# Effectiveness of Historical Learning Models Integrated Kalwedo Cultural Value through Problem Based Learning to Improve Students' Social Solidarity

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# ABSTRACT

This study aims to analyze the effectiveness of the application of integrated historical learning models Kalwedo culture. Kalwedo culture is one of the local wisdom of the people of Southwest Maluku who have noble values such as cooperation, mutual cooperation, mutual respect, and social care. The research method used is Research and Development, by collecting data through literature studies, interviews, surveys, pre-post test tests and questionnaires. Data is processed using SPSS to determine the level of effectiveness of the application of the learning model. The results of the study indicate that this learning model is effectively used. This can be seen in the statistical results of achievement abilities and attitude scores between the experimental class and the control class that have a significant difference. This is shown by the acquisition of the experimental posttest grade value of 99.96 and the control class posttest of 93.68. While the value for the T test was obtained at 2.785 with a significance level of 0.007. Significance level of 0.007 < 0.025. Then Ho is rejected or there is a difference in average between the experimental class and the control class. So it can be concluded that there is a positive and significant increase in the class using the historical learning model integrated Kalwedo cultural values through PBL. From the results obtained can be concluded that the model developed is effective if used in learning, especially learning history.

Keywords: Model of Learning, Kalwedo, Problem Based Learning, Solidarity Social

## INTRODUCTION

Appreciation and understanding of local culture is very important as an integrated unit within the national education system. Every educational process should contain various forms of learning that integrate various local content that is relevant to the needs of the community, so that the school is not alienated from its community and local culture. Integration of local culture is also a major responsibility of historical subjects as a compulsory subject in the 2013 curriculum which aims to shape the character of students so that they are more wise in interpreting events in the past, as lessons for the present, and for the future.

One of the local cultures in Indonesia is Kalwedo culture. This culture is a culture of brotherhood with the concept of inanara amahiyali (kinship relationship). The practice can be seen in community activities in the form of traditions of meeting on land and sea, traditional rituals, social agreements, customary marriages and so on (Watloly et al, 2012: 246). In addition, various folklores emerged in the culture which became the hallmark of the indigenous people of Southwest Maluku. This is because the process of Kalwedo cultural inheritance is carried out through oral traditions from

generation to generation. Various historical stories about the formation of islands in the MBD as well as the forerunner to the birth of the culture inanara amahiyali became an integral part of Kalwedo. Kalwedo cultural values that appear in the historical story will be interesting if integrated in historical learning, especially material related to the values and results of cultural society in the pre-literacy period.

Learning history especially on material pre script for this impressed less interesting for participants student. This happen because range time pre script that very far to back so that Indeed need strategy learning can involving students in a manner active. According to I Gusti Adi (2014: 104) that for improve ability students in resolve problem social then need strengthened especially first his knowledge about society pre script. That means needed strategy or learning model innovative suite with condition environment students. Through learning models su se ai expected could improve motivation learn students and understanding about history and culture local including the results pre culture script.

The learning model is a conceptual framework that is structured systematically and used in the learning process. In general, the learning model in the 2013 curriculum is based on a student center, which demands the activeness of students in learning and the teacher as a facilitator. One of the recommended learning models is Problem Based Learning (Kemendikbud, 2016: 11). According to Woei Hung (2016: 1) Problem Based Learning (PBL) is a learning model with the main focus of helping students develop their abilities in solving problems in the real world. In PBL learning is based on problems that arise in the closest environment of students and are tailored to the content needed.

The application of Problem Based Learning learning steps in pre-literacy history learning will give students the freedom to explore their knowledge. Discussions in groups also become a forum for students to share and exchange ideas about pre-literate community problems and their relevance to current problems. The interaction in the discussion can ultimately foster a student's solidarity attitude. This is in accordance with the opinion of Nuryanto (2014: 53) that social solidarity is a shared relationship between individuals or groups based on moral feelings and shared beliefs and emotional experiences.

Social solidarity of students at SMAN 17 Southwest Maluku is relatively low. This can be seen in the results of the preliminary study through observations and questionnaires which show that in general students understand the definition of solidarity but have not applied it in daily life. The waning attitude of empathy, cooperation, kinship and mutual cooperation with students is one of the effects of the lack of socialization of Kalwedo local cultural noble values. Therefore, integrating Kalwedo cultural values namely religious values, honesty, peace of mind, tolerance, and social care are expected to be able to strengthen students' social solidarity. According to Yunus (2013: 70) values and norms contained in culture can be transformed into society in general so that they have and understand these values and apply them in daily life.

From the description above, it can be concluded that the more eroded students' understanding of kalwedo causes a low attitude of student solidarity. This requires the integration and dissemination of the values of indigenous culture, especially in schools. Therefore this article will examine the effectiveness of integrated literacy learning history of Kalwedo cultural values through Problem Based Learning to improve social solidarity of students at SMAN 17 Southwest Maluku.

## **RESEARCH METHODS**

This study uses the Research and Development method (Rn D), which is research aimed at creating products. In this case the product that will be produced is an integrated learning model of local culture. The research subjects were students of SMAN 17 Southwest Maluku. Data collection is done through interviews, surveys, pre tests and post tests, and questionnaires. Data is processed using the SPSS series 20 application to determine the effectiveness of the learning model developed.

#### **RESULTS AND DISCUSSION**

To find out the effectiveness of this learning model, some data from statistical test results will be presented, as follows: (1) test of achievement and attitude equality, which compares the results of pre-test achievements and attitudes of students between the experimental class and control class to see the equivalence of both classes in the affective and cognitive realms; (2) Comparison of the value of students in the experimental class before and after being given treatment, (3) test the effectiveness of the learning model, namely comparing the results of the post test scores between the experimental class and the control class. The test aims to see the effectiveness of the model developed in improving academic competence and attitudes of students' social solidarity.

## A. Equality Test

The equality test conducted by researchers to see the difference in the mean of the experimental class and the control class using the T (Independent Sample T Test) test with the help of SPSS 20. However, before the T test, the normality and homogeneity test requirements must be met first. The normality test requirements are carried out using normal and homogeneous distribution data. The following are the results of the normality, homogeneity and equality test for the pre test.

# 1. Pre Test

#### 1.1 Normality Test

In this study the normality test of the experimental and control classes was carried out with the help of the SPSS 20. The data was said to be normally distributed if the significance level was greater than 0.05. Conversely, if the significance level is smaller than 0.05, the data is said to be not normally distributed.

From Tabel 1, the statistical significance of the results is 0.233. Significant value 0.233 greater than  $\alpha$  = 0.05, then the data from the control group and group experiment could said it normally distributed.

		Unstandardized Residual
Ν		31
Normal Parameters <sup>a,b</sup>	Mean	0E-7
Normal Parameters"	Std. Deviation	5.64976382
	Absolute	.186
Most Extreme Differences	Positive	.154
	Negative	186
Kolmogorov-Smirnov Z		1.037
Asymp. Sig. (2-tailed)		.233

Table 1. Equality Test Results One-Sample Normality Test Kolmogorov-Smirnov Test

# 1.2 Homogeneity Test

The homogeneity test is used to determine whether or not te population variance is the same. This test is also a requirement for t-test users, if dak ti population variance homogeneous, the t-test cannot be used as an analytical tool.

Table 2. Test results for homogeneity of equality of achievement

Levene	df1	df2	Sig.
Statistic			
.012	1	60	.914

Based on the results of statistical tests with the help of SPSS 2.0 program , it can be seen that the significance value is 0.914 more big from 0.05. Then it can be concluded that the control class and experimental class came from the same variant (0.914 > 0.05).

## 1.3 T test

Table 3. The results T test

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Nilai	Equal variances assumed	.012	.914	439	60	.662
	Equal variances not assumed			439	59.989	.662

Based on the results of statistical tests with the SPSS 2.0 program , can be presented the data obtained with an F value of 0.012 with a significance level of 0.914. Significance level of 0.914 greater than  $\alpha = 0.05$  (0.914>0.05). Then the control class and experimental class have the same variance. While the results of the T test obtained a value of -0.439 with a significance level of 0.662. Significance level 0, 662

greater than 0.05 (0.662 > 0.05). Then the competencies of the control class and the experimental class are the same.

# B. Test of Equality of Attitudes

At this stage the equality test is carried out with the aim of knowing the initial attitude of solidarity social owned by students both in the control class and the experimental class. For this reason, the researcher gives an initial attitude test or pretest to the class under study. To carry out the equality test the researcher uses the SPSS series 2 0 application using the Independent Sample T Test, but before conducting the T test there are requirements that must be met, namely the test for normality and homogeneity. The hypothesis of the equality test is as follows:

Hypothesis I:

H 0 = The average attitude ability of the two classes is the same

H 1 = Average class attitude ability is not the same

Test Decision:

1) If t with a significance level (2-tailed)> 0.05, second attitude capabilities mean the same class (H 0 accepted)

2) If t with a significance level (2-tailed) <0.05 then the average ability of the two classes is not the same attitude (H 0 is rejected)

Hypothesis II:

Ho = both classes have the same variance

H1 = both classes do not have the same variance

1) If the probability of  $\geq$  F test with a significance level (0.05), the second variance same class (H 0 accepted)

2) If the probability of  $\leq$  F test of significance level (0.05), the second variance is not the same class (H 0 is rejected).

The following are the questionnaire results data and also the normality test, homogeneity test and T test calculated using the SPSS series 20 application as follows;

## 1. Pre Test Attitude

## 1.1 Normality Test

		Unstandardized Residual
N		31
Name of Danamatana <sup>ab</sup>	Mean	0E-7
Normal Parameters <sup>a,a</sup>	Std. Deviation	7.39814847
	Absolute	.127
Most Extreme Differences	Positive	.057
	Negative	127

Table 4. Pre Test Test Normality Attitude

Kolmogorov-Smirnov Z	.708
Asymp. Sig. (2-tailed)	.698

Based on the results of statistical tests using the SPSS series 20 application , it can be concluded that the data is normally distributed if the significance value is greater than 0.05. From the results obtained niali significance SPSS calculations Pretest attitude the experimental class and the control class were 0.698 more big from 0.05. Then it can be concluded that indigo i p re - test attitude experimental class and controls are normally distributed.

## **1.2 Homogeneity Test**

Levene	df1	df2	Sig.		
Statistic					
2.039	1	60	.159		
<b>T</b>     <b>D T</b>		·			

**Test of Homogeneity of Variances** 

Table 5. Pre Test Homogeneity Test Attitude

At this stage the data can be said to be homogeneous if the significance value is above 0.005. Based on the results of statistical calculations using the SPSS 2 0 application, the results of the significance value are 0.159. It was concluded that the value of the pre-test attitude between the experimental and control classes was homogeneous.

## 1.3 T Test



		Levene's Test for Equality of Variances				
		F	Sig	+	df	Sig (2-tailed)
Nilai	Equal variances	2.039	.159	228	60	.820
	assumed					
	Equal variances not assumed			228	57.787	.820

Based on the statistical test using the SPSS series 20 application, for the results of the T test it can be concluded that the F value is 2.039 with a significance level of 0, 159 and greater than 0.05 (0,159 > 0.05). Then the control and experimental classes has same variance. While the T test obtained a value of -0, 228 with a significance level of 0, 820, air-ar ti is greater than 0.05 (0,820 > 0.05), it can be said to mean the ability of the two classes the same attitude.

## C. Comparison of Pre- Test Values and Experimental Class Post Tests

Pre test value students in class experiment is 1790 and the amount value post test Begitula 2510. Similarly as in the average value of pre-test which is 57.74 and the post- test average value which is80.96. this to show existence enhancement value from

pre test to post test with difference of 23.22. For more he explained following this the results of the T Test on comparison ha sil pre and post test students.

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Nilai	Equal variances assumed	.038	.846	-15.057	60	.000
	Equal variances not assumed			-15.057	59.364	.000

	Table	7.	The	results	Т	test
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In table above for the T test obtained -15,507 with a significant level of 0,000 smaller than 0.25 (0,000 <0,025), then Ho is rejected so could concluded there is a difference in the average attitude between the experimental class and the control class.

Next for total pre-test value attitude students is 2775 and the amount value post-test as many as 3099. Similarly, the average value of pre-test which is 89.51 and the post- test average value which is 99.96. This to show existence enhancement value from pre-test to post-test with difference of 10.45. For more he explained following this the results of the T Test on comparison the results of pre and post-test students.

		Levene's Test for Equality of Variances				
		F	Sig.	t	df	Sig. (2-tailed)
Nilai	Equal variances assumed	.047	.830	-5.453	60	.000
In	Equal variances not assumed			-5.453	59.998	.000

Table 8. The results T test

table above for the T test obtained -5,453 with a significant level of 0,000 smaller than 0,25 (0,000 < 0,025), then Ho is rejected so could concluded there is a difference in the average attitude between the experimental class and the control class . With thus happen enhancement significantly in value students with the application of learning models history integrated culture kalwedo this .

# D. Model Effectiveness Test

At this stage it aims to compare the results of the post-test attitude of the experimental class and the post-test class the attitude of the control class, after implementation of the historical learner model based on cultural values kalwedo. The results of the post-test attitudes between the experimental and control classes used to test mean comparison between classes using model and classes that are not using model or just use learning methods conventional. To see the difference in the mean of the experimental and control classes using the T (Independent Sample T Test) test using the SPSS series 20 application. The hypothesis is;

## Hypothesis:

H 0 = There is no average difference between the experimental class and the control class

H 1 = There are differences in the mean between the experimental class and the control class

Test decision:

1) If t with a significance level (2-tailed)> 0.025 then the average of both same class (H 0 accepted)

2) If t is calculated with a significance level (2-tailed) <0.025 then the average of the two classes is not the same (H 0 is rejected)

The requirements that must be met before conducting the T test are that the data must be normally distributed and homogeneous. So, in this study before the T test, the results of the post-test scoresof the experimental and control classes were tested for normality and homogeneity first. The following data and results of the questionnaire will be presented and also the results of the normality , homogeneity and T test .

#### a. Normality Test

		Unstandardized Residual
Ν		31
Normal Daramatara <sup>a,b</sup>	Mean	0E-7
Normal Parameters	Std. Deviation	7.51649940
	Absolute	.126
Most Extreme Differences	Positive	.088
	Negative	126
Kolmogorov-Smirnov Z		.700
Asymp. Sig. (2-tailed)		.711

#### Table 9. Normality of Post Test

Based on the results of statistical tests using the SPSS series 20 application , it can be concluded that if the data is normally distributed if the significance value is greater than 0.05. SPSS calculation results obtained from the significance of the post-test effectiveness experimental class and the control class is 0.711. Then it can be concluded that the post-test scores of the experimental class attitudes and controls are normally distributed.

## b. Homogeneity Test

Levene	df1	df2	Sig.
Statistic			
.573	1	60	.452

Based on the results of statistical tests with he help of the SPSS 2 0 program it can be concluded that the significance value is 0.452 more big from 0.05. Then it can

be concluded that the control class and experimental class came from the same variant (0.452 > 0.05).

#### c.T test

		Levene's Test for Equality of Variances				
		F	Sig	÷	df	Sig (2 tailed)
Nilai	Equal variances assumed	.573	.452	2.785	60	.007
	Equal variances not assumed			2.785	59.506	.007

Table.11	The	results	Т	test

At this stage is the last step of the tree steps tested. At this stage of the T test the researcher uses the Independent Sample T Test technique using the SPSS series 2 0 application . From the statistical calculation, the average post-test attitude of the experimental class was 99.96 while the mean post-test of the control class was 93.68 . While for the T test obtained 2.785 with a significant level of 0.007smaller than 0.25 ( 0.007 < 0.025), then Ho is rejected so could concluded there is a difference in average attitudes between the experimental class and the control class

#### CONCLUSION

Learning model history integrated culture kalwedo through problem based learning could said it effective. For look the results effectiveness of the model towards achievement learn students could be seen from achievement study in class experiment (the given class treatment learning model developed) have more results well compared with class control. Results of effectiveness showing that ability achievements and scores attitude between class experiment and class control have a significant difference. It showed with acquisition value average posttest class experiment amounting to 99.96 and classposttest control amounting to 93.68. While value for the T test obtained 2,785 with level significance of 0.007. Level significance of 0.007 <0.025. Then Ho is rejected or there is difference average between class experiment and class control. So that could concluded that there is enhancement positive and significant in the classes using model history integrated values culture kalwedo through PBL. From there sults obtained could take conclusion that the model developed effective if used in learning especially learning history.

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