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Developing A Locally Wisom Based Discovery Learning Model For MBKM Integrated Students' Character Reinforcement

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Abstract—It is a Research and Development adopted by Thiagarajan, Semmel, and Semmel. The model underwent four stages: definition, planning, development, and dissemination. Data were collected through Focus Group Discussion (FGD) involving the Vice Dean (Academic section), head of the study program, and lecturers on Government Ethics. We also conducted interviews to get information and assessment from subject experts about validating Discovery Learning Model content and media. Besides that, we performed trials on lecturers as key informants. After that, we documented the university policies about learning activities, lecturer's activities report, or format and instrument models. We also used questionnaires, checklists, and scales to get information about subjects' understanding of the development concept of the DL model to improve students' character and assessments from lecturers and students about the acceptance, feasibility, and effectiveness of the learning model and media. Finally, data were validated qualitatively by triangulating sources and analyzing them descriptively. The findings show that 1) the development of the local wisdom-based discovery learning model can reinforce MBKM integrated students' character indicated in some model development stages, including defining, planning, developing, and disseminating; 2) The discovery learning model was valid, effective, and practical. The local wisdom base reinforcement of MBKM integrated students' characters. The local wisdom presented in the Government Ethics subject trains students to behave in societies, especially when they become leaders or policymakers in the future.

Keywords—Development, Discovery Learning Model, Local wisdom, character

I. INTRODUCTION

Merdeka Belajar dan Kampus Merdeka (MBKM) is an important and strategic program. It is important because it can bridge the university to the industrial world and is strategic because it can build independence, honesty, integrity, and social responsibility on human resources. Thus, MBKM needs not only orient to improve students' cognitive and affective skills but also their psychomotor skills. Moreover, it is relevant to the government's program to create excellent and competitive humans and to train students with positive character due to the decadency of ethics and morals.

The increasing number of corruption cases performed by the government, the increased use of illegal drugs, fighting among students, pornography, and online prostitution by teenagers and underage women show that ethics and morals should get attention and solution.

The problems are considered the impact of government policies prioritizing academic achievement while neglecting character building. The current learning model does not try to change the mindset, attitude, and behavior for character building.

Experimental learning programs like flexible local wisdom-based Discovery Learning (DL) integrated into MBKM should facilitate students to develop their potential based on their passion and improve their graduate competencies, including soft skills and hard skills [1]; [2]; [3].

One of the subjects that should develop students' potential, as mentioned in MBKM, is Governmental Ethics. Unfortunately, the subject is taught in the classroom, so it does not integrate local wisdom. As a consequence, students only understand the theory. Still, they have lacked values meaning that the cognitive and psychomotor aspects of learning targets have been fulfilled but not the affective domain.

Based on the problem above, this developmental study should be carried out. Therefore, we used the Thiagarajan model with four stages: defining, designing, developing, and disseminating [4].

How is the development stages of the local wisdom-based Discovery Learning (DL) model, which can MBKM integrate character reinforcement and how is the valid, effective, and practical local wisdom-based discovery learning model and how can it reinforce students' characters combined with MBKM. Those questions are answered in this study.

Studies about the Discovery Learning model have been carried out extensively. However, they are still in general type, not discussing specific matters like local wisdom and character reinforcement. For example, Akhlanul In'am [5] about "Learning geometry Through Discovery Learning Using a Scientific Approach." The study investigated the implementation of discovery learning in geometry class using a scientific approach. Then, the study of Mardia Hi Rahman [6] under "Using Discovery Learning to Encourage Creative Thinking" investigated the correlation between the DL model and students' creative thinking skills. Furthermore, Rita Indriani and Suhdan Kun Prasetyo entitled "Improving the Experiment Report Writing Skills of Fifth Graders Through the Discovery Learning Methode" focused on teaching writing using the DL method [7].

Studies mentioned above indicate the novelty of the current study, which focuses on local wisdom and character reinforcement to solve ethics and moral decadency. It is realized that the government policies only focus on academic intelligence and neglect

character building. Besides that, the learning being implemented is meaningless for changing mindset, behavior, and attitude to be intelligent and have character.

Discovery learning is a model which can grow students' creativity because it allows them to be the subject to play a role in learning. The students are not only objecting as in the old learning style, and the teacher dominates teaching. In learning, the teacher should not present the material until the end of the class. Instead, they should allow students to do activities like collecting information, comparing, categorizing, analyzing it, integrating material, and making conclusions. This method can build creativity and character supported by local wisdom. This discussion indicates that the basic purpose of discovery learning is to shift teacher-oriented learning to be students oriented learning [8].

An interesting aspect of the discovery learning model is that it can improve students' cognitive and psychomotor skills so that the learning output will be comprehensive and relevant to students' character reinforcement. Besides that, students will feel happy and have a positive self-concept because they get the confidence to work with others. Thus, later, they will not be shy to interact in society. A positive self-concept will also emerge when the learning model allows students to be active. At the same time, the teacher only acts as a facilitator [9].

Local wisdom refers to ways or practices developed by a group of communities from their deep understanding of the local environment and used as life guidance and practice from one generation to the next. Local wisdom as a national identity has a strategic role in filtering the external culture. Salim stated that the regional culture can potentially be a 'local genius because it can survive until the present day. Thus, Sibara said that local wisdom is the actual knowledge belonging to a society that comes from the cultural tradition to regulate social life. Local wisdom can also be defined as a culture that can manage life wisely [10].

South Sulawesi has various local wisdom from tribes like Makassar, Bugis Mandar, and Tana Toraja. Some old sayings are inherited from one to the next generation. Buginese proverbs are like: "Resopa Temmanginggi Malomo Nalettei Pammase Dewata" meaning that hardworking is the only way to get Rahmat from Allah SWT. "Taro ado taro gau" The word should be in line with the act; "Pada laleng tepri da upe": two similar processes may result in different results. "Toddopuli temalar" once the sail expands, never recede to the edge. "Nakko de' siri'mu engka mussa pessemu" If you have no share, you should at least have social solidarity. "Akka'i padammu rupa tau natanréréko" Appreciate others to be also appreciated. "Pada Idie Pada Elo, Sipatuo Sipatokkong" Everyone wants goodness, should turn each other on, and help each other.

The local wisdom described above is relevant to train the characters because character refers to the way to think and behave, which becomes the identity of each individual to live and collaborate in family, society, and nation. Personality is important because it determines the quality from the smallest environment, the family, to the biggest one, the government. Psychologically speaking, the character is the behavior that becomes the eternal personal characteristic. The better the surface, the better the quality of life in society [11]; [12].

Due to the importance of character building, the government issued some policies, including Presidential Decree Number 87 of 2017 About Character Education Reinforcement, followed up with the Decision of the Ministry of Education and Culture of Indonesia Number 20 of 2018 About Character Education in formal education. In addition, Darmaji [12] stated that character education is a strategy in which the school collaborates with parents and communities to support children and teenagers to be careful, persistent, and responsible.

Character education can be implemented in two ways. First, it can be done in a formal environment like school by integrating it into particular subjects. For example, teachers explain the importance of early building character education. Secondly, it can be implemented outside the school in through informal way. For instance, it can be done by habituating children with positive activities like national ceremonies, rituals, scouts, and other extracurricular programs. Thus, children should be habituated to be sensitive, have integrity, and be responsible for various problems both at local and national levels [13].

II. RESEARCH METHODS

The study employed research and developed (R & D) design adopted from Thiagarajan, Semmel, and Semmel, involving four stages: defining, designing, developing, and disseminating [4]. Research subjects were all students sitting in Governmental Ethics class and the lecturer teaching the subject. Other subjects were experts examining the learning model and media.

Data were obtained through Focus Group Discussion (FGD) involving the Vice Dean (Academic section), head of the study program, and lecturers on governmental ethic subjects. They discussed: 1) their understanding, opinion, and experience about the government ethic phenomena and b) their thought, readiness, need, and ideas about developing the DL model and media. Then we conducted interviews to get information and assessment from subject experts about validating DL model content and media. Besides that, we interviewed some lecturers as the key information, especially the ones who acted as the trial subjects. Furthermore was documentation. We studied the university policies regarding the learning implementation, lecturer activities report, or form and instrument model. We also distributed questionnaires, checklists, and scales to get information about research subjects' understanding of the development concept of the DL model to improve students' character and to get information on lecturers' and students' assessments of the acceptance, feasibility, and effectiveness of learning media. Finally, data were validated qualitatively by triangulating the sources and were analyzed descriptively [14].

Following is the design and procedure of the learning media development, which used a 4D model:

1. Defining stage.

It included five main steps, namely (a) front-end analysis, (b) analyzing students, (c) analyzing concepts, (d) analyzing tasks, and (e) formulating learning goals.

2. Designing stage.

Stage 1) Formulating concepts based on the lesson plan; 2) selecting references and media that align with the goals. 3) selecting format by reviewing existing media formats that were developed before.

3. Development stage.

The stage aimed to create a DL model design draft by revising the learning media based on the input and suggestions from experts and data obtained from the readability test and trial data. The limited trial was performed on University of Muhammadiyah Makassar students who joined the Government Ethics class and field trials conducted in some universities in Makassar City.

4. Dissemination stage.

In this step, we obtained the final DL model and media once the field trials showed consistent results and validators gave positive comments. The tests were performed at the University of Muhammadiyah Makassar. Then, the research instruments consisted of a Lesson Plan validation sheet, DL model module, and guidebook. Instruments developed in this study were the Lesson Plan validation sheet, module validation sheet, and model guidance book validation sheet.

III. FINDINGS AND DISCUSSION

A. Findings

1. Defining stage

a. Front-End Analysis

Observations found that lecturers still used a teacher-oriented learning approach and the lecture-talk model more dominantly. The statements also found that students could not think creatively and innovatively because the teacher dominated the activities, so they thought not optimally and could not innovate and be creative. In addition, they tended to believe based on a behavioral approach, not with a constructive system that allows students to be independent in thinking, acting, and behaving related to local wisdom and independence.

b. Student Analysis.

Using tests and questionnaires, we found that students' basic abilities, knowledge, and skills in the Government Ethics course were still low (in the starting to develop category), with an average score of 63.22 out of a maximum score of 100. This indicates that students did not maximally achieve the learning process.

The use of conventional learning models is strongly suspected as the cause of students' inability to think optimally. Several teachers interviewed stated that so far, learning tended to be one-way because it was considered the best. Teachers did not yet know about constructive knowledge that allowed students to be active so that local character and wisdom could also increase.

c. Concept Analysis

the Government ethics subject is expected to be a media that provides some basic competencies because the issue has some characteristics differentiating it from other topics. Thus, students and lecturers should be creative and innovative in selecting a model and media relevant to the subject's features. However, based on interviews conducted with lecturers involved in the research subjects, we found that teachers teaching the subjects did not understand the subject well. For example, although the topic should have been trained with a constructivist model, it was taught conventionally, which relied on teacher talk and was dominated by the lecturer so that the students had their psychomotor, creativity, and innovations less developed which later negatively affected the local wisdom and independence.

d. Task Analysis

To assess students' understanding of the subject, we distributed a test. Then, we provided them with a problem under the government ethic topic and asked them to solve it by doing a literature review of the field trial. Firstly, the students wrote a paper about the subject in groups. Then they presented the documents in front of the class. After that, they discussed it with other students. The lecturer, who acted as the facilitator, supervised and monitored the discussion. The activity aims to improve students' analytical, problem-solving, and presentation skills by focusing on independence.

In the observation, we found that students had low ability in making papers and doing discussions. It was because they were still less familiar with creative and innovative thinking and did not understand the Government Ethics concept well.

e. Specification of Learning Goals

The learning goals were specified by lengthening the activities in the classroom. Then, the activities were designed in a constructive environment to allow students to do tasks in small groups. Finally, we conducted planning, acting, monitoring, and evaluation. We aimed to help students understand and do the planning, implementation, and evaluation. Based on the observation, we found that students involved in the research subjects had a common understanding of the project task because their skills in making a plan, acting, and monitoring were also low.

Based on the analysis we performed in the preliminary study, especially in points 1-4, we determined the specification of goals of the Government Ethics subject.

2. Planning Stage

Based on the analysis of earlier studies, we created the basis of making the Discovery Learning Model (DLM) media plan, the lesson plan of MDL, and the module on Government Ethics subject.

Results of the Development of the Discovery Learning Model and Media

The development of local wisdom-based Discovery Learning media produced prototypes of 1) DL Lesson Plan; 2) the DL model; 3) the government ethic subject module/material, which includes the detail of learning implementation with D mode, 4) the research instrument.

Those four drafts include the DL Lesson plan, DL model, government ethics subject module/material, and assessment instrument, validated by two learning experts and one material expert. It was to assess the validity and correctness and give inputs for improving the device, learning model, and media drafts before trialing.

3. Development Stage

The development stage resulted in the final product of the learning model and media. The stage underwent revision based on expert validators' input and trial data. The steps are described as follows:

1). Expert validation

All DL-based learning media were feasible to be implemented. The result was obtained from validity tests performed by three experts. The instrument of students' perception and the implementation of DL models showed a high score, while the DL model design, modules, lesson plan, local wisdom instrument, and lecturer perception instrument were in the very high category.

The product was validated in the development step and then trialed in the implementation-evaluation steps. We performed a one-to-one trial and a small group evaluation in this step.

2). Trial

The learning model and media which had been revised were trialed to students of Class A who followed the Government Ethics subject. The media trial included aspects of using models and media in teaching. Data obtained in this stage were analyzed to assess and revise the learning model and media before being disseminated. Results of a limited trial show that the learning media and model were valid and practical to be implemented in teaching Government Ethic subject. The practicality of the DL model and media can be seen from the positive responses of three lecturers and students in the subject as users in the Government Science Program in Unismuh Makassar.

B. Practicality Test

Observation of the implementation of the DL model in the experimental class shows that stages were implemented optimally with a percentage of 100 (highly practical). Then, observing the performance and students' activeness shows that students in the group are actively involved in learning, with an average score of 3.44 (highly active).

The practicality criteria can also be seen from the users' perception. Three lecturers responded positively (100%) to each aspect of implementing the DL model and media in the classroom. Also, 33 students in an experimental class (97.64 %) gave positive responses. It indicates that the DL model is practical to implement in Government Ethics.

IV. DISCUSSION

The research findings show that the local wisdom-based Discovery Learning (DL) model was valid, effective, and practical in reinforcing students' character. Normatively, this finding should widen the knowledge about various local wisdom which can improve students' texture through government ethic subject. Later, it will reinforce the attitude of living among societies, especially once the students become leaders or policymakers.

Character reinforcement is important in facing various cases currently experienced in our nation, like collusion, corruption, nepotism, illegal drug use, fighting among students, pornography, and online prostitution. Local wisdom is important because it contains values that can be taken as life's guidelines and regulators. The wise implementation of local knowledge can improve the societies' character.

Local wisdom refers to ways and practices developed by a group of people which come from their understanding of the local area based on the environmental condition and are used as life guidance by generations. Local wisdom as the national identity had a strategic role in filtering external culture by removing the negative influences and absorb to positive ones. Related to that, Sismi stated that local culture has the potential to be a 'local genius because it can survive until the present time. Thus, Sibarani said that local wisdom is the knowledge originating from cultural values to regulate society's lives. Local wisdom is also defined as the local cultural values used to control lives in communities [10] wisely.

South Sulawesi has various local pearls of wisdom from different tribes like Makassar, Bugism Mandar, and Tana Toraja. Some old sayings are inherited from one to the next generation. Buginese proverbs are like: "Resopa Temmanginngi Malomo Nalettei Pammase Dewata" meaning that hardworking is the only way to get Rahmat from Allah SWT. "Taro ado taro gau" The word should be in line with the act; "Pada laleng teppa' tupe": two similar processes may result in different results. "Toddopuli temalara" once the sail expands, never recede to the edge. "Nakko de' siri'mu engka mussa pessemu" If you have no shame, you should at least have social solidarity. "Akka'i padammu rupa tau natanaréko" Appreciate others to be also appreciated. "Pada Idie Pada Elo, Sipatuo Sipatokkong" Everyone wants goodness, should turn each other on, and help each other.

Through experimental learning programs like the local wisdom-based Discovery Learning model integrated with MBKM, which is carried out flexibly, students can develop their potential based on their passion and skill so that the graduate soft and hard skills can improve [1]; [2]; [3].

The discovery learning model can grow students' creativity because it allows students to be the learning subjects and play a role in it. Students are no more objects as in the older learning style, which teachers dominate. In learning, a teacher should not present the material until the end of the class. Instead, they should allow students to do activities like collecting information, comparing, categorizing, analyzing it, integrating material, and making conclusions. This method can build creativity and character

supported by local wisdom. This discussion indicates that the basic purpose of discovery learning is to shift teacher-oriented learning to be students oriented learning [8].

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VI. CONCLUSIONS

1. The development of a local wisdom-based Discovery Learning Model can reinforce students' character integrated with MBKM, as seen in the development stages, including defining, planning, designing, and disseminating.
2. We found the local wisdom-based Discovery Learning model was valid, effective, and practical in reinforcing students' character integrated with MBKM. The local wisdom material in Government Ethics should support students' attitude in society, especially once they become leaders or decision-makers.

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