

“Alam Takambang Jadikan Guru” (AJTG) Learning Model of *Budaya Alam Minangkabau (BAM)*

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ABSTRACT

This research aim to analyze and describe the implementation of the ATJG-based BAM learning made a teacher in SMP Kota Padang and also Developing the ATJG-based BAM learning model in SMP Kota Padang. This study used experimental research with a model development approach. Analysis of research data was carried out with two approaches, namely qualitative and quantitative data analysis. The results suggest that the development of the learning model of the Budaya Alam Minangkabau (BAM) based on the Alam Takambang Jadikan Guru in SMP Kota Padang could be applied.

Keywords: *Alam takambang jadi guru; Budaya Alam Minangkabau; Junior High School*

1. INTRODUCTION

The Indonesian government has made many efforts to improve the quality of education. Efforts to improve the quality of education are expected to be able to provide positive change in the lives of people and nations. The authority of this standardized education has been delegated to the Province in part and also to Regencies /Cities in other part to stimulate the quality of education in the regions. The West Sumatra Province is no exception which always wants to make West Sumatra Province a “brain industry”.

West Sumatra Province has established a local content curriculum based on Republic of Indonesia Law No. 2 of 1989 concerning the National Education System. Local content curriculum has been determined through the Decree of the Regional Office of the Ministry of Education and Culture of West Sumatra Province number: 012.08.C.1994 about the curriculum of local content for elementary and junior high schools. One of the Subjects for Local Content is *Budaya Alam Minangkabau* (hereinafter BAM).

West Sumatra is a province that is known by many petatah-petitih, a kind of motto or proverb that contains guidelines, lessons, innuendo, philosophy and life motto. Most of these petitih come from religion because the Minang custom originates primarily from Kitabullah, as West Sumatra's cultural philosophy says “Adat Basandi Syara 'Syara' Basandi Kitabullah” (ABSSBK), Syara Mangato Adat Mamakai (SMAM), Alam Takambang Jadikan Guru (ATJG). Three strands of this sentence should not be separated from one another, because they give meaning to each other and strengthen each other.

One of the well-known Minang petitih is “Alam Takambang Jadikan Guru”. ATJG has also become a

motto for the entrance gate of Universitas Negeri Padang or UNP. It says “Alam Takambang Jadikan Guru” on the UNP Gate. However, not all UNP academics understand the motto in depth and widen including in the learning process on the UNP campus.

Based on In the description of the problem above, it can be concluded that almost all BAM Junior High School teachers in Padang have the same problems, namely: (1) teachers have not been prepared academically and have not been given technical guidance so that teaching BAM subjects has not achieved the intended goals and results; (2) the lack of student learning activities and motivation in learning which is marked by the number of students who do not understand the BAM material delivered by the teacher; (3) not all BAM teachers are able to understand the purpose of the BAM subject itself which aims to make students and students know, understand, appreciate, appreciate, and apply the values of the Minangkabau natural culture in daily life; (4) nor the West Sumatra government has not fully paid attention to the learning needs of BAM in schools.

There are several factors that can affect the learning outcomes of the BAAM; namely, learning models that are not yet precise nor effective, interest in learning, motivation to learn, attitudes toward teachers, IQ, fighting power, interpersonal skills, initial knowledge, confidence, school environment, parents' socioeconomic conditions, learning tools, teacher abilities, and the community environment. Thus, this research problems can be focused as follows; How has the development of the BAM learning model been implemented by teachers in SMP Kota Padang? Have the teachers been implementing the development of the ATJG-based BAM learning model in SMP Kota Padang? How is the effectiveness of the

application of the development of the ATJG-based BAM learning model in SMP Kota Padang?

Based on the research questions raised, the objectives of this study are: Analyzing and describing the implementation of the ATJG-based BAM learning made a teacher in SMP Kota Padang; Developing the ATJG-based BAM learning model in SMP Kota Padang; Test the effectiveness of the application of the ATJG-based BAM in SMP Kota Padang. This research is expected to be useful as a contribution to the ATJG-based BAM learning model, then it can also be developed by scientists in the world of education.

2. METHOD

In accordance with the BAM learning that was tested and the approach of the AJTG model used, the junior high schools that were used as research objects were SMPN 1 Padang and SMPN 15 Padang. Of the several junior high schools in the city of Padang, SMPN 1 Padang is located in the center of the city which clearly has regional differences (Nature). Whereas SMPN 15 Padang was chosen because it was far from the city center and located on the city border (a suburb). Because the regional differences are quite clear, the researchers took these two schools into samples so that the influence between the environment and the application of AJTG were clearly seen.

Data collection technique was adapted to the type of research and variables as the objects of research. This study used experimental research with a model development approach. According to Richey & Klein (2007: 1) model development is a study that is intended to determine an empirical basis for creating new creations or developing models that will spur development. It can be said that this method is a way that can be taken to establish a new procedure or model, based on the method of analysis of specific cases.

The development model used is a conceptual model which is a model that is presented by interconnected concepts as a result of the conceptualization process of thought and theories. The model applied is the model "Alam Takambang Jadikan Guru" in learning *Budaya Alam Minangkabau* (BAM). The ATJG-based learning Model is one of the appropriate learning models used in BAM learning in accordance with the BAM philosophy itself which runs life based on the findings experienced in running life.

ATJG approach emphasizes the discovery, analysis, and inferring the phenomena that occur in natural life as a contextual learning process for students as a process of developing students' knowledge, skills and emotions in accordance with the objectives of national education. ATJG is everything given meaning and meaning in life. Furthermore Prayitno [1] states everything that exists in the universe, one by one is an existence called *Gatra*.

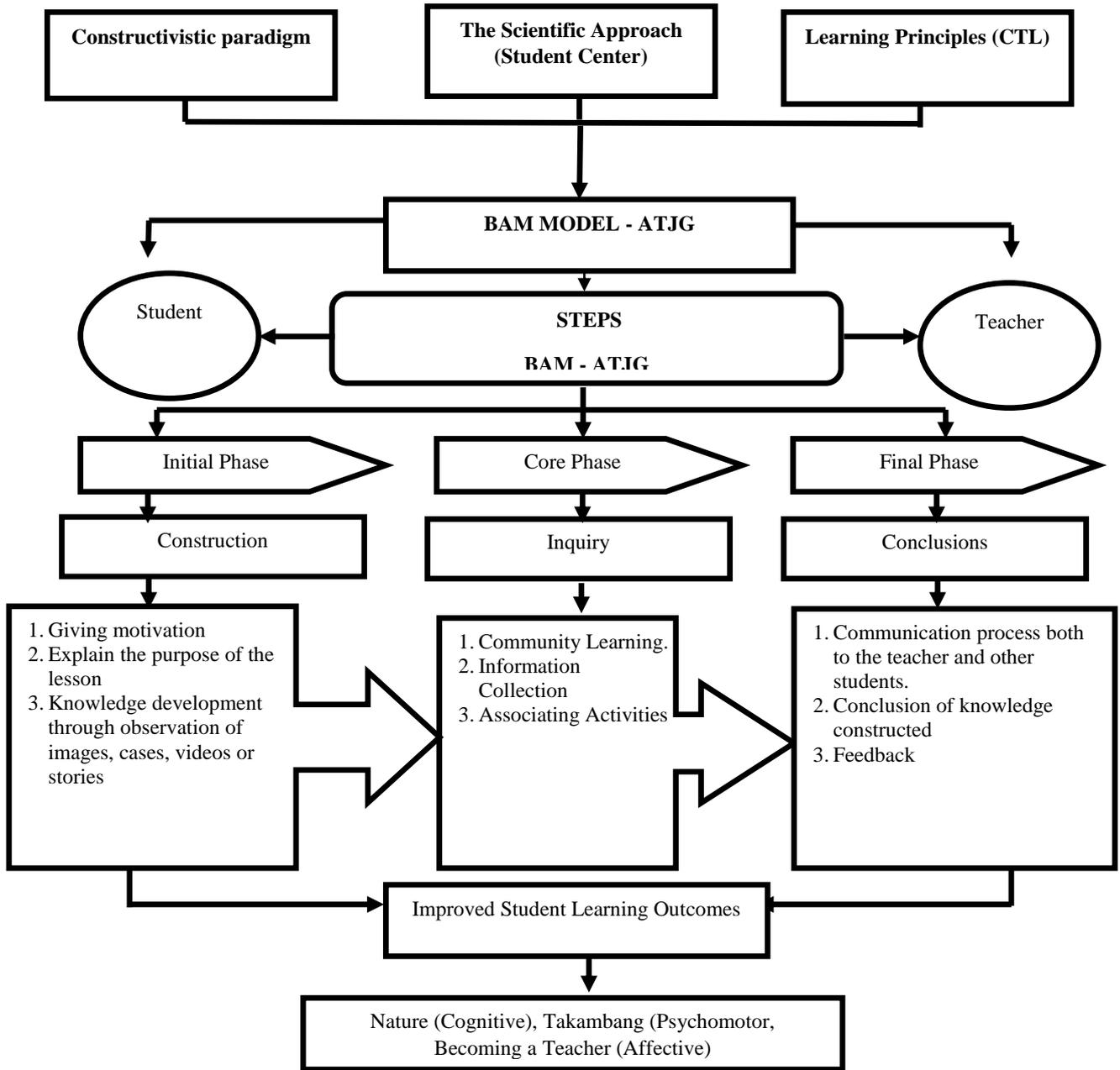
To avoid mistakes or errors in the data that has been collected, it is necessary to check the validity of the data. Checking the validity of the data is based on the criteria

for the degree of trust (credibility) with triangulation techniques, perseverance of observation, checking colleagues Moleong [2]. Triangulation is a data validity checking technique based on something outside the data for the purposes of checking or as a comparison to existing data Moleong [2]. Furthermore, Sugiono [3] adds that data triangulation is the process of finding conclusions from various points of view by making efforts to collect data from a number of different sources with various methods.

Triangulation of the research data was carried out by: (a) comparing the opinions of researchers with the opinions of others, including principals and teachers, (b) comparing the results of interviews with the contents of a related document, and (c) using interview techniques, observations, and results work or assignments and student responses, that the results of observations and interviews are in accordance with reality.

in the form of observations of students while learning, giving comments, giving answers, responding and suggestions for improvement of the learning plan. So the technique used to analyze data was percentage technique. While the quantitative data in this study were data obtained from questionnaire sheets that explored teacher responses regarding the effectiveness of the use of learning models and teacher constraints in running the learning. model and student learning test results as a tool to see the effectiveness of the model in improving the quality of BAM learning.

Fig 1. Conceptual Framework for Development of a BAM Model based on ATJG.



Analysis of research data was carried out with two approaches, namely qualitative and quantitative data analysis. The qualitative data in this study were data obtained when the learning model was carried out in class

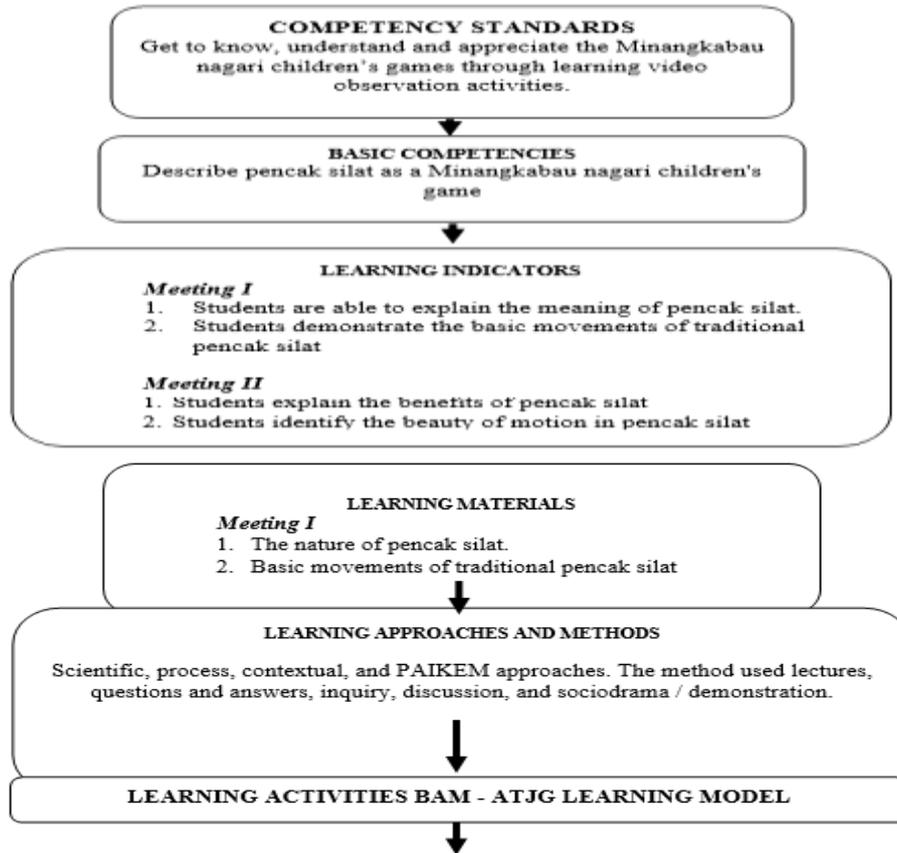
3. FINDING AND ANALYSIS

Activities undertaken in the limited trial phase of the design of the BAM-ATJG Model included: (1) developing the steps of the ATJG-based BAM learning model into the appropriate BAM learning curriculum in class VIII; (2) arranging ATJG-based BAM learning tools for limited trials; (3) carrying out limited trials of BAM-based ATJG in class; (4) analyze the process and learning outcomes of reading the BAM model test based on ATJG

First, develop steps for the ATJG-based BAM model into the appropriate BAM learning curriculum in class VIII. The ATJG-based BAM model that has been designed can

be developed into an ATJG-based BAM for a variety of reading learning materials in SMP, especially in class VIII. For example, the development of the ATJG-based BAM model in BAM learning in grade VIII of SMP. Systematic development in accordance with the steps that have been determined at the design stage of the model is as follows. Among the steps included determining competency :

standards, basic competencies, learning indicators, learning objectives, learning materials, learning approaches/methods, steps in learning activities, evaluating learning outcomes, and following up on evaluation results. The results of development are presented in the following figure



	Teacher's Activity	Student Activities	Time
1	Preliminary activities	Preliminary activities	15 min
	(1) Conditioning the classroom (arranging seats, praying, checking learning facilities and student attendance). (2) The teacher explains the learning objectives (3) The teacher gives a pretest	(1) Students arrange seats, pray, show their presence in learning (2) Students pay attention to the teacher's explanation of the lesson objectives to be achieved (3) Students work on the pretest	
2	Core activities		45 min
	Construction Stage (1) The teacher enhances students' knowledge through the presentation of stories and videos about silat so that students are able to describe the benefits of silat	Construction Stage (1) Students pay attention to the stories and videos shown by the teacher to find out for themselves the benefits of martial arts themselves	

	<p>(2) The teacher asks questions to students to connect and strengthen knowledge development between students so as to form a concept</p> <p>Inquiry Phase</p> <p>(1) The teacher asks students to form study groups.</p> <p>(2) The teacher asks students to dig deeper into BAM learning material through sharing in small discussion groups.</p> <p>(3) The teacher asks students to explain and communicate the information they build from small discussion groups to large group</p> <p>(4) The teacher asks students to communicate material that they have understood through explanations that are built independently by students or directly communicate it in the form of exposure to learning material learned through their own language.</p> <p>(5) The teacher provides clarification related to the BAM material submitted.</p>	<p>(2) Students answer teacher questions about learning material that is learned for understanding the material</p> <p>Inquiry Phase</p> <p>(1) Students form study groups that are requested by the teacher</p> <p>(2) Students conduct discussions in small discussion groups to find information related to the assignments given by the teacher regarding BAM learning material</p> <p>(3) Students explain the results of the discovery of information that has been found.</p> <p>(4) Students communicate material that they have understood through explanations built independently by students or directly communicate it in the form of exposure to learning material that is learned through their own language.</p> <p>(5) Students listen to the clarification made by the teacher.</p>	
3	<p>Closing Activity</p> <p>(1) The teacher guides the students to make the lesson conclusions.</p> <p>(2) The teacher guides students to revise their understanding of the BAM learning material being studied</p> <p>(3) The teacher gives a posttest.</p>	<p>(1) Students make lesson conclusions.</p> <p>(2) Students improve their understanding of the BAM learning material being studied.</p> <p>(3) Students work on the posttest.</p>	20 min
		Amount of time 2 x 40 min	80 min

Second, arrange learning tools for BAM-based ATJG learning models for limited trials. Based on the learning steps of the ATJG-based BAM learning model that has been developed, the researcher compiled a learning tool which included lesson plans, teacher books, student books and learning evaluation tools.

Teacher's books and student books at two meetings were arranged based on indicators and learning material taught. The worksheets provided were in the form of learning resources about pencak silat as a Minangkabau nagari children's play. The learning resource for the first meeting in this limited trial regarding pencak silat as a Minangkabau nagari children's play was quoted from a reading source about pencak silat as a Minangkabau nagari children's game for class VIII of SMP. This learning

resource was based on the indicators in the decree "Regarding understanding and appreciating the game of the Minangkabau nagari children". After learning resources were made for SK and KD which were tested in this limited trial, the researchers then developed the test instruments. In order to make the BAM learning ability test carried out in accordance with the basic competencies taught, then beforehand made lattice writing test questions. After the test questions were developed, the researchers tested the BAM learning test to respondents outside the limited trial class. BAM learning ability test resulted to determine its reliability.

To see the process of implementing BAM learning with the ATJG-based BAM learning model, researchers compiled observation sheets. Aspects observed include learning planning and learning implementation. Learning

implementation activities included initial, core, and closing activities.

Third, conducted a limited trial of the ATJG-based BAM learning model in the classroom. The trial was conducted on 18 to 22 May 2015 in class VIII SMP 12 Padang City. The implementation time was 1 trial which consisted of three meetings. Before learning in the classroom, the researcher prepared the learning tools mentioned above, then the model trials were held in classroom learning.

In the first trial the first meeting was held on Thursday, May 18, 2015. The learning process began with giving the BAM learning pretest that has been provided. After 15 minutes the learning continued with the learning steps at the first meeting.

Based on observational data of the first trial the first meeting, it was found that the teacher had conducted the learning activities at the initial activity but had not been systematically in accordance with the sequence of activities in the lesson plan. In addition, the activity of fishing for students' memories had not been maximally carried out by the teacher. The teacher had not asked questions and answers about various kinds of readings students have read. The teacher had not delved further into students' memories of related learning material. Then in the initial activity students had not shown maximum activity. This might be due to changes in the BAM learning procedures they experienced.

The first activity until the closing activity run according to the steps specified in the lesson plan. Activities to explore BAM learning materials were independently taken from extracting information from learning sources and their living environments. In the closing activity, the teacher guided students to make lesson conclusions, questions and answers with students related to student understanding of the contents of the reading they read, and finally the teacher conveyed a plan of learning activities at the next meeting.

Then in the first trial the second meeting was held on Friday, May 16, 2015. The initial learning activities were the same at the first meeting. At this second meeting the initial activities had proceeded systematically in accordance with the steps contained in the RPP. Students have begun to show their motivation in participating in BAM learning activities. This was because the researchers have maximally carried out motivational activities at the beginning of learning. The activity carried out by researchers was to display images and videos that were in accordance with the BAM learning material delivered. Then the teacher asked students to find out BAM learning material delivered at this second meeting.

The core activity at the second meeting was different from the first meeting. The activity carried out by the teacher was to ask students to demonstrate learning material delivered using pencak silat. At the time of this activity students were motivated in conducting learning activities because in this activity students can learn directly and practice firsthand how pencak silat actually become a game for Minangkabau nagari children. This indicated that the participants did not only know and understand about pencak silat but were able to practice it. Researchers also

wanted to prove that *pencak silat* videos were shown to their students observing merely cognitive (nature). But new students just watched psychomotor models or "takambang". Then students practiced pencak silat simply under the guidance of researchers and BAM teachers. After the students tried out pencak silat, they felt, liked and appreciated them "that the practice of fighting is already affective or making a teacher".

4. CONCLUSION

The results of this study aimed that the development of the learning model of the Budaya Alam Minangkabau (BAM) based on the Alam Takambang Jadikan Guru in SMP Kota Padang could be applied. Because this model is very much in line with the birth of the curriculum of change in 2013, the approach is that the natural environment can be used as a very effective source of learning. Learners feel this model contains the principles of PAIKEM or Active, Interactive, Creative, Effective, and Enjoyable Learning while the educator acts as a mediator and facilitator. Conclusions in general with the BAM learning model based on ATJG is that 'nature' is cognitive, 'takambang' is psychomotor, 'being a teacher' is affective.

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