The Development of Local Wisdom-Based Social Science Learning Model with Bengawan Solo as the Learning Source

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Abstract

This research aimed: (1) to find out the objective, material, method, media, evaluation of social science learning in junior high school; (2) to exploit the perception of Social Science teachers in Junior High School on innovative learning models, and (3) to develop a local wisdom-based Social Science learning model. The subject of research consisted of the Social Science teachers of Junior High Schools in Surakarta City. Techniques of collecting data used were observation, interview, document analysis, questionnaire and FGD (Focus Group Discussion). The data analysis method employed was an interactive model of qualitative analysis. The result of research showed that: (1) the objective of Social Science learning was to develop social knowledge, attitude, and skill of students; the material had been consistent with Standard Content; the lecturing method was varied, using power point, film, and LCD media; the evaluation had focused on cognitive and affective aspects, and skill; (2) the Social Science teachers of Junior High School had understood the innovative learning model; and (3) a Local Wisdom-Based Social Science learning model had been developed with Bengawan Solo as learning source.

Keywords: Social Science learning, Social Science teacher, Junior High School, and Local Wisdom

A. Introduction

Education is a conscious and planned attempt of realizing a learning circumstance and learning process to encourage the students develop their potential actively in order to have religious spiritual power, self-control, personality, intellectuality, noble character, and skill that they, their society, their nation and state need. Law No.20 of 2003 about National Education (2007:8) explains that national education serves to develop ability and to provide nation character and prestigious civilization in the attempt of intellectualizing the nation life, aiming to develop the students' potential to be human beings who have faith, piety to Almighty God, noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens. Such the formulation of education objectives is very ideal and comprehensive. It is formulated deliberately to provide spiritual circumstance and spirit as well as to give motivation to every related humanity component to try achieving such the ideals. However, in the implementation of organization, education as the nation building process is still worrying. The development of societal life is still characterized by the gap of moral, character, social economic and politic problems, and nation's self-esteem. It is these problems that surface widely today in Indonesia. It indicates that our education has not been able to develop Indonesian human and society as expected (Nur Rokhman, Nurhadi, and Muhsinatun S, 2006: 116).

This is, of course, not consistent with the meaning and the intention of Social Science learning. It is because Social Science education and learning, in addition to be academic in nature, also implants value, develops social problem solving skill, reconstructs event, wisdom and moral lesson problem, independency, responsibility, discipline, and entrepreneur spirit (Nur Rokhman, Nurhadi, and Muhsinatun, 2006 : 117). This assumption offers the development of Local Wisdom-Based Social Science learning model, constituting contextual learning model with Bengawan Solo as learning source. Contextual learning is the learning concept encouraging the teachers to connect the material taught to the students' real world situation (Nurhadi, 2004: 58). Learning, according to Sugiyanto (2010: 17), can be stated as contextual (CTL) when it meets the seven pillars of learning: inquiry, questioning, constructivism, learning community, authentic assessment, reflection, and modeling. The contextual teaching learning model occurs when the students experience and apply what they learn referring to the real world problem relating to their role and responsibility as the members of family, society, and state.

The results acquired from the learning using CTL model are, among others, (1) the students' attitude and openness to express opinion, (2) the students' respect to others (friends); (3) the students' higher awareness of the concept implanted; (4) the students' awareness of the importance of living environment preservation, and (5) the students' intellectuality including linguistic, interpersonal, and intrapersonal (Dyah Puspandari, 2008:). It is confirmed by Johnson, Elaine B. (2007; 78) stating that CTL can touch the personal, social and intellectual abilities of students. Regarding Social Science, Isjoni (2007: 21) stated that Social Science subject is a program primarily concerning with human beings in both physical and social environments. The Standard Competency and Basic Competency (SK-KD) of 2006 mentions that Social Knowledge is a discipline studying human behavior in living within society and environment that is given from Elementary Schools (SD/MI/SDLB) to Senior High Schools (SMA/MAN/SMALB) containing Geographic, Historic, Sociologic, and Economic materials. Social Science studies a set of events, facts, concepts and generalizations related to social issues. In the future, the students will face heavy challenge because the global society life changes any time. Social Science material originates from human life activity center such as human being with his environmental nature, human being with his group, one human being and another, and so forth (Depdiknas [National Education Service], 2006c). Fraenkel (1980: 8) divided the goal of Social Science into four categories: knowledge, skill, attitude, and value. The objective of Social Science subject in Junior High Schools, according to Education Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan [KTSP] 2006), includes 1) to identify the concepts related to living within society and environment, 2) to have basic competencies of thinking logically and critically, curiosity, inquiry, problem solving, and skill in social life, 3) to have commitment to and awareness of social and humanity values, and (4) to have communicating, cooperating and competing abilities in multicultural society, whether at local, national, or global levels. Regarding the learning source, Nana Sudjana (2007: 65) stated that learning source is the capacity that can be utilized for teaching-learning process interest, either directly or indirectly, both partially or and simultaneously. Learning source not only is limited to material and tool used in the learning process, but also includes power (energy), cost, and facility. Learning source includes whatever can be used to help everybody to learn and to present his/her competency.

Individual learning sources play their own roles in teaching-learning activity, dependent on a teacher's capability of using it. Ahmad Rohani (2004:54) classified learning source into 6 types: message, people, material, device, technique, and setting. Generally, the functions of learning source, according to Wina Sanjaya (2010: 78) are as follows: (1) to improve the learning productivity by means of: (a) accelerating the learning rate and helping the teachers use time better, and (b) reducing the teachers' burden in displaying information, so that they can build more and develop passion; (2) to provide the probability of individualized learning by means of: (a) reducing the teachers' rigid and traditional control and providing the students the opportunity of developing according to their abilities; (3) to provide the scientific basis to the learning by means of: (a) designing a more systematic learning program, and (4) to solidify the learning by improving the learning source ability; (5) to enable to learn aesthetically: reducing the gap between verbal and abstract learning and the concrete one; and (6) to enable to present learning more widely by displaying borderless information. Overall, those functions represent the reason and the importance of learning source for the sake of process and learning outcome achievement to the students. Local wisdom is a term frequently used by scholars to represent value system and norm organized, held, understood, and applied by the local society based on their understanding and experience in interacting and interrelating with environment. Taylor and de Loe in Chaiphar, W., Promsaka, Th., &Naipinit, A. (2013: 17). explained that local knowledge is an important value in supporting investigation technique, development policy, and effective use in the process of environmental decision making. Local wisdom is the life value order inherited from one generation to another in the form of religion, culture or custom that is commonly spoken in nature in a society's social system. The presence of local wisdom in the society is the result of adaptation process to a usually inhabited environment in which interaction often occurs from one generation to another in a very long period of time (Hagi Primadasa Juniarta, Edi Susilo, and Mimit Primyastanto, 2013). Meanwhile, local wisdom, according to Ridwan (2007: 24), could be conceived as the human beings' attempt of acting and treating something, object or event occurring in certain space, using their mind. Surakarta City society perceives that local wisdom contains noble values that should always be inherent to everybody's soul, and applied to living within society, nation, and state (Sri Supiyarno and Sri Mulyati, 2012).

Method

The research entitled "The Development of Local Wisdom-Based Social Science Learning was research and development and conducted gradually for two years. The first stage is conducted in the year-1 (2015) and the second one in the year-2 (2016). The first stage of research becomes the basis for the development of the second one. Thus, the method sequence during these two years is an integral unit in solving the main problem studied. In the first year, this research was conducted: (1) to identify the objective, method, media, and evaluation of Social Science learning undertaken in Junior High Schools in Surakarta City; (2) to explore the Social Science teachers of Junior High Schools' understanding on innovative learning models in Surakarta City; (3) to formulate the draft of Local Wisdom-Based Social Science learning model in Junior High School as the attempt of improving Social Learning Quality and confirming the character of students. In the first year, the research method was conducted in a two-stage action: (a) explorative research conducted directly in the field, and (b) to develop a draft of development model by means of Focus Group Discussion (FGD). Explorative research is intended to reveal in depth the Social Science learning model undertaken so far in Junior High Schools in Surakarta City. FGD is intended to get input from various related parties as the main material for developing the draft of Local Wisdom-Based Social Science learning model.

The research was taken place in Junior High Schools in Surakarta city, both public and private. The data source included: (1) informant, (2) place and event, and (3) existing documentation/archive. The informants were asked for information included MKKS head of Junior High Schools, Headmasters of Junior High Schools or Curriculum Division Head, and Social Science teachers of Junior High Schools, and students. The place and event used as the information is Social Science learning room in the classroom. The document/archive concerned curriculum, syllabus, and RPP (learning implementation plan) and Social Learning source books. Corresponding to the qualitative research method, the sampling technique used in this research was purposive sampling. This technique was internal sampling because it does not represent at all the population in the term of number, but represents its information (H.B. Sutopo, 2002). Thus, the techniques of collecting data used were: (1) in-depth interview, (2) observation, (3) document analysis, and (4) FGD. To get high degree of validity, triangulation, recheck, and peer debriefing techniques were used (H.B. Sutopo, 2002 : 78). The processing of data resulting from explorative research was conducted using an interactive model of analysis (Miles and Huberman, 1984). An interactive analysis encompassed: (1) data collection, (2) data reduction, (3) data display, and (4) verification/conclusion drawing. This development was conducted based on finding of explorative research, and then developed to look for a Local Wisdom-Based Social Science learning model through Focus Group Discussion (FGD).

Result and Discussion

Related to objective, material, method, media, and evaluation of Social Science Learning undertaken in Junior High Schools in Surakarta City today, the following elaboration can be given.

Objective of Social Science Learning

Related to the objectives of Social Science learning, the result of observation record, the interview with Social Science teachers of Junior High Schools in Surakarta City, and the library study, it can be elaborated as follows. Mr. Darwanto from SMP Negeri 22 Surakarta stated that the objective of Social Science learning in Junior High Schools is to provide the students of Junior High Schools an intact understanding on spatial and temporal connection as well as social activities within it. Mrs. Tatik from SMP Negeri 1 Surakarta stated that the objective of Social Science learning in Junior High Schools is to develop attitude, particularly to grow social and solidarity feelings in realizing a safe and peaceful life, in addition to developing cognitive competency. It is aligned Sapriya (2009: 11) and Cholisin & Hisyam (2006: 54) states of Social Sciences is the field of teaching provided in schools with the aim to develop the knowledge, attitudes, and social skills. Even Fraenkel (1980: 8 -11) mentions the purpose of IPS is to develop the knowledge, skills, attitudes, and values.

Social Science Learning Material

The scope of Social science learning material for Junior High School (SMP) or Islamic Junior High School (MTs) includes the following aspects: (1) human, place, and environment, (2) time, sustainability, and change, (3) social and cultural system, and (4) economic behavior and welfare.

Particularly for the 7th grade, the scope of material consists of (1) understanding the human's attempt of recognizing environment development, (2) understanding the society development from Hindu-Buddha to European colonial periods, and (3) understanding the community's economic activity (Depdiknas National Education Department], 2006-c: 419) in the following Standard Competency (SC) and Basic Competency (BC):

The 7th grade, 2nd semester	
Standard Competency	**Basic Competency**
4. Understanding the human's attempt of recognizing environment development	4.2. Developing sketch and map of area describing the geographic object. 4.3 Describing geographic and demographic condition
5. Understanding the society development from Hindu-Buddha to European colonial periods	5.1. Describing the development of society, culture, and government during Hindu-Buddha period, and its heritages. 5.2 Describing the development of society, culture, and government during Islamic period, and its heritages. 5.3. Describing the development of society, culture, and government during European colonial period, and its heritages.
6. Understanding the community's economic activities	6.1 Describing the economic activity pattern, land use, settlement pattern of population based on physical condition of earth surface. 6.2 Describing economic basic activities including consumption, production, and service distribution.

Those are the basic material of Social Science learning in Junior High Schools particularly in 7th grade of 2nd semester. Related to Education Unit Level Curriculum (KTSP), in addition to the material included in those BCs above, the teachers should develop what becomes "local wisdom". Some teachers reported that they have done it, but some others have not. For the Social Science teachers writing have done, like Mr. Untoro from SMP Negeri 9 Surakarta, it has been developed from the Social Science material for the 7th grade about "Boyongan Kraton (the move of Palace) from Kartasura to Surakarta Hadiningrat, Sekaten, and Grebeg Sudiroprajan". Furthermore, Mrs. Tatik from SMP Negeri 1 Surakarta, stated that some of local wisdom has been developed, namely, Paper about the History of Surakarta Palace. The teachers gave assignment to investigate through interview, questionnaire or documentation, and then to write a report on the History of Surakarta Palace and to present it before the class.

Learning Method

Method is the way or technique the teachers use in teaching-learning activity. The position of method in learning is to be a means of achieving objective and to be a learning strategy. The learning methods the teachers of Junior High School often use in Surakarta City are, among others: lecturing, debriefing, discussion, role playing, problem solving, and inquiry. This is in accordance with several methods of learning which is seen in line with the principles of scientific approach / scientific, among other methods: (1) Problem Based Learning; (2) Project Based Learning and (3) Inquiry / Social Inquiry. (Permendikbud, 68 in 2013).

Social Science Learning Media

Learning will run effectively and efficiently when supported with learning media. The learning media used by the teachers of Social Science in Junior High Schools in Surakarta are: picture, historical map, geographical map, Indonesian map, world map, concept map, smart tree media, question/statement card, Microsoft power point, CD film, LCD. By learning media to be interesting, heighten the excitement of learning, and overcoming passivity students (Sadiman, et al., 2002, 146)

Evaluation of Social Science Learning

The teachers of Social Science in Junior High Schools of Surakarta City respond varyingly to the evaluation of Social Science learning. This test is also known as multiple-choice or objective or essay test. It can be called cognitive and affective assessments as well.

Mr. Mandra from SMP Negeri 22 Surakarta, related to evaluation, stated briefly that authentic assessment includes knowledge, attitude, and skill. It is appropriate curriculum in 2013 that emphasizes the assessment of the three components in the process, namely the attitudes, skills and knowledge (Pemendikbud, 66 in 2013).

Exploring the Social Science teachers of Junior High School's understanding on learning models in Surakarta City

Regarding the innovative learning models, most teachers of Social Science in Junior High Schools in Surakarta City have understood and practiced in learning. For further information see the illustration of learning models in the table below.

Table 1: Understanding Junior High Social Studies Teachers on Learning Models

No	Statement	Frequency	Percentage
a	Highly understanding	14	46.67
b	Understanding	16	53.33
c	Less understanding	0	0
d	Not understanding	0	0
e	Not understanding at all	0	0
	Total	30	100

The learning models practiced by the Social Science teachers of Junior High Schools in Surakarta city are: Contextual Teaching and Learning (CTL), Cooperative learning such as Student Team Achievement Division (STAD), Jigsaw, Number Head Together (THT), Think Pair Share (TPS), Make a Match, Talking Stick and Concept Map. The variation of innovative models can be seen in the table below.

Table 2: The Innovative Learning Models ever practiced

No.	Statement	Frekuensi	Percentage
a	Contextual	24	80
b	Cooperative : STAD, Jigsaw, Number Head Together (THT), Think Pair Share (TPS), Make a Match, and Talking Stick.	27	90
c	Quantum : Concept Map	3	10
d	Not Understanding	0	0
e	Not Understanding at al	0	0
	Total	30	100

From the data above, it can be seen that most Social Science teachers of Junior High Schools in Surakarta City have ever applied contextual learning model, the one connecting the learning material to the world surrounding the students. Thus, Social Science learning is expected to be more attractive and meaningful. The impression the students get when the teachers apply innovative learning models is very joyful and vigorous; Social Science learning becomes alive, so that the students attend the learning more actively. Similarly, Sriyanto, one of 7th graders of SMP Negeri 1 Surakarta stated that the learning using innovative learning model is very joyful, so that the students become more active and the learning becomes meaningful. It was confirmed by Budi, one of 7th graders of SMP Negeri 9 Surakarta that through innovative learning, I feel happy, and the students become more active and creative. Regarding the points 1, 2, and 3, the one closely related to the Social Science teachers' attempt of improving their learning quality in Surakarta city is the activity of attending upgrading (penataran), seminar, workshop, and similar to increase knowledge, that can be seen in table below. Table 4 shows the activities (upgrading, seminar, workshop etc) the teachers have ever attended related to Social Science including character education. The sample activities that have ever been attended by Mr. Bambang from SMP Muhammadiyah 1 Surakarta are illustrated below.

Table 3: Seminar/Workshop activities by Mr. Bambang

No	Types of Activity	Titles of Activity	Year
1	Seminar	Teacher Professionalism	2008
2	Seminar	The existence of Social Science/History subject in KTSP	2008
3	Seminar	Historical Education and Nationalism Revitalization	2011
4	Workshop	The Development of Quality Profile and Education Quality Map	2011
5	Seminar	Growing the Critical Thinking Ability using Controversial Historical Learning	2013
6	Seminar	Can Curriculum 2013 Answer the Challenge of Improving Teacher Competency	2013
7	Workshop	Cultural Heritage Internationalization	2014

From the data above, it can be found that most Social Science teachers of Junior High School in Surakarta City have participated in such activities as upgrading, seminar, workshop, related to learning material, curriculum and teacher competency developing effort in the attempt of improving education in general and Social Science in particular. The culture implanted in Junior High Schools of Surakarta City is associated with the implant of character values to the members of Junior High Schools particularly the students can be from the following statement. In SMP Negeri 2 Surakarta, just like Mrs. Fitri said "the attempts of implanting the students' character value include Natural Safari extracurricular for nationalistic and patriotic values, various discussions for democratic value, shaking the teachers' hand for communicative value, and scientific assignments for creative value". In SMP Negeri 9 Surakarta, Mr. Untoro stated "here the attempts of implanting the character values among the students include: (1) shaking the hands of teachers who are on duty in the front of school entrance; (2) greeting the teachers; (3) starting and ending the learning with pray, (4) giving building for the students coming late before they are allowed to enter the class, and (5) putting off the jacket when entering the school environment". In SMP Negeri 1 Surakarta, Mrs. Rohana revealed honesty, discipline, tolerance, respect, and responsibility. It is in line with what Mrs. Ana from SMP Negeri 2 Surakarta said that the attempts of implanting the character values among the students include: respecting, studying vigorously/hard, cooperating, sacrificing sincerely, tolerant, and disciplined. Thus implicitly associated with learning that implementing character education, junior high schools Surakarta has instilled character education to the citizens of SMP, especially to students. IPS Learning loaded with value, therefore, a social studies teacher is not merely a "transfer of knowledge" but also "transfer of values" (Sardiman, 2002: 102). Character values such as discipline a sense of responsibility, care for the environment, social care, religious, love to read, patriotism, sacrifice, creative, independent and honest hard work needs to be nurtured continuously through learning IPS. In planting value, Wardani (2010:230) asserts that teachers are expected to be a model and an example for their students in realizing character behavior that includes thought though, if the liver and if the taste.

The Essence of Local Wisdom-Based Social Science Learning Model

Model Development Procedure

The procedure of developing the Local Wisdom-Based Social Science Learning Model is as follows:

a. The development of Local Wisdom-Based Social Science Learning Model in Surakarta City was formulated based on the data collected from interview. Thus, the model formulated in the first stage is the tentative draft rather than final model to be implemented because it has not been developed in participative manner by involving all representations of stakeholder component.

b. In the last stage of research, the final model was formulated conducted in participative manner by using the tentative draft of model formulated by the research team as the reference. The formulation of model in this last stage involved entire related stakeholders, department and Social Science teachers of Junior High School as the starting point in the implementation of Local Wisdom-Based Social Science Learning Model.

c. The model formulation in this last stage was conducted using Focus Group Discussion. In FGD, there is eventually a consensus on the model to be implemented and ready to recommend to the related parties in the implementation of Local Wisdom-Based Social Science Learning Model.

The measures taken in developing the Local Wisdom-Based Social Science Learning Model

The development of Local Wisdom-Based Social Science Learning Model in Surakarta City as the attempt of improving Social Science learning quality particularly in reinforcing the students' character of self-identity was generally conducted using participative approach. Various elements of related stakeholder such as Department, Headmasters, Curriculum Division, and Social Science Teacher of Junior High School have participated in developing such the model. Several important measures taken in developing the Local Wisdom-Based Social Science Learning Model in Surakarta City are as follows:

a. Giving an explanation about the objective of Local Wisdom-Based Social Science Learning Model Development in Surakarta City to the key elements involved in model development. The result of earlier identification shows that the Local Wisdom-Based Social Science Learning in Surakarta has not been able to be implemented because of too much Social Science materials and very limited time.

b. Comforting the stakeholder's perception on Local Wisdom-Based Social Science Learning Model in Surakarta City. One of important measures in formulating a Local Wisdom-Based Social Science Learning Model is to equate the perception on everything related to the development of Local Wisdom-Based Social Science Learning Model with Bengawan Solo as the learning source. Bengawan Solo as the learning source can be studied from historical, geographical and economical aspects. This is then poured into Webbed model by incorporating the related Basic Competencies in one semester, particularly for the 7th grade. Because it is a development material, syllabus and RPP (Learning Implementation Plan) are developed distinctively, and so are the evaluation pertaining to either knowledge or character values. It is intended to avoid the perception difference that may result in miscommunication and less optimal achievement of expected objective.

c. Explaining the rule of developing the Local Wisdom-Based Social Science Learning Model. To smoothen the implementation of focus group discussion, the rule of game in discussion implementation was stipulated first as follows:

    1) The model development was conducted in participative manner in the form of workshop by involving the stakeholder elements of Character Education-Based Historical Learning in Solo Raya.

    2) Every participant of focus group discussion was required to participate actively in contributing thinking to the model development in the form of opinion, question, comment, or recommendation and idea related to the Local Wisdom-Based Social Science Learning Model.

    3) Various opinions on Social Science learning model for Junior High Schools was then formulated into an approved final model and established as the Local Wisdom-Based Social Science Learning Model recommended in Junior High Schools.

d. Formulating and establishing the Local Wisdom-Based Social Science Learning Model to be recommended and implemented in Social Science Learning in Junior High School throughout Surakarta City.

Conclusion and Recommendation

Conclusion

Considering the result of research and discussion, the following conclusions can be drawn. (1) The objective of Social Science learning is to develop knowledge, attitude, skill and value; Social Science learning consistent with Content Standard in the Curriculum of Social Science for Junior High School; varying lecturing method, and media leading to power point, film, and LCD media, and evaluation leading to knowledge, attitude and skill aspects. (2) The teachers of Junior High Schools in Surakarta City have understood and practiced innovative learning model. (3) The development of Local Wisdom-Based Social Science Learning model.

Recommendation

From discussion and conclusion above, the following recommendations can be given. (1) Social Science teacher as a designer should be able to package the material well. (2) The use of innovative learning model should be optimized because the application of learning model, in addition to minimizing the time, also makes the learning more interesting and joyful. (3) Social Science learning is replete with value; therefore the teachers of Social Science do not only "transfer of knowledge" but also 'transfer of values". The character values to be developed through Social Science in general and local wisdom in particular included: discipline, responsibility, environment caring, social caring, religiosity, nationality spirit, loving to homeland, reading interest, sacrificing, creativity, honesty, independency and hard work.

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