Problem Based Learning Media in the Study of National Culture

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Abstract. This study was motivated by the minimum of learning media in teaching-learning process and the weakening of traditional culture along with the progress of science and technology and the preference of modernization in all sectors. Problem Based Learning (PBL) requires students to work together in groups to find solution of real problem. The purposes of this study were: 1) to identify the need of using audio visual media based on PBL in teaching-learning geography to subject study National Culture for students class XI. 2) to identify the feasibility of audio visual media based on PBL in subject study National Culture for students class XI. The type of this study was Research and Development (R&D) with AADIE (Analysis, Design, Development, Implementation, Evaluation). The audio visual media was packed in the form of compact disk (CD) Video material presentation covered subject study National Culture of Central Java (Solo).

1. Introduction

The geographical condition of Indonesia effects the population who are occupying the island have different cultures and life patterns and the culture grows until the present time [1]. Each region has its own style and culture that show its identity, this situation can be seen from the daily activities in life included traditional clothing, traditional houses, arts, traditional weapons, and language.

In this modern era, the adolescents in Indonesia tend to be more interested in foreign cultures. The weakening of cultural tradition occurred along with the progress of science and technology and the preference of modernization in all sectors. As a result, some types of cultural traditions have already shown the extinction, one of examples is the western habitual that we can see in electronic media, printed media, either or the way of getting dressed, language, food, art, technology [2].

Teaching-learning media is a tool provided by teachers to motivate the students to learn quickly, precisely, easily. Teaching-learning media is a tool of hearing and sight (Audio Visual Aid) for students in order to gain significantly learning experience [2].

Problem Based Learning (PBL) is a learning approach that uses real problems as a context, thus the students can learn to think critically in doing problem solving [3]. The implementation of Problem Based Learning approach is expected to make students are able to think critically on the teaching-learning process, thus it is in accordance with the implementation of the curriculum 2013 where students are more active and dominant in classroom teaching-learning process.
2. Methods
This study was conducted at SMA Negeri 8 Surakarta located in Jl. Sumbing Raya No. 49 Mojosongo Jebres Surakarta. This study was Research and Development (R&D) that focused on the development of teaching-learning media as learning source. Learning media is defined as something, which is used to deliver messages and stimulate students’ cognitive and affective aspects in order to foster students’ learning motivation [4]. Learning media is varied in forms, such as printed media, graphic, animation, audio and audio-visual [5].

This study was adapted using the development model ADDIE that consisted of 5 stages: A: Analysis, D: Design, D: Development, I: Implementation, E: Evaluation [6]. The result of audiovisual media development was validated by 1 media expert and 1 material expert. The instruments in this study covered questionnaires of students’ need, questionnaires of media validation and questionnaires of material validation.

3. Results and discussion

3.1. The need of audiovisual media analysis.
Based on the results of the questionnaires that were given to 25 students, it could be seen that the need of using innovative and efficient geography teaching-learning media was necessity. Media that used by teachers in teaching-learning process were power point and textbook.

The results of questionnaires that have been given to students showed that 68% of students answered that the teachers have already used teaching-learning media, 84% of students answered that they were happy if in the curriculum 2013 teachers use teaching-learning media to deliver the material, 68% of students answered that they were happy when given discussion task in the classroom, 68% of students answered that they had been given demonstration about issues related to teaching materials, 76% of students answered that they had searched for relevant teaching-learning resources related to teaching materials, 72% of students answered that they had been directed by the teachers to make report after group discussion activity process, 88% of students felt happy in learning using teaching-learning media support such as visual media / video, 88% of students needed visual teaching-learning media (pictures) such as teaching-learning video, and 88% of students agreed if the development of audio visual media based PBL will increase the perception of students in understanding the teaching-learning materials.

3.2. The development procedure
The development of audio visual based on PBL teaching-learning media is begun with analyzing phase related to the analysis activity to the school environment situation, so it could be identified what products that need to be developed [7, 8].

The second stage is Media Design. In this stage was created the design according to the students’ need that was audio visual media based on PBL. The teaching-learning material used was National Culture.

The result of this product design activity was teaching-learning media audio visual media based on Problem Based Learning which packed in the form of Compact Disk (CD). The content of the audio visual video material was adjusted to the curriculum 2013. The presentation displays of audio visual based on PBL were as follows:
Figure 1. Main Menu

Figure 1 above is part of the opening video, which explains about the variety of national culture.

Figure 2. Central Java Culture (Solo)

Figure 2 above shows cultures which belong to Central Java especially in Solo; those are traditional dress, traditional dance, traditional weapon and traditional house.

Figure 3. The Impact of Globalization to the National Culture

Figure 3 above shows problems in globalization era in some adolescents who prefer foreign culture to national culture.

The third stage is development. This stage was a stage where the media was validated by team experts, they were lecturers of geography.
3.3. The feasibility of audiovisual

The validation of this study used questionnaires with BSNP standard included several aspects, those were the content feasibility, visual feasibility and material feasibility. The evaluation results of audiovisual media product were as follows:

| No. | Validator       | Score (%) | Criteria     |
|-----|----------------|-----------|--------------|
| 1.  | material expert | 84.5      | very feasible|
| 2.  | media expert    | 86.5      | very feasible|
|     | **average**     | **85.5**  |              |

Source: Research Primer Data 2017

Based on the data in the table 1, the average assessment of the expert validation is 85.5 thus the audiovisual media based on PBL is very feasible to use as teaching-learning geography to the subject study National Culture.

Audiovisual based on PBL media then revised in accordance with direction and suggestion from validator, included (1) the evaluation in teaching-learning video, (2) the incompleteness of image sources [8].

The development of audiovisual based on PBL to the subject study national cultural has purpose to encourage students to learn quickly, precisely, easily. Media has an important role in communicating teaching and learning as a mediator which is able to provide the same meaning between communicator and communication thus it has the same perception and to make students are able to do learning activities more freely, whenever and wherever.

In the first stage, students’ need analysis was done to identify the teaching-learning media that would be developed and the result obtained was teaching-learning geography required learning media. In the second stage, the teaching-learning media was created using AADIE model with national culture materials. The contents of audiovisual media covered core competence (KI), basic competence (KD), material, video and picture. The result of this product design was teaching-learning media audio visual based on PBL in the form of Compact Disk (CD).

The media was validated by 1 media expert and 1 material expert to know the feasibility, and the average value of the validation showed 85.5 with the category of feasibility.

4. Conclusions

Based on the results of teaching-learning media audio visual based on PBL to the subject study National culture for class XI, it could be concluded as follows: (1) the requirement toward the use of audio visual media based on PBL on teaching-learning geography in subject study National Culture for class XI. (2) the result of feasibility validation that was done by team experts for the audio visual media based on PBL in subject study National Culture for class XI showed 84.45%, and it was in the category of feasibility. The suggestion for the further research are at the end of the video, it is better for giving teaching-learning evaluation and giving source in each picture that presented in the video.

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