

# DEVELOPMENT OF SOCIAL SCIENCE TEACHING MATERIALS BASED ON CULTURAL VALUE ON THE ARCHITECTURE OF GORONTALO TRADITIONAL HOUSE (BANTAYO PO BOIDE) IN ELEMENTARY SCHOOL IN CLASS IV SDN 2 TELAGA GORONTALO

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**DEVELOPMENT OF SOCIAL SCIENCE TEACHING MATERIALS BASED ON CULTURAL  
VALUE ON THE ARCHITECTURE OF GORONTALO TRADITIONAL HOUSE (BANTAYO PO  
BOIDE) IN ELEMENTARY SCHOOL IN CLASS IV SDN 2 TELAGA GORONTALO DISTRICT**

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## ABSTRACT

The problems in this study include (1) the cultural values in the Gorontalo traditional house architecture have not been part of the Social Education learning materials in schools, (2) teachers pay less attention to developing materials in social studies learning, especially the material regarding cultural values contained in architecture. Gorontalo traditional house, and (3) lack of learning support book<sup>30</sup> containing special material on cultural values in Gorontalo traditional house architecture. This study aims to develop Teaching Materials<sup>31</sup> Based on Cultural Values in the Architecture of the Gorontalo Traditional House (Bantayo Po Boide). This type of research is a type of R&D (Research and Development) research using a 4D model adapted from Thiagarajan. This research stage consists<sup>42</sup> of 4 stages, namely defining, designing, developing and disseminating. This research stage is limited<sup>2</sup> to the development stage, namely expert validation (material experts, linguists and learning practitioners). The subjects in this study were the fourth grade students of SDN 2 Telaga, totaling 28 people. The research data were collected using interview, observation<sup>31</sup>, questionnaire and documentation techniques. The data collected were analyzed descriptively. From the results of the study, it was found that the Cultural Value-Based Teaching Materials in the Gorontalo Traditional House Architecture was feasible to use with a feasibility percentage of 99.4% or "very feasible". The percentage was obtained from the validation results of material experts (100% or categorized as "very feasible"), validation results of linguists 100% or categorized<sup>16</sup> as "very feasible", and validation of Learning Practitioners (98.3% or categorized "very feasible"). Based on the results of these studies, it can be concluded that the Social Science Teaching Materials Based on Cultural Values in the Gorontalo Traditional House Architecture developed are very feasible to use and can be continued to the next stage.

**Keywords:** Teaching Materials, Cultural Values, Gorontalo Traditional House Architecture.

## INTRODUCTION

Based on observations made by researchers in learning practices in class IV SDN 2 Telaga on learning theme one, especially in sub-theme 1 as well as interviews conducted by researchers with several students of SDN 5 Dulupi through a preliminary study conducted by researchers in 2018, students tend to think that traditional houses are only just a building without knowing the cultural value it has, even the task given is only looking

for the shape and name of another regional traditional house. This is because in their learning the teacher pays less attention to developing social science learning in accordance with the cultural values of the local province. Teachers tend to be “stuck” in the material provided in the handbooks published by the central government. Moreover, the teacher is only oriented to the completion of the material without paying attention to the level of students' understanding of the material being taught. Even though there are potential themes such as the theme "The Beauty of Togetherness" and the theme "The Beauty of Diversity in My Country" that can be used to integrate material related to the cultural values of the Gorontalo region, in reality these potential themes are only filled with a collection of knowledge about regional culture. Others such as Javanese and Sumatran cultures. This has an impact on the loss of the meaning of the social studies learning process itself. Not only that, in social studies learning students are filled with so much memorization that it makes it difficult for students to understand and relate the material to real life. In addition, the lack of integration of Gorontalo's local cultural values in social studies learning is also caused by the lack of learning resources regarding the cultural values of the local province. The only available teaching materials are books published by the central government in which they discuss the local culture of other regions. Whereas one of the basic competencies that must be achieved in the curriculum is to know the social, religious and cultural diversity in the local province.

Currently, there are research books that discuss Gorontalo culture. Unfortunately, this book is only packaged in written form for the general public. Therefore, in this case the researcher wants to develop social studies teaching materials that are packaged according to the characteristics of elementary school children which contain material about Gorontalo culture.

## **LITERATURE REVIEW**

### **Concept of Cultural Value**

The value of a culture is a very valuable heritage of human society. Value is an abstract conception that is considered good and valuable which is used as a reference for behavior in social life. While culture or culture comes from the Sanskrit language, namely buddhayah, which is the plural form of buddhi (mind or reason) defined as matters relating to human mind and reason. Culture is something that has existed since humans were born including morals, beliefs, habits, customs and so on. This happens repeatedly and is passed down from one generation to another (from adults to children). Culture is the overall knowledge of humans as social beings in understanding and interpreting the environment they face, as well as being a guide in acting (Ardiyanto, 2016: 19).

According to Koentjaraningrat, cultural values consist of conceptions that live in the minds of most members of the community about things that they consider very valuable (valuable), and usually function as the highest guidelines in the life and life of the community concerned. On a more concrete level, it can be seen in the form of special rules, laws, and norms (Purnomo, 2018: 5).

Cultural values are values that are agreed upon and embedded in a society, organizational scope, community environment, which are rooted in certain habits, beliefs, symbols, and characteristics that can be distinguished from one another as a reference for behavior and responses to what that will happen or is happening.

So it can be concluded that cultural value is a very important thing that is embedded or becomes a habit in a particular society that functions as a reference, guideline or rules in social life itself.

One of the local cultural values in Gorontalo traditional house architecture is influenced by Islamic values, this can be seen in the two-tiered architectural roof of the Gorontalo traditional house. This two-tiered roof symbolizes adat and Shari'a, in the first layer it signifies adat which in its implementation must start from state officials, including the king and customary holders. While the second layer symbolizes the Shari'a, namely

the priests, judges and employees of the Shari'a. Other Islamic values are also seen in the position of the boy's bedroom which is placed at the front and it is sought not to be close to the girls' bedroom.

### Gorontalo Traditional House Architecture

The architecture of the Gorontalo traditional house has similarities with the architecture of houses in the archipelago. However, there are differences in the arrangement of stairs, such as the architecture of Malay, Makassar, Bugis houses and others using odd numbers such as 5, 7, 9, 11 and so on (Hasanuddin and Amin, 2012: 146).

The people of Gorontalo have local architecture in the form of a stage. The formation of this stilt house was influenced by various aspects such as climate, geology and geography of the Gorontalo region as well as the acculturation of foreign cultural values and local culture, Islamic values, the entry of immigrants and the Dutch Colonial Government which had a major influence on the development of building architecture. This cultural acculturation can be seen in the architectural form of the Gorontalo house starting from the shape to the use of ornaments/decoration.



Figure 2.1 Variations in the form of the Gorontalo Community Stilt House (Source: <http://ejournal.uin-malang.ac.id/index.php/infopub/article/view/2774> p. 167)

The architecture of indigenous houses is generally very simple, using bamboo and a roof made of coconut leaf (dungolobongo). The form of the house building is called bele talilo and bele wawohu which has walls made of bamboo (tolotahu). Before using the bamboo, it is soaked for 6 months. Likewise for the middle class, houses are made from coconut trunks and for the upper class generally use wood. The shape of the house building is a reflection to distinguish social stratification by showing the status of the occupants.

The roof of the Gorontalo house is triangular in shape and has two layers. The number 2 on the two-tiered roof symbolizes customs and the Shari'a. The roof on the first layer symbolizes adat, where its implementation must start from state officials including the king and traditional stakeholders, the second layer symbolizes the Shari'a starting from the priests, judges, and syara' employees, both of which must go hand in hand in the implementation of daily life. (Heryati and Abdul, 2014: 167). The following is a picture of the roof construction on the Gorontalo house.

Bantayo Po boide also has several rooms. First, the outside or front porch is a place to welcome guests before entering the house. Second, the living room is an elongated room with a room at each end of the right and left. Third, the living room, is the widest room. In this room there are two rooms located on the left side of the room. While on the right side there is a set of typical Gorontalo aisles and a pair of male and female dolls dressed in Gorontalo customs. Fourth, the inner room is a room that has the same area and shape as the living room. In this room there is a room on the left and right. The rooms in this room are now used as a place to store objects during the kingdom such as sharp weapons, rice field equipment and musical instruments. In



addition, in this room there are also some typical Gorontalo handicrafts. Fifth, the back room is where the kitchen, bathroom, and small rooms are located.

Dulohupa Traditional House and Bantayo Po Boide are two traditional houses that can be witnessed by the younger generation today as evidence of the civilization of the Gorontalo people. Therefore, in this discussion, researchers focus more on this development research on the Bantayo Po Boide traditional house located in Gorontalo Regency.

## RESEARCH METHODS

This research uses the type of research and development or better known as Research and Development. This research and development uses a 4-D model research design. According to Thiagarajan, this model consists of 4 stages, namely the definition stage, the design stage, the development stage and the dissemination stage (Sugiono, 2015: 37). The stages in this research have been carried out by researchers and have produced products in the form of module teaching materials based on cultural values in the architecture of the Gorontalo traditional house.

In this study, the location of the research is class IV at SDN 2 Telaga which is located at Jalan Nusa Kaluku, Bulila Village, Telaga District, Gorontalo Regency, Gorontalo Province. This study took the subject of class IV students, totaling 26 people at SDN 2 Telaga in the 2019/2020 school year. The determination of the subject in this study was based on the findings of problems when teaching in the class, especially social studies material on social, economic and cultural diversity in the local province in the odd semester of 2018.

Data collection techniques used in this study were interview, observation, questionnaire, and documentation technique.

Research instruments are measuring tools such as tests, questionnaires, interview guidelines and observation guidelines, which are used by researchers to collect data in a study (Sugiyono, 2016:157). In this study, validation was carried out after the initial design of the Cultural Values Teaching Materials on the Gorontalo Traditional House Architecture was completed. In addition, in this research and development, an instrument is needed that is able to measure the extent to which the level of need for a product is needed in the implementation of the learning process.

This analysis is used to obtain results about the level of student need for Cultural Values Teaching Materials in the Gorontalo Traditional House Architecture developed. This analysis contains various aspects regarding the need for Cultural Values Teaching Materials in Gorontalo Traditional House Architecture which includes references in Social Science learning and facilities in Social Science learning.

This analysis of this data is carried out as follows: Displaying Data and Verification and Interpretation of Data. Then to analyze the feasibility of teaching materials, the analysis used is based on the percentage of feasibility with the following formula:

$$P = \frac{\text{Total Score Result Collection}}{\text{Total score criteria}} \times 100\%$$

Information:

P = Eligibility Presentation

Furthermore, to see the eligibility criteria for Cultural Values Teaching Materials in the Gorontalo Traditional House Architecture, the results of the feasibility percentage are adjusted according to a certain eligibility criteria table.

Table 3.4 Eligibility Criteria Score.

Skor Presentasi Persen (%)	Interpretasi
$P > 80\%$	Very Worthy
$61\% < P \leq 80\%$	Worthy
$41\% < P \leq 60\%$	Decent enough
$21\% < P \leq 40\%$	less worthy
$P \leq 20\%$	Very Less Worthy

Source: Arikunto (Oktaria, 2016: 75)

## RESEARCH RESULTS AND DISCUSSION

This research was conducted at SDN 2 Telaga, Gorontalo Regency from August 2020. The target of this research is fourth grade students. This research is more focused on the development of social science teaching materials, namely the Cultural Values Module on the Gorontalo Traditional House Architecture. Therefore, the purpose of this study is (1) to find out the practice of social science learning that elevates local cultural values as a form of learning development seen from the teacher's role, the proportion of local cultural values in the curriculum and available literature as a reference for the development of social science learning (2) to develop a social science module by exploring the knowledge of cultural values found in Gorontalo traditional house buildings. The product resulting from this research is the Cultural Values Module on the Gorontalo Traditional House Architecture for grade IV Elementary School in Gorontalo City.

In the development of this product, a 4-D model was chosen which was adapted and modified from Thiagarajan Theory. This model consists of four stages, namely the definition stage, the design stage, the development stage and the dissemination stage. Due to the limited time of the study, this research was limited to the third stage, namely the development stage (expert validation which includes material experts, linguists and practitioners). This research begins with a preliminary study or better known as a needs analysis activity which has previously been adjusted to the schedule of research activities. This stage aims to collect information and an overview of the implementation of Social Science learning or what used to be a social studies subject.

### Define

There are two stages of analysis that will be carried out at this stage, namely analysis of student needs and analysis of concepts. Analysis of student needs is carried out to find out the problems that occur in teachers and students in the learning process. Meanwhile, concept analysis (material selection) was conducted to find out the responses of students to the material to be developed, namely material about cultural values in Gorontalo traditional house architecture.

In the analysis stage, the researcher conducted interviews and learning observations conducted online by the fourth grade homeroom teacher at SDN 2 Telaga, considering that the current situation was during the COVID-19 pandemic, which had an impact on the way of learning. There were 27 students who took part in the learning during the online observation by taking turns through the zoom application. It is done alternately because before starting learning through the zoom application, the teacher asks about the readiness of students through the whatsapp group. Students who are ready when asked by the teacher, they are the ones who will follow the lesson, while the other students will follow later and the teacher will teach again to the following students. Learning is done online because almost all students have online learning facilities, namely cellphones, there is only one student who does not have a cellphone, so the way to get lessons is that the parents of these students come every two days to the homeroom teacher and they will be given books and assignments.

Based on observations, the theme being taught online through the zoom application is theme 1 (Beautiful Togetherness) with subjects in Social Sciences, Indonesian Language and Natural Sciences. The material discussed is about the cultural diversity of my nation.

After completing the online learning observations made by the teacher, the researcher then conducted interviews. Interviews were conducted with the homeroom teacher for grade IV, Mrs. Winarti Aliwu, when she was asked about the problems in the current learning process.

"For online learning like this, it is a bit difficult because not all students can participate. Before starting the lesson I asked the students who was ready to learn, if only 4 people were ready then that was the only one I would teach first. The other students will follow later, sometimes after I finish teaching the first group of students, the other students will just say they are ready to learn, so I have to teach again from the beginning. If students are good, those who don't participate can follow up by asking their friends, but if students can't be left like that, they must be asked one by one. Anyway, teaching online is really tiring because we as teachers have to repeat the lesson to students who don't take part, especially if we only use WhatsApp, the video limit is only 4 people, so we only teach four people and start all over again."s ( Interview with Winarti Aliu 10.00. 31/08/2020).

After revealing the obstacles in teaching online, the researcher then continued the interview about the reasons teachers did not develop learning in Social Science subjects.

"How do you want to develop material about the Gorontalo area, to be honest, I don't know Gorontalo language, but I also use Gorontalo when I teach, even if only a little. When it comes to Gorontalo traditional house materials, I still teach even though only a little, sometimes I ask first what the name of the Gorontalo traditional house is, but because at this time the learning process is online apart from remembering the time and the students being taught also don't participate completely, sometimes I just insert it on assignments them so that they know the characteristics of the Gorontalo area. Moreover, the material is also about the local culture itself, so I will continue to give examples even if it is only modest, yes, only the name of the Gorontalo traditional house and the picture, because I also don't know, it is not possible for me to look for this and that material again, while teaching time is only limited." Interview with Winarti Aliu. 10.00. 31/08/2020).

Based on the teacher's answer, it can be seen that the teacher still wants to introduce Gorontalo culture, namely about the Gorontalo traditional house, it is only limited by online learning time with the condition of students who are also not taught as a whole, and the material is only perfunctory.

The interview was then continued by the researcher regarding the need for a book about the Gorontalo area which was then used as a teacher reference in developing learning in accordance with cultural values in the local province.

"It's okay, if there is a book, it's good so that it's not just names and pictures of traditional houses that I teach them over and over again, especially in the guide book only Minangkabau traditional houses are always examples, because that's all there is in the book so That's all I teach because I don't have time to look for materials about the Gorontalo area, so I only teach as little as I know." Interview with Winarti Aliu. 10.00. 31/08/2020).

From the teacher's answer, the author catches that the teacher wants to develop material according to Gorontalo culture, but has problems with the references used, moreover the examples contained in government textbooks always discuss the Minangkabau area. Therefore, based on the above conditions, teachers and students are considered to need Local Culture Teaching Materials in Gorontalo Traditional House Architecture, especially on theme 1 (The Beauty of Togetherness) and theme 7 (The Beauty of Diversity in My Country) in grade IV.



## Design

Based on the results of the analysis that has been carried out at the defining stage, the researcher then continues research at the design stage, namely the preparation of materials and designing modules regarding cultural values in the architecture of the Gorontalo traditional house.

The material compiled in the teaching materials of this module uses books and research results from several parties as the main sources of information. The books and research results used include (1) a book entitled "Bantayo Poboide: Its Structure and Function" which was produced in 2004 by the Women's Voice Forum, written by Hj. Farhah Daulima and Karim Pateda; (2) The book entitled "Dialogue on Regional Culture" produced in 2008 by the Mbu'i Bungale Regional Cultural Gallery written by Hj. Farhah Daulima; and (3) research results by the Gorontalo State University Team in 2014 entitled Local Wisdom in Gorontalo Vernacular Architecture Overview of Cultural Aspects and Islamic Values.

The module design is also developed according to the curriculum used, namely the 2013 revised 2017 edition, a curriculum that specifically discusses the culture that exists in the local province in the subject of Social Sciences KD 3.2 Identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation, as well as its relationship to the characteristics of space. And KD 4.2 Presenting the results of the identification of the social, economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation; and its relationship to the characteristics of space.

## Develop

This stage is the third stage of research and development. The initial design of teaching materials based on local cultural values that have been designed is then validated by material experts, linguists and practitioners. Validation is done by using an assessment questionnaire. The aim is to determine the feasibility of teaching materials based on local cultural values before entering the next stage.

After being validated by material experts, linguists and learning practitioners, the learning modules developed are very feasible to use. The details of the accumulated scores from the final results of the validation of the three experts can be observed in the following table details.

Table 4.8 Recapitulation of Validator Validation Results

No	Validator	Results of Validation of Teaching Materials on Local Cultural Values in Gorontalo Traditional House Architecture	
		Average	Kriteria
1.	Material Expert	100	Very Worthy
2.	Linguist	100	Very Worthy
3.	Learning Practitioner	98.3	Very Worthy
Total score		298.3	
Average = $\frac{\text{Total Skor}}{\text{Total Validator}}$		99.4	Very Worthy

(Source: Processed Primary Data, October 2020)

Based on the final results of the validation recapitulation of cultural values teaching materials in the Gorontalo traditional house architecture, the teaching materials developed are very feasible to use. The results of the accumulation of teaching materials obtained an average of 99.4 with the criteria of "Very Eligible".



## Disseminate (Dissemination)

This stage is the stage of distributing the product that has been developed. At this stage, social science teaching materials based on cultural values in Gorontalo traditional house architecture are developed and used on a wider scale. However, based on the limited time of research, a limitation is given to the research steps. This research is limited to the third stage, namely expert validation (material experts, linguists and practitioners) on the social science learning module based on cultural values in the Gorontalo traditional house architecture.

## DISCUSSION

### Development of Teaching Materials Based on Local Cultural Values

Teaching Materials Based on Local Cultural Values in Gorontalo Traditional House Architecture was developed based on the results of the analysis conducted by researchers. The reasons for developing these teaching materials are: First, in the books published by the central government which are used as a guide for teachers and students in learning, especially the Teacher's Book and the 2013 Curriculum Student Book, the 2017 revised edition on theme 1 The Beauty of Togetherness and the 7 The Beauty of Diversity in My Country for class IV who published by the Ministry of Education and Culture discusses more about culture in the national context, namely the regional culture of Sumatra and Java so that regional cultures such as Gorontalo have not been included in it. This has an impact on the loss of meaning in Social Science learning because the cultural knowledge contained has never been witnessed directly by students so that social studies learning seems abstract and not factual for students.

Second, in teaching material about regional culture, teachers tend to teach culture according to what is stated in the handbook, such as the culture of the Minangkabau region. Whereas the Basic Competencies that must be achieved in the curriculum in these materials are to know the culture that exists in the local province. The culture of the Gorontalo area is more assigned as a task without being explained by the teacher, even if it is taught, the teacher only teaches modestly such as only asking students to find the name of the Gorontalo traditional house and its picture. This is because there are no supporting books for teachers and students that specifically discuss the culture of the Gorontalo region, especially the cultural values in the architecture of the Gorontalo traditional house.

Based on these reasons, it is deemed necessary to develop teaching materials that specifically discuss the culture of the Gorontalo region, especially the cultural values in the architecture of Gorontalo traditional houses. These teaching materials are based on Gorontalo literature books about traditional houses and the results of previous research. In its development, these teaching materials are arranged according to the level of development of elementary school-aged children starting from the preparation of materials, the use of language, and designed as attractive as possible to attract children's reading interest. This teaching material is available in hardcopy (printed) in B5 size (18.2 cm x 25.7 cm) and is available in the form of a PDF file that can be used in online learning according to the current COVID-19 pandemic conditions.

### Feasibility of Cultural Values Teaching Materials in Gorontalo Traditional House

This research is a development research or better known as "R&D". Research and development methods or in English Research and Development are research methods used to produce certain products and test the effectiveness of these products. In this case, the product developed by the researcher is a module teaching material on cultural values in Gorontalo traditional house architecture.

Feasibility of Cultural Values Teaching Materials in Gorontalo Traditional House Architecture is seen based on the validation results that have been carried out by experts. The validators in this case are material expert validators, language expert validators and learning practitioner validators. From the validation results, the percentage of eligibility is 99.4% or in the "Very Eligible" category. The percentage of eligibility is assessed

from the material aspect, language aspect and learning practitioner. The results of the material expert validation obtained a feasibility percentage of 100%; the results of the validation of the linguists obtained the percentage of eligibility of 100%; and the results of the validation of learning practitioners obtained a feasibility percentage of 98.3%.

### Research Limitations and Obstacles

The limitations and research constraints experienced by researchers in developing teaching materials for cultural values in Gorontalo traditional house architecture are as follows.

- a) The development of these teaching materials is only limited to the third stage (development stage) which is only up to validation by material experts, linguists and validation by learning practitioners, so it is necessary to conduct trials of these teaching materials;
- b) The development of this teaching material is limited in its use. This teaching material can only be used in learning the theme 1 The Beauty of Togetherness and the 7 The Beauty of Diversity in My Country in the 2017 revised edition of the 2013 Curriculum for grade IV Elementary School;
- c) The material discussed in the teaching materials does not cover the whole of the cultural values in the Gorontalo traditional house architecture; and
- d) Lack of references and information related to the existing cultural values in Gorontalo traditional house architecture.

### CONCLUSION

The development of Social Science Teaching Materials Based on Cultural Values in the Gorontalo Traditional House Architecture in Class IV SDN 2 Telaga was developed by conducting an initial needs analysis, concept analysis which was then used as the basis for formulating goals, in order to overcome problems that occurred in the field. In its development, Cultural Value-Based Teaching Materials in the Gorontalo Traditional House Architecture were declared eligible for use based on the validation results of material experts, linguists and learning practitioners.

The results of the feasibility percentage of the material expert validation are 100% with the "very feasible" criteria, the linguist validation results are 100% with the "very feasible" criteria and the validation results of learning practitioners are 98.3% with the "very feasible" criteria. Based on the recapitulation of the final results of the validation of Cultural Value-Based Social Science Teaching Materials on the Gorontalo Traditional House Architecture, it obtained an average of 99.4 with the criteria of "very feasible" and can be continued to the next stage.

### Suggestion

After developing a module based on Gorontalo cultural values, the researcher gives some suggestions as follows.

1. It is necessary to conduct trials on the modules that have been developed by researchers to determine the effectiveness of the modules before they are used and disseminated on a wider scale.
2. The module on Cultural Values in Gorontalo Traditional House Architecture should be used in explaining material about cultural diversity, especially culture in the local province.
3. The local government, especially Gorontalo Regency, can support the development of teaching materials based on Gorontalo local cultural values considering that there is a lack of material in national publications and the low knowledge of students, so that the existence of Gorontalo local cultural values can be maintained.

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