

Risma Sinaga

The Effectiveness of Multicultural Based Social Sciences Teachi...

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help students in solving multicultural problems systematically, critically, and logically. Following are the conditions of the diversity of students in grade VIII A of Junior High School One Natar with a total of 32 people as follows: The fact at the research site is that the low nationality scores of students such as not being ready to attend the flag ceremony, there are still students who sometimes do not attend school, do not understand the meaning of the philosophy of Lampung and the lack of mutual cooperation. Therefore social studies learning must be able to help students in solving multicultural problems systematically, critically, and logically. Following are the conditions of the diversity of students in class VIII A of Junior High School One Natar with a total of 32 people as follows: The fact at the research site is that the low nationality scores of students such as not being ready to attend the flag ceremony, there are still students who sometimes do not attend school, do not understand the meaning of the philosophy of Lampung and the lack of mutual cooperation. Therefore social studies learning must be able to help students in solving multicultural problems systematically, critically, and logically. Following are the conditions of the diversity of students in class VIII A of Junior High School One 1 Natar with a total of 32 people as follows: Therefore social studies learning must be able to help students in solving multicultural problems systematically, critically, and logically. Following are the conditions of the diversity of students in class VIII A of Junior High School One 1 Natar with a total of 32 people as follows: Therefore social studies learning must be able to help students in solving multicultural problems systematically, critically, and logically. Following are the conditions of the diversity of students in class VIII A of Junior High School One Natar with a total of 32 people as follows:

Table 1.1 Multicultural situation of students of Grade Eight Junior High School One Natar.

No	Religion				Parents' job				Education Parents						
	Islam	Christian	Hindu	Catholic	Labor	Employee	Civil servants	entrepreneur	Farmers	Driver	Elementary school	Junior High School	Senior High School or Technical High School	Diploma	S1/S2
2	20	1	1	1	8	5	3	10	2	4	2	3	10	2	7

No	Ethnic Parents								
	Java	Lampung	Padang	Sundanese	Bali	Batak	Aceh	Palembang	Serang
1	18	3	1	3	1	1	1	3	1

Source: Grade VIII A of Junior High School One Natar in the 2019-2020 Academic Year.

Based on the table above, that the cultural conditions of students are very diverse in terms of their parents' backgrounds. So to provide additional character values need teaching material that directly has a multicultural-based national character value. To overcome these problems is to develop social studies teaching materials that are appropriate to support the process of teaching and learning activities, namely the development of multicultural-based social studies teaching materials.

II. RESEARCH METHOD

This study uses two approaches, namely the quantitative approach. The quantitative approach is used at the product testing stage (textbooks) using one group design in grade VIII A before and after learning using social-based multicultural teaching materials that will be measured to determine the effectiveness of teaching materials being developed in optimizing the national character of students. The research model that will be used in this research is the type of research development and field testing (Research and Development). Borg and Gall (2003: 50) explain that "research and development is a process used to develop and validate educational products". This research was conducted through a series of activities carried out and followed up by developing a materialsocial studies teaching in the form of textbooks with reference to multicultural values there are in the environment of students as objects of learning, development teaching materials themselves are carried out through a series of analysis-action-reflection-evaluation activities and innovation in a planned, measured and systematic research phase.

The stages of research and development in this study refer to the procedure and the steps put forward by Borg and Gall (2003: 50). According to Borg and Gall (2003: 50) there are several steps that must be considered in a research and development of teaching materials. The steps for developing this teaching material, simplified to 5 the main steps (Tim Puslitjaknov, 2008: 88) namely:

1. Conduct an analysis of the initial product being developed
2. Develop initial products

3. Expert validation and revision
4. Small-scale trials and product revisions
5. Large-scale trials and final products

Normality test is done to test whether all variables are normally distributed or not. The normality test uses the Kolmogorov-Smirnov formula in calculations using the SPSS 22 program. A homogeneity test is performed to determine whether the data obtained has the same variance or not. Setyosari (2012: 238) scores are easiest to be parametrically compared if the variance or distribution (s^2) in both groups is the same (homogeneous). According to Riduwan (2015: 186) homogeneity test of variance is done by F test with the following formula:

$$F = \frac{\text{The Biggest Variant}}{\text{The smallest variant}}$$

If F arithmetic $\geq F$ table, the variant is not homogeneous with a significant level (α) = 0.05. Conversely, if F arithmetic $\leq F$ table, then homogeneous variants with a significant level (α) = 0.05 (Riduwan, 2015: 186).

The second and third hypothesis testing uses the normalized gain test (N-gain) and t-test (t-test) to determine the difference in the average pretest results before using teaching materials and post test results after using multicultural-based teaching materials in social studies subjects. To see an increase in social studies learning outcomes for students of grade eight (VIII) Junior High School One Natar South Lampung on Sociology material used a normalized gain score. N-gain is obtained from the reduction of the posttest score with the pretest score divided by the maximum score minus the pretest score using the N-gain formula (Meltzer, 2002: 120) as follows:

Information:

- = N-gain
- = Score *posttest*
- = Score *pretest*
- = Maximum score

Category:

- High = $g > 0.7$
- Is = $0.3 < g \leq 0.7$
- Low = $g \leq 0.3$

The difference in the value of the gain score is tested statistically by correlated t-test using the following formula:

Information:

- = Sample average 1 (*post-test* after using multicultural-based IPS teaching materials)
- = Sample average 2 (*pre-test* before using multicultural-based IPS teaching materials)
- n_1 = Number of sample subjects 1
- n_2 = Number of sample subjects 2
- = Sample standard deviation 1

- = Sample standard deviation 2
- = Sample variance 1
- = Sample variance 2
- = Correlation between data of two groups (Sugiyono, 2010: 422).

After obtaining t_{count} and t_{table} , the test is carried out with the criterion H_0 accepted if $t_{count} \leq t_{table}$ and H_0 is rejected if $t_{count} > t_{table}$ with a significant level of 0.05 and $dk = n_1 - n_2 - 2$. Other basic decision making are:

- If the significance value (2-tailed) > 0.05 then H_0 is accepted and H_1 is rejected.

If the significance value (2-tailed) < 0.05 then H_0 is rejected and H_1 is accepted.

III. RESULT AND DISCUSSION

3.1 Results

The results obtained in this case use the normality test. To find out whether or not normal is if $sig > 0.05$ then it is normal and if $sig < 0.05$ can be said to be abnormal. Data pre-test and post-test learning outcomes and characters, both experimental and control classes have sig values > 0.05 , it can be concluded that the data groups are normally distributed. Homogeneity test is used to determine the level of variance similarity between the two groups namely, the experimental group and the control group. Data requirements are said to be homogeneous if the calculated significance value is greater than the significance level of 5% or (Sig value > 0.05). The homogeneity test results of the research variables are known to have significant pre-test or post-test data values greater than 0.05 ($sig > 0$).

3.1.1 Test t Learning Results Pre-Test and Post-Test Experiment Class with Control class

T-test pre-test and post-test experimental class aims to determine whether there is an increase in scores. The conclusion of the study was declared significant if t arithmetic $> t$ table at a significance level of 5% and p value < 0.05 . The results obtained by the Sig (2-tailed) value of 0,000 < 0.005 , with an average pre-test value of the experimental class at 66.44 and an average post-test value of 83.38 so that an increase of 16.94. Also obtained t count $> t$ table at the 5% significance level ($9.033 > 2.0395$). The results for the control class obtained Sig (2-tailed) value of 0.036 < 0.005 , with an average pre-test value of the control class of 63.00 and an average post-test value of 66.31 so that an increase of 3.31 . Also obtained t count $> t$ table at a significance level of 5% ($2,191 > 2,0395$). Multicultural social studies teaching materials and control groups that do not use multicultural social science teaching materials.

3.1.2 t character tesr Pre-Test and Experimental class post-test with Class Control

T-test pre-test and post-test experimental class aims to determine whether there is an increase in scores. The conclusion of the study was declared significant if $t_{\text{arithmetical}} > t_{\text{table}}$ at a significance level of 5% and p value < 0.05 . Data analysis using paired samples t test comparison test on SPSS version 20. The results obtained by the Sig (2-tailed) value of 0,000 < 0.005 , with an average value of pre-test experimental class amounted to 117.3 and the average value of post- test of 155.69 so that an increase of 38.39. Also obtained $t_{\text{count}} > t_{\text{table}}$ at a significance level of 5% (12.287 > 2.0395). The results of the control class were obtained with an average pre-test value of the control class of 123.66 and an average post-test value of 145.69 so that an increase of 22.03. Also obtained $t_{\text{count}} > t_{\text{table}}$ at the 5% significance level (13.824 > 2.0395). This means that there are differences in the average character of students in the experimental group students who use Multicultural-Based Social Studies Learning Materials and control groups that do not use Multicultural-Based Social Studies Learning Materials.

Discussion

From the results of the study, the researcher finally got the results from the formulation of the problem that had been formulated previously. The results of research conducted at Junior High School One Natar based on the results of statistical analysis obtained from the experimental class are groups that learn to use multicultural-based teaching materials and control classes ie groups that learn not to use multicultural-based teaching materials show that the motivation of the two classes is significantly different. The conclusion is that to see the effectiveness of Mulicultural-based Social Studies Teaching Materials with student learning outcomes measured using gains core. Based on the gains core formula that is used to see the difference in the learning process before and after using the Mulicultural-based Social Studies Learning Materials that have been developed. The experimental class gain calculation results obtained 0.42, with the category "medium" because it is in the classification $0.7 > g \geq 0.3$. In the control class an average gain of 0.058 is obtained, with the category "low" because it is in the classification $g < 0.3$. This shows that there are differences between student learning outcomes, by using Social Studies Learning Materials Based on Multiculturalism or in other words H1 received. This matter means Social Studies Learning Materials Based on Multiculturalism effectively improve student learning outcomes.

The results of character calculations using the experimental class gain obtained 0.46, with the category "medium" because it is in the classification $0.7 > g \geq 0.3$. In the control class obtained an average gain of 0.25, with the category of "low" because it is in the classification $g < 0.3$. This shows that there are differences between the characters of students, using

Social Studies Learning Materials Based on Multiculturalism or in other words H1 received. This shows that there are differences between the characters of students, using Social Studies Learning Materials Based on Multicultural or do not use these teaching materials.

Table 3.11 Learning Outcomes and Character of Grade VIII students of Junior High School One Natar.

NO	Grade VIII A (Experiment)		Grade VIII B (Control)		Grade VIII A (Experiment)		Grade VIII B (Control)	
	Learning outcomes				Student Character			
	PRE TEST	POST TEST	PRE TEST	POST TEST	PRE TEST	POST TEST	PRE TEST	POST TEST
1	57	53	67	70	134	180	135	129
2	70	80	70	57	130	170	108	164
3	73	70	80	73	108	130	104	129
4	60	87	33	37	137	180	101	101
5	53	70	57	67	104	135	140	180
6	63	73	57	70	113	163	110	137
7	83	73	63	73	109	180	143	162
8	53	73	73	63	109	180	130	165
9	63	73	63	63	110	180	135	170
10	67	63	43	63	116	130	135	180
11	60	67	63	63	105	130	115	110
12	73	67	70	77	116	130	100	110
13	87	90	63	73	125	163	143	170
14	70	80	57	70	116	180	142	140
15	63	80	50	67	111	164	115	110
16	57	70	67	70	106	140	143	170
17	53	73	53	67	140	162	140	170
18	67	77	70	73	120	130	117	100
19	63	80	77	73	103	116	125	145
20	80	73	60	67	122	153	143	140
21	73	93	63	70	130	160	125	120
22	60	70	67	63	127	154	120	138
23	80	70	63	67	103	153	120	105
24	67	77	60	67	111	154	142	152
25	70	73	60	63	125	170	125	120
26	77	73	67	60	103	170	130	100
27	60	60	70	67	130	170	100	153

28	57	77	70	63	115	153	106	153
29	57	80	70	73	124	153	130	154
30	83	73	47	63	115	160	120	153
31	70	70	73	70	121	141	110	180
32	57	63	70	60	123	148	105	143
R at a ₂	66.4 3	73.4 6	63	66.31	117.5 7	155.69	123. 66	142.28

IV. CONCLUSION AND SUGGESTION

From the results of the study it can be concluded that through multicultural-based social studies teaching materials that are developed effectively towards improving learning outcomes and can optimize the national character of students in Junior High School One Natar. Thus in carrying out learning activities every teacher should be able to have appropriate

teaching materials or be creative in providing learning in school, so that they can help improve student learning processes and outcomes.

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