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Development of culture-based *budi pekerti* learning strategies and learning styles in skills lessons

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ABSTRACT

The purpose of this research is to develop character learning strategies, find out the learning outcomes of skills taught with hobbyist Batak culture learning strategies and Javanese culture-based learning strategies, find out the learning outcomes of skills that have visual and kinesthetic learning styles, and know the interactions between learning strategies and styles. Learning that has an impact on learning outcomes. This research is development research with a quasi-experimental treatment. The instruments used are learning achievement tests and learning style questionnaire sheets. The hypothesis was tested using Anava. The results of the study stated that learning Skills I in the Batak culture-based learning strategy class had higher learning outcomes than the Skills class with Javanese culture-based character learning strategies in 27 public schools in Medan City. Second Learning Objectives Student skills have a higher kinesthetic learning style compared to students who have a visual learning style in Medan City Middle School students. So for culture-based learning strategies, the results will be better if students have a tendency for kinesthetic learning styles, because kinesthetic learning styles are in accordance with character learning strategies.



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Introduction

Education is a necessity that is considered important because it is a lifelong need. Every human need education, whenever and wherever he is. Education is a conscious effort and aims to develop human quality. Education is an important part of every nation to make students superior and noble. One of the problems facing the world of education in Indonesia is the weak learning process. This can be seen in the learning process, where students are less encouraged to develop thinking skills (Afhar, 2013). So improvement efforts in the field of education are a must to always be carried out so that a nation can progress and develop along with the advancement of science and technology (Stiawan et al., 2020). Based on law 20 of 2003 concerning the national education system, it states that national education functions to develop capabilities in and shape dignified national character and civilization in order to educate the life of the nation. According to (Garreta-Domingo et al., 2017) states that the only activity that can be seen and should function as a tool to build high-quality human resources is education in schools and outside schools. According to (Pane & Patriana, 2016) revealed that the most basic purpose of education is to turn someone into a good and smart, educated and wise individual, who can use his knowledge for good deeds, and finally lead a wise life in all aspects of family, environment, society, and the State, therefore,

a successful education system is able to equip its members with good character that is very much needed in developing a respected nation-state.

The achievement of learning objectives in the classroom can be assessed when students are able to master the material presented (Harahap, 2018). Subjects are integrated skills, which try to integrate the field of study skills that measure students' skills and creativity in enrichment and focus on developing students' abilities in practice and in groups, so that students need an active role in learning, so that competencies are expected to be achieved. According (Nurlatifah, 2015), the current moral crisis is partly due to the mistakes of educational institutions that are considered not optimal in shaping the personality of students.

Characteristics are teaching programs in schools that are integrated in all subjects aimed at developing the character or character of students by way of living up to the values and beliefs of society as a moral force in their lives through honesty, trustworthiness, discipline, and cooperation that emphasizes the affective domain (feelings and attitude) without leaving the cognitive domain (rational thinking) and the realm of skill / psychomotor (skills, skill in processing data, expressing opinions, and working together). Character education is called character education, as human morality value education that is realized and carried out in real action. Here there are elements of the process of forming these values and attitudes based on the knowledge of why the value was performed. And all values morality that is realized and practiced is aimed at helping to become a more complete human (Ningsih, 2018). Character education is a never-ending process, resulting in continuous quality improvement (continuous quality improvement), which is aimed at the realization of a future human figure, and rooted in cultural values and internalizing and personalizing values the value of the noble character and character so that it manifests in daily behavior (Mulyasa, 2012).

Character education in schools is very necessary, even though it is the basis of character education from the family, where students grow and grow up. But the fact is that many parents are more concerned with aspects of brain intelligence than their children's character education character education in the era of globalization requires a breakthrough in innovating the strategies and methods of learning that are used given the emergence of various new phenomena that previously did not exist. The proliferation of information technology such as the internet, rapid mobile phones, increasingly democratic family trends, a flood of foreign cultures, etc. need to be taken into consideration for character education when instilling the good values of students.

The shift in the value of local culture has occurred among everyday people's lives today, which should be the value of local culture is a capital or a foothold in development. "The shifting of local cultural values is caused by the swift flow of technology, information and vulnerability of people's resilience to these flows, so that it seems that local culture is considered less important in life" (Kuntowijoyo, in (Umam, 2018)). This development was very quickly impressed by the younger generation who tended to be quickly influenced by new stimulating elements. This also happens in the learning process in schools, therefore, in the learning process it needs to be linked to the real life of students and local culture. Narrative education is not separated from cultural values, so preserving culture, effective through learning. Local cultural values which are the first values are known by an Indonesian human. This emphasizes the importance of early and institutionalized to maintain and develop the culture of local communities as an integral part of national education, so that students are not deprived of the roots of cultural values.

Characteristics of students influencing learning outcomes include learning styles, which are a combination of how students absorb, organize and process information (Rijal & Bachtiar, 2015). Learning style is something important and decisive for anyone in carrying out learning tasks both at home, in the community, especially in school (Lasty, 2014). Learning problems in school include many students experiencing learning difficulties as indicated by low learning outcomes. The problem of learning difficulties is essentially related to the quality problems of learning design to make it easier for students to learn to achieve goals, so that learning skills are in accordance with the learning objectives. Besides teacher-centered learning (teacher centered) or one-way communication, there is also a mismatch between learning strategies and student learning styles.

According to Ramly in (Simamora, 2015) identified three types of learning styles that were used as human talents, namely: (1) visual learning styles; learning styles dominated by the power of "seeing". In everyday behavior, those who are dominated by visual learning styles like to see pictures, demonstrations or watching with both the visible and the not, (2) auditory learning styles; learning styles dominated by the power of "hearing". In their daily behavior, those who are dominated by auditory learning styles, like to listen to audio tapes, are friendly, discuss, debate, whether they appear through the five senses or not, (3) kinesthetic learning; learning styles that are dominated by physical strength and direct involvement, so that in everyday behavior, people with kinesthetic learning styles, like to move, touch and feel directly whether they appear through the five senses or not.

In relation to the above explanation, in each learning meeting students are less eager and less active, attitudes are less enthusiastic when the lesson takes place, consider skills subjects not so important and the low response feedback from students to teacher statements due to learning strategies applied by the teacher is not dominant. Besides that, the acquisition of learning outcomes of a learning activity is influenced by the ability of the teacher to recognize and understand the characteristics of students can help the implementation of learning effectively which enables improvement of student learning outcomes. The results of the research conducted by (Harahap, 2018) concluded that there was an interaction between learning factors and learning style factors in influencing student learning outcomes in integrated social studies subjects. So based on the description above, the writer wants to conduct research with the aim of developing character learning strategies, knowing the learning outcomes of skills taught with the Hobbyist Batak culture learning strategy and Javanese culture-based learning strategies, knowing the learning outcomes of skills that have visual and kinesthetic learning styles, and knowing the interaction between learning strategies and learning styles that affect learning outcomes.

Method

According to (Sugiyono, 2018), this research is "research and development," which is a research method used to produce specific products and test their effectiveness. So research and development are carried out on skill subjects, namely developing culture-based character learning strategies. The development model used in the development of this learning model is the development model of Borg & Gall (2005) combined with the learning development model of (Dick et al., 2005). After the ethical learning strategy was developed, then the study was analyzed using quasi experiment research, by making changes to the classroom situation and learning schedule. The treatment carried out in learning Skills with a culture-based learning strategy for each student who has a visual and kinesthetic learning style based on the analysis of learning style test scores according to (DePorter & Hernacki, 2004) which has been standardized is compiled using standard indicators.

The population of this study were all state students in Medan City with a total population of 45 public junior high schools in Medan City, with a sample of class VIII students (eight), with samples taken by cluster random sampling through lottery consisting of all 45 state junior high schools in Medan city and obtained from SMP Negeri 1 Medan into a sample with the number of students 182 students, then divided into 2 classes namely 1 class for the experimental class and 1 class for the control class. The data collection technique of this study uses tests used to obtain learning outcomes data, to group students into visual and kinesthetic learning styles implemented with learning styles (According to De Porter in (Windiatmojo, 2012). To obtain integrated Skill learning outcomes data, the results of the learning test are used with MCQs. The technique of determining student learning styles by looking at the tendency to answer students for the choices given is that if students answer a lot on odd number items the visual style will be categorized, and if students answer many even number items, students are categorized into kinesthetic learning styles.

The data analysis technique used is descriptive and inferential statistical techniques, descriptive statistical techniques are used to describe the data, among others: mean, media, mode, standard deviation (Sd) and research hypothesis, where inferential techniques are used to test the research hypothesis, in which inferential techniques to be used are two-way Variance Analysis techniques (factorial design 2×2) with a significant level of 0.05. Before the two-lane ANOVA was carried out, the requirements of the analysis were determined, namely the Normality requirements using the reliability test, while the Homogeneity requirements test used the Fisher Test (F) and the Bartlett Test (Sudjana, 1984). Next, for the purpose of testing the hypothesis, after testing the requirements of the analysis, then testing 2 path anava.

Results and Discussions

Data that Skills learning outcomes are taught using learning strategies based on Batak Culture, obtained 10 students (33.33%) in the average class, 11 students or (36.67%) are below the average while 9 students or (30.00%) is above the average (Figure 1). From Figure 2, it was found that 11 students (34.38%) were in the average class; 12 students (37.50%) were below average; and 9 students (28.13%) were above average. Furthermore, data from the frequency distribution table is illustrated in the form of a bar diagram called histograms (Figure 2). From Figure 3, it was found that 11 students (36.67%) were in the average class; 8 students (26.66%) were below the average; and 11 students (36.67%) were above the average. Furthermore, the data from the frequency distribution is described in the form of a bar diagram called histograms.

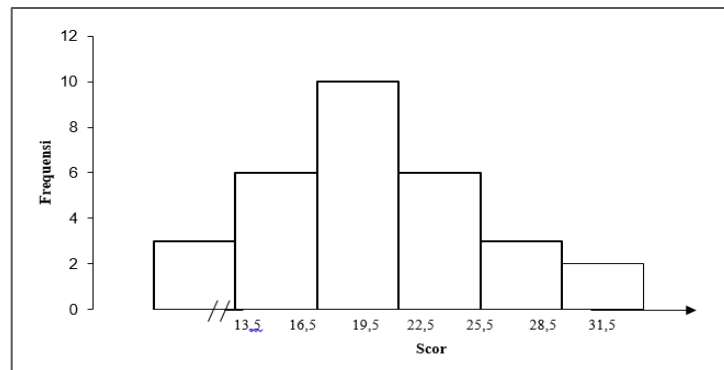


Figure 1. Histogram of Learning Outcomes of Student Skills Taught with Learning Strategies Based on Batak Culture

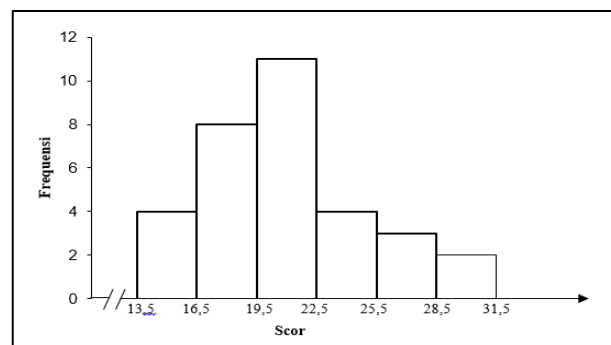


Figure 2. Histogram Skills Learning Outcomes Students Taught by Culture-Based Learning Strategy Jawa

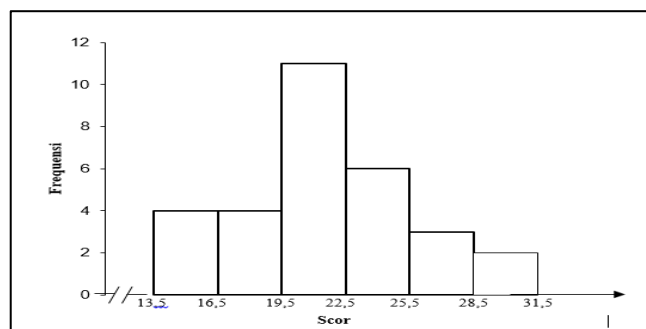


Figure 3. Histogram of Learning Outcomes of Students' Skills with Kinesthetic Learning Styles

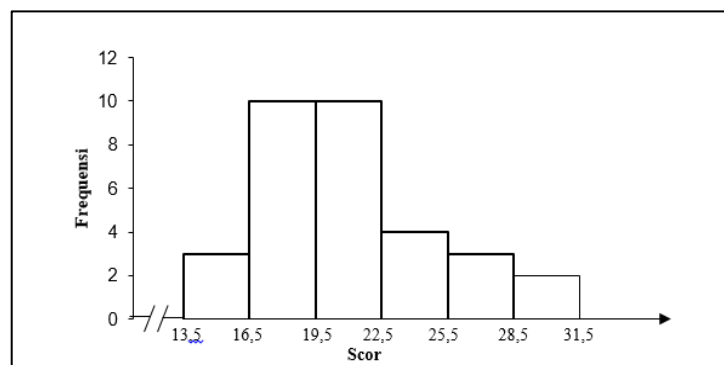


Figure 4. Histogram of Learning Outcomes Skills of Students Who Have Visual Learning Styles

From the distribution list, it was found that 10 students (31.25%) were in the average class; 24 students (40.63%) were below the average; and 9 students (28.13%) were above average. Furthermore, frequency distribution data is described in the form of a bar diagram called histogram. The results of the study showed that the learning outcomes of the skills taught by the Batak's culture-based character learning strategy were higher

than the Jawa culture-based learning strategies. Learning Outcomes Skills with a Batak's culture-based learning strategy have an average of 21.47 while those in classes taught with Jawa culture-based learning strategies have an average of 21. Based on the factorial anava 2 x 2 calculation obtained F-count = 6.48 while the F-table value = 4.00 for dk (1.61) with a real level $\alpha = 0.05$. It turns out that the value of F-count = 6.48 > F-table = 4.00, so the hypothesis testing rejects H_0 and accepts H_a . Thus, it can be concluded that the learning outcomes of students' skills taught with Batak's Culture-based learning strategies are higher than the learning outcomes of Skills taught by Jawa Culture-based learning strategies that are validated, from the average learning outcomes of Skills taught with Culture-based learning strategies Malay ($\bar{X} = 21.46$) is higher than the Skills learning outcomes taught by Jawa Culture based learning strategies ($\bar{X} = 21$).

The above explanation is understood that Skills lessons have a very broad scope, so that the learning process is critical and analytical so that the values contained in the Skills lesson are properly understood and believed by students. For that teachers are expected to have knowledge of learning strategies, with the reason that knowledge is very important in an effort to provide experience and achievement of optimal learning goals, teachers are required to improve the quality of learning and must pay attention to the objectives of the subjects to be taught, and taking into account the characteristics of students. According to (Purwanto, 2010) that teacher factors and how to teach are important factors. This means that the assignment of teachers to learning strategies is very necessary to improve the professional skills of teachers, therefore the teacher must determine the most appropriate strategy and in accordance with the objectives and material presented. Research conducted, that learning outcomes Skills of students who have kinesthetic learning styles have an average score of 21.6 while learning outcomes Skills that have a visual learning style obtain an average score of 21.87.

Based on the calculation of factorial Anava 2 x 2 obtained F-count = 4.33 while the F-table value = 4.00 for dk (1.61) with a real level $\alpha = 0.05$. It turns out the value of F-count = 4.33 > F-table = 4.00, so the hypothesis testing rejects H_0 and accepts H_a , so that conclusions of learning outcomes Skills with kinesthetic learning styles are higher than learning outcomes Skills with visual learning styles are validated, with the average learning outcomes The skills of the kinesthetic learning style ($\bar{X} = 21.6$) are higher than the skills learning outcomes with the visual learning style ($\bar{X} = 20.87$). In line with the statement of (Nasution, 2000) that learning styles as a consistent way done by students in capturing stimulus, how to remember, think, and solve problems. Pask (1976) describes learning styles as knowledge of learning associated with consistent strategies that a person does in learning. The interaction between character learning strategies and learning styles in this study is evident from the results of anava calculations which show that the F-count = 9.62 > F-table = 4.00 for dk (1.61) with a real level $\alpha = 0, 05$. It turns out that the value of F-count = 9.62 > F-table = 4.00 so that the hypothesis testing rejects H_0 and accepts H_a .

Thus, there can be interactions between learning strategies and learning styles in influencing learning outcomes Student skills are validated. The average learning outcomes of groups of students taught with Jawa Culture-based learning strategies and kinesthetic learning styles with the average learning outcomes of groups of students taught by learning strategies based on Batak's Culture and visual learning styles. Batak's Culture-based learning strategies provide learning outcomes Higher skills students with kinesthetic learning styles than students with visual learning styles and (2) Javanese Culture-based learning strategies provide higher Skill learning outcomes for students with a visual learning style than students with style kinesthetic learning. This is also evident from the average score of students taught with Batak's Culture-based learning strategies in students with kinesthetic styles ($\bar{X} = 22.76$) higher than students with visual learning styles ($\bar{X} = 19.76$) and averages the average score taught with Jawa Culture-based learning strategies in students with visual learning styles ($\bar{X} = 21.63$) was higher than students with kinesthetic learning styles ($\bar{X} = 20.07$).

Student learning outcomes taught by learning with a Batak's culture-based approach to manners and learning with a Jawa culture-based approach to manners, both students who have a Visual Learning Style and Kinesthetic Learning Style both experience a more meaningful increase when taught with cultural-based manners Batak's. While students taught with manners based on Jawa culture, both students who have a Visual Learning Style and Kinesthetic Learning Style, both experienced an increase, but experienced a lower increase compared to students who were taught Batak's culture-based manners so that in this case it showed no there is the use of learning and learning styles in influencing skills learning outcomes. So that this is in line with (Simanullang, 2022), who argues that the Batak culture-based character learning model will help to understand the concept of the basis of learning, nature, and the implications of nature for learning outcomes and student character. In addition, this is in line with (Pranata, 2016), which states that culture-based character education strategies in schools are implemented by means of school programs in culture-based character education with arts- and culture-based school programs. Character education strategies in schools refer to kinesthetic learning styles or exemplary strategies (modeling).

Conclusions

Based on the results of the study it can be concluded: First Skills learning outcomes in the class of Batak's culture-based learning strategy strategies are higher than the learning outcomes of Class Skills with Jawa culture-based character learning strategies in 27 Public Schools in Medan City. This is influenced by the participation of teachers who become facilitators who always guide students in solving learning problems. Second Learning Outcomes Skills of students have a higher kinesthetic learning style compared to students having visual learning styles in Medan City Middle School students. This is influenced by the element of tendency of the third student's learning style there is an interaction between culture-based manners learning strategies and learning styles towards learning outcomes in Medan City Middle School students. For a culture-based learning strategy the results will be better if students have a tendency towards kinesthetic learning styles, because kinesthetic learning styles are in accordance with the learning strategy of character.

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