

IMPROVING LEARNING MATERIALS BASED ON LOCAL CULTURE TO STRENGTHEN THE CHARACTER OF THE STUDENTS OF ELEMENTARY SCHOOL

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Abstract

Learning materials based on local culture are an attempt to preserve the local culture through learning. It is expected to provide insight into the results of the local culture to the next generation. Processes in education, teachers are not only running the function of Science (transfer of knowledge) but also serve to instill the value (value) as well as build character (Character Building) learners on an ongoing basis and continuously. Teachers have the responsibility of revitalizing local culture through learning strategies that cater elementary school students close to the cultural environment of students as well as providing a model of cultural preservation through education. A skilled teacher is one of those teachers who are able to devise and develop learning materials from a variety of learning resources. The use of visual media into a local cultural materials has not been implemented to its full potential by Elementary School teachers seKecamatan town and sub-district of Bae as a reference material for learning Holy thematic integrative learning and media introduction of the local culture. The results showed that the need for teachers' skills in developing local culture Sacred materials, including: the planning phase, the phase of implementation, the evaluation phase.

Keywords: development, learning materials, cultural, local, character, elementary school

Introduction

Be a profesional teacher should be able to make a learning plan for supporting the learning succes. Learning plans is activity or a determining the program of teaching learning process. Its need the teacher be a actuator and manajer in the education management scope

To make a learning plans need participation and contribution from all school components including the teacher and student to make decision inwhich the good environment and democratic learning can be provided and can attain the learning objectives

Class teacher is expected has a high independence level, adaptable, anticiable, and proactive as the stong control for any input included. According the Arkunto (2008 :9) opinion: Plan is a process to prepare any kinds in decision making process to reach the organization objectives by using the existing of resources, the aspects of planning covers: (1) What will be done; (2) Who will do ; (3) When will be done; (4) where will be done; (5) How to do; (6) And what else will be done to achieve the maximal objectives.

Based on the observation by the researcher to Elementary school teacher in Bae Municipality and Kota Kudus Municipality, They were not have ability to make a learning plan program with cover their environmental characteristic. The environmental characteristic should be embedded in the learning plans have to covers as follows: religion. Art, technology, livelihoods. Meanwhile Salam (1977:5) reccomend to take also the Historical relics and objects of cultural heritage that is associated with the hindu-Islamic teachings that exists in Java there are Kudus in the County.

The learning plans process will be start with digging up some information about local culture in the Kudus District which includes the experience of teacher self based on environment and community that makes the primary school teacher as the principal culture. Judistira (2008: 113) said that the local culture is not only revealed the shape of the sense of beauty and statements through sheer artistry; but including all forms, and ways to behave, Act, as well as patterns of mind that are far behind what appears to them

Improving managemenc concep curriculum years 2013 based on local culture in Kudus required scientific approach and Thematic integratif learning. According that statement in improving the learning plans the teacher have to apply the management function concepts

Methods

The objects of Treatment is developing primary school teachers ability in designing learning materials based on local culture in the Kudus. To obtain the comphehenship data, the technical data will use observation, interview, and documentation of the planning capabilities-based learning local culture in the Kudus District owned by elementary school teachers

Fo legalization of the data, the data found will be processed are: 1) comparing data observations with the results of the interview; 2) compare what people say in public with what is said in private; 3) compares with what he says all the time; 4) comparing the circumstances and the perspective of someone with a broad range of opinions and views of others (a lay community); 5) compares the results of the interviews with the contents of a

document that is related. Then researchers found a phenomenon to be solved within the concept can be developed.

Finding and Discussion

The finding of the research such is The elementary school teacher not yet using local culture as the approach for teaching mathematics, Natural Science, Social Science, PPKN (Civil Science) and Indonesian but only using the local contents

According the findings. The elementary school teachers in Kudus are recommended to notice this steps follwos:

1. the planning steps, consists of:
 - a. Using the learning are the local culture at Kudus in improving indicators, materials and evaluation for acceptable learning process.
 - b. Collection of reference sources Study the references will improve the best information about local culture, beside it also need make consultation eith the local culture expert.

The finding of literature study and observation can be describe in the table below:

Table 1. Local Culture Clasification in Kudus

Culture Aspect	The Kinds of Kudus Local Culture
Religion	Klenteng Hok Hien/Ling/Tik Bio, Menara Kudus, Masjid Bubar, Makam Kyai Tellingsing, Sunan Muria, Masjid Loram, Sunan Kedu, Masjid Nganguk Wali, Sunan Kudus, Ajaran Gusjigang, Masjid Jepang Pakis, Makam Syekh Sadzali, Legenda Sumur Tulak
Society Organization	Karakteristik Masyarakat Kudus, Pengusaha Rokok Kretek Kudus Nitisemito, Buruh Rokok Kretek Kudus, Masyarakat Samin/Sedulur Sikep, Asal Usul : Prambatan, Gondho Arum, Loram, Kaliwungu, Nggetwikan, Damaran, Jember, Sucen, Patayam
Knowledge	Ajaran Gusjigang, Makam Sosrokartono, Musium Kretek, Air Terjun Monthel
Livelihood	Rokok Kretek, Bordir, Pabrik Gula Rendeng, Batik Muria
Technology/Equipment	Istana kembar Nitisemito, Rumah Adat Kudus, Rumah Kapal, Situs Patiyam, Jenang Kudus, Lentog Kudus, Sate Kerbau, Soto Kerbau, Pakaian Adat Kudus, Garangasem, Lontong Tahu Gimbal
Language	Dialek Kudus
Art	Bulusan, Dhandangan, Buka Luwur, Ampyang Maulud, Nganten Mubeng, Tari Kretek, Wayang Klitih, Gunung Jenang/Tebokan, Barongan, Kisah Raden Bagus Rinangku & Nawangsih

.c. Materials Planning Mapping

The material planning with local culture will be design for Elementary school as a local content or integrated with another subject of learning, before determine the sdesign the local culture must be analyzed deeply.

d. Material Plan Form

The material planning form for the elementary school, consist of:

- 1). The local culture as the basic for texts structure, like as: Introducing and understanding materials
- 2). The Kudus local culture as the basic attractive media creation, like as : animation, comics, and drawing story
- 3).The Kudus local Culture as the basic of materials consist of: Structuring and adapting the core competence; competence standard, references and guide book for use in Elementary school, The input for teh material should be crate as story board based on mateial preformance, material description, design and guide book.

2. Implementation steps, consist of:

The teacher should be able to Identified the core competence and basic competence,

creating material network and formulate the material with kudas local culture includeed.

- a. Identified the core competence and basic competence

This steps are how the teacher improving the sillaby, lesson plan dan learning materials as Teachers Elementary school handout in Kudus

- b. Creating Materials Network

This activities should be adjusted with the core competence and basic competence in every level of elementary schooll. This network will usefull in constructing the materials.

- c. Structuring the Materials

This steps is composing material materials in an attempt to introduce local culture for primary school teachers in the Kudus. Materials materials consist of text, visual learning and implementation efforts to introduce local culture at primary level

Based on the results of the design of learning materials a drawing story of the Kudus district, local culture ability of primary school teachers could be developed although only armed with the experience and information - information and brief literature about the local culture of the Kudus District. So that ability of primary school teacher can sort materials close to the surrounding environment and also

applied in the learning process in accordance with applicable 2013 curriculum. In the application process of learning local culture Kudus can improve the quality of education and preservation of local culture.

d. Learning Implementation

The Kudus Local culture will be used in learning process for any subject such as: math, natural science, social science and Indonesian, so the kudu local culture will be adjusted with the core competence and basic competence

e. Learning Evaluation

The result of the kudu culture learning will determine the quality of the student, so the learning process have content also in evaluation for every learning domain such as: cognitive, affective and pschycomotoric.

The development of learning will be more efficient by implementing management functions.(Utaminingsih, 2011). The models for Increasing student character with management function can be drawn belows:

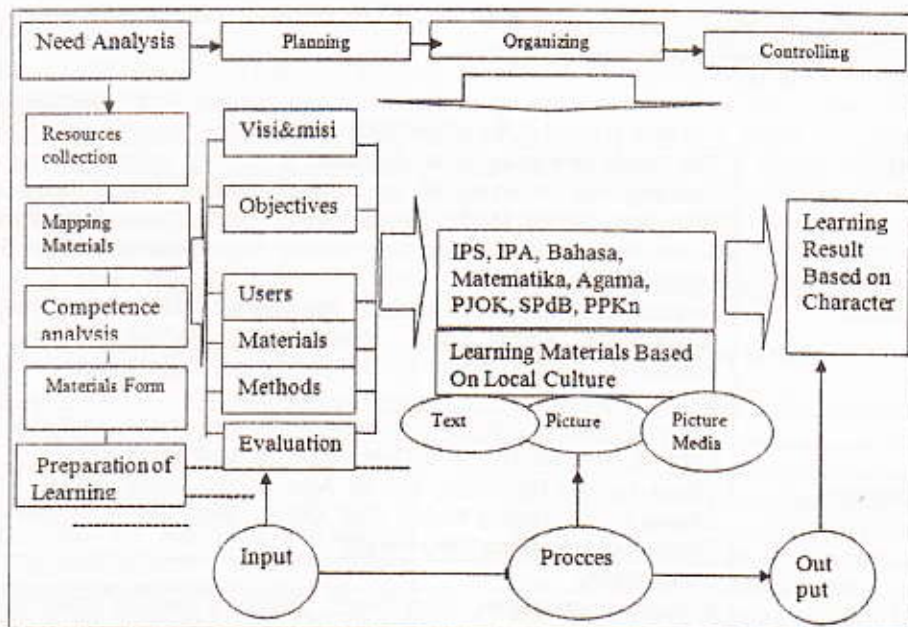


Figure 1. Management development learning materials based on local culture to strengthen character

Summary

The teacher elementary school abilities can be improved by make a learning plan based on local culture in Kududs. The Steps for improving are : planning, implementing, evaluation

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