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## THE DEVELOPMENT OF SPECIFIC PEDAGOGY SUBJECT (SSP) THROUGH THE IMPLEMENTATION OF THE LOCAL WISDOM OF KERINCI TO BUILD CHARACTERS OF THE SECOND GRADE STUDENTS

Asnimawati

Asnimawati15@gmail.com

Universitas Pendidikan Indonesia

**Abstract** : This study aims at generating possible Subject Specific Pedagogy (SSP) based on local wisdom and examining the results teachers and students perception on the pedagogical approach developed in the preliminary field testing. Drawing upon the notion of research and development by Borg & Gall, this research was conducted through different stages involving information gathering, planning, developing a preliminary product, preliminary field testing, and revising. The method used is ethnography and action research. The results showed that environmental wisdom as one of the cultural values that developed in the Kerinci community was able to make the Kerinci natural environment remain sustainable. Environmental sustainability is certainly not only the needs of the Kerinci community but the needs of all humanity. For this reason, institutionalizing local values is a non-negotiable need. Thus, the value of local culture, especially environmental wisdom is very important to make social studies more meaningful. Therefore, the developed thematic SSP based on local wisdom can be declared appropriate for use in learning. The importance of learning resources for environmental wisdom in social studies education can be seen from the results of action research, first: students' interest and learning passion has increased. The progress can be seen from the second cycle learning activities to the last cycle. Second, teachers no longer make books and themselves the most important learning resources so that they can cover their weaknesses. the third concern for the environment is increasing.

**Keywords** : subject specific pedagogy, character, local wisdom

### I. INTRODUCTION

The problem of education in Indonesia arises from all aspects, both internal and external. Judging from internal factors, the education system applied in schools today still emphasizes memorization which is not followed by an understanding that can be applied by students when dealing with real situations in their lives, consequently learning is not left in students (Abidinsyah & Budimansyah 2012: 2). Measures of the success of education are also more emphasized in the ability of students to answer exam questions and values, not on the realization of the character and morals of children. While the influence of external factors such as ease of internet access, online games, television shows that are less educative, the emergence of music groups from outside also makes students more easily abandon the culture and noble values of the nation. In the end, nowadays we often find many children who are unable to respect older people, behave deviant, and do not know their own culture.

Strong character is very important to build national civilization. Therefore the character needs to be formed and should be done as early as possible. According to Freud (Muslich, 2011: 35) failure to plant a good personality at an early age will form a person who is troubled



in his adult life. Many experts say early age is a critical period for the formation of one's character. Moreover, early childhood is included in the golden age, this stage is the best stage of children's physical and brain development. So that in this case the role of parents is very necessary in shaping the character of their children.

The success of character education cannot be done by one party. In addition to the family, other factors that are also influential are the school environment. Battistich (2008: 82) explains "character education as the deliberate use of all dimensions of school life to foster optimal character development". Character education is an attempt to deliberately use all dimensions of school life to encourage optimal character development. Character education can be realized by involving all components in the school such as curriculum content, learning process, relationship quality, handling subjects, implementing co-curricular activities, and ethos of the entire school environment. Primary school as the first formal education institution does have a strategic role in cultivating the character and culture of students. Many efforts have been made by the government to revive character education, one of which is by changing the KTSP curriculum into the 2013 curriculum. The use of the 2013 curriculum itself is considered capable of creating a generation that is superior and moral because learning is designed to be more active, meaningful and competencies presented. between knowledge, skills, and attitudes are also balanced.

The difference between the 2013 curriculum and the previous curriculum is the existence of teacher books and student books. The teacher's book is a guideline for teachers in implementing learning with thematic approaches. The teacher's book contains competencies, materials, lesson plans, and evaluation. The 2013 curriculum has not been implemented for a long time, but there have been many obstacles in the field. Like the research conducted by Krissandi and Rusmawan (2015: 457) about the obstacles experienced by elementary school teachers in the implementation of the 2013 curriculum. There are 5 things that become obstacles in the implementation of the 2013 curriculum, which come from the government, institutions, teachers, parents, and students. Obstacles from the government include the distribution of books, guidelines for unclear assessment, teacher administration, time allocation, socialization, implementation of thematic learning, guidelines for implementing the curriculum, and learning activities in student books. Institutional constraints include facilities and infrastructure, as well as teacher rotations both vertically and horizontally. Constraints from the teacher include making learning media, understanding teachers, integrating inter-learning lessons in thematic learning, and mastering information technology. While the constraints of parents and students include report cards and the difficulty of adapting to thematic learning.

This is reinforced by the real conditions in the field, based on the results of observations in several elementary schools in Kerinci obtained some information as follows: 1) many class teachers who have not been able to apply thematic learning so that the implementation of each subject is separate between subjects, 2), some teachers the class finds teaching material in the student book, there is something wrong and inappropriate, 3) many teachers find it difficult to conduct a K13 assessment, 4) the teacher has difficulty managing the time allocation in learning, so that the teacher's orientation is more to complete the material. SD 193 / III Koto Tengah village is one of the elementary schools that has implemented the 2013 curriculum.



Based on the results of interviews with class II teachers, information is obtained that the teacher has used teacher books and student books in learning, but the content of the material is not in accordance with the conditions in field. Besides that the teacher has also compiled the RPP again, but in the learning process character education has not been so visible. Thematic learning is more oriented towards the completion of the material. Based on one of the results of a study conducted by Darmiyati Zuchdi, et al. (2014: 1) also explained that character education planning in Yogyakarta City schools had been done quite well. However, based on the RPP analysis made by the teacher, there are several lesson plans that do not yet contain the target values that will be developed in learning. Many teachers who may experience difficulties make RPPs filled with education.

While based on the results of observations of class II students, there were still many students who could not implement a positive attitude in the school environment. For example, among students still like to mock each other, most students still use harsh language when talking to teachers, teachers still often remind students to say thank you, and help, and eat while standing. Students also still often talk or play and joke with friends who are not related to the subject matter, and there are still students who look up in the chair when the learning process takes place. The condition of the room when learning looks not neatly arranged because of the attitude of students who are less orderly.

Based on observations of the students obtained an urgent character description needs to be built, namely the character of respect and care. Respectful character is related to the many students who have not been able to show respect, have not appreciated the teacher, or other friends. While concern is related to the lack of attitude of students who show concern for friends, towards cleanliness and neatness of the environment.

To integrate these values into learning, a comprehensive learning device is needed such as Subject Specific Pedagogy (SSP). According to the guidelines for opening the PPG Ristekdikti program (2017: 9) the SSP is defined as packaging the field of study into a comprehensive and educational learning tool. Comprehensive description of learning plans compiled coherently and coherently starting from basic competency analysis in the syllabus to the assessment sheet. While educating means learning needs to be designed to build students' attitudes and character.

In order to integrate values into learning devices that are easily accepted by students, the values that can be used are values derived from the local wisdom of each region. According to Wagiran (2012: 330) exploring the values of local wisdom is a strategic effort in building national character in the global era. Local wisdom-based education is education that teaches students to always be attached to the concrete situation they face.

Based on the description above, it is necessary to develop thematic SSP products based on local wisdom to build the character of respect and care for students. This study aims to produce and find out the feasibility of thematic SSP based on local wisdom to build a character of respect and care for the environment for 7th grade elementary school students. The product specifications developed are learning devices which consist of 1) syllabus, 2) lesson plan, 3) teaching material, 4) Student Worksheet (LKS) and, 5) assessment sheet.

## **II. LITERATURE REVIEW**



SSP was first introduced by Shulman as PCK (Pedagogical Content Knowledge). Shulman (Yenny Anwar, et al., 2012: 158) explains that a professional teacher must have good knowledge and abilities of Pedagogical Content Knowledge (PCK). As a modifying agent, teachers should continue to develop their teaching processes in the classroom and prospective teachers continue to train their abilities in designing learning, one of which is by understanding PCK.

According to Mishra & Koehler in Resbiantoro (2016: 154) PCK includes core activities of teaching, learning, curriculum, assessment, and reporting which are those that support student learning activities and the relationship between curriculum, assessment, and pedagogy. Van Driel, Verloop, & de Vos (1998: 674) also explained PCK as follows.

*Pedagogical content knowledge is considered to be craft knowledge, defined as integrated knowledge which represents the teachers' accumulated wisdom with respect to their teaching practice. As craft knowledge guides the teachers' actions in practice, it encompasses teachers' knowledge and beliefs with respect to various aspects such as pedagogy, students, subject matter, and the curriculum.*

PCK is considered as the art of knowledge, defined as integrated knowledge that represents the wisdom of teachers in connection with their teaching practices. In general, PCK focuses on the ability and expertise of teachers to create effective and meaningful learning in accordance with the characteristics of the material to be taught.

According to Permendiknas No. 8 of 2009 Article 1 Paragraph 6 Subject Specific Pedagogy or SSP is the packaging of subject matter material into a comprehensive learning device, covering competency, material, strategy, methods, media, and evaluation standards. Whereas as a product, the SSP is displayed in the form of packaging fields of study into a comprehensive learning device covering syllabus, lesson plans, teaching materials, worksheets, and assessment instruments (Paimun and Masruri, 2014: 196). Whereas Margo in Apriani and Nur Wangid (2015: 14) explained "Subject-specific pedagogy is based on" how to learn something ". It is not only what we learn, it is also why and how we think. " So the SSP is not just how to learn something (cognitive) but why and how to learn about something to be useful for oneself and others (affective).

Thematic learning itself is an integrated learning model that uses themes to link several subjects so that they can provide meaningful experiences to students (Sukini, 2012: 61). One of the goals in thematic learning is the realization of affective domain competencies or student attitudes. Sukini also explained several characteristics of thematic learning namely 1) student-centered (student centered), 2) provide direct experience, 3) the separation of subjects is not very clear, 4) present concepts from various subjects in a learning process, 5) flexible / flexible, 6) learning outcomes according to student interests and needs.

In order for thematic learning to be more effective, it must be well-designed educatively through the SSP that uses strategies, methods, media, and certain principles that are tailored to the characteristics of students and the content or content of the material to be taught. Besides thematic learning also needs to be integrated with character values that are easily accepted by students. One value that can be used is values derived from the local wisdom of each region.



Yuliani (2013: 2) says that local wisdom is a truth that has been tradition or steady in an area. According to Tobroni (2011: 106) old people, hometown and homeland, language, religion, culture, social system, nation and state are sources of local wisdom and must be used as a basis for the formation of children's personality. Various kinds of local wisdom are the potential for developing local wisdom-based education. That is why, the world of education needs to design immediately, determine the most appropriate model for seeding local wisdom.

According to Wagiran (2012: 330) exploring the values of local wisdom is a strategic effort in building national character in the global era. Local wisdom-based education is education that teaches students to always be attached to the concrete situation they face. Local wisdom is the capital of forming noble characters. Sublime character is the character of the nation that always acts with full awareness and self-control. The incandescent local wisdom is always whirling in an effort to remove the passions, minimize desires, and adjust to the empan board.

### III. RESEARCH METHOD

The type of research used is development research developed by Borg & Gall or known as Research and Development. The research phase according to Borg & Gall in Sugiyono (2015: 35), namely 1) Research and information gathering, 2) Planning, 3) Initial product development, 4) Early stage field trials, 5) Revision of product trial results, 6) Test try the main field, 7) revision of the main field trial product, 8) operational field test, 9) final product revision, 10) dissemination. The development procedure carried out in the study only reached the fifth stage, namely the revision stage of the initial field trial product.

The trials carried out in the research were initial field trials. The product trial subjects were teachers and second grade students of SD 193 / III in the village of Koto Tengah Seleman with 10 children. The instruments of data collection in this study were validation sheets (syllabus, lesson plans, teaching materials, worksheets, and assessment tools), teacher assessment sheets, and questionnaires for students. Data analysis techniques are carried out with the following steps: 1) Tabulate all data obtained from the validator, 2) Convert the actual total score to five scale quantitative data according to Sukardjo (2005: 55).

### IV. DISCUSSIONS

SSP products developed in the form of syllabus, lesson plans, textbooks, worksheets, and tools for assessment based on local wisdom for elementary school students in class 2. The theme developed is Living in harmony with Playmates consisting of 6 lessons. To find out the feasibility of the product being developed, expert judgment is done, namely curriculum experts, media experts, material experts, learning evaluation experts, and Javanese linguists.

The SSP product developed greatly enables students to love local culture which has been abandoned. This is because the learning presented is systematically designed starting from the syllabus to the assessment tools. The syllabus component developed consists of the syllabus identity (education unit, class / semester, sub-themes, learning, character, time allocation, core competency) and 8 columns including subject fields, basic competencies, indicators, learning activities, local wisdom, assessment techniques, forms of assessment instruments, and learning resources and tools. The syllabus developed includes the form of



local wisdom developed in the syllabus and later will be developed in more detail in the lesson plan and described as material content in teaching materials in the form of textbooks.

The lesson plan developed includes six lessons on the Sub-theme of the Pillars of Life and Playmates. RPP contains RPP identities (schools, sub-themes, class / semester, learning, character, and time allocation), core competencies, basic competencies, indicators, learning objectives, subject matter of learning, learning approaches and methods, learning activities, media, tools, and material sources, as well as assessment. The formulation of indicators is adjusted to basic competencies. The formulation of objectives is adjusted to the indicators and basic competencies. Tools and materials designed in the lesson plan are tailored to the indicators and needs of student learning activities. Learning resources used are textbooks that have been made. The lesson plan is equipped with instruments for evaluating both cognitive, affective, and psychomotor.

Teaching materials in the form of teaching books consist of covers, introductory words, table of contents, introductory parts (basic competency nets and indicators, learning objectives, subject matter), core parts (material description, training activities), concluding (picture list). Teaching materials in books are packaged as attractive as possible with background sheets of colored paper and include pictures or illustrations to clarify the material and motivate students to learn. This is in accordance with the opinion of Williams (Ariyani & Nur Wangit, 2016: 127) that teaching materials that are designed attractively can motivate students. In textbooks words are also inserted that contain invitations so that students implement the values of local wisdom.

Local wisdom developed in the worksheets of the sub-themes of Rukun Life with Playmates is dolanan songs, traditional games, regional dances, and traditional musical instruments, all of which are local wisdom in the Kerinci region. Learning materials and resources used in student worksheets use things that are close to the lives of students and adapted to existing local wisdom. The purpose of integrating local wisdom in student worksheets in addition to instilling character is so that students know, understand and are able to preserve the culture in their area. The developed student worksheets are printed on A4-size paper with an attractive design to arouse students' learning motivation. The language used in this LKS uses simple language to be easily understood by students and writing in the worksheets of students in this study uses all lowercase letters because in the early elementary school classes capital letters were not yet introduced.

The learning appraisal tool developed contains components for determining and distributing questions, grid questions, questions, answer keys and assessment rubrics for planting characters. The assessment tools developed are also based on local wisdom so that there is continuity between the levels of learning so that the learning experience received by students is comprehensive. The assessment tool also includes all aspects of the student's affective, psychomotor and cognitive aspects. The aim is a tool of assessment based on local wisdom that can be really used by educators to assess students' abilities as a whole.

## **V. RECOMMENDATIONS**

Local wisdom-based thematic SSP products developed consist of syllabus, lesson plans, teaching materials, worksheets, and assessment tools. Based on the expert's assessment, the developed SSP gets a good category. The results of the teacher's assessment of the SSP



are categorized as good. While the results of student responses fall into the very good category. Thus it can be stated that the thematic SSP based on local wisdom developed is suitable for use in learning.

Development of thematic SSP based on local wisdom to build the character of respect and concern for elementary school students has been tested for validity and practicality. However, effectiveness tests have not been carried out, therefore it is recommended that a wider trial of subjects be tested to determine the effectiveness of the developed SSP products.

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