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Strategy Integrated Learning Through The Model of Deep Discussion Group Activities (DMKK) Based on Local Wisdom as Efforts for Establishing Characters of JHS Students

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Abstract

Education is an effort to educate the life of the nation. Operationally, education in the process through learning with the output of learning outcomes in the realm of knowledge, skills, and attitudes in this regard is related to the character that has become the problem of the Indonesian nation. With these conditions, the building of student character is needed in the millennial era, especially to build students' readiness in facing the challenges and developments in science and technology. Character building through the learning process can be done by using strategies integrated learning through-based DMKK models local wisdom. The chosen strategy integrated learning aims to have students have a learning experience from various sources with different perspectives so that students get a thorough thinking about a problem and can solve various problems. Through the DMKK model, the teacher does not have to be fixated on the steps of a particular learning model and the teacher is more flexible in teaching and learning activities and the use of media or tools available in the classroom. The DMKK model can provide opportunities for students to think deeply about a problem faced. The use of local wisdom in learning is able to provide experiences directly to students in accordance with the potential of the surrounding area. The method used in this is a study literature study on various related sources. The results of this study are expected to provide solutions related to the utilization of regional potential as a source of learning through an in-depth mindset so as to provide opportunities for students to solve problems from various perspectives while still having positive character.

Keywords: character building, strategy integrated learning, and-based DMKK model local wisdom.

INTRODUCTION

Character building, which was implemented in 2010 by Susilo Bambang Yudhoyono, hopes that the character quality of the Indonesian people will increase. But the reality over time, the Indonesian nation is increasingly hit by a character crisis. Some people in this era of globalization are more pragmatic than idealists, shortcuts that justify various methods such as corruption and obtaining fake diplomas are increasing so that this can damage the mental and national culture. The increasing number of immoral acts carried out by students, such as the proliferation of fights between students and students, acts of violence on the streets and in schools, utilization of positions, cheating culture, personal immaturity as reflected in drug abuse, sexual misconduct among teenagers, and there are still many other alarming phenomena. These things arise because it is difficult to recognize cultural boundaries, the times and sophisticated technology that is not controlled. The problem arises not in the character values offered, but the process of conveying and transferring character is what needs to be improved and improved so that it can run effectively (Sutrimo, 2014; Palammai, 2017).

Therefore, the right strategy is needed in conveying and transferring knowledge to foster character in students. The use of integrated learning strategies through the Deep Discussion Group Activity model based on local wisdom can help in fostering character in students. The integrated learning strategy is a strategy that combines various sources of knowledge on the subject. So, hope students do not only know one source of knowledge, but students are able to be open and have other views in responding to a problem. The teacher plays a role in facilitating students to dig up information from various sources and different disciplines. The teacher frees students in responding to a problem, but still in the specified domain, so students do not get out of the subject matter. This strategy is complemented by a model of in-depth dialogue of group activities or referred to as DMKK, where the model begins with the main activities of in-depth dialogue and continues with group activities, namely practice without LKS, so students work together in groups to determine the experimental steps. The method of in-depth dialogue on DMKK is different from an in-depth dialogue on DD / CT (Deep Dialogue / Critical Thinking). In-depth dialogue on DMKK is carried out with the teacher asking the main questions which are questions that make students think high and deep level by mobilizing all their knowledge and insight based on various relevant sources that have been obtained. After students answer the question, the teacher asks follow-up questions that pursue students' answers, so students think more deeply. Dialogue (question and answer) does not stop after getting the correct answer but stops if the student's understanding is deep. (Kartamiharja, 2015).

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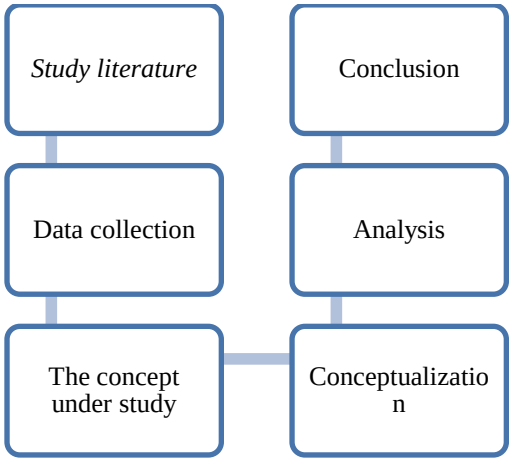
METHODS

The research conducted was a literature study by examining various relevant sources for later assessment and problem-solving. The research flow is as follows:



Study literature or literature study is a mandatory activity carried out by researchers to find relevant theories with their research (Kartiningrum, 2015). The literature study method is an activity related to library data collection, reading, recording, and managing research materials (Kartiningrum, 2015).

RESULTS AND DISCUSSION

Based on various sources, there are several relevant sources related to research problems, including the following :

The table below is a table of learning outcomes of class VIII F and class VIII G. Class VIII F is an experimental class that receives treatment in the form of integrated learning, while class VIII G is a control class that gets treatment in the form of the application of connected type learning. There are differences in the average value of the experimental class with the control class. The experimental class (VIII F) has an average value of 14.97 while the control class (VIII G) has an average value of 13.17. In other words, the experimental class learning outcomes are higher than the control class.

Tabel 3 : Uji beda rata-rata (dua pihak) *Pretest* Kelas Eksperimen 1 dan Kelas Eksperimen 2

No	Kelas	Nilai rata-rata $\overline{X}$	t_{hitung}	t_{tabel}	keputusan
1	VIII F	5,80	-0,72	2,00	Ho diterima
2	VIII G	6,23			

The initial conditions of the two classes before being treated have the same relative value of learning outcomes. Learning outcomes can be seen from the following table:

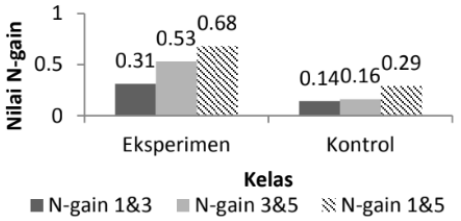
Tabel 4 : Uji Hipotesis (dua pihak) *Posttest* Kelas Eksperimen 1 dan Kelas Eksperimen 2

No	Kelas	Nilai rata-rata $\overline{X}$	t_{hitung}	t_{tabel}	keputusan
1	VIII F	14,97	2,75	2,00	Ho ditolak
2	VIII G	13,17			

Class VIII F has an average value of 5.80 while class VIII G has an average value of 6.23. So it can be concluded that integrated type learning in this study can improve learning outcomes better than connected type learning. This is because in the integrated type students get broader material and concepts by combining the fields of science with the field of study outside the scientific study so that students are helped to create wider opportunities to see and build related concepts to get more meaningful and intact (Zulkifli, 2016).

Subsequent research was conducted by Tika Resti Pratiwi and Muslim (2015) that there was an increase in students' scientific attitudes when conducting integrated type learning. The study was conducted in two classes, where one class acted as the experimental class, while the other class as the control class. The experimental class is a class that uses integrated type learning, while the control class is a money class using ordinary learning. Both classes use the same material, by doing five lab exercises. The thing that was observed was the scientific attitude at the time of practicing. The measurement of scientific attitudes is carried out 3 times, namely in the first, third, and fifth labs.

The initial conditions of the two classes before being given treatment showed the same results, whereas after being given treatment, there were differences in the behavior of students' scientific attitudes.



Gambar 3. Nilai N-gain kelas eksperimen dan kelas kontrol

The diagram above shows the differences in the scientific attitudes of the two classes. Both classes experienced an increase in scientific attitude, but the difference was the score of scientific attitudes. The scientific attitude of the experimental class is higher than the control class, namely in the first practicum, the experimental class has a score of 0.31 while the control class is 0.14 and so on. So that it can be concluded that the type of integrated is better at improving students' scientific attitudes. Students who through integrated science type learning will be able to significantly improve and develop scientific attitudes. This is because the concept in integrated type learning provides wider knowledge, so students can provide more practicum hypotheses. Students are freer in finding reference sources from various disciplines.

Another study conducted by Muqoyyanah, A. Rusilowati, and Sulhadi (2010) showed that integrated type learning was effectively used to improve the affective and psychomotor domains of students. Students are more active in answering questions and asking questions because learning is in an integrated type, students get new learning that they have never had and have never experienced. This is shown based on the research that has been done. The researcher used two classes. One class acts as a control class, and the other class acts as an experimental class. The table of research results can be seen as follows:

Tabel 1. Rekapitulasi hasil belajar kelompok eksperimen

No	Kriteria	Kelompok Eksperimen	Kelompok Kontrol
1	Kognitif	76,77	79,80
2	Afektif	77,92	77,78
3	Psikomotorik diskusi kelompok	89,52	89,05
4	Psikomotorik praktikum	86,02	87,05
	rata -rata	82,56	83,42

In the experimental class with affective criteria, a score of 77.92 was obtained while in the control class with affective criteria, a score of 77.78 was obtained. Whereas in psychomotor criteria, the experimental class obtained a score of 89.52 while in the control class a score of 89.05 was obtained.

The relevant method to support the integrated type learning strategy is the learning model Deep Discussion of Group Activities (DMKK). As stated by Kartamiharja, 2015 that he did learning in class using a model of in-depth discussion of group activities. During learning, he opened his class so that anyone could observe it. The openness aims to socialize learning with other science teachers. learning is done by forming groups. Previously the teacher gave a question that made the students think high level, then it would be answered by students in their respective groups. Not only that, but the teacher will pursue students 'answers until students think more deeply and will stop if the students' understanding is deep. The next activity is group activities, where students will conduct experiments or experiments that they design themselves with the help of the teacher. As a result, students will have personal experience and the knowledge they have will be more inherent.

Not only up to strategies and methods. This integrated learning strategy is based on local wisdom or local wisdom, which is expected that science learning will not only be

theoretical, but science learning can be done in a real way. Students will better understand the problems that occur in their environment and can solve these problems. Some studies on the use of local wisdom in learning say that there is an increase in teaching and learning activities carried out. The research included the following:

Tabel. 5 Output SPSS Hasil Deskripsi Statistik

Data	Kelas	N	Mean	Std. Deviation
Hasil Belajar	Eksperimen	36	78,4	8,91
	Kontrol	36	68,9	10,8

The table above shows the difference in results between the experimental class and the control class. The experimental class is a class that uses local wisdom, while the control class is a class that uses a scientific approach. The learning outcomes of the experimental class students are higher than the learning outcomes of the control class students, which is equal to 76.03. In addition, aspects of creativity also increased. The aspect of creativity in the experimental class has increased by 0.46 with the medium category. While in the control class, there was an increase of 0.32 with the medium category. So in other words, learning that utilizes local wisdom can take advantage of student creativity.

Learning by using local wisdom can make it easier for students to learn about the nature around them. According to Damayanti, et al. (2013) students can mention some cultures that are in their area and can foster a sense of caring to preserve and preserve the culture they already have. Students will explore the character values found in the area, except that the teacher needs help so students can understand the characters that will be grown.

Based on the explanation of the results of the research mentioned earlier, the SMP science learning will be more meaningful and character will arise in students when using the integrated learning strategy with the local wisdom based DMKK learning model. However, the teacher's role also influences the level of learning success.

CONCLUSION

Local wisdom-based integrated learning model DMKK is suitable for use in junior high school science learning and can improve student learning outcomes, skills, and can improve student character. The use of strategy with this model cannot be separated from the role of the teacher as a facilitator, so it is recommended to the teacher if they want to use the strategy with this model, the teacher must understand what will be delivered, the teacher must know the relevance of the material, develop learning and teaching tools, and teachers must prepare questions that are used for class discussions.

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