

LEMBAGA PENDIDIKAN PROFESIONAL  
CENDEKIA HOTEL AND BUSINESS SCHOOL

Bekerjasama

PELITA BANGSA UNIVERSITY



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# PROCEEDINGS

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Research Community for Economic and Business Studies in collaboration with Lembaga Pendidikan Profesional (LPP)–CENDEKIA And Sekolah Tinggi Ilmu Ekonomi Pelita Bangsa University would present:

**The 1<sup>st</sup> International Conference on Economic, Business and Accounting (ICEBA) 2017**  
Theme

### **BUSINES AND FINANCE RESEARCH PARADIGM AND BEST PRACTICES TOWARDS 21<sup>st</sup> CENTURY**

The conference is supported through a partnership between 12 higher educations in Indonesia, they are Universitas Airlangga, Universitas Indonesia, STAIN Sorong, IAIN Kendari, IAIN Palangka Raya, Universitas Muhammadiyah Palangka Raya, IAIN Manado, IAIN Palopo, Universitas Muhammadiyah Makassar, IAI Uluwiyah, Universitas Mercu Buana and Universitas Saburai Lampung.

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## THE DEVELOPMENT OF GORONTALO MULTIPLE BOOKS BASED ON LOCAL ADVANCE FOR FIRST HIGH SCHOOLS

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### Abstract

This study aims to develop a textbook learning Gorontalo-based local wisdom in Junior High School. The chosen development model is a 4D model consisting of four development stages namely (1) defining stage, (2) design stage, (3) development stage, (4) distribution stage modified in certain parts. The results showed that, the average interpretation of the assessment of instructional devices is very appropriate and appropriate where the index validation of items ranged from 0.60 to 0.90 conclusion is valid, with the calculation consistency of panelist judgments obtained reliability coefficient of 0.89. Observer observation on the implementation of learning as the implementation of the use of teaching materials obtained the average percentage of learning execution is 87.5%. Because the achievement of student learning achieves 87.5% or above the classical completeness that has been determined in junior high school 1 Tapa is 85%, thus this study can provide an illustration that the application of learning mulok using teaching materials that refers to the learning of local wisdom-based mulok in SMP Negeri 1 Tapa can improve student learning outcomes.

Keywords: *teaching materials, local wisdom, mulok, development*

### INTRODUCTION

Education at the Junior High School level is an educational level that acts as a platform to knowing what and how science is laid down. It is in this stage that children are introduced to the various sciences which in general must be supported by the mastery of basic concepts. Mastery of tiered concepts of basic education will provide a strong foundation for students to master science and technology tiered next. Many problems encountered in the teaching process is mainly related to how the teacher presents the learning materials effectively and efficiently so as to obtain the best learning outcomes.

Local content is an educational program whose content and delivery media is linked to the natural environment, social environment, and cultural environment and regional needs, while the students in the area must learn it. Thus, we must really pay attention to the environmental characteristics as well as the needs of the area in the curriculum planning process. The local content curriculum proposed by Wibawa (2007) is an education program whose content and delivery media is linked to the natural environment and the cultural environment as well as regional needs and must be studied by students in the area. Gorontalo Language Learning itself today is included in the local content curriculum. The Local Content Curriculum Gorontalo has been implemented in schools in the form of local language teaching (Pateda, 1995).

Learning Local Content Gorontalo in junior high school today is implemented in an integrated manner with the subjects of language, physical education and health, work skills and cultural arts. Based on the agreement supported by Local Regulation No. 15 of 2013, local content outside of the current language promoted at all levels of schools within the Province of Gorontalo is a karawo for construction, for PJOK and for art and cultural. Gorontalo Local Content Curriculum has been implemented in schools. But unfortunately there are many weaknesses encountered, including the lack of adequate learning tools to perform learning in accordance with the expected (Baruadi, 2014). Therefore, this research is conducted in order to develop the learning of Gorontalo mulok that leads to the utilization of local wisdom, both the content of the subject matter and pedagogy.

According to Son (2011) development is an effort made to achieve the desired goal to be more perfect than ever. According Sugiyono (2012) development means deepening and extending existing knowledge. Furthermore Slameto (2010) mentions that learning has the essence of planning or design (design) as an effort to membelajarkan students. Therefore this research is conducted in order to develop teaching materials for regional mulok learning that leads to the utilization of local wisdom, both the content of subject matter and pedagogy.

## RESEARCH METHODOLOGY

This research is a development research because through this research will be developed teaching materials on mulok subjects. The device development design used is a 4-D (four-D model) development model developed by Thiagarajan (in Mulyatingsih, 2012) consisting of define, design, develop, and disseminate (spread).

The validation result was a panelist assessment score, analyzed by taking into account the average of Aiken's panelist / validator and Aiken's content validity index and to calculate the reliability of each device using the Guilford panelist consistency formula (in Azwar 2001)

## RESEARCH RESULTS

The core of the development of learning devices based on the 4D model, which is located in step or stage 3 called the development stage (development). This is because, at this stage, devices that have been designed by researchers are validated by experts. This validation may be a suggestion or input of experts accompanied by an assessment in the form of scores on teaching materials. Expert advice is used as a basis for the revision of instructional tools, and the assessment scores of experts or panelists are processed statistically to serve as the basis for making decisions about whether the device is valid and reliable.

Experiments validated by experts are developed based on 4 components or indicators, namely; (1) Content, (2) Readability, (3) Language, (4) Perwajahan / Appearance. The result of calculation of validator's evaluation on teaching material item, shows that from 3 validators to assess the teaching materials obtained by items 1, and 4 interpreted "very suitable" with the value range 4.60. Then, items 2, and 3, are interpreted as "appropriate" with the mean values of 3.40-3.80. The result of validity analysis of each item calculated using Aiken formula, it is found that the index validation of all items between 0.60 to 0.90 with the conclusion "Valid". The results of this analysis are then reinforced with the results of calculations consistency of panelist assessment obtained from the reability coefficient of 0.89.

### a. Teacher Activity Implementation

Teacher activities during teaching and learning activities take place observed and assessed using the observation sheets that have been prepared by researchers. In this observation, the number of aspects observed by 23 aspects that must be implemented by the teacher with reference to the RPP. Based on data from observations made during the learning process, teacher activity / learning model implementation using local-based wisdom learning tools can be seen in Figure 1 below:

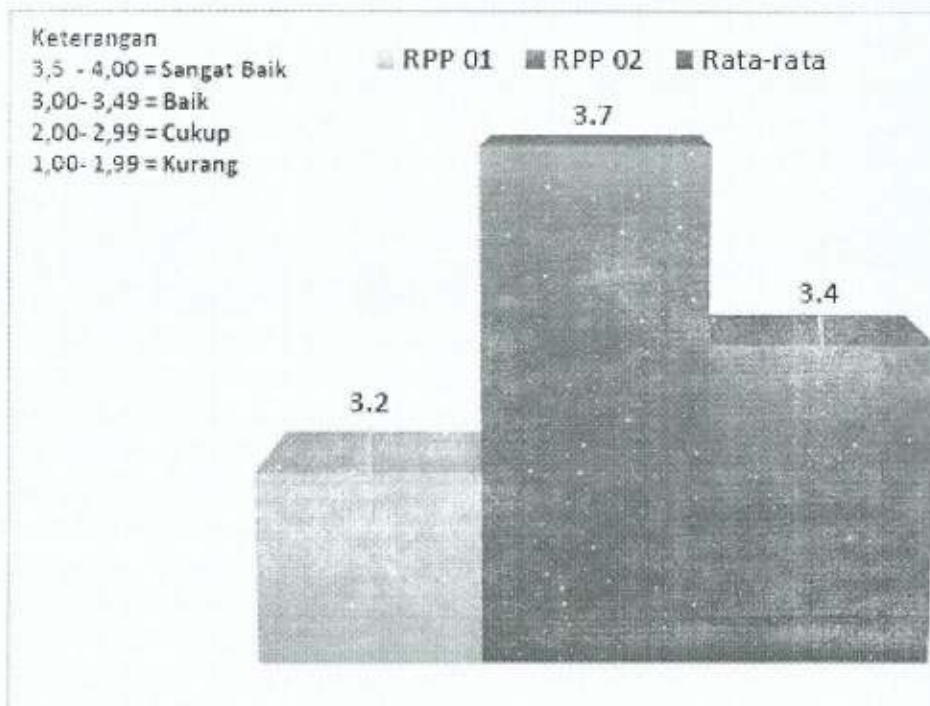


Figure 1. Graph of teacher activity / implementation of learning based on local wisdom

According to the diagram in Figure 1. the activity of the teacher / the implementation of the wisdom learning based on local wisdom as well as referring to the assessment criteria the use of RPP 1 of 3.2 with good criteria, and on the use of RPP 2 of 3.7 with very good criteria. So from both the RPP is RPP 1 and RPP 2 in the average, the average yield of RPP of 3.4 with good criteria. This value is the value of teacher activity / implementation of learning based on local wisdom of wisdom of 3.4 with good criteria.

b. Learning outcomes

To measure students' learning outcomes, researchers used the test result as an instrument in the form of test. Posttest is given at the end of the learning process which was during 2 meetings by applying the steps of local wisdom-based learning. After the local wisdom-based wisdom learning applied to the test class, 12.5% is incomplete and 87.5% complete. Data result of classical completeness SMP Negeri 1 Tapa students shows in Figure 2.



Figure 2. Classic mastery

Based on Figure 2 classical completeness for student learning outcomes using local wisdom-based learning, 21 students expressed or 87.5% and the remaining 3 students

12.5% unfinished. Because the achievement of student learning achieves 87.5% or above the classical completeness that has been determined by junior high school 1 Tapa is 85%, thus this study can provide an illustration that the application of learning mulok using a tool that refers to learning based on local wisdom in SMP Negeri 1 Tapa can improve student learning outcomes.

## CONCLUSION

Based on the results of the average interpretation of the assessment of learning devices is very appropriate and appropriate where the index validation of all items ranged from 0.60 to 0.90 conclusion is valid, with the calculation consistency of panelist judgments obtained reliability coefficient of 0.89. Observer observation on the implementation of learning as the implementation of the use of teaching materials obtained the average percentage of learning execution is 87.5%. Because the achievement of student learning achieves 87.5% or above the classical completeness that has been determined by junior high school 1 Tapa is 85%, thus this study can provide an illustration that the application of learning mulok using teaching materials that refers to the learning of local wisdom-based mulok in SMP Negeri 1 Tapa can improve student learning outcomes.

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