

# Developing A Character Learning Model of Local Wisdom Values "Tau Jalan Nan Ampek" at Senior High School

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## ABSTRACT

This research aims to determine how the implementation of character education models is implemented at senior high schools in Batusangkar. The design can be applied to students in senior high schools and determine the Effectiveness of the implementation of character education models of Local wisdom "Tau Jalan Nan Ampek" values in shaping the Character of students in high school. The type of research was R&D by using ADDIE development models, namely analyze, design, development, implementation, and evaluation. The data collection instruments are in the form of observation sheets and questionnaires. The experts have validated the product. Then the researcher tested it on the high school students in Batusangkar. The research used a questionnaire to obtain quantitative data and used observations, responses, and suggestions to improve writing to obtain qualitative data. The practicality of the character-learning model of local wisdom values "Tau Jalan Nan Ampek" is determined based on experts, teachers, and students' responses to this model's practicality and Effectiveness. This model is determined from the results of an extended trial. Data validity and practicality were analyzed using the formula of respondents' total achievements, and Effectiveness was analyzed used an experimental t-test. The results of this research found that the character model of learning "Tau Jalan Nan Ampek" by producing products in the form of model books, teacher books, and student books. Teachers can use the Characteristics of local wisdom based on how to walk for the learning process to improve the students' learning outcome.

**Keywords:** *Development of Models, Character, and Local Wisdom "Tau Jalan Nan Ampek".*

## 1. INTRODUCTION

The purpose of the Indonesian state as embodied in the Preamble to the Constitution of 1945 is "Advancing the general welfare, educating the nation, and participate in implementing world order based on freedom, lasting peace, and social justice." The intellectual life of the nation is the duty and responsibility of the state. The Law Article 3, No. 20 of 2003 on National Education System states, "The National Education serves to develop the ability and character development and civilization of the nation's dignity in the context of the intellectual life of the nation. It aimed at developing students' potentials to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible ". Based on these regulations' content in mind, education's

real purpose is to form a human being faithful and noble [1].

Local wisdom tends to function less like a filter for the rapid flow of globalization as if it will sink into the current of globalization, and learning still strengthens students' cognitive development. This phenomenon is reinforced today by the Indonesian people's six problems in shaping the nation's characters. It is disorientation and not being lived Pancasila values as a philosophical and ideological nation, limitations of integrated policy tools in realizing the values of Pancasila essence, shifting ethical values in the life of the nation and state, waning awareness of national cultural values, the threat of national disintegration, and weakening the independence of the nation [2].

At present, the education process does not contribute to forming people with dignity, faith, piety, and noble Character. On the other hand, concluded with the

formation of Character. Moreover, there are still various kinds of delinquency done by teenagers who are also students, so that it also affects the achievement of these educational goals. The children always behave and have powerful reasoning abilities by developing two things behavior and strong reasoning will make the students more confident, focused in learning, so that children could not be influenced by the environment even that good or bad situation [3].

Education should be an active part in preparing the quality of Human Resources (HR) who are educated and able to face the challenges of the times because character education is one of the systems to save character values for all citizens through formal or informal education, which includes knowledge, awareness, willingness, and actions to carry out the overall value [4].

Character comes from English, which is a character, which means personality, which is characteristic of someone who distinguishes someone from others [5]. Character is a collection of useful traits that become daily behaviors, as a manifestation of the awareness of carrying out its roles, functions, and duties in carrying out mandates and responsibilities [6]. Furthermore, Prayitno and Khaidir define "Character is a relatively stable personal trait in the individual self, which is the basis for the appearance of behavior in traditional values and norms.

Permendikbud number 20, the year 2018 in article 1 lists the Strengthening Character of Education (PPK). The Strengthening Character of Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the Character of students through harmonizing the heart, if it feels, if it thinks, and sports with the involvement and cooperation of education units, families and communities as part of the National Mental Revolution Movement (GNRM) [9].

Education makes students knowledgeable, has skills, is healthy, caring, responsible, and works hard like a good civilization [10]. The needs of the world of work that requires character values are the reason for the development of character education in schools. The Character are; (1) proactive, namely having initiative in facing challenges and achieving goals, (2) building consensus in setting goals, (3) having priorities based on deep thoughts, (4) thinking creatively, looking for solutions and procedures that are mutually beneficial, (5) seeking an understanding of problems to get success in problem-solving, (6) synergy, namely collaborating with various groups, and (7) visual acuity to encourage continuous improvement [11].

Character education can be integrated into learning in each subject [12]. Learning materials related to norms or values in each subject need to be developed, made

explicit, related to the context of daily life. The integrated of character education based on local wisdom into the civics learning in this study. Permendiknas No. 22 of 2006 concerning the Content Standards of Citizenship Education explains that Citizenship Education is a subject that focuses on the formation of citizens who understand and can carry out their rights and obligations to become intelligent, skilled, and characterized citizens mandated by the Pancasila and the 1945 Constitution [13].

The source of development and character education is cultural values or local wisdom as the nation's ancestral heritage. It cannot form a culture contains character values and Character without cultural values that develop amid society. They are from the culture and local wisdom of the community derives, although there are universal values. One of the characters forming values is the local wisdom of the Minangkabau culture, which has implemented widely known in the community. Among the many local Minangkabau wisdom values, it needs to raise "*Tau Jalan Nan Ampek*" into the teaching and learning process at school.

There are (8) eight scopes of local wisdom. The scopes are; (1) developed the local norms, restrictions, and obligations, (2) rituals and traditions of the community and the meaning behind them, (3) folk songs, legends, myths and folklore which usually contains certain lessons or messages that are only recognized by the local community, (4) information data and knowledge gathered in the community elders, traditional elders, spiritual leaders, (5) manuscripts and holy books that are believed to be true by the community, (6) how local communities meet their daily lives, (7) tools used for certain needs, and (8) natural resource /environmental conditions that are commonly used in everyday people's livelihoods [14].

Local wisdom is an entity that determines the dignity and human dignity of the community, thus local wisdom is the norm that applies in a society whose believe the beliefs substantially to be a reference in acting and behaving every day [15]. Wisdom values determine the progress of national culture such as (1) the values contained in the Minangkabau community's motto "*Adat Basandi Syarak, Syarak Basandi Kitabullah*" has been able to motivate the Minangkabau community to appear as the hard working and self-reliant based on religious values. (2) "*adek pangadereng*" values make wajopeople very respectful, upholding the law, human rights and democratic governance (3) Values "*Madura or ta ta tako mateh, lapehtako hunger*" has brought Madura people into immigrants and hard workers [16].

Many character-building values in the Minangkabau culture are applied in formal education in schools. The efficacy of these values has been tested in shaping the Character of those who later succeeded in living their

lives. This research focused on high school students because the age of students is quite vulnerable in terms of psychiatric development.

**2. METHOD**

This research's type is Research and Development (R&D). The development model used in this study is ADDIE (analysis, design, development, implementation, and evaluation). This research conducted at several senior high schools in Batusangkar, Tanah Datar District. The sample in this research was taken randomly, namely at SMA Negeri 3 Batusangkar, MAN Negeri 2 Batusangkar, and SMK Negeri 1 Batusangkar. The trying did at each step or every learning activity. So that, the result obtained be more optimal. The trial of this product is carried out on each group, they are; general school groups, high schools. The religious school groups namely MAN and vocational school groups namely SMK. The schools' selection was done according to the group randomly. This research was aim in smaller groups. The classes are choosed by the purposive sampling. This study involved elements that exist in schools and communities; they are students, teachers, principals, religious leaders, traditional leaders, and educational leaders. Data collection techniques consist of (1) observation, (2) interviews, and (3) documentation studies. This research used quantitative methods to analyze the data.

**3. RESULT AND DISCUSSIONS**

The results of the research are described as follows:

**3.1. Analyze**

The analysis carried out a needs analysis (based on questionnaires) is important for the learning model character of the values of local wisdom "Tau Jalan Nan Ampek" in improving students' Character towards a better direction. The needs analysis involves the application of Character in high school, which distributed into 100 students. Based on the questionnaire, it was obtained that the needs analysis about the implementation of the character learning process. Moreover, the details data are in the following Table:

**Table 1.** Frequency Distribution of Needs Analysis

No	Needs Analysis	Frequency	Percentage
1	Very needed	5	6,76
2	Needed	24	32,43
3	Needed enough	21	28,38
4	Less Needed	18	24,32
5	Not needed	6	8,11
		74	100,00

Based on the frequency distribution table needs more analysis, estimated that the category is needed got 6.76%, a category that takes a percentage of 32.43%,

needed enough category takes a Percentage 28.38%, less needed category received 24.32 percent.

**3.2. Design Stage**

A character-learning model based on "Tau Jalan Nan Ampek" can improve students' cognitive, affective, and psychomotor education. It incorporated the approach's three phases: constructivism, the process of generating or compiling new knowledge in the experiential cognitive structures of students. The inquiry is a learning process based on search and exploration through systematic thought. Reflection is a process of settling learned experiences accomplished by reordering past behaviors or learning events.

**3.3. Development Stage**

Prototype design started with making a design (blueprint) based on data obtained from analysis and design activities. At this stage, the researchers designed 3 (three) development products consisting of; (1) Model Books, (2) Teacher's Books, (3) Student Books. The following is explained about 3 (three) products produced in this study as follows.

**3.3.1. Model Book of Learning Character "Tau Jalan Nan Ampek"**

The results of validation by experts and practitioners can be seen in the following table 3:

**Table 2.** The Result of Learning Model Book Validation "Tau Jalan Nan Ampek"

Conclusion of Model Book Validation Results			
No	Rated aspect	Average	Category
1	Content	4,03	Valid
2	Graphic	4,22	Very Valid
3	Language	4,24	Very Valid
	Average	4,16	Valid

The Table shows that "Tau Jalan Nan Ampek" on average gets 4.21 or in the valid category. All validators agree that this book is suitable for use with minor revisions. There is no need for major revisions and re-validation.

**3.3.2. The Results of Character Learning Teacher Books Validation "Tau Jalan Nan Ampek"**

The results of validation by experts and practitioners are in the Table below:

**Table 3.** Character Learning Teacher Books "Tau Jalan Nan Ampek"

No	Rated aspect	Average	Category
1	Content	4,25	Very Valid
2	Graphic	4,27	Very Valid
3	Language	4,25	Very Valid

	Average	4,26	Very Valid
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"Tau Jalan Nan Ampek" gets an average of 4.26 or is in the category of Very valid. All validators agreed to state that this book is suitable for use with minor revisions. All aspects assessed are within acceptable criteria, so there is no need for major revisions.

**3.3.3. The Results of Character Learning Student Book Validation "Tau Jalan Nan Ampek"**

The results of validation by experts and practitioners are in the Table below:

**Table 4.** Character Learning Student Books "Tau Jalan Nan Ampek"

No	Rated aspect	Average	Category
1	Content	4,04	Valid
2	Graphic	4,22	Very Valid
3	Language	4,21	Very Valid
	Average	4,15	Valid

The Table explains that the character Learning of Student book "Tau Jalan Nan Ampek" gets an average of 4.15 or is in the valid category. All validators agree that this book is suitable for use with minor revisions.

**3.4. Implementation Stage**

The model's implementation was carried out in Batusangkar that consisted of 3 Public High Schools in Class XI IPS 1 in a limited trial. Based on the trial results, the researcher knew that the implementation of the learning character model "Tau Jalan Nan Ampek" was improved the Character of learners. The researcher gave the teacher an understanding of the instructions for model implementation in the learning process.

**3.5. Evaluation Stage**

The reseracher was carried out this evaluation phase to obtain practicality data from the product of this study and data on the Effectiveness of the learning model "Tau Jalan Nan Ampek" the learning of Civics.

**3.5.1. Practicality Results**

The researcher was carried out the practicality tests at the implementation stage to see the practicality of the products' produced.

**3.5.1.1. Practicality of Learning Model Books "Tau Jalan Nan Ampek"**

**Table 5.** Model Books "Tau Jalan Nan Ampek"

Interval Class	Frequency	Percentage	Category
> 4.2	12	80,00	Very practical
3,40 - 4,1	3	20,00	Practical
2,60 - 3,39	0	0,00	Practical enough
1,81- 2,59	0	0,00	Not practical
<1,80	0	0,00	Very Not Practical
Amount	15	100	

The Table explains the results of data analysis that stated very practical category as a percentage of 78.57% with the frequency of 11 and the practical category as a percentage of 21.43% with a frequency of 3. Herein, the practicality of the character learning book "Tau Jalan Nan Ampek" declared very practically and feasible to use.

**3.5.1.2. Practicality of Character Learning of Teacher Books "Tau Jalan Nan Ampek"**

**Table 6.** Teacher Books "Tau Jalan Nan Ampek"

Interval Class	Frequency	Percentage	Category
> 4.2	11	78,57	Very practical
3,40 - 4,1	3	21,43	Practical
2,60 - 3,39	0	0,00	Practical enough
1,81- 2,59	0	0,00	Not practical
<1,80	0	0,00	Very Not Practical
Amount	14	100	

Based on the above Table, theoretically, it can be explained a frequency of 15 with a small lowest score of 1.8 with an impractical category and a high score of 4.2 with a very practical category. Based on the data analysis results, the practicality of the Character learning teacher's book is feasible to use.

**3.5.1.3. Practicality of Character Learning of Student Books "Tau Jalan Nan Ampek"**

**Table 7.** Student Books "Tau Jalan Nan Ampek"

Interval Class	Frequency	Percentage	Category
> 4.2	11	78,57	Very practical
3,40 - 4,1	3	21,43	Practical
2,60 - 3,39	0	0,00	Practical enough
1,81- 2,59	0	0,00	Not practical
<1,80	0	0,00	Very Not Practical
Amount	14	100	

Based on the above Table, it can be explained that theoretically, a frequency of 14 with the lowest score of small than 1.8 with a very impractical category would be considered a very practical category. Based on the data analysis results, the practicality of the student-learning book is very practical and feasible to use.

**3.5.2. Effectiveness**

Assessment of the model's Effectiveness is continued by testing through quasi-experiments. The object of this quasi-experimental research is the difference in the Character of students because of the treatment between the "Tau Jalan Nan Ampek" learning model and the treatment of conventional learning models that are associated with changes in student attitudes. This quasi-experimental study aims to find out the superiority of the "Tau Jalan Nan Ampek" learning model compared to conventional models. Therefore, in this section, "Tau Jalan Nan Ampek" character-learning model presents the results of quasi-experimental research.

**3.5.2.1. Data Description**

Based on the conducted's research in the sample class, It was obtained the data about student learning outcomes. The data obtained from the final test on the research activity.

**Table 8.** The Data Description Of Experimental and Control Class

	Statistics	Experiment	Control
N	Valid	69	69
	Missing	1	1
Mean		311.45	283.80
Median		312.00	282.00
Mode		299a	262
Std. Deviation		21.604	25.330
Variance		466.722	641.605
Range		108	111
Minimum		247	227
Maximum		355	338
Sum		21490	19582

**a) The Attitudes of Students Who Are Taught By Implementing Learning Models "Tau Jalan Nan Ampek"**

Based on the results of measurement and data processing, it seen that the attitudes of the highest learners that can be achieved are 355 and the lowest value is 247. Furthermore, it obtained that the average value is 311.45. The standard deviation (standard deviation) is 21,604. The frequency distribution of students' attitude ability data taught by implementing the learning model "Tau Jalan Nan Ampek" is seen in the Table below:

**Table 9.** Distribution of Students' Attitude Ability

No.	Experiment	Frequency	Percentage
1	247 – 263	1	1,45
2	264 – 279	4	5,80
3	280 – 295	9	13,04
4	296 – 311	20	28,99
5	312 – 327	16	23,19
6	328 – 343	15	21,74
7	345 – 359	4	5,80
Total		69	100

The table shows that about 69 respondents produced 1 (1.45%) interval class in the 247-263 interval class, 4 in the 264-279 interval class (5.80%), in the 280-295 interval class in 9 (13, 04%), 296-311 interval classes are 20 (28.99%), interval classes 312-327 are 16 (23.19%), interval classes are 328-343 by 15 (21.74%), interval classes are 345- 359 are 4 (5.80%).

**b) The Attitudes of Learners Taught Conventionally**

Based on the results of measurement and data, processing the highest attitudes of students are achieving 338 and the lowest value is 227. Furthermore, the average obtain's value was 283.80 with standard deviation about 25,330. The explanation of frequency distribution of students' attitudes taught conventionally is in the Table below:

**Table 10.** The Frequency Distribution of Students' Attitudes

No.	Control	Frequency	Percentage
1	227 – 243	2	2,90
2	244 – 259	9	13,04
3	260 – 275	20	28,99
4	276 – 292	11	15,94
5	293 – 308	14	20,29
6	309 – 324	8	11,59
7	325 – 340	5	7,25
Total		69	100

The table shows that 69 respondents were generate in frequency distribution with interval 227-243, class 2 (2.90%), grade interval 244-259 as much as 9 (13.04%), grade interval 260-275 as many as 20 (28, 99%), grade interval 276-292 11 (15.94%), grade interval 293-308 a total of 14 (20.29%), grade interval of 309-324 as 8 (11.59%), grade interval 325- 340 as many as 5 (7.25%).

**3.5.2.2. Data Analysis**

**a) Normality test**

The results of the complete calculation of normality tests using SPSS 16.0 for Windows are able in Table 11 below:

**Table 11.** The Summary of Normality Test Results

		Experim ent	Control
N		69	69
Normal Parameters <sup>a</sup>	Mean	311.45	283.80
	Std. Deviation	21.604	25.330
Most Extreme Differences	Absolute	.065	.100
	Positive	.036	.100
	Negative	-.065	-.062
Kolmogorov-Smirnov Z		.539	.827
Asymp. Sig. (2-tailed)		.934	.501
a. Test distribution is Normal.			

Based on the normality test data calculation, results from 69 respondents involved experimental data and control data. All data groups in this study are drawn from normally distributed populations to be used and continued to test research hypotheses. It is Asymp with the value price.

b) Homogeneity Test

The results of the complete calculation of the homogeneity test using SPSS 16.0 for Windows are in the following Table:

**Table 12.** The Summary of Homogeneity Test Results

Lavene Statistic	df1	df2	Sig.
2.791	1	136	.097

Based on table 13 the results of the calculation of the homogeneity test of the Lavene statistic test (L-s test) of the above research variables, the results show that a sig value of  $0.097 > 0.05$ . The value of the Lavene statistic test (L-s test) obtained is greater than the value of  $\alpha = 0.05$ . Thus, the research took all the data groups from a homogeneous population, so that the research continued to use the data for testing the research hypothesis.

3.5.2.3. Hypothesis Testing

After the homogeneity test and normality test then proceed with the t-test, to find out whether there are significant differences for the values of the two groups. The following will illustrate data processing with t-test:

**Table 13.** The Calculation Data with t-test Experimental Class And Control Class Values Results

		Paired Differences		t	Df	Sig. (2-tailed)		
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Exp erim ent - Con trol	27.652	30.747	3.702	20.266	35.039	7.470	68	.000

		Paired Differences		t	Df	Sig. (2-tailed)		
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Exp erim ent - Con trol	27.652	30.747	3.702	20.266	35.039	7.470	68	.000

As seen in Table for df 69, the significance level of 0.05 is 1.67. Based on the results of the t-test above, the results show that the  $t_{arithmetic} > t_{table}$  is  $7.470 > 1.67$  and a significance level  $< 0.05$  is 0.000, so accept the H1 hypothesis or reject H0. The result concludes that there are significant differences between the experimental class characters who use the "know the way to nothing" model compared to the control class without using the "Tau Jalan Nan Ampek" model.

**4. CONCLUSION**

The researcher concludes several things based on the results of the research and discussion. The "Tau Jalan Nan Ampek" character of the learning model is already feasible after being judged as correct, realistic, and efficient. It suggests substantial variations in Character between the practical classes using the model compared to the control class without using it. It is based on specific specified parameters, such as the findings of the learning model's development are declared realistic and feasible to use.

**AUTHORS' CONTRIBUTIONS**

The researcher suggests that the teacher use the character-learning model "Tau Jalan Nan Ampek" in improving the cognitive, affective, and psychomotor sides of students. Furthermore, the teachers are suggested to understand and apply the character learning model "Tau Jalan Nan Ampek" as an alternative learning model to improve students' Character.

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