

Thematic Subject Specific Pedagogy Based on Local Wisdom as a Means to Improve Primary School Students' Character

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Abstract: This research aims at generating a feasible thematic Subject Specific Pedagogy (SSP) based on local wisdom and investigating teachers' and students' perceptions of the developed product in preliminary field testing. This is a research and development adapted from Borg & Gall and conducted up to the fifth stage; they are information gathering, planning, developing preliminary product, preliminary field testing, and revising the main product. The subjects involved were a small group of first graders of SD Muhammadiyah Bodon and SD Muhammadiyah Sidoarum Yogyakarta, with 10 students for each group. The data were gathered using product validation sheets, character observation sheets, and teacher assessment sheets. The SSP product of this research covers syllabus, lesson plans, teaching materials, worksheets and validation results. The media, materials, and evaluation of are categorized good by learning experts. First grade teacher scores the syllabus and lesson plans good, while the worksheets and evaluation are categorized very good. The results from the students responses to the textbooks is 67, which is in good category, while the students worksheets are 78 which was in excellent category. Therefore, the thematic Subject Specific Pedagogy based on local wisdom which is developed can be declared appropriate for use in learning.

1 INTRODUCTION

Education problems in Indonesia have arisen from both internal and external factors. Education system in Indonesia has long been characterized by a heavy emphasis on memorization in a decontextualized learning (Abidinsyah and Budimansyah, 2012). As a result, students often fail to apply their knowledge when dealing with real-life-situations. The success indicators in education also focus more on the ability of students to answer exam questions, instead of the realization of student's character and morals. In addition, the influence of external factors such as easy access to the internet, online games, television, and TV shows, may also prompt students to gradually leave culture and values of the nation, which can result in ill-mannered behaviours.

Strong characters are highly essential in building a civilization. Therefore, characters need to be taught as early as possible. According to Freud the failure in internalizing accepted values in children will impact on their adulthood life (Muslih, 2011). To many experts, early childhood is a critical period for the character establishment. Moreover, early childhood is

considered as the golden age, which is the best phase of children's physic and brain development.

Parents and stakeholders should take part for the success of character education. (Battistich, 2008) Explain character education as a careful implementations of all school aspects to enhance maximum development. Character education is implemented by involving school components such as curriculum, learning process, interpersonal relationship, teaching procedure, and school management. Primary school as the first formal educational institution does have a strategic role in the cultivation of students' characters and culture. Much effort has been done by the government to revive character education, one of which is by changing the KTSP (School Curriculum) into 2013 Curriculum. 2013 Curriculum emphasizes more on active learning with contextualized materials, and balanced competencies in terms of knowledge, skills and attitudes.

Curriculum 2013 deviates the previous curriculum in the form of teacher book and student books. The books guide teachers in implementing the teaching process with a thematic approach. They contain list of competencies, materials, lesson plans,

and evaluation. Curriculum 2013 has not been long held, but it encounters a number of obstacles. A research conducted by (Krissandi and Rusmawan, 2015), reveals the five obstacles in the implementation of the 2013 curriculum; they are governments, institutions, teachers, parents, and students. Obstacles faced by government include books distribution, evaluation sheets, bureaucracy, time allocations, and implementation guidelines. Obstacles faced by institutions include school facility, and teacher's schedule. Next, Obstacles faced by the teachers were mainly on the understanding and implementation of the curriculum. Finally, parents and students perceive the report books and adaptation to the thematic learning as the main obstacles.

This is aroused from preliminary study in a number of elementary schools in Yogyakarta, that the researcher obtained the following information: 1) a lot of classroom teachers are not able to implement the thematic learning 2), some of the teachers find number of mistakes and inappropriate materials in the book, 3) teachers find it hard in assessing the K13, 4) teachers find troubles in time allocation. Muhammadiyah Primary School Bodon is one that has implemented the 2013 curriculum. Based on the interviews with classroom teachers, they have been using teacher book and student's books in learning, but the materials are not in line with the real situation. In addition, it was also revealed that character education was not clearly elaborated. The research conducted by (Zuchdi *et al.*, 2014) also explains that character education in primary schools in Yogyakarta Province has been well planned. However, based on the analysis of lesson plans created by teachers, there were some which did not contain the target values. Many teachers still find difficulties in constructing the lesson plans.

On the other hands, based on the observation on the students in grade I the researcher discovered many students were unable to show positive attitudes. For example, mocking among students, using ngoko (low-class Javanese language) when talking to the teacher, not saying thank you or please, sitting on the table, and being inattentive during lesson. To be easily accepted, the values integrated in the materials should originate from local wisdom in each region. According (Wagiran, 2013), exploring the values of local knowledge is an effort to build nation character in modern era. Education based on local wisdom teaches learners to always engage themselves to the real situations. Therefore, it becomes an underlying reason for developing thematic SSP based on local wisdom for primary school.

Based on the problems, the researcher aims at developing SSP based on local wisdom which is tailored to students' needs, by integrating the values with a comprehensive components. They are: 1) syllabus, 2) lesson plan, 3) materials, 4) Students Worksheet, and 5) assessment form. It is expected to display coherent and cohesive learning plan starting from the analysis of basic competence to the assessment forms.

2 LITERATURE REVIEW

2.1 Subject Specific Pedagogy

Subject Specific Pedagogy (SSP) was first introduced by Shulman as PCK (Pedagogical Content Knowledge). Shulman explains that a professional teacher should have correct knowledge of Pedagogical Content Knowledge (PCK) (Anwar, Rustaman and Widodo, 2012). As agents of change, teachers should continue developing teaching process and improve their abilities in designing the learning, one of which is by the PCK. Pedagogical Content Knowledge is knowledge about alternative concept to be understood by teachers and prospective teachers. It also guides them to organize, compile, and access the subject matter, which are all summarized in PCK (Shulman, 1986).

PCK enables teachers to transform materials into contextual learning activities. (Van Driel, Verloop and de Vos, 1988) also defines Pedagogical Content Knowledge as comprehensive knowledge signifying teacher's wisdom which is in line with teaching practices and other elements such as pedagogy, materials, and curriculum. PCK is divided into two parts namely Content Knowledge (CK) and Pedagogical Knowledge (PK). Content knowledge (CK) is related to subject matter, while Pedagogical knowledge (PK) is related to educational processes and practices.

Generally, PCK focuses on teacher's abilities to create effective and meaningful learning process. In other words, learning must be well-designed, fun in approach and strategies, and adapted to the characteristics of students. In other words, learning should be well designed using certain approaches, strategies or principles, and materials that are customized to student's characteristics.

SSP is a medium for pouring ideas and organizing steps on how learning should be conducted effectively. SSP which includes all learning components is designed to assist teachers in teaching-learning process. The components used are adopted

from BSNP (National Education Standard Board) and cover five main components namely 1) syllabus related to Competency Standard, Basic Competencies, and Indicator, 2) Lesson Plans, 3) Teaching Materials, 4) Students Worksheets and Keys, and 5) Evaluation Sheets.

2.2 Local Wisdom

(Ani, 2013) explains that local wisdom is the truth that has been a tradition in an area. Local wisdom is a past cultural product that is continuously used as life guidance. Although the value is local, it can be implemented globally. (Wagiran, 2013) says, within the scope of DIY (Yogyakarta Special Regency), local wisdom is generated from the philosophy of the cultural values including: Trees, Buildings, Government, Power Concepts, Leadership, Animal Symbols, Vegetation Symbols, and Weapon Symbols. In addition, from the cultural side, it can be comprehensively observed from the Yogyakarta cultural values which include: (1) Religio-spiritual, (2) moral, (3) community, (4) customs and traditions, (5) education and knowledge, (6) technology, (7) architecture, (8) way of life, (9) arts, (10) language, (11) cultural heritage, (12) leadership and government, (13) nationality, and (14) The distinctive spirit of Yogyakarta.

According to (Tobroni, 2011) parents, hometown, language, religion, culture, social system, state and nation are the sources of local wisdom and should become the formation basis of children's personalities. A wide variety of local wisdom becomes potential development of education based on local wisdom; therefore, it still needs to be well designed. Local wisdom promotes humanistic character education (Wagiran, 2013). Local knowledge is formation capital of noble character. Noble character is the national character which always acts with full awareness and self-control. Local wisdom has always contributed in the efforts in minimizing conflicts.

3 METHOD

This is a research and development developed by (Borg and Gall, 1983) which has stages: 1) Research and information collecting, 2) Planning, 3) Developing preliminary product, 4) Preliminary field testing, 5) Main product revision, 6) Main field testing, 7) Operational product revision, 8) Operational field testing, 9) Final product revision, 10) Dissemination and implementation. The development procedures in this study was up to the fifth stage.

The test design in this study was conducted in two ways; they are expert's validation and preliminary field testing. The subjects of testing were teachers and students of Muhammadiyah Primary School of Bodon, while the subjects of assessment testing were teachers and the first graders of Muhammadiyah Primary School of Sidoarum. Data collection instrument in this study was validation sheets (syllabus, lesson plans, Instructional Materials, worksheets, and Assessment set), teacher evaluation sheets, and questionnaires for students. Data analysis technique was conducted using the following steps: 1) Tabulating all data obtained from the validators, 2) Converting actual total scores into five-point scale quantitative data (Sukardjo, 2005).

Table 1: Score conversion to five scale

No	Students Score	Weight	Criteria
1	$X > Mi + 1,8 SB_i$	A	Very Good
2	$Mi + 0,6 SB_i < X \leq Mi + 1,8 Sbi$	B	Good
3	$Mi - 0,6 SB_i < X \leq Mi + 0,6 Sbi$	C	Fair
4	$Mi - 1,8 SB_i < X \leq Mi - 0,6 Sbi$	D	Bad
5	$X \leq Mi - 1,8 SB_i$	E	Very Bad

4 RESULT AND DISCUSSION

The developed SSP products were syllabus, lesson plans, textbooks, worksheets, and a set of assessment tool based on local wisdom for elementary school students. The theme developed was "My Interest" by sub-theme "Singing and Dancing" which consist of 6 lessons. Experts of curriculum, experts of subject matters, expert of evaluation, and expert of Javanese language validated the appropriateness of the developed products. SSP validation are displayed in Table 2.

Table 2: SSP validation result by experts.

No	Validator	SSP Product bases on Local Wisdom				
		Syllabus	Lesson Plan	Textbook	Student Worksheets	Evaluation
1	Curriculum Expert	57 (Good)	106 (Good)	-	-	-
2	Media Expert	-	-	56 (Good)	54 (Good)	-
3	Materials Expert	-	-	63 (Good)	63 (Good)	-
4	Evaluation Expert	-	-	-	-	64 (Very Good)

It can be seen from table 2 that validation score was in good and excellent categories. For the details, syllabus according to the curriculum experts was in good category, lesson plan was categorized good, and according to media and materials expert, the textbook was also considered good, worksheets and materials were categorized good, while assessment tools were in very good category. To view the appropriateness of language used in textbooks, a Javanese linguist also validated can be seen in Table 3.

In September, the researcher conducted primary field testing in two different Muhammadiyah primary schools to examine teachers and students perceptions.

Table 3: Validation result on textbook by Javanese language experts.

Before Validation	After Validation
Mentok	Menthok
Dondong	Dhondhong
Duku	Dhuku
Adik	Adhik
Nderek	Ndherek
Mesti	Mesthi
Mundut	Mundhut
Tak encupe	Takencupe
Mrono-mrene	Mrana mrene
Suarane	Swarane

Table 4: Teachers perception towards SSP in preliminary field testing.

No.	Product	Actual Score	Maximum Score	Category
1	Syllabus	55	70	Good
2	Lesson Plans	109	145	Good
3	Textbook	83	100	Good
4	Worksheets	72	85	Very Good
5	Evaluation	76	90	Very Good

Table 5. Student's responses on SSP in initial field testing

No	SSP	Actual Score	Category
1	Textbook	67	Good
2	Worksheets	78	Very Good

Based on table 5, SSP product was in good and very good category. Local wisdom in the SSP is constructed by integrating words of wisdom, advice, and values used as living guidelines in the society. This is in line with (Setiyadi and Bambang, 2013), who describes that local wisdom are found in many elements in a society including songs, wise words, proverbs, advice, and books. It enables learners to love their own culture. The explanation of local wisdom development in each SSP is described as follows.

4.1 Syllabus

The syllabus components consist of subject identity (unit, class / semester, sub-themes, learning order, character, time allotment, core competencies) and 8

columns containing subjects, basic competencies, and indicators, learning activities, local wisdom, assessment techniques, assessment instruments, resources, and learning tools. The syllabus includes forms of local wisdom which are developed in more detail in the lesson plans.

4.2 Lesson Plans

The lesson plans consist of six learning sessions with the theme Fond of Singing and Dancing. The lesson plans cover identity (schools, subthemes, class / semester, learning order, character values, and time allotment), core competencies, basic competencies, indicators, learning objectives, learning subject matter, teaching approaches and methods, learning activities, media, tools, material resources, and assessment. The indicators are adapted to the basic competencies. Next, The formulation of objectives is tailored to the indicators and basic competencies, and the tools and materials are adjusted to the students' needs. Learning resources used are the textbooks, and the lesson plans are well equipped with instrument for measuring cognitive, affective, and psychomotor domains.

4.3 Teaching Materials

The teaching materials consist of cover, preface, table of contents, the introduction (basic competencies and indicators, learning objectives, subject matter), the core (material descriptions, activities), and bibliography. Materials in the book are designed as attractive as possible to motivate students. This is in accordance with Williams in (Ariyani and Wangid, 2016) who explains that the teaching materials are designed to attract learners motivation. Textbook should also contain words that attract students to implement local wisdom values as described in the following song:

dhondhong apa salak

*dondong apa salak
duku cilik cilik
andhong apa mbecak
mlaku thimik thimik
adik nderek ibu
tindak menyang pasar
ora pareng rewel
ora pareng nakal
mengko ibu mesti
mundut oleh-oleh
kacang karo roti
adik diparingi*

The character values in the song show that every person is created unique like the sweet *salak* fruit and the sour *kedondong* fruit; both are fruits. The message of the song is that people have to respect one another.

4.4 Students Worksheets

Local wisdom developed in the student worksheets and with sub-themes of “Joy of Singing and Dancing” are traditional games, dances, and music instruments, which are all local wisdom in Yogyakarta Province. The materials and learning resources integrated in the student worksheets incorporate existing local wisdom. For example, the third materials accommodate *salak pondoh*, a typical fruit in Sleman Yogyakarta.

4.5 Assessments Tools

Assessment tools developed cover questions dissemination, questions, answer key and scoring rubric which explores character. Assessment tools were developed based on local wisdom so that the students can thoroughly accept the learning experiences. The tool also includes all assessment aspects on affective, cognitive, and psychomotor domains.

5 CONCLUSIONS

The developed thematic SSP products based on local wisdom consist of syllabus, lesson plans, materials, worksheets, and evaluation. Based on the assessment of experts, the SSP is in good and very good categories. In addition, it is also perceived in very good category by the teachers and students. Therefore, it can be declared that the thematic SSP is appropriate for use in learning.

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