

The Creation of Civics Education Subject (PPKn) Based on Local Wisdom to Improve Students' Competence on Civic Skill in Social Science Faculty, State University of Medan (Unimed), Medan, Indonesia

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Abstract: This development research aims to develop local wisdom based civics education learning in improving student's civic skill in civic education department of State University of Medan. The subjects of this research are: (1) Expert Validator of 3 people consisting of experts: civics education material, Indonesian language, and textbook design; and (2) 64 Civic education students (two classes) as subjects for limited group trials. This research is a ADDIE development research mode. Gagne and friends (in Januszewski and Molenda, 2008) "provides an extension of the ADDIE stages into a more detailed procedural guide: analyze, design, development, implementation, and evaluate. Data are collected through expert validation questionnaire and observation sheet of student's civic skill competency. Expert validation results and field trials show that local wisdom based civic education learning in improving civic skill competency of civic education department student of State University of Medan that has been valid and categorized very good and has high reability. Other findings from this research result, local wisdom based civic education textbook can help lecturer in improving civic skill of civic education department of State University of Medan

Keywords: civic education learning, local wisdom, civic skill competence

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I. INTRODUCTION

Indonesia is diverse nations in various things. One of them is a culture that develops in society as a wealth and national identity. People traditionally continue to adhere to local values that are believed the truth and become the guidance of life inherited from generation to generation. According Widyasari (2008) local values in the community is exist through the process of interaction and social development that is begun from baby to elderly, and gradually based on the age. Therefore, every individual needs not only knowledge but also skill competencies, so the obtained material can be useful for the ongoing process of interaction and social development. In civic education, there are a number of competencies required. According Budimansyah (2008: 24-25), from a number of competencies required, the most important are (1) mastery of certain knowledge and understanding; (2) development of intellectual and participatory abilities; (3) character development and certain mental attitude; and (4) a true commitment to the values and basic principles of constitutional democracy. Based on the competencies that need to be developed, there are three main components that need to be studied in Civic education, namely civic knowledge, Civic skills, and civic dispositions.

Civic science is a material substance that must be known by the students as citizens. In principle, the knowledge that must be had every citizen is about his / her rights and his / her obligation as a citizen. Civic skills are developed skills from civic knowledge, so that the knowledge that is possessed becomes meaningful because it can be used to overcome the life problems of the nation and the state. Civics skills include intellectual skills and participation skills. The character of citizenship is the attitudes and thinking habits of citizens that sustain the development of healthy social functions and the guarantee the public interest of the democratic system. As Quigley and friends (1991) proposes, civic disposition is "... those attitudes and habit of minds of the citizens that are conducting to the healthy functioning and common good of the democratic system." (Quigley, Buchanan, and Bahmueller, 1991: 13-14).

From the description above, it can be stated that civic education has a mission as an education that aims to prepare students as smart and good citizens, namely mastering knowledge, skills, attitudes and values. From the three objectives of civic education, there is one that is most closely related to the characteristics and culture of the region, namely skills or called Civic skills. The link between Civic skills and local culture in the local community is an example of applying local wisdom. Local wisdom aims to adjust the science that is studied by

students with the characteristics of culture and noble values in the student environment, so the knowledge learned by students is more meaningful and useful in life. A noble value is the important cultural value for the community. Therefore, the cultural values of the community developed in the contemporary context are also important for the study in civic education so that the values, norms and morals learned in the civic education are internalized in the students themselves. Therefore, it is important to reinstitutionalize local wisdom, because of its role in helping to save the environment.

According to Atmodjo (1986: 37) "Local wisdom is the ability of the foreign culture absorption that comes selectively, it means that it is adapted to the atmosphere and local conditions". This ability is very relevant to the objectives of civic education learning, especially since the students get the knowledge and skills that is appropriate of their cultural characteristics without being affected by the globalization, so the civic education material is meaningful for student life. Saini (2004: 27-28) says that "Students as the next generation who live in other times with different problems will not simply accept the inheritance. They will make the selection or re-processing of the inherited values and takes which is the most appropriate to the interests of the safety and welfare of the next generation ". The selection will work well through learning by using meaningful learning resources.

The importance of implementing local cultural values in Civic skill can be studied with Perennialism. According to Efendi (2014: 213) "Perennialism views education as an important process in the inheritance of cultural values. Cultural values possessed by society must be transformed into education, so it is known, accepted, and can be appreciated by learners. Perennialism sees that values born in the past are a valuable thing to be inherited to the younger generation. " In civic education learning, value transformation does not mean doing indoctrination of values contained in it, but rather studying logically, critically, and analytically, so students are able to solve the problems that they face in real terms. Civic education is not only about citizenship, but also about the values, norms and morals that all human beings must have, especially civic education students. This is because the subject of civic education is the course of identity of the civic education department, so civic education students are required to have Civic skill that is in accordance with the culture around the residence. According to Wahab (2008: 137) "Students stay in society and because of that, students need to know the life of the community. One of the things faced by members of the community is social issues ". Thus, it is known that learning in formal institutions, especially in the department of civic education can not be separated from the community and its object is a source of civic education learning. As an applicative example , the issue of multiculturalism can be studied from a local dimension in the form of cultural values that have been proven able to maintain the harmony of people that embrace diverse ethnicity, race and religion. Then it is developed in the global dimension of efforts to prevent the erosion of cultural values of Indonesia because of the influence of western culture. Based on the description above, the civic skill in civic education should apply local wisdom-based learning that is considered able to accommodate all the needs of students, inheritance of noble values, intellectual development, preparing students for a better future as well as forming students civic skill competent . Therefore, the civic education department will develop local wisdom based civic education learning in improving students' civic skill competence. It is expected that the results of this research can be used as a foundation for the department to formulate policies that can contribute to the development of civic education courses as identity subject in the civic education department of State University of Medan and policy in developing Civic skill of students. Based on the background above, the problems in this research are as follows: (1) local wisdom based civic education learning is not developed yet into textbook as one of learning tool of civic education and (2) Many lecturers have not developed yet the competence of Civic skills in civic education learning.

II. RESEARCH METHOD

This research is conducted at Social Sciences Faculty of State University of Medan which is located at Jalan Williem Iskandar. The research period is May to December 2017 for first year and will be continued in second year. The subjects of this research are: (1) Expert Validator of 3 people consisting of experts: civics education material, Indonesian language, and textbook design; and (2) 64 civics education students (2 classes) as subjects for limited group trials. This research is a model of ADDIE research and development. Gagne and friends (in Januszewski and Molenda, 2008) "provide an extension of the ADDIE stages into a more detailed procedural guide: analyze, design, development, implementation, and evaluation".

The instruments used in this study are: (1) expert validation questionnaire and (2) observation sheet of student's Civic skill competence. Analysis of the assessment results provided by the expert on the quality and feasibility of the product uses descriptive analysis with the formula of Average Score Percentage proposed by Sudjana (2007). The effectiveness test of student's civic skill competence upgrading is analysed by using effectiveness classification table.

III. RESULT AND DISCUSSION

3.1 Analyzing Stages

From the study document result, it is found that the civic education textbooks previously is used by civic education department students of State University of Medan that does not explain the competence that will achieve on each chapter, so the explained material is not systematic and not directional even being bored and student gets confusion about the using and aim of studying the material. From the interview result with lecturers that civic education is an education that teaches students to become skilled citizens and useful for the environment, therefore every civic education material must have learning achievements that train or even improve student's Civic skill competence. From the observation, it finds that most of the students who have studied about civic education only understand the material or only civic knowledge, while the skill of Civic skill is not trained in the least.

From the description of the analysis stage result, it can be concluded that local wisdom based civic education learning is needed in improving student's civil skill competence. Civic Education teaches to student to be skilled and useful citizens for their environment or can be regarded as an indicator of the competence of Civic skills, while based on local wisdom means observing and integrating local culture and environmental characteristics. Therefore, in this research products in the form of local wisdom based civic education learning in improving Civic skill competence of civic education department students of State University of Medan.

3.2 Design Stages

The developed product is local wisdom based civic education learning in improving the Civic skill competence of civics education department students of State University of Medan. Learning is designed in the form of textbooks that have Civic skills competency indicator that must be achieved on each material civic education. Therefore, product design in this research is done by developing indicator of Civic skill in formula form of civic education learning outcomes. The civic skill indicators are presented in Table 1.

Table 1.: Civic Education Learning Outcomes Design

<i>Civic skill Indicators</i>	Sub-Indicators
Intellectual Skill	Identifying
	Describing
	Explaining
	Analising
	Explaining
	Analysing
	Evaluating
	Taking opinion
	Maintaining opinion
Participation Skill	Discussing politely
	Explaining articulation of importance
	Forming Coalition
	Managing conflict peacely
	Using various information sources
	Obtaining problem confirmation
	Institution of society and government
	Stimulating the activity
	Joining activity
	Making petition

3.3 Development Stages

The product development is arranged based on arranging design of civics education book presented on the table 2 and table 3 as the beginning product before it is applied and analysed by validation expert

Table 2. : The Arranging of Civic Education Book as The Beginning Product

No.	The Arranging Design
1.	Title page
2.	Forewore
3.	Content
4.	Intruccion of chapter I- chapter V
5.	<i>Civic skill</i> Indicator of chapter I- chapter V

6.	Material of chapter I- chapterV
7.	Exercise of chapter I- chapter V
8.	Reference

Table 3. The Arranging of Material on Textbook

CHAPTER	Material
I	The nature of Civics Education
II	The Dimension and substance of Civics Education
III	The new paradigm and Civics Education
IV	Right and obligation
V	Democracy and Democracy Education
VI	Civics Education based local wisdom

After the civic education textbook product is developed based on design of civic skill indicators, on the application stages is validated to textbook and the achievement of Civic skill indicator. Validation is conducted by a team of validators consisting of civic education material experts, Indonesia language experts, and textbook design experts. Assessments given by expert validators is analyzed by testing the validity and validity of the product to be used by civic education department students of State University of Medan, whereas the improvement suggestions provided by the expert validators is become as references for revision or revision of the developed product. Assessment of expert validator on civic education textbooks is presented in Table 4 and Figure 1.

Table 4.: Validation Result of Expert

Number	Expert Validator	Percentage (%)	Validation	Expediency
1	Material	95,00	Very Valid	Very feasible
2	Indonesia language	93,33	Very Valid	Very feasible
3	Textbook	93,33	Very Valid	Very feasible
Average		93,89	Very Valid	Very feasible

Figure 1. : Histogram of Validation Expert Outcomes

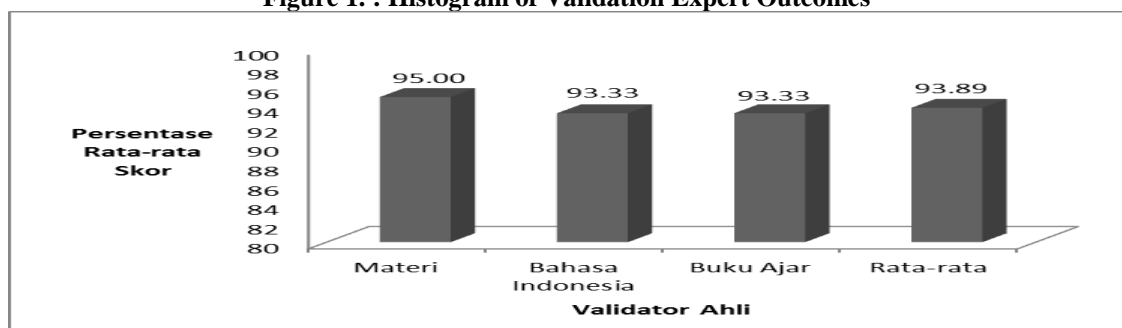


Table 4 and Figure 4.1 indicate that the average assessment of the expert validator is 93.89% or categorized very valid, so it can be stated that the learning of civics education based on local wisdom is also very feasible to be used by students of civics education department of State University of Medan. Therefore, the textbook product that has been developed in this research can be used or applied to the students because it has fulfilled the very valid elements or very feasible to be used based on the questionnaire dispersion of validation expert.

3.4 Implementation Stages

There are 64 Students who become the sample of this implementation trial. At this stage the effectiveness of product in improving student's skill civic competence is tested. Therefore, the lecturer observes the competence of Civic skill experienced by the students when applying the civic education textbook (the developed product in this research), then testing the gain score is the increase of score of student's Civic skill competence on each observation. In this research the application of the product is undertaken twice, so the observation of student's civic skill competence is also done twice. The observational data result of students' Civic skill competence is presented in Table 5 and Figure 2.

Table 5: Competency Observation Outcomes of Civic Skill

Interval Skor	First Observation		Second Observation		Gain Score	
	F	f relative (%)	F	f relative (%)	F	f relative (%)
≤0	0	0,00	0	0,00	2	3,13
1-20	0	0,00	0	0,00	8	12,50
21-40	10	15,63	0	0,00	41	64,06
41-60	27	42,19	0	0,00	13	20,31
61-80	27	42,19	11	17,19	0	0,00
81-100	0	0,00	53	82,81	0	0,00
Total	3594,44	100,00	5594,44	100,00	2000,00	100,00
Average	56,16		87,41		31,25	
Standard deviation	11,33		7,87		12,62	

Table 5 and show that the observation result of student's civic skill competency when first time applying product (local wisdom based civic education learning in the form of civic education textbook) gets percentage of average score 56,16%. Student's Civic skills Competence when the second time implementing the product (local wisdom based civic education learning in the form of civic education textbooks) get the percentage of average score 87.41%. Therefore, the student's Civic skill competence has increased when applying product (local wisdom based Civic education learning in the form of civic education textbook) that is 31,35% with high increase category. Thus it can be concluded that local wisdom based civic education learning can effectively improve the Civic skill competence of civic education department students of State University of Medan. From the research result, the developed product is local wisdom based civic education learning that is very feasible to be used even able to increase the Civic skill competence of civic education department students of State University of Medan. The feasibility of the product is obtained from the assessment of the expert validator. The average of expert validator assessment has a percentage 91.44% on very valid product category. Thus, from the validation results it can be concluded that the developed product in the form of civic education textbooks based on local wisdom is feasible to be used by students. Local wisdom in foreign languages is often conceptualized as local policy , local knowledge or local intelligence. Geertz (1973) proposes "Local wisdom is part of culture". Therefore, the material in civic education textbooks has been adapted to the culture and local environmental characteristics, so the material can be applied in civic skill. The results of research conducted by Eric (2006: 8) proposes that "components of education for citizenship in a democracy is knowledge of citizenship and government in a democracy (civic knowledge), intellectual skills of citizenship in a democracy (intellectual civic skills), participatory skills of citizenship in a democracy (participatory Civic skills), and dispositions of citizenship in a democracy (civic disposition) ".

The research result conducted by Cholisin (2010: 1) shows that "Citizenship skills are developed so that the knowledge gained becomes something meaningful, because it can be utilized in facing the life problems of nation and state. Civic skills include intellectual skills and participation skills. Thus, students civic skill competence in this research is measured from two indicators such as intellectual skill and students participation skill in applying civic education material that has been adapted to local culture and characteristic (based on local wisdom) while the effectiveness of the product is obtained from the observation of students Civic skill competence. The observation result of student's civic skill competence is obtained that students who have experienced the improvement of Civic skill competence when applying product (local wisdom based civic education learning in the form of civic education textbook) that is 31,35% on high increase or effective category. Therefore it is proven that local wisdom based civic education learning can effectively improve student's civic skill competence. Even from the percentage , only 2 student of 64 students (= 3.13%) do not have increase of Civic skill competene after twice applying the developed product in this research (local wisdom based civic education learning in the form of civic education textbook), and 62 of 64 students (= 96.88%) have increased civic skills competence. Thus it can be concluded that local wisdom based civic education learning that is developed in the form of textbooks can effectively improve civic skill competence of civic education department student of State University of Medan. Based on the description above, it can be concluded that local wisdom based civic education learning in form of civic education textbook is very useable and can improve student's civic skill competence.

IV. CONCLUSION

Based on the research results and discussion, the conclusion is that: the developed product in this study is local wisdom based civic education learning in improving civic skill competence of civic education department of State University of Medan. The developed product is tested to the validation of experts to determine the product feasibility and tested its effectiveness to know that it can improve student's civic skill

competence or not. From the average assessment of expert validators obtained percentage score of 93.89% or categorized very valid, so it can be stated that local wisdom based civic education learning is feasible to be used by students. Therefore, the textbook product that has been developed in this research can be applied to the students because it has fulfilled the very valid elements or very feasible to be used based on the dispersion of expert validation questionnaire. From the observation result of student's Civic skill competency, that the students who have experienced the Civic skill competence when applying the product (local wisdom based civic education learning in the form of civic education textbook) is 31,35% on high increase category or effective category. Therefore it is proven that local wisdom based civic education learning can effectively improve student's civic skill competence. There are some suggestions from the writer as follows: (1) 1. To civic education department lectures to train and prioritize student's civic skill competency compared to only civic knowledge competency because the purpose of civic learning is being students have citizenship skills, so the competence of Civic skill is considered more important for students; (2) 2. To the civic education department lecturer to apply local wisdom that is to adjust the civic education material with the culture or the characteristics of the surrounding environment, and may absorb the outside culture that does not violate the surrounding culture; (3) For other researchers who will conduct research development, it is better that the developed product should be appropriate with the required by the research subject and conducted at research sites that have facilities, media, and research are different, the tendency of the parties that support the research; and (4) If other researchers do research with this and are expected to obtain the same model and instrument results but their research problem is more perfect.

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