

## Efforts to Improve Local Wisdom Culture and History Learning Outcomes with Problem Based Learning Methods in Senior High School

Joko Purwanto

SMA Negeri 6 Metro, Indonesia

e-mail korespondensi: jokopurwantompd@gmail.com

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### Abstrak

Tujuan penelitian ini adalah untuk mendeskripsikan budaya kearifan lokal dalam pembelajaran sejarah dengan metode *Problem Based Learning* pada peserta didik. Metode penelitian yang digunakan: observasi, dokumentasi, dan wawancara. Teknik analisis data menggunakan reduksi data, analisis data, dan penarikan kesimpulan. Hasil penelitian yang diharapkan dalam penelitian ini adalah meningkatkan budaya kearifan lokal peserta didik kelas X IPA 4 dalam pembelajaran sejarah dengan metode *Problem Based Learning* dengan hasil sebagai berikut: Prasiklus terdapat peningkatan sebesar 72,8%. Siklus I pada pertemuan pertama dan kedua terdapat peningkatan sebesar 90,8%. Siklus II pada pertemuan pertama dan kedua terdapat peningkatan sebesar 106,4%. Siklus III pada pertemuan pertama dan kedua terdapat peningkatan sebesar 108,4%. Hasil belajar sejarah dari prasiklus, siklus I, siklus II, dan siklus III selalu meningkat secara signifikan. Ketuntasan hasil belajar prasiklus 13,33%, siklus I meningkat menjadi 53,33%, siklus II meningkat menjadi 73,33%, dan siklus III menjadi 96,66%. Kesimpulan dalam penelitian ini metode *Problem Based Learning* dapat meningkatkan budaya kearifan lokal peserta didik X IPA 4 SMA N 6 Metro.

**Kata Kunci:** Budaya Kearifan Lokal, PBL, Pembelajaran Sejarah.

### Abstract

*The purpose of this study was to describe the culture local wisdom of the value of the history learning education using the Problem Based learning method in students. The research method use: observastion, documentation, and interviews. Data analisys techniques used data reduction, data analisys, and drowing conclusions using the expected research results in this study describe the culture local wisdom the main of X IPA 4 students in this history learning using the Problem Based Learning method with the following results. Before cycle was an increase 72,8%. Cycle I at the first meeting and the second meeting there was an increase 90,8%. Cycle II at the first meeting and second meeting there was an increase 106,4%. Cycle III at the first meeting and second meeting was an increase 108,4%. Completeness studies before cycle there was an 13,33%, Cycle I there was an 53,33%, Cycle II there was an increase 73,33%. Cycle III there was an increase 96,66%. The conclusion in this study that Problem Based Learning method can increase culture local wisdom of the class X IPA 4 SMAN 6 Metro students.*

**Keywords:** Culture Local Wisdom, PBL, Historical Learning.

### INTRODUCTION

History learning is directed according to its main objectives, namely love for the homeland and the spirit of nationalism. PBL is a set of teaching models that use problems as a focus to develop problem-solving skills, materials, and self-

regulation. Looking at the facts of history learning, it is necessary to emphasize efforts to develop critical thinking skills in history learning through the Problem Based Learning method (getting used to learning to solve information sources)

(Eggen, 2012; Sirait et al., 2021; Suparman et al., 2021).

Learning history with the Problem Based Learning method is meant to make learning comfortable and fun for students to begin to understand the given learning topic. In this regard, the obstacles that often arise to developing a numeracy literacy culture for students of class X IPA 4 SMAN 6 Metro include: students who do not yet fully have the mental culture of local wisdom, adequate reading culture, getting used to thinking chronologically, information is still lacking. Low level, thinking that the culture of local wisdom has not become a necessity, critical thinking still has to be nurtured, synchronous thinking (drawing conclusions not used to it) and analytical thinking (historical issues analysis) still finds it difficult to implement both in schools and in the community (Setiawan et al., 2021).

In connection with this: (1) teaching and learning activities begin with giving problems, (2) the problems presented are related to the real life of students, (3) organize discussions around scientific disciplines, (4) are given maximum responsibility, (5) small groups are formed, and (6) students are required to demonstrate their product or work (Kuldias et al., 2013; Sartika, 2016).

Meanwhile (Saifuddin, 2018) says that (a) basic concepts by providing basic concepts, (b) defining the problem, (c) self-learning, and (d) knowledge

exchange/exchange knowledge, and assessment/assessment.

Culture can be interpreted as a way of life that develops and is owned by certain groups and is passed down from generation to generation. Culture is a comprehensive way of life that is complex, abstract, and broad. The word culture implied the words intention, creativity, and taste that produce the culture of a society.

According to (Sardiman, 2007, 2015) said learning through experience (learning by doing) in the form of exploration and manipulation will make something learned to be remembered for a long time (long-term memory).

The internalization process is a process to make an attitude a part of one's personality. In an effort to socialize the attitude of nationalism, the teaching and learning strategy of history education is carried out through the introduction and understanding stage, the acceptance stage, and the integration stage.

Referring to this definition, identity and personality must be adjusted to the live view of the surrounding community so that there is no shift in values. Local wisdom is a means of cultivating culture and defending oneself from foreign cultures that are not good. In this regard, (Pratiwi et al., 2021) said that various strategies were carried out by the local community to maintain their culture.

Meanwhile (Dinda et al., 2019) said that local wisdom is defined as a view of life and knowledge as well as a life strategy in the form of activities carried out by local communities in meeting their needs. Moving on from this opinion, local wisdom means that local wisdom is a custom or habit that has been a tradition of a group of people carried out from generation to generation until it is still maintained by certain customary law communities and certain communities.

Furthermore, according to local wisdom (Suharso, 2017) says that cement binds in the form of an existing culture so that it is based on existence. Local wisdom as a culture created by local actors through an iterative process, through internalization and interpretation of religious and cultural teachings that are socialized in the form of norms and used as guidelines in everyday life for the community.

In connection with this, (Anjar Mukti Wibowo, 1990) said that local wisdom is expressed in the form of advice, proverbs, rhymes, poetry, folklore (oral stories), and so on. The rules of principles, norms, and social rules, morals become a social system in everyday behavior. Both opinions give the meaning that local wisdom lives and develops in the community which has become a hereditary tradition that is passed down from generation to generation. Based on this opinion, local wisdom developed in

schools, especially SMAN 6 Metro is cooperation, regional culture/regional dance arts, Koran in the early hours of learning, use of the environment as a learning resource, and morning greetings at the school gate.

## **METHODS**

This research was conducted at SMAN 6 Metro in class X IPA 4, from July to September 2018. The subjects of Classroom Action Research were students in class X IPA 4 in the odd semester of SMAN 6 Metro for the 2018/2019 academic year.

In collecting data, two techniques were used, namely test techniques and non-test techniques. The test technique is used to see the success of learning history while the non-test is used to assist in collecting data in the field. Data collection techniques consist of observation, documentation, and interviews. Data processing techniques are carried out in every situation or event activity related to the research activities carried out. The data processing technique used in this study was using observation sheets, field notes, and documentation.

Procedure The research in the process of learning Indonesian history is carried out in cycles, each cycle consisting of planning, implementing actions, observing, evaluating, and reflecting with the time used in 2 meetings (2x45

minutes) each cycle. The research flow according to (Miles & Huberman., 2007; Sugiyono, 2015; Suharsimi, 1993) consists of: (1) Planning phase (planning), (2) Acting phase, (3) Observation phase, and (4) the stage of reflection (reflecting).

## RESULTS AND DISCUSSION

### Cycle I

Based on the results of the first cycle, the implementation of the action was carried out according to the schedule, namely, on Thursday 20.27 July 2018, and 3 August 2018 at 5-6 hours (10.30-12.00) centered on history learning activities for class X IPA 4 odd semester SMAN 6 Metro 2018/2019 academic year. From the implementation of the action, the results of the implementation of the Problem Based Learning method in improving the local wisdom culture of students in class X IPA 4 SMAN 6 Metro were as follows: (1) the indicator of greeting greetings at the school gate in the pre-cycle got a score of 61, in the first cycle it became 91, there was an increase of 30%, (2) love of local culture/wisdom in the pre-cycle got a score of 76, in the first cycle it became 91, increased by 15%, (3) the pleasure of the culture/local wisdom pre-cycle got a score of 84, in the first cycle became 93, increased by 9%, (4) the desire to always work together in pre-cycle got a score of 68, in the first cycle it became 90, increased by 12%, and (5) the follow-up from Lampung to start pre-cycle learning

got a score of 75, in the first cycle I to 80, an increase of 5%. The overall average increase amount is 73%. While the average percentage increase in the pre-cycle was 72.8 with the predicate Enough (C), while in the first cycle it got 90.8 with the predicate Good (B).

Table 1. Description of History Learning Outcomes

No	Measured	Cycle		Increase
		Precycle	Cycle I	
1	Average	64,24	75,75	11,51
2	Highest Rated	80	90	10
3	Lowest Value	40	60	20
4	Completed	4	16	12
5	Unfinished	30	18	-
6	Total score	2120	2500	380
7	Lots of data	34	34	

From the table data, it is known that: (1) the average pre-cycle score got 64.24, the first cycle became 75.75 increased by 11.51, the highest pre-cycle score got 80, the first cycle became 90, increased by 10, (3) the lowest score in the pre-cycle got 40, the first cycle became 60, increased by 20, (4) completed learning in the pre-cycle 4 (11.76%), in the first cycle it became 16 people or (47.05%), (5) did not complete the pre-cycle of 30 people (88.23%), in the first cycle decreased to 18 people (52.94%), (6) The total pre-cycle score got 2120, the first cycle became 2500, increased by 380.

### Cycle II

In the second cycle, the implementation of the action was carried out according to the schedule, namely on Thursday 10,24,

and 31 August 2018 at 5-6 hours (10.30-12.00) centered on history learning activities for class X IPA 4 odd semester of SMA Negeri 6 Metro in the academic year. 2018/2019. From the implementation of the actions obtained by the implementation of the PBL method in improving the literacy culture of students in class X IPA 4 SMAN 6 Metro as follows: (1) the indicator of greeting greetings at school gates in the first cycle scored 91, in the second cycle, it became 105, an increase of 14%, (2) efforts to love local culture/wisdom in the first cycle got a score of 91, in the second cycle it became 106, an increase of 15%, (3) the pleasure of the culture of local wisdom in the first cycle got a score of 93, in the second cycle it became 113, increased by 20%, (4) the desire to always work together in the first cycle scored 90, in the second cycle it became 104, increased by 14%, and (5) the follow-up from Lampung reciting the first cycle scored 80, in the second cycle it became 104, an increase of 24%. The overall average increase amount is 87%. Meanwhile, the average percentage increase in the first cycle reached 90.8 with a good predicate (B), while in the second cycle it increased to 108.4 with a very good predicate (SB).

Table 2. Description of History Learning Outcomes

No	Measured	Cycle		Increase
		Cycle I	Cycle II	
1	Average	75,75	78,78	3,03
2	Highest Value	90	90	-
3	Lowest Value	60	60	-
4	Completed	16	24	8

5	Unfinished	18	10	-
6	Total score	2500	2600	100
7	Lots of data	34	34	

From the table data, it is known that: (1) the average score of the first cycle is 75.75, the second cycle is 78.78, it is increased by 3.03, (2) the highest score of the first cycle is 90, and the second cycle is 90, there is stagnant, (3) the lowest score in the first cycle got 60, the second cycle became 60, stagnant occurred, (4) completed learning in the first cycle as many as 16 people (47.05%), in the second cycle it became 24 people or (70.58%), (5) the first cycle has not been completed by 18 people (52.94%), in the second cycle it decreases to 10 people (29.41%), (6) The total score in the first cycle gets 2500, the second cycle becomes 2600, an increase of 100.

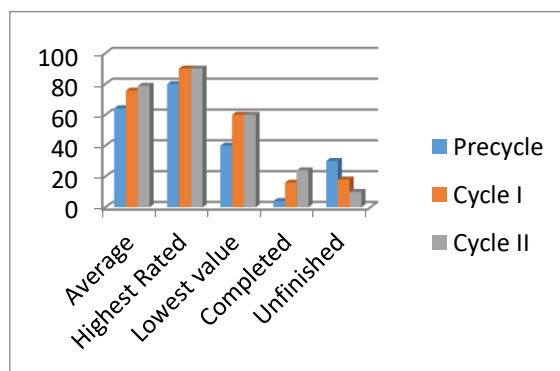


Figure 1. Improving Learning Outcomes of History X IPA 4 SMAN 6 Metro Prasiklus up to Cycle II

### Cycle III

The implementation of the actions was carried out according to the schedule, namely on Thursday 7,14, and 21 September 2018 at 5-6 hours (10.30-12.00)

centered on history learning activities for class X IPA 4 odd semester of SMAN 6 Metro for the 2018/2019 academic year. From the implementation of the action, the results of the implementation of the PBL method in improving the culture of local wisdom of students in class X IPA 4 SMAN 6 Metro were as follows: (1) the indicator of greeting habituation at the school gate in the second cycle scored 105, in the third cycle it became 109, there was an increase by 4%, (2) efforts to love the culture of local wisdom in the second cycle got a score of 106, in the third cycle it became 107, increased by 1%, (3) the pleasure of the culture of local wisdom in the second cycle got a score of 113, in the third cycle it became 118, increased by 5%, (4) the desire to always work together in the second cycle scored 104, in the third cycle it became 105, increased by 1%, and (5) the follow-up from Lampung reciting the second cycle scored 104, in the third cycle it became 103, there is a decline. The overall average increase amount is 10%. Meanwhile, the average percentage increase in the second cycle reached 106.4 with the very good predicate (SB), while in the third cycle it increased to 108.4 with the very good predicate (SB).

Table 3. Description of History Learning Outcomes

No	Measured	Cycle		Increase
		Cycle I	Cycle II	
1	Average	78,78	82,72	3,94
2	Highest Rated	90	90	-
3	Lowest Value	60	70	10
4	Completed	24	31	7

5	Unfinished	10	3	-
6	Total score	2600	2730	130
7	Lots of data	34	34	

From the table data, it is known that: (1) the average score for the second cycle is 78.78, the third cycle is 82.72, an increase of 3.94, (2) the highest score of the second cycle is 90, the third cycle is 90, there is stagnant, (3) the lowest score in the second cycle got 60, the third cycle became 70, there was an increase of 10, (4) completed learning in the second cycle as many as 24 people (70.58%), in the third cycle increased to 31 people or (91, 17%), (5) have not completed the second cycle of 10 people (29.41%), in the third cycle reduced to 3 people (8.82%), (6) The total score of the second cycle got 2600, the third cycle became 2730, increased by 130.

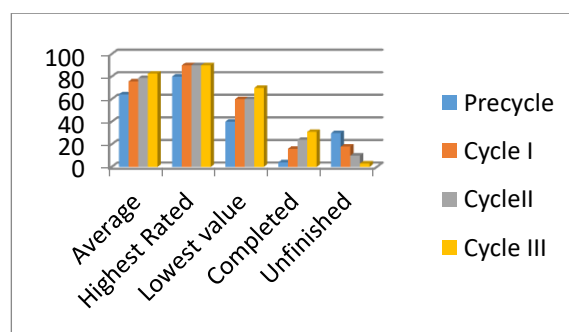


Figure 2. Improving learning outcomes for history X IPA 4 SMAN 6 Metro throughout the cycle

The success of students in improving the culture of local wisdom in schools from pre-cycle, cycle I, cycle II, and cycle III can be shown in the following graphic image:

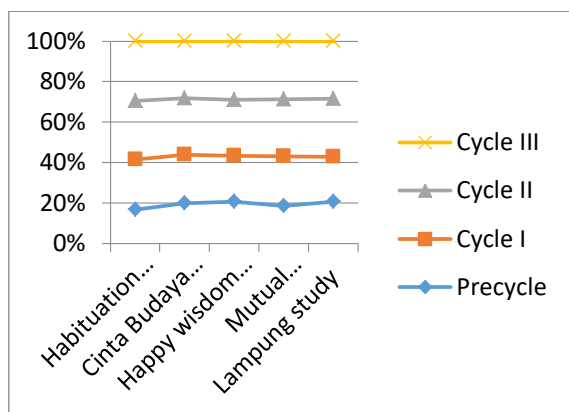


Figure 3. Graph of Entire Cycle of Improvement of Local Wisdom Culture

## CONCLUSION

Cultivating and developing a literacy culture is not easy, it requires perseverance, high patience, and familiarization with all students at the beginning of learning with a duration of 15 minutes and monitored every day. The implementation of the Problem Based Learning method was able to improve historical learning outcomes and improve the culture of local wisdom in schools. In the discussion presented, the results from pre-cycle, cycle I, cycle II, and cycle III always increased significantly. The completeness of the pre-cycle learning outcomes was 13.33%, and the first cycle increased to 53.33%. Cycle II increased to 73.33%, and cycle III to 96.66%.

## Suggestion

We recommend that in improving the culture of local wisdom in schools, it is necessary to make an established and fundamental decision so that all elements of the school community participate in the

implementation of the culture of local wisdom in schools. The synergy of all parties is needed so that the culture of local wisdom in schools remains aligned and sustainable to increase interest in reading, and improve achievement and overall learning outcomes. The habit of reading should be carried out by all educators at the beginning of learning and the availability of library services that are always on standby to serve the circulation of library visits.

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