

Local Culture as Learning Resources and Teaching Media to Build Student's Character in Kudus

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ABSTRACT

The main problem of teachers and education's practitioners is how to manage an effective learning, it means that creating condition for students to learn easily. Learning with media is solution. Object of this research are learning resources and instructional media illustration story for elementary school students in social studies concept course PGSD FKIP Muria Kudus University. The purpose of this research are to look for accurate information about the thinking comprehension to understanding of the tradition and local cultural heritage material, especially for PGSD FKIP Muria Kudus University students, as well as the implementation of instructional materials and teaching media to teach social studies for elementary school in Kudus. This research are descriptive qualitative. Collection data use technique observation, interview and documentation. The result of this research must be confirmed by expert tradition and local cultural heritage, as well as instructional media to get the validity of data. The results of this research show that the students of PGSD FKIP Muria Kudus University can understand or have deep thinking comprehension the material of tradition and local cultural heritage after they have observations. It shows that the use of teaching media tradition and cultural heritage in Kudus has well done. The process of implementation teaching media in social studies for elementary school can help the students and the teachers. By teaching illustration story media can facilitate to introduce and understand of tradition and cultural heritage as source of Indonesia local culture to be a national identity.

Keywords: Illustrated Story Media, Culture, Elementary School, Social Studies.

1 INTRODUCTION

Our nation history created by any objects of cultural heritage and local traditions that exist in Indonesia as a generous of history and historical evidence hasn't been published and good preserved. The society generally doesn't understood about value of the local traditions and cultural heritage objects in Indonesia (Abdullah, 2010: 25). Local culture are nation identity some people in some area, while the objects of cultural heritage can show representation the dynamical and development for some area at past until present. Local culture and cultural heritage objects become motivation and self-identity as a community that Indonesia culture are reach.

Now, local genus like a local culture and cultural heritage objects lost their identity by globalization. Modern style buildings, modern lifestyle communities begin to challenges to move the pattern of modern lifestyle. Modern lifestyle makes people begin to understand and forget their identity. Development is not only required to follow all of the globalization pattern, but also we can continue to strengthen what we have (Rohidi,1994: 2-6).

Local culture and cultural heritage are one of part from development value of education actually has not fully applied. Local culture and cultural heritage values must

be used as a learning resources in social studies materials, this phenomenon was supposed to encourage the process of learning social studies effectively, efficiently and fun method for students and that must be mastered by a prospective teacher.

Indonesian local culture, include the Kudus culture that can be developed in learning resources which is belonging to student's PGSD FKIP Muria Kudus University to understanding of value and historical story in Kudus. The implementation of local culture and cultural heritage as a learning resources and teaching media in elementary school doesn't optimally applied in teaching learning process of social studies, especially to build an understanding the value identity Kudus society. Some local culture in Kudus that can be developed learning resource, are: dhandhangan, kretek dance, bulusan, buka luwur, ampyang Maulud, nganten mubeng and others. Kind cultural heritage Kudus that can be developed learning resource, are: Menara Kudus, Kudus Mosques, Traditional House of Kudus, Pati Ayam Site, Museum Kretek and others. Cultural heritage material is still focused on the Kudus tourism. This is appears with the celebration and exhibition of the tradition, so just the economic side and tourism side developed of Kudus government which has not showed the historical value of the Kudus for society especially for student's in elementary school.

Social studies has been categorized as one of monotonous material. Therefore we should take advantage of local culture and cultural heritage in Kudus which reflects Kudus as having historical value that can be used as a learning resource. The lack of information, the low of environmental awareness and obscures historical values make a local culture and cultural heritage can be focused to improve social studies material. Objects of cultural heritage site can be used as a link with the past can be used as teaching media to aware of the importance of learning and appreciate the historical values implied in it.

Utilization of social studies concepts in PGSD course are one of strategies to introduce the traditions and cultural heritage objects Kudus. The material of social studies concepts associated about historical concept, anthropology, sociology, economy as well as local content. All of those concepts that will be refined to reveal the traditions and cultural heritage objects Kudus through observation by students. Observation results will be reported and discussed in the class. Next, they must be processed to applied in elementary school social studies curriculum based on the Kompetensi Inti and Kompetensi Dasar. The materials of local culture and cultural heritage that have been adapted social studies curriculum will be selected to use instructional media for use in teaching social studies in elementary school. The result of social studies concepts course represented by teaching media such as illustrated story that will help to facilitate the introduction and learning traditions and cultural heritage in Kudus for elementary school students. The interesting media for students will make the children learning easy and understand what they learned.

Applications illustrated stories as learning achievement for elementary school students in Kudus will be done in low level. Illustrated stories of tradition and cultural heritage focus of the history or culture of the Kudus. Illustrated stories are featured in the picture like comic about the process of actualization of the values which contain in it. Students determine point of view which will be highlighted in the illustrated stories. So the story will enrich the diversity of local traditions and core values of cultural heritage objects that would be familiar to elementary school students in Kudus.

One of the enforcement efforts the national identity through education. By education, the nation's cultural inheritance handed down by their ancestors can be

introduced to students. Through learning (know, see, understand, track and protect) will help the next generation preserve the nation's diverse cultural heritage. Thus, it will create and establish a sense of belonging (*handarbeni*) the students. If you really have understood what the objects of cultural heritage and local traditions, slow or fast, and stage by stage appear compassion for objects of cultural heritage and the local traditions. The form of the objects of cultural heritage that will keep them going out when the occurrence of a downgrade or destruction of the cultural heritage in the form of local culture and cultural heritage conservation bodies.

Based on the background above can be formulated as follows: (1) How about the student knowledge and understanding of local culture and cultural heritage in Kudus?, (2) How to use local culture and cultural heritage in Kudus applied in social studies concepts courses in PGSD FKIP Muria Kudus University?, (3) How is the application of learning achievement local culture and cultural heritage in Kudus to social studies learning in elementary school?

Local culture and cultural heritage in Kudus as a source of learning and student teaching media in social studies concept course PGSD FKIP Muria Kudus University became more meaningful after students learn the value and show the real conditions that a growing sense of pride, a sense of belonging and awareness to preserve it, as well as support the strengthening of the identity of the next generation in Kudus.

Creative learning of social studies try to be changed to take advantage of local local culture and cultural heritage in Kudus. Extracting data directly in the field is expected to encourage students PGSD FKIP Muria Kudus University is more effective to understand the identity and cultural historical values in Kudus. Learning through direct observation by comparing the real condition of the current cultural heritage objects and historical values of the nation struggling to give understanding and knowledge's students in order to understand the important of protecting and preserving the traditions and cultural heritage. The results of understanding of local culture and cultural heritage in Kudus objects can be utilized for future generations with an interested teaching media.

Determination of local studies in this research is based on the following considerations: (1) Kudus has many objects of cultural heritage that witnessed the struggle that contain historical value, (2) There are many traditions and cultural heritage objects that exist in Kudus that have not excavated virtuous values maximized yet as a learning resource by students PGSD FKIP Muria Kudus University. Through observations, students are expected more creative to take advantage of local culture and cultural heritage as a source of learning about the values of social studies history and development of Kudus. The study was conducted during the 4 months that begins with the initial preparation to the final report and the research time in the second semester of academic year 2014/2015 due to the process of learning social studies in accordance with the material in this semester, the social studies concept course.

2 RESEARCH METHOD

This research used a qualitative method that discusses the phenomenological study and critical analysis revealed descriptively, and it is naturalistic study that focuses on the collection of reality by describing the nature of the current state of research conducted, as well as checking of a certain symptoms naturally (William and Lexy

Moleong, 1995: 16-17). The reason of qualitative research was conducted to know the process of understanding and knowledge of PGSD FKIP Muria Kudus University students to using local culture and cultural heritage in Kudus as a source of social studies concept course and the use of student learning achievement for elementary school in social studies learning through the illustrated stories teaching media.

The source of data in this research use: (1) the informant employee-related institutions in Kudus and society in Kudus, (2) Places and events, which has local culture and cultural heritage is examined through observation of the location, (3) Documentation, which records and books on tourism related. Data collection techniques used in this research are: (1) In-depth interviews (in-depth interview) conducted more like a form of dialogue between researchers and informants conducted in a relaxed atmosphere. The interview is expected to be obtained from the data on the status of ownership, condition, and function of objects of cultural heritage and preservation of local traditions, (2) reviewing documents and archives (content analysis) about the local culture and cultural heritage in Kudus to be made the object of research, this technique is done to collect data stored in government offices and local libraries derived from documents, books, records, and inventories, (3) observation is done as role observation (participant observation), where researchers and students come to the study site to observe directly the object under study (Sutopo, 2006:76).

The technique of this research is descriptive-qualitative with interactive analysis techniques (Miles and Huberman, 1984: 22-23). The reason for the above qualitative research is intended to emphasize the process of data collection varied and structured as specificity to be grouped together through a rigorous process of data collection as well as inter-related (bottom up grounded theory) (Sutopo, 2006: 41). This analysis was done in conjunction with the implementation of a flexible arranged, and fairly opened (Sutopo, 2006: 42) through the utilization of local traditions and cultural heritage objects can help students' understanding of the historical values of the local traditions and cultural heritage objects that exist in Kudus . Interactive analysis technique has three components analysis of data reduction, data presentation and conclusion or verification.

3 RESULT AND DISCUSSION

3.1 Students Knowledge and Understanding of Local Culture and Cultural Heritage in Kudus.

Local culture and cultural heritage not only an event or building or a site in a place, but also using to unlock knowledge. For these students to understand the local culture and cultural heritage is still low. Understanding of the traditions and cultural heritage in PGSD FKIP Muria Kudus University students not yet well understood. This relates to the student's understanding that the definition of tradition and cultural heritage still refers to the celebration and historic relics. This research shows that there are still many students in PGSD FKIP Muria Kudus University who do not know what kind of tradition and cultural heritage Kudus. It is happened because not all students have awareness to know and understand the events as well as the existence of local culture and cultural heritage. The knowledge and understanding of the local culture and cultural heritage turned out to be introduced requiring further attention, particularly in relation to the type of tradition

and the existence of cultural heritage objects relating to values that contained in each local culture.

Local culture and cultural heritage have its own style which upholds the history and noble values such as religious life, social, and economic that develop until now in accordance with globalization. The hallmark of local culture and cultural heritage Kudus has different characteristics and meanings of other regions. First, Kudus has Patiayam site which is a relic of the pre-history of Kudus. Patiayam site teaches students to look past that continues to move forward toward the future of civilization. Second, a history of the formation of the Kudus Islamic with the presence of Kyai Telingsing, Sunan Kudus, Sunan Muria, Sultan Hadiri, Sunan Kedu who tried to acculturate Islam with Hindu tolerance. This is indicated by the Kudus cultural heritage, such as: Menara Kudus, Sunan Muria, Kyai Telingsing, Nganguk Wali Masjid, Masjid Loram, Sunan Kedu, Kretek Museum, Dhandangan Tradition, Bulusan, Buka Luwur, and so on. Third, socio-economic life of Kudus established as a tradition associated with Kudus cigarette industry.

Social cultural conditions develop until the next generation requires a study to understand and appreciate the history and value of life. One of efforts is through education to shape the character of a nation.

3.2 Utilization of Local Culture and Cultural Heritage to Social Studies Concept Course in PGSD FKIP Muria Kudus University

The effective and efficient learning process can reach if teacher use interesting teaching media. Learning resources also can contribute to encourage effectiveness and optimizing the learning process. Generally, learning resources interpreted the form of written material (text books) or a teaching tool that is able to present both auditory and visual messages such as movies, videos, cassettes and slides. The definition of learning resources generally include anything that can be used to help each person in the study and display of competence. Instructional media is a tool to facilitate the achievement of learning.

Celebration of local culture and cultural heritage existence serves as a useful learning resource to understand the development of culture results, so that the position of culture and cultural heritage as an important part of learning resources that can be utilized optimally to develop an understanding of the identity of the nation (mentifact). The nation's cultural heritage is invaluable because it requires special protection role and important function in order to develop the nation identity.

Utilization of the existence of objects of cultural heritage as a source of learning history in the form of observation assignment is one of inquiry learning to train the students to find information on learning resources. After the student know the materials, they will be able to transfer information to their students well and they have skill and attitudes towards cultural. The result show that knowledge, understanding and interesting experience appeals by students to directly when they know and understand the value, artistictural, preservation and utilization as a source of effective learning. The various knowledge, experience and understanding of cultural heritage objects in the current student observational studies have provided valuable experience and knowledge to preserve the cultural heritage objects as one of the nation's assets. The real condition of cultural heritage objects that have been observed by students has benefit recreational conditions, educational and appreciative for students.

The students made a report as a result of their observations. The results of the report to measure their knowledge and understanding of cultural heritage objects as a source of learning history which has historical value can be extracted from a variety of other learning resources. Students can browse the archives, documents, information media, oral traditions and interviews. The results of the report supplies the students to develop illustration story media in accordance with the elementary school social studies curriculum. The material has been classified according to the curriculum, the tittle theme of learning that contain high values of local culture at elementary school in Kudus Regency.

3.3 The Implementation of The Learning Achievement of Local Culture and Cultural Heritage in Kudus by students PGSD FKIP Muria Kudus University for Elementary School in Social Studies Curriculum.

One of the learning achievement PGSD Muria Kudus University students who made observations about the traditions and cultural heritage such as miniature Kudus, instructional video, picture books. Teaching media contains visual and text material, as well as the great value that can be drawn from the tradition of learning resources and cultural heritage objects in Kudus. The high values can be used as a model and the introduction of social rules which high oriental custom. Students are not only taught about the events of the past and the legacy objects, but also the students were able to take the meaning of past events can be used as a guide to daily life at this time. Interesting teaching media will facilitate students to know, see, understand, explore and protect the traditions and its cultural heritage. This is one of the efforts to strengthen the identity of the nation through education role, of course, with the support of community and family.

4 CONCLUSION

The material of local culture and cultural heritage is high mastered and understood by PGSD FKIP Muria Kudus University students after the assignment is given in the form of observation. This suggests the existence of tradition and use of local cultural heritage in Kudus as subject material which have already well done. The process of formulation and implementation of instructional social studies media Elementary School students and teachers are very helpful because the use of instructional media illustrated story will facilitate to introduce and understand of the local culture of Indonesia as a national identity.

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