
Implementation of Active Learning Model with Integrated Digital Learning Media of Madura Local Culture

Andika Adinanda Siswoyo*

* Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura, East Jawa, Indonesia
andika.siswoyo@trunojoyo.ac.id

DOI: <https://doi.org/10.21107/Widyagogik/v10i2a.21684>

Received February 26, 2023; Revised: March 03, 2023; Accepted April 27, 2023

Abstract

The low ability of students' cultural literacy in elementary schools is one of them influenced by the limitations of the teacher's ability to design active learning that integrates local culture. The low ability of students' cultural literacy in elementary schools is one of them influenced by the limitations of the teacher's ability to design active learning that integrates local culture. Rendahnya kemampuan literasi budaya siswa di sekolah dasar salah satunya dipengaruhi oleh keterbatasan kemampuan guru merancang pembelajaran aktif yang mengintegrasikan budaya lokal. The low ability of students' cultural literacy in elementary schools is influenced by the limited ability of teachers to design active learning that integrates local culture. Rendahnya kemampuan literasi budaya siswa di sekolah dasar dipengaruhi oleh keterbatasan kemampuan guru merancang pembelajaran aktif yang mengintegrasikan budaya lokal. Because it is necessary to implement an active learning learning model that is integrated through a digital learning media. This research is a type of descriptive research. The research subjects were grade 4 students at SDN Kamal 1 Bangkalan. Data collection techniques used are observation, tests, and questionnaires. Based on the results of the research, the implementation stages of the active learning learning model consist of planning, implementation, and evaluation stages through the application of an active learning model assisted by digital learning media integrated with the local culture of tanean lanjeng and roka' tase. The learning outcomes of student learning completeness reached 88% classically complete. Student responses during the learning process can be seen in the results of the student questionnaire showing a score of 85% with very interesting criteria. Student activity observation sheets are in the 80% category with active criteria. So it can be concluded that the application of active learning models assisted by digital learning media integrated with local culture is effective in learning in elementary schools.

Keywords – Literacy; Digital Media; Active Learning



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).

1. Introduction

Thematic learning in elementary schools integrates various contents into a theme (Hariadi, 2020). The implementation of thematic learning requires active learning strategies that provide opportunities for students to actively build their own concepts and meanings through various activities. This is because active learning has been optimally designed by utilizing an adequate environment and learning resources (Killen, 1998). Therefore, active learning is very effective when applied to learning through the interaction of students and teachers.

The process of multidirectional interaction between teachers, students, media, and teaching materials makes a positive contribution to achieving learning effectiveness (Purwadi, 2019). This interaction goes well, if it is supported by relevant learning resources. Learning media as a component of learning, bridging learning resources and students. The use of appropriate learning media will have an impact on an effective and efficient learning process (Syaribuddin et al., 2016). In line with this, learning media need to be designed to suit the needs of students taking into account local potential and student characteristics. According to (Fatima, 2018) learning by integrating material with local culture is believed to be one of the movements to preserve and appreciate Indonesia's cultural heritage.

Local culture is an identity or uniqueness that is an advantage for the region, and can be used as a local potential for the local area (Rusilowati, 2013). The scope of local culture consists of creativity, taste and community works that become habits for the local community (Hake, 1998). So is the case with Madurese culture, the local cultural wisdom values of the Madurese people who are located in Bangkalan Regency, can be seen in the activities of Roka' Tase, karapan sapi and tanean lanjhang. Where the value of this local wisdom is manifested in daily activities. The local culture of tanean lanjhang reflects the characteristics of its inhabitants who are religious, sacred and "guarded" by the surrounding culture and nature. There is a reflective relationship between togghu, kobhung/langgar, dapor, tanean, Nyato water sources, tomang handicrafts, Bhjuk sacred tombs. The concept of tanean lanjhang has surfaced

and has been studied by many people from various aspects because it is still sustainable.

According to (Kuntowijoyo. 2002) Madurese descendants maintain the concept of *tanean lanjhang* to this day not only for personal interests, but for the process of preserving local culture. In the *tanean lanjhang* tradition, the position of the *toghuh* house is always used by the oldest person in the family position. However, if the oldest sibling dies, they will be replaced by the oldest descendant, namely the oldest woman. The meaning of old age is not only seen from the birth, but also the time of marriage. It is obvious that the arrangement of rooms reflects the hierarchy of family status. Likewise, the local culture of the *Rokat tase* tradition aims to show gratitude for the fish caught by fishermen, the belief will avoid disasters, and provide smooth fortune (Amin, 2016). But in fact, in Patereman Bangkalan Village, the *rokat tase'* ritual is carried out by presenting offerings containing food and fruit in a winnowing, which is thrown into the sea, then the residents fight over it. Referring to this cultural phenomenon, it is very important to integrate local culture in a learning medium that is able to facilitate elementary school students in thematic learning.

Based on the results of observations in the Kamal sub-district, Bangkalan Regency, students' understanding of local culture is still low. This is one of them, influenced by the low ability of students' cultural literacy. In fact, cultural literacy and citizenship are important things that need to be mastered in the 21st century. This is because the diversity of nations, languages, customs, and customs are starting to be disturbed by people or groups who don't want differences and want to open up the cultural wealth of this nation (Nudiati, 2020; Ramdani et al., 2019; Yusuf et al., 2020). Cultural literacy can be taught through digital-based learning media. Learning that utilizes digital media is interesting and fun (Miarso, 2019). This is because students are actively involved in understanding the learning messages conveyed by teachers and learning resources through digital-based learning media.

2. Method

This research uses a qualitative research type. The research subjects were grade 5 students at Tanjung Bumi 2 Public Elementary School for the 2022/2023 Academic Year consisting of 43 students. Data collection techniques used include interviews, observations, and tests. The research instruments used included observation sheets, interview sheets and test instruments. The research stages are as follows.

Planning Stage

- a. The preparation stage begins with determining the location of the research site, namely SDN Kamal Bangkalan
- b. Conduct observations at schools, while what will be observed includes the characteristics and abilities of students in the field, analysis of the needs of teachers in local schools. Based on the results of observations, it was followed by determining the topic of the training, which was divided into two target subjects, namely teachers and students.
- c. Designing an active learning plan assisted by digital learning media integrated with local culture.
- d. Identify the learning media used, namely learning media for students, namely digital learning media based on local culture,
- e. Develop training program instruments needed during research.

Implementation Stage

At the implementation stage, the teacher conducts research by applying digital learning media based on local culture. The stages of training with teachers begin with the application of active learning in elementary schools. Constructing teachers' understanding of strategies for teaching active learning in elementary schools. The training will be continued with FGDs regarding active learning strategies that can be implemented. After completion, the teacher's understanding of digital platforms in learning can be open access during learning. At the end of the training, a question and answer session and reflection related to the active learning model were held. Training for students is carried out by

applying digital learning media in the classroom. Learning activities follow active learning-based learning procedures that have been designed in the planning phase.

Evaluation Stage

The evaluation stage is carried out during the formative evaluation and summative evaluation. Formative evaluation measures the learning process carried out during the research. While summative evaluation is carried out at the end of the implementation of the learning program through the provision of post tests. The summative evaluation was carried out to measure the effectiveness of research achievements. Likewise the success of research using active learning models assisted by digital learning media in elementary schools. conducted by distributing questionnaires at the end of the learning session.

3. Result and Discussion

Implementation of the Active Learning Model by utilizing local culture-based digital learning media in UPTD SDN Patereman 2 elementary schools The implementation of active learning begins with coordinating with local schools to determine the schedule for implementing learning. The active learning-based learning training program in elementary schools will be held on the first Sunday of the 2022.2023 even semester. The activity began with the opening, remarks by the principal, chief executive and continued with the reading of prayers. The enthusiasm for the arrival of the training participants in a disciplined manner indicated that there was an interest in the participants in the topic of the training program being implemented. This greatly contributes positively to improving teacher competency and performance. After the Covid-19 pandemic, the quality of teacher performance has significantly decreased, due to decreased work motivation during online learning (Fitria et al., 2019). In addition to work motivation, teacher performance is influenced by work discipline (Syyami, 2013). From this gap, a teacher must be prepared for a change in the learning paradigm, conventional learning systems into active student-oriented learning. As a solution

in dealing with changes in the learning system paradigm, teachers can implement active learning-based learning in elementary schools. Active learning-based learning is able to facilitate students to develop critical and reflective skills (Wanner, 2015).

Learning activities begin with the presentation of learning materials based on active learning by resource persons. The material content integrated into learning includes science content, mathematics content, and Civics. Each scientific family develops active learning strategies that are relevant to the material taught in elementary schools. The activity was continued by asking students to observe digital learning media using cellphones. Next, students are formed into several groups to discuss teaching materials related to learning. During the learning process students actively carry out activities in the learning process. The next activity, carried out with exposure to local Madurese culture by the facilitator, is carried out to stimulate the teacher's initial conception of the local Madurese culture around it, including tanean lanjhang and Rokot Tase'. Teachers are asked to explore the potential value of local wisdom in the local culture. Next, they are asked to integrate the local culture into interactive learning media. Each cluster of scientific disciplines designs learning media concepts that can later be integrated with these local cultural values. At the end of the training session, each cluster field presented an active learning design by collaborating digital learning media based on local Madura culture that had been designed with the team. The introduction of local cultural values and character at every level of education can increase the achievement of educational goals (Abdullah, 2019)

Implementation of Digital Learning Media to Elementary School Students For Improving Student Cultural Literacy

The activity was opened by praying together, after which the prayer activity was continued apperception by singing the Garuda Pancasila song as a form of nationalism. During the learning activities, we asked students whether they had ever learned to use digital media such as cellphones, computers, as well

as other digital media and examples of the cultures around them. Student responses when asked these questions in terms of having studied using digital media in the form of cellphones during the Covid-19 pandemic. In using cellphones, they only use it for giving, delivering and collecting assignments from the teacher. On the cultural aspect, students simultaneously answered that the culture that is still strongly carried out by the Patereman community is *tanean lanjhang* and *Rokat Tase'*. This indicates that students' knowledge of culture-based digital media already exists, but they still do not fully understand the values contained therein.

In the core activity, the presenter conveys the learning objectives, the concept of the material that will be studied as students' initial knowledge. Next, students are divided into 5 groups and each group consists of 5 students and 1 group consists of 6 students. Next, the speaker shows interactive multimedia learning media via smartphone and gives tutors how to operate the interactive learning media. Students looked enthusiastic and excited. Next, the presenters delivered local cultural material with elements of *tanean lanjhang* and *rokat tase'*. Students are then given a topic problem regarding students' habits in using digital technology at home and at school to then be discussed with their group mates.

In the presentation activity or delivery of the results of the discussion, the presenters package it in a game. The game is called "Markers Relay While Singing". The way to play is that students are asked to stand on their respective benches and then given 1 marker. Students then choose a song to sing together. The song chosen is a national anthem to foster a spirit of nationalism. The markers are then passed from one student to the next. When the presenter gives the stop signal, where the marker stops, the student must come forward with his group mates to present the results of the discussion. After all groups have finished carrying out presentation activities, the presenter invites students to conduct question and answer questions about the material in the activities that have been carried out. The last activity is closing activity. This activity consists of strengthening material, individual and group awards, working on evaluation

questions, concluding learning activities and praying together. The teacher reinforces the material to students. Furthermore, students were given awards in the form of the best group and awards for all students for their participation.

Evaluation Stage

Formative evaluation determines student activity during the learning process. Student activities that can be observed include the ability to discuss 80%, the ability to express opinions 75%, and the ability to represent digital learning media 80%. Based on the results of distributing response questionnaires to teachers, teacher interest in the training program reached 80%, the effectiveness of the training program for teachers reached 85%, the success of the program was 95%, and the sustainability of the training program reached 85%. Based on these results, the active learning training program for elementary school teachers is effectively implemented, and is beneficial for the sustainability of the learning model. While the results of the pre-test and post-test of students' cultural literacy before and after the learning was given to 22 students using local culture-based digital learning media, are presented in Figure 1.



Figure 1. (a) Summary of pre-test and post-test results and Completeness Student Learning

The percentage of students' learning completeness in the pre test reaches 20%, and has not been completed classically. However, the use of digital learning media based on local culture can increase students' understanding of cultural literacy. Seen in the results of the student post test, the percentage of completeness reached 78% and can be said to be classically complete. This is in

line with the opinion (Pratiwi, 2019) explaining that students' understanding of culture is very close to students' cultural literacy. Cultural literacy is a person's capability, both cognitive abilities, and how to behave towards Indonesian culture as a national identity. Students' understanding of local culture contributes to improving their cultural literacy skills. One way to foster students' cultural literacy is through the application of learning media. The application of local culture-based learning media is able to develop the characters of love for the motherland, curiosity, tolerance, national spirit, responsibility, and discipline (Maimun et al., 2020) so as to increase students' cultural literacy.

4. Conclusion

Active learning learning with digital learning media that is integrated with the local culture of tanean lanjhang and Rokot Tase' is integrated into a digital learning media that is effectively implemented in elementary schools. Based on the results of the research, the implementation stages of the active learning learning model consist of planning, implementation, and evaluation stages through the application of an active learning model assisted by digital learning media integrated with the local culture of tanean lanjeng and roka' tase. The learning outcomes of student learning completeness reached 88% classically complete. Student responses during the learning process can be seen in the results of the student questionnaire showing a score of 85% with very interesting criteria. Student activity observation sheets are in the 80% category with active criteria. So it can be concluded that the application of active learning models assisted by digital learning media integrated with local culture is effective in learning in elementary schools.

References

- Abdullah, O. M. T., & Umawaitina, N. (2019). Upaya Guru PPKN dalam Mengimplementasikan Nilai-Nilai Demokrasi Pancasila pada Peserta Didik kelas VII-11 di SMP Negeri 2 Kota Ternate. *Jurnal GeoCivic*, 2(1).

-
- Amin, F. (2016). *Tradisi Roket Tase' Dalam Perspektif Hukum Islam (Studi Kasus Di Desa Branta Pesisir Kabupaten Pamekasan Madura)*
- Effendi, M. (2016). Integrasi Pembelajaran Active Learning dan Internet-Based Learning dalam Meningkatkan Keaktifan dan Kreativitas Belajar. *Nadwa: Jurnal Pendidikan Islam*, 7(2), 283 - 309.
- Fitria, H., Kristiawan, M., & Rahmat, N. (2019). Upaya Meningkatkan Kompetensi Guru Melalui Pelatihan Penelitian Tindakan Kelas. *Abdimas Unwahas*, 4(1), 14– 25. <https://doi.org/10.31942/abd.v4i1.2690>.
- Ghufron, A. Pengembangan Pembelajaran Berbasis Nilai-Nilai Budaya YOGYAKARTA di Sekolah Dasar. *Cakrawala Pendidikan*, 2(30). doi:10.21831/cp.v36i2.12449.
- Hake, R. R. (1998). Interactive–engagement vs traditional methods: A six-thousandstudent survey of mechanics test data for introductory physics courses [versi Elektronik]. *American journal of physics*, 66(1), 1-26
- Ismiyanti, Yulina., Muhamad Afandi. (2022). Pendampingan Guru Sekolah Dalam Pembuatan Media Pembelajaran Berbasis Kearifan Lokal. *Jurnal masyarakat mandiri*, 6(1). <https://doi.org/10.31764/jmm.v6i1.6462>
- Killen, R. (1998). *Effective Teaching Strategies: Lesson from Research and Practice, second edition*. Australia: Social Science Press.
- Kuntowijoyo. (2002). *Madura: Perubahan Sosial Masyarakat Agraris*. Yogyakarta: Mata Bangsa.
- Maimun, M., Sanusi, S., Rusli, Y., & Muthia, H. (2020). Internalisasi Nilai-nilai Karakter Kebangsaan Melalui Literasi Budaya dan Kewarganegaraan di Sekolah Menengah Atas (SMA) Kota Banda Aceh. *CIVICUS : Pendidikan- Penelitian- Pengabdian Pendidikan Pancasila Dan Kewarganegaraan*, 8(1), 8. <https://doi.org/10.31764/civicus.v8i1.1789>
- Miarso, dan A. Harris R. (2005). *Menilai Kreativitas Siswa dalam Matematika*. https://tatagyes.files.wordpress.com/2009/11/paper05_nilaikreatif.pdf.
- Ngatman & Fatimah, S. (2018). The Legend of “Gunung Wurung” as Local Wisdom for Teaching Materials and Character Education in Elementary School. *SHEs: Conference Series 1 (2)*: 298-307.
- Pratiwi, A., & Asyarotin, E. N. K. (2019). Implementasi Literasi Budaya dan Kewargaan sebagai Solusi Disinformasi pada Generasi Millennial di Indonesia. *Jurnal Kajian Informasi & Perpustakaan*, 7(1), 65–80. <https://doi.org/10.24198/jkip.v7i1.20066>.

Rachmah, H. (2012). Strategi Pembelajaran Aktif Di Sekolah Dasar. *Jurnal Ilmiah Widya*, 218715.

Rusilowati, A. (2013). *Membudayakan Kearifan Lokal Melalui Penelitian Pendidikan*.