



Design of Teaching and Learning Materials based on the Values of Local Heroic Struggle in Sukoharjo

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<http://dx.doi.org/10.18415/ijmmu.v5i6.454>

Abstract

Development of learning materials is one of subjects in the Department of Elementary School Teacher Education of Universitas Veteran Bangun Nusantara Sukoharjo. This research aims to develop learning materials based on the value of local heroic struggle in Sukoharjo. This research is done using *Plomb* development model; the steps are: 1) preliminary investigation; 2) design; 3) realization/construction; 4) test, evaluation, revision, and; 5) implementation. Preliminary investigation consists of literature review, field survey and product drafting. Literature review was carried out by analyzing documents, from teaching plans, and subject books used by the lecturer. Field survey was carried out through observation in all colleges in Surakarta. The survey is conducted to obtain the information of learning materials used for teaching, learning strategies, and essence of local heroism. The learning material development aims to determine the expectation of lecturers in teaching and learning subject. Data were obtained by questionnaire, interview, documents, and group discussion. Data obtained from questionnaire were analyzed with the percentage and the other data were analyzed using qualitative, descriptive technique. Survey shows that: 1) most of the lecturers use proper learning materials; 2) strategies to maximize lecturers productivity drafting learning materials are through discussion, workshop, and practice of learning materials drafting; 3) the researcher expects that the books of this development boost the learning motivation of the students in the Department of Elementary School Teacher Education.

Keywords: Design; Learning Materials; Teaching and Learning

Introduction

Learning occurs through both human-to-human and human-to-environment interactions. In this case, the environment can take forms of physical or social surroundings. Physical environment is illustrated as the buildings used, room fittings (table-chairs), teaching aids as learning media, etc. Meanwhile, social environment is described as interactions between either students and teachers, teachers and teachers, or students and students.

In higher education, teaching and learning is one of the compulsory subjects for the students of elementary school teacher training and education department. However, the in-depth study of syllabus and learning implementation plan has reveals that this subject has not illustrated the vision and mission of Universitas Veteran Bantara Sukoharjo yet, one of which relies on the value of struggle. Numerous

learning media have not yet developed the value of struggle as character building for students (Aqib Zainal., 2002).

In addition to syllabus and learning implementation plans, which have not been in accordance with the vision and mission of the university that upholds the value of struggle, the teaching materials applied in the learning process are still wide-ranging. The teaching materials have not been specifically led to the teaching and learning subject intended for elementary school teacher training and education department. The teaching materials employed by the lecturers in there are also utilized in other departments. Consequently, this makes the teaching materials less appropriate when used in such way.

The character building of the elementary school teacher training and education department students is not only integrated to the learning implementation plan and learning strategies, but also needs to be instilled with the values of local heroic struggle. College students as young generation need to imitate the struggle of the heroes by keeping on fighting, being full of courage and selfless. They need to be able to increase the spirit of willingness to sacrifice and never give up in facing various problems. They should show their confidence, instead of their ego.

Literature Review

Value can be interpreted as inherent characters or qualities of an object. Something holds a certain value for there are characters or qualities attached to it. Meanwhile, a hero can be interpreted as an unselfish person undertaking incredible thing. Respect should not be given to heroes merely based on their great achievements. People should also appreciate and remember their determination to do something for other people. Therefore, the greatness of a hero is not measured from the result, but the willingness to sacrifice for others. (Kabul Budiyo., 2007).

Heroism is the action of a hero; it is someone's attitude that shows bravery, courage, and willingness to sacrifice in defense of truth and justice. Someone with the spirit of heroism always shows bravery, responsibility, and willingness to sacrifice. Heroism is a knightly, brave, and praiseworthy attitude in defense of truth. Our predecessors have shown heroic attitude when fighting the invaders to achieve independence (Badrun., 2006).

With the spirit of heroism, every Indonesian citizen should contribute energy and thought in order to maintain the existence of the Unitary Republic of Indonesia. The nurture of heroism values is expected to foster the spirit of Indonesia to unite and commemorate independence by contributing all the thoughts, energy, and wealth to solve the problems of the country. Some heroes from Sukoharjo are K.H. Samanhudi, Prof. Mr. Dr. Soepomo, and Kanjeng Gusti Pangeran Adipati Arya Mangkunegara VII. K.H. Samanhudi was born in 1868 and died in 28 December 1956. He was the founder of *Serikat Islam* (SI). Prof. Mr. Dr. Soepomo is Indonesian national hero who formulated the 1945 Constitution of the Republic of Indonesia along with Muhammad Yamin and Soekarno. Kanjeng Gusti Pangeran Adipati Arya Mangkunegara VII was born in Kartasura, 7 April 1925 and died in Surakarta 2 August 1987, at the age of 62. He started to rule in 1944. Moreover, he was the last ruler of *Praja Mangkunegaran* who experienced the Dutch colonial period and the first ruler who experienced the independence of Indonesia.

Character is defined as the psychological trait, moral, and manner distinguishing someone from others. Terminologically, character is human characteristic in general and human has many characteristics depending on their factors of life. Further, character is the psychological trait, moral, and manner characterizing a person or a group of people (Abdul Majid & Dian Andayani., 2001).

Character building is postulated as education that develops the national character of the students. Students hold values and characters to define their characteristics, implement those values in their life as the members of society, as well as religious, nationalistic, productive and creative citizens (Margaret Spellings., 2007).

Character building is a conscious and earnest effort from a lecturer to instill values to students. Individuals with good character are those who try to do the best for God, themselves, others, surroundings, nation and country, as well as for the world by optimizing their potential along with their awareness, emotion, and motivation.

Methodology

This study belongs to a development research. Hobri (2010) stated that development research method orients to product development in which the process is described as detail as possible and the final product is evaluated. The product developed in this research is learning media in the forms of syllabus, lesson plans, teaching materials, and student worksheets.

Developmental model proposed by Plomp (2001) uses five sequences, namely: 1) preliminary investigation; 2) design; 3) realization/ construction; 4) test, evaluation, revision; and 5) implementation. Since the developmental model requires longer time, this research is conducted for two years gradually.

Results

Based on the results of the research, in the stage of teaching materials evaluation, there are several points to be used to evaluate the teaching materials. The teaching materials are compiled in three steps, namely: preparation of content assessment, presentation feasibility, and language feasibility. Components in these steps need to be described clearly to avoid uncertainty before evaluating the components in this chapter.

Various teaching materials serve as the inputs for preparing learning materials based on local heroic struggle values in Sukoharjo. The design of this teaching material is arranged based on the inputs from the validators and the organization of this teaching material design is related to the essence of learning concept to the last competency, which is the implementation of the teaching materials in the elementary school for the students of elementary school teacher training and education department.

There are six aspects being observed and each aspect has the assessment indicators referring to the learning implementation plans. From the observation, the data of each meeting are obtained and explained as follows.

Table 1 Observation of students in class activities

Student Activities	Average				Amount
	VG (%)	G (%)	A (%)	L (%)	

Reading	42.37	36	20	1.63	100
Writing	31.30	42	21.67	5.03	100
Doing Student Worksheets	36.67	43.30	16.67	3.36	100
Asking Question	30.25	43.30	23.25	3.20	100
Answering Questions	33.34	36.73	21.67	8.26	100
Presenting Discussion Result	47.54	32.64	17.34	2.48	100
Drawing Conclusion	28.25	45.35	25.35	1.05	100

Based on the observation illustrated in Table 1, the description of the seven activities are presented. Reading is considered very good (42.37%), good (36%), adequate (20%), and poor (1.63%); writing is categorized very good (31.30%), good (42%), adequate (21.67%), and poor (5.03%). Doing worksheets is considered very good (36.67%), good (43.30%), adequate (16.67%), and poor (3.36%). Asking question is considered very good (30.25%), good (43.30%), adequate (23.25%) and poor (3.20%). Answering question is considered very good (33.34%), good (36.73%), adequate (21.67%), and poor (8.26%). Presenting discussion result is categorized very good (47.54%), good (32.64%), adequate (17.34%) and poor (2.48%). Meanwhile, drawing conclusion is categorized very good (28.25%), good (45.35%), adequate (25.35%) and poor (1.05%).

The implementation of the character-based learning process appears in the learning process of the material of Sound. Those characters include:

1. Religiousness; the attitudes, words, words and behaviors obeying the teachings of the religion.
2. Creativity; the ways of thinking and doing something to find ways or make results from something that an individual has.
3. Responsibility; individual's attitude and behavior in carrying out duties and obligations to himself, society, environment (natural, social, and cultural environment), country, and God.
4. Honesty; a behavior that is based on the effort to make himself an individual who can always be trusted in words, actions, and work.
5. Communicativeness; an action that shows pleasure in speaking, socializing, and working with others.
6. Tolerance; attitudes and actions of respecting the opinions of others or groups.
7. Respect to diversity; the attitude of respecting various kinds of things in the form of physical appearance, nature, customs, culture, ethnicity and religion.
8. Confidence; an attitude of believing in self-ability towards the fulfillment of each desire and expectation.
9. Politeness; a subtle and good attitude including grammatical and behavioral points of view.
10. Curiosity; attitudes and actions that always strive to know more deeply and broadly than what has been learned, seen, and heard.
11. Discipline; an action that shows orderly behavior and complies with various rules and regulations.

The character of students assessed in the learning process of teaching and learning subject can be clearly observed. The observability of these characters arise from different observation categories. The values of the characters are religiousness, creativity, responsibility, honesty, communicativeness, tolerance, and respect to diversity, confidence, politeness, curiosity, and discipline. From the result, the teaching and learning materials through the analysis of Sukoharjo local heroism can provide character building for the elementary school teacher education department students.

Conclusion

The research results and data analysis expose that the utilization of learning media (learning achievement map, matrix of syllabus, lesson plans, teaching materials, and student worksheets) based on local heroic struggle values in Sukoharjo is highly beneficial to students. It makes the students passionate, respectful, etc. It also demonstrates the presence of local heroism, and all heroes have positive attitude toward the values of struggle and nationalism.

The learning process of teaching and learning subject can improve the activity, behavior, passionate spirit, spirit of respecting the past heroes, and students' learning motivation. Thus, it is expected that the students of elementary school teacher education department hold strong characters.

The students' character illustration in this teaching and learning subject has already been visible and it can be observed from the matching achievement indicators such as religiousness, communicativeness, respect to local heroism values, passion, honesty, and value of struggle. However, not all students have equal characters, and therefore they still need a lot of guidance from all related parties, including parents.

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