

Culture-Based Contextual Social Studies Learning for Development of Social and Cultural Values of Junior High School Students

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Abstract: The purpose of the research is to develop a model of culture-based contextual social studies learning and describe its impact on the development of social and cultural values of junior high school students. This study used a qualitative and quantitative approach by means of the design of Research and Development. Data was collected through observation, documentation and questionnaires. Research was conducted at junior high school in Sumedang, West Java, Indonesia. Results indicate the learning design was done by creating a lesson plan, developing materials, choosing the appropriate method, source and medium of teaching and designing assessment. The culture-based contextual social studies learning model was implemented through a simple research study on a local culture, local culture performance and clarification-reflection of socio-cultural values. Socio-cultural values that are fostered are *cageur* (well-being), *bageur* (generosity), *bener* (righteousness), *pinter* (cleverness); *silihasih* (mutual compassion), *silihasah* (mutual learning), *silihasuh* (mutual care); religiosity, discipline and courage. The implementation of the living values-based contextual learning model had an effect by 36.7% on the students' social and cultural values development.

Key words: Social studies, culture-based, contextual, learning, values

INTRODUCTION

Reality in society reveals the emergence of some critical problems of Indonesia, including the shifting of ethical values in the life of the nation; and waning awareness of the cultural values of the nation (Indonesia, 2010). As regards the younger generation of Indonesian, demoralization occurs as characterized by: increase in violence among adolescents; strong influence of a peer group to commit violence; blurring of moral guidelines for good and bad; declining work ethic; decreasing respect for parents and teachers; mutual suspicion and hatred among peers (Megawangi, 2004). The above problems are to a large extent related to the reality of education in school. Social science learning especially has failed to foster (social) human values and cultural values, social problem-solving skills, social skills in the global era, all of which are required skills to create life of peace and harmony. This has distanced social studies education from its role function as a vehicle for fostering social capital (Harrison and Huntington, 2000) which includes developing cultural values related to social life that are already present in community in the past, e.g. the value of mutual cooperation, social solidarity, *teposeliro* (tolerance), *silihasih* (mutual compassion), *silihasah* (mutual learning), *silihasuh* (mutual care). The learning

resource in the community, a system of cultural values has yet to be optimally exploited as a source of learning in social studies education (Muchtar, 2008). What sort of social studies education should be reconstructed in junior high school so as to foster the socio-cultural values of the students? First, social studies education should be contextual, meaning that social studies materials should mirror everyday student life, so that learning can be meaningful to students. Second, social studies education should be culture and local wisdom (local genius)-based because each school and its environment are unique in character building. It is, therefore, imperative to cultivate a culture-based contextual social studies learning model based on the cultures in school. Culture-based contextual learning is a type of learning that links the material being studied with local cultural values (local genius) of the students and stimulates the students to apply moral knowledge they have in their lives as members of families, communities and citizens. Culture-based learning is a strategy of creating learning environments and designing learning experiences that integrate cultures as part of the learning process (Sardjiyo and Pannen, 2005). Culture-based learning is realized through three framework activities that include learning about culture, learning with culture and learning through culture (Goldberg, 2000).

Three activities are integrated in the social science learning through a variety of contextual learning strategies, namely: problem-based learning; cooperative learning; project-based learning; service learning and work-based learning and coupled with value learning (Komalasari, 2010, 2012). In general, the problem under study is to what extent the culture-based contextual social studies learning model fosters social and cultural values of junior high school students? In particular, these problems are translated into the following questions: How to conceptualize the model in question in junior high school (materials, methods, media and evaluation)? How to implement the model to foster social and cultural values of the students in class (pre-teaching, whilst teaching and post-teaching)? and how will the implementation of the model affect the development of culture-based socio-cultural values of junior high school students? The objectives of research are to cultivate the culture-based contextual social studies learning model and to describe the influence of the model to the development of social and cultural values of junior high school students.

MATERIALS AND METHODS

This study used a qualitative and quantitative approach by means of the design of research and development. It adapted and modified Gall *et al.* (2003)'s research and development model which divides stages into four, namely: preliminary study; preparation of conceptual model and validation and revision of conceptual model and implementation of model. Data was collected by way of observation, documentation and questionnaires. Qualitative data analysis included stages in data collection, data reduction, data presentation and inference/verification, while quantitative data analysis includes descriptive statistical analysis. Research took place in junior high school, SMPN 1 Tanjungsari and SMPN 2 Wado, Sumedang, West Java, Indonesia. Subjects were students of grade VII and teachers of social studies.

RESULTS AND DISCUSSION

Conceptual description of culture-based contextual social studies learning model: The following are chief components in developing social and cultural values of students through culture-based learning in social studies:

Material : The materials delineate not only the main points of discussion as stated in the syllabus and lesson plans that include the following basic competences: understanding the spatial aspects and connection

between space and time in the regional scope and change and sustainability of human life (economic, social, cultural, educational and political); understanding the changes in Indonesian society at the pre-literate time, Buddhist, Hindu and Islamic era in geographical, economic, cultural, educational and political aspects; understanding the dynamics of human interaction with the natural, social, cultural and economic environment. The materials also contain social and cultural values of students extracted from the values of local wisdom developed into a unified unit of oral traditions, customs, art and history. In developing the materials, teachers and other researchers pay attention to the following points:

Linkage with socio-cultural values: The teacher picks values of social and cultural life embedded in the experiences of students to be integrated in the social studies materials. Students identify, explore, clarify, analyze the values contained in the subject and are then expected to internalize and apply the values of social and cultural life in their daily activities in the classroom, school, home and community.

Linkage with the students' environmental context: Physical environment concerns the natural aspects of the earth such as natural resources (water, forests, soil, air, sun, rocks, soil), flora, fauna, rivers waste, climate and so on, including the preservation of the environment around the lives of students; Social environment concerns the interaction of students with social life, for example: recognizing patterns of interaction and changes of the lives of pre-literacy, Buddhist, Hindu and Islamic era; examining the various socio-cultural values that exist in the lives of students; Cultural environment concerns the material and non-material culture in the environment around students. In developing this sort of material, especial attention is given to non-material culture, including art, language, belief systems and religious affiliations of the people, prevailing norms in society, social systems, ethnic and racial diversity. All of the above types of environments are taken into consideration when teachers organize learning materials, so that the learning materials revolve around student life. Such materials will be useful for students in solving environmental problems in their lives, according to the needs, making learning materials highly meaningful for students and their surroundings.

Applicability in the lives of students: Facts, concepts, principles and procedures in learning social studies are developed in such a way that they reflect everyday life

Table 1: Examples of culture-based social science teaching activities

Activities	Teaching and learning activities	Socio-cultural values
Pre-teaching	Saying greetings and prayers together (internalizing religious teachings)	Religious
Whilst-teaching	Informing the teaching objectives	Disciplined
	Presenting a brief outline of learning materials and lesson plan	Courageous
Phase 1 (Meeting 1)	Introducing and brainstorming introductory materials on Indonesian culture through videos and power points	Cooperative
	Reflecting on the culture values	
	Democratically dividing the group into 6 groups (5-7 students).	
Phase 2 (Meeting 2 and Learning outside of class)	Assigning students in groups to conduct a simple research study, presenting a written report and performing any form of local culture in the students' environment.	Disciplined
	Agreeing on rules of group work (submission time, writing a report and presentation)	
	Students prepare a simple research report	
Phase 3 (Meeting 3 and 4)	In groups, students analyze socio-cultural values contained the local culture they examined	Cageur, bageur, benér, pinter (healthy, generous, righteous, clever) silihasih, silihasah, silihasuh (love each other, enlighten each other and care for each other) courageous
	Students prepare a presentation and local cultural performance	
	Teacher assigns students to prepare a local cultural performance	
Closinga.	Students submit a written report of research results of their local culture and present it orally before the class	Cageur, bageur, benér, pinter (healthy, generous, righteous, clever) silihasih, silihasah, silihasuh (love each other, enlighten each other and care for each other) courageous
	Students perform a simple local cultural act before the class	
	Students unearth socio-cultural values out of the local culture in a class discussion	
Closinga.	Students and teacher conduct reflection on applying the socio-cultural values in today's life and life of the future through Value Clarification Technique (VCT)	Religious
	Drawing conclusions about learning materials	
	Administering written and oral tests	
	Closing the session by praying according to each individual's religion/belief	Disciplined

Table 2: Correlation

Parameters	Variable X	Variable Y
Variable X		
Pearson correlation	1	0.606*
Sig. (2-tailed)		0.014
N	72	72
Variable Y		
Pearson correlation	0.606*	1
Sig. (2-tailed)	0.014	
N	72	72

*Correlation is significant at the 0.05 level (2-tailed)

Table 3: Model summary

Model	R	R ²	Adjusted R ²	Std. error of the estimate
1	0.606 ^a	0.367	0.014	6.312

^aPredictors: Constant, Variable X

and can be applied in everyday life of students. Teachers explore examples of the materials from the reality of life and materials developed can be used by students in the practice of everyday life, so that the materials will be appropriate and meaningful to students' lives.

Providing direct experience through inquiry activities: In some cases, the material is discovered and developed by students through direct experience and discovery activities (inquiry). Of course in this case the teacher acts as a facilitator and motivator for students. Materials discovered by the students through direct experience and inquiry will be retained longer in the cognitive structure of students because such knowledge is constructed by students little by little and is associated with their direct

experience with the object of study. In this case the teacher prepares student worksheets, so that students do inquiry activities.

Developing cooperative abilities and independence: The materials develop students' ability to work together and work independently (self-regulated). Teachers organize the material in such a way that students are able to discover and develop materials through sharing of materials and learning experiences in an atmosphere of cooperation. In a cooperative group, students share and become a peer tutor. Through peer tutoring, students share materials more openly and without any distance unlike when they interact with their teacher.

Developing the ability to reflect: The materials develop the students' ability to perform a reflection including feedback of his/her mastery of the facts, concepts, principles and procedures and reflection on their application in everyday life.

Method : Learning method used in social studies learning is the Values Clarification Technique (VCT) and value analysis (a form of culture) with contextual learning (cooperative learning, inquiry literature, group investigation, demonstrations and field study).

Media and learning resources: Media and learning resources used in social studies learning are audio visual

media packaged in power point slides containing the culture of Indonesia, drawings and films, performances complemented with the traditional performance by students as a part of their culture. Learning resources include reading materials such as reference books and internet articles and non-reading materials in the form of pictures, movies, songs, poems, societal and natural environment.

Evaluation: Evaluation includes assessment of the learning process, e.g. performance assessment in the discussion assessment of student worksheets, cultural performance, attitude and self-assessment oral and written tests.

Implementation of culture-based contextual social studies learning model:

The culture-based contextual model in learning social studies was implemented in junior high school, SMPN 1 Tanjungsari and SMPN 2 Wado, Sumedang District of Grade VII First Semester with stages: pre-teaching, whilst teaching and post-teaching. Every meeting started with the introduction which essentially contains conditioning of the student's learning readiness and a perception to encourage students to think of the material by associating it with events that exist around the students. The core learning activities were more student-centered, where the teacher was more of a mediator and facilitator. The teacher motivated students and broadened students' understanding of a variety of sources and media used. The use of learning resources and learning media lends support to the materials developed by the teacher and is in accordance with the basic/core competencies discussed in learning. The teacher and students explored the cultures around the lives of students in line with the material being discussed. During the learning process, the students were very enthusiastic. They were serious yet excited because the learning processes used such media as songs and poetry. At the closing, the teacher performed an evaluation in the form of authentic assessment that measures, monitors and assesses all aspects of learning outcomes (included in the cognitive, affective and psychomotor domain). A sample of implementing culture-based teaching model in social science subject is presented in the following Table 1.

The effect of culture-based contextual social studies learning on the social and cultural values development of junior high school students: Based on the correlation testing result of culture-based contextual social studies learning implementation variable (X) and the social and cultural values of junior high school students (Y), the following description is presented in Table 2. From the

above correlation table, it can be seen that Pearson Product Moment correlation $r = 0.606$ and P-value (Sig.) = 0.001. It is because p-value (Sig.) = 0.014 is lower than $\alpha = 0.05$, so that it can be stated that significant linear correlation is 0.606 between culture-based contextual social studies learning implementation and the socio-cultural values of Junior High School students development. If it is interpreted by using Guilford's Empirical Rule, the closeness of correlation is included as average category. Based on regression testing, the following results

Gained: Value R^2 of model summary Table 3 presents that 36.7% of variance "Y variable" can be explained by the change in 'X' variable. Therefore, there is a positive, significant effect of culture-based contextual social studies learning implementation on the socio-cultural values of Junior High School students development. The significance of effect is 36.7%, the rest of 63.3% is influenced by other factors that are not examined in this study. Empirically, the study findings reveal that culture-based contextual social studies learning implementation has a positive and significant effect on social and cultural values development of the students. This significance of such effect is 36.7%. The following are the specific findings. First, learning success does not only depend on the ability of teachers to cultivate student competencies and optimally organize teaching materials, it is also influenced and supported by the presence of appropriate approaches, methods or learning model that corresponds to the material presented. Choice of the method is closely related to the selection of the most efficient learning strategies that are effective in providing a learning experience necessary to establish the basic competencies. The culture-based contextual social studies learning focuses on the strategy of creating a learning environment and designing learning experiences that integrate culture as part of the learning process. This type of learning model is based on the belief that culture must be developed and preserved, for it is part of the fundamental component of education and development of knowledge and character (Sardjiyo and Pannen, 2005). In culture-based contextual social studies learning, the materials developed from core/basic competencies concern: linkage to the values of life; linkage to the environmental context in which the students reside; applicability in the lives of students; providing direct experience through inquiry activities; developing cooperative abilities and independence; and developing the ability to reflect (Komalasari, 2012). Second, culture-based learning process allows students to be able to create meaning, through the boundaries of imagination and creativity to achieve a deep understanding of the learning

material. The application of the model in social studies is deemed apt because the learning process in this particular subject holistically implement three strategies of culture-based teaching: learning about culture, learning with culture and learning through culture (Goldberg, 2000; Komalasari and Maftuh, 2014). Explanation of the implementation of each strategy is described as follows:

Learning about culture: Social studies education is concerned with cultural diversity. Through learning social science students are expected to have knowledge of the culture and characteristics of diverse cultures in the archipelago and be able to cope with the cultural diversity in the global era for the development of the nation of Indonesia.

Learning with culture: In social studies, culture is treated as a means or method to study the Indonesian culture. Students take advantage of various embodiments of cultures as a medium of learning and explore the values of local wisdom that are rich with social and cultural values to be developed and implemented in accordance with the context of today's life and future.

Learning through culture: Learning social studies provides the opportunity for students to demonstrate achievement of understanding or meaning of culture through a variety of cultural manifestation. Third, the culture-based learning in teaching social studies in fostering social and cultural values of students is applied through the integration of contextual learning with value education. Among the contextual learning strategies used to convey the materials includes cooperative learning and project-based learning. Cooperative learning is a learning strategy that organizes learning using small learning groups where students work together to achieve the learning objectives (Komalasari, 2010). Meanwhile, project-based learning is a learning approach tailored to allow students to investigate authentic problems including internalizing materials and other meaningful activities. Such an approach allows students to work independently in constructing learning and culminating it in real products (Komalasari, 2010). Value learning strategy used is values clarification approach, i.e. one of the six strategies proposed by Superka (1973). Values clarification approach gives emphasis on efforts to assist students in assessing their own feelings and actions and to increase their awareness of their own values (Komalasari *et al.*, 2014; Saripudin and Komalasari, 2015)

Fourth, the design of learning resources, media and evaluation developed by the teacher support the learning strategies and learning materials. In this regard, the

teacher designed learning resources and media in the form of reading materials and resources including textbooks, power point materials, student worksheet, folktales; non-reading materials and resources including drawings, photographs, films, recording, community and its culture. The kind of evaluation employed is authentic assessment which is hoped to reveal the potential of students in a full, comprehensive and sustainable manner. The authentic assessment provides an opportunity for students to demonstrate what they have learned from the learning process. In other words, authentic assessment monitors and measures the ability of students in the various likelihood of solving the problems encountered in the real-life situations. In a process of learning, authentic assessment measures, monitors and assesses all aspects of learning outcomes (included in the cognitive, affective and psychomotor domain), either in the form of end results of a learning process, change and development of student activities or the acquisition of learning in and outside of the classroom (Johnson, 2002).

Fifth, the culture-based contextual social studies learning is evidently able to explore, develop, preserve and apply the values of local wisdom in the context of local cultures. Local wisdom contains character values of Indonesian people. For example, a view of life in West Java reads; cageur, bageur, bener, pinter, singer, maherturmoher, cageur, bageur, beneris the core culture for people who want to live a peaceful, serene and safe life. Pinter, singer and moherembody the culture of basic science and technology to achieve a competitive and cooperative independence in an effort to achieve a better standard of living. Moherdenotes beauty and excitement in the realm of artistic life in meaningfulness and togetherness (Adimihardja, 2006). Besides, in the cooperation process we are cognizant of "sabilulungan" (cooperation) and in "silihasih, silihasah, dansilihasuh" (mutual compassion, mutual learning and mutual caring) (Saripudin *et al.*, 2014; Komalasari, 2010).

The culture-based learning model is also able to foster values of Indonesian nationalism, for the pride of the Indonesian nation that has a wealth of culture (in the form of ideas, behavior and objects) will be alleviated. The cultural property should be preserved, developed, whereas cultural values should be applied in everyday life in the present context of global era. Sixth, in culture-based contextual social studies learning, students are assigned to analyze the cultures around them. They analyze the values of life and life experiences around them. They are also given the opportunity to think critically about the existing problems in the neighborhood and apply the lessons in family, school, community and country life. Value analysis of the learning model under study was

conducted in study groups, resulting in exchanging ideas and mutual respect for other students' talents, abilities and contributions to the group. The culture-based learning model encourages interactive communication between students and teachers and between students and students. Assessment is done to the learning process, (the activity in the process of discussion and completion of tasks) and learning outcomes (daily tests and tasks).

CONCLUSION

The culture-based contextual social studies learning was realized by making a lesson plan, developing materials, choosing the appropriate method, source and medium of learning and designing assessment. Culture-based contextual social science learning was implemented in the following stages: introduction and brainstorming of materials of Indonesian culture; a simple research study on students' local culture; written report of research studies and oral presentation; local cultural performance before the class; and clarification and reflection of socio-cultural values. The socio-cultural values that are developed in this culture-based social studies learning comprise *cageur* (well-being), *bageur* (generosity), *bener* (righteousness), *pinter* (cleverness), *silihasih* (mutual compassion), *silihasah* (mutual learning), *silihasuh* (mutual care), religiosity, discipline and courage. Culture-based contextual social studies learning implementation has a positive and significant effect on socio-cultural values development of the students. The significance of such effect is 36.7%.

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