + Scored\ Lowed}{2} = \frac{128 + 32}{2} = 80$$

$$Satndar\ Ideal\ (Sdi) = \frac{Scored\ Highied + Scored\ Lowed}{2} = \frac{128 - 32}{6} = 16$$

The results of data processing using SPSS 18 are as follows:

Student Caracther

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Low	3	21.4	21.4	21.4
High	11	78.6	78.6	100.0
Total	14	100.0	100.0	

The results above show that the character of students in class VIIB of Sekolah Menegah

Pertama Negeri 2 Ende is overall high, at 78.6%.

The material taught in public or private schools is to use package books that already exist in schools, so that students do not get different material. This research tries to take one material related to social interaction where, this interaction can be linked to culture or habits that are carried out. With the module containing culture-based material, it is hoped that students can more easily understand the content of the material, so that students can think critically and can improve their character. The results of this study are not much different from the results obtained from the research of M Nur Mannam et al, whose results show that local wisdom-based learning tools can develop positive character in elementary school students with an N-Gain of 0.33. (M Nur Mannam & Sunarno, p. 2015).

Improving students' critical thinking can be done by changing the learning method, this is in line with research conducted by Isnaeni, the results show that students are able to formulate the main points

of the problem and so on. This means that this study succeeded in improving students' critical thinking by changing the approach in providing material to students. (Isnaeni Maryam, 2022).

Critical thinking will also affect the character of students, this opinion is answered by the results of research conducted by Rosnawati in the national seminar on Education at Senata Darma University, with the existence of exercises that make students think hard it will make them sharpened to be critical in understanding every lesson given by educators to their students (Rosnawati). Different but both research on critical thinking, Eka's research shows that by teaching students to think critically, it can build their sensitivity in protecting and preserving the environment so that it can be utilized sustainably. (Eka Puspitasari & Amirudin, 2016).

Learners who have sensitivity to the surrounding environment will make them a person with character, this opinion is in line with the results of research conducted by Annas which character education is very important to instill early on. (Annas Fitria Saadah & Prasetyo, 2022).. If students already have a strong foundation of understanding about character then undoubtedly their personality will be polite and many things will be accepted by them in the future.

Basically, learning that is based on local wisdom or smells of culture will help students to be

able to think highly so that it makes them a more critical person, especially in understanding class lessons and helps shape their character to be more civilized and accomplished. Research similar to this research is conducted by Montu, where the results of the questionnaire students get a positive response and the results of observations of the implementation of learning run effectively. (Montu F, 2019).

CONCLUSION

Based on the results of the study it can be concluded that, Based on the results of the N-Gain score test above, it shows that the average value of the N-Gain score for the experimental class using teaching materials based on local wisdom is 57.62% including in the Medium category $0.30 \leq N\text{-}Gain < 0.70$. with a minimum N-Gain score of 25% and a maximum of 100%. As for the average N-Gain for the control class without using teaching materials based on local wisdom is 33.67% including in the medium

category as well. The cause of the results is not much different with a difference of 3.67% still in the moderate category not much so it can be said less. The control class used is class VIIc children, where they are less in number than the experimental class, and it happens that the material used in the test questions is material that is easily understood by students. So they can answer correctly as far as they understand the questions listed on the test paper.

The material taught in seventh grade has not included material related to local wisdom, especially in the material on social interaction, if the material is included, students can more quickly understand the material taught by the teacher. For character education, on average, students are in the high category, meaning that they have been taught how students should behave in carrying out their role as students in junior high school (SMP). It is hoped that in the future, every subject educators include material related to local wisdom so that students understand local culture and can absorb the material taught in simpler language.

ACKNOWLEDGMENTS

REFERENCES

Annas Fitria Saadah, R. G., & Prasetyo, D. (2022). Strengthening Character Education in "Tamsisku" (Perspective of Progesivism Education Philosophy). *Journal of Eduscience (JES)*.

Eka Puspitasari, S., & Amirudin, A. (2016). Integration of Critical Thinking and Environmental Care through Geography Learning in Helping the Character of High School Students. *Journal of Education*, 122-126.

Isnaeni Maryam, P. B. (2022). Blended Learning Integrated with STEM Approach can Improve Critical Thinking Ability of 4A Students in Mathematical Statistics Course. *Eduscience Journal (JES)*. Nur Mannam, A. S., & Sunarno. (015). Development of Learning Tools Based on Local Wisdom to Develop Positive Character of Elementary Students. *Journal of Physics Innovation and Learning*, 141-147.

Montu F, A. T. (2019). Development of Guided Inquiry Learning Tools Based on Local Culture on Learning Outcomes on Energy Material in Living Systems. *Jambura Physics Journed*, 78-88.

Nadlir. (2014). The urgency of local wisdom-based learning. *Journal of Islamic Religious Education*, 299-330.

Rosnawati, R. (n.d.). Critical Thinking through Mathematics Learning to Support Student Character Building. *National Seminary of Education, Senata Darma University.* Yogyakarta.

Ufie, A. (2017). Constructing local wisdom values in local content learning as an effort to strengthen social cohesion (descriptive study of Niolilieta culture of Ketang indigenous people of Southwest Maluku Regency, Maluku Province). *Journal of Teaching Education*, 079-089.

Wijayanti, T. (2019). Development of a Pocket Book of Biology Oriented to Local Excellence the Character of Learners. . *Journal of Mandala Education.*