

Developing Integrated-Acoustic Learning Model Based on Banyuwangi Local Culture For Character Growth of First Class Students Primary School

1st Martadi
Graphic Design Study Program
Universitas Negeri Surabaya
Surabaya, Indonesia
martadi@unesa.ac.id

2nd Diana Nomida Musnir
Program Studi Pendidikan Teknologi
Jakarta State University
Jakarta, Indonesia
diananomida@yahoo.com

3rd Yufiarti
Postgraduet PAUD Study Program
Jakarta State University
Jakarta, Indonesia
yufiarti@unj.ac.id

Abstract— This research aims to develop an integrated thematic learning model based on Banyuwangi local culture for the development of elementary school students' character. A developmental research by using the Analysis, Design, Development, Implementation and Evaluation model is undertaken. The results of this research show that from the aspect of material feasibility, the result of 87% gives value 4 (Very Good) and 13% gives value 3 (Good). In terms of graphing eligibility, 89% of respondents rated 4 and 11% to give value 3. In terms of legibility verification, members rated 90% of the value 4 and 10% gave the value 3. In terms of media qualifications of 99% possible media according to the efficiency to be achieved. The results of the limited trial in elementary school, the feasibility of the teacher's faculty aspect assessed as much as 49% of value 4 and 51% giving value 3. The feasibility of the graphing, known as 61% gives the value of 4 and as much as 39% gives the value 3. Aspect feasibility readiness, 90 % gives value 4 and 10% gives value 3. Media qualification, known as 100% states fit according to content, passion, suitability of children, and conformity to the cultural arts of Banyuwangi. As a conclusion, that transferring the cultural moral value towards the student-oriented learning center, has established active and fun learning to make the students more motivated.

Keywords—art, banyuwangi, character, culture, integrated

I. INTRODUCTION

Piaget informs that 7-10 years old children are in the cognitive development-stage, [1] on which are important aspects of the child's cognitive development [2]. A child will easily absorb information and knowledge based on concrete reality around him or her [3]. Therefore, learning involving material from the real situation around the children's life will be more interesting than the learning material taken outside of their lives.

Local culture contains many noble values [4], moral teachings [5], and the wise advice contained therein. In addition, the formation of Character is very important and immediate [6]. The moral messages are always presented in a wise and polite way, far from the impression of "obedience" nor indoctrination.

One of the example of those local culture is batik. Hence, the role of batik art to shape the character is valuable point to be focused at. Through the children's art

of painting, they do not only learn the art of painting but also learn about patience, precision, self-control, and developing creativity. Children who are in a certain cultural climate will be less influenced by such a disadvantage culture. Individual "immersion" situations in this particular situation are proven to be effective for the formation of student behavior and character.

The 2013 Curriculum for primary school (SD / MI) uses an integrated or integrated thematic learning approach from first to fourth grade. Integrated thematic learning is a learning approach that integrates multiple competencies from various subjects into various themes. It should be acknowledged that implementers in the field have the ease in applying thematic learning among others, thanks to the availability of hand-written books (teacher's books and student books) that are centrally prepared by the Government. But the preparation of this organized book contains advantages and disadvantages. The advantages, among other things, are the standardization of materials and significant savings. However, the existence of centralized guidebooks has a bearing on the uniformity of the theme and the content of the teaching material. This fact produces diversity and differences in geographical conditions, the social culture of the region has been ignored. While learning must take into account the relevance and context in which the student resides. What's more, for Character education, learning using local situations and circumstances and the richness of cultural art is required. For this reason, there should be efforts to develop thematic learning based on local art

The reform of the country's education system requires changes in various components to meet the demands of effective and efficient education processes [8]. In addition, teachers carry out the primary task of educating and guiding students to learn and develop themselves. Integrated thematic learning will be maximized if supported by appropriate learning media. In many cases, the instructional media used by the teacher is a medium that refers to subjects and is made with an adult approach, both in terms of size, illustration, and so-called instructional texts, so that children who are targeted by the learning medium are less interested in utilizing them.

Based on the above circumstances, this study aims to develop Banyuwangi integrated thematic themed learning model for growing the character of elementary students in elementary school. In addition, to know the effectiveness of the integrated thematic learning model based on local Banyuwangi culture developed to cultivate the character of elementary school students.

II. RESEARCH METHODS

The subject of the research investigation are primary school class students Model in Banyuwangi Regenc. It is a development study using the ADDIE model approach. The framework of this development study was conducted using five stages: Analysis, Design, Development, Implementation, and Evaluation [10-12].

Qualitative data analysis is explained using the words compiled into the expanded text, presented in the form of narrative text, graphs, networks, and charts [13]. The analysis process is based on three integrated activity roads, namely: data reduction; presentation of data; conclusion/verification.

While the quantitative data are: responses, beliefs, perceptions, and feelings that are included in the scale of attitude, processed using the Likert scale, poured into the form of calculations [14]. In order for quantitative data to be meaningful or meaningful, use descriptive statistics, which include: a) presentation of data in the form: list (table), image, graphics; b) central size: min, mod, min; c) the size of the dispersion; various. The conclusions from quantitative data are illustrated based on the parameters specified by the supervisor's approval.

Data validity is based on Creswell's recommendation [15], namely: (1) triangulation of data sources; (2) checking to determine the accuracy of qualitative decisions by asking the participants a report/ description/theme of the activity and determining whether the respondent correctly agrees with the findings; and (3) use external experts to view the entire project.

The debate technique for analyzing data refers to Guba and Lincoln's views revealing that there are four techniques: triangulation, circling, shuffling, and filling.

Triangulation is useful for verifying information about the same event from different participants [16]. In addition, also to produce more reliable data through different methodologies. When a proposition is passed through two or more measurement processes, interpretation uncertainty will decrease. The triangulation process allows the appearance of multiple views in the same context.

Circles are the process of retrieving data sets or information from one source and returning to the contact cycle for authentication [16]. This tactic involves talking with cooperative participants.

Shuffling is the result of the assumption that participants are not working together. The purpose of shuffling is not just for confirmation and verification, but also for information dissemination. So information is not only checked by comparing the same data from one source to another, but some related new information is also learned.

Filling displays two functions, namely: 1) define the boundaries of the discussion, which is also determined by the availability of time, funds, resources, recordings, and so on. 2) Complete images within this limit.

III. RESULTS AND DISCUSSIONS

A. Research Results

Based on the results of the analysis and discussion, the following findings can be summarized as follows:

1) Developing a thematic art-based learning model based on the artistic culture to foster the Character of students is done with the following steps: (a) Conducting analysis, Core Competency analysis (KI KD), analysis of student learning problems, analysis of child developmental psychology, and the analysis of Banyuwangi artistic features that will be the theme of My Fondness and the Singing and dancing subthemes; (b) The underlying concept of the development of a thematic art-based integrated art-based learning model to foster student Characteristics, among others: (1) Integrated (integrated); (2) Based on / contextual with local Banyuwangi culture, (3) Growing character; (3) Develop an integrated thematic learning tool based on Banyuwangi culture to cultivate the character of students, in the form of: (a) RPP, Teacher's Book, Student Book, and Parent Book; (b) Learning media: puzzles, multimedia DVDs, posters, planks, hand puppets, and (c) parcels of all devices in the form of bags; (4) The developed learning model is then tested by legitimacy by three members: technologists and learning media, basic education experts, and artistic education experts. From the aspect of material feasibility, the result is 87% value 4 (Very Good) and 13% value 3 (Good). From the aspect of feasibility, the results obtained 89% of the value of 4 and 11% of the value 3. In terms of legibility readiness, obtained the result of 90% value 4 and 10% value 3. In terms of media feasibility obtained 99% of the media is appropriate and only 1% the number of respondents gives an unreasonable rating; and (5) After the repairs were made based on expert inputs, limited experiments were conducted at SD Banyuwangi Model with the result that the students were very active during the lesson, the children liked the media developed, and the device was very good and interesting for the students. The effectiveness of material feasibility is obtained from 49% value of value 4 and 51% value 3. The feasibility of the graphing, obtained by 61% value 4 and 39% value 3. Aspect feasibility readiness obtained 90% value 4 and 10% value 3. Media feasibility, 100% said it was suitable according to the content of the material, interesting, in accordance with the children and the art of Banyuwangi.

2) The advantages of the model include: a) lifting the local cultural wisdom (Banyuwangi), b) the material is contextually structured according to local wisdom, c) easy-to-understand children's language style, and stimulating curiosity of students; integrity between writing and illustration with attractive colors, d) the availability of manual guidebook is very helpful to control learning at school, e) Jebeng and Tole puppets are very attractive to students to learn.

3) The disadvantages of the model include: a) Comic Sans lettering consistency should be avoided; b) evaluation sheets composing letters to words should help students with bold letters, c) Needs improvement in explanation gamelan images are described more clearly to be easily understood by students, d) Installation of Gandrung Dance pictures should be replaced with Jejer Dance, because Dance Gandrung presents pairing dancers between male dancers and dancers.

4) Support factors include: (a) Banyuwangi primary school Model as a place of study and testing is very open and very passionate about the renewal of learning; (b) Banyuwangi has a diversity of cultures that makes it very easy to explore the selection of themes and teaching materials; and (c) the Government of Banyuwangi Regency has a great interest in preserving regional culture so that the development of this learning model is in line with regional development policy.

5) The constraints encountered during the execution area) the distance between Surabaya and Banyuwangi takes 8 hours, b) the 2013 curriculum changes related to content standards, process standards, and assessment standards make study designs to be customized, as the primary school Model becomes the target of the implementation of the curriculum 2013.

B. Discussion

Education is the main medium in building the personality of the child as well as the human intelligence to be better [17]. The teaching process exists in human life [18]. Based on the opinion of experts or teachers who conduct experiments, in general, the learning model developed by the researcher gets good grades. Even most experts say it's very good. Similarly, in some respects, the teachers also state very well. Parties that are considered to be very good include aspects of media, graphics, and teaching materials.

The learning and media theory used depends on the learning situation [19]. As a result of media qualification analysis, all user teachers state that 100% of the learning model produced is appropriate. Suitable in terms of content, passion, suitability for children, and the suitability of Banyuwangi artistic culture. Although 99% of expert opinion also assesses the likelihood of media being appropriate. Only 1% of expert respondents stated that inappropriate.

Furthermore, in terms of readability most member respondents, at 90%, think that the learning model being developed is very good. The rest gives good value. In terms of teaching materials, the experts state well (as much as 87%), while others say it's good. In terms of graphing 89% of experts provide maximum value 4 which means very good and as much as 11% say good or give value 3.

About half the teachers of the testator (49%) argue that the teaching material is very good, while 51% give good grades For graphics aspect, 61% of teachers give excellent grades while 39% give good grades. On readability aspects, the user's teacher stated that it was very good (score 90%), others gave a good grade.

IV. CONCLUSION

Based on the results of the analysis and discussion on the findings during the development of the integrated thematic learning model based on Banyuwangi artistic arts can be summarized as follows:

1) The curriculum 2013 requires learning to be integrated thematic integrated with reference to the way students learn actively emphasizing the growth of student character. One of the ways to develop an effective Character is to 'dip' students in a socio-cultural life environment directly. Some of the issues that arise in the implementation of the 2013 Curriculum in elementary schools include: (a) the themes and subthemes formulated for the first grade of SD throughout Indonesia are the same, so it is less contextual with the student environment; (b) Primary school first grade students are still in a concrete thinking level for the subject to be maintained in context; (c) the learning media available in separate schools according to the subject, while the thematic learning approach is integrated; d) the existing learning media is designed not to be oriented to the child either in terms of size, illustration, material, color.

2) The concept underlying the development of a thematic art-based integrated art-based learning model to develop student Characteristics, among others: 1) Integrated (integrated). Integrated learning aims to create meaningful learning for students and to the level of student's thinking; 2) Based on / contextual with local Banyuwangi culture. The learning process will be productive if participants are actively involved in the learning process and what they learned (new information) in relation to what they already knew (early ability). The fact of contextual learning is to help the teacher relate the contents of the lesson to the cultural environment of Banyuwangi so that learners can connect their knowledge and apply to their daily lives, 3) developing character. All the integrated concepts and models of thematic learning based on the local arts and culture are expected to be able to develop the Character in the students by utilizing the moral message contained in the artistic splendor of Banyuwangi through Tole and Cubing characters.

3) Analysis of student learning problems, (d) analysis of the needs of students, (b) analysis of core competencies (K) and basic competence (KD) (analysis of the psychology of children's development, and (e) the analysis of Banyuwangi artistic features that will be adopted as a theme of My Fondness and Singing and dancing sub-theme themed.

4) Developing integrated learning tools based on Banyuwangi culture to develop the character of students, in the form of: (a) Lesson Plan (RPP), Books Teachers, Books Students, and the Parent; (b) learning media such as: puzzles, DVD multimedia, poster board, paste, hand puppets, and (c) place / pack all devices in the form of bags.

5) the model of learning developed on the basis of legibility test by three experts, namely: learning media experts, basic education experts, and artistic education experts Revenue by 87% member value fish 4 (Very Good) and as much as 13% gives value 3 (Good). In terms of graphing feasibility, 89% of respondents rated 4 and 11% rated 3. In terms of legibility verification, experts rated 90% of the value 4 and 10% gave the value 3). In terms of media eligibility, 99% of respondents rated media feasibility were

appropriate and only 1% of the total respondents gave inappropriate ratings.

6) After improvements are made based on expert input, the next phase is limited to experiments at Banyuwangi Elementary School Model. The experimental results show that students are very active during the lesson, children really like the developed media, and this device is very good and exciting for students. The effectiveness of the teacher's feasibility aspect provides a score of 49% of the value of 4 and 51% giving the value of 3. The fitness of the graphite, known as 61% gives the value of 4 and as much as 39% gives the value 3. Aspect feasibility readability, as much as 90% % give value 3. Media qualification, known as 100% states that it deserves its content, passion, suitability to the children, and the suitability of Banyuwangi cultural arts.

7) The advantages in terms of teaching materials developed are good for raising local cultural values (Banyuwangi) and according to the students' ability, so children are motivated to know, learn, and preserve the local culture of Banyuwangi. While the advantages of this learning medium include: a) contextualized material according to local wisdom, b) child language style is easy to understand, as well as stimulate curiosity of students, c) image presented to facilitate student understanding, there is a coordination between writing with illustration with interesting colors, d) parents manual is very helpful in controlling learning at school, e) puppets of Jebeng (call for the Banyuwangi girl) and Tole (call for the Banyuwangi boys) are very interesting students to study.

8) Although weaknesses are a) consistency in font selection (font) in the book needs to be reviewed. The use of Comic Sans hats for the purpose of writing content or body text should be avoided, b) On assessment sheets composing letters into words should be helpful to students by bolding letters, c) Needs improvement on the description of the gamelan image is described more it is clear that students are easy to understand, d) The installation of the Gandrung Dance should be replaced with Dance Topics, because Dance Gandrung features pairing dancers between male dancers and dancers. This is less suitable for elementary students, especially class students.

9) Some of the supporting factors in the implementation of the learning model include: a) SD Banyuwangi Model as a place of study and testing is very open and very passionate about the renewal of learning; b) Banyuwangi has a great diversity of cultures, making it easy to explore the selection of themes and materials, c) the Banyuwangi Regency Government, has great attention in preserving the local culture so that the development of the learning model is in line with regional development policy.

10) Some of the obstacles encountered during the implementation include: (a) Surabaya and Banyuwangi distance takes about 8 hours travel time; and (b) The 2013 Education Ministry's curriculum policy change, both in the standardization of content standards, graduation standards, process standards, and assessment standards makes the design of the research be tailored to that policy, as the primary school model becomes one of the curriculum's targets primary school 2013.

V. IMPLICATIONS

Transforming the face of traditional value towards student-oriented learning enables active learning, fun, motivating, and makes children happy to go to school. Inspire school-teachers to develop a thematic themed learning model based on local arts and culture for other themes by taking the basis of archipelago arts in other regions. Products from the development of this new learning model can be mass produced so that they can be disseminated to other schools.

ACKNOWLEDGMENT

Researcher thanked the Ministry of Research, Technology, and Higher Education (Kemristekdikti) of the Republic of Indonesia who provided the opportunity for this study. In addition, researchers also thank the academic community at the State University of Jakarta and the State University of Surabaya. Thank you to the lecturers and colleagues of the graphic design study for motivation and criticism for further review.

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