Development of Discovery Learning Model Based on Cultural Value to Improve Student Patriotism

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Abstract. This study aim is know the influence of Discovery Learning model based culture-value for grade 5 students to improve students' patriotism. This is a developmental research which is based on Borg and Gall. The product is the Cultural Value-based Discovery Learning learning model which contains learning tools, namely lesson plans, student worksheets and evaluations. The test subjects were expert subjects, namely product development material experts as well as the subject of fifth grade students at SD Slarang 4 as potential product users. Student subjects were determined on a limited test which was carried out by random sampling consisting 6 students, 2 students for operational field trials, 2 experimental classes and 2 control classes. The data was collected by using a questionnaire. This questionnaire is used to assess learning tools developed in terms of content, language and syntax. The questionnaire is also used to find out students' response after using the developed learning model. In addition, a questionnaire is also used to determine the students' patriotism after implementing the learning product development. The results showed that the cultural value-based Discovery Learning development could improve the value of the attitude of patriotism.

Keywords: Discovery Learning, Cultural Value, Students' Patriotism, Elementary School

1. Introduction

The presence of technology causes the millennial generation to abandon cultural and religious values; with technology, the values that are instilled in a child will also vanish as the millennial generation moves on. Youth and children rarely preserve traditional Indonesian culture, and they rarely gain a deeper understanding of local cultural values. The millennial generation's decline in cultural values is an impact that requires attention in addition to character education [1].

The impact of technological developments has also resulted in the fading of the sense of nationalism or love for the motherland by the community, especially among adolescents and the younger generation. This is indicated by the symptoms that appear in the daily lives of young people today. For example, how many teenagers dress up according to western culture. The language patterns used in part experience a shift. Adolescents who want to preserve a good national culture have experienced a decline [2].

Titus and Smith quoted from Knight consider that the issue of morality is a central issue today. Society has created unpredictable technological advances, but has not made significant progress, even not at all in advancing moral and ethical concepts [3]. Education is aimed at building new generation that is better than the previous generation. Education is expected to develop the quality of the nation's young generation in various aspects that can minimize and reduce the causes of various cultural problems and the nation's character. In the current era, the character of Indonesian culture has begun to fade from among the nation's children as well as the love for the country [4].

Schools are at the forefront of implementing national education goals. Principals and teachers have the responsibility to contribute in developing character education in the school environment. Schools also play a role in increasing moral values and preparing students to achieve competency values or attitudes [2]. In addition, the preservation of cultural values is also a role that is carried out.

Bloom, B quoted from Sudjana divides the types of learning outcomes into three, one of which is the affective domain, which is related to attitudes and values [5]. The success of learning in the cognitive and psychomotor domains is largely determined by the affective conditions of students. Students who have an interest in learning and a positive attitude towards the lesson will feel happy learning these subjects so that they will be able to achieve optimal learning outcomes.

The achievement of good character building and patriotism by upholding local cultural values for the younger generation can be started from the realm of learning [4]. Efforts can be made to increase the effectiveness of the learning process along with the development of a positive culture[6]. Primary school is the basis for character development at the formal education level, therefore it is very necessary to develop an effective character education model while still embedding cultural values in it.

The results of preliminary observations at SD Negeri Slarang 04 grade IV show that the learning methods used in the learning process are still mostly lecture methods so that students do not get their knowledge maximally. Completeness of new learning reached 43%. The teacher only prioritizes understanding the concept. Most of the learning process has not yet seen the embedding of character education, both in writing as seen in the lesson plans and during the observation of classroom learning.

The learning process is expected to include character education, especially to instill patriotism and embed local cultural values. The development of learning models that are attractive and can improve the character education of students by embedding cultural values and nationalism is needed in the learning process [6].

The discovery learning model is one option for an appropriate learning model. While the treatment group was taught using a module based on discovery learning, the control group was taught using a standard school module. According to the study's findings, using module-based discovery learning in the learning process is effective for increasing generic science skills [7]. Hanafiah (2009: 77) states that: "The discovery learning method is a series of learning activities that maximally involves all students' abilities to seek and investigate systematically, critically, and logically so that students can find their own knowledge, attitudes, and skills. as a form of behavior change ".

This study aims to (1) describe the initial conditions of learning with the theme of the beauty of diversity in my country in grade V SD Negeri Slarang 04 Cilacap; (2) planning the development of a discovery learning model based on cultural values in an effort to improve
the character of students' patriotismin class V SD Negeri Slarang 04 Cilacap; (3) Describe the response of students to the implementation of learning by developing a discovery learning

model based on cultural values in an effort to improve the attitude of love for the homeland in class V SD Negeri Slarang 04 Cilacap; (4)Knowing the advantages and disadvantages of developing a cultural value-based discovery learning model in an effort to improve the attitude of patriotism in class V SD Negeri Slarang 04 Cilacap.; (50 To determine the effectiveness of using discovery learning model development based on cultural values in to improve students' patriotismin class V SD Negeri Slarang 04 Cilacap.

2. Method

The research method that researchers use is Research and Development (R&D). Sugiyono, explains that Research and Development (R&D) aims to produce a product and test the product's effectiveness [8]. The product developed in this study is a cultural value-based discovery learning method. After being developed, learning devices are tested for their effectiveness in improving character education. This study uses the development model of Borg & Gall which consists of 10 steps, which are described in Figure 1.
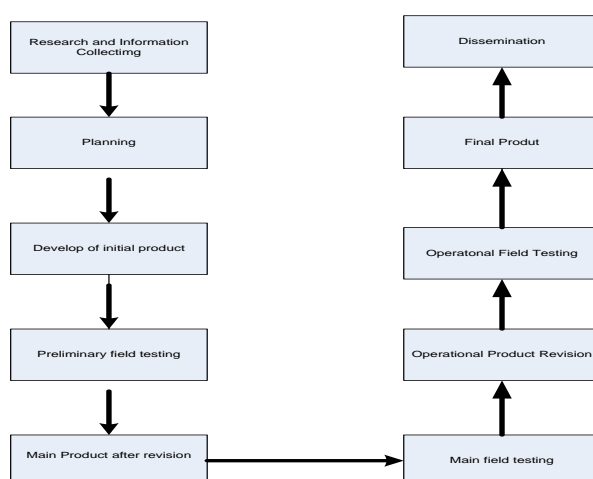


Figure 1. Borg and Gall Development Procedure

The subject of the researcher's developmental research was fourth-grade students from SD Negeri Slarang 04, a class of 34 students.

In this development research, questionnaires, observations, and tests were used to collect data. Lesson Plan assessment, Worksheet, and evaluation questionnaires were used, as well as a patriotism questionnaire, student response questionnaires, and learning activity implementation questionnaires. In 4th grade SD Negeri Slarang 04, observation is used to observe learning activities during the learning process using the discovery learning model based on cultural values.

The data were analyzed using qualitative and quantitative statistic. The qualitative data in this study are in the forms of interviews, observations and the results of product validation from experts in the form of comments and suggestions. The quantitative data were in the form of product validation, teacher responses, student responses, and students' post-test scores.

3. Result and Discussion

The results of Lesson Plan validation by 2 (two) validators are also presented in graphic form in Figure 1 below:
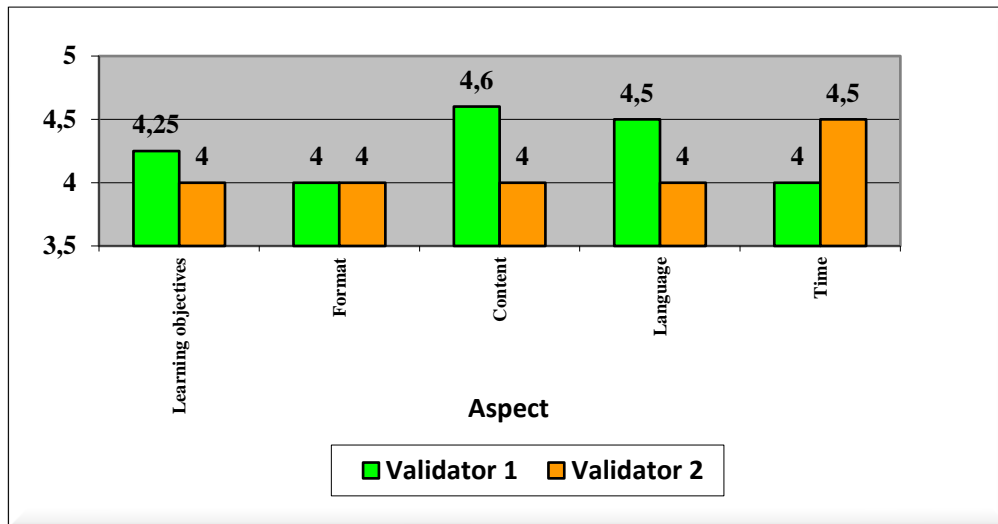
Figure 1 The Results of Material Expert Validation

It can be seen from Figure 1 that the results of the material expert's validation have the highest average value in the content, and for other aspects it is in the "very good" category and "two aspects for learning purposes and the format in the format category is in the" good "category. So that the results of this data indicate that the design of the Lesson Plan 1 has met the criteria for feasible and valid.

Apart from the expert basics, product validation for this learning model was also carried out by the classroom teacher. There are two classroom teachers who assist in conducting validation assessments with the aim of obtaining assessment and feedback on the Lesson Plan 1 developed. There were 2 validator who served as a classroom teacher. The validation results can be seen in Figure 2.
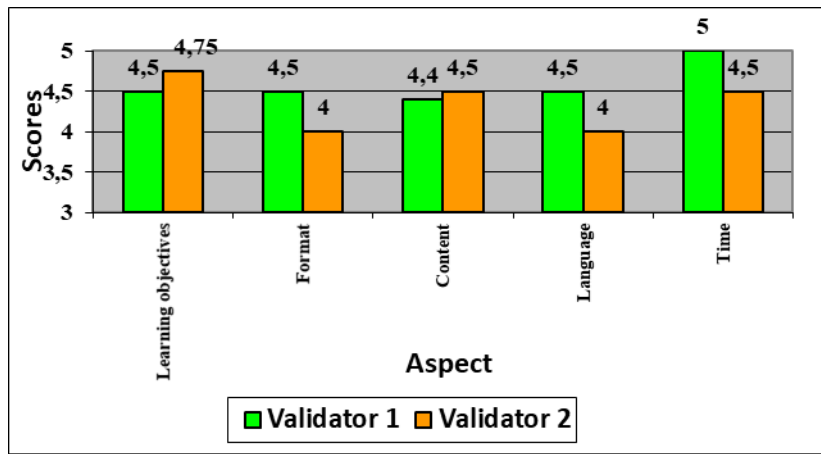
Figure 2 The Results of Class Teacher Validation

Figure 2 can be explained that the results of the class teacher validation have the highest average score in time management, and for the lowest aspect is the format. The writing format needs to be edited again to make it fit and tidier. The other aspects are already in the "very good" category. So that the results of this data indicate that the design of the Lesson Plan 1 has entered the appropriate and valid criteria.

Based on the questionnaire responses of students learning with the cultural value-based discovery learning model in the main field test, it was found that the average response of students in the aspects of learning objectives was 3.37 with the "Very Good" category, the content aspect was 3.25 with the category "Very Good", the language aspect is 3.8 in the "Very Good" category and the time aspect is 3.38 in the "Very Good" category. Students' responses to learning activities in the main field trials when presented in histograms are as follows:
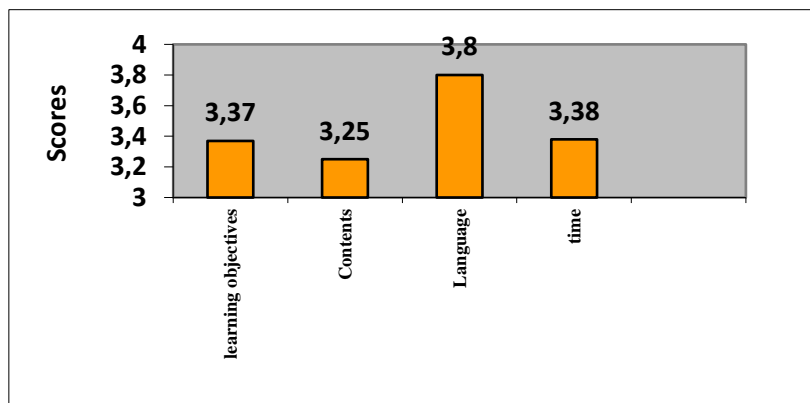
Figure 3. The Result of Student Responses

The main field trial results obtained an average of 3.36 with the interpretation criteria "very good," indicating that the learning model developed by the researcher has very good criteria to

use in learning activities. Meanwhile, the value of the patriotism is determined by the results of a questionnaire filled out after the learning is completed. The questionnaire consists of ten multiple-choice questions. Figure 3 depicts the results of the questionnaire scores in the class.
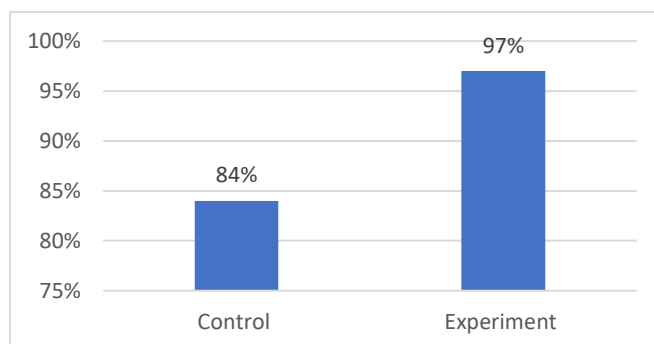
Figure 3. The score of students' patriotism

Based on data analysis and hypothesis testing, data on differences in the value of students' patriotism for the control and experimental groups were obtained. The data used is the percentage value for either the control or experimental class's attitude value. The purpose of this study was to compare the value of the homeland love attitude of students who received treatment (experimental class) in the form of learning using the discovery learning model based on cultural values to students in the control class who used the 2013 curriculum book with conventional learning using lectures and discussions.

The data analysis used was the Multivariate (Manova) test. Before the Manova test was carried out, the prerequisite test was conducted first in the form of a Normality Test and a Homogeneity Test. This is done considering the requirements for the Multivariate test can be done if the data analyzed is data that is normally distributed and has a homogeneous variant.

Data can pass the normality and homogeneity tests if the significance level is 5% and the probability value (sig) is greater than 0.05. If the probability value (sig) is less than 0.05, the data is said to be non-normal or non-homogeneous. The SPSS 16.0 program was used to perform a normality test on data on the value of patriotism attitudes. The output of the normality test shows that the sig value for the control class is 0.171 and the experimental class is 0.109, whose value is greater than 0.05 in both the control and experimental classes, indicating that the data is normally distributed. The findings of the homogeneity test on the importance of patriotism inThe results of the homogeneity test on the value of patriotism in the control class and experimental class are presented in Table 2.

Table 2. Test of Homogeneity

Levene Statistic	df1	df2	Sig.
.779	1	59	.381

The sig value is calculated using the results of the homogeneity test. The difference between the control and experimental groups was 0.381. Because sig. 0.381> 0.05 was used as the basis for the homogeneity test decision, it can be concluded that the data variants of the value of students' patriotism for the control and experimental classes are the same or homogeneous.

The One-Factor Anova Test was used in this study's analysis. The goal of a One Way Anova analysis is to compare the average value of the variables in all of the groups being compared. If the sig. > 0.05, the average value is the same, which is the basis for decision making in ANOVA analysis.If the value is sig. <0.05, the average value is different. The following is a table of the Anova analysis results for the control class and the experimental class.

Table 3. One Way ANOVA Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	290.314	1	290.314	16.315	.000
Within Groups	1049.882	59	17.795		
Total	1340.197	60			

Based on Table 3, it is known that the sig value. 0.000 <0.05. S,o it can be concluded that the average value of the patriotism in the control class and the experimental class is significantly different. So that the application of the Discovery learning model based on cultural values can improve the students' patriotism.

The achievement of good character building and patriotism by upholding local cultural values for the younger generation can be started from the realm of learning [4]. So, efforts can be made to increase the effectiveness of the learning process along with the development of a positive culture[6]. Besides, the success of learning in the cognitive and psychomotor domains is largely determined by the affective conditions of students. Students who have an interest in learning and a positive attitude towards the lesson will feel happy learning these subjects so that they will be able to achieve optimal learning outcomes [5].

4 Conclusion

Based on the results of research and development, it can be concluded: (1) The designed learning model has adapted with examining the curriculum for core competencies, basic competencies, and indicators for class V subjects and materials related to cultural values; (2) The results of the curriculum review are then applied to the lesson plan. The design for developing a cultural value-based discovery learning model has been considered suitable for learning; (3) The response of students after the implementation of discovery learning model based on cultural values on average is "very good" for every aspect. Thus it can be used in the learning process and facilitate students in increasing the attitude of patriotism; and (5) The learning model is very effective in increasing the students' patriotism.

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