

Need Analysis to Development of Teaching Materials Based on Religious and Social Characters in Minangkabau Culture Course in Elementary Schools

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ABSTRACT

Moral and ethical phenomena of students at this time are quite worrying, especially for parents and teachers. So many deviant behaviors are found, where the behavior is not in accordance with the religious values they profess and the environment and culture around them. This resulted in their character not growing positively. Budaya Alam Minangkabau (BAM) course is one of the local content subjects in the West Sumatra. As an effort to strengthen character education for students, BAM lessons need special attention. It takes teaching materials that are oriented towards religious character and social character through the culture where the student is located, namely the Minangkabau Culture. The design of this teaching material uses a research development approach with the ADDIE model. In this stage the needs analysis is carried out at the Primary School in the Koto Tengah District of Padang City namely curriculum analysis and student character analysis. The teaching material to be developed is extracted from Minangkabau Cultural values that are easily understood because they can be found and implemented in students' social lives. This teaching material is also equipped with rhymes and speeches using the Minangkabau Language. Thus, this teaching material was developed to truly support the planting of students' character values with the values of the Minangkabau Culture that were filled with "Adat Basandi Syara', Syara' Basandi Kitabullah".

Keywords: Religious Character, Social Character, Minangkabau Culture Course, Elementary School

1. INTRODUCTION

Education in Indonesia is still focused on cognitive aspects, while soft skills or non-academic aspects which are the main elements in character education are still not getting enough attention, Judiani ^[1]. On the other hand, subject matter related to the formation of attitudes and behavior according to the socio-cultural and religious backgrounds adopted is more developed through Religious Education, Citizenship Education and local content curriculum, Ministry of Education and Culture ^[2]. Minangkabau Natural Culture is used as one of the subjects in the local content curriculum for the West Sumatra region, Depdikbud ^[2]. With regard to the local content curriculum, the existence of Minangkabau Natural Culture subjects has not been supported by sufficient tools, both source books and media and supporting facilities. On the other hand, Minangkabau natural culture lessons are one of the subjects that are

effective in cultivating character for students, especially religious character and social character, because this subject is closely related to the culture that exists in the society where students are located. Tetep ^[3] social character is a part of character education which implies the formation of human values for the human person. This social character becomes important because it involves the interaction between human beings in their lives. The social character formed in the human person will equip them to be able to live side by side full of compassion, mutual respect, democracy, cooperation, peace and mutual care.

According to Kemdikbud ^[4], based on the 2013 curriculum structure character education is very likely to be developed more broadly because there is an increase in student learning hours at school, while the number of subject matters is simplified. Thus, enabling the learning process in schools and character building to be more

optimal. Based on the needs analysis, it was found that the effect of character context, learning environment and student characteristics on character building was 0.916 or 91.6%, Abna Hidayati ^[6]. The implementation of character education in schools is delivered through one subject (subjectmatter), integrated in each subject (integrated), a correlation model with similar subjects, a supplement model, and a combined model, Mulyasa ^[5].

This research is very important to do because seeing that the curriculum in Indonesia has so far only been able to produce students who tend to have knowledge (cognitive) only, while aspects of religious attitudes, moral behavior (affective) and proficiency are still weak. Meanwhile, character building requires a balance of these three aspects. Cognitive wisdom does not guarantee that students are willing and able to do something according to their knowledge. Students and the nation's future generations will not recognize the character values that exist in their environment. This is supported by a global culture that freely influences the special spaces of students through communication media. Therefore, this study becomes very important, because character education in the local content curriculum tries to balance religious attitudes, social and cognitive attitudes, as well as psychomotor in students, which will greatly influence character behavior. Character education through local and regional culture is a very strategic approach in instilling religious and social character values. This is because students live under the influence of culture in the area where that culture develops.

2. MATERIALS AND METHODS

This needs analysis is a stage of development research on Minangkabau Natural Culture teaching materials for elementary school students. There are 3 analyzes carried out in knowing the needs for developing teaching materials, namely as follows.

1.1 Analysis of learning needs by teachers

The stage taken is analyzing the importance of developing teaching materials and analyzing the feasibility and development requirements with the following three things. Needs analysis is carried out by first analyzing the state of the teaching materials as the main information in learning and the availability of teaching materials that support the implementation of learning. At this stage the teaching materials that need to be developed are determined to help students learn.

1.2 Curriculum analysis

The curriculum analysis is carried out by paying attention to the characteristics of the curriculum that is being used in a school. This is done so that the development carried out can match the demands of the applicable curriculum. Then the researcher examines the Basic Competence (KD) to formulate indicators of learning achievement.

1.3 Analysis of learners

This analysis was carried out to see the attitudes of students towards learning the Minangkabau Natural Culture. This is done so that the development carried out is in accordance with the character of the students.

3. RESULT

Based on the information obtained from the results of the research data collection carried out, more than 50% of teachers experienced difficulties in learning the Minangkabau Natural Culture. In addition, the data obtained from the analysis of students was that more than 65% of students needed supporting books in learning Minangkabau Natural Culture. This illustrates the need for the development of teaching materials in the form of Minangkabau reading books to support learning of Minangkabau Natural Culture in Elementary Schools. This textbook is written in Minang language. In this reading book to instill values of religious and social character in Minang society. So that it is expected to help teachers in achieving learning goals and character education for students. In addition, it also makes it easy for students to understand the Minangkabau Natural Culture to be applied in their daily lives with religious and social characteristics.

4. DISCUSSION

Some information and data were obtained from the analysis of the importance of developing teaching materials. The analysis carried out is as follows.

1.4 Analysis of learning needs by teachers

The activity carried out in analyzing this need is that the researcher conducts a discussion group with respondents or class teachers who teach Minangkabau Natural Culture Subjects or which are combined with Cultural Arts at the Koto Tangah Elementary School, Padang City. The teacher conveyed the conditions faced in achieving the learning objectives of the Minangkabau Natural

Culture. The teacher also expressed his hopes regarding the development of Minangkabau Natural Culture teaching materials which became the topic of discussion. In this activity, researchers collected information and opinions from teachers regarding Minangkabau Natural Culture teaching materials in Minang language. Some important points to note from the results of this discussion are as follows.

- 1.4.1 The expected teaching materials are those that use the Minang language so that it maintains its own Minangkabau language without being influenced by other languages.
- 1.4.2 A small portion of the Minang people have started to leave the Minang Culture.
- 1.4.3 How can we socialize it to the community in order to cultivate and preserve the Minang language? It is unfortunate that the children have started to leave this matter, this is because the environment does not preserve the Minang language.
- 1.4.4 The development of Minangkabau Natural Culture teaching materials in elementary schools is good, it would be nice if it was started with the word kinship first. In addition, the teaching materials are equipped with pictures to make them attractive to students.
- 1.4.5 In learning to evaluation activities are taught or introduced Minangkabau petiti inscription, Minangkabau traditional clothing, traditional events, and others. However, due to insufficient time constraints, sometimes learning does not reach the introduction of these customs.
- 1.4.6 It is our collective duty to preserve the Minang language to generations of the Minang tribe.

1.5 Curriculum analysis

The activity carried out was examining the curriculum used for Minangkabau Natural Culture Subjects in Elementary Schools. Here are some basic competencies that students must have after studying the Minangkabau Natural Culture, namely explaining understanding “*Nak aluih baso jo basi*”, “*Nak luruih rantangkan tali*”, “*Nak tinggi naikkan budi*”, “*Nak kayo kuek mencari*”. Referring to the Minangkabau Natural Culture curriculum, it is seen that instilling cultural values itself can be done through language. Like these competencies, students must be able to understand and

apply the Minang language so that the values taught can be achieved.

1.6 Analysis of learners

This analysis was carried out by collecting information from students related to the Minangkabau Natural Culture learning. From the data obtained, information related to the Minangkabau Natural Culture learning is as follows.

- 4.3.1 Students have difficulty understanding the Minangkabau Natural Culture Subject.
- 4.3.2 Students do not have textbooks or other handbooks for learning Minangkabau Natural Culture.
- 4.3.3 Students look for other reading materials to understand the Minangkabau Natural Culture.
- 4.3.4 The existing reading books do not provide clear examples of religious behavior.

5. CONCLUSION

Based on the analysis conducted, it is necessary to develop teaching materials in the form of Minangkabau reading books to support the learning of Minangkabau Natural Culture in Elementary Schools. Minangkabau Natural Culture Lessons are one of the subjects that are effective in cultivating character for students, especially religious and social characters. This is because these subjects are closely related to the culture that exists in the society where students are located. In general, the reading books that are used as teaching materials aim to preserve the Minangkabau Natural Culture, especially the mother tongue of the Minang tribe.

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