

# The Validity and Practicality of Pancasila and Civic Education Learning Model Based on Local Wisdom

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**Abstract** One of the educational philosophies that are still being adopted in education, especially in Indonesia, is perennial. This school claims that education must always be linked to a culture that can shape a better human personality. This research is a part of research and development in creating a teaching model for Pancasila and Citizenship Education (PPKn) based on local wisdom. The main focus is to test the validity and practicality of the local wisdom-based PPKn learning model that has been developed. Two experts and three teachers were involved in this study to determine whether the products produced in this study were valid and practical. Several instruments are used in collecting data, namely validation sheets, model implementation observation sheets, and learning management observation sheets. The data that have been collected are then analyzed using a quantitative approach. The results showed that the PPKn learning model based on local wisdom was proven to be valid and practical. Thus, this learning model can be used for a more extensive trial process through effectiveness testing.

**Keywords** Validity, Practicality, Local Wisdom, Teaching Model

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## 1. Introduction

Perennialism is a school of educational philosophy based on classical idealism and realism. This flow is an educational philosophy movement that can be the most

radical among other schools [1]. Apart from being labelled with an extreme stigma, this school of philosophy is the most conservative, traditional, and inflexible [2]. Perennialism considers that education must be constant and immutable, just as human nature is unchanging and stable to predict [3].

Perennialism considers that the main problem in education lies in the aspect of the curriculum. The current curriculum should not change and constantly be based on human nature [4]. In other words, the school cannot be an imitation of life, but human beings must be life itself. If it is related to education, the followers of this sect believe that a school is a place where culture is passed on to future generations to increase their mental capacity [5]. Culture is an essential element in perennials and essentialism because they think that culture can guide human life [6].

The flow of perennialism is to develop students' personalities by teaching them how to think rationally. In other words, perennialism makes educational goals a process of finding the truth through the development of intelligence and rationality that each student has. This is in line with Kooli et al. [7] which states that the purpose of education in the flow of perennialism is the process of teaching students to think rationally and develop human minds to think critically [8]. The purpose of education in the view of perennialism is to guarantee individual freedom, human rights, and responsibility for nature.

Local wisdom is a part of a culture that has started to be integrated into education in the last few decades. Experts consider that local wisdom is very relevant to the current

implementation of education because local wisdom is a cultural product that includes philosophy, values, norms, ethics, rituals, beliefs, customs, and others [9]. Thus, local wisdom can be used as a source of material and values that form the basis for behaviour in everyday life [10].

Local values have begun to fade and are abandoned by the younger generation. This condition has an impact on students' lack of understanding of local cultural values. School as a forum for instilling local values only focuses on the cognitive aspects. Learning that is carried out in schools tends to focus on textbooks, the teacher as a learning centre, students who tend to be passive and accepting, and memorizing concepts and material activities [11]. This condition is contrary to the theory that education in the regions must grow and develop in the school culture [12].

One way to prioritize aspects of local wisdom is by integrating them into subjects. One of the subjects that can be combined with aspects of local wisdom is Pancasila and Citizenship Education (PPKn). This subject is a compulsory subject in junior high schools, aiming to make students as citizens who behave, behave, and act by applicable laws and regulations. In other words, the concept of Civics is an effort to make students good and educated citizens in the life of a democratic society, nation and state. In essence, Pancasila as the basic philosophy of the form must be a unifying basis and view in social life.

Many studies that have focused on developing PPKn learning models and tools integrated with local wisdom have been carried out by many teachers/researchers. The development of a local wisdom-based PPKn learning model was carried out by Sumardjoko and Musyiam [13] which aims to revitalize the noble values of Pancasila as the state ideology. In addition, the PPKn learning model is also designed by teachers using a local wisdom approach that is combined with multicultural aspects [14]. Two other studies also focus on developing PPKn learning based on local wisdom in improving student civic skills [15] and increasing cultural resilience by understanding the concept of diversity [16].

From these studies, there are still no researchers/teachers who have tried to develop a PPKn learning model by integrating one example of local wisdom from Baubau City, Southeast Sulawesi, Indonesia. One form of local wisdom from the area is "Sara Pataanguna". For that reason, this study aims to develop a Sara Pataanguna-based PPKn learning model to be tested from its validity and practicality aspects. The formulation of the problem in this study is :

- 1) What is the level of validity of the PPKn learning model based on local wisdom (Sara Pataanguna) based on expert judgment?
- 2) What is the practicality level of the PPKn learning model based on local wisdom that has been developed?

## 2. Literature Review

### 2.1. Validity & Practicality

In designing and creating a learning product, several ways are needed to determine how far the quality of the product. Nieveen [17] states three ways to assess the quality of learning outcomes from the development results: validity, practicality, and effectiveness tests. In this article, the primary review focuses only on the validity test and practicality test. The validity test aims to determine the quality of learning products based on expert judgment, while the practicality test uses the perspectives and responses of users in responding to these products. The intended users in this context are teachers and students.

The concept of validity in education has existed since more than a century ago [18]. This term has initially been related to the accuracy of predictions based on test scores. In its development, the concept of validity has shifted from a test to an interpretation of test scores [19]. Validity is an evaluative assessment of the assessment itself and is seen as a characteristic of test scores rather than mere psychological tests [20], [21]. A validity test is a test as a form of assessment that can see an accurate and reliable evaluation [22]. This type of test determines the quality of the product based on evaluating those who have expertise in a particular field [23].

Furthermore, validity always refers to the extent to which empirical evidence and theoretical reasons support the scope and appropriateness of interpretations and measures based on test scores [24]. In line with Messick's statement, Borsboom et al. [25] asserted that a test is valid if it has the following characteristics: (a) the attribute exists and (b) the variation in the attribute causally results in variations in the measurement. But in fact, most of the validity of the evaluation questionnaire usually does not provide sufficient validity because it does not describe what is being measured [26].

In addition to the validity test, the next test used to see the quality of a learning product is a practicality test. The term practicality is defined as the convenience and practicality of an instrument used by users of the product [27]. The practicality of learning products is characterized by the perspective or responses of teachers and students who judge that the product can be used easily and by the developer's intent [17]. Practicality can be done through small group trials, large groups, and limited trials. The aspects used in assessing the practicality of a learning product usually include: (a) user-friendliness, (b) product attractiveness, and (c) benefits [28].

### 2.2. Local Wisdom & Sara Pataanguna

Local wisdom is usually defined as anything that refers to indigenous peoples. The custom is a natural presentation in a place or area and does not come from

another place [29]. Dahliani et al. [30] states that local wisdom is a positive human behaviour related to nature and the surrounding environment. Furthermore, they also understand that local wisdom can be used as a wise local idea, full of wisdom and moral values that are adhered to by the surrounding community.

As part of the culture, local wisdom has many forms and types. For example, one form of local wisdom is the built environment as a forum for human activities to reflect on their ideas [31]. According to him, the built environment is formed by two aspects, namely aspects of community culture and supporting factors such as climate, protection needs, building materials, construction & technology, economy, defence, and religion. Furthermore, Waterson [32] states that one example of local wisdom is the diversity of traditional houses in Indonesia and countries in Southeast Asia with different architectures and can survive amid global currents until now.

One form of local wisdom originating from the province of Southeast Sulawesi, Indonesia, is *Sara Pataanguna*. “Sara Pataanguna” can be interpreted as a norm that must be adhered to and guided by all students and their supporting communities in the life of society, nation and state. Substantially, *Sara Patanguna* contains universal and unique noble values formulated by the founding fathers from ancient times. Therefore, school as a formal institution in fostering a child’s mental, character and personality must provide exemplary examples before the child socializes with his/her social environment. In other words, the development and education of children through an understanding of the *Pobinci binciki* coolies’ philosophy is the initial foundation for shaping the character and personality of the child so that the child is ready and able to socialize well with the surrounding environment.

### 2.3. Learning Model

In general, a model refers to a variety, example, miniature, or form that is arranged in an orderly, proportional, complete, and systematic manner. For example, Eggen and Kauchak [33] define a learning model as a specific learning approach that is used during the learning process. In addition, the learning model is also defined as a conceptual framework that describes a flow or procedure systematically in managing and organizing learning activities that serve as a guide for teachers [34].

Furthermore, Trianto [35] explained that the learning model is a learning plan that contains various stages starting from the opening stage to the closing part of the learning activity. In line with Trianto’s statement, Pateliya [36] emphasized that the learning model is a learning concept related to guidelines and references in designing learning activities starting from the initial, core, and closing activities. Joyce et al. [37] define a learning model

to help students obtain information, ideas, skills, values and ways of thinking and improve their learning outcomes.

Furthermore, the learning model can also be interpreted as a learning plan in achieving several targets and objectives, which are carried out through stages called syntax. Likewise, Kilbane and Milman [38] described the learning model as a specialized method for facilitating learning. In other words, the learning model contains certain strategies in facilitating learning for students to understand learning material. Ideally, a good learning model has several elements in it. Joyce et al. [37] describe five elements in a learning model, namely:

1. Syntax or operational steps must be passed during the learning process.
2. Social systems or the atmosphere and norms that apply in learning.
3. Principles of reaction, which describe how teachers should encourage and respond to students.
4. Support systems are all means, materials, or learning environments that support learning.
5. Instructional and nurturant effects that are obtained directly based on the objectives to be achieved and the results of the accompanying impact or nurturant effects.

## 3. Method

### 3.1. Research Design, Site & Participants

Research & development is a type of research design used in this study by adopting the theory proposed by Borg and Gall [39]. The two experts described ten stages in research and development design, namely: (a) data collection, (b) planning, (c) product draft development, (d) initial field trials, (e) revision, (f) testing main field trials, (g) perfecting the product, (h) implementation testing, (i) product revision, (j) dissemination and implementation. In this article, the validity and practicality testing phase are the main focus reviewed and explained.

This research was conducted in several different junior high schools (SMP) in Baubau City, Southeast Sulawesi, Indonesia. This was done because the teachers involved in this study were six people who taught in these schools. The six schools are junior high schools with public schools located in the Baubau City area, Southeast Sulawesi, Indonesia. In addition to involving six teachers as participants in the practicality test, this study also involved three experts in assessing the products developed, namely model books, lesson implementation plans (LIP), teacher manuals, and student handbooks.

### 3.2. Data Collection

Collecting data in the validation and practicality phase

uses several types of instruments. In the validation phase, researchers used several kinds of product validation sheets that were shown to experts. The validation sheets used consisted of: (a) model book validation sheets, (b) Learning Implementation Plan (RPP) validation sheets, (c) teacher manual validation sheets, and (d) student handbook validation sheets.

The four validation sheets were prepared and developed by the researcher. It according to the needs in the field and first validated before being used. This validation sheet is designed using four rating scales: a scale of 1 (lowest) to 4 (highest). This sheet consists of three aspects of assessment: aspects of format, language, and learning resources/tools for validation of teacher handbooks, student books, and lesson plans. In contrast, the model book consists of supporting theory, syntax, social systems, reaction principles, support systems, and instructional impact and accompaniment. The validation carried out in this study is content validation and does not involve construct validation tests. That is, the validation process is emphasized on the content aspect of the product being developed.

On the other hand, in the practicality test of the learning model, researchers used two types of observation sheets aimed at the teacher to assess during the learning process. The first observation sheet used was the observation sheet to implement the PPKn learning model based on local wisdom aimed at six PPKn teachers. Second, the observation sheet used is the learning management observation sheet which is also addressed to six teachers. Like the validation sheet, these two observation sheets are also validated before being distributed to the respondents.

Before being used, the validation sheet (research instrument) was first tested for the level of validity and reliability. The test results of these instruments indicate that all of these instruments are valid and reliable and can be used. The test results can be seen in table 1.

### 3.3. Data Analysis

After the data on the validation and practicality tests were collected, it was analysed using a quantitative approach. The data were analysed to determine the cumulative average score to determine the level of validity and practicality of this learning model. The formula used to calculate the cumulative average value on the validity and practicality test is described below.

1) Calculating the level of validity [23].

$$\text{Average total score } (\bar{X}) = \frac{\sum \bar{A}_i}{n}$$

Information:

$$(\bar{X}) = \text{Total average}$$

$$\bar{A}_i = \text{average of aspect } i$$

$$n = \text{many aspects}$$

To determine the validity level, the average score was compared with the applicable criteria table. The criteria for practicality consisted of four groups: very valid, valid, less valid, and invalid. The range of scores used in this validity test is based on the range of scores used by Muhali et al. [40] in his research. In detail, the range of scores is presented in table 2.

**Table 1.** The results of the validity and reliability of the instrument

No.	Item	$r_a$	Category	Cronbach's alpha ( $\alpha$ )	Category
1.	Model book validation sheet	.75	Valid	0.82	Reliable
2.	LIP validation sheet	.76	Valid	0.84	Reliable
3.	Teacher's book validation sheet	.68	Valid	0.86	Reliable
4.	Student book validation sheet	.80	Valid	0.88	Reliable
5.	Model implementation observation sheet	.82	Valid	0.82	Reliable
6.	Learning management validation sheet	.78	Valid	0.81	Reliable

**Table 2.** The categories of the validity of the learning model

No.	Score Range	Category
1.	$3,5 \leq X \leq 4,0$	Very valid
2.	$2,6 \leq X < 3,5$	Valid
3.	$1,6 \leq X < 2,6$	Less valid
4.	$1,0 \leq X < 1,6$	Invalid

2) The level of practicality

Furthermore, to measure the practicality of the product of the local wisdom-based PPKn learning model, the researchers analyzed the data collected from 6 teachers to determine their cumulative average score. To find the total average of each observation aspect to measure the level of implementation and management of learning, the formula used is:

$$\bar{A}_i = \frac{\sum_{m=1}^t A_{mi}}{t}$$

Information:

$\bar{A}_i$  = average aspect value to i

$A_{mi}$  = average aspect of i meeting to m

t = amount of meeting

**Table 3.** Categories of practicality levels [41]

No	Score Range	Category
1.	$3.5 \leq X \leq 4.0$	Very practical
2.	$2.6 \leq X < 3.5$	Practical
3.	$1.6 \leq X < 2.6$	Less practical
4.	$1.0 \leq A < 1.6$	Unpractical

## 4. Results

### 4.1. Validity Test Results

There are four types of products from the PPKn learning model based on local wisdom, which three experts validate. The four products developed are: (a) model books, (b) lesson plans, (c) teacher handbooks, and (d) student handbooks. The results of the model book validation are presented in table 3.

**Table 4.** The results of the validation of the Civics (PPKn) learning model book

No.	Rated aspect	Validity	
		Average	Category
1.	Supporting theory	3.82	Very valid
2.	Syntax	3.80	Very valid
3.	Reaction system	3.96	Very valid
4.	Support system	3.73	Very valid
5.	Instructional and accompaniment impact	3.90	Very valid
6.	Implementation of learning models	3.80	Very valid
Total average		<b>3.83</b>	<b>Very valid</b>

Table 4 shows that the PPKn learning model book based on local wisdom is declared very valid based on the assessment of the three experts with a cumulative average

score of 3.83. This is an accumulation of the six aspects assessed in the model book, which includes: (a) the supporting theory aspect is 3.82, (b) the syntax aspect is 3.80, (c) the reaction system aspect is 3.96, (d) the supporting system aspect is 3.73, (e) the instructional and accompaniment impact is 3.90, and (f) the implementation aspect of the learning model is 3.80. Compared with the validity category table, the cumulative average score of 3.83 is included in the very valid category because it is in the score range of  $3.5 \leq X \leq 4.0$ .

In addition to the model book, the following validated learning product is the Learning Implementation Plan (LIP). This learning product is an essential component in providing an outline in carrying out learning. Several aspects are assessed in this lesson plan, namely format, language, tools and resources. Specifically, the three components considered are described in table 5.

**Table 5.** Aspects validated in the LIP

No	Aspects validated	Sub-aspects
1.	Format	LIP identity
		LIP components
		The practicality of the LIP
		The indicator to be achieved
		Use learning resources from the surrounding environment
		Learning activities accordingly
		Use good and correct Indonesian
2.	Language	Grammatical correctness
		Clarity of instructional assessment instructions
		Simplicity of sentence structure
3.	Learning tools & resources	Model support and learning resources for learning
		The suitability between the learning models to be achieved

**Table 6.** The results of the validation of the Learning Implementation Plan (LIP)

No.	Rated aspect	Validity	
		Average	Category
1.	Format	3.66	Very valid
2.	The local language spoken (Butonese)	3.92	Very valid
3.	Learning tools & resources	4.00	Very valid
Total average		<b>3.86</b>	<b>Very valid</b>

Table 6 shows that the results of the RPP validation stated that the product obtained a cumulative average score of 3.86. The average score is obtained from the accumulation of the three aspects assessed by experts, namely: (a) the format aspect is 3.66, (b) the language aspect used is 3.92, and (c) the learning tools & resources aspect is 4.00. Thus, the average score of RPP validation falls into the very valid category because the score of 3.86

is in the score range of  $3.5 \leq X \leq 4.00$ .

**Table 7.** The results of the student handbook validation

No.	Rated aspect	Validity	
		Average	Category
1.	Format	3.70	Very valid
2.	Language	3.76	Very valid
3.	Learning tools & resources	3.73	Very valid
Total average		<b>3.73</b>	<b>Very valid</b>

**Table 8.** Assessed aspects of teacher handbook validation

No	Rated aspect	Sub-aspect
1.	Format	Numbering system
		Clarity of material distribution
		Compatibility between text and illustrations
		Pour settings and layout
		Font type and size
		Has charm
2.	Material	The illustrations have a clear appearance
		Conformity between material and indicators
		Completeness of the material
		The accuracy of the concepts being referred to
		Present in science
		Clarity of material
		It has a nuance of creativity
		Arranged in a logical order
		Suitability of the material with student handbooks
		The accuracy of the formulation of learning objectives in the realm of student development
3.	Language	Use good and correct Indonesian
		Grammatical correctness
		Clarity of directions
		Simplicity of sentence structure

**Table 9.** The results of the teacher manual validation

No.	Rated aspect	Validity	
		Average	Category
1.	Format	3.57	Very valid
2.	Material	3.70	Very valid
3.	Language	3.75	Very valid
Total average		<b>3.67</b>	<b>Very valid</b>

Table 8 shows that the student handbook also obtained validity levels in the very valid category with an average score of 3.73. The three aspects assessed in the student handbook got an average score above 3.50, namely: (a) the format aspect of 3.70, (b) the language aspect of 3.76, and (c) the aspect of learning tools and resources of 3.73. thus, the student handbook was declared very valid because the cumulative mean score was in the range of  $3.5 \leq X \leq 4.0$ .

The final product to be validated was the teacher's handbook. Three main aspects are validated in this teacher handbook. These three aspects include aspects of format, material, and language. In detail, these sub-aspects are described in table 8.

Based on table 9, the results of the validity test of the teacher manual show that these three aspects obtain an average score above 3.50. In addition, the format aspect in the teacher's manual received a score of 3.57, the material aspect was 3.70, and the language aspect was 3.75. Overall, the cumulative average score in the teacher's manual is 3.67 and is categorized as very valid. This conclusion is determined based on the scores in the range of  $3.5 \leq X \leq 4.0$ . Therefore, when juxtaposed with the validity category table, the teacher's manual is categorized as "very valid".

### 3.2. Practicality Test Results

In this study, the practicality test was carried out by providing observation sheets for implementing the model and observation sheets for the management of the PPKn learning model based on local wisdom. The observation sheets were given to six teachers at different schools. In table 10, the results of data analysis from the model's implementation sheet.

**Table 10.** The Result of practicality through observation sheet

Respondents	Rated aspect					Category
	Syntax	Social system	Reaction System	Support system	Average	
Teacher-1	4.0	4.0	4.0	4.0	4.0	VP
Teacher-2	4.0	4.0	4.0	4.0	4.0	VP
Teacher-3	4.0	4.0	4.0	4.0	4.0	VP
Teacher-4	4.0	4.0	4.0	4.0	4.0	VP
Teacher-5	3.0	4.0	4.0	4.0	3.75	VP
Teacher-6	3.0	3.0	4.0	4.0	3.50	VP
Total average					<b>3.875</b>	<b>VP</b>

From table 9, it can be explained that the overall average score of the observations of the implementation of learning is 3.875. Therefore, it can be ascertained that the PPKn learning model based on local wisdom is stated to be very practical because the six teachers have responded to the observation process during the learning process. The “Very Practically” (VP) category is determined after the average score is compared with the practicality criteria table that has been defined in the previous method section. Therefore, the PPKn learning model based on local wisdom is very practical because the cumulative average score of 3.875 is in the score range of  $3.5 \leq X \leq 4.0$ .

**Table 11.** The results of the analysis of the learning management observation sheet

No	Respondents	Average score	Kategori
1.	Teacher-1	4.0	Very practical
2.	Teacher-2	4.0	Very practical
3.	Teacher-3	4.0	Very practical
4.	Teacher-4	4.0	Very practical
5.	Teacher-5	3.75	Very practical
6.	Teacher-6	3.75	Very practical
	<b>Average</b>	<b>3.92</b>	<b>Very practical</b>

Apart from the learning implementation observation sheet, the level of practicality was also measured using the learning management observation sheet. Like the model implementation observation sheet, the learning management observation sheet was also given to six teachers from different schools. From table 11 above, it can be concluded that the PPKn learning model based on local wisdom is stated to be very practical based on the results of the analysis of responses from observers. Cumulatively, table 10 shows that the average score reaches 3.92, which means it is in the very practical category.

## 5. Discussion

This study is part of research and development (R and D), which aims to create learning products that suit the needs of teachers and students. In addition to creating products, R and D also seeks to meet the expected teaching material criteria because many current learning resources are not developed based on needs, theories, models, attractiveness, character values, and organizing subject matter [42]. With research and development, teachers and teaching staff are trained to act professionally and foster a spirit of creativity in dealing with problems faced in the field [43].

The product produced in this study is the PPKn learning model based on local wisdom, which includes model books, lesson plans, teacher handbooks, and student handbooks. The aspect of local wisdom is considered

necessary because real education focuses not only on cognitive aspects but also on other aspects. Brata et al. [44] emphasized that local wisdom-based learning can foster students' social and spiritual attitudes. In addition, learning that is integrated with local wisdom is also expected to regenerate the importance of cultural values instilled in the younger generation. In addition, it cannot be denied that the influence of technology and attitudes of consumerism in the era of globalization significantly reduce the values of local wisdom [45], [46].

In the 2013 curriculum (the curriculum that applies in Indonesia), thematic learning integrated with local wisdom has indeed received a large portion [47]. However, teaching materials sourced from the Indonesian Ministry of Education and Culture tend to be general and have not yet touched the realm of local wisdom in several regions in Indonesia. Thus innovation is needed for teachers to design teaching materials by adjusting their surroundings. This is considered necessary because students' cultural backgrounds significantly influence learning activities compared to the subject matter itself [48]. On the other hand, Sudarmin et al. [49] assessed that local wisdom is considered suitable for education in Indonesia because it contains knowledge of language, morals, culture, customs, and technology from the surrounding community.

The validity and practicality tests results show that the model book and PPKn learning tools based on local wisdom are valid and practical. This means that this learning model is ready to be continued for more comprehensive trials. Several studies have made innovations by integrating local wisdom with subjects or learning materials. The use of learning tools supported by teaching media in comics with nuances of local wisdom can also improve the implementation of learning and motivate students [50], [51].

Other studies also confirm that local wisdom provides many benefits to the learning process. Learning experiences in school relevant to students' lives can help them solve problems faced in everyday life. The aspect of local wisdom is a form of learning experience intended in this context. In addition, these learning experiences can also provide learning about how to socialize with the community [52]. In line with these studies, other studies confirm that the environment around students can contribute to student development, skills, knowledge, and behavior [53]. Thus, the local context in this case is local wisdom that can build students' awareness of what knowledge and actions students should take in their environment [54].

## 6. Conclusions

This article reviews two stages in research and development, namely the validity test phase and the practicality test. The two tests aim to determine the level

of quality of the learning products that have been developed. The results showed that the local wisdom-based learning model of Pancasila and Citizenship Education Subjects (PPKn) was declared valid and practical. Learning products such as model books, lesson plans, teacher manuals, and student handbooks are declared valid based on expert assessments. On the other hand, the level of practicality was obtained from the analysis of the observation sheets provided by the teachers, both the model implementation observation sheet and the learning management observation sheet. The learning model based on local wisdom is considered necessary to be integrated because it can positively impact students, both in terms of learning outcomes, fostering interest in learning, increasing attitudes and caring for their culture, and so on. From the results of this study, it can be recommended that the PPKn learning model based on local properties can be further tested through effectiveness testing by involving students.

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