

Implementation of Informal Education Learning Materials in Traditional Norms Learning in Package C Students, PKBM Setia Mandiri Poncokusumo Malang, Indonesia

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ABSTRACT

The process of inheriting customary norms in the family is an important part of family education in educating their children to “get used to” doing good things, especially accustoming the values of customary norms to the people of Ngadas Village. The objectives of this research are: (1) developing informal education learning materials inheriting the customary norms of the Ngadas Village community, (2) research method used the development design of Bogdan & Biklen. The conclusions are as follows: (1) Based on the data analysis of the results of the assessment of the content of learning materials from instructional media experts and outside education experts on the product of informal education learning materials, the inheritance of the customary norms of the Ngadas Village Community, Poncokusumo District, Malang Regency in Maintaining Harmony for Equality Learning Package C obtained results valid with a number of 86.36. The learning materials developed have the aim of learning local content of customary inheritance and are in accordance with what has been planned and are very effective in using the equivalence learning Package C to provide informal education learning to maintain local wisdom of the community in Ngadas Village.

Keywords: development, learning materials, customary inheritance, equality

1. INTRODUCTION

The community of Ngadas Village, Poncokusumo District, Malang Regency is a picture of a traditional society that is open to change, but still preserves its traditions. Local traditions that have been maintained so far so as not to be eroded by the changing times. The results of the study in the Ngadas Village, Poncokusumo District, found that customary norms as social capital is capable of determining and the basis of community life in maintaining social order. The customary norms of the Ngadas Village community are manifested in customary rules which are actually used as guidelines by the community and this is also supported by their religious views and beliefs which are integrated in the behavior and attitudes of everyday life.

The customary norms passed on to the younger generation in the Ngadas Village community are

implemented in informal education learning. Learning in informal education is not carried out in an educational institution, but is taught through an educational process based on experience, and is not fully programmed, and this inheritance education runs spontaneously [1]. Informal education is a lifelong process so that everyone obtains values, attitudes, skills, and knowledge that come from daily life experiences, environmental influences in society, family life, relationships with neighbors. As this opinion emphasizes the importance of maintaining traditions in which there are customary norms that must be preserved through informal learning.

The customary norms that continue to apply and are implemented by the Tengger community of Ngadas Village are the scope of informal education. Informal education is a lifelong process so that people acquire values, attitudes, skills, and knowledge that come from daily life experiences, environmental influences

including the influence of family life and relationships with neighbors [2].

The process of local traditional education in the family is an important component of family education that does not get the attention of parents in educating their children in “getting used” or “habits” of children to do good things, especially accustoming customary norms to the village community Ngadas. Getting used to means directing children to do certain things starting from trivial things to the most principles. The problem of educating children as the next generation in the Tengger community is carried out by a dialogical process in informal education. The learning process always takes place in the context of a person’s existence that is never separated from his interactions with others and occurs in the form of sharing experiences and knowledge.

Based on the description above, the specifications used in the study of the implementation of informal education learning materials inheritance of customary norms as local muata learning materials for learning citizens of Equality Package C at the Setia Mandiri Community Learning Activity Center (PKBM), Dawuhan Village, Poncokusumo District, Malang Regency. The purpose of this study was to determine the trial of local content learning materials on the Equality Package C learning community in PKBM Setia Mentari Dawuhan Village, Poncokusumo District, Malang Regency.

2. METHOD

The research method used is the development (research development) model Borg and Gall [3]. According to Borg and Gall, development research is an attempt to develop and validate educational products. The research design is systematically as follows: (1) the analysis stage includes: analyzing the local traditional values that are still implemented by the village community, analyzing the main material of local traditional behavior, and analyzing students (learning citizens), (2) the writing phase, writing the main material of learning materials, the program designer must comply with the principles of compiling a learning program and be guided by the main material that has been determined and using words and sentences that can be understood by the learning community, (3) the stage expert assessment and revising, at the revising stage, the program designer provides an assessment to the expert of the resulting study material, and (4) trial is limited to the readability of the contents of learning materials related to content understanding, the attractiveness of images after the product is completed verified by instructional media experts and field experts Non-formal education.

3. RESULTS

Based on the answers of residents learning about informal education learning materials of traditional

inheritance to residents learning Equality Package C at the Community Learning Activity Center (PKBM) Equivalence Package C can be described in Figure 1.

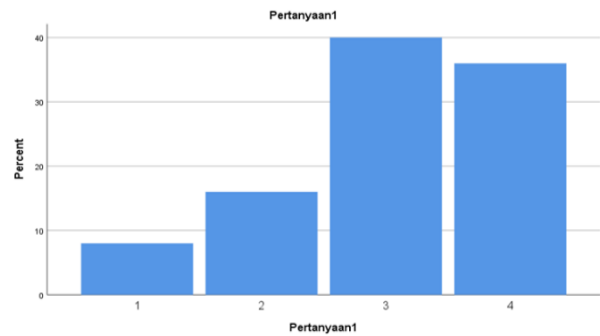


Figure 1 Answers to Learning Residents to Cover Design of Attractive Learning Materials

The results of the answers of a number of 25 respondents to the questionnaire statement given in this item regarding the cover design of interesting learning materials obtained the results of 9 respondents (36%) who answered very well, answered well as many as 10 respondents (40%), answered less good as many as 4 respondents (16%), then those who answered very poorly were 2 respondents (8%) This item has an average of 3.04.

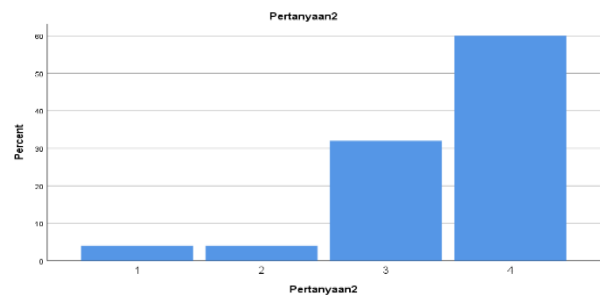


Figure 2 Resident’s Answers Learn about the Title of Interesting Study Materials

In the statement item about the title of interesting learning materials, the results obtained were 15 respondents (60%) who answered very well, answered well as many as 8 respondents (32%), answered less well as many as 1 respondent (4%), then those who answered very poorly were 1 respondents (4%) This item has an average of 3.48.

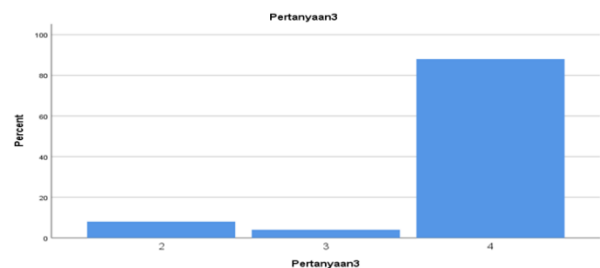


Figure 3 Residents’ Answer about the Learning Materials that were Developed to have Learning Objectives of The Local Content of Traditional Inheritance

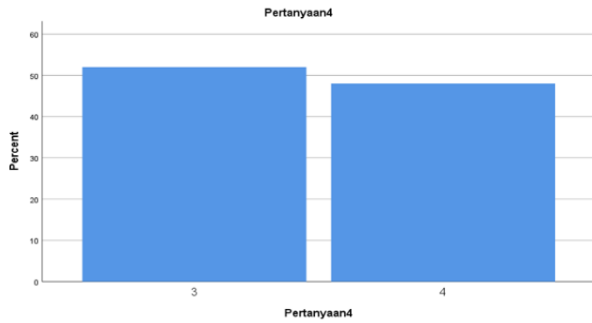


Figure 4 Answers to Citizens Learning about the Developed Learning Materials have Benefits that are Suitable for Use

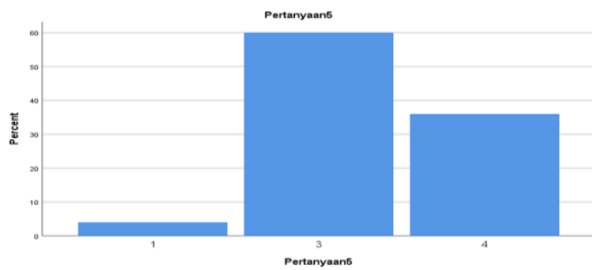


Figure 5 Answers to Learning Residents about Learning Materials Developed According to the Needs of Field Users

In the learning material item developed which has the objective of learning local content of traditional inheritance, 22 respondents (88%) answered very well, then 1 respondent (4%) answered well, and 2 respondents (4%) answered poorly. This statement item has a mean of 3.80. In the statement item the learning materials developed had appropriate benefits for use, the results obtained were 12 respondents (48%) who answered very well, then 13 respondents (52%) answered well. This item has an average of 3.48.

In the statement item learning materials developed in accordance with the needs of field users, 9 respondents (36%) answered very well, 15 respondents (60%) answered well, then 1 respondent (4%) answered very poorly. This statement item has a mean of 3.28. Based on the data in the Figure 6 it can be explained that “the statement of learning materials developed in accordance with the needs of field users obtained results” as many as 9 respondents (36%) answered very well, answered well as many as 15 respondents (60%), then those who answered very poorly is 1 respondent (4%). This statement item has a mean of 3.28.

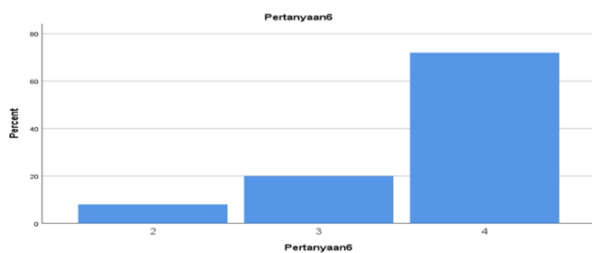


Figure 6 Answers to Residents Learn about the Learning Materials Developed Has Easy to Understand Guide Components

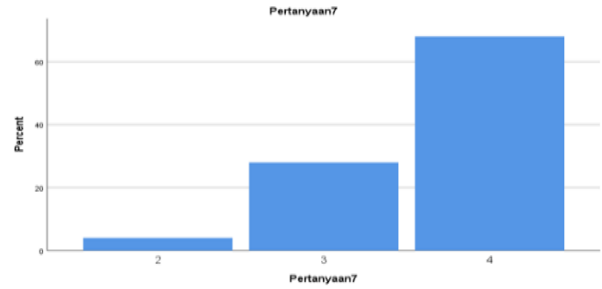


Figure 7 Answers to Residents Learn about the Contents of Learning Materials that are Developed Easy to Understand

In the learning material item developed that has a guide component that is easy to understand, the results obtained are 18 respondents (72%) who answered very well, then 5 respondents (20%) answered well, then 2 respondents (8%) answered poorly. This statement item has a mean of 3.64. The Figure 8 of learning materials developed was interesting, the results obtained were 15 respondents (60%) who answered very well, answered well as many as 8 respondents (32%), then the one who answered poorly was 1 respondent (4%), then the answer was very good. less good as much as 1 respondent (4%). This statement item has a mean of 3.48.

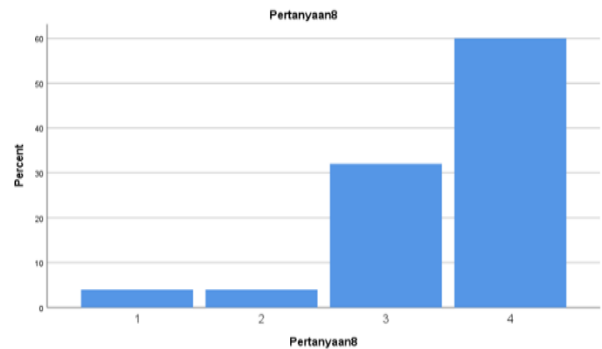


Figure 8 Answers to Citizens Learn about Pictures or Photos of Learning Materials Developed Interesting

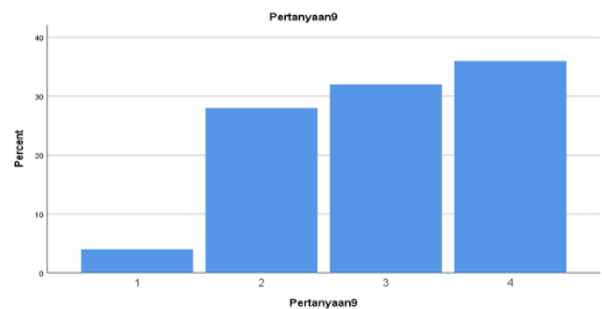


Figure 9 Answers from Residents Learn about Pictures Clear Pictures or Photos

In the Figure 9 statement items, clear pictures or photos obtained the results of 9 respondents (36%) who answered very well, then 8 respondents (32%) answered well, then 7 respondents (28%) answered poorly, and Furthermore, those who answered very badly were 1 respondent (4%). This statement item number 9 has a mean of 3.00.

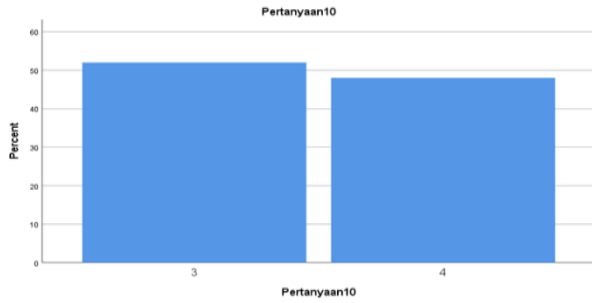


Figure 10 Residents' Answers Learn about the Typeface Used by Learning Behan which is Developed Easy to Read

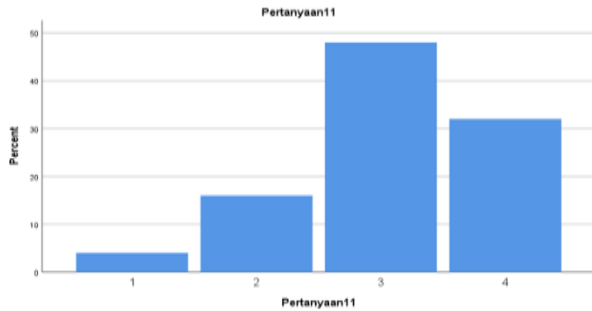


Figure 11 Answers to Residents Learn About Appropriate Font Sizes

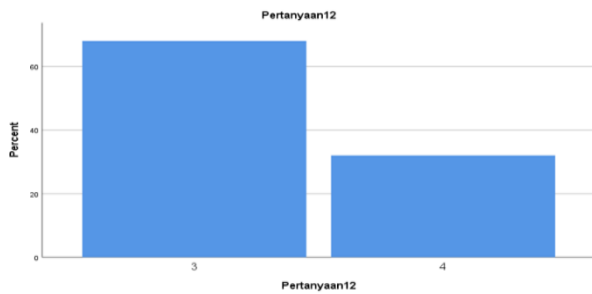


Figure 12 Answers from Residents of Learning about the Learning Materials that have been Developed Having Completeness in the Assistance Stages/Procedures

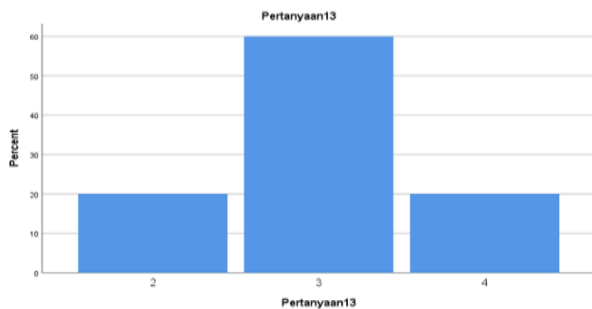


Figure 13 Answers of Residents Learn about the Learning Materials Developed have a Learning Material Process that is Feasible for Users

The type of letter used was the learning material that was developed easy to read. The results obtained were 13 respondents (52%) who answered very well, then 12 respondents (48%) answered well. This statement item has a mean of 3.48 (Figure 10). In the appropriate letter size statement items, 8 respondents (32%) answered very

well, then 12 respondents (48%) answered well, then 4 respondents (16%) answered poorly. well as many as 1 respondent (4%) This Figure 11 item has an average of 3.08. the learning materials developed had completeness in the stages / procedures of mentoring, the results obtained were 8 respondents (32%) who answered very well, then 17 respondents (68%) answered well.

This statement item has an average of 3.32 (Figure 12). Based on the Figure 13 statement the learning material developed has a proper mentoring guide process for users, the results obtained are 5 respondents (20%) who answered very well, then 15 respondents (60%) answered well, and then those who answered unfavorably were 5 respondents (20%). This statement item has a mean of 3.00.

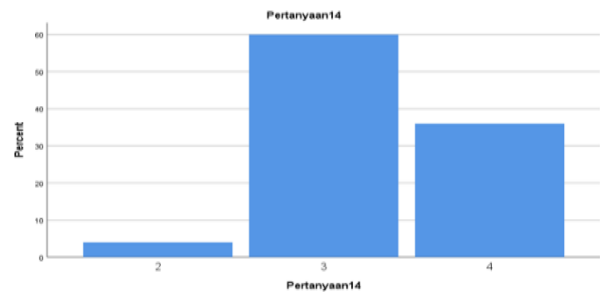


Figure 14 Answers of Residents Learn about the Layout of Interesting Learning Materials

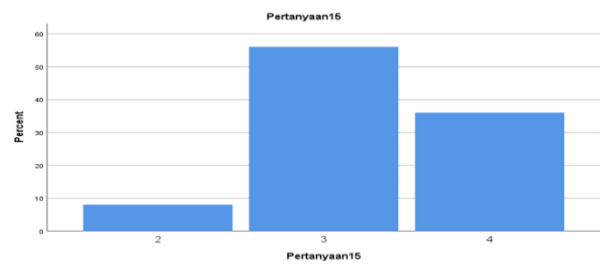


Figure 15 Answers of Residents Learning About Sub-Headings of Learning Materials Convey Clear Concepts

In the Figure 15, the subtitles are interesting learning materials conveying a clear concept. The results obtained are 9 respondents (36%) who answered very well, then 14 respondents (56%) answered well, and then 2 respondents answered less well. (8%). This P15 item has a mean of 4.32.

Of the 15 questionnaire statements that have been filled in by 25 respondents, there is an average of the highest answers in the statement that the learning materials developed have the objective of learning local content inheritance from customary results obtained by 22 respondents (88%) who answered very well, then those who answered well as much as 1 respondent (4%), and those who answered less well were 2 respondents (4%). This P3 item has an average of 3.80. This explains that the learning materials developed have the aim of learning local content from customary inheritance and in accordance with what has been planned.

Based on the answers of the lowest respondents found in statement P9 clear pictures or photos and statement number 13, the learning materials developed have a learning material process that is feasible for users with an average answer of 3.00. This shows that the evaluation of the learning materials that have been made, the pictures are made more attractive and the more clarifying the process of mentoring guidance is appropriate for readers of teaching materials.

4. DISCUSSION

4.1. Presentation of Data on the Results of the Assessment of Learning Media Experts and Out-of-School Education Experts

The results of the learning media expert's assessment of the *Tinular* Speech Informal Education Learning Model and Materials Inheritance of the Indigenous Norms of the Ngadas Village Community in Maintaining Harmony for Learning Local Wisdom Equality Package C obtained a percentage value of 85.23% which means valid qualified and the interpretation does not need revision.

Based on the overall data analysis and interpretation of each variable, it is known that the suitability variable gets 87.5%; the applied eligibility variable gets 85%; the completeness variable got 83.3% and the legibility variable got 85%. The four variables analyzed obtained valid qualifications, which means that the interpretation does not need to be revised. Based on the results of data analysis from the analysis and interpretation related to the construction of the model obtained from the external education experts presented in the table above, the percentage value is 93.42% which means it is validated and the interpretation does not need to be revised.

The results of the overall data analysis and interpretation of each variable note that the suitability variable gets 93.75%; the applied feasibility variable got 93.75%; the completeness variable got 100% and the legibility variable got 92.5%. The four variables analyzed obtained valid qualifications, which means that the interpretation does not need to be revised.

In order for research to be carried out systematically, a research design chart is needed. The definition of a model is a representation of a phenomenon, real or abstract, by putting forward the most important elements of a phenomenon, but the model is not a phenomenon itself. The model is defined specifically as a conceptual framework that is used as a guide in doing or is also interpreted as an imitation of an actual object [4]. Furthermore, it is explained that the learning model is a design or pattern that can be used to form a curriculum (long-term learning), to design learning materials and to direct teachers to teach and other settings in the classroom [5].

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Thiagarajan's model of learning device development known as Four-D Models (4-D models) [6]. This model consists of four stages, namely define, design, develop, and disseminate. In detail, the description of each stage will be briefly described as follows: (a) Determination Phase, (b) Design Phase (Design), (c) Development Phase, including: Device Validation to experts and Field Trials.

The learning experience is a learning process in the field in order to strengthen theories and knowledge gained by means of other learning experiences. The field study learning design strategy is an integration of basic professional theory and skills using a model approach and learning methods.

4.2. Limited Trial of Readability of the Contents of Learning Materials for Pursuing Learning Packages C

A limited trial of readability and understanding of the Model and Learning Materials for users of learning citizens and Package C equivalence tutors was conducted on 25 (twenty-five) learning citizens and as many as 3 (three) Equality Package C tutors at PKBM Setia Mandiri who had been selected based on the results interview with PKBM managers. The trial results are limited to users. Of the 15 questionnaire statements that have been filled in by 25 respondents, there is an average of the highest answers in the statement that the learning materials developed have the objective of learning local content inheritance from customary results obtained by 22 respondents (88%) who answered very well, then those who answered well as much as 1 respondent (4%), and then those who answered less well were 2 respondents (4%). This statement item has a mean of 3.80. This explains that the learning materials developed have the objective of learning local content from customary inheritance and in accordance with what has been planned.

Based on the answers of the lowest respondents, there are statements about clear pictures or photos and the statement that the learning materials developed have a proper mentoring guide process for users with an average answer of 3.00. This shows that the evaluation of the learning materials that have been made, the pictures are

made more attractive and the more clarifying the process of mentoring guidance is appropriate for readers of teaching materials. In addition, input from 25 learning residents and 3 (three) Citizen Tutors for Learning Equality Package C.

Musanni states that learning material books are books that are compiled, for learning, and contain materials or subject matter to be taught [7], [8], [9]. Meanwhile, according to the Director General of Higher Education states that a learning book is a handbook for a course written and compiled by experts in related fields and meets the rules of textbooks and is officially published.

Based on the above opinion, the author can conclude that the notion of a book or learning module is one of the learning resources that are arranged for the needs and grips of students in learning activities and to make it easier for students to acquire knowledge, experience and skills in implementing the learning process, as well as learning independently.

Learning is a series of efforts made by educators to help students learn. Therefore, students in this case are placed as learning subjects and educators as facilitators who function to help the learning process of students [10]-[14]. In line with this opinion, states that the term learning can be used to show several things, namely: (1) acquisition and mastery of what has been categorized about something, (2) counseling and explanation of the meaning of one's experience, or (3) an organized process of testing ideas relevant to the problem [15].

5. CONCLUSION

Models and Learning Materials for the Inheritance of Customary Norms of the Community of Ngadas Village, Poncokusumo District, Malang Regency in Maintaining Harmony for Learning Local Wisdom Equality Package C has gone through the following process: (a) Analyzing activities and local traditional values that are still maintained and implemented in society, (b) Writing an initial draft of the model and learning materials for informal education, said titular inheritance of the customary norms of the Ngadas Village community in maintaining local wisdom for learning the equivalence of package C in Ngadas Village and PKBM Setia Mentari whose residents mostly learn from Ngadas Village, Poncokusumo District, Regency Malang, (c) Validation of 2 (two) experts, namely instructional media experts and outside education experts, especially informal education, (d) Revising input and suggestions from instructional media experts and outside education experts, (e) Trial legibility and understanding for learning citizens and equality tutors package C at PKBM Setia Mentari, Dawuan Village, Poncokusumo District, Malang Regency. Based on the data analysis of the results of the content assessment and implementation of the use of models and learning materials from instructional media experts and out-of-school education

experts on the product of Informal Education Learning Materials Inheritance of Customary Norms in Ngadas Village, Poncokusumo District, Malang Regency in Maintaining Harmony for Learning Local Wisdom Equality Package C obtained results valid (not revised) with 86.36%. Then the results of the overall data analysis and the interpretation of the assessment of outside education experts were 96.59%. Based on the results, the percentage is valid (not revised).

Limited trial results of Informal Education Learning Materials Inheritance of Customary Norms of the Community of Ngadas Village, Poncokusumo District, Malang Regency for local wisdom learning in learning Package C Equivalence. The statement that the learning materials developed had the objective of learning local content from traditional inheritance, 22 respondents (88%) answered very well, then 1 respondent (4%) answered well, 2 respondents (4%) answered poorly. Statement item 3 has a mean of 3.80. This explains that the learning materials developed have the aim of learning local content of customary inheritance and are in accordance with what has been planned and are very effectively used in learning equivalence Package C to provide informal education learning to maintain local wisdom of the community in Ngadas Village.

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