Development of Character Education-Based Learning Devices in Local History Subject

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Abstract— **The local history subject is a culture which has to be conserved. Accordingly, local culture of South Sulawesi learning requires sufficient pedagogical competence. Theoretical approach applied to comprehend the realites in the field involved developing learning devices. Meanwhile, the methodological tool employed to reveal dan analyse the data was qualitative approach with constructivism paradigm. The data were obtained through in-depth interview, observation and documentation. The data analysis was conducted through data condensation, data display and conclusion drawing. The data were validated through four methods; credibility, transferability, dependability and confirmability.**

Keywords— *Learning Devices, Local History*

I. INTRODUCTION

After completing their study at senior high school, students come with various values and characters influenced by their school culture, family, society, relations with peers, and participation in social, religious or sport organization [1]–[4]. Those elements have enriched them when they enter the new world named "campus", which encourages them to get involved in various interactions and activities.

Various activities in a university have been designed to grow students' characters, either in the classroom or in the extracurricular activities which are organized to accelerate their morality and citizenship growth [5]–[7]. The university can also improve the students' interpretation framework through academic tasks. In-depth teaching, for instance, can make the students see the character education-based local history. Some local history materials with character contents can result in morally responsible students, leading to their characters change. So far, there has been a big amount of evidence that high education influences students' values, goals and attitude; it leads to some movement which supports moral responsibility, change of attitudes towards political and social issues which will be evaluated differently, depending on one's view on the issues.

Value and attitude change, along with the notes of progress of intellectual disposition such as interest in and knowledge of cultural issues, has become the primary mission of high education in Indonesia [8]–[10]. The importance of high education lies in the results and knowledge and preparation of lecture material in the department. High education encourages the values and attitudes which are widely supported. Despite the many undoubted positive effects of high education, many aspects still need to be improved.

As one of the compulsory subjects in the History Education department of the faculty of Social Science of the

State University of Makassar, local history has a very important position since it provides the students with the opportunity to study the history of South Sulawesi. This subject has become very urgent as it forms pedagogical competence in the local history learning. Nonetheless, its delivery is still dominated by historical knowledge of an event. In fact, local history in the department is taught only through historical references, which merely strengthen the students' pedagogical competence and tend to ignore their character development. In relation to this, this research intended to offer a new alternative in teaching local history of South Sulawesi, which accentuates characteristical values contained in the historical events, by designing the lesson plans, syllabus, assessment and other learning devices as its products.

II. METHOD

A. Research Site and Design

The research was undertaken in the History Education department of the faculty of Social Science of the State University of Makassar. The department was chosen as the research site because the subject of local history has been one of the components of the students' character development here despite the fact that it has not had learning devices which integrate characterical values.

Considering [11] notion of qualitative study, the researcher focused on social situations of the research object, which included the aspect of place, actor and activity that interacted with each other synergically. Specifically, the research focused on designing the lesson plans, syllabus and assessment system of the subject which are based on character education.

B. Data Collection, Processing and Analysis

Considering the research design and data sources, the data were obtained through three techniques; 1) in-depth interview, 2) participant observation and 3) document analysis. Following [12] interactive model, the data analysis was conducted through three steps, which were taken at once; (1) data reduction, (2) data display, (3) Data Condensation, and (4) conclusion drawing.

Data reduction involves selecting, focusing on, simplifying, abstractioning and transforming the raw data coming up from the filed notes. Done on and on during the research, this step deals with sharpening the analysis, classifying and directing the data, eliminating the unnecessary parts, organizing the data, and drawing the final conclusions. In the context of the research, the data reduction was undertaken by choosing and categorizing the

data needed to respond to the problem statements and that related to the local history learning devices such as lesson plans, syllabus and assessment. The unnecessary parts of the data were eliminated. The reduction led to more accurate findings.

Data display deals with designing the rows and columns of a matrix for qualitative data and determining types and forms of the data inserted into the matrix boxes. In the research, the researcher displayed a group of information ordered by providing some possibility for conclusion drawing and action taking. To avoid carelessness, which could lead to unfair, stuck and baseless conclusions, the data were displayed after the separation and categorization in the form of figure, table and brief narrative text.

A conclusion is essentially a review of the field notes. The conclusion drawing is actually only one part of the entire configuration. As proposed by [12], a conclusion is to review the field notes; it can be based on the meaning implied by the data that has to be verified and the data firmness and suitability, which are essentially its validity. In the research, the conclusions were drawn by combining and interpreting the data, which were already reduced and displayed for the validity. The initial conclusions remained temporary until strong and credible evidence was found. In the process of searching for the answer to whether it is important to develop the character education-based learning devices in the local history subject at the research site, the reduced data were displayed and then interpreted for the initial hypothesis. The hypothesis included the lesson plans, syllabus and assessment. Conducting the research through descriptive qualitative approach, the researcher processed the data by finding, comparing and searching for the relations, which were to be transformed into narrative descriptions rather than numerical things.

III. RESULTS AND DISCUSSION

Various cultures in the societies in South Sulawesi are riches which have not been exposed maximally in the domain of education. Those cultural riches are kept in various sources, either in oral tradition or oral history [13]–[19]. The oral tradition contained in *paseng* and *elong* contains various characterical values of the local societies in the past, and that contained in *siri' na pacce* can inspire the next generation in living their lives nowadays and in the future. Meanwhile, oral history contained in *lontara* and other written sources can guide us through the life by following "rhytm" of the complex development of the times [20], [21].

The ideas shared by Bugis-Makassar's *to acca* (intellectuals) in the area of South Sulawesi became references for the kingdoms making political policies. A great figure like Kajao Laliddong, which has been famed with his diplomacy ability, became a reference for not only Bone kingdom but also other kingdoms. The kinship concept proposed by Arung Palakka has fully integrated the whole South Sulawesi. Meanwhile, other intellectuals such as Arung Bila to accae ri Luwu, La Maggalatung di Wajo, Pattingalloang di Gowa have provided the South Sulawesi's societies with the important ideas of how to form ideal characters.

Maradeka (democracy), *lempu* (honesty), *getteng* (firmness), *sitinaja* (propriety), *warani* (bravery) and other

characterical values have become references for the Bugis-Makassar societies in their daily life. *Tudang sipulung* or *tudang wanua* (discussion), for instance, was practiced by Wajo society in choosing their leader; the right to speak belonged to not only *matowa* (the royal people) but also the ordinary citizens. The real example of *Getteng* in law enforcement was given by Nene' Mallomo by punishing his own child for becoming the crop failure maker. *Warani* was showed by Sultan Hasanuddin, Besse Kajuara and other brave figures who fought for freedom against the Dutch and Japanese colonialism in South Sulawesi.

The characterical values, either those in *paseng* and *sirik na pacce* or those in *lontara,* have not been references at all levels of education, including the university level. The curriculum implemented is still restricted by the national curriculum, which tends to prioritize pedagogical intelligence rather than morality. This is absolutely irony since this nation is getting "sick" because of having lost its identity, defeated by hedonism and westernization, which are preferred by the students. This condition has to be stopped if there is still a willingness to be the "legal owner" of this nation and the cultures and histories made by the predecessors.

Considering the necessity of having local history learning sources which are based on character education, the products are expected to serve as (1) conservation and development of the characterical values sources of South Sulawesi such as *lontara, paseng* and *siri' na* pacce, (2) conservation of the characterical values implied in the local history of South Sulawesi such as *maradeka*, *lempu*, *getteng*, *sitinaja* and *warani*, and (3) references in teaching the local history of South Sulawesi for either academic or non-academic interest.

IV. CONCLUSION

The learning devices are to integrate characterical values in the local history learning in the History Education department. The research findings reveal that the learning devices development is such a breakthrough in the effort to make the students understand values of the local characters in the history learning. Those values, which are integrated in the local history learning in the department, include *agettengeng* (firmness), *lempu* (honesty) and *maradeka* (democracy).

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