



INTEGRATIVE THEMATIC LEARNING MODEL BASED ON LOCAL WISDOM FOR EARLY CHILDHOOD CHARACTER

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Abstrak

This research aims to: (1) produce an integrative thematic learning model based on local wisdom, (2) to know the effectiveness of integrative thematic learning model based on local wisdom in shaping the characters, mainly honesty and responsibility. This research used Research and Development design in three main stages. The research subjects were 3 teachers and three schools taken by random sampling. Research with data analysis was done statistically using MANOVA analysis. The result of the research were (1) Integrative thematic learning model based on local wisdom was developed (2) Integrative thematic learning model based on local wisdom have a good influence on the limited test or field test. (3) Integrative thematic learning model based on local wisdom in field test showed that there is significant influence on the value of honesty and responsibility characters of children in kindergarten at Selong Sub-district, it proved by MANOVA analysis with significance value (sig.) = 0,000 at significance level 5%

Introduction

Early childhood education becomes important; it is because the golden age is a very important period in giving and running aspects of children development. Every aspect of children development will begin to develop at an early age. One way to inculcate the character's values in children is through the process of learning. Jean Piaget through Browne & Gagne (2011) stated that learning is a process of interaction that a person do with its environment, it is enabling children to acquire knowledge. Children are able to obtain new theoretical information with existing information so that they generate new knowledge based on learning activities by interacting with their environment. The activity of the children's learning in kindergarten is conduct by learning while playing.

Learning process in PAUD used the 2013 curriculum by applying integrative thematic learning. The word integration is defined as union in order to become unity and to be intact. The focus of integrating on a number of learning skills that would be given to children in a learning unit is to be able to master the learning content together with learning skills, that include thinking skills, social skills and organizing skills (Rusman 2014: 95).

Kristina Bladury (2008: 1) stated that the uniqueness of integrative thematic is to create a binder from the structure of the part that connects all the core subjects into the main and final objectives of the learning process. The process of integrative thematic activities will also support the teachers' activeness in communicating actively with children, so that the integration of themes in integrative thematic learning process runs in accordance with the objectives of learning in early childhood (PAUD). The integrative thematic units touch all subjects and introduce one of the central themes that will improve children's learning abilities.

Kemendikbud No.137, year 2014 stated, the process of learning activities in early childhood (PAUD) sets out on local potential. Learning process in PAUD teaches local values that provide an overview to children in introducing regional identity and culture. The recognition of local values will also provide insight to the children related to the love of region.

Rachmawati & Mappajaya (2012: 449) stated that, local wisdom is a positive human behavior in dealing with nature and environment which is derived from the value of religion, cus-

toms, ancestral heritage or culture that was built scientifically. Local wisdom can be understood as the idea of a local wise, full of wisdom, valuable, embedded and followed by members of the society. Setiyadi (2013: 294) added that local wisdom is diverse; local wisdom in society can be found in the form of wisdom's song, proverbs, advice, slogans, and daily habits of society.

The value of Sasak's local wisdom accumulates in traditional values, *solah* (good), *soleh* (virtuous), *rapah* (peace), *reme* (togetherness). The values of the accumulated local wisdom becomes the guidelines for the referral of the behavioral system of society to create the public life including goodness, peace, solidarity, unity and mutual understanding in solving existing problems (Rais, 2012: 25)

The implementation of Sasak's local wisdom values is beneficial in the process of learning activities with various aspects of development in Sasak's local wisdom so that applied in character education. The implementation of character education by applying the existing local wisdom in Lombok mainly used traditional game through the application of integrative thematic learning model. Local wisdom is able to shape the character of the children by inculcate the existing values in society (Wibowo, 2012).

Lickona (1991: 68) described the third parts of characters with their respective characteristics, namely: (1) moral knowledge; consists of moral consciousness, knowing moral values, perspective, moral reasoning, decision making, and self-knowledge; (2) moral feeling; consists of conscience, self-esteem, empathy, loving policy, self-control, and humility; (3) moral behavior (moral acting); consists of ability, willingness, habit. Xiandong Liu (2014) described character education as a response that was widely described and contemporary; consisting of concerns over ethnic and cultural values, feelings and behaviors, descriptions of thinking skills, introduction in schools as a group concern, and introducing children about coverage toward the practice of morality. Broadly, character education emphasizes the value that contained in interaction and social.

Indonesia as a country that upholds the characters certainly has the basics in formulating the character value. Kemendiknas (2010: 9-10) formulated the character value as follows: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9) curiosity 10) the spirit of nationhood, 11) love the motherland 12) appreciate achievement, 13) friendly or communicative, 14) love peace, 15)

love to read, 16) care about the environment, 17) social care, and 18) responsibility. 18 values of existing characters becomes the basic foundation owned by Indonesian citizen.

Two important and basic aspects of character education are the values of honesty and responsibility. Inculcate the value of honesty and responsibility from an early age is the capital in preparing the next stage of the children. Almerico (2011) stated honesty means being honest with ourselves and others. Honesty means caring and knowing enough about others, not misleading them for personal gain against every individual's mistakes, and must admit to the problems faced. Zubaedi (2011: 79) added that, honesty is the ability to convey the truth, admit mistakes, be trustworthy and act with respect. Honesty is an ability to recognize a person's feelings or thoughts or actions.

Marie, et al (2009: 43) explained that the responsible person will be able to understand the time and use it effectively, as well as the obligations are resolved properly. Fathurrohman (2013: 125) stated responsibility is the attitude and behavior that a person shows to carry out his duties and obligations, it should have done, against oneself, society, environment (natural, social, and cultural), nation, and God Almighty. Najib, Wiyani, & Sholichin (2016:85) explained that, the character of responsibility has an indicator that is used as a reference in the character education process. These indicators include: (1) settling all obligations; (2) does not like to blame others; (3) does not escape the task to be resolved, and; (4) dare to take risks

The implementation of integrative thematic learning model based on local wisdom is not only to introduce the culture and values that are contained in society. But also, it teaches about the importance of the role of regional potential in inculcating and fostering the character values that exist in children, especially in early childhood. Inculcating early values of characters, especially the value of honesty and responsibilities will be able to provide children who already have good personality and morals.

Research methodology

This research is a development research, used Research & Development design by Borg & Gall development model (2003: 570-571). The stages are performed in three main steps: (1) Preliminary Study, (2) Development Stage, and (3) Testing Stage and finalization. The subjects in this research include four teachers and three schools in Selong subdistrict taken by Random Sampling. By taking samples from 3 schools in

Selong district. The schools are TK Islam Selong (Islamic Kindergarten), TK Negeri Pembina Selong, and TK Hamzanwadi Pancor. The techniques and instruments of data collection are by using interviews, observation sheets and validation sheets or questionnaires. The data collection techniques in the limited test used one group pretest-posttest design and on field test using Quasi-Experimental with pretest-posttest design experiments.

While the observation analysis of the result character value of honest and responsibility to know the effectiveness of integrative thematic learning model based on local wisdom is by using MANOVA (Multivariate of Analysis) analysis.

Research result

The analysis result is in the form of early draft of integrative thematic learning model based on local wisdom for Kindergarten children consists of 5 activities implemented in the traditional games which is connected with other Sasak's local wisdom. These activities are: (1) manuq peseq, (2) Jeletuk Manuq, (3) Meong-Begang, (4) Ketik Jaran (horse) and (5) Selodor.

This limited test was conducted by 15 students and 1 teacher of Islamic Kindergarten Selong as a sample. The goal is to see the results and to get the input on integrative thematic learning model based on local wisdom and to know the implementation of learning model. The results of effectiveness test on limited test obtained product assessment results as follows:

Table 1. Limited test results of Integrative Thematic Learning Model based on Local Wisdom to Establish Kindergarten Character in Selong Sub-district

The Results	Honesty character		Responsibility character	
	Pretest	Posttest	Pretest	Posttest
Minimum value	17	24	20	34,00
Maximum value	19,00	46,00	32,00	49,00
Average	24,2	36,867	26,467	40,867
Standard Deviation	3,342	5,370	3,522	4,454
Abs-gain	0,318		0,384	

Based on table 2 obtained an average value of honesty character in the limited test on pretest activity or before the learning process is "24.20" and after being given treatment with integrative thematic learning model based on local wisdom

becomes "36,867". While the standard deviation before the implementation of integrative thematic learning model based on local wisdom is "3,342" and after implementation of learning model becomes "5,370" with abs-gain "0,318".

Whereas for the responsibility characters value, obtained the average value of responsibility character is "26.467". After being given treatment by integrative thematic learning model based on local wisdom becomes "40,867". While the standard deviation before the implementation of integrative thematic learning model based on local wisdom is "3,522" and after implementation of learning model becomes "4,454" with abs-gain "0,384".

Table 2. Field test results of Integrative Thematic Learning Model Based on Local Wisdom to establish Kindergarten Character in Selong sub-district

Statistical Data	Class	Honesty Character		Responsibility character	
		Pre-test	Post-test	Pre-test	Post-test
Minimum	Experimental Class	22,00	31,00	24,00	34,00
	Control class	24,00	32,00	23,00	30,00
Maximum	Experimental Class	45,00	53,00	60,00	53,00
	Control class	41,00	34,00	36,00	45,00
Average	Experimental Class	33,05	40,51	34,41	42,70
	Control class	29,14	37,00	30,62	37,51
Abs Gain	Experimental Class	0,241		0,247	
	Control class	0,226		0,184	

Table 3. Manova Test Results

Effect		Value	F	Hypothesis df	Error df	Sig.
Intercept	Pillai's Trace	.945		2.000	71.000	.000
	Wilks' Lambda	.055	610.952b	2.000	71.000	.000
	Hotelling's Trace	17.210	610.952b	2.000	71.000	.000
	Roy's Largest Root	17.210	610.952b	2.000	71.000	.000
Groups	Pillai's Trace	.087	3.376b	2.000	71.000	.040
	Wilks' Lambda	.913	3.376b	2.000	71.000	.040
	Hotelling's Trace	.095	3.376b	2.000	71.000	.040
	Roy's Largest Root	.095	3.376b	2.000	71.000	.040

a. Design: Intercept + Groups

b. Exact statistic

Model Effectiveness

Field tests were conducted at TK Nege-

ri (state kindergarten) Pembina Selong and TK (kindergarten) Hamzanwadi Pancor. This field tests uses two classes using experimental-control pretest posttest design. The number of students that used in this field tests at TK Negeri Pembina Selong are 15 children as experimental class in B4 class and 15 children as control class in B3 class. While, in TK Hamzanwadi Pancor use B2 class consists of 22 children and B1 class consists of 22 children as its control class. This trial was conducted to determine the realization and effectiveness of the model developed in students with a wider number. The result of field test showed that:

Based on table 3, the average value of honesty character in the experimental class on pretest activities or before the learning activity is 33.05 and after being given treatment with integrative thematic learning model based on local wisdom becomes 40.51. In the control class the honesty character value before the learning activity is 29.14 and after learning is 37,00. This showed that the children's honesty character being improved. The improvement of honesty character of the children is shown with the abs value of 0.241 for the experimental class and 0,226 for the control class.

The average character value of Responsibility in the experimental class before the learning activity is 34.41 and after the learning using the integrative thematic learning model based on local wisdom is 42.70. While in the control class before the learning process is 30.62 and after the process of learning activities the average value is 37.61. it is showed that the character of the children's responsibility being improved.

The improvement of children's responsibility character is shown with abs gain value of 0,274 for the experimental class and 0,184 for the control class.

Manova test results obtained from the requirements used by using parametric statistics where the value of the data obtained are normal and homogeneous. The results of the Manova test can be seen as follows:

Based on table 4 it is found that the significance value of Hotelling's Trace less than (<0.05), it can be inferred that there is an increasing difference between the honesty and responsibility character value of the experimental class and control class. The experimental class that uses an integrative thematic learning model based on local wisdom has an improvement in honesty and responsibility character than the control class.

Discussion

Local wisdom is an internalized base of life-balance. All of them are incorporated in a culture that accumulates and persists continuously (Mungmachon.2012). Local wisdom is the knowledge that continues to be integrated in an area from one generation to the other generation since the transition of knowledge makes local wisdom accepted, adapted, altered and developed. Local wisdom consists of 4 types: (1) local wisdom is abstract and connected with religious values, (2) local wisdom is very potential to protect a community, (3) local wisdom is the body of knowledge, and (4) local wisdom is a thorough knowledge (Singsomboon, 2014). The learning process by using integrative thematic learning model based on local wisdom can shape the characters of the children.

The effectiveness test results of the implementation of integrative thematic learning model based on local wisdom for Kindergarten in Selong District were various based on other cultural values such as song "Tegining-teganang", "Kadal Nongaq", and "Tiang Tunas Pamit". During the process of learning activities, it is found that there is a difference between an experimental class that use integrative thematic learning model based on local wisdom with a control class that use activities with conventional learning. So, in the process of learning activities using integrative thematic learning model based on local wisdom, it is found that the value of honesty and responsibility character of children who use integrative thematic model based on local wisdom is better than the class that used conventional learning model.

The implementation of integrative thematic learning model based on local wisdom has been arranged in Permendikbud No 134 year 2014 which emphasizes on local potency in the process of kindergarten learning activities. Integrative thematic learning can improve children's learning ability and give positive effect not only

on cognitive aspect, but also on psychomotor and affective aspects (Liu & Wang.2010). Varun (2014), Varun & Kalpana (2016) stated that children play in an integrated and comprehensive way that affects the development of early age of the children. Children's time is the time to explore, develop and play. Wardani & Widiastuti (2015) stated, integrative thematic learning has an impact on applying learning in kindergarten especially at age 5-6 years using the introduction of local wisdom and local culture potency can give a result to change the children behavior and recognition about excellence and region itself. The process of learning activities with integrative thematic learning model based on local wisdom. The conclusions can be drawn from the experiments that was done is the learning that emphasis on local wisdom can change and shape the character of children (Aynurr Palla 2011)

The establishment of children's character from an early age is an important thing in the process of learning activities. The inculcating of character values by promoting the value of local wisdom is able to shape the character value of the children. The result of research on local wisdom of Wayang Kancil by Wardani & Widiastuti (2015) explained that, the value of local wisdom that is packed through Wayang Kancil was able to create some character values for children. Character values include independence in conveying ideas, the ability to cooperate in groups, discipline (in time), honesty (doing one's job), democratic (the ability to accept the ideas of others or other groups), responsibility in performing tasks and complete the task or did not face obstacles. Darmansyah (2014) stated thematic learning is used to accommodate the character education in learning process. The developments needed to keep applying an integrative thematic learning to improvise children's education influenced by school commitment and support, suitability of facilities, and atmosphere in school must be conducive. Local wisdom is a supportive aspect in the implementation of learning in kindergarten as it used as measurement, such as the selection of themes used are appropriate with the areas and linked to other themes, the selection of themes and sub themes to identify and introduce children in learning and the most important structures are indicators, learning activities, resources, knowledge to stimulate children development (Kristanto&Prasetyo 2014).

Agung Leo (2015: 57) stated that the process of learning activities in the school not only to transfer the knowledge, but through local wisdom is able to provide good learning and also generate

about the values of characters. The characters include discipline, responsibility, caring, religiosity, nationalism, love of the homeland, reading interest, sacrifice, creativity, honesty, independence and hard work. Angela Lee (2014) stated the inculcation of character values with music while playing is very effective in the implementation of learning in pre-school, because the inculcation gives action about school system, joined in play group, recreation center and additional school activity. The result is that the value of a responsible, honest, respectful character is capable of being formed. The value of the responsibility character must be done in various ways; one of them is by using traditional steps (Penderi & Rekalidou.2016). The development of responsibilities will affect behavior. The activities with the application of music and traditional musical instruments affect the development of the children's character; not only a responsibility character, but honestly character is also strongly influenced by traditional aspects (Angela Lee .2014)

The inculcation of character values using the values of local wisdom is reflected from a regional culture. Traditional games are part of local wisdom and culture of an area that must be preserved. Dahlia & Soemarno (2015) explained that local wisdom is reflected in the superiority of an area that is not eroded even though influenced by the development of technology and western culture that enter into the life of a society which may affect the behavioral changes that exist within the community. This also includes into the learning process, especially learning in early childhood. The implementation of learning process by emphasis regional excellence makes success in the implementation of learning process (Wardani & Widiyastuti, 2013).

According to Krisyanto & Prasetyo (2014), the implementation of local wisdom values that packaged in traditional games is able to shape the character of children. Packaging local wisdom through traditional games with integrative thematic learning is able to develop the ability of achievement level of children; it can shape the character of children who have been stated in the educational goals of Indonesian. Learning emphasis the traditional game as the implementation of local wisdom in early childhood, it was because the game activity is able to stimulate and improve the level of children development (Wardhani, Widyahening,& Suhita, 2016). The implementation of traditional games as the value of local wisdom is able to develop the ability level of children and also the characters inculcation

The inculcate of character values, especi-

ally the honesty and responsibility character by using the integrative thematic learning model based on local wisdom, is a foundation in the inculcation of character values in early childhood (PAUD). The values that exist in Sasak's local wisdom that is packed through traditional games can instill honest and responsibilities values in children development. Honesty and responsibility character belonging to the religious and moral values in STTPA that has been arranged in Kemendikbud no146 year 2014 about process of early childhood learning activity. The basis of the application set forth in the law is a reference in the implementation of the learning process in early childhood (PAUD) and the achievement of the desired target in learning in early childhood (PAUD)

Conclusion

Wisdom values that developed in the development of integrative thematic based on local wisdom learning model to shape the characters, especially honesty and responsibilities characters through traditional games of Sasak are: (1) Manuq Peseq, (2) Jeletuq Manuq, (3) Ketik Jaran, (4) Meong-Begang, (5) Selodor.

Based on the limited test and early field, it was found that the result of the development of integrative thematic learning model based on local wisdom to shape the character of the children was done in two stages: limited test and field test:

a. Based on the results of the top trials it was found that the results of integrative thematic learning model based on local wisdom to shape the character, especially the honesty and responsibility character of the value generated at the beginning of meeting and at the end of learning.

b. Based on field test, it was found that the class of integrative thematic learning model based on local wisdom to shape the character of kindergarten children in Selong subdistrict by using Manova analysis showed that there is a significant difference between the value of honesty characters in the experimental class using the integrative thematic learning model based on the local wisdom of development compared to the control classes that use conventional learning models. Whereas for the value of responsibility characters obtained experimental class using a learning model developed with a control class that uses conventional learning model.

Recommendations

The research recommendation of development result, as follows:

1. The integrative thematic learning model based on local wisdom to shape the character of the children has been tested its feasibility and effectiveness. Thus, it is suggested to the teacher to use the learning model in this learning activity as an alternative choice of learning activities

2. An integrative thematic learning model based on local wisdom can be used to start shaping the character and behavior of children. Not only honesty and responsibility character, but other character values can also be used because it covers all aspects of children development, ranging from religious and moral values, physical-motor, socio-emotional, language, cognitive, and art. This can provide the alternative for teachers in implementing learning in accordance with existing procedures

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