

Effectiveness of Mattabe' Culture Integrated Pancasila Education Teaching Modules in Improving Learning Outcomes

Sudarmin¹, Munirah¹, Sukmawati¹

¹Universitas Muhammadiyah Makassar, South Sulawesi, Indonesia

Corresponding author e-mail: sudarmidarmi75@gmail.com

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Abstract: This research aims to analyze the effectiveness of the Mattabe' cultural integrated Pancasila education teaching module in improving student learning outcomes in elementary schools. The research method used was quantitative using an experimental class with a random control group design. The research sample consisted of randomly selected schools in certain areas, with one group receiving learning using Pancasila education teaching modules integrated with Mattabe' culture to improve learning outcomes and the other group as a control who continued to use teaching modules that were not integrated with Mattabe' culture. Data was collected through posttest learning outcomes which were analyzed using the Kruskal-Wallis Test to test significant differences between the two groups. The research results showed that students who studied using the Pancasila education module experienced a significant increase in understanding and academic achievement compared to the control group. These findings support the importance of integrating Mattabe' culture in education as a strategy to increase the relevance and effectiveness of learning. Sustainable implementation of the Mattabe culture integrated Pancasila education teaching module in improving learning outcomes in elementary schools.

Keywords: Learning Outcomes, Mattabe' Cultural Integration, Pancasila Education Teaching Module

A. Introduction

Pancasila as the basis of the Indonesian state has an important role in shaping the nation's moral and noble character (Maisyaroh, 2023). Pancasila education is one of the important subjects in schools to instill Pancasila values in students (Chia, 2022). The aim of the Pancasila education teaching module is to shape students' character and personality in accordance with Pancasila values (Fenton, 2024). This education is not just a subject, but the foundation of the education system in Indonesia to create a generation with noble character, national insight and high social responsibility.

(Muhdhar, 2024). Through this module, it is hoped that students can understand and internalize the five principles of Pancasila in everyday life (Benawa, 2022). This teaching module is designed to teach the importance of national unity and integrity, respect for diversity, and foster a sense of love for the country (Supramono, 2023). Apart from that, this module also aims to instill democratic values and social justice. By studying Pancasila education, students are expected to be able to become active, critical and responsible citizens in social, national and state life (Ngesthi, 2023).

More specifically, the objectives of the Pancasila education teaching module include developing critical and analytical thinking skills, good communication skills, and the ability to resolve conflicts peacefully and constructively (Ruyadi, 2022). This module also aims to form attitudes of tolerance, empathy and a sense of justice among students. Thus, Pancasila education plays an important role in creating the next generation who are not only intellectually intelligent, but also have strong morals and ethics (Nurani, 2022).

The lack of integration of local culture in Pancasila education learning in schools often only emphasizes theoretical material without integrating it with local culture (Boiliu, 2022). This can cause students to lack understanding and appreciation of Pancasila values in everyday life (Wulandari, 2023). The potential of Mattabe culture to strengthen Pancasila education and character values is a local culture that has values that are in line with Pancasila values (Adi, 2024). This culture can be integrated into Pancasila education to strengthen students' understanding and appreciation of Pancasila values, so that student learning outcomes can increase in Pancasila education learning (Karyono, 2023).

This culture can be integrated into Pancasila education to strengthen students' understanding and appreciation of Pancasila values, so that student learning outcomes can increase in Pancasila education learning (Sarkadi, 2022). In an effort to make this education more relevant and contextual, integration with Mattabe's cultural heritage becomes increasingly important (Fauziah, 2023). Some literature shows that the integration of local culture in education can increase student understanding and engagement. Using local cultural contexts in learning can increase the relevance of the material and make it easier for students to understand the values being taught (Komalasari, 2024). In the context of Mattabe' culture, which is the local culture of the Bugis-Makassar tribe, values such as respecting each other, respecting each other, and reminding each other for goodness with the values of Pancasila (Hidayat, 2023). By integrating Mattabe' culture in the Pancasila education teaching module, students can see the direct application of these values in students' daily lives (Soris, 2023).

A learning process that is integrated with local culture can help in preserving the culture itself (Costa, 2024). Learning that integrates local cultural elements can help the younger generation know and appreciate cultural heritage better (Sumiati, 2022). In this case, teaching modules that integrate Mattabe' culture not only teach Pancasila values but also ensure that Mattabe' cultural traditions and practices remain alive and appreciated by future generations (Remiswal, 2023). Research by Livingston (2023) shows that the success of integrating local culture in the learning process is very dependent on the teacher's readiness and competence in teaching the material. Therefore, the development of Pancasila education teaching modules that are integrated with Mattabe' culture must be accompanied by teacher training programs to ensure teachers can teach effectively and inspiringly (Park, 2022). Pancasila education teaching modules that are integrated with Mattabe culture have great potential to increase students' understanding of Pancasila values, preserve local culture, and improve the overall quality of education (Ostrovskaya, 2023). However, the success of this implementation is very dependent on support from various parties, including teachers, schools and the local community (Caena, 2022).

B. Methods

The research design used was an experimental class and a control group (Kalip, 2022). This approach was chosen to ensure that the influence of the Pancasila education module could be identified more definitively by comparing learning outcomes between the experimental group and the control group. (Shu, 2023). In this design, researchers will randomly assign schools or classes as an experimental group and a control group. The experimental group will receive learning using the Pancasila education module, while the control group will continue to use the conventional curriculum or receive no intervention (Han, 2022).

Data for this research will be collected through the posttest method, namely measuring student learning outcomes after students have completed the learning period using the Pancasila education module (Fu, 2024). The posttest will be carried out after completion of the intervention period, which includes the use of teaching modules in learning. The posttest instrument will be designed to measure students' understanding and achievement of the subject matter taught using the teaching modules (Jdaitawi, 2022). The tests or questions in the posttest will be arranged according to the learning objectives of the teaching module, so that they can provide an objective picture of the extent to which students have achieved the learning objectives (Feng, 2022).

The collected learning outcomes data will be analyzed using non-parametric statistical techniques, namely the Kruskal-Wallis Test (Johnson, 2022). This test was chosen

because it allows to compare differences in learning outcomes between three or more groups that do not have a normal distribution. In the context of this research, the Kruskal-Wallis test will be used to test whether there are significant differences in learning outcomes between the experimental group and the control group (Yan, 2024).

C. Results and Discussion

Student learning outcomes in the control class and experimental class were obtained from the posttest. After being given treatment by applying the Mattabe' culturally integrated Pancasila education teaching module in the experimental class, while for the control class without being given treatment using the Mattabe' culturally integrated Pancasila education teaching module.

Table 1. Data on Student Learning Outcomes

Subject	Control	Experiment
Elementary School 57	68	87
Elementary School 213	59	87
Elementary School 216	58	87
Elementary School 132	62	84
Elementary School 64	64	88
Elementary School 66	61	88
Elementary School 28	65	83
Elementary School 65	63	85
Elementary School 80	68	85
Elementary School 156	67	88
Average	63	86

Based on the student learning outcome data presented in the table, we can make several important observations regarding the differences between the control group and the experimental group. First of all, if we look at the control column, the scores obtained by the students range from 57 to 68. This shows that the performance of students in the control group is at a fairly uniform level and not too high. In contrast, in the experimental group, the scores obtained by students were higher, namely between 83 to 88. This shows a significant increase in student performance who followed the method or intervention used in the experimental group. In addition, if we look at the mean scores, the control group recorded an average of 63, while the experimental group recorded an average of 86. This difference of 23 points is very significant and shows that the method or intervention used in the experimental group had a positive impact. has a big impact on student academic achievement. In conclusion, these data provide strong

evidence that the methods used in the experimental group were more effective in improving students' academic performance compared to the methods used in the control group.

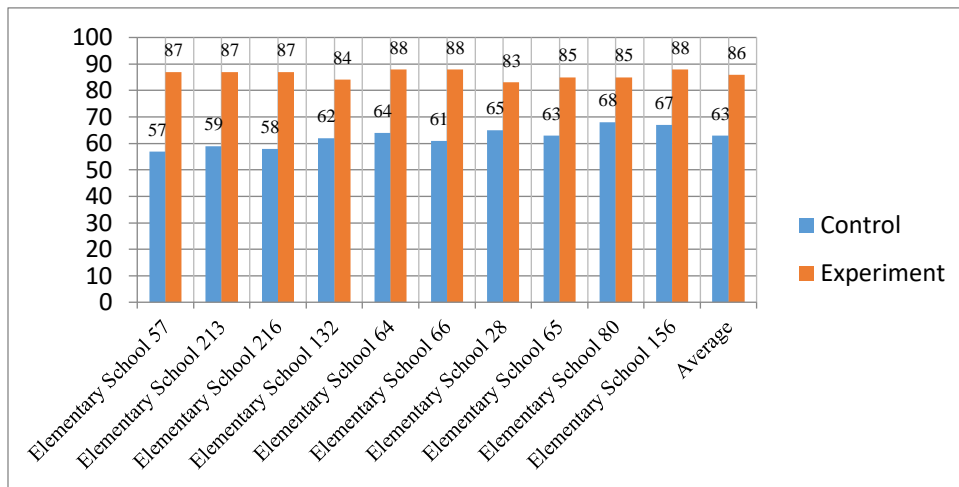


Figure 1. Data on Student Learning Outcomes

Based on the graph, the average score of students in the experimental group (86) is higher than in the control group (63). The difference is 23 points. The average increase in scores in the experimental group was 23 points, while in the control group there was no change (average remained 63). Comparison Between Schools: The school with the highest average score in the control group was Elementary School 213 (59). The school with the highest average score in the experimental group was Elementary School 156 (88). The school with the largest increase in scores was Elementary School 64 (24 points). Overall, there was a significant increase in learning outcomes for students in the experimental group compared to the control group. This increase was caused by the effectiveness of the Pancasila education teaching module which integrated Mattabe' culture which was carried out in the experimental group.

Table 2. Normality Test

	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Learning outcomes	Class 57	,194	30	,005	,894	30	,006
	Class 213	,191	20	,053	,868	20	,011
	Class 216	,233	20	,006	,835	20	,003
	Class 132	,251	20	,002	,836	20	,003
	Class 64	,275	21	,000	,873	21	,011
	Class 66	,250	18	,004	,876	18	,022
	Class 28	,257	20	,001	,867	20	,010
	Class 80	,380	25	,000	,715	25	,000
	Class 65	,380	25	,000	,715	25	,000
	Class 156	,275	21	,000	,873	21	,011

a. Lilliefors Significance Correction

Normality test results are an important step in statistical analysis to determine whether the data used follows a normal distribution or not. Two tests commonly used to test normality are Kolmogorov-Smirnov and Shapiro-Wilk. Based on the normality test results provided. The Kolmogorov-Smirnov (K-S) statistic measures how far the distribution of sample data deviates from the theoretical normal distribution. The significance value (Sig.) indicates whether the deviation is significant or not. For most classes, the Sig. less than 0.05, which indicates that the data distribution in these classes is not normal. For example, for Class 57, the Sig. is 0.005, and for Class 132, the Sig. is 0.002.

The Shapiro-Wilk test is more sensitive and is used more often for smaller samples. The Shapiro-Wilk statistic (W) and significance value (Sig.) also indicate whether the data follows a normal distribution. Just like the K-S test, most classes have Sig grades. which is less than 0.05, which indicates that the data is not normal. For example, Class 213 has a Sig value. 0.011 and Class 216 has a Sig value. 0.003. Overall, the results of these two tests indicate that most of the classes in the data do not follow a normal distribution. This is important to consider when selecting appropriate statistical analysis methods, as many classical statistical methods assume normality of the data. If the data is not normal, it may be necessary to use data transformation or non-parametric methods.

Table 3. Kruskal-Wallis Test Student Learning Outcomes

Test Statistics ^{a,b}	
	Learning outcomes
Kruskal-Wallis H	21,038
df	9
Asymp. Sig.	,012

a. Kruskal Wallis Test
 b. Grouping Variable: Class

Based on the table of Kruskal-Wallis test results on student learning outcomes using teaching modules, it can be explained as follows: Kruskal-Wallis H: The Kruskal-Wallis H value is 21.038. It is a test statistic calculated based on the ranking of data in various groups. This value is then compared with the chi-square distribution to determine whether the differences between the groups are significant or not. df (degree of freedom): The degree of freedom (df) in this test is 9. This indicates the number of groups being compared is reduced by one. In this context, the 10 classes compared produce 9 degrees of freedom.

Asymp. Sig. (Asymptotic Significance): Asymp value. Sig. or p-value is 0.012. This is the probability that the observed differences between groups occurred by chance. In general, if the p-value is smaller than α (usually 0.05), then we reject the null hypothesis and conclude that there is a significant difference between the groups. With a p value of 0.012, which is smaller than 0.05, we can conclude that there are significant differences in student learning outcomes between classes that use this teaching module. This means that the teaching modules used may have different influences on student learning outcomes in various classes.

The Pancasila education teaching module integrated with Mattabe' culture has shown significant effectiveness in improving student learning outcomes in elementary schools (Halil, 2024). Mattabe culture, which originates from the Bugis-Makassar region, contains noble values of mutual respect, mutual respect and mutual reminders which are in line with Pancasila principles. By integrating local culture students can more easily understand and apply Pancasila values in everyday life (Nur, 2022). In line with research showing that this approach increases student involvement and motivation in the learning process, students are not only taught theory, but are also invited to observe and practice local cultural values (Shinde, 2023). This is reinforced Min (2022) the application of local culture makes learning more relevant and meaningful for students who learn through this teaching module showing an increase in the character values of

respect, respect and a sense of mutual reminder. Students not only develop academically, but also socially and emotionally. Thus, the integration of Mattabe' culture in the Pancasila education teaching module is not only effective in improving learning outcomes, but also effective in strengthening students' character values and nationalism (Sarkadi, 2022).

The Pancasila education teaching module has a very important role in improving student learning outcomes as well as instilling fundamental moral and social values because Pancasila as the basis of the Indonesian state contains values that are universal and relevant in everyday life, such as mutual respect and respect, and reminded (Nevrita, 2023). With effective learning methods, these values can be understood and internalized by students, so that they not only understand the concept theoretically, but also apply it in students' social interactions (Hasanah, 2022). The effectiveness of the Pancasila education teaching module can be seen from the increase in student learning outcomes and a well-designed module will contain comprehensive material, interactive teaching methods, and appropriate evaluation (Tamrin, 2024).

Students who are actively involved in the learning process tend to have a deeper understanding and are able to remember the material for longer. In addition, the use of case studies, group discussions, and simulations of real situations can help students link theory with practice, so that they are better prepared to face challenges in life. real (Hidayat, 2023). Apart from improving learning outcomes, the Pancasila education teaching module is also effective in strengthening the values of mutual respect, appreciation and reminders (Nor et al., 2022). Through learning that emphasizes cooperation, open discussion, and respect for differences of opinion, students learn to respect other people's views and appreciate the role of each individual. At the same time, students are also taught the importance of reminding each other to maintain social and moral norms. applies (Syahrul, 2023). Thus, the Pancasila education teaching module not only improves students' academic competence, but also forms strong character and noble character.

D. Conclusion

The results of research on the effectiveness of the Pancasila education teaching module integrated with Mattabe' culture show a significant increase in student learning outcomes. This teaching module successfully integrates Pancasila values with elements of local Mattabe culture, thereby creating a more relevant and meaningful learning experience for students. This research shows that students taught using this module not only achieve a better understanding of Pancasila concepts, but also show improvements in attitudes and behavior that reflect these values. In addition, teaching methods that

are integrated with local culture have succeeded in increasing learning motivation because they feel more involved and motivated because the material taught is close to students' daily life and cultural identity. This shows that integrating the national curriculum and local wisdom can create a more holistic and effective learning experience. Overall, this research suggests that developing teaching modules that integrate Mattabe' cultural values in Pancasila education can be an effective strategy in improving student learning outcomes. It is hoped that this approach can be applied more widely to various subjects and other cultural contexts in Indonesia, in order to create a more inclusive and quality education system.

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