

Utilization of Cultural Objects as Learning Media Themes “Area Where I Live” in The Fourth Grade Elementary School: A Study of The Implementation of Integrative Thematic Approach

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Abstract

Indonesian diversity consists of so many islands connected by the sea, rich ethnic, tribe, language, culture, religion, and customs. The richness of culture needs to be preserved, developed, and utilized by every human being in Indonesia. Therefore, the role of education through school is important. Value of local wisdom can be appreciated if properly recognized. If these values were not preserved and maintained, it will be feared gradually through the process of extinction. One of the efforts to preserve it is through the utilization of local culture objects as media in the learning process in schools. Cultural property which is referred to in this paper adapted to the basic competence of the subjects that are integrated into a single theme. Examples, theme "Regional where I live" is telling in the dynamics of human interaction with the natural environment, social, cultural, economic, practicing basic motion combination to form the basis of athletic movement walk and run based on the concept of motion through the game and or traditional, and presenting adventure text stories about the environment and natural resources in Indonesian texts spoken and written vocabulary by selecting and sorting the raw. Through these themes, fourth grade student facilitated and guided to learn thematically integrative use of cultural objects available in the surrounding environment.

Keywords: Utilization; cultural objects; learning media; elementary school; integrative thematic approach

INTRODUCTION

Indonesian community is known as the diversity nation's (Sultan Hamengku Buwono, 2007). Indonesian diversity consists of many islands that connected by the ocean, richness ethnic, ethnicity, language, culture, religion, and customs. Uniqueness and peculiarities of a particular culture is a potential that can be processed to penetrate today's global culture. Therefore, the richness of Indonesian culture needs to be explored and introduced and also developed by every human being in Indonesia.

The role of education through school becomes important to develop it. The value of local knowledge can be appreciated if it well recognized. If not preserved and maintained, it will be feared gradually through the process of extinction. In this context, the existence of the community as a source of local values-traditional can be used to enrich the material that has been written in the book. This is in accordance with the opinion of Tilaar (2002) that values, morals, habits, customs/traditions, and culture to be certain in the daily life are things that need to be known and studied by students. This opinion was reinforced by Nasir & Hand that ...*"research on race, culture, and schooling has revealed many significant factors affecting school achievement and has articulated many details of how culture and learning intersect in daily school life"* (Nasir, 2006)

One of the efforts to preserve the values of local wisdom is through the utilization of local cultural objects in the learning process in schools. Cultural objects which is Koentjaraningrat (1990) say as physical culture man's work used as learning media. Cultural objects defined in this paper are in the form of all physical results, ranging from activities, actions, and man's work in the community which is concrete, can be seen, felt and touched, or looked physically. Benefits to be gained from the use of these cultural objects are at least three. First, students are not cut off from their cultural roots and being familiar with their daily environment, second multicultural spirit or consciousness that as a nation we are plural can be implanted from the beginning, and the third is learning not only textual but contextual.

The results of Sekar Purbarini Kawuryan (2009) showed that utilization of cultural objects in the process of elementary social studies learning can improve the quality of student learning outcomes. Subsequent research (Sekar Purbarini Kawuryan, 2009) on social studies learning based on the knowledge of Java's human life cycle as local wisdom also proven effective for improving student religiosity.

EXPERIMENTAL

Utilization of cultural objects in the previous studies are limited in social studies. This paper attempts to offer new ideas to take advantage of cultural objects in some subjects are tied to a single theme, namely "area where I live" with thematic integrative approach. This learning approach integrates the various competences of different subjects into various themes. The integration is done in two ways, namely the integration of attitudes, skills and knowledge in the learning process and the integration of the basic concepts related.

RESULTS AND DISCUSSION

Application of thematic integrative approach using cultural objects as media in the learning process in elementary schools in this paper is focused on the theme of "area where I live". The main reason for the selection of this theme is compatibility with local cultural objects close to the surrounding environment and can be used in the students' learning process. In this context, the cultural objects referred is human activities that appear physically, which is a game of "*engklek*" (hopscotch).

Engklek designation is a term in Javanese. The game is also found in various regions in Indonesia, both in Sumatra, Java, Kalimantan, and Sulawesi. Each region known by different names, such as *ingkring*, *sunda manda*, *jlong-jling*, *lempeng*, and *dampur*. This game is quite popular in Indonesia, especially in rural communities.

How to play the game is relatively easy. This game participants jump on one leg in each plots that had previously drawn on the ground or floor. In order to play, each child must be armed with *gacuk* which is usually a form of tile fragments, which are also called *kreweng*. In the game, this *kreweng* placed in one of the plots which envisaged in the soil by thrown. Plot which is a *gacuk* in there should not be trampled/occupied by each player, The player should jump to the next plot with one foot around the existing plots. Players who have completed the first round, can choose a plot to be their "rice field", which means in the plot the player can step on it with both feet, while other players can not step on the plot during the game. The winner is the participant who has the most boxes.

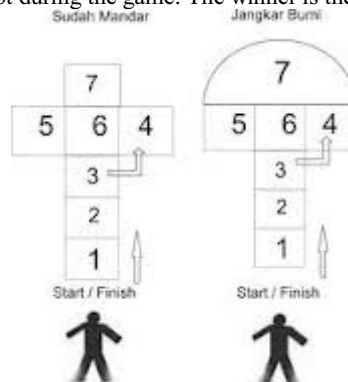


Figure 1 How to Play *engklek* (mixsand.blogspot.com)



Figure 2 Elementary students were playing *engklek* (bukitaksara.com)

Step-by-step implementation of integrated thematic approach to utilizing cultural objects are as follows.

1. Identify basic competence subjects

At this stage, we can start with recitation of the basic competency of a fourth grade subjects that can be taught using the theme "area where I live". The following tables are examples of subjects that can be integrated in a single theme.

Table 1 Identification of the Basic Competence Subjects for Themes "area where I live"

Physical Education	Indonesian Language	Social Studies
Practicing basic motion combination to form the basis of athletic movement walk and run based on the concept of motion through the game and or traditional	Presenting adventure text stories about the environment and natural resources in Indonesian texts spoken and written vocabulary by selecting and sorting the raw	Telling in the dynamics of human interaction with the natural environment, social, cultural, economic

2. Establish indicators of each subject

This phase was conducted to determine the achievement of competence of the subjects that can be taught with the theme "area where I live" as in the example below.

Table 2 Indicators of Subjects in One Theme

Physical Education	Indonesian Language	Social Studies
Practicing traditional game "engklek"	Write back reading text using their own words to find the important information in each paragraph	Explains the values learned while practicing the traditional games that can be applied in everyday life

3. Linking basic competence and indicator with a unifying theme

This stage is done by mapping the connectivity of the basic competence and indicator each subject with a chosen theme in the form of a network diagram like the following core competencies.

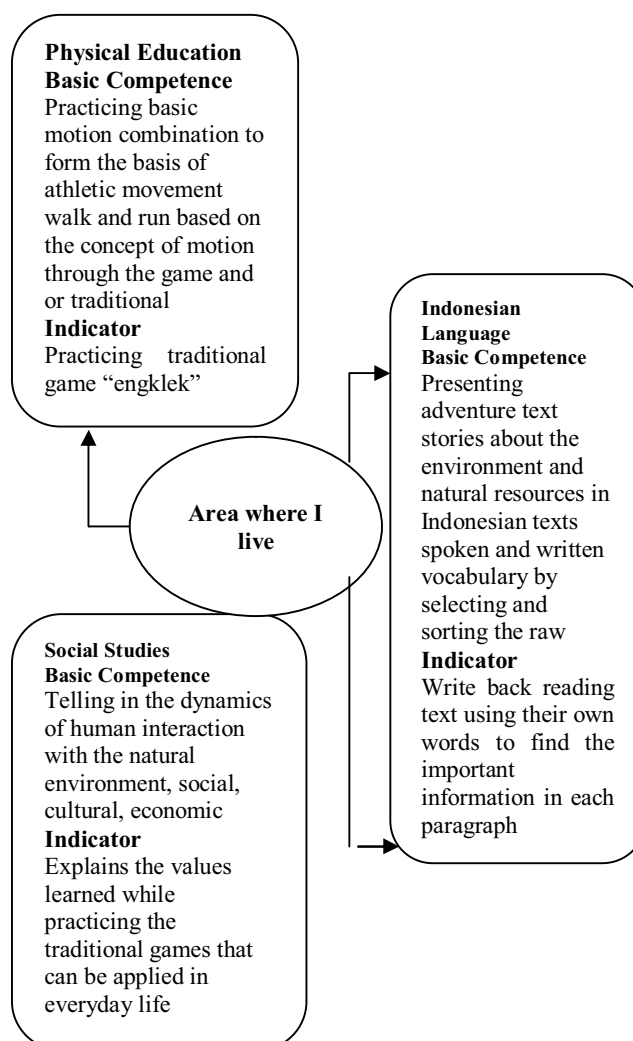


Figure 3 Network Chart of Basic Competence Theme "Area Where I Live"

4. Making Thematic Lesson Plan Implementation

Preparation of this lesson plan is a concrete manifestation of the learning experience that will be obtained by the student after through the learning process using cultural objects. Moreover, in this lesson plan can also be found way to assess student learning outcomes based on indicators that have been defined previously. Examples of learning activities are as follows.

- (1) Students are required to observe the image, read the text of the play hopscotch on the student book and answer questions
- (2) Students are given the opportunity to share their answers in pairs
- (3) Students do *engklek* game
- (4) Students discuss game activities that have been carried out with teachers
- (5) Students write a story about his experience playing another traditional game based on the example set by the teacher
- (6) Students discuss with the teacher the best paper as an example that can be discussed
- (7) The students were briefed on how to behave when interacting and playing with different people
- (8) Students are encouraged to connect the good things that come from the game with the character values such as tolerance, responsibility, teamwork, and discipline.

CONCLUSION

Cultural objects that are available in the environment surrounding students, which is define as an activity that can be seen and physically appear called *engklek* games can be used as a learning resource. Utilization of this cultural object is used as an integrative thematic learning media theme "area where I live" for subjects physical education, Indonesian language, and social studies. Benefits to be gained from the use of these cultural objects are students was not cut off from their cultural roots and being familiar with their daily environment, second multicultural spirit can be implanted from the beginning, and learning not only textual but contextual.

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