



Innovative Strategy Implementation of Teaching Materials Assisted Based on National Culture and Character to Improve Student Learning

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Abstract

This study aims to improve student learning outcomes in Prodi APGPAUD FKIP Bengkulu University through the implementation of innovative strategies namely Contextual Teaching and Learning assisted teaching materials based on the culture and character nation. To achieve these objectives done Classroom Action Research by using a model of Kemmis through four stages of planning, implementation of action, observation and reflection. The subjects were students of PG Paud force in 2013, amounting to 36 people. Data collection techniques used were observation, interviews, and documentation. Research data collected quantitative and qualitative. Quantitative data were analyzed using the statistical t-test while the qualitative data were analyzed an inductively model of "flow analysis". The analysis results showed that the application of the innovative strategies of Contextual Teaching and Learning aided teaching materials based culture and national character, can enhance the learning process associated with the character / attitude (attitude) and learning outcomes related to the mastery of the material significantly. It is influenced by both the lecturer's ability to design and put it into practice, which is owned by the learning potential of students, teaching habits, reinforcement provided by the lecturer, who developed PDA mindset of students, and a conducive learning environment. The advice given is to improve the process and outcomes, especially in college students APGPAUD Prodi, should be designed in a more meaningful learning, is a student center, and supported by teaching materials that integrate the content lectures with various noble character both in design and in its implementation in the classroom.

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INTRODUCTION

PGPAUD Studies Program has the objective to realize that the Professional Educators are able to improve the quality of early childhood as the future generation in the future. Professional teachers who are required to have a variety of professional competence is competence, Pedagogic, social and personality, to have the competence, presented a series of courses that must be taken, and each course requires mastery of both content mastery of college-related knowledge (cognitive), skill acquisition (psychomotor) as well as the ability to display it in the form of behavior / attitude (attitude). To realize the ability of the student required an appropriate learning strategies used by each professor, as an effort to improve the capabilities of students to be able to learn more easily and more effectively in the future, both because of the knowledge and skills they gain as well as their mastery of the process better learning. (Joyce et al, 2011)

Learning strategies used in the course, is a step to help students acquire information, ideas, skills, values, ways of thinking and purpose to express yourself (Joice, 2011:7), therefore, Joice further explained that the implementation of a learning method will greatly affect the ability of students to educate themselves, Lecturer successful not just be a charismatic and persuasive presenter. Successful lecturer is capable of involving students in tasks that requirement with cognitive and social charge and teach them how to do these tasks in the productive, in other words, the main role of the lecturer is to produce students that are reliable (Powerful Learners), According to Mulyasa (2005: 102) approach "Contextual Teaching Learning" (CTL) is one of the innovative approaches that can use streamline and learning success.

The observations made during the last three years, there are some phenomena in the learning process Prodi PGPAUD FKIP University of Bengkulu, which is most lecturers have not been using a strategy that optimizes the potential of students so that the learning center and the teacher is still more dominant on the mastery of the course content, whereas the formation of attitudes / noble character often neglected. therefore, it is necessary to research conducted as the solution to these problems.

Learning "Contextual Teaching Learning" an approach to learning that emphasizes the involvement of learners in full weeks to find a material that can be learned and relate it to real

life situations, thus encouraging learners to be able to apply it in their lives (Sanjaya, 2005), in line with the (Rusman, 2010) confirms that CTL use the knowledge and experience gained in the applied behavioral change in society.

Based on the background, problem identification and restrictions, the formulation of the problem in this study were (1) How does the application of innovative learning strategies "Contextual Teaching Learning" aided teaching materials based culture and national character in the learning process? (2) Is the innovative learning strategy "Contextual Teaching Learning" aided teaching materials based culture and national character can improve student learning outcomes? (3) What factors that support and hinder learning by using innovative learning strategies "Contextual Teaching Learning" culture-based assisted learning materials and character of the nation.

This study aims to improve student learning outcomes in Prodi APGPAUD FKIP Bengkulu University through the implementation of innovative strategies namely Contextual Teaching and Learning assisted teaching materials based on the culture and character nation.

RESEARCH METHOD

This research is collaborative, action research methods (classroom action research) model of Kemmis & Taggart, for three cycles and each cycle through the four stages namely (1) Planning (Planning), (2) Action (Action), (3) Observation (Observing), and (4) Reflection (Reflecting) followed by a quasi-experimental methods.

Classroom Action Research was conducted during one semester of the first semester of the academic year 2013/2014, the program PGPAUD study, subjects were the first-semester student of class A, amounting to 35 people as PTK class, and class B, amounting to 35 female students as a class experiment. The procedure of research carried out in stages, beginning in the PTK class (Class A), Learning implemented using Contextual Teaching Learning aided teaching materials based culture and national character, that each cycle is always improved and refined in order to obtain appropriate learning patterns. After completion of PTK, followed by experiments with the aim to test the effectiveness of learning using Contextual Teaching Learning aided teaching materials based on the nation's culture and character.

RESULTS AND DISCUSSION

According Sa'ud (2009:173) learning contextual teaching learning conducted with four stages: invitation, exploration, explanation and solution, decision of action. (a) The stage of the invitational that students were encouraged to express knowledge about concepts discussed initially, the teacher fishing through the problematic questions about the phenomenon of everyday life through connections with the concepts discussed their opinion, then students are given the opportunity to communicate, to include understanding of the concept. (b) Exploration stage, the student got the opportunity to investigate and find the concept by collecting, organizing, and interpreting data in an activity that has been designed in groups. As a group of students doing activities and discuss the issues. In this stage, we will meet the student's curiosity about the phenomena of life surroundings. (c) Explanation phase and solution when students give explanations and solutions that are based on observations, coupled with the strengthening of the faculty so that students can express ideas, create models, make summaries and summaries. (d) Phase -making actions, which students can make decisions, using the knowledge and skills trending information and ideas, ask follow-up questions, submit suggestions individually and group associated with problem-solving.

Based on the different stages of learning, then Trianto (2007:106) suggests the steps that must be taken in learning CTL is as follows: (a) develop the idea that the child will learn to be

more meaningful to the workings of his own and construct their own knowledge and new skills , (b) the results of the inquiry carried as far as possible for all the topics, (c) develop an inquisitive nature by asking the students, (d) create learning communities, (c) present the model as an example of learning, (f) do reflection for each meeting, (g) to do the actual assessment in various ways. The following table lists are the result of t-test in learning using CTL with materials based on culture and nation character.

Based on Table 1, it can be concluded that the application of the Innovative Learning Strategies "Contextual Teaching Learning" Assisted Instructional Materials Based Culture And National Character can improve the results of Student Learning Early Childhood Education at the University of Bengkulu, especially in early childhood Basic Concepts course. This is supported by the calculation of t-tests in each cycle is an increase in the first cycle of t - count 10.674, the second cycle 6.143 t - count and cycle count to three t - 5.425, greater than the t - the table is 2, 3 at the 95% significance level.

There are several factors supporting and inhibiting as well as in implementing the learning by implementing innovative strategies " Contextual Teaching Learning "Assisted-Based Instructional Material Culture and Character nation that factor lecturers include (a) the ability to design and manage to learn meaningful (b) Understanding the learning strategy CTL (c) willingness to conduct innovative changes, (d) educational background, (e) teaching experience, (f) example . Factors of students include (a) the initial capabilities posses-

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Cyles	Ativity	Mean	Deviation Standard	t-table	t-count	
First	Pre-test	41.70				Significant
	Post-test	53.60	1.171	2.03	10.674	
Second	Pre-test	51.50			6.143	Significant
	Post-test	59.16	1.301	2.03		
Third	Pre-test	63.90	2.384	2.03	5.425	Significant
	Post-test	66.66				

N = 35 Student

sed (b) aptitude and interest in learning (c) motivation to learn, (d) family support (e) willingness and hard work. The availability factor of learning facilities and reward factor and attention

CONCLUSION

Based on these research findings, it can conclude that the application of learning strategies adopted by faculty will determine the success of students in acquiring competencies to be achieved on a good course relating to knowledge, skills, and attitudes. In addition, teaching materials are used as a reference to determine the course as well, and therefore should each have a course teaching materials that really are designed in accordance with the competency competency and contain aspects of noble character who can be developed and adopted by the students so that can be realized in proper behave either as long as a student , or if you later had served as a teacher.

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