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Module Development Studies Community-Based Local Wisdom Involving Intelligence Intrapersonal and Interpersonal Student Education History

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Abstract-This study aims to produce Indonesian community-based local wisdom study modules that involve interpersonal and intrapersonal intelligence by the curriculum requirements of the Indonesian National Qualifications Framework (KKNI), as well as knowing the effectiveness of the product modules being developed. The subject of this study was the third-semester students in the Department of History Education who took the course of Study of Indonesian Community (SMI). The model used is the Dick & Carey development model modified by the Borg and Gall development model. The research procedure includes three stages, namely: 1) problem identification, 2) problem-solving design, 3) development. The results showed that the module developed by the product was valid through several stages of revision. The results of the product assessment indicate that: 1) grammar were in very valid qualifications (86%), 2) material experts were in very valid qualifications (87%), 3) experts the presentation is in a very valid qualification (98%), the assessment of the first practitioner in the qualification is very valid (86%), the second practitioner's assessment is in a very valid qualification (88%), the assessment of the third practitioner is qualified very valid (88%), and the fourth practitioner's assessment of assessment is in a very valid qualification (90%). The average score of all practices is in a very valid qualification, which is 89.13%. The test results of the effectiveness of the product module to students show that 1) the individual phase is worth 66.6%, 2) the small group is worth 71.42%, and 3) the field trial is worth 87.5%. At the meeting of the three products, they met the effectiveness of the product with a minimum competency of classical values of 86%.

Keywords-Community Studies Module Development, Indonesia, Local Wisdom

I. INTRODUCTION

The purpose of education, in general, is to prepare for college students facing the future. Students are expected to solve and resolve problems facing life in a good way, precise, and fast for that student needs to have life skills[1]. Life skills are the skills possessed someone to boldly face the problems of life and the life of graceful without feeling depressed, then proactively and creatively seek and find a solution. There are four types of life skills, namely: (i) personal skills include the skill to know themselves and rational thinking skills, (ii) social communication skills include proficiency with empathy and cooperation skills, academic skills), and(iii) polytechnic vocational proficiency. To address the above

challenges, Universitas Negeri Medan improving the quality of its student curriculum implemented in 2013.

The Indonesian National Qualifications Framework (KKNI) developed to prepare students can communicate, the ability of critical thinking and analysis, character, ability to create and resolve a problem and have a sense of responsibility to the campus environment, and society. Therefore the learning outside the classroom should be able to improve interpersonal and intrapersonal students. Community studies learning Indonesia should be able to update the head student active in the search for, cultivate, construct and are adopting knowledge in solving a social problem in the culture and environment in the vicinity. Learning materials with the right learning approach will support the learning objectives of study community Indonesia[2].

Whether or not accomplished learning objectives are determined by many factors. In addition to the critical factor is the lecturer learning resources such as books, modules, materials and so on. Learning devices in the community study courses Indonesia used by students of history education is a book, but the book is no less elaborate and analyzing of existing Community studies in North Sumatra. The community of North Sumatra that pluralism, multicultural good to serve as learning resources and materials for research and analysis for students to understand the identity, integrity, social structure, social change, and pluralism multicultural or cultures in North Sumatra[3].

By having a good learning device such as books, modules, media, and others, the learning process will run with useful, engaging and meaningful learning objectives so that it will be easily achieved. The available books used by students and professors more impersonal material or more are generalizations to Indonesian so that when analyzed the contents of the book there is less material support against the demands of KKNI 2013, so the need for revision against the contents of the book Study of Indonesia community-based local wisdom.

Based on the above issues, it is in the learning community's study of Indonesia is very important to do the repairs so that the contents of the book by the demands of KKNI-13 with six tasks, among others: students perform critical journals, books, mini-research

project coupled with daily tasks. One solution is, it needs to be developed learning materials in the form of module-based local wisdom to be used in the process of teaching and learning in a community study courses Indonesia creative, practical and relevant learning is held[4]. Through the development of the module, students will understand concepts that they learn through hands-on experience, as well as assist them in completing the task six KKN curriculum.

It is intended to give the dish a community study material Indonesia more attractive so that learning becomes meaningful. Besides, it can also improve the quality of the learning process, and the learning goals have formulated. This research was conducted with the aim of first generate the module community studies of Indonesia that have been developed based on local indigenous knowledge which meets the criteria in learning. Both describe the effectiveness of Study of Indonesia Community Studies module base on local wisdom involving intelligence sometimes intrapersonal and interpersonal. The third describes the results of a study of college students who use the module development studies community-based local wisdom Indonesia involving intelligence sometimes intrapersonal and interpersonal[4].

Research education development is the process used to develop and validate product education[5]. The steps of this process is usually referred to as the R&D cycle, which consists of studying the research findings relating to the product to be developed, developing products based on these findings, the field testing in settings where it will be used eventually, and refine them to correct the shortcomings found in the field test. These research development ten stages as follows: (1) needs analysis (2) identify goals, at an early stage, researchers need to do a needs analysis to determine the purpose of the program or product to be developed. It is needs analysis activities researchers to identify priority needs that need to be filled immediately[5]. Performance analysis is usually conducted to study the problem, and the root problem is done by way of interviews, observation and discussion in small groups, (2) analysis of learning, conduct analysis of learning, including skills, processes, and tasks procedure, learning to achieve learning objectives, (3) the analysis of the context, include the ability, attitude and characteristics of early learning in a learning setting, (4) formulating objectives, formulating performance objectives performance done by outlining the general objective into a more specific purpose of formulation of operational or performance goals, (5) develop instruments, develop instruments just my assessment, which is directly related to the specific purpose, (6) develop learning strategies, which are designed with regard to the product or design who wish to develop, (7) develop and select the learning materials, developing and selecting study materials, (8) designing and conducting the evaluation [8], there are three basic phases in performing the evaluation, namely: a) the trials of one to one, b) small group trials, c) field trials, namely the trial involves a subject in a larger class that involves 2 schools, (9) do the revised learning, this

revision made to the process (study), procedures, program or product associated with the previous steps, and (10) designing and conducting a summative evaluation, conducted with the aim to determine the effectiveness of the product, the program or the overall process as compared to other products[6].

II. RESEARCH METHODS

This type of research is research and development (Research and Development) that produces the product. The resulting products in the research development a module-based Indonesia society of local wisdom. The population in this research is all students who take the courses of study community Indonesia (SMI) totalled 70 students from three classes. The first class is a sample for the individual class. The second class is for small groups class. The third class is a sample for field class. The selection was based on the purposive sampling technique.

The research design used the model of development Dick & Carey[6]. Where the model is composed of 10 (ten) steps or stages namely requirements analysis and general purpose, conduct analysis, analyzing learning attitude and characteristics of early learners, formulate specific goals, assessment instruments develop learning strategies, developing and selecting study materials, design and conduct formative evaluation, conducted a revision of learning, designing and conducting a summative evaluation.

However, these studies are performed on a little modification in the procedure adapted to the development of the Borg and Gall. Research development into three stages, namely: (i) the identification of problems, (ii) the design of problems, and (iii) development. Researchers are trying to adapt the model development procedure with Dick & Carey development Borg and Gall[7].

Data collection techniques on research done with the test of measure aspects of the cognitive realm/student. Tests used in the form of multiple choice tests with the number of rounds reserved 10 reserved, and techniques for the assessment test or a non-student assessment of students is done by spreading the now, observation, interviews, and review of the document. The technique of data analysis in research is differentiated into two kinds, namely: (i) the validity of a study module data analysis community Indonesia and (ii) data analysis of student learning outcomes[8].

The validity of data analysis module, used to answer the question "what is the study of society Indonesia module developed by the local wisdom? The assessment criteria for each descriptor validation question form sheet is as follows: 1=very good/less strongly disagree, 2=less good/less agree, 3=both/agree, score 4=very good/very agree. Then the score obtained is analyzed with a percentage score by either using the formula[8]:

$$\text{Percentage Score} = \frac{\text{The amount of the obtained score}}{\text{The number of overall scores}} \times 100\%$$

The classification numbers in the form of percent further interpreted by the qualitative nature of the sentences listed in the table below[8].

TABLE I. THE PERCENTAGE ASSESSMENT MODULE

The Level of Achievement	The Level of Validity
85,01% - 100%	Very valid, or it can be used without revision
70,01% - 85%	Sufficient valid, or can used however small needs to be revised
50,01% - 70,0%	Less valid, it is recommended not to be used because of the large needs to be revised
01,00% -50,00%	Invalid, or cannot be used

Data analysis the results of the study was used to answer the question: how effective the development of Indonesia-based community studies module local wisdom that has been developed against the learning outcomes of students. The score obtained by students through the learning results of tests used to determine the success of the individual and the success of classical students. The formula determines individual success or the success of students:

$$KB = T1 \times 100\%$$

As the standard of success is learning to use the benchmark set by DIKTI education in the curriculum of students, KKNi is said to complete his studies if more than 70% of students have completed learning. To know the success of classical learning to use the formula[8]:

$$PKK = \frac{\text{The number of students who complete}}{\text{The number of overall students}} \times 100\%$$

III. RESULT AND DISCUSSION

The stage of the collection of information and observations about the problems related to a class, book SMI (Indonesia society study) information obtained by way of an interview some professors who teach and students who take courses in the Department of education of SMI history, and then make a report to researchers analyzed the needs analysis based on data taken from observations in class against the suitability of the curriculum demands of 2013 with a book that is used. Then analyze each subject by way of identifying the main subject taught, collect and choose relevantly and reconstitute systematically. Then analyze educators, learners and the character of formulating objectives.

The second stage of designing a) developed the instrument for assessment to students who worked at the time had finished studying the module. Developed cognitive domain and psychomotor and affective attitude or students are also assessed include c4, c5, c6. This module is used for three times. Each meeting is given a task in the form of discussion groups or independent, and deliver value in the form of pre-test and post-test. b) developing learning strategies, c) claims that it is developing learning materials and choose modules[9].

The third phase of the deployment, the module already designed validated beforehand by a team of experts, later declared valid team of experts subsequently validated by the practitioner. All the validators provide by way of giving the score value at any granule aspects of assessment instruments. Activity phase starting from the validation consists of (a) appropriateness of language, (b) the appropriateness of the material, and (c) the appropriateness of the presentation, the expert analysis results against the modules[9].

The following product test and analysis of practitioners aiming to find out the effectiveness of Indonesia Society study module products. The implementation of product test done on systemized starting from the individual trials, a small group of test and field trials. Here will be in the mentioned above the results of every test and analysis of the research.

TABLE II. THE RESULTS OF THE ANALYSIS OF THE GRAMMARIAN

No	Indicator	Descriptor	Meeting		
			I	II	III
1	Accuracy	The accuracy of sentence structure	2	3	3
		The effectiveness of the sentence	3	3	4
2	Clarity of Information	Understanding the message	3	3	3
		Grammatical accuracy	2	3	3
3	Compliance with the rules of language Indonesia is right and true	The accuracy of the spelling	2	2	3
4	The suitability of development of students	The conformance level of the intellectual development of students	3	3	4
		Social emotional development level compliance	3	3	4
		The amount of Score	18	20	24
		Percentage	64%	71%	86%

Based on the results of the assessment of grammar experts at the first meeting the obtained number of percentage of 64%, and is less valid qualifications, this means on the linguistic areas still need to be improved. At the second meeting on the get score 20 with a percentage of 71% or be in qualifying is quite valid, but there are still some things to be fixed, and at the third meeting of the percentage of 86% with a score of 24 and is in a very valid qualification means the module does not need to be revised again.

TABLE III. THE RESULTS OF THE EXPERT ANALYSIS OF THE MATERIAL

No	Indicator	Descriptor	Meeting		
			I	II	III
1	The suitability of the material	The completeness of the material	2	3	3
		The extent of the material	3	3	3
		The depth of the material	2	3	3
2	The Accuracy Of The Material	The accuracy of concept	2	3	4
		The accuracy of the term	3	4	4
3	The immediacy of the material	The suitability of the scientific material	3	3	4
		Pictures and illustrations	3	3	3
		Immediacy	2	3	3
4	Material charge local wisdom	The completeness of the material, local wisdom	3	3	4
		The extent of material based on local culture	2	3	4
		The depth of material based on local culture	2	3	3
		Amount	27	34	38
		Percentage	61,36%	77,27%	86,36%

Based on the table above, it can be noted that at the first validation get the number of the score as many as 27 with a percentage of 61.36%, i.e. are in less valid qualifications so that the contents of the material from the module needs to be improved and developed or the revised. On the second encounter percentage of 77.27%, i.e. be in qualifying is quite valid, and at the confluence of the third score with 38 percentage around 86.36% are in a very valid qualification and does not need to be revised again.

TABLE IV. EXPERT PRESENTATION OF ANALYSIS RESULTS

No	Indicator	Descriptor	Meeting		
			I	II	III
1	Presentation techniques	Systematic consistency of presentation	3	3	4
		The order of Presentation	3	4	4
2	Supporters representation	Introduction	3	3	4
		Introductory Chapter	3	3	4
		Summary	3	3	4
		Bibliography	3	3	3
3	Soft skill	Interpersonal	3	3	4
		Intrapersonal	3	4	4
		Encourage critical thinking, creative, and innovative	3	4	4
4	Coherence and order flow of thought	Linkages between chapters, subchapter and paragraph	3	3	4
		Wholeness and alignment of meaning in chapter	3	3	4
		The amount of score	33	36	43
		Percentage	75%	82%	98%

From the table above it can be known that score validation expert in field rendering on a module that was

developed in the first meeting with the percentage 75% means are in qualifying is quite valid, but there are still some things that need to be fixed. Next on the second meeting obtained score as many as 36 percents with 82% which means it is still quite valid and qualifying on the third meeting of the percentage rise in value 98% are in a very valid qualification so that it no longer was revised.

IV. CONCLUSION

The results of this research are the development of local wisdom-based SMI modules valid for use by students because it was through the assessment and validation of several experts and practitioners. This conclusion is drawn based on the results of the analysis of the experts and practitioners that consists of a grammarian are at a very valid qualification (86%), the content of the material is on the very valid qualifications (88%), and the serving is on validation (89%).

The module is developed for the effective use of student learning outcomes, as can be seen from the results of the analysis of the effectiveness of the module based on the trial product with three stages that is one to one small group and field trials. Trial results in phase one to one score of 66.6%, on a small stage group, acquired 71, 42%, the stage of field trials involving class A and B Regular 2017 percentage of 87.5%. It means that the effectiveness indicator has been fulfilled.

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