

The Effectiveness of Dewi Mangrove Sari Folklore Teaching Materials Based on the Open Ended Learning Model to Increase Learning Motivation and Learning Outcomes (Empirical Study on Class V Students of SD Cut Nyak Dien Cluster, Wanasari District, Brebes Regency)

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ABSTRACT

The availability of non-fiction text teaching materials based on local folklore has not been utilized as an innovative teaching material that is integrated in Indonesian language learning. The use of accompanying teaching materials as student references is adjusted to the needs and level of development of elementary school students, especially in the Independent Curriculum. This research aims to determine the difference in sample averages resulting from the use of Dewi Mangrove Sari folklore teaching materials based on the Open Ended learning model on learning motivation, learning outcomes and the reasoning abilities of elementary school students. The quantitative analysis research method uses Quasi Experiment Design using a nonequivalent control group design pre test – post test. The research population was class V students of Gugus Cut Nyak Dien, Wanasari District, Brebes, while the research sample was 28 students. The independent sample test results for learning motivation obtained a value of 0.004, learning outcomes obtained a value of 0.00, and results for critical reasoning abilities obtained a value of 0.004. So it can be concluded that in the experimental class there is a difference in the

average results compared to the control class. So, the Dewi Mangrove Sari Folklore teaching materials based on the Open Ended learning model have a positive impact on the motivation, learning outcomes and critical reasoning abilities of elementary school students.

Keywords: Dewi Mangrove Sari Folklore Teaching Materials, Open Ended, Learning Motivation and Learning Results, Critical Reasoning.

INTRODUCTION

The educational process includes the development of intellectual intelligence and academic and non-academic brilliance through scientific disciplines. Through education, a human being is forged to become a complete human being, both psychologically and physically, in accordance with the psychology of his or her stage of development. This is in line with the characteristics of implementing the soft skills and character development curriculum through P5. Printed teaching materials for the Merdeka Curriculum are not yet available at the elementary school level, so student teaching materials only take the form of Student Worksheets (LKS). Besides that,

there is a lack of variety in presentation techniques/learning models in the delivery of learning material by teachers so that it does not attract students' interest and attention. As well as the lack of student motivation to learn in the process of learning activities when the teacher delivers teaching material.

Another problem found through literature studies resulting from the analysis of the Independent Curriculum Book is that the availability of non-fiction text teaching materials based on local folklore has not been utilized as an innovative teaching material that is integrated in Indonesian language learning, especially in the area of Secretariat V Gugus Cut Nyak Dien, Wanasari District, Brebes Regency. Apart from being interesting for elementary school age children, folklore also presents the noble values and culture that develop in the local community (Ardhyantama, 2017). Folklore is reading material as a form of preserving and passing on local culture from generation to generation (Anggara et al., 2021). Not only that, folklore according to Kuswara et al., (2021) can be used as an educational medium and interesting entertainment facility to foster students' emotional and social intelligence.

Accompanying teaching materials used by teachers can be one of the factors influencing success in the learning process. Interesting teaching materials will certainly ensure that learning objectives are achieved optimally in terms of attitudes, knowledge and skills in accordance with the three domains in Benjamin S. Bloom's taxonomy (Nurjan, 2016) (Suharini et al., 2015) which are developed in students. The use of local folklore as teaching material for Indonesian language lesson content can be used as a supporting factor for the implementation of learning activities well as planned in the Learning Objectives (TP): study various types of books, both fiction and non-fiction, foster a love of reading, get to know the parts books and the process of making them, to learning to write their own stories in Class V.

The local folklore developed entitled Dewi Mangrove Sari can be used as teaching material to accompany students based on local wisdom. The use of local folklore-based teaching materials in the learning process will be combined with an open-ended learning model. Through the open-ended learning model, students can solve problems given by the teacher based on the understanding and methods known to the students (Monica et al., 2021). In addition, students learn and play at the same time so that they can improve elementary school students' creative thinking and critical reasoning abilities, because students can have more than one correct answer to a problem (Pendidikan et al., 2017). So this open ended learning model can enrich students' critical reasoning in finding various possible answers to a problem they face by using folklore teaching materials based on local wisdom during the learning process.

Statement of the Problem

The effectiveness of using teaching materials based on the Dewi Mangrove Sari Folklore based on the Open Ended learning model is effective in increasing learning motivation, learning outcomes and critical reasoning abilities of elementary school students.

Objectives

1. Analyze, test and describe the effectiveness of using teaching materials based on the Dewi Mangrove Sari Folklore based on the Open Ended learning model which is effective in increasing student learning motivation.
2. Analyze, test and describe the effectiveness of using teaching materials based on the Dewi Mangrove Sari Folklore based on the Open Ended learning model which is effective in improving critical reasoning skills.
3. Analyze, test and describe the effectiveness of using teaching materials based on the Dewi Mangrove Sari Folklore based on an effective Open

Ended learning model to improve student learning outcomes.

Effectiveness of Dewi Mangrove Sari Folklore Teaching Materials based on the Open Ended learning model in Increasing Elementary School Students' Learning Motivation

The theory used in this research is behaviorist learning theory with the first sub-foundation, namely Connectionism Theory by Thorndike. This theory can be explained as very substantial for education, namely related to research in studying the impact of various kinds of learning activities on the knowledge gained by linking the impressions of the five senses with the impulse to act Herpratiwi (2016) and Nurjan (2016). Changes in behavior are formed according to the wishes of the environment because the individual responds according to the stimulus given (Amsari, 2018).

Based on the explanation of the basis of Connectionism Theory and previous research, it shows that through the use of teaching materials of the Dewi Mangrove Sari folklore through an open ended learning model in learning there is a change in behavior through all kinds of activities in it in the form of increasing student motivation in learning.

Effectiveness of Dewi Mangrove Sari Folklore Teaching Materials based on the Open Ended learning model in Improving Critical Reasoning Ability of Elementary School Students

The theory used in this research is behavioristic learning theory with the second sub-foundation, namely the Classical Conditioning Theory by John B. Watson. This theory is about changes in behavioral processes and not mental processes or states through various kinds of conditioning and reflexes. Knowledge can be formed because of the stimulus-response bond, which will become stronger if given reinforcement. According to Ivan Pavlov, he outlined his theory of behavior change which can be

formed repeatedly by providing something as an incentive and can be conditioned to have gender awareness and sensitivity from an early age through learning experiences (Herpratiwi, 2016; Nurjan, 2016). According to Pavlov, individuals in this type of learning learn to associate the stimuli provided (Sudarti, 2019).

Based on the explanation of the theoretical basis, namely the Classical Conditioning Theory and previous research, it shows that through the use of teaching materials the folklore of the Dewi Mangrove Sari is based on an open ended learning model as a learning innovation that becomes an interesting and interesting learning experience. So it is hoped that through providing stimulus it can improve students' critical reasoning.

Effectiveness of Dewi Mangrove Sari Folklore Teaching Materials based on the Open Ended learning model in Improving Elementary School Student Learning Outcomes

The theory used in this research is behavioristic learning theory with the third sub-foundation, namely Contiguous Conditioning Theory by Edwin Guthrie. This theory relates stimulus to response to explain the learning process. Because it is temporary, it is important for students to be given frequent stimuli so that the stimulus and response relationship becomes strong and permanent. According to him, as an educator you must be able to associate stimulus and response appropriately (Herpratiwi, 2016).

Based on the explanation of the theoretical basis of the Contiguous Conditioning Theory and previous research, it shows that through the use of teaching materials the folklore of the Dewi Mangrove Sari through an open ended learning model as a stimulus can improve students' critical reasoning abilities. The explanation is the basic framework for the researcher's thinking in carrying out his research actions. It can also be stated in the research model image in Figure 1:

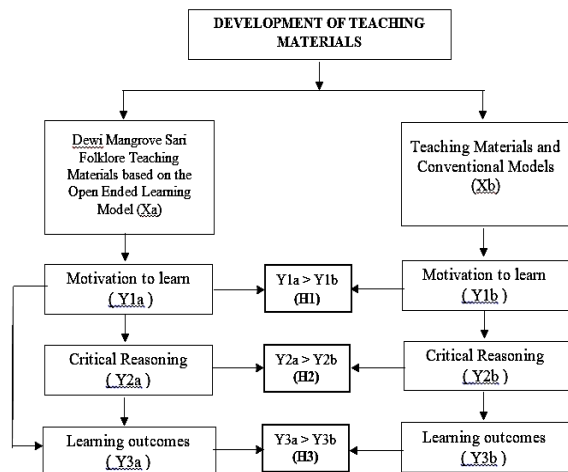


Figure 1: Research Model

Hypothesis

H1: There will be a significant difference in the use of teaching materials Dewi Mangrove Sari Folklore based on the Open Ended learning model which is effective in increasing elementary school students' learning motivation.

H2 : There will be a significant difference in the use of teaching materials Dewi Mangrove Sari Folklore based on the Open Ended learning model which is effective in improving critical reasoning skills.

H3: There will be a significant difference in the use of teaching materials Dewi Mangrove Sari Folklore based on an effective Open Ended learning model for improving elementary school student learning outcomes.

METHODOLOGY

The quantitative analysis research method uses Quasi Experiment Design. A quasi-experiment is an experiment in which the placement of the smallest experimental units into experimental and control groups is not carried out randomly (nonrandom assignment) (Hastjarjo, 2019). This experimental research used a nonequivalent control group design pre test - post test (Arikunto, 2010: 125). This design places research subjects into two class groups consisting of an experimental class and a control class.

The population in this study of elementary schools in Wanasari Gugus Cut Nyak Dien District consists of 12 state schools spread across 5 villages within the scope of Wanasari District, Brebes Regency. This research requires an experimental class and a control class as well as a research instrument testing class. The research sampling technique is cluster random sampling by sampling by determining clusters based on certain criteria (Sugiyono, 2010) (Arikunto, 2010). This is because the population scope covers a large area so that the area is created into several clusters. Cluster sampling is carried out in two stages or also called two-stage cluster sampling (Wahyudin, 2015). The sample selection was two stage cluster sampling using a lottery technique with two stages, the results of the first stage of the lottery were obtained by 5 schools, and the results of the second stage of the lottery were obtained by 2 schools as a control class (SD Negeri Tanjungsari 02) with 20 students and an experimental class (SD Dukuhringin 03) with a total of 20 students. 20 students. The questionnaire sheet was used to find out students' responses to the use of Dewi Mangrove Sari folklore teaching materials in the learning process that had been implemented. The use of this teaching material can increase students' learning motivation. Tests are used to obtain data about the ability to improve learning outcomes in the form of initial tests and final tests based on indicators of the basic competencies to be achieved. Meanwhile, the test description test type is used to obtain data about students' critical reasoning abilities. The type of test used in this research is a subjective type in the form of a description in the form of an LKPD (Students' Worksheet).

RESULTS AND DISCUSSION

1. Teaching materials based on the Folklore of Dewi Mangrove Sari through the Open Ended learning model are effective in increasing elementary school students' learning motivation.

Data from statistical analysis through the independent sample t-test shows that the calculated t value is -3.005 and the significance value is 0.004, which is smaller than 0.05. It can be interpreted that there is a difference in the average results of learning motivation using Dewi Mangrove Sari folklore teaching materials through the Open Ended learning model (experimental class) versus not using Dewi Mangrove Sari folklore teaching materials through the Open Ended learning model (control class).

2. Teaching Materials Based on the Folklore of Dewi Mangrove Sari through the Open Ended Learning Model are Effective in Improving Critical Reasoning Ability

Data from statistical analysis through the independent sample t-test shows that the calculated t value is -10.012 and the significance value is 0.000, which is less than 0.05. It can be interpreted that there is a difference in the average results of critical reasoning abilities using Dewi Mangrove Sari folklore teaching materials through the Open Ended

learning model (experimental class) versus not using Dewi Mangrove Sari folklore teaching materials through the Open Ended learning model (control class).

3. Teaching Materials Based on the Folklore of Dewi Mangrove Sari through an Effective Open Ended Learning Model to Improve Elementary School Student Learning Outcomes

Data from statistical analysis through the independent sample t-test shows that the calculated t value is -3.029 and the significance value is 0.000, which is less than 0.05. It can be interpreted that there is a difference in the average learning outcomes using Dewi Mangrove Sari folklore teaching materials through the Open Ended learning model (experimental class) versus not using Dewi Mangrove Sari folklore teaching materials through the Open Ended learning model (control class).

The results of the statistical analysis carried out and the description of the explanation of the hypothesis test in the discussion can be concluded in the summary in Table 1 below:

Table 1: Summary of Hypothesis Test Results

No.	Hypothesis	t count	Significance	Hypothetical Decisions
1.	Teaching materials based on the Dewi Mangrove Sari Folklore through the Open Ended learning model are effective in increasing elementary school students' learning motivation	-3,005	0,004	H1 is accepted
2.	Teaching materials based on the Folklore of Dewi Mangrove Sari through the Open Ended learning model are effective in improving critical reasoning skills	-10,012	0,000	H2 is accepted
3.	Teaching materials based on the Dewi Mangrove Sari Folklore through the Open Ended learning model are effective in improving elementary school student learning outcomes	-3,029	0,004	H3 is accepted

CONCLUSION

The results of statistical analysis tests using the independent sample t-test were used to show differences in average results in the variables of the experimental class (SD Negeri Dukuhringin 03) and the control class (SD Negeri Tanjungsari 02). Research variables include learning motivation, learning outcomes, and critical reasoning abilities. The results of the experimental class statistical analysis test on learning

motivation obtained a t value of -3.005 and a significance value of 0.004, learning outcomes obtained a t value of -10.012 and a significance value of 0.00, and critical reasoning ability obtained a t value of -3.029 and a significance value of 0.004. So it can be concluded that in the experimental class there is a difference in the average results compared to the control class. So the Dewi Mangrove Sari Folklore teaching materials based on the Open Ended learning model

have a positive impact on the motivation, learning outcomes and critical reasoning abilities of elementary school students.

Declaration by Authors

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