

CULTURE PANGNGADAKKANG AS A FORM OF SOCIAL INTERACTION

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Abstract

The study aims to discover the description of the needs, product development design, and validity of prospective users' response to the product development of the local content curriculum of Pangngadakkang culture as a form of social interaction of grade VIII at MTs Bani Rauf in Gowa district. The research method used was adapted from Ken Peffers' model. The researcher only conducted the study to demonstrate the product phase. The study results were obtained through the dissemination of identification needs questionnaire and subject teachers' response questionnaire. The validity and practicality were stated as valid in learning. It was obtained from the validation result based on experts, teachers' responses, and group tests which indicated a very good category. The study concludes that the product is suitable to be developed in the school so that cultural preservation is always maintained and remains embedded in moral values and civilized students from an early age.

Keywords: Curriculum, pangngadakkang, development, culture

Abstrak

Penelitian ini adalah penelitian pengembangan yang bertujuan untuk mengetahui gambaran kebutuhan pengembangan produk, Untuk mengetahui desain pengembangan produk dan untuk mengetahui validitas. Model pengembangan yang digunakan oleh peneliti diadaptasi dari model Ken Peffers, yang memiliki enam aktivitas utama. Pada prosedur pengembangan ini, peneliti menggunakan model pengembangan sampai pada tahap mendemostrasikan produk. Gambaran kebutuhan diperoleh melalui sebaran angket indentifikasi kebutuhan dan angket respon guru mata pelajaran, mengharapkan adanya pengembangan kurikulum muatan lokal budaya pangngadakkang sebagai ciri khas daerah di Kabupaten Gowa. Pengembangan kurikulum muatan lokal budaya pangngadakkang sebagai bentuk interaksi sosial dinyatakan valid (layak) dalam pembelajaran, hal ini diperoleh dari hasil validasi ahli, tanggapan guru, dan uji coba kelompok yang berada pada kategori sangat baik. Hal ini cocok untuk dikembangkan di sekolah tersebut, agar kelestarian budaya selalu terjaga dan tetap tertanam nilai-nilai moral dan siswa yang beradab sejak dini.

Kata kunci: Kurikulum, pangngadakkang, pengembangan, budaya

How to Cite: Baidis F, Haling A, and Febriati F (2022). Culture Pangngadakkang As A Form Of Social Interaction. *Indonesian Journal of Educational Technology*, 1 (2), 82-89.

INTRODUCTION

Curriculum development has become more significant after regional autonomy took effect. Education units become more flexible, developing the uniqueness of their area. Students' self-development is more flexible to better direct students to the potential of the area they have and their daily lives. They are stated in Permendikbud No. 79 of 2014 concerning Local Content Curriculum 2013.

The local content curriculum in one area differs from that in others. It may differ from one school to another in one area because an area may have different topography and a different climate where the role of stakeholders is carefully to see the potential of each area to be developed according to the needs of students and the surrounding community.

As is the case with research conducted by Wijayanti (2017), which connects the critical role of local history in the curriculum in schools so that positive change results are obtained for students by introducing history, local Ciamis is the growth of nationalism, historical awareness, critical thinking, mutual cooperation.

The deviant form of school children's behavior is one of the factors of concern in education, making students more educated with the education they receive at school. An example is the mistreatment of a student against another student due to harsh words expressed by one of the students, which led to persecution (online sulseberita.com).

Through local content curriculum packaged in the form of local wisdom culture, it is expected to equip students' knowledge, skills, and behavior so that students have broad insight into environmental conditions and the environment's needs in which they live national development.

Education in family life is no less important because it is in the family environment that a student spends more time; this is where the critical role of the family is to instill the values of social interaction that apply in society.

The values of social interaction are fundamental in a social environment; even playing, a student spends much time interacting with friends. It is as revealed by Kartajayadi & Arnidah (2018) through the integration of cultural arts in the local content of social interactions that occur during the learning process: a) Teamwork in groups is shown by the incorporation of competencies possessed by each child in the team, b) Accommodation in the form of an adjustment process each student in dealing with group problems, c) Assimilation in the form of student's ability to combine elements of Makassar art and character values, and d) Paternalism in the form of creating leadership characters from the role of peer counselors which will determine the success of a group.

Based on the above background, the research that researchers will carry out includes introducing students to what pangngadakkang is in everyday life and the school environment and trying to help teachers carry out the learning process through product development that will produce in this research. For this reason, researchers are interested in studying this problem with the title Development of the Pangngadakkang Local Content Curriculum as a Form of Social Interaction for Class VIII at MTs Bani Rauf, Gowa Regency.



METHOD

This study uses a **development model** with a research design adapted from the Ken Peffers model (Rusdi, 2018: p. 153). The location of this research is the Bani Rauf Foundation for the education level of Bani Rauf Madrasah Tsanawiyah (MTs) Jalan Yusuf Bauty, Gowa Regency. **The subjects** in this study were class VIII students and teachers of local content subjects at MTs Bani Rauf. **The research procedures** include: 1) identifying problems, 2) determining goals and solutions, 3) designing and developing products 4) demonstrating products.

Operational definitions are as follows:

1. The local content curriculum envisioned in this study develops SKL, SI, syllabus, teaching materials, and learning videos on Local Content Subjects at MTs Bani Rauf, Gowa Regency, to improve the potential and culture of the local region, particularly in Gowa Regency.
2. *Pangngadakkang* referred to in this study, is the behavior and actions that become the daily habits of the people of Gowa Regency, which become the culture and characteristic of people's behavior that can accept in the community.
3. The social interaction referred to in this study in the form of students' actions and behaviours in everyday life embedded in learning, namely in the form of individual behavior that greets each other, familiarises with tabe culture, which upholds sipakatau, sipakalabbiri', and sikapala'.

The data collection techniques used in this research: 1. Literature study, 2. Observation, 3. A questionnaire, and 4. Interview.

RESULTS AND DISCUSSION

Results

1. Description of Curriculum Development Needs for Local Content *Pangngadakkang* as a Form of Social Interaction

- a. Curriculum analysis

A description of the need for local content curriculum development consists of the problem identification stage. The problem identification stage (*Identify Problem*) is an essential initial stage carried out in this research to find out the initial description of what is the gap between reality and the expectations to be achieved, namely the 2013 curriculum with Regional Language Subjects, more specifically Makassar language, namely reading writing. Lontara This found a meeting point that the local content learning applied at MTs Bani Rauf still teaches local content like a local characteristic.

- b. Needs

analysis Needs analysis determines what students' needs should be taught in the local culture-based curriculum at MTs Bani Rauf.



Based on the needs identification questionnaire, it can be concluded that this indicates that the Local Content Subjects are classified as interesting subjects; students' learning desires cannot be separated from the teacher's role in the learning process given to student subjects.

2. Product development design for Local Content Curriculum Pangngadakkang Culture as a Form of Social Interaction

a. Stage of Determining Goals and Solutions

Things Graduates (SKL), Content Standards (SI), and Basic Competencies (KD) are the goals that are expected to be achieved. SKL is the goal to be achieved after participating in local content learning. Then SI becomes the content of learning taught in Core Competencies and Basic Competencies to achieve the expected graduate competencies.

The SKL and SI designs (KI and KD) are the goals and solutions designed by researchers so that students have changes in the form of behavior, showing and spreading positive things to peers, younger people, and older people, namely, teachers and parents.

b. Design and Product Development Phase

1) Syllabus

Researchers designed design and Development the syllabus design to make it easier for teachers to develop Learning Implementation Plans (RPPs) designed by the local content subject teachers themselves.

2) Design and Development of Teaching Materials

Design of development of teaching materials designed by researchers based on SKL, SI (KI and KD), and Syllabus; based on this, the researchers then designed and developed teaching materials.

3) Design and Development of Learning Videos

The design phase of learning videos refers to teaching materials, namely books designed by researchers. This learning video draws on one of the important points of the *pangngadakkang*, namely the manners contained in the book.

3. of Pangngadakkang Local Content Curriculum development as a Form of Social Interaction

a. validity

Citra Rosalyn Anwar, S.Sos,M.Si, pays attention to the products' suitability, starting from graduate competency standards to learning media. After analyzing the data, the content/material expert validation results were obtained with an accumulated score of 86.6, being in the "very good" category.

b. Media expert validation

The media expert validator is Dr. Abdul Hakim, S.Pd, M.Sc. Teaching materials in the form of learning books are considered good for use in the learning process, as well as learning videos.



After that, the score is 53 divided by a maximum score of 60, so the percentage obtained is 88.3. When converted into Sudijono's score classification, this value was in the "very good" category.

c. Revision

Products designed and assessed by the validator's Material and media experts are declared eligible for testing by first making improvements following the suggestions given. Products in the form of learning videos also received revisions to obtain more appropriate media before being tested.

d. Response questionnaire The teacher

in charge of Local Content Subjects at MTs Bani Rauf is Mrs. Dra. Hj. Marwah, MM, commented that it supports this research and is very suitable to be applied in schools as a learning reference material. Results of the complete teacher response questionnaire are shown in table 4.4 below:

Analysis of the data on the response questionnaire is the same as the data analysis of content/material experts and media experts to test the validity of the product. After the overall scores are added, the percentage, 77, is in the "good" category.

e. Student Response Questionnaire

Eighteen class VIII students were studied by reading and studying textbooks and learning videos; then, six samples were drawn randomly to provide responses related to the products that had been developed. Students tend to make comments after reading textbooks.

After dividing by six by the number of samples, the average percentage is 82. This value, when converted, is in the "very good" category.

f. The Product revision

responses or responses of teachers supporting Local Content Subjects become input for researchers to revise textbooks and learning videos because teachers and students are research subjects who will use this development product in the future.

Discussion

Through local content learning, graduates' competencies are expected to be achieved in understanding the *pangngadakkang* as a form of social interaction. Students must know the hallmark of *pangngadakkang* as a form of social interaction in everyday life. It is embedded in students in the form of attitudes and behaviours that have positive values for themselves, their friends, teachers, parents, and the surrounding community. Until students finally have the skills to cultivate a regional culture in everyday life and can be role models for fellow friends and teach positive behavior.

This is then in line with the objectives of local content expressed by Mulyasa (2006: 274), namely a. know and become more familiar with the natural, social, and cultural environment, b. have the stock of abilities and skills as well as knowledge about their area that is useful for themselves and



the community in general, c. have attitudes and behaviors that are in line with the values/rules that apply in the area, as well as preserve and develop the noble values of local culture to support national development. The syllabus developed by the researcher also contains the allocation of time, learning resources, forms of assessment, and the characteristics that students must have after participating in learning.

The difference between the teacher's book and the student's book is in the answer key provided on the last page of the textbook, which is useful for streamlining teaching time and making it easier for teachers to assess the evaluation results. This is as stated by Belawati (2003) that the function of teaching materials for teachers is "1). Save time for teaching teachers, 2). Changing the teacher's role from a teacher to a facilitator, and 3). Improving the learning process to be more effective and interactive". Other teaching materials designed and developed are learning videos.

Culture *pangngadakkang* mutual respect between human beings, so it is important to give real-life examples to avoid misunderstanding for students what is appropriate and not to be exemplified. The video shown is in line with *pangngadakkang* the Bugis-Makassar Tribe, which has always been adhered to as expressed by Putri (2017), namely: 1. Sipakatau: recognizing all rights regardless of social status and can also be interpreted as a sense of concern for others, 2. Sipakalabbiri': respect for others and always treat people well, 3. Silapaknga: a guide for the Makassar Bugis people to remind each other.

Pangngadakkang is a culture that regulates the sustainability of the social life of the community, especially the Makassar tribe. *Pangngadakkang* becomes the benchmark for people's behavior that can accept in everyday life to avoid disputes and conflicts.

Generally, in early adolescence, namely the age range of early adolescence (13/14 – 17 years), as expressed by Hurlock (in Sobur, 2003), physical changes occur rapidly and reach their peak. Emotional imbalance and instability, in many ways, exist at this time. Children begin to search for self-identity at this time, and patterns of social relationships begin to change.

The results of the development of *Pangngadakkang* as a form of social interaction for class VIII at MTs Bani Rauf, Gowa Regency, became suitable to be developed at the school, ensuring cultural preservation was always maintained and moral values and civilized students were embedded in an early age.

CONCLUSION

Description of the need for curriculum development for the local content of *Pangngadakkang* as a form of social interaction, through the distribution of need identification questionnaires and questionnaire responses to subject teachers, expects the development of a curriculum for local content of *Pangngadakkang* as a regional characteristic. Development of Local Content Design Products: syllabus design and development, teaching materials in teacher and student publications, and learning



films designed to help students comprehend and implement pangngadakkang in everyday social interactions. The validity of the curriculum development product for the local content of Pangngadakkang as a form of social interaction was declared valid to be developed in schools, especially at MTs Bani Rauf, Gowa Regency, by prospective users. Teachers and students responded positively that the product developed was declared valid to be developed in schools.

ACKNOWLEDGMENTS

I would like to thank my parents, Sirajuddin and Endang M. My uncle and aunt, Abubakar, S.Pt, MM, and Dr. Ir. Siti Munifah, M.Si, have sacrificed a lot in educating writers. To Dr. H. Abd Haling, M.Pd, and Dr. Farida Febriati, SS, as my supervisor, I and II, gave much direction during the completion of the study. The Chancellor of Makassar State University, Prof. Dr. Husain Syam, M.TP, allowed the author to gain knowledge and experience while at Makassar State University. The Director of the Makassar State University Postgraduate Program, Prof. Dr. Hamsu Abdul Gani, M.Pd, and the assistant directors facilitated the author during his study. Head of Educational Technology Study Program Dr. Nurhikmah H, S.Pd, M.Si is wise to serve the author in various problems. The head of MTs Bani Rauf Abd. Latif L, S.Ag and local content subject Dra. Hj. Marwah, MM, has permission to conduct the research and class VIII MTs Bani Rauf students. To Nur Isfidiati Idil, S.Kom, Dian Ismidiati Idil, S.Pd, Husriadi, S.Pd, Riskah, S.Psi, Siti Misbahunnisa, Awalia Yulinda Ningrum, Nurhikmah Sam, Alma Ningsy, Rani Ramdhani Rahim, Nurul Fahira Cs, Harlog Studio, which has provided a lot of assistance and teachers,

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