

THE EFFECT OF USING A SOCIAL SCIENCE LEARNING MODULE BASED ON LOCAL WISDOM OF ACEH CULTURE ON STUDENT MOTIVATION AND LEARNING OUTCOMES

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ABSTRACT: This research aims to describe; 1) the effect of using modules on student learning motivation, 2) the effect of using modules on student learning outcomes, and 3) the effect of using modules on student motivation and learning outcomes. This type of research is quasi-experimental research using a quantitative approach. The subjects of this research were 22 students in class IV of Bebesen 1 State Elementary School. This research design uses One Group Pretest-Posttest Design. Data collection techniques use observation, questionnaires and documentation. Simple linear regression analysis test analysis technique. The research results show that; a) there is a significant influence of the use of social science learning modules based on local Acehese cultural wisdom on student learning motivation, b) there is a significant influence of the use of social science learning modules based on Acehese local cultural wisdom on student learning outcomes, c) there is a significant influence use of social science learning modules based on Acehese cultural wisdom on student motivation and learning outcomes.

Key words; Modules, Motivation, Learning outcomes

1.INTRODUCTION

Teaching materials are one of the learning resources for students. Learning resources are very diverse so that learning activities need learning resources. Teaching materials are all forms or materials that are systematically arranged which are used to assist teachers or instructors in carrying out teaching and learning activities so as to create an environment or atmosphere that allows students to learn. Teaching materials have a very important role for teachers in transferring knowledge and helping teachers build a more lively learning atmosphere so that students become more active thinkers and can enrich their knowledge. Teaching materials in the form of accompanying books are intended as learning resources for teachers and students that vary greatly, one of which is picture books, non-fiction, and so on [1]. Local culture or local wisdom is defined as a culture that develops in a certain place and group of people so that it becomes a characteristic of the people in that area. So that many places or areas that are involved have local wisdom values, but you should know several characteristics that can be said to be local wisdom, including the following: a) Can withstand foreign

cultures, b) Can accommodate elements from outside culture, c) able to integrate elements of outside culture into original culture, d) have the ability to control, have a clear direction in cultural development [2].

Local policy is a knowledge system with the specificity of regionally oriented traditional ecological knowledge which is transmitted from generation to generation through local wisdom culture and is used as a guide for human life [3], [4]. Local wisdom comes from the ability of local communities to adapt to their environment. Co-evolutionary theory sees that local wisdom refers to a dynamic and continuous process of mutual adaptation between humans and the natural environment. Co-evolution theory explains that the importance of social systems and ecosystems are interconnected and influence each other. Local wisdom is dynamic because it can be influenced by technology and external information, scientific research activities, experience, and various information from the media. Although various technologies and knowledge enter their environment, local people do not accept, adopt, and use them all. As the actor who knows the environment best, the community has local

wisdom in managing natural resources. The application of science and technology to create local wisdom that suits the realities of local communities is the basis of local policy [5].

The cultural wealth of the Indonesian nation is diverse, for example local culture, regional culture and also national culture. Cultural diversity or what is often called local culture has benefits in all fields. One of them is in the field of education, schools are the center of national change so it is necessary to strive for an educational learning process that is based on character and culture. The Indonesian nation is a diverse nation, the Indonesian nation has cultural diversity spread from Sabang to Meuroke. Geographically, Indonesia is located in a strategic area so that cultural flow is free to enter Indonesian territory. Culture that enters Indonesia enriches and influences the local culture of the local area. One of the advances of Indonesian society is the many regional cultures spread throughout the country. These regional cultures are the identity of ethnic groups and the foundation of Indonesia's development at the international level. The development of national culture is based on the peaks of regional culture which have positive values for the advancement of national culture [6].

In the past, Aceh was a very strategic area located on the international trade route connecting India and China, which were two cultural centers. Aceh as a connecting route in the development of civilization and culture cannot be separated from the influence of external culture or foreign culture, especially from cultural elements of neighboring countries which have been absorbed into various aspects of Acehese life. Likewise, after Islam developed in Aceh in the 13th century, it greatly influenced civilization and culture in the lives of the Acehese people with Islamic elements. The culture that grew and developed in Aceh after the arrival of Islam was in accordance with and did not conflict with the teachings of the Islamic religion which had been embraced, believed and practiced by the entire community [6].

However, based on the results of field observations, problems were found in developing Acehese culture in schools, such as; 1) There is a visible trend of increasingly eroding support for Acehese culture, especially among the younger generation. It seems that they are less interested or don't know at all about Acehese culture, 2) there is a lack of knowledge of local culture obtained by students in learning social sciences, 3) social science material is presented more in a general way, 3) the low level of innovation of teachers in the field of social sciences in designing local-based

social science teaching materials, 4) many cultures are almost extinct due to the influence of globalization. One effort to inherit Acehese culture is to include local wisdom values as teaching material for Social Sciences in the form of learning using modules. The module is individual learning so that students learn without dependence on other people. Modules are usually equipped with descriptions of learning materials, besides that, modules are also independent learning resources that are equipped with study instructions. Modules as independent teaching materials for students function as learning to be, learning to learn, learning to work/to earn, and learning to live together. The use of teaching materials in the form of local wisdom modules for students aims to ensure that students have mastery of the competencies of the study materials studied by students in accordance with their potential and needs [7], [8], [9].

The learning process uses modules through the delivery of material to increase knowledge. Learning using modules means learning that focuses on the independent role of the students themselves. Basically the learning process is the process of conveying information to students. The benefits are: (1) increasing the effectiveness of learning due to conditions, socio-economic, geographical and community situations; (2) there are learning opportunities according to student needs; (3) knowing students' competency achievements; (4) helping students understand competencies that have not been achieved so that facilitators can assist in carrying out remediation [10]. Based on this description, there is a need for a study on the Effect of Using Social Science Modules Based on Local Acehese Cultural Wisdom on Student Motivation and Student Learning Outcomes at State Elementary School 1 Bebesen, Central Aceh Regency.

2.METHOD

This type of research is quasi-experimental research using a quantitative approach. The subjects of this research were 22 students in class IV of Bebesen 1 State Elementary School. This research design uses One Group Pretest-Posttest Design. Data collection techniques use observation, questionnaires and documentation. Simple linear regression analysis test analysis technique.

3. RESULT AND DISCUSSION

- a. The influence of using social science learning modules based on local Acehnese cultural wisdom on student learning motivation.

Table 1. Group Statistics

	Grup	N	Mean	Std. Deviation	Std. Error Mean
Skor	Module	22	2.8575	.61044	.13650
	motivation to learn	22	2.8720	.52717	.11788

Table 2. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor	Equal variances assumed	1.370	.249	-.080	20	.936	-.01450	.18035	-.37961	.35061
	Equal variances not assumed			-.080	37.211	.936	-.01450	.18035	-.37986	.35086

Based on table 2, the statistical test obtained it can be concluded that there is an influence of teaching modules on motivation to learn. (p value (Sig. (2-tailed)) = 0.936, because p value (Sig. (2-tailed)) > 0.05, H0 is rejected so

- b. The influence of using social science learning modules based on local Acehnese cultural wisdom on student learning outcom

Table 3. Group Statistics

	Kelompok	N	Mean	Std. Deviation	Std. Error Mean
Skor	Modul	22	2.9575	.61872	.13835
	Hasil belajar	22	3.4445	.63136	.14118

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor	Equal variances assumed	.043	.836	-2.464	20	.018	-.48700	.19767	-.88715	-.08685

Table 4. Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Skor	Equal variances assumed	.043	.836	-2.464	20	.018	-.48700	.19767	-.88715	-.08685
	Equal variances not assumed			-2.464	37.984	.018	-.48700	.19767	-.88716	-.08684

Based on table 2, the statistical test obtained is (p value (Sig. (2-tailed)) = 0.018. Because p value (Sig. (2-tailed)) < 0.05, H0 is rejected so it can be c. The influence of using social science learning modules based on local Acehnese cultural

concluded that there is an influence of the teaching module on the results Study.

wisdom on student motivation and learning outcomes.

Table 5. Descriptive Statistics

	Mean	Std. Deviation	N
Motivation to learn	18.95	7.236	22
learning outcomes	3.4445	.63136	22

Table 6. Correlations

Motivation to learn	Pearson Correlation	1	.915**
	Sig. (2-tailed)		.000
	N	22	22
learning outcomes	Pearson Correlation	.915**	1
	Sig. (2-tailed)	.000	
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of statistical tests on 6, p value (Sig. (2-tailed)) = 0.000, because p value (Sig. (2-tailed)) < 0.05 then H0 is rejected so it can be concluded that there is a significant influence in the use of module on student motivation and learning outcomes. A module is the smallest learning program unit that can be studied by students individually and participants can complete

one unit in the next module. The modules used can increase student independence to a greater extent so that modules are often used in the learning process [14]. According to [15] a module can be formulated as a complete unit that stands alone and consists of a series of learning activities that are arranged to help students achieve a number of goals that are formulated specifically and clearly. Modular teaching is one of the newest individual systems and combines the advantages of a variety of other individual teaching methods. The purpose of teaching the module is to open up opportunities for students to learn at their own pace, their own

way of learning, provide choices from a large number of topics within the framework of a subject, and give students the opportunity to recognize their strengths and weaknesses and improve their weaknesses through the module. remedial, repetition or variations in learning methods. Good teaching provides a variety of instructional activities, such as reading textbooks, library books, magazines and other articles, studying pictures, photos, diagrams, viewing films, slides, listening to audio-tapes, studying demonstration tools, participating as well as in projects and experiments as well as taking part in extracurriculars, and so on. The use of modules also greatly influences learning outcomes where students can use these modules to achieve maximum learning goals according to each student's abilities and experience.

From Supriyanto's research, the results showed that there was a positive and significant influence of the module variables on learning outcomes. This is indicated by (r) of 0.710 with $\text{sig} = 0.001 < 0.05$ and a coefficient of determination of 0.094 so that learning motivation has an influence on learning outcomes of 0.94%. This was reinforced by Setyowati who said that modules are defined as teaching materials that are prepared systematically and interestingly which include material content, methods and evaluations that can be used independently based on the results of research that has been carried out at the Bebesen 1 public elementary school where there is an influence of use. modules on student learning motivation, there is an influence of the use of modules on student learning outcomes, and there is an influence of the use of modules on student motivation and learning outcomes.

Learning outcomes are a series of words that are strengthened by many repetitions or tests at the end of the learning topic [15]. Learning outcomes can reflect the extent to which students are able to capture and understand material in learning. Optimal learning outcomes will be achieved if the teaching and learning process is carried out effectively and efficiently. In reality, students receive the same treatment and material from teachers, but during evaluations show different results. The learning outcomes of natural and social science subjects are the mastery of knowledge, skills and attitudes obtained by students during the learning period which is indicated by numbers after going through testing or tests conducted by teachers of natural and social science subjects. Good student learning outcomes are every student's dream.

Good student learning outcomes can be an indicator that they have good abilities and skills. Learning outcomes are influenced by

various factors. According to Slameto [15] in general these factors are divided into internal factors and external factors. Internal factors are factors that influence learning that come from within students, such as intelligence, attention, interest, talent, motivation, maturity and readiness. Meanwhile, external factors are factors that influence learning that come from outside the student, such as school, family and community factors. One of the internal factors that influences learning outcomes is learning motivation because motivation can encourage and move students to learn.

Motivation is the drive that exists within a person to try to make changes in behavior to better meet their needs. Motivation can determine whether or not you are good at achieving goals so that the greater the motivation, the more successful you will be in learning [16]. Someone who has great motivation will try hard, appear persistent and will not give up to improve their learning outcomes. On the other hand, those who have weak motivation, appear indifferent, give up easily, do not concentrate or their attention is not focused on the lesson, as a result student learning outcomes will decrease. Apart from learning motivation, another internal factor that influences learning outcomes is learning intensity. Students who have high learning intensity will tend to get good learning results, but students who have low learning intensity will tend to have poor learning results. Someone who studies with high enthusiasm will show good results, as argued by [17] which states that the intensity of a student's learning will greatly determine the level of achievement of their learning goals, namely improving their learning outcomes. This is also supported by research [18] which showed that there was a positive and significant influence of the learning intensity variable on learning outcomes. External factors that influence student learning outcomes are the modules used in learning.

The module is individual learning so that students learn without dependence on other people. Modules are usually equipped with descriptions of learning materials, besides that, modules are also independent learning resources that are equipped with study instructions. Learning using modules is defined as learning activities without the presence of teaching staff. The module is also equipped with components equipped with patterns, language that are arranged systematically [10]. The function of the module here is to individually teach students to improve their ability to master one learning unit before moving to the next unit. The advantage of using modules in implementing learning is that students have a high speed in learning and master the learning material more quickly. Meanwhile,

students who have a low speed in learning can repeat parts that they do not understand [11]. A teaching material is said to be effective if it has a good effect or influence on achieving learning objectives. The characteristics of teaching materials that are said to be effective are as follows; a) students succeed in achieving the set instructional goals, b) learning provides an attractive experience, c) achievement of instructional goals by actively involving students, d) there are facilities to support the learning process [12]. The theory presented by [13] explains that effective learning is learning that is able to bring students to achieve the expected learning goals or competencies. A module is a

4. CONCLUSION

Based on the research results, it can be concluded that; 1) there is a significant influence of the use of social science learning modules based on local Acehese culture on students' learning motivation (p value (Sig. (2-tailed)) = 0.936, because p value (Sig. (2-tailed)) > 0.05, b) there is a significant effect of using Acehese culture-based social science learning modules on student learning outcomes (p value (Sig. (2-tailed)) = 0.018, because p value (Sig. (2-tailed)) < 0.05, c) there is a significant influence of the use of social science learning modules based on local Acehese cultural wisdom on student motivation and learning outcomes (p value (Sig. (2-tailed)) = 0.000, because p value (Sig. (2-tailed)) < 0.05).

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single concept related to a learning unit (subject matter) which is presented in the form of a learning package. The function of the module here is to individually teach students to improve their ability to master one learning unit before moving to the next unit. Apart from that, the module is designed with the aim of helping individual students achieve their learning goals. One of the advantages of this module is that students have high speed when learning and will master the learning material more quickly. Meanwhile, students who have a low speed in learning can learn again by repeating parts that they have not understood until they understand [10].

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