

## Siri' na Pacce Character Value and Learning Outcomes of Pancasila and Civic Education through Contextual Learning

Vivi Kasvita <sup>a</sup>, Rosleny Babo <sup>a</sup>, Muhajir <sup>a\*</sup>

<sup>a</sup> Pascasarjana Universitas Muhammadiyah Makasar, Indonesia  
vivikasvita7@gmail.com; rosleny.babo@gmail.com; muhajir@unismuh.ac.id\*

\*Corresponding author

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### ABSTRACT

This study aims to determine the value of the character of local wisdom Siri' na Pacce and the learning outcomes of fifth grade students in Cluster 33, Ganra District, Soppeng Regency in PPKn learning through the application of Contextual Learning Models. This type of research is quantitative research with a quasi-experimental design. The research design used is the Nonequivalent Control Group Design. The samples in this study were fifth grade students at SDN 81 Belo as the experimental class and fifth grade students at SDN 80 Paomallimpoe as the control class. The data collection technique used is taking student learning test results, the average acquisition value of student material understanding is 84.84. While the average acquisition value of student characters is 79.54. Based on the results of the questionnaire given to students, it was proven that in general the character of students was active, this was evidenced by the results of data processing that of 11 students there were 72.73% (8 of 11 students) were in the active criteria. In the experimental class there was an increase in student Civics learning outcomes after following the Contextual Learning Model at SDN 81 Belo. This is based on the statistical table the average score of pre-test Civics learning outcomes is 56.36 and the average post-test Civics learning outcomes is 84.84. While the control class at SDN 80 Paomallimpoe in general, student learning outcomes are less, this is based on the results of the analysis of the average student learning outcomes in the pre-test 60.74 and the average student learning outcomes in the post-test 62.21. This hypothesis test proves that  $H_0$  is rejected and  $H_a$  is accepted, so there is a significant effect of Contextual Learning Model on the character and learning outcomes of student Civics. This research is expected that the Contextual Learning Model can be used as one of the learning strategies in schools to improve character values and student learning outcomes.

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## Introduction

Education is a process of changing the behavior of students into adult humans who can live independently and as members of the community in the natural environment around where the individual is located, in other words, education is a human effort (educator) to

guide students to become adults responsibly. answer (Syaiful Sagala, 2010: 3-4). From a narrow understanding, education is identical to school.

Globalization has significantly shifted the values of indigenous Indonesian local culture. Foreign cultural values are developing so rapidly in people's lives that they have a broad impact on environmental balance. Part of people's lives still firmly maintain traditions, in contrast to people who experience a shift in values. The reality of shifting cultural values has caused local cultural values to be forgotten.

Discussing the cultural values of local wisdom to strengthen the nation's character is very interesting and important to research, because of the emergence of concerns by some citizens about the fading of the actualization of local cultural values in the life of society and the nation.

Indonesia is one of the largest archipelagic countries in the world which has various ethnic groups. Not only ethnic groups but there are also many languages and almost every tribe has its characteristic language. This shows that Indonesia is rich in culture. For example, in South Sulawesi, in the life of the Bugis people, there are various cultures and philosophies.

Its cultural diversity is called the "Siri' na Pacce" culture as a role model and principle for the Bugis people of South Sulawesi.

Siri' na Pacce is a principle of life shared by the Makassar Bugis. Siri' means shame and pacce means solidarity or brotherhood. Siri' na Pacce has been passed down from generation to generation by the ancestors of the Makassar Bugis. Siri' na Pacce means self-respect. When the self-esteem of the Bugis Makassar is abused, it is forbidden for him to remain silent. In other words, they will fight to maintain their pride rather than having to endure shame. This is because the value of Siri' na Pace that has been abused will result in the loss of self-esteem which is highly valued in social life. In addition, it can also give the impression of feeling ashamed of the social environment if Siri' na Pacce is not maintained.

The role of good character education is very important in the growth of children's mindset and behavior. With the implementation of good character education, it is hoped that the behavior and character of Indonesian children will also increase. There is also a need for more roles from the government regarding existing regulations, as well as the role of teachers and families in providing good character education for children. If this character education is carried out properly, there will be no more cases and deviations in the behavior and character of Indonesian children.

Efforts to build a generational character based on local cultural wisdom from an early age through education are the right step. The school environment is part of the national education system which has a very important role in improving human resources. Learning is one way to increase students' appreciation of their culture. Learning means that what is learned has a high potential to be used in life, both personal life and participation in social life.

According to the Ministry of National Education (2010), character education is everything that teachers do, which can influence the character of students. Teachers help shape the character of students. This includes examples of how teachers behave, how teachers speak or deliver material, how teachers are tolerant, and various other related matters.

Understanding character education at the basic level must focus on attitudes and skills compared to other sciences. With this basic education, it is hoped that someone will become a better person in living life to the next level of education. Elementary level character

education must form a strong foundation for the integrity of the educational chain. Because the higher the level of education, the wider the variety of knowledge gained from a person and the consequences to be obtained will be even greater if there is no basic understanding of character education that is applied from an early age.

In Article 4 of the Minister of Education and Culture Number 20 of 2018 it is stated that:

1. Implementation of character building in kindergarten aims to instill character values in the implementation of learning.
2. The implementation of character building at the basic education level education unit has a character load that is greater than the character content in the implementation at the secondary education level education unit.
3. The content of character in the implementation of character building is implemented through curriculum and habituation in education units at the basic education level or education units at the secondary education level.

Walgito (2004:79) suggests that the formation of behavior to become a character is divided into three ways, namely: (1) conditioning or habituation, by getting used to behave as expected, eventually, the behavior will be formed; (2) understanding (insight), this method emphasizes understanding, with an understanding of behavior will be formed; (3) the model, in this case, the behavior is formed because the model or example is imitated. Furthermore, Zuhriyah (2007:46) argues that in the cultivation of values and character building, learning atmosphere, playing atmosphere, good and regular life habits in children should be more supported and strengthened. Children should be invited to see and experience a good and fun life together.

The contextual learning model (Contextual Teaching and Learning) is a conception that helps teachers in the learning process by linking subject content to real-world situations and student motivations who make connections between knowledge and its application in their lives as family members, communities, citizens. According to Elaine B. Johnson (2007), contextual learning is also a system that stimulates the brain to construct patterns that embody meaning by relating academic content to the context of students' daily lives.

The philosophical foundation of Contextual Learning is constructivist, contextual learning is an approach to learning and teaching that relates the material taught to students' real-world situations to encourage students to apply the knowledge they have in their daily lives as family and community members by involving the seven main components of learning effective namely; (1) Constructivist; (2) Request; (3) Asking; (4) Learning Community; (5) Modeling; (6) Reflection and (7) Authentic Assessment. (Yamin, 2008).

Philosophy of Life is a fundamental principle that must be owned by individuals. Without principles, the person's life is like a ship tossed by the waves in the middle of the ocean without a clear purpose. Therefore, everyone must have a view of life.

Likewise, the Bugis-Makassar tribe are well known as hard workers, they love to wander far away in other countries to change the direction of life to achieve true success.

In interpreting their life journey, the Bugis-Makassar people have the following philosophy or principles: "Siri' na Pacce" as Sultan Hasanuddin said "The motto is to protect life, not to make the living die, Hunusan Badik keeps the peace, not to break the peace, until the word "Tabe" is created instead of the word "Mate". The many existing Bugis-Makassar cultural values, siri' is the core of Bugis-Makassar culture. Mattulada (1991) suggests that siri' is nothing but the core of Bugis-Makassar culture.

The concept of Siri' is seen from 3 perspectives:

1. Siri' in the cultural system, is an institution for the defense of self-respect, morality, law, and religion as one of the main values that influence and color the nature of thoughts, feelings, and human will.
2. Siri' in the social system, is dynamizing the balance of the existence of individual and community relationships to maintain the balance of kinship.
3. Siri' in the personality system is a concrete embodiment in the human mind that upholds honesty, balance to maintain human dignity.

## Method

This type of research is experimental research using a quantitative approach. The population of this study was all fifth-grade students of SD Gugus 33, Ganra District, Soppeng Regency. While the research sample was the fifth-grade students of SD Negeri 81 Belo as the experimental class and the fifth-grade students of SD Negeri 80 Paomallimpoe as the control class. Data collection techniques in this study were observation, learning outcomes tests, questionnaires, and documentation with data analysis using descriptive analysis, inferential analysis.

## Results and Discussion

National character building is a conscious effort to improve, improve all behaviors that include customs, values, potential, abilities, talents, and thoughts of the Indonesian nation. To build the character of the nation, it must be started from the smallest scope. Especially in schools, it is better if we make an analogy between the learning process at school with the process of the nation's life, in this case, what we form are students. Efforts to realize the values mentioned above can be implemented through learning. Learning with a contextual approach with various models and methods can be used as a tool to build national character, learning with a contextual approach emphasizes the active involvement of students in learning both in independent and group assignments.

Learning with a contextual approach with various models and methods can be used as a tool to build/shape the character of students. Contextual learning emphasizes the active involvement of students in learning. Both in independent and group tasks. In addition, learning with a contextual approach has goals and components that are very supportive for the implementation of student character values.

The philosophical foundation of Contextual Learning is constructivist, contextual learning is an approach to learning and teaching that relates the material taught to students' real-world situations to encourage students to apply the knowledge they have in their daily lives as family and community members by involving seven components. main effective learning, namely; (1) Constructivist; (2) Inquiries; (3) Questioning; (4) learning communities; (5) Modeling; (6) reflection and (7) authentic assessment.

First, Constructivism is the foundation of thinking (philosophy) of a contextual approach, namely that knowledge is built by humans little by little, the results of which are expanded through a limited context and not suddenly. Here the teacher convinces the student's mind that he will learn more meaningfully if he can work alone, discover for himself, and form or build his new knowledge or skills. Building knowledge little by little, in this case, can bring up the character of unyielding, confidence.

Second, inquiry. The knowledge and skills acquired by students are not the results of remembering a set of facts, but the result of discovering them themselves. Here the teacher

and students carry out the knowledge discovery process independently, the knowledge and skills acquired by students are not the results of remembering a set of facts, but from the results of finding themselves. and this is the essence of contextual learning. This component strongly encourages the growth of the character of independence, discipline in students.

Third, questioning. The knowledge that a person has always starts from asking, Questioning is the main strategy based on contextuality. Teachers and students always develop questions to foster curiosity. This component encourages the realization of the character of love, truth, caring, and creativity. It is also a tool for students to be able to solve learning problems when faced with challenges.

Fourth, learning community. The concept of learning community suggests that learning outcomes are obtained from the collaboration with other people. Here the teacher always gets used to building group learning, or it can also be in pairs, students are trained and their knowledge is strengthened to work in groups. This component is very important for efforts to realize democratic values, respect/respect, cooperation, and responsibility.

Fifth, modeling. In a particular skill learning, there is a model that is usually imitated, both from teachers, students, and props used to facilitate student understanding. In contextual learning, the teacher is not the only model. Models can be designed by involving students. Someone is usually appointed to model something based on the experience he knows. This component can give birth to values of noble character, faith, piety, love for the homeland, and creativity. This can be understood, for example, the three Civics teachers explained the figure of a religious Prince Diponegoro who fought with body and soul to maintain the dignity of the nation.

Sixth, reflection. A way of thinking about what has just been learned or thinking backward about what has been done. Reflection is a response to events or events, activities, or newly received knowledge. Meaningful knowledge is obtained from the process. The knowledge possessed by students is expanded through the learning context, which is then expanded little by little. The teacher helps students make connections between previous knowledge and new knowledge. Reflection can be in the form of direct statements about what he got that day, either in the form of notes or journals in student books, impressions, and suggestions of students. This component can give birth to the awareness to always introspect yourself every time you have done something (cultivating a humble character).

Seventh, authentic assessment. The process of collecting data that can provide an overview of student learning progress, both by teachers and students. Especially for students, this component familiarizes students to be able to measure themselves whether they are good? Has it progressed? Has it worked? Are there any obstacles? Or how to overcome obstacles? Students who are accustomed to authentic assessment from an early age will develop the character of justice. The student will understand what he deserves.

From the results of the distribution of student character levels at SDN 81 Belo, it shows that there are 4 categories, namely very active, active, moderately active, and less active categories. The highest distribution lies in the active category, namely the percentage is 72.73%, then the percentage is 27.27% in the moderately active category. That is, from the 11 students studied, 8 students have an active character level, and 3 students have a moderately active character level. This shows that the level of character of students who have been given contextual learning based on Siri' na Pacce local wisdom is quite good.

Contextual learning is a learning concept that helps teachers relate the material they teach to students' real-world situations and encourages students to make connections between their knowledge and its application in their daily lives.

Contextual learning in essence is the relationship of each material or learning topic with real life. This means that students are faced with a problem that is usually faced in the environment so that in time students will be able to overcome the real problems faced in their environment. Therefore, through contextual learning, learning is not a transformation of knowledge given by the teacher to students by memorizing some concepts that seem detached from real life, but more emphasis is placed on facilitating students to seek the ability to live (life skills). of what he learned. This is closely related to the national education goals set by the government.

The steps taken in the application of contextual learning in the process of teaching and learning activities are as follows:

1. The teacher directs students to develop their thinking in such a way as to carry out meaningful, memorable learning activities, either by asking students to work on their own and to find and find answers for themselves, then facilitate students to construct their knowledge and skills that they have just met.
2. With the guidance of the teacher, students are invited to find a fact from the problems presented by the teacher/from the material provided by the teacher.
3. Provoking student reactions to do questions to develop student curiosity.
4. The teacher forms the class into several groups to conduct discussions and ask questions.
5. The teacher demonstrates an illustration/illustration of the material with the actual model or media.
6. The teacher and students reflect on the activities that have been carried out.
7. The teacher conducts an evaluation, which is to assess the actual ability of students.

Contextual learning is something new for fifth graders in the Civics learning process because in previous learning the teacher only used the lecture method considering the very complex Civics material and this resulted in students becoming inactive, lazy to think, and not motivated to study harder. However, through this contextual learning, students become very motivated and enthusiastic about following the lesson because of the interaction, communication, and cooperation of each student in the group.

This is evidenced by the results of post-test calculations carried out in the experimental class after being treated using contextual learning, the difference is very clear. Experimental class students scored in the medium, high, and very high categories.

The lecture method is one of the methods commonly used by teachers in learning. In this study, the lecture method was used as a control class. The study in the control class was conducted in two meetings. In the first meeting, the teacher opens the lesson and then gives an apperception about the lesson to be delivered. Furthermore, students were given pre-test questions to determine the initial ability of students.

After giving the pre-test the teacher guides the students to read the textbooks that have been provided by the school, then the teacher explains the material about human interaction with the environment interspersed with some pictures taken by the teacher from newspapers and magazines. The next stage is the teacher gives the opportunity for students to ask whether there is material that has not been understood. There were several students who submitted statements to the teacher and the teacher gave responses. To find out how deep the knowledge that students have gained, the teacher asks students to close the entire textbook, then the teacher asks questions that must be answered by students. The last stage, the students together with the teacher make conclusions and the teacher closes the lesson with greetings.

At the second meeting, the teacher reminded the material that had been delivered at the previous meeting. Next, the teacher explains the subject matter with the theme of interaction.

While explaining, the teacher asks questions related to the subject matter according to the student's experience. The teacher gives opportunities to students if students do not understand the material that has been delivered. Then the students together with the teacher make conclusions about the material that has been studied and students are given a post-test.

## Conclusion

Based on research conducted in class V in Cluster 33, Ganra District, Soppeng Regency at SDN 81 Belo as the experimental class group and SDN 80 Paomallimpoe as the control class group, it can be concluded that there are 4 categories of interpretation of student character assessment, namely very active, active, moderately active, and less active. In general, the character of class V students is active, this is evidenced by the results of data processing that of 11 students there are 72.73% (8 of 11 students) are in the active criteria. Differences in Civics learning outcomes for students who follow the contextual learning model and those who follow the direct instruction learning model. In the experimental class there was an increase in student Civics learning outcomes after following the Contextual Learning Model at SDN 81 Belo. This is based on the statistical table the average score of pre-test Civics learning outcomes is 56.36 and the average post-test Civics learning outcomes is 84.84. While the control class at SDN 80 Paomallimpoe in general, student learning outcomes are less, this is based on the results of the analysis of the average student learning outcomes in the pre-test 60.74 and the average student learning outcomes in the post-test 62.21. And Based on the results of the paired t-test, a significance value of  $0.000 < 0.05$  was obtained, so it can be concluded that there is a significant positive effect on the implementation of the Siri' na Pacce based Contextual Learning Model on the inculcation of character values and Civics learning outcomes for fifth-grade elementary school students. Cluster 33, Ganra District, Soppeng Regency.

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