



The influence of local culture-based simulation learning methods on the interest and learning outcomes of social studies

Gita Ananda¹, Nursalam², Muhammad Nawir³

Program Pascasarjana, Universitas Muhammadiyah Makassar, Indonesia ^{1,2,3}

* Corresponding Author. E-mail: 1gitaananda73@gmail.com

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran simulasi berbasis budaya lokal terhadap minat dan hasil belajar IPS murid kelas V SD Negeri Kaluku Bodoa Kecamatan Tallo Kota Makassar. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode quasi eksperimen. Rancangan yang digunakan dalam penelitian ini adalah *quasi nonequivalent control group design*. Teknik sampling menggunakan quasi eksperimen. Pada rancangan ini dilakukan untuk mengetahui adakah perbedaan antara kelas eksperimen dan kelas kontrol dengan memberikan *pretest* sebelum diberikan perlakuan dan *posttest* setelah diberikan perlakuan. Populasi dalam penelitian ini adalah murid kelas VA dan VB SD Negeri Kaluku Bodoa Kecamatan Tallo Kota Makassar, sampel yang diambil adalah murid kelas VA dan VB SD Negeri Kaluku Bodoa Kecamatan Tallo Kota Makassar. Teknik pengumpulan data menggunakan angket dan tes. Teknik analisis data yang digunakan adalah *independent sample t-test* dan uji *Monova*, yang sebelumnya diuji prasyarat yaitu normalitas dan homogenitas.

Hasil penelitian ini menunjukkan pengaruh minat dan hasil belajar murid yang diberikan perlakuan berupa metode Simulasi Berbasis budaya lokal dibandingkan dengan murid yang tidak diberikan perlakuan. Berdasarkan hasil uji *independent sample t-test* pada hipotesis I diperoleh nilai sig. sebesar $0,000 < 0,05$ maka H_0 ditolak dan H_1 diterima, pada hipotesis II diperoleh nilai sig. sebesar $0,000 < 0,05$ maka H_0 ditolak dan H_1 diterima, dan hasil uji *Monova*, diperoleh nilai Sig. $0,000 < 0,05$ maka H_0 ditolak dan H_1 diterima, artinya ada pengaruh metode pembelajaran simulasi berbasis budaya lokal terhadap minat dan hasil belajar IPS murid kelas V SD Negeri Kaluku Bodoa Kecamatan Tallo Kota Makassar.

Kata Kunci: Metode Simulasi Berbasis Budaya Lokal, Minat Belajar, Hasil Belajar

Abstract

This research aims to determine the influence of local culture-based simulation learning methods on the interest and learning outcomes of social studies for fifth grade students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City. This research is quantitative research using quasi-experimental methods. The design used in this research was a quasi nonequivalent control group design. The sampling technique used a quasi experiment. This design was carried out to find out whether there were differences between the experimental class and the control class by giving a pretest before being given treatment and a posttest after being given treatment. The population in this study were students in classes VA and VB at SD Negeri Kaluku Bodoa, Tallo District, Makassar City. The samples taken were students from classes VA and VB at SD Negeri Kaluku Bodoa, District Tallo, Makassar City. Data collection techniques use questionnaires and tests. The data analysis techniques used were the independent sample t-test and Monova test, which previously tested the prerequisites, namely normality and homogeneity.

The results of this research show the influence of the interests and learning outcomes of students who were given treatment in the form of the Simulation Based on local culture method compared to students who were not given treatment. Based on the results of the independent sample t-test on hypothesis I, a sig value was obtained. equal to $0.000 < 0.05$ then H_0 is rejected and H_1 is accepted, in hypothesis II the sig value is obtained. equal to $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted, and the results of the Monova test, obtain a Sig value. $0.000 < 0.05$, then H_0 is rejected and H_1 is accepted, meaning that there is an influence of local culture-based simulation learning methods on the interest and learning outcomes of social studies for fifth grade students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City.

Keywords: Simulation Method Based on Local Culture, Interest in Learning, Learning Outcomes

PRELIMINARY

The simulation learning method can be implemented effectively with the following conditions: a) According to the Ministry of National Education (2005:134), the simulation method requires the availability of "adequate materials and tools to carry out the simulation". Djamarah (2006:92), "the teacher's readiness to direct students in carrying out the simulation, meaning that the teacher really understands what the students have to do in the simulation, the teacher acts as a director who provides boundaries and direction so that what is simulated does not go outside the corridor of learning objectives."

Judging from the structure and level, local culture is at the culture level. This is based on a socio-cultural scheme that exists in Indonesia which consists of a society that is diverse in social, cultural (multicultural) and economic structures. Ranjabar (2006) said that judging from the pluralistic nature of Indonesian society, it must be accepted that there are three cultural groups, each of

which has its own style, these three groups are as follows: a) Ethnic culture (which is more generally known in Indonesia as name of regional culture), b) local general culture, and c) national culture.

The implementation of conventional learning places greater emphasis on learning objectives in the form of increasing knowledge, so that learning is seen as a process of "imitation" and students are required to be able to re-express the knowledge they have learned through tests. The conventional learning model that is still often used by teachers today, especially in social studies learning, is a learning model that is still dominated by lectures and practice questions.

When conducting initial observations by conducting interviews with several students, most of the students experienced difficulties in learning social studies material because they lacked interest in learning. Social Sciences subjects have a wide and extensive range of material. This is because social studies is a combination of

history, economics and geography subjects. Most students complain of being tired and lazy when it comes to reading and studying social studies material. Because students' low interest in learning causes low social studies learning outcomes.

To overcome these problems, efforts are needed to create a more interesting learning atmosphere. Teaching strategies in social studies in elementary schools must be based on teaching methods that involve students actively in the learning process. A learning process that is less than optimal will have an impact on student learning outcomes. Therefore, it is necessary to choose learning methods that suit student characteristics and can make social studies learning more interesting and enjoyable.

Using appropriate learning methods will make students more active and easier to understand the lesson material presented. One learning model that can actively involve students is a simulation method based on local culture.

Researchers chose the research location at SD Negeri Kaluku Bodoa, Tallo District, Makassar City. Based on this problem, the researcher was interested in conducting research with the title "The Influence of Local Culture-Based Simulation Learning Methods on the Interests and Social Studies Learning Outcomes of Class V Students of Kaluku Bodoa State Elementary School, Tallo District, Makassar City."

METHODS

The type of research used is quantitative research with a quasi-experimental type of research (quasi-experiment), where the design has a control group but cannot fully function to control external variables that influence the implementation of the experiment. In this research, the Nonequivalent Control Group Design experimental method was used (Sugiyono, 2017: 79). Effect of treatment (O2-O1)-(O4-O3). In this study there was a control group and an experimental group. Both groups will be given a pretest to see

the initial conditions of both groups. Next, one group is selected to apply a method and media. Then a posttest was carried out to see the effect of the method applied in one of the groups.

Based on the research design stated above, the following is an overview of the nonequivalent control group design research design.

Table 3.1

Nonequivalent control group design research design.

O₁	X	O₂
O₃	-	O₄

(Sugiyono, 2017, hlm. 79)

Information:

O₁ = Initial test of experimental class

O₃ = Control class initial test

X = Treatment using the Picture and Picture Model in the experimental class.

- = Conventional learning

O₂ = Final test of experimental class

O₄ = Control group post-test

Population is a generational area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugioyono, 2011: 80). The population that will be used as a source in this research are all fifth grade students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City, Academic Year 2023/2024 with a total of 50 students.

Table 3.2

Population of class V students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City, Academic Year 2023/2024.

Name school	Dist rich	Class Gender		Amount
		Male	Famal e	
Kaluku Bodoa State Elementary School, Tallo	V A	12	13	25
	V B	14	11	25

Total Number Of Student	50
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Data source: Condition of the number of class V students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City, Academic Year 2023/2024.

The sample is part of the number and characteristics possessed by the population (Sugiyono, 2011:81). The sampling technique in this research was quasi-experimental. The samples chosen for this research were class V elementary school, totaling 50 students, because this class had relatively stable academic abilities.

RESULTS AND DISCUSSION

1. The influence of local culture-based simulation learning methods on the learning interest of fifth grade students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City

Data on students' learning interest in the control class and experimental class were obtained through the same pretest and posttest questionnaires. Based on the results of research and data analysis regarding the comparison of statistical values, comparison of learning interest categories and the results of inferential statistical analysis, it shows that there are differences in the learning interest of students who use simulation learning methods based on local culture in the experimental class and control class students who use conventional learning.

The control class in the pretest with students generally lacking interest in learning and after being given a learning process that continued to use the conventional learning model and being given a posttest, obtained student interest questionnaire scores with a percentage of still 68% in the category of students still lacking in learning. In the experimental class with the implementation of the pretest, the average student interest in learning was 71%, which was still lacking. Students then follow the learning process using local culture-based simulation learning methods, and are given a posttest to determine students' interest in learning after being

given treatment. Based on the posttest results, students' interest in learning has increased, namely students who have very good interest in learning reach 20% and 72% of students who have good interest in learning and 8% of students who have sufficient interest in learning.

Data on students' learning interest in the experimental class before applying the Simulation learning method was in the low category, while in the posttest or after applying the Simulation learning method it was in the high category. Based on the research data, it shows that there is an influence of the simulation learning method on students' interest in learning.

2. The influence of local culture-based simulation learning methods on the learning outcomes of fifth grade students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City

Student learning outcomes in the control class and experimental class are by giving a pretest to determine student learning outcomes before the learning model is applied and a posttest is given to determine student learning outcomes after being treated using the learning method. The instruments used are 5 essay test questions and 10 multiple choice questions.

Based on the average pretest score, the learning outcomes of the control class were with an average score of 51.8, while the experimental class had an average score of 60.8. The scores for the two classes were not much different, proving that the students' initial abilities were actually equivalent, but after being given treatment and the posttest showed The learning outcomes of the experimental class with an average score of 83.40 were higher than the control class. Based on the description above, it can be concluded that the social studies learning outcomes for class V of SD Negeri Kaluku Bodoa, Tallo District, Makassar City in the experimental class

using local culture-based simulation learning methods are better than the control class using conventional learning. So it can be said that the application of simulation learning methods based on local culture has an influence on student learning outcomes in social studies subjects for class V at SD Negeri Kaluku Bodoa, Tallo District, Makassar City.

3. The influence of local culture-based simulation learning methods on the interests and learning outcomes of fifth grade students at SD Negeri Kaluku Bodoa, Tallo District, Makassar City

a. Normality test

The normality test in this study was used as a prerequisite for the independent sample t-test. The data used for the independent sample t-test must be normally distributed. If the data is not normally distributed then the independent sample t-test cannot be continued. A distribution is said to be normal if the significance level is > 0.05 , conversely if the significance level is < 0.05 then a distribution is said to be abnormal. The results of normality test calculations on student interest and learning outcomes data using SPSS 23 are shown in the following table.

Table 4.15 Normality Test of Student Interests and Learning Outcomes

One-Sample Kolmogorov-Smirnov Test			
		Kontr ol	Eksperi men
N		25	25
Normal	Mean	68,80	83,40
Parameters ^{a,b}	Std.	8,930	7,320
	Deviation		
Most Extreme Differences	Absolute	,118	,173
	Positive	,118	,173
	Negative	-,116	-,143
Test Statistic		,118	,173
Asymp. Sig. (2-tailed)		,200 ^{c,d}	,051 ^c

- Test distribution is Normal.
- Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Based on the One-Sample Kolmogorov-Smirnov Test normality test above, the Asymp Sig value was obtained. (2-tailed) of 0.051 is greater than 0.05, so this research can be concluded to have a normal distribution. Thus, the assumption or requirement is that the data is normally distributed.

b. Homogeneous Test

The homogeneity test is a test carried out to determine whether the data from research samples in the control class and experimental class have the same variance or not. This test is carried out as a prerequisite before carrying out the independent sample t-test. A distribution is said to be homogeneous if the significance level is > 0.05 , whereas if the significance level is < 0.05 then the distribution is not homogeneous. The independent sample t-test can be continued if homogeneity is met or it can be said that the data is homogeneous. The results of posttest homogeneity testing using SPSS 23 are shown in the following table.

Table 4.16 Test of Homogeneity of Student Interests and Learning Outcomes

Test of Homogeneity of Variances

hasil belajar

Levene Statistic	df1	df2	Sig.
1,054	1	48	,310

Based on the results of data analysis on student interest and learning outcomes, the significant value for student learning interest is 0.171 greater than 0.05 with the significant value for student learning outcomes of 0.310 greater than 0.05 with the Homogeneity Test of the dependent variable having a significant value which is greater than 0.05, it can be concluded that the variable is homogeneous.

After carrying out the normality test and homogeneity test on the two dependent variables, a hypothesis test was carried out

to determine the effect of the local culture-based simulation method on the learning outcomes of class V Kaluku Bodoa Elementary School students, Tallo District, Makassar City. Test this hypothesis to find out whether the independent variable has an influence on the dependent variable simultaneously. The hypotheses tested in the multivariate significance test are:

H0 :: There is no influence of the local culture-based simulation method on the learning outcomes of class V elementary school students in Kaluku Bodoa, Tallo District, Makassar City.

H1: There is an influence of local culture-based simulation methods on the learning outcomes of class V elementary school students in Kaluku Bodoa, Tallo District, Makassar City.

Table 4.14 Independent Samples Test Results

Multivariate Tests ^a						
Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	,997	7561,264 ^b	2,00	47,00	,000	,997
Pillai's Trace	,003	7561,264 ^b	2,00	47,00	,000	,997
Wilks' Lambda	321,756	7561,264 ^b	2,00	47,00	,000	,997
Hotelling's Trace	1,121	26,349 ^b	2,00	47,00	,000	,529

Ro						
y's						
Lar	321,	7561	2,00	47,	,00	,997
ge	756	,264 ^b	0	00	0	
st				0		
Ro						
ot						
Kelas						
Pill	,529	26,3	2,00	47,	,00	,529
ai's		49 ^b	0	00	0	
Tra				0		
ce						
Wil						
ks'	,471	26,3	2,00	47,	,00	,529
La		49 ^b	0	00	0	
mb				0		
da						
Hot						
elli						
ng'	1,12	26,3	2,00	47,	,00	,529
s	1	49 ^b	0	00	0	
Tra				0		
ce						
Ro						
y's						
Lar	1,12	26,3	2,00	47,	,00	,529
ge	1	49 ^b	0	00	0	
st				0		
Ro						
ot						

a. Design: Intercept + kelas

b. Exact statistic

Data primer setelah diolah 2024

Based on the table above, which was carried out with the help of SPSS v.23, the decision was made that the significant value of the local culture-based simulation method on the interests and learning outcomes of fifth grade elementary school students with a significant value of $0.000 < 0.05$, which means that H_0 is rejected, H_1 is accepted, namely there is The influence of local culture-based simulation learning methods on the interests and learning outcomes of fifth grade elementary school

students in Kaluku Bodoa, Tallo District, Makassar City.

The application of simulation learning methods based on local culture has an influence on student interest and learning outcomes in social studies subjects in class V of SD Negeri Kaluku Bodoa, Tallo District, Makassar City to determine the increase in student interest and learning outcomes. This research uses the Manova hypothesis test to determine the influence of independent variables on the dependent variable. Before testing the hypothesis, a prerequisite test is first carried out. After it was declared normally distributed and homogeneous, we continued testing the MANOVA hypothesis to determine the effect of the learning model.

Manova hypothesis test with significant results of $0.000 < 0.05$, which means that H_0 is rejected. H_1 is accepted, namely that there is an influence of local culture-based simulation learning methods on student interest and learning outcomes in social studies subjects in class V of SD Negeri Kaluku Bodoa, Tallo District, Makassar City.

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Author Profile

Gita Ananda, born in Bone on September 7 1996, the daughter of father Adam Hawa, and mother Parjilah, S.Pd.AUD is the second of three children. The author first studied elementary school (SD) at SD Inpres 6/75 Malimoneng in 2002 and finished in 2008. In the same year the author continued his education at junior high school at SMPN 1 Salomekko in 2008 and finished in 2011, and In the same year the author continued his education at High School at SMAN 1 Kajuara which has now become SMAN 8 Bone in 2011 majoring in Science and finished in 2014.

The author continued his education at a private university majoring in Elementary School Teacher Education at the Muhammadiyah University of Makassar and completed in 2019. In 2019 the author continued his Masters Degree in the Department of Elementary Education at the Muhammadiyah University of Makassar and completed in 2024.

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