Learning gurindam 12 as local wisdom through role playing assisted by audio visual to strengthen character of students

Zaitun[1, 2], K Abdul Hakam[1], S Adiwikarta[1], Y Ruyadi[1]

[1] Department of Character and General Education, Indonesia Univeristy of Education
[2] Faculty of Teacher Training and Education, Raja Ali Haji Maritime University

eriksantoso@unma.ac.id

Abstract. This study aimed to describe the strengthening of student character by learning Gurindam 12 through Role Playing assisted by Audio Visual. The research method was carried out with the Borg and Gall theory on research and development (R and D), this researcher conducted pre-tests and post-tests to find out whether local wisdom learning of Gurindam 12 through Role Playing assisted by Audio Visual can improve noble character in students. The sample in this study were prospective students of Indonesian Language and Literature Education study program teachers at the Faculty of Teacher Training and Education (FKIP) UMRAH. The result is that the Gurindam 12 through Role Playing assisted by Audio Visual makes learning more active and more enjoyable and can increase the values of positive characters in students including helping and cooperating with each other, and socially sensitive.

1. Introduction

Local wisdom owned by Indonesia has the potential to build the nation's character and Indonesian identity. Local wisdom can make human to be wiser in living life. In Indonesia, local wisdom does not always apply in a local or ethnic context, but also cross-cultural or cross-ethnic, with the hope of building national cultural values. The wealth of local wisdom in Indonesia is reflected in the local wisdom that is owned by each ethnic group. This is a positive value of the diversity of the nation, but if local wisdom is not inherited optimally it will be extinct, this means that local wisdom has been eroded all the time due to globalization and modernization. Without any doubt, local wisdom that serves as a guide for good deeds, will become extinct and remain as history. This symptom can be seen. The younger generation begins to behave individually because they are accustomed to modern facilities and thus no longer need to deal directly with their peers. They are also accustomed to something that is instant as a result of globalization and modernization that continuously offers ease and speed in achieving various things.

One effort to preserve local wisdom is through learning that exists both at the elementary, junior high, high school and in tertiary level. One of the local wisdom in the Riau Islands is Gurindam 12. In this modernization era, students must be equipped with knowledge competence and adequate skills and strong character. Students who have strong knowledge, skills and character are needed and described in the Regulations formulated by the Government [1]. In an effort to achieve this goal, educators, learning tools, and schools must be prepared to produce various innovations and strategies [2]. Meaningful learning is learning that is able to build the character of their students [3]. To achieve fun and innovative learning, it needs the optimal role of educators. Professional educators will prepare learning activity which not only touches the realm of students' knowledge but is able to form students

character in their life activities. Class activities that are built up through fun and innovative learning will impress the students and will be implemented in the behavior of students. For this reason, models, media, methods, strategies applied in learning must be prepared professionally and renewably according to the times.

2. Theoretical framework

Local wisdom is basic knowledge gained from living in balance with nature. This is related to the culture in the community that is accumulated and passed on. This wisdom can be abstract and concrete, but its characteristics come from experience or truth obtained from life. Wisdom from real experience integrates body, soul, and environment. It emphasizes respect for elders and their life experiences. In addition, moral values are more than material things [4] [5]. One of the local wisdom that is the focus of this research is Gurindam 12 which has character values such as, religious, cooperation, helping each other, being obedient, caring, polite, friendly [6] [7] [8] . As one of the local wisdom learning at the Maritime University of Raja Ali Haji, this material needs a learning innovation in the process both through models, methods, and media so that learning objectives can be achieved.

3. Research Method

The method used in this study was the Research and Development (R&D) by Borg and Gall with 10 (ten) stages [9] , which have been modified by Sukmadinata into 3 (three) stages [10] .The stages of research and development modified by Sukmadinata, are preliminary studies, model development, and model testing [11]. Learning Gurindam 12 as local wisdom is one of the materials in the lectures of Tamadun and Tunjuk ajar Melayu which is taught to all students at the Maritim University of Raja Ali Haji Tanjungpinang [12] . The research design used in this study was an experimental design with one group pre-test and post-test. In this study, there were two types of data, namely qualitative data and quantitative data in which quantitative data used an exploratory method. As for the qualitative data and results in the form of descriptive data about the experiences of respondents who played video of role-playing and the participation of other members as audiences when role-playing took place that referred to behavioral changes. The quantitative data was in the form of measurement of statistical results from the effectiveness of learning Gurindam 12 as local wisdom through Role-Playing Assisted by Audio Visual media as an effort to strengthen student character. For the limited data test, the respondents were from 2 classes with a sample of 56 people in the Department of Language and Literature Education FKIP UMRAH

3.1. Research Object

Learning Gurindam 12 as local wisdom based on Role Playing supported by Audio Visual media.

3.2. Research Benefit

On research of learning Gurindam 12 as local wisdom based on Role Playing supported by Audio Visual media, students can apply the values of Gurindam 12 as local wisdom in all aspects of life.

4. Results and Discussion

4.1. Results

Learning Gurindam 12 as local wisdom through Role Playing assisted by audiovisual is a learning model designed from Tunjuk Ajar Melayu material in the Gurindam 12 combined with Role Playing learning model which assisted by audiovisual with the hope that students will not only know about the Gurindam 12 material theoretically but can identify the character values in Gurindam obtained by Role Playing, while the Role Playing model itself is one of the social learning models. Komara stated that: "social learning models build learning communities, when working together we will produce collective energy called synergy [13]. The audiovisual is multimedia with technology that supports learning, the audiovisual in this study is video. Video is a digital media that shows the arrangement or sequence of moving images and can provide illusions/fantasies [14]. In this study, especially in the experimental

class, students in groups performed role-playing and recorded for later played and viewed by students in one class. One group consisted of 5 to 6 students and all had a role.

Based on the results of the trial, several revisions have been made to the learning model, [15] role-playing which assisted by audiovisual involved all students who have been divided into several groups and each group prepared a drama text that was recorded in front of the class by other students as observers. Then it was evaluated and discussed relating to the mandate, characterizations, and values of existing characters and linking with cases that exist around students. Through this learning, the classroom atmosphere becomes active, students focus on the learning process and the values of cooperation, help each other, and socially sensitive were instilled.

4.2 Discussions of Learning Gurindam 12 as local wisdom through Role Playing assisted by audiovisual

Learning Gurindam 12 as local wisdom through Role Playing assisted by audiovisual shows the existence of positive character values in students during the process of making videos, video showing and discussions, there were several character values that arise including cooperation, mutual assistance, and socially sensitive. The limited test results in this study consisted of (a). Analysis of data normality test; (b). Analysis of data homogeneity test; (c). Analysis of the two-different mean test and (d). Gain Score Analysis. The explanation of the results obtained are as follows:

4.2.1 Analysis of data normality test

Normality test was carried out to determine what statistical test is appropriate to be used in answering research hypotheses. The test criterion is if the value of Assymp Sig (2-tailed) > alpha value or (α) , then the test is normally distributed. The normality test hypotheses are as follows:

If Sig (*p-value*) < ($\alpha = 0.05$), then H_0 is rejected

If Sig (*p-value*) $\geq$ ($\alpha = 0.05$), then H_1 is acccepted

The results of the normality test calculation are presented as follows: The Sig value for the experimental class at the pre-test was 0.138 and post-test was 0.151. Sig for the pre-test control class was 0.167 and post-test was 0.13. This means that the Significance value (Sig) for all data both Kolmogorov and shapiro> 0.05, it can be concluded that the research data was normally distributed.

4.2.2 Analys of data homogeneity test

Homogeneity test aimed to see whether the data is homogeneous. To test homogeneity, it is performed by comparing the Assymp Sig (2-tailed) number with the alpha value or (α). The criterion for testing is if the Assymp Sig (2-tailed)> Alpha (α), then H_0 is rejected and H_1 is accepted. *Marginal homogeneity* is as follows:

H_0: both population variances are heterogeneous.

H_1: both population variances are homogeneous

The results of the Homogeneity Test of Pre-test in the experimental class and the control class are as follows: based on the SPSS results obtained a significance number of 0.957, because the significance value was greater than 0.05 then H_0 was rejected and H_1 was accepted, with the conclusion of the pre-test experiment class data and control class were homogenous and had the same population variant. Homogeneity Test of Post Test in the experimental class and control class, the results are as follows: based on the SPSS results obtained a significance number of 0.308. Because the significance number was greater than 0.05, H_0 was rejected and H_1 was accepted, with the conclusion that the test data of the experimental class and the control class were homogeneous and had the same population variant.

From the above SPSS results above both in the pre-test and post-test in the experimental class and the control class, the data was homogeneous. With the normal and homogeneous data of this study, the next step was to analyze the two-different mean test.

4.2.3 Analysis of the two-different mean test

Two different mean test of pre test and post test data was carried out to know whether there is a difference before and after being treated. Calculation of the difference test between the two paired samples of the mean t-test results was 0,000. Data analysis of Output results: to test the difference between the two mean of experimental class data between the pretest and posttest data by using the following hypotheses:

H_0 : There is no increase in learning outcomes of Gurindam 12 through *Role Playing* assisted by audio visual.

H_1 : There is an increase in learning outcomes Gurindam 12 through *Role Playing* assisted by audio visual.

- Acceptance criteria of H_0

  With confidence level = 95% or (α) = 0,05. the number of samples in the experimental group was 29 people

  H_0 is accepted if $- t_{table} \leq t_{calculation} \leq t_{table}$ or

  H_0 is rejected if ($t_{calculation} < - t_{table}$ or $t_{calculation} > t_{table}$)

  Based on the results of calculations for the forehand drive variable obtained t-calculation = 40.187 with sig = 0.000 <0.05, it can be concluded that there was an increase in learning outcomes of students in learning Gurindam 12 through *Role Playing* assisted by audio visual.

4.2.4 Gain Score Analysis

Based on the calculation results of the N-gain score test showed that the mean value of the N-gain score for the experimental class (G12 learning through Role Playing assisted by audiovisual) was 65.3572 or 65.3% included in the Fairly Effective category, with minimum N-gain score of 47.30% and a maximum N-gain score of 76.92%.

While the results of the calculation of the N-gain score test showed that the mean value of the N-gain score for the control class (conventional models through lectures) was 55.0574 or 55% which included in the Less Effective category, with a minimum N-gain score value of 36.29% and the maximum N-gain value of 67.31%, this can be seen in the table below:

Table 1. Results of N-Gain Score

No	Experiment Class	Control Class	Description
Total Ngain Mean	65.3572	55.0574	In the experimental class
% Minimal	47.30	36.29	there were 29 respondents
%Maximal	76.92	67.31	and in the control class
			there were 27 respondents

Based on the table above that Learning local wisdom through role playing assisted by audiovisual can increase the value of student character in the experimental class.

5. Result and Suggestion

Learning local wisdom through role playing assisted by audiovisual can increase the value of student character. This learning was innovative and fun, students become enthusiastic, the affective, cognitive and psychomotor aspects of students became maximal and SPSS results showed Gurindam 12 learning through role playing assisted by audiovisual was fairly effective.

References

[1]   M. Taufik, *Menggagas Pendidikan Masa Depan (Bunga Rampai)*. Malang: UMM Press., 2002.

[2]   Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif*. Jakarta: Kencana Prenada Media Group., 2010.

[3]   Pusat Kurikulum dan Perbukuan, *Pusat Kurikulum dan Perbukuan.2011. Pedoman Pelaksanaan Pendidikan Karakter (online). Jakarta: Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional*. Jakarta: Badan Penelitian dan Pengembangan Kementerian Pendidikan Nasional, 2011.

[4]   S. NakhornThap, "Report of the Study on Patterns of Process in Promoting Teacher and School Participation for Prevention and Solution of Problems Concerning Child Labor in Thailand.," *J. Res. Humanit. Inf. Study*, 1996.

[5]   R. Sibaran, *Kearifan Lokal:Hakekat, Peran dan Metode Tradisi Lisan*. Jakarta: Asosiasi Tradisi Lisan, 2012.

[6]   A. Malik, "Personal Character Index in the Works of Raja Ali Haji," *Int. J. Inf. Technol. Bus. Manag.*, vol. 58, no. 1, pp. 22–34, 2017.

[7]   Zaitun, "Manfaat Motivasi Belajar Berbasis Gurindam Dua Belas," *Prim. Early Child. Educ.*, pp. 1–13.

[8]   Zaitun, "Telaah Berbahasa Santun dalam Gurindam Dua Belas Raja Ali Haji.," *Pros. Semin. Nas. Pendidik. dan Kebud.*, p. 419-.

[9]   W. R. Gall, M.B., Gall, J.P. and Borg, *Educational Research: An Introduction.* Newyork: Pearson Education Inc, 2003.

[10]   N. S. Sukmadinata, *Metode Penelitian Pendidikan.* Bandung: Alfabeta, 2006.

[11]   Universitas Maritim Raja Ali Haji, "Peraturan Rektor Nomor 03 Universitas Maritim Raja Ali Haji Tahun 2015," 2015.

[12]   R. A. Haji, *Gurindam Dua Belas dan Syair Sinar Gemala Mestika Alam.* Jogjakarta: Jogjakarta: Balai Kajian dan Pengembangan Budaya Melayu, 2004.

[13]   Komara, *Belajar dan Pembelajaran Interaktif. Bandung: PT Refika Aditama*. Bandung: PT Refika Aditama, 2014.

[14]   Munir, *Multimedia Konsep & Aplikasi dalam Pendidikan*. Bandung: Alfabeta, 2012.

[15]   B. D. Joyce, *Models of Teaching (Model-Model Pengajaran). Yogyakarta: Pustaka Pelajar*. Yogyakarta: Pustaka Pelajar, 2011.