



THE IMPLEMENTATION OF CULTURE BASED LEARNING TO IMPROVE SELF CONFIDENCE OF THE STUDENTS IN SOCIAL STUDIES LEARNING AS SELF ACTUALIZATION IN THE 21ST CENTURY

Dena Mustika
dena.mustika@gmail.com
Universitas Pendidikan Indonesia

Neiny Ratmaningsih
neinyupi@yahoo.com
Universitas Pendidikan Indonesia

Abstract : This paper explores by the problem fade of values by the younger generation character caused by the rapid progress of science and technology in the era of industrial revolution 4.0. So, the millennial generations are not right to actualize themselves. This research was backed of the observation, there are confident and students still use the local culture that is less appropriate. So, the problems that are found: when to practice drama Proclamation students still looks, this research aims to improve the confidence of students of social studies through the implementation of cultural-based learning. The type of this research is classroom action research (CAR) follows the model of Kemmis and McTaggart are conducted three cycles. Each cycle is planning, implementation, observation, and reflection. The techniques of collecting data are observation, note-taking, questionnaire, interview, and documentation study. The instruments used are observing sheet, field notes, sheet assessment, interview, and assessment rubrics. According to the result, implementation culture-based learning can improve the confidence of students of social studies. It can be seen from the result of research activities within three cycles that showed significant improvement in each cycle. So, from this research, we can conclude that implementation culture-based learning can improve the confidence of students in social studies learning. The students can actualize with the talent and potential that students have to achieve the purpose of learning social studies became meaningful.

Keywords : culture-based learning, self-confidence, social studies learning, self-actualization

I. INTRODUCTION

The 21st century is a challenge for individuals to continue had an achievement, or just become an illiterate society. Because life is a choice. Where there are individuals who are trying to implement the meaning of "*reinventing yourself*", or simply referring to the meaning "*just knowing, not being*". Education is the answer how each individual can be accepted. Education is also a transformation, the status and character of a nation that is not good will be a highlight of the implementation on the education. Education as a preventive alternative.



Because, education is clear to build the nation's generation to be even better. As a preventive alternative, education is expected to develop the quality of young learning in various aspects that can address the problems of culture and national character.

The problem of national culture and character is closely related to how each individual be able to actualize himself well. As in the needs hierarchy theory expressed by Abraham Maslow in Bernie Trilling and Charles Fadel (2009: 12-13), there are several basic human needs, including: physiological needs, the need for security and social needs (ownership and affection, the need for appreciation, and the need for self-realization and self-transcendence (self-actualization). These needs are certainly needed by each individual, ranging from the basic needs of physiological needs to the highest level of need for self-actualization.

As for the results of preliminary observations made by researchers in class VIII B (SMP Laboratorium Percontohan Universitas Pendidikan Indonesia) about social studies learning identified several problems as follows: *First*, the lack of self-confidence of students. When the topic was about the proclamation of independence, learning was carried out using the drama method. However, most students are still shy to play roles in the drama. *Second*, students still use local culture that is not appropriate, seen from the attitude and language used. *Third*, when given the task of writing the writing about the conclusion of the learning material, students are still hesitant to write their writing or comments. *Fourth*, the moment, during the learning discussion activities, students are still ashamed to express the results of their group's assignments. *Fifth*, the lack of care from the facilities and infrastructure in the class. Seen with the back of the class there are many books, maps, and other learning media that are not well prepared. *The final problem* is the lack of optimization in the process of developing students' courage so that all students can participate in learning. It can be shown that only some students look confident in the learning process.

Of the many problems that have been mentioned, researchers focus more on the problems regarding the low *self-confidence* of students. Based on a journal entitled "*Memperkuat Kepercayaan Diri Anak melalui Percakapan Referensial, Jurnal Pendidikan Penabur*," by Inge Pudjiastuti A (No.15:37-49) that: "*Everyone will express their confidence with relatively similar characteristics because self-confidence is not a talent that is brought from birth but is an achievement that results from the process of education or empowerment.*"

Students must be facilitated to make many achievements in class so that they can develop a positive attitude towards themselves. This is an effort that can be done in the classroom to bring confidence to students. The active role of students in subjects needs to be developed, one of them in social studies subjects. According to James A. Banks (Sapriya et al. 2007: 3) in his book "Teaching Strategies for The Social Studies" provides a definition of social studies as follows "*The social studies is that part of the elementary and high school curriculum which has the primary responsibility for helping students to develop the knowledge, skills, attitudes, and values, needed to participate in the civic life of their local communities, the nation, and the world.*"

Based on this description, social studies are part of the primary and secondary school curriculum which has the primary responsibility of helping students to develop the



knowledge, skills, attitudes and values needed in the life of the state in the community. One characteristic of the definition of social studies is that it is dynamic, meaning that it always changes according to the level of community development. Social studies subjects are closely related to social words, meaning that this social nature is not singular but diverse and diverse. On that basis, it is necessary to apply culture-based learning because the social studies subject itself needs to be implemented through concrete actions. To increase self-confidence and to improve positive attitudes, culture-based learning is also needed. The learning process in the classroom uses a cultural approach that is by linking the lecture material with the concepts that come from the local culture where the student is located. Through developing the concept of local culture in the learning process, the learning process will be more easily understood and accepted by students.

Indonesia is a nation that is rich in diversity, in accordance with the country's motto, *Bhinneka Tunggal Ika*. Where the Indonesian nation has many traditions and cultural values that need to be preserved and developed so that the character and characteristics of the Indonesian people are not lost just because of the current development. Trilling, B and Charles Fadel (2009: 18) reveal that every individual must have skills in the 21st century, one of which is carrying traditions and values. Where there are meanings in maintaining and promoting traditional values is a responsive step to answer the challenges in social change.

Based on the above problems, the focus of his research, among others: *First*, how the teacher designed cultural-based learning to increase students' confidence in social studies learning class VIII B at SMP Laboratorium Percontohan Universitas Pendidikan Indonesia ? *Second*, how do teachers implement culture-based learning to increase students' confidence in social studies learning class VIII B at SMP Laboratorium Percontohan Universitas Pendidikan Indonesia?. *Third*, how do teachers reflect on culture-based learning to increase students' confidence in social studies learning class VIII B at SMP Laboratorium Percontohan Universitas Pendidikan Indonesia? *Fourth*, how can students' self-confidence be improved after going through the implementation of culture-based learning to increase the confidence of students class VIII B at SMP Laboratorium Percontohan Universitas Pendidikan Indonesia ?

II. METHOD AND RESEARCH DESIGN

This type of research uses Classroom Action Research (CAR), in Arikunto, etc (2009) PTK with the design of Kemmis and Taggart. CAR is a combination of the meaning of the word "research, action and class". Research is the activity of observing an object, using certain methodological rules to obtain data that is useful for researchers and others for the common interest. Furthermore, action is a treatment that is intentionally applied to objects with specific objectives which are applied in several periods or cycles. And class is a place where a group of students learn together from the same teacher in the same period.

Classroom action research is an observation that applies actions in the classroom by using rules in accordance with research methodologies conducted in several periods or cycles. Research location at SMP Laboratorium Percontohan Universitas Pendidikan Indonesia located at Jl. Senjaya Guru (Universitas Pendidikan Indonesia), Isola, Kec. Sukasari, Bandung City. In this research activity the subject is students from class VIII B at



SMP Laboratorium Percontohan Universitas Pendidikan Indonesia. The number of students in the class is 30 students consisting of 16 male students and 14 female students.

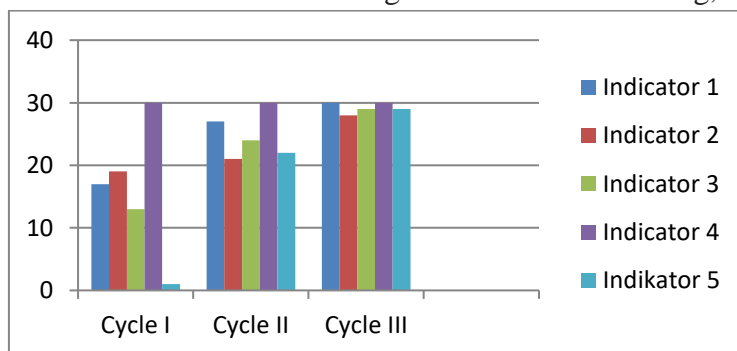
The research instruments used in collecting data for this study are as follows: observation guidelines, field notes, student opinion sheets (questionnaire), interview sheets, data collection by means of question and answer that are done systematically and based on the purpose of the investigation, documentation.

The writer analyzes the data obtained to be collected where data is needed and eliminated. The procedures in qualitative data analysis are as follows: data reduction, display (data presentation), conclusions and verification, and data validity.

III. RESULTS AND DISCUSSIONS

Planning the implementation of culture-based learning to increase students' confidence in social studies learning has been implemented well. Planning the intended learning activities, first the teacher determines the SK and KD that will be used in the implementation of the action. Through the SK and KD, the teacher formulates the subject matter to be delivered to students, then the teacher prepares RPP. In preparing the RPP, there are several aspects, which consist of: (a) determining the theme of increasing students' self-confidence related to teaching materials and implementing culture-based learning, (b) planning the steps of learning activities by implementing culture-based learning, (c) planning the making of instruments to assess the learning process and learning outcomes.

The research carried out was as many as three cycles. *The first* cycle students work on wordsquare and display cultural slogans. *The second* cycle of students carried out the presentation of concept maps and appearance of yells. *The third* cycle students play monopoly games and display cultural slogans. As for based on observations of class VIII B about increasing students' self confidence through culture-based learning, as follows:



Observation Indicator Diagram

Based on the observation sheet, the indicators in each cycle have increased. There are five indicators including: *confidence in one's own abilities, ability to interact, daring for positive activities, responsibility for tasks, and goals for achievement*. Each student can increase his category from the first and second cycles which are classified as poor and enough to be good categories in the third cycle.

Whereas based on the results of the class VIII B questionnaire on increasing student confidence through culture-based learning, namely as follows:

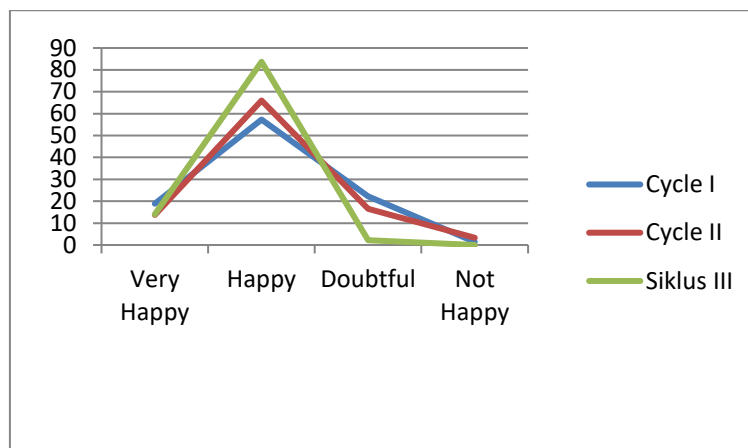


Diagram of Implementation of Cycle I-III Culture-Based Learning

Based on the results of questionnaires in the first, second, third cycle, the answers were very happy to be increased from 57.3% to 66%, and in the third cycle to 83.7%. While the answer is doubtful from 22%, 16.5%, and in the third cycle to 2.2%. This shows that the implementation of culture-based presentations has increased after the implementation of culture-based learning in all three cycles. Observer and researchers observed an increase in each cycle.

As expressed by Banks in Skeel (1995), that the purpose of culture-based education can be identified, namely to: function the role of schools in viewing the existence of diverse students, helping students to build positive treatment of cultural differences, race, ethnicity, groups, religiously, giving students resilience by teaching them to take decisions and social skills, helping students to build cross-cultural dependencies and giving them a positive picture of group differences. Multicultural or cultural based learning is built on the concept of education for freedom (Banks, 2004). In harmony with what was expressed by Gross, Richard, E, et.al., (1978) in his book entitled *Social Studies Today* with the theme of the responsiveness of cultural instruction. Where people always experience social change, are dynamic. Cultural values are the foundation for responding to the changing times themselves. Maxim, George W also revealed in *Dynamics Social Studies for Constructivist Classrooms* (2010: 64), explained that responsive teaching is based on the premise that cultural content and responsive activity material not only help students positively for individuals, but also for groups. Teacher collaboration with students and other learning subjects and objects is very important considering students also need direct experience to learn the culture itself (Brush, 2007). Students are trained to think critically to see a development of science and technology and culture to apply meaningful learning to social studies (Heafner, 2011).

There are advantages and disadvantages when conducting research. The advantages of implementing culture-based learning in culture-based learning is that the learning environment is more active, students feel happy and recognized for their existence and differences due to knowledge and cultural experience, teacher interaction and students will accommodate the process of creating meaning better learning, students can use various cultural manifestations in learning activities, in the form of cultural products themselves, can be through regional songs, dances, and other cultural products, as well as self-actualization. Self-actualization is a need and desire to continue to develop the potential that is owned and



become a full self according to the ability of the self which is judged by the high b-values or the need for the values of being (Listyowati, Andayani, & Karyanta, 2012). Personality is an individual characteristic of an individual who becomes the character of self-actualization of each individual (Pajouhandeh, 2013). This is in harmony with what is expressed by (Bauer, Schwab, & Mcadams, 2011) that for people who do not win peace or prosperity, and acceptance when they actualize themselves, this becomes a revolution in a more gradual evolution towards their psychosocial maturity.

While the shortcomings can be minimized according to research indicators that can be described that culture-based learning can provide positive attitudes, one of which is to increase self-confidence. It is proven by the increase in each cycle, and the third cycle of data is considered to be saturated. Student confidence can be improved after implementing culture-based learning. The effectiveness and efficiency of improvement in each cycle becomes a good achievement in the activities and learning objectives. Media can achieve high learning goals, meaning that the media is effective. The teacher is applicatively unable to increase students' self-confidence, but the teacher is only able to encourage, nurture, and facilitate students to improve their self-confidence. The program of utilizing learning methods, media and approaches must also be relevant so as to provide motivation for students to study social studies, so that the process of forming the basic character of students can be achieved (Purwatmadja, 2014). The practical level of character education is communicative and provides clear procedures for the direction of character education (Maliki, 2016). In practice, the teacher is essentially trying to create meaningful learning for students.

Based on the results of research carried out in three cycles of culture-based learning it has been proven to increase students' self-confidence. The form of integrating character education in social studies learning through the implementation of character values, such as: multicultural education, through traditional arts, in the form of: dance, folk songs, regional specialties, etc. (Aromandani, 2015). As for Manning and Bruth in Somantri (2012: 144) said that educators need to be enlightened about the social, political, and economic realities they face in culturally and complex diverse societies, which suggest their objectives as follows: Know, understand and respect the nature differences and similarities between cultures, etc. *"In addition to standard cultural customs, an application oriented cultural concept must also consider the collective aspects of belonging and participation."* Including cultural customs, an application that is concept oriented and also responsible. Which is basically a culture that needs to be inherited, communicated, and participated both to individuals who have the same culture as us, as well as to individuals who are different from their culture with us. In order for the owner of the culture itself to be comprehensive (Rathje, 2009). Cultural diversity and money cannot be obstacles. Every culture, race and ethnicity make a significant contribution to the world (Erbaş, 2013). UNESCO (2009) is also an educational, scientific, and agency that has a very important role in culture. Not only do certain activities, which include security of cultural heritage.

IV. CONSLUSSION AND RECOMMENDATION

The implementation of culture-based learning to improve students' self-confidence in social studies learning has been well implemented. In this study conducted in 3 cycles, with 2



actions in every cycles. Where the teacher explains the material in the first action first then the second act of the learning process in the classroom through the implementation of culture-based learning.

Planning learning activities by implementing cultural-based learning conducted by researchers is good enough. The teacher does the planning before the learning activities are carried out with the aim that the learning activities can run according to the plans that have been made beforehand. In addition to preparing lesson plans that focus on increasing students' self-confidence in social studies, the teacher prepares the material by determining the theme or topic to be discussed. Media planning that will be used is also done by the teacher to provide confidence to students in learning activities. As researchers also prepare observation sheets for student group discussions, individual written tests, field notes and documentation studies that will be used for research.

The implementation of culture-based learning is used in two basic competencies, namely KD. 7.1 Describe the problems of the workforce and labor as a resource in economic activities, as well as the role of the government in its efforts to support, and KD. 7.2. Describe economic actors in Indonesia's economic system. Activities carried out in the first cycle are students working on wordsquare then presenting the answers from the wordsquare. In addition, students are asked to display group chants that include the implementation of culture-based learning. The second cycle of students makes a concept map. In addition, students were asked to display group chants that included the implementation of culture-based learning and then present the concept map. In the third cycle students play monopoly, where in the monopoly there are regions in Indonesia and students must display or analyze the culture that exists in the area, while there are questions related to the subject matter, but still apply the cultural elements.

The results of the implementation of culture-based learning to increase students' self-confidence in social studies learning went well enough and continued to increase in each cycle. This can be seen from the increase in the results of group discussion tasks in each cycle. Likewise, based on observation sheets and the results of questionnaires that have been processed by researchers, there is an increase in each cycle.

Constraints of learning activities by implementing culture-based learning to increase students' self-confidence in social studies learning focus more on time constraints with a large amount of material and more varied tasks, as well as the diversity of different student characters.

Social studies learning certainly aims to make good citizenship. Where to be a smart and cultured nation we must still have the intelligence to actualize ourselves by being based on the culture itself. The teacher needs to implement meaningful learning, by applying the principles: futuristic social studies learning by conserving culture and remaining ecological, reinventing your self, be creative, and innovative, the art of giving and appreciation, the teacher tries to explore the potential of students, and so on. As there is "The Knowledge and Skills Rainbow" in Bernie Trilling and Charles Fadel (2009: 47) that learning collaboration is needed that still does not forget and implement the learning of national culture which is then combined with the skills needed in the 21st century in order to become an intelligent nation and cultured.



REFERENCES

- Arikunto, Suharsimi, dkk. (2009). *Penelitian Tindakan Kelas*. Jakarta: Bumi Aksara
- Banks. (2004). *Teaching Strategies for the Social Studies Decision Making and Citizen Action (5th Edition)*
- Gross, Richard, E, et.al., (1978). *Social Studies for Our Times*. New York: John Wiley & Sons
- Maxim, George W. (2010). *Dynamic Social Studies for Constructivist Classroom*. Boston: Allyn & Bacon, Pearson
- Sapriya. (2007). *Konsep Dasar IPS*. Bandung: Lab. PKN Universitas Pendidikan Indonesia
- Skeel, D. J. (1995). *Elementary Social Studies Challenge for Tomorrow's World*. Fort Worth, TX: Harcourt Brace College Publishers
- Somantri, Numan. (2012). *Inovasi Pembelajaran IPS*. Bandung : Rizqi Pres
- Trilling, B and Fadel, C. (2009). *21st Century Skills, Learning for Life in Our Times*. San Francisco: Jossey-Bass
- Aromandani, Ari. (2015). Pengintegrasian Pendidikan Karakter dalam Pembelajaran IPS melalui Kajian Tembang Macapat. *Jurnal Universitas Muhammadiyah Ponorogo. Jurnal Pendidikan Humaniora*, 2(3), 205-210
- Bauer, J.J., Schwab, J. R., & Mcadams, D. P. (2011). *Self-Actualizing Where Ego Development Finally Feels Good ?*, 121–136.
- Brush, Thomas., John W. Saye. (2007). *Strategies for Preparing Preservice Social Studies Teachers to Integrate Technology Effectively: Models and Practices*. Indiana University & Auburn University
- Erbaş, İ. (2013). Perception of Cultural Diversity. *Academic Journal of Interdisciplinary Studies*, 2(11), 186–192.
- Heafner, Tina. (2011). *Rethinking Critical Experiences for Social Studies Teacher. Education*. University of North Carolina at Charlotte
- Inge Pudjiastuti A. (2010). *Memperkuat kepercayaan diri anak melalui percakapan referensial*, *jurnal pendidikan penabur* (No.15, 37-49)
- Listyowati, A., Andayani, T.R., & Karyanta, N.A. (2012). Hubungan Antara Kebutuhan Aktualisasi Diri dan Dukungan Sosial dengan Kematangan Karir pada Siswa Kelas XII SMAN 2 Klaten. *Jurnal Psikologi Wacana*, 4(8), 116–145.
- Maliki, D. (2016). *Tataran Praktis Pengintegrasian Pendidikan Karakter dalam Pembelajaran IPS di SMP*, 1(1).
- Pajouhandeh, E. (2013). *Personal Development and Self-Actualization of Students in the New Environment*, 2(1), 21–26.
- Purwatmaja, Dadang, dkk. (2014). Integrasi Pendidikan Karakter dalam Pembelajaran IPS untuk Pengamalan Nilai Moral Siswa. *Jurnal FKIP Universitas Lampung*
- Rathje, S. (2009). The Definition of Culture: An application-oriented overhaul. *Interculture Journal*, 8(8), 35–58
- UNESCO. (2009). *Investing in Cultural Diversity and Intercultural dialogue. UNESCO World Report*.

