

Minangkabau Cultural Values Contribution as a Source of Economic Contextual Learning

Armiami¹, Dessi Susanti², Rose Rahmidani³

¹ Universitas Negeri Padang, Padang, Indonesia, ✉ armiati@fe.unp.ac.id

² Universitas Negeri Padang, Padang, Indonesia, ✉ dessisusanti@fe.unp.ac.id

³ Universitas Negeri Padang, Padang, Indonesia, ✉ rose_rahmidani@fe.unp.ac.id

Abstract

The purpose of this study is to determine whether the values of Minangkabau culture possessed by the people of West Sumatra has been used as a learning resource economics by high school teachers in West Sumatra. This research is qualitative method with case study research design, which means that the findings in this study apply only to the characteristics or the same phenomenon. The research was conducted in SMA 1 and SMA 2 Bukittinggi, West Sumatra. Data was collected through observation, interviews and documentation study. Informants in this study were teachers and students on economic subjects. Technique analysis of data using qualitative analysis model of Miles & Huberman. To ensure the validity of research data conducted checks on the validity and reliability of the data. The results showed that: learning resources that are utilized by the informants are textbooks, internet media, and neighborhood schools, libraries and parks; more than 80% of the informant did not take advantage of the cultural values of Minangkabau as a learning resource, the cause is the lack of time to learn the material in the classroom economy, informant did not have a good knowledge of the Minangkabau culture that will be integrated in learning, and books related to the Minangkabau culture references that will be a source of learning for economic subjects are also not yet available.

Keyword: *minangkabau culture, learning resources, contextual*

Introduction

Learning is a good activity with the guidance of teaching staff and by his own efforts. The presence of a lecturer in learning activities intended to learn more fluent, easier, more enjoyable and more successful. As for the students, learning is basically to acquire the knowledge, skills and attitude anywhere, anytime, and with just about anything, because the learning resources are everywhere and there are a variety of types. With the interaction between the learning process. The quality of the interaction of learners with learning resources influential on learning outcomes.

In carrying out the teaching and learning activity of teachers appropriately utilize learning resources, because the use of learning resources is very important in the teaching and learning context. In saying so because utilize learning resources will be able to help and provide learning opportunities to participate and can provide concrete learning journey. So that the learning objectives have been set can be achieved efficiently and effectively. Use of the environment as a learning resource is very important to support the process and achievement of learning objectives, it is expected to generate motivation and interest in student learning (Kurniawan, 2019).

Utilization of various sources of learning is to learn problem-solving efforts. While the role of educational technology as a learning problem solving can occur in the form of learning resources that are designed, selected and / or used for learning purposes. Learning resources is identified as a message, people, materials, tools, techniques, and background (Thomas, 1992). Educational technology is characterized by the widest

possible use of learning resources for the learning needs and in order to obtain maximum learning outcomes, then the learning resources need to be developed and managed in a systematic, well, and functional (B. Seels, 1994).

In the conventional model of learning, and of the many learning resources available, it was only textbook learning resource which is utilized in addition to teacher itself. As for the diverse learning resources are generally not fully utilized. In our country can be found that the using of teaching materials and textbooks in learning is very dominant when compared to learning resources such as libraries, laboratories, field studies, slides, internet, computer, and the others (Kurniawan, 2019).

Learning resources that can be utilized for the learning needs of very diverse types and forms. Learning resources are not only in the form of printed materials such as textbooks but students can take advantage of learning resources such as educational radio, television, computers, e-mail, interactive video, satellite communications, and computer technology multimedia in an effort to increase the interaction and the bait behind the learners (Libbrecht, 2015).

In the process of learning, learners do not only interact with faculty as one of the sources, but includes interactions with all the learning resources that allow utilized to achieve the desired results. While the knowledge and skills of strategy, analyze, select, and utilize learning resources by faculty generally inadequate (Kurniawan, 2019). And thus it is necessary to explain about how faculty and learners utilize existing learning resources in an effort to expand the horizons of knowledge, attitudes, and skills of learners in the learning activities.

Local culture has great potential as a source and enrichment economic material so that subjects can be presented in an interesting economy by using local cultural material charge and the actual problem. Local cultural base in this economic study has several strategic objectives, among others: (1) from the perspective of education, especially the education of values, by making use of the local culture as a source of learning, the student participants increasingly brought closer to the reality of real life. Thus, learners have the provision of social skills to live in a real community in accordance with the purpose of education in order to provide life skills, (2) from the perspective of cultural strategy, the increasing influence of globalization has reduced the values of local and national culture. The local culture has the potential and role as counterculture for dominance of the global culture that is mythologized as something inevitable (3) from the perspective of decentralization of culture, when the national culture has been increasingly powerless, local culture has the potential developed as part of the decentralization of culture in the era of regional autonomy. In the past, state cooptation of local culture in the name of national culture is not inevitable; consequently the local culture as a social and cultural capital in the era of autonomy has been destroyed and now needs to be revitalized (Suyitno, 2018).

The learning activities carried out in high school economics West Sumatra should also take advantage of the local culture as a source of learning. This is in accordance with the instructions issued by the Education Department of West Sumatra province on Alam Minangkabau Cultural Integration Guidelines in 2017. The concept of Economic Studies Alam Minangkabau Cultural integration in the subjects do not add to the burden of learners, there is no additional content material, simply integrating value- Minangkabau local moral values into the learning process in the classroom.

Based on the background of the problem, this research was conducted to determine whether the values of Minangkabau culture possessed by the people of West Sumatra has been used as a learning resource economics by high school teachers in West Sumatra?

Methods

The method used in this research is qualitative method with case study research design, which means that the findings in this study apply only to the characteristics or the same phenomenon. The research was conducted in SMA 1 and SMA 2 Bukittinggi, West Sumatra, with the target being studied is the use of learning resources in the learning Minangkabau culture-based economy.

Data was collected through observation, interviews and documentation study. Observations carried out in order to observe learning activities conducted at research sites. Interviews addressed to teachers of economic subjects, amounting to 5 people and students as many as 10 people. Each of the interviews to get the research data of course has a structure. Most of the qualitative research interviews are semi-structured, structured light, or deep (Khan, 2014). Through the study of engineering documents, obtained data on the learning device used by economics teachers in teaching consisting of syllabus and lesson plan.

Technique analysis of data using qualitative analysis model of Miles & Huberman who argued that qualitative data analysis is done continuously and interactively through to completion so that the data is saturated. Activities in the data analysis that is data reduction, data display and conclusion drawing / verification. To ensure the validity of research data conducted checks on the validity and reliability of the data. To maintain the validity of the data used extension engineering researchers in the field of participation, discussions with colleagues and triangulation. While reliability, doing by inspection audit trail data is done over the course of the research process as a whole (Britt, 2014).

Results and Discussion

The purpose of this study to examine the use of cultural values possessed by the Minangkabau people of West Sumatra as a learning resource economics by high school teachers. The data needed to analyze the problems obtained through observation and interviewing the teachers and students at the high school learning economy. Results of research and analysis of data from various sources described as follows.

Utilization of Learning Resources in Economic Studies

Source learning is all the resources such as messaging, people, materials, tools, techniques, and background are utilized learners as a resource for learning and can improve the quality of learning (Degeng, 1990; Januszewski and Molenda, 2008; Seels and Richey; 1994; Percival and Ellington, 1993). Understanding shows that essentially learning resources are so vast and complex. All matters that are predicted to support and can be used for successful learning can be considered a source of learning. The source can be either human or non-human, or also a learning resource that is designed and utilized. With this understanding of the teacher is not the only source but it is only one of the many other learning resources.

Judging from the type or origin, learning resources can be divided into two general categories: (1) learning resource designed (learning resources by design), the learning resources that are specifically or intentionally designed or developed to achieve specific learning goals. For example, textbooks, modules, programs VCD learning audio program of learning, transparency, CAI (Computer Asisted Instruction), programmed instruction and others, and (2) learning resources that are already available and live (learning resources by utilization), ie learning resources that are not specifically designed or developed for learning purposes, but can be selected and used for learning purposes. For example: newspapers, broadcast television, markets, fields, factories, museums, gardensanimals, terminals, government officials, experts, religious leaders, sportsmen and others (Warsita, 2008).

Besides, teachers are one source of learning, the interviews conducted to explore what learning resources used by teachers and students in the learning economy. Based on interviews, it is known that all the informants answered that they use textbooks as a learning resource. Textbooks used a textbook published by national publishers like Yudhisthira, ESIS or Erlangga. Teachers utilize this book to deliver the material and give problems to students. Students also use the book to study and answer the questions provided by the teacher.

Other learning resources utilized by the informant in learning materials are available on the internet. Only about 40% of the informants who use the Internet as a source of learning. It was also used when it finds difficulty in understanding the concept of matter, not in order to enrich the understanding of a concept. The information sought by the informant can be sourced from any website, what is important about the problem or concept that is less understood.

Meanwhile, about 60% of the informants did not use the materials and information available on the internet. This happens because the informant is not accustomed to using the Internet as a source of learning. Information that should be commonly found by reading journal articles rarely accessed because the problem is unusual and could not. In addition, informants also consider the materials that exist in textbooks is sufficient for them to economic learning activities that no longer need to access the internet.

In addition, about 80% of the informants have made use of the school environment, a library and a garden as a learning resource. The utilization of the school environment is done by observation or also with a visit to the library. The information required for a concept that is being studied is obtained from observation or from reading a book in the library. The information is used to answer the problems faced in discussing a topic in the learning economy.

Based on above description, it is known that there are several sources of learning used by the informant in learning activities. In addition to the teacher as the main source of learning, then used as other learning resources are textbooks, information and materials from the Internet, as well as neighboring schools, libraries and parks. This indicates that the informant did not take advantage of the learning resources that exist to the fullest.

When observed, so many kinds of learning resources. Based AECT (Association of Educational Communication Technology) learning resources are divided into six types: (1) Book, ie the teachings / information to be submitted by other components: it can shape ideas, facts, meanings, and data. Example: Material field of study Social Studies, (2) people, namely those who act as a store or dealer message. Example: Teacher, Student, Speaker, Community Leaders, (3) materials, namely goods (commonly called media or software / software) which usually contains a message to be delivered using the equipment. Sometimes the material itself is already a form of presentation. Example: Textbooks, magazines, videos, tape recorders, programmed learning, movies, (4) Tools, namely Goods (commonly called hardware / hardware) is used to convey the message contained in the material. Example: OHP, movie projectors, tape recorders, video, TV sets, radio sets, (5) Engineering, namely Procedure or certain steps in the use of materials, tools, layout places and people to convey a message. Example: Simulation, games, field studies, the method of asking, individual learning, group learning, lectures, discussions, and (6) Structure, the environment in which the message was received by the students. Examples of the physical environment; schools, libraries, learning tools, studios, museums, parks, historical heritage, non-physical environment, lighting, air circulation (Warsita 2008)

Utilization of Minangkabau Cultural Values as a Source of Economic Studies

As already explained earlier that local culture has great potential as a source and enrichment economic matter. With leveraged the local culture should be more contextual learning. Contextual learning is a system that stimulates the brain to develop patterns that embody the meaning, Implementation of learning kontekstual done by connecting the academic content with real-life context. This is very important because it helps to save not only the short-term memory, which is usually easily forgotten students, but also help to keep long-term memory which will help them to implement this memory in their work obligations at a later date (Davtyan, 2014).

Utilizing the Minangkabau culture values in economic learning in schools in West Sumatra of course, can create more contextual learning. Teachers and students as citizens, certainly more familiar with the area well along with the existing culture. By utilizing the values of Minangkabau culture, learning that takes place can be more meaningful and knowledge of the culture remain stable.

Based on the interviews conducted, it is known that almost all the informants or more than 80% have not taken advantage Minangkabau cultural values as a learning resource. In fact there are informants who did not ever take advantage of these cultural values in the learning economy. Learning activities and learning resources are used is considered sufficient simply to utilize textbooks that exist. The concepts of matter in general can be extracted from the source books or just search the internet when there are poorly understood.

Many things that cause has not been exploited Minangkabau cultural values as a learning resource economics. Based on interviews discovered that almost all informants said that this was due to lack of time to explore these resources in the classroom. The material will be studied by the students felt quite solid, and the time available is sufficient. When coupled with materials sourced from local culture, then it will be not enough time to learn a concept. Another thing that causes this problem is because the informant did not have a good enough knowledge of Minangkabau culture that will be integrated in the learning. Besides reference books related to the Minangkabau culture that will be a source of learning for economic subjects also felt not exist.

When viewed in the book *Guiding Alam Minangkabau Cultural Integration in Economic Education in 2017* issued by the Education Department of West Sumatra province, in fact been included Minangkabau cultural values that can be used as a learning resource. Cultural values are displayed in the form of Minangkabau proverb associated with the learning material. For example in the Basic Competencies Describing the concept of economics, cultural values form petatah Minangkabau proverb that can be used as a source of learning, that is:

Duduk marawiak ranjau, Tagak mamandang arah

Nak kayo Kuek Bakureh Nak Cadiak Rajin Baraja, Nak Mulie Tapiék i Janji.

Explanation of this proverb is: the Minang's people while sitting, is also thinking about their future, what else would be done to achieve prosperity for the future always think positive. Apart from it to meet the needs of Nak Kayo Kuek Bakureh means always striving to achieve prosperity. Nak Cadiak Rajin Baraja, Nak Mulie Tapiék i Janji means if we want to be a smart we must with the knowledge gained from studying, want to be glorious keep a promise. (Armiati, A., Effendi, ZM, & Efi, A., 2019),

However, after further investigation the content contained in these guidelines are not yet detailed and informative. Basic competence in some undiscovered cultural values are entered. As an example to the material economy class X there are three basic competencies that have not been found in the Handbook. Basic competence tersebut are: (1) Describe the central banks, payment systems and payment instruments in the Indonesian economy, (2) describe the financial services institutions in the Indonesian economy, and (3) Describe the concept of business entities in the Indonesian economy. Incomplete guidelines issued by the Education Department of West Sumatra province also created difficulties for teachers to make it as a source of learning in the learning economy.

Based on the description above, it can be explained that the local cultural values can be used as a source of learning in the learning of various disciplines, including economics. Learning involves cultural values as a source of learning can make learning more contextual. This is consistent with results of previous studies that the research conducted by Suyitno, I. (2018), Fatimah, S. (2013), Purnamasari, S. (2017), Samo, DD (2018) and Wuisang, JR (2016).

Conclusions

Based on the research and discussion above, it can be concluded that: (1) some of the learning resources that are utilized by the informants are textbooks, internet media, and neighborhood schools, libraries and parks; (2) more than 80% informant did not take advantage of the cultural values of Minangkabau as a learning resource; (3) lack of time to learn the material economy is one reason not tergalinya of Minangkabau culture of learning resources; (4) Another thing that causes this problem is because the informant did not have a good enough knowledge of Minangkabau culture that will be integrated in learning, and (5) reference books related to the Minangkabau culture that will be a source of learning for economic subjects are also not yet available. Suggested need to be provided a guide book or a guide to assist teachers in utilizing the economic values of Minangkabau culture in learning.

Acknowledgments

This research was supported by Universitas Negeri Padang, therefore, on this occasion we thank the Institute for Research and Community Services (LP2M) Universitas Negeri Padang on research funding provided, so that we can carry out and publish the results of the research. Further thanks also go to the Faculty of Economics, Universitas Negeri Padang since has facilitated us to publish the results of the research.

References

- Abdullah, R. (2012). Based instructional use of learning resources. *Scientific Journal Didaktika: Media Scientific Education and Teaching*, 12 (2).
- Armianti, A., Effendi, ZM, & Efi, A. (2019, April). Internalizing the Value of Minangkabau Culture in Economic Learning. In Padang 2nd International Conference on Education, Economics, Business and Accounting (PICEEBA-2 2018). Atlantis Press.
- B. Seels and Richey, RC 1994. *Instructional Technology: The Definition and Domains of the Field*, Washington, DC: AECT.
- Britt, DW (2014). A conceptual introduction to modeling: Qualitative and quantitative perspectives. Psychology Press.
- Davtyan, R. (2014). Contextual learning. In Asee 2014 Zone I Conference (pp. 3-5).
- Degeng, I Nyoman Sudana, *Learning Sciences: Taxonomy variables*, Jakarta: Ministry of Education, 1990.
- Fatimah, S. (2013). Integration of Culture and National Character Education in Economic Studies. In the *Journal of Social Forum* (Vol. 6, No. 02, pp. 363-370). Education Department of the Faculty of Social Sciences Teaching and Education University of Sriwijaya.
- Fred and Henry Percival Ellington. 1993. *A Handbook of Educational Technology*, London: Kogan Page.
- Januszewski and Molenda. 2008. *Educational Technology: A Definition with Complementary*, New York: Lawrence Erlbaum Associates.
- Khan, SN (2014). Qualitative research method, phenomenology. *Asian Social Science*, 10 (21), 298.
- Kurniawan, WJ, & Prasetyo, ZK (in 2019). The Effect of the Surrounding Environment As a Learning Resource on the Mastery Concept and Creative Thinking on Elementary School. *KNE Social Sciences*, 599-609.
- Libbrecht, P. (2015). Adaptations to a Learning Resource. *Acta Didactica Napocensia*, 8 (1), 67-74.
- Miarso, Yusufhadi 2005. *Sowing Seeds Technology Education*, Jakarta: Kencana, p. 2.
- Purnamasari, BC, Wahyono, H., & Wulandari, D. (2017). Learning Java Cultural Values-Based Economy. *Journal of Education: Theory, Research, and Development*, 2 (2), 223-227.
- Samo, DD (2018). Culture-Based Contextual Learning to Increase Problem-Solving Ability of First Year University Student. *Journal on Mathematics Education*, 9 (1), 81-94.
- Suyitno, I. (2018). Utilization Potential of Environment And Local Culture in Education For Mileneal generation. *FKIP e-Proceedings*, 1-14.
- ThomasM. Duffy and David HAL. Jonassen, *Constructivism and the Technology of Instruction Hillsdale*, New Jersey: Lawrence Erbaum Associates, 1992, p. 22.
- Warsita, Bambang. (2008). *Instructional Technology (Basis and Application)*, Jakarta: PT. Rineka Reserved.
- Wuisang, JR (2016). The Development of Local Culture Discovery-Based Learning Model to Improve Life and Career Skills on the Students of the Faculty of Economics, State University of Manado.