



The Effect of Local Culture Utilization as a Learning Source towards Students' Creativity in Vocational Education

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ABSTRACT

This study aimed at investigating the effect of local culture utilization as a learning source towards students' creativity in vocational education. It was conducted by adapting quantitative research method particularly quasi-experimental model. The study was conducted by involving 40 students who joined fashion draping design course in which they were selected through simple random sampling. The sample was divided into control and experimental group. The data were obtained through pre-test and post-test by using performance test rubric. The obtained data were analysed inferentially through independent sample t-test with the assistance of SPSS 25. The results showed that there was a significant difference between control and experimental group test result during the post-test. It indicated that there was an effect of local culture utilization as a learning source towards students' creativity revealed through through Sig.2 tailed at $0.002 < 0.05$. It showed that the utilization of local culture as a learning source is effective to improve students' creativity.

Keywords: *Creativity, Learning Source, Local Culture, Vocational Education.*

1. INTRODUCTION

The paradigm of 21st century learning as a new educational model to build human resource who are competent in this globalization era becoming a great deal for all the educators and stakeholders [1][2]. It demands all the educators and stakeholders for stimulating and improving students' 21st century skills [3][4][5]. Education has a crucial role in preparing students to have 21st century learning allowing them to compete in the globalization era [6]. It makes the teachers and stakeholders in educational levels to select and conduct the learning process properly to optimize students' involvement as a part of stimulating their 21st century learning [7]. It shows that 21st century learning is a great challenge faced in the recent learning process conducted in all educational institution.

Creativity is one of 21st century skills required to be developed in the learning process. It is stated that 21st century demands students to improve their creativity in mastering perseverance and problem solving combined with collaborative team work [6][8]. Creativity is also

recognized as one of indicators reflecting that an individual has a competent quality as a human resource for professional purpose in work industry [9][10]. It is also established through Indonesian regulation UU Number 20, 2003 related about the National Education System of Indonesia which shows that creativity has a role in developing students' potential skills. It has been argued previously that teachers are necessary to improve students' creativity explicitly through the learning process [11][12][13]. The emphasize of students' creativity in the learning process indicating 21st century learning since it is recognized as one of 21st century skills itself.

Since creativity is viewed as 21st century skill, many educational institutions tried to establish students' creativity. Vocational education is one of educational institutions which provides a learning process that can improve students' creativity [14][15][16]. The learning process conducted in vocational education requires a complex transformation and competencies considering that it not only deals with students' needs but also the industrial demands [17][18]. It emerges an issue where

the teachers in vocational education face a difficulty in applying 21st century learning particularly in stimulating students' creativity [7]. It is relevant to the preliminary observation found in the fashion draping design course conducted in Family Welfare Education Study Program at Universitas Pendidikan Ganesha. It is found that students' low creativity still becoming a problem faced by the teachers during the learning process. It can be a serious problem that directly influenced students' learning outcomes [19][20].

A successful implementation of 21st century learning not only depends on the appropriateness of selecting learning method to be implemented in the classrooms, but it also depends on the other learning component. Learning sources is an essential component in fashion draping course. It is stated that the learning source used for maximizing the learning process in which the students are facilitated with a contextual learning source to develop their creativity in understanding and solving a concrete problem [21]. The existence of contextual learning source support the provision of meaningful learning process in which it stimulates students' creativity to process and develop their ideas gained from that learning source to solve the problem [22].

In order to provide contextual learning source, local culture can be utilized as a contextual learning source. The students of fashion design need a learning source leading them to develop their creativity in designing draping fashion reflecting the mode and trend attracted in the fashion industry [23]. Local culture can be adapted as a base for the students to stimulate a new idea and creativity in themselves in which this source commonly related to their own culture and geography [24]. The local culture can be gained from arts, traditions, or religions. Several studies show that the utilization of local culture is effective in conducting learning process. Ritual Perang as a local culture of West Lombok is effective to be used as authentic learning source for teaching elementary students [21]. It is also found out that the utilization of Astana Gede as a local culture learning source provides students a new learning experience allowing them to have better understanding in history learning process. Another study reveals that the adaptation of tengkleng game as local

culture learning source is effective in improving students' arithmetic understanding [25].

However, a limitation is still found towards the implementation of local culture as a learning source in fashion draping design particularly at Family Welfare Education considering that the recent problem occurs due to the students' creativity. The previous studies which have shown the effectiveness of implementing local culture as a learning source but the studies only focus on elementary students and history class. The studies are conducted by adapting qualitative approach. Therefore, the recent study needs to be conducted to investigate the effect of local culture as a learning source towards students' creativity in vocational education.

2. METHOD

Quantitative method was adapted as the research design of this study in which quasi-experimental adapted as the research model. The study was conducted by involving fourth semester students of Family Welfare Education, Universitas Pendidikan Ganesha. There were 40 students selected as a sample of this study in which they were selected by using simple random sampling technique. The data were collected by conducting pre-test and post-test. The instrument used in this study was the performance test assessment rubric. The data were analysed inferentially through independent sample t-test with the assistance of SPSS 25.

4. FINDING AND DISCUSSION

The gained data were analysed through inferential statistics by conducting independent sample t-test to find out whether there was a significant effect given by the utilization of local culture as learning source towards students' creativity in fashion draping design course. The findings were presented as follows.

4.1. The Pre-Test Result

Pre-test was conducted towards 40 students who joined fashion draping design course in which they were divided into two main groups; control and experimental

Table 1. The Result of Independent Sample T-Test of Pre-Test.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.307	.212	.334	40	.567	1.870	3.244	-4.669	8.401
	Equal variances not assumed			.334	42.947	.567	1.870	3.244	-4.673	8.324

group. The collected data were checked for prerequisite test relevant to the normality and homogeneity of the data.

The normality test showed that the data were normally distributed with the significant $0.16 > 0.05$. It was also found that the data were homogeneous with the significant $0.119 > 0.05$. The collected data were continuously tested to independent sample t-test with the result presented in table 1.

The data presented in table 1 showed that the Sig.2 tailed was 0.334 indicating that there was no significant difference between control and experimental group. The decision was taken since the Sig. 2 tailed was higher than the significant value standard at 0.05. It could be seen that both of those group had a same level of creativity.

4.2. The Result of Post-Test

The utilization of local culture as a learning source was used as a treatment for experimental group only before the post-test was conducted. The obtained data from post-test were also checked for the normality and homogeneity. The normality test was shown at the significant $0.07.> 0.05$ which meant that the data were normally distributed. The homogeneity test showed that the data were homogeneous on the significant value $0.78 > 0.05$. The obtained data, then analysed through independent sample t-test. The result was presented in table 2.

The analysis result shown on table 2. Indicated that there was a significant difference between the post-test result gained by control and experimental group in

This result was continuously relevant with the previous study about the development of learning media-based local culture, for instance; the development of *tari rejang* video as the learning media in which the result of recent study proved that utilizing local culture is effective [27]. It also strengthen another local culture implementation where students’ creativity was stimulated in modifying Balinese traditional costume [28].

Another relevant study indicated that a fashion design course can be conducted optimally by implementing a local culture as the base of learning model [29]. It was in line with the recent result found in this study in which it strengthens the existence of local culture in vocational education. Those findings showed that the utilization of local culture not only affected students’ creativity but also provided them with new and meaningful learning experience [30][31].

5. CONCLUSION

The emphasize of creativity as one of 21st century skills demand teachers to conduct a contextual learning process. Local culture is utilized as learning source perceived as a way for improving students’ creativity in fashion draping design course at Family Welfare Education, Universitas Pendidikan Ganesha. The results were concluded that the utilization of local culture as a learning source affects vocational students’ creativity shown through a significant difference between control and experimental group during the post-test. From the result, it was suggested for the teachers and stakeholders to continuously adapt local culture as a learning source. It was suggested for conducting further research to

Table 2. The Result of Independent Sample T-Test of Post-Test.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	1.307	.000	.789	40	.002	0.870	3.241	-2.099	6.127
	Equal variances not assumed			.492	1.235	.000	0.930	3.244	-2.009	6.127

which it can be concluded that there was a significant effect of local culture utilization as a learning source towards students’ creativity. It was shown through Sig.2 tailed at $0.002 < 0.05$.

The result of this study shown that the utilization of local culture as a learning source towards students’ creativity as the indication that the utilization was effective. The utilization supported the use of authentic learning material for conducting contextual learning process as the purpose of learning process [26].

deepen the use of local culture in vocational education.

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