THE DEVELOPMENT OF LOCAL WISDOM BASED-INSTRUCTIONAL BOOK VCT MODEL ORIENTED IN IMPROVING CHARACTER EDUCATION OF FOURTH GRADE ELEMENTARY SCHOOL STUDENT

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Abstract

This research objective was to produce local wisdom based-instructional book that can be used by teacher in engrafting student's character education. Local wisdom based-instructional book can be an interesting offer for character education, since character education basically must be followed by the integration of nation identity to child. The application of local wisdom based-instructional book will be more optimal if applied in learning using VCT learning model so it will create more pleasant learning. This development research method using ADDIE research model with pretest-posttest group design. The statistical test result of local wisdom based-instructional book showed that student's character experienced very significant improvement. Therefore, local wisdom based-instructional book VCT model oriented was not merely make student possessed good competence, but also possessed laudable character.

Keywords: Instructional Book, Local Wisdom, VCT Model, Character Education

INTRODUCTION

Character become a great conversation topic in education today. The issue of the nation's character become the spotlight. The highlight was concerning various aspects of life contained in various writing in printing media, interviews, dialogue, and speech session in electronic media. Community leaders, experts, educational observers talked about the problems of the Indonesian nation which is experienced a character crisis. The problem of character crisis experienced and occurred in this nation was marked by the increasing number of deviant behavior and beyond moral limit which is done from school children up to members of legislative or officials in this country.

The character crisis in Indonesia was reflected in many phenomena in various sectors, both educational, social, and economic which generally impact the quality of society. Corruption, begging mentality, self-destructive pleasure, students bullying by friends causing death, countless bullying cases, to sexual harassment cases committed by teachers and employees to their students.

The decline of Indonesian character on those sectors becomes the most frightening specter for the advance of a civilization, the quality of a nation and its culture. In addition, the character crisis causing Indonesian nation losing its ability to mobilize the potential of society to achieve the common goal.

This character is like an acute illness that continues to weaken the soul of the nation so that our nation loses its power to grow and develop into a dignified nation in the midst of other nations.

Various solutions alternative were put forward to address the character crisis. Even president Jokowi proclaimed a mental revolution program as an attempt to characterize the nation.

The mental revolution program that contained in the "Nawacita 8" only becomes a jargon if it does not involve the educational institution as its buffer. Therefore, the Ministry of Education and Culture implements a mental revolution program through the Movement of Character Education Strengthening (PPK) which was launched since 2016. This implies that the character of the nation which has been considered unable to reflect the nation's culture and philosophy that requires a comprehensive change.

The Movement of Character Education Strengthening (PPK) in Presidential Decree No. 87 year 2017 is an education movement under the responsibility of educational units to strengthen the character of learners through the harmonization of the heart, taste, thought, and sport with the involvement and cooperation between the units of education, family, and society. There are five main character values that become priority strengthening character education which comes from Pancasila, that is religious, nationalist, integrity, independent, and cooperation.

All of these main characters do not stand and develop independently, but interact with each other, develop dynamically, and form a personal whole.

The character education strengthening of the nation implemented gradually and optionally. Gradual means that character education strengthening was only required to schools that have met the standards of eligibility, both from aspects of infrastructure and the availability of teachers and other education personnel. While optional means the school has the option to implement strengthening character education with various forms and models tailored to the situation and conditions of local wisdom.

Local wisdom is the accumulation of human activities in the development of local excellence that relies on traditional philosophy of values, ethics, ways and behaviors that are traditionally institutionalized. Local wisdom was formed as a cultural superiority of local communities as well as geographical conditions in a broad sense (Nadlir, 2014).

Local wisdom becomes an interesting offer for strengthening character education, because basically character strengthening must be followed by the integration of national identity on the child, national identity or nationalism that will definitely closely related to the nation's cultural network that became the basis of national culture.

Local wisdom which is dig, polished, packed, maintained and properly implemented can serve as an alternative to human life guidelines. They can be used to filter new or foreign values, so as not to conflict with the nation's personality and to maintain harmony of human relationships with the God, the surrounding environment, and each other. In addition, local wisdom can be a solid fortress in response to modernity by not losing the values of local traditions that have taken root in a community or region.

In this position, the value contained in the local wisdom frame of a region will be a powerful weapon to build the character of the nation's children, in order to have a high nationalism spirit as well as being able to guard the preservation of local wisdom through a strong characteristic daily attitude (Nadlir, 2014).

The implementation of the local wisdom values in improving student's character will be successful if teachers understand the insight of local wisdom itself. The way that teachers can do is to explore various potential values that exist in a local community. However, if teachers tend to be less sensitive to local cultural diversity, lack of skills, tend to focus on textbooks (package books whose material does not adopt local cultural wisdom), and lack innovation in the use of learning materials, the strengthening of character education through the values of local wisdom is only a discourse.

Related to these problems, especially on the lack of innovation in integrating the content of local wisdom in learning adequately, it is very interesting to develop textbooks based on local wisdom to improve the strengthening of student's character education.

This local wisdom-based teaching book was chosen to be developed because it has several characteristics that distinguish from other textbooks. One of textbooks was adapted to the development of the cognitive level of 4th grade elementary school students, providing learning by linking the material taught to the student's real-world situation, encouraging students to make connections between the knowledge possessed with its application in everyday life, containing three main characters namely religious , nationalist, and cooperation, and contains four dimensions of education (thought processing, heart processing, taste processing, body processing/sport) adapted to local wisdom of Sidoarjo Regency. The reason in this textbook was only focused on three main characters namely religious character, nationalist, and cooperation because those character is strengthening identity characters as well as a character of the Indonesian nation which is starting to fade now in students so it needs to be reinvested. The developed textbooks was also tailored to the basic competencies of the 2013 curriculum.

In order the developed textbooks can be applied optimally in the learning, it will necessary to focus the learning model to internalize local wisdom values. Learning model that can be used namely Value Clarification Technique (VCT) learning model. Elmubarok (2009) explained that the VCT learning model is a learning model that emphasizes the effort to assist students in assessing their own feelings and actions to raise their awareness of their own values. This model can train students to discover, choose, analyze, decide, and take their own attitudes toward the values of life they want to fight for.

Related with the explanation, Kirschenbaum (in Darmadi, 2007: 392), asserted that clarification of value is not value-free or relativistic, but through a process of affective vibration involving human potential. The Value Clarification Technique (VCT) learning model provides direct experience to students in determining attitudes toward a value problem encountered and implementing it in everyday life repeatedly so as to enable the formation of a habit. This is very important for the establishment of an understanding of values that are in accordance with local wisdom, because according to Daradjat (in Hadikusumo, 2001: 89) experiences that have been passed since childhood, even from the womb, are

elements that will be part of his personality at a later time.

The implementation of steps in the Value Clarification Technique (VCT) learning model according to John Jarolimek (1974) as quoted by Sanjaya (2007: 282-283) describes the learning steps with VCT in 7 stages which divided into 3 levels. a. Freedom of Choice (3 stages), namely: 1) Choose freely, meaning the opportunity to make a choice which he thinks is good. Enforced value will not belong to chooser in full. 2) Choose from several alternatives, which is to determine the choice from several alternative options freely. 3) Choose after conducting an analysis concerning the consideration of the consequences that will arise as a result of the choice. b. Appreciate (2 stages) namely: 4) The feeling of pleasure and proud of the chosen value so that the value will be integral to him. 5) Affirms the value that has become an integral part of himself in public, that is, assume that the chosen value must be mindful to show it in front of others. c. Doing (2 stages) namely: 6) The willingness and ability to try to implement it. 7) Want to repeat the behavior in accordance with the chosen value, meaning that the chosen value should be reflected in everyday life.

Related with research variables, namely character education, what needs to be understood is that character is a nature, behavior, one's morals or personality that formed from the internalization of the various virtues that are believed and underlies the perspective, thinking, attitude, and manner of the person. According to Musfiroh (2008: 11), character refers to a series of attitudes, behaviors, motivations, and skills.

Character education process is based on psychological totality that covering all individual potential (cognitive, affective, psychomotor) and sociocultural totality function in the family interaction, educational unit and society contexts. Those process is holistically and coherently interconnected and complementary, and conceptually a noble values group in which it contains a number of values. (Character Education Master Design, 2010: 8-9).

From empirical studies, as Sukarno's research findings (2012) suggest, that local culture can serve as an input to explore and elaborate local cultures containing meaningful local values and wisdom for character formation. In English learning, it is better not only linguistic elements to be included but local cultural elements can also be included in learning English skills. It aims to form student's character. Furthermore, the findings of Wicaksono's (2015) research, which revealed the development of cultural books based on east Java, have good impacts such

as titi (honest), purun (brave), and andhap asor (humble) characters. As well as from the findings of the research of Suryani (2013), which resulted in the conclusion that the VCT model was effective to enhance the role of learning history in the formation of student's character which in turn can improve the formation of nation character.

Theoretically, from the results of literature review and supported by the findings of previous research, it was assumed that the development of textbooks based on local wisdom-VCT model oriented was very appropriate to utilized to improve student's character education strengthening.

RESEARCH METHOD

This research was a development research (Research and development) because the research was done to develop a product through certain steps so it is feasible to be used in the learning. Product from research in the form of textbook based on local wisdom-VCT model oriented prepared for fourth grade elementary school student.

The development model used to develop textbooks based on local wisdom was ADDIE (Analyze, Design, Development, Implementation, and Evaluation). The stages of the ADDIE development model were described in the following figure (Grafinger, in Molenda 2003):
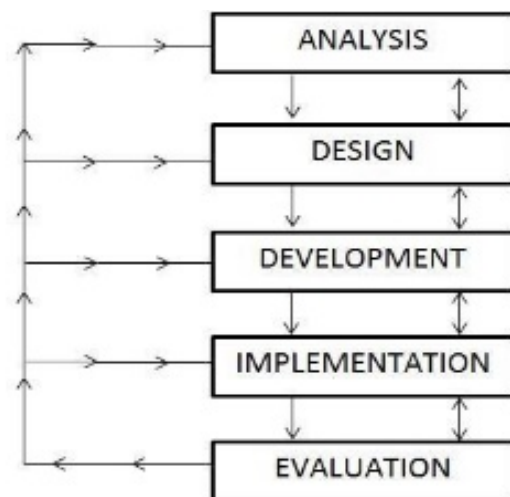

Figure 1. Stages of the ADDIE Development Model

This research was conducted on fourth grade students at SDN Kludan, as many 96 students. Learning tools that will be tested is a textbook based on local wisdom- VCT model oriented to increase character education. The development of textbook based on local wisdom-VCT oriented was based on the development of Core Competence (KI), Basic Competence (KD), and local wisdom in the district of Sidoarjo.

The researcher consideration to set the research target to all fourth grade elementary school students of SDN Kludan were: 1) SDN Kludan responsive and open to the effort of constructive renewal of learning activity. 2) Sufficient school facilities in the learning process.

To be able to validate the validity, practicality, and effectiveness of developed textbook product, it was used data collection techniques that include: validation, observation, questionnaire, and non-test techniques. This is done because researchers want to get data accurately in order to analyze the data appropriately. Data Analyzing used in this research was a qualitative-quantitative descriptive combination. Qualitative description analysis was used to analyze textbook development process from analysis, design, and development stage. While the quantitative description analysis was used to find the prevalence of textbooks, the practicality of textbooks, test the effectiveness of the used textbooks, and answer the existing questions that in accordance with the purpose of research.

The textbook validation data relating to the content, language, presentation, and graphics aspects were collected through the validation sheet that provided to each expert validator according to the field. This validation sheet used the Likert scale with the highest score of 4 and the lowest score is 1. The textbook was proved to be very valid or usable with an acquisition cost range of 81.00% -100.00%.

Textbook practicality data was obtained from field trials using observation sheets and questionnaires. Observation sheets was used to observe teacher activities in implementing learning using textbooks based on local wisdom. Assessment of teacher activity was done by the observer when the learning process takes placed. Observer assessment was based on the observation sheet provided, while the questionnaire was used to determine teachers and students responses to textbooks developed. Student and teacher responses data were analyzed using Guttman scale.

The testing data from the textbooks effectiveness based on local wisdom - VCT model oriented in this development research was taken at the time of the implementation of extensive trials using t-test. In the context of this study was focused to investigate the religious, nationalist, and cooperation characters, whereas the data will be collected using non-test (pretest, posttest) instruments in the form of self-assessment sheets

(questionnaires) and teacher observations. Before performing t-test, it will performed prerequisite test data analysis. This prerequisite test aims to determine whether the data obtained are normally distributed and have the same (homogeneous) or different variants, so that the final type of analysis will be used can be decided (parametric or non-parametric). The final analysis of the t-test was performed using SPSS for Windows version 23.0.

RESULT AND DISCUSSION
The Validity of Text Book

The validator chosen was matter expert, graphic expert and learning expert validators. Researcher selecting teacher as a learning expert validator with objective to obtained a result balance between validation that conducted by high school as developer and education practitioner as an executor.

Matter expert and learning expert validators will validate textbook based on matter component expediency aspect and language component. While graphic expert only validate textbook from the graphic component.

The recapitulation of validator team assessment to the textbook based on local wisdom-VCT model oriented were as follow:

Tabel 1. Team Validator Scoring Recapitulation

No.	Validator	Aspect	Expediency Score Archievement	Category
1.	Matter Expert Drs. Nasution, M.Hum., M.Ed., Ph.D	Contain/ matter Components	97,7%	Very Valid
		Presentation Component	96,25%	Very Valid
		Language Component	98,21%	Very Valid
	Learning Expert Lu'ailus Sholikhah, S.Pd			
2.	Graphic Expert Prof. Dr. Mustaji, M.Pd	Graphic component	95,83%	Very Valid

From table 1 it can be found out that textbook based on local wisdom-VCT model oriented based on the matter expert and learning expert assessment obtained the percentage of expediency score achievement as big as 97.7% for contain/matter component expediency, 96.25% for presentation component, and 98.21% for language component. The high result of percentage on each aspect showed that the textbook has very valid criteria of validity or can be used in research.

The score achievement that not too different also obtained on graphic component expediency.

Graphic expert gives score as big as 95.83% with validity criteria of very valid. Result from validity test showed that the developed textbook based on local wisdom- VCT model oriented was so qualified and worth to used.

Text Book Practicality

The result of textbook practicality that obtained from teacher's activity sheet, student's respond questioner can be summarize on following table:

Table 2 The Recapitulation of Textbook Practicality

Criteria/ Result	Teacher's Activity	Teacher's Respond	Student's Respond	Practicality Criteria
Score	100%	98%	98%	Practice
Category	Very Good	Very Good	Very Good	

Based on the table above, teacher's activity which observed completely was covering preliminary activity (apperception), main activity, closing, time management, and class atmosphere can be achieved with very good category. Teacher's and student's responses to the textbook used obtained very good mean score namely as big as 90% and 93%. Those percentage and category showed that textbook based on local wisdom- VCT model oriented can be stated practice.

Text Book Effectiveness

The effectiveness result of textbook based on local wisdom- VCT model oriented obtained from the observation result of student's attitude that performed by teacher and non-test sheet (pretest-posttest). The effectiveness test was conducting for 3 times of meeting both on experiment and control class.

Based on the student's attitude observation result, on Class IV-A (control group) and Class IV-C (experiment group) showed that the mean score of control group student was better than control group. It proved by the mean score of attitude observation mean sore that conducted by each class teacher. The mean score of attitude observation result on experiment class was 98% for religious attitude, 95% for nationalist attitude, and 97% for cooperation attitude. While for control group obtained 75% for religious attitude, 72% for nationalist attitude, and 80% for cooperation attitude.

The comparison between prestes and posttest experiment and control groups can be seen from t-test of 2 independent samples. Pretest mean result were 93.81 (experiment group) and 94.16 (control group).

This result enough to prove that student's mean on experiment and control groups was not differ significantly / both groups has similar performance. After received treatment textbook based on local wisdom- VCT model oriented, the pretest and posttest between both groups has significant comparison. The mean of posttest experiment group was 113.44 and control group was 100.34 with advantage on experiment one.

Hypothesis testing can be decided, that with the high of t-count score as big as 3.373 has signification rate of 0.002 which its point still far from α score 0.05. Thus, this research success to refuse Ho on signification rate of 0.05 that can be conclude that Ha was proved to be right.

The observation result of attitude and t-test showed that the character education strengthening can be trained to student through meaningful accustomization and learning. Learning that showed surrounding environment and its cultures can facilitate student to think, communicate, and solve problem (Santrock, 2014:62). The reinforcement can be a feedback from the attitude alteration itself. Therefore, in the learning that integrate character education strengthening will required a textbook based on local wisdom that facilitate student in understanding local traditions and makes those values become the part of itself.

The outlined theories above, it proved and very supporting the result of attitude mean score on experiment class which use textbook based on local wisdom-VCT model oriented. Those result also showed that learning by using textbook based on local wisdom more effective than conventional learning.

CONCLUSION AND SUGGESTION

Based on the results of research and discussion, then as the result can be concluded that: 1) textbook based on local wisdom-VCT model oriented generated has a validity level, both from content aspect, presentation aspect, linguistic aspect, and aspect of graphics with average score at 96.99%. 2) the practicality of textbook based on local wisdom-VCT model oriented criteria of the implementation of learning, questionnaire response of teachers and students as users of the product. Percentage of learning implementation of 100%, teacher and student response questionnaire by 98%. 3) The effectiveness of textbook based on local wisdom-VCT model oriented. Support from attitude, student and non-test sheet (pre-test, post-test). The experimental class using VCT model-based local wisdom books scored better post-test and better average values from the control class. Thus, the books used to identify local models of VCT in the experimental class have improved the character of student education that includes religious, nationalist, and mutual help. Student characters in the experimental class are not only better than the previous characters, but also have different characters in the higher classes.

Based on conclusions at the first paragraph, the following suggestions are given: 1) thematic teaching teachers are advised to use textbooks based on local wisdom of residence student areas in strengthening the character education of students. This is based on the results of research that has been proven that textbook based on local wisdom-VCT model oriented affect the character of students of fourth grade. 2) for other researchers who will conduct research on character education, should use media or other learning models that are more interesting and varied so that can be used as an alternative learning in improving the character of students.

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