Local Wisdom-Based Movable Book as A Teaching Material to Enhance Nationalism in the 21st Century

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Abstract: Local Wisdom-Based Movable Book as A Teaching Material to Enhance Nationalism in the 21st Century. **Objectives:** This research investigates the effectiveness of movable book local wisdom based as a teaching material in improving students' nationalism. **Methods:** Quasi-experiment was used with a non-equivalent control group design. The population of this study is the fourth-grade primary students. The data were measured using n-gain and independent t-test. **Findings:** The result shows that the n-gain of students' nationalism in the experimental classes 1 and 2 were higher than the control class, such as 0.40, 0.39, and 0.29, with a moderate category for experimental classes and a low category for control class. Moreover, t-test results also showed that the value (p) was 0.000, so it significantly differences in students' nationalism between experimental and control classes. **Conclusion:** Therefore, it can conclude that the movable book local wisdom-based teaching material can improve fourth-grade elementary students' nationalism character effectively.

Keywords: 21st century, nationalism, local wisdom, teaching material, movable book.

Abstrak: Movable Book Berbasis Kearifan Lokal sebagai Bahan Ajar untuk Meningkatkan Nasionalisme Siswa di Abad 21. *Tujuan:* *Penelitian ini mengkaji tentang efektifitas movable book berbasis kearifan lokal sebagai bahan ajar dalam meningkatkan nasionalisme siswa.* *Metode:* *Kuasi-eksperimen menggunakan disain non-equivalent control group. Populasi penelitian ini adalah siswa kelas IV SD. Data diukur menggunakan n-gain dan independent t-test.* *Temuan:* *data menunjukkan bahwa n-gain nasionalisme siswa pada kelas eksperimen 1 dan 2 lebih tinggi dari pada kelas kontrol yaitu 0.40, 0.39 dan 0.29 termasuk dalam kategori moderat untuk kelas eksperimen dan rendah untuk kelas kontrol. Selain itu hasil t-test juga menunjukkan bahwa nilai (p) adalah 0.000, sehingga hasil karakter nasionalisme siswa kelas eksperimen dan kontrol adalah signifikan.* *Kesimpulan:* *Movable book berbasis kearifan lokal terbukti efektif untuk meningkatkan karakter nasionalisme siswa kelas IV SD.*

Kata kunci: abad 21, nasionalisme, kearifan lokal, bahan ajar, movable book.

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■ **INTRODUCTION**

The 21st century presents its challenges for human life; they are sued to adapt to increasingly complex development. However, as citizens, they must also uphold the values of character and national identity (Irvan & Mustadi, 2021). It is implied in the purpose of Indonesian education, which is to create skills and have character. The 21st century national education aims to realize the nation's ideals through character education (Komara, 2018). In line with efforts made by the Indonesian Ministry of Education and Culture to develop a character-based curriculum at all levels of education. One of the character values developed is nationalism.

The character of nationalism is an understanding or teaching to love the nation and state. That love can be shown through the behavior and attitude of each individual. Nationalism is a principle that shows the obedience of citizens to a nation (Lo & Chan, 2020). National attitudes are used to describe two essential phenomena, namely, the attitude of members of a nation to care about the identity of their country and the actions taken by citizens to defend their fate (Hebert & Kertz-Welzel, 2012). Education is a platform that can be used as an intermediary for inculcating the values of nationalism to students (Hand & Pearce, 2011). The statement is similar to the explanation (Spyrou, 2011), which states that nationalism is a form of responsibility that must be developed through the cultivation of values. Character education is a medium to foster an attitude of nationalism, which is crucial in shaping future generations to understand their national identity.

Nationalism is essential (He & Guo, 2000) because nationalism is a principle that states an individual's obedience to a nation (Lo & Chan, 2020). Nationalism describes an individual's concern for his country's identity and describes the attitude of citizens to defend their destiny (Heimonen & Hebert, 2012). National education can be an intermediary for cultivating nationalism to grow personal knowledge about their national identity (Hand & Pearce, 2011). This is in line with the statements of (Hjerm, 2010), which reveal that nationalism is a responsibility that must be developed through character education. Therefore, we can see character education as a medium to grow the value of nationalism to create a dignified generation.

However, the research results found that the nationalist attitude of students in Indonesia is still low (Puspita, Adelina, & Hermi, 2013). The low attitude of nationalism, especially in the younger generation of Indonesia (Suhartini, Sekarningrum, Sulaeman, & Gunawan, 2019). Those confirmed by research discuss the need to cultivate character education to increase student nationalism (Faidaturrohmah, 2015). The survey results also show that 75% of the younger generation prefer foreign products to local products, and 65% have a low awareness of the problems of the Indonesian nation (Nudji, 2015). Those in line with the data found from observations in primary school students in Cilacap, that 1) the students still did not show a sense of belonging to the surrounding environment, this was indicated by the large number of students who littered; 2) the students still do not show a patriotic attitude, it can be seen that students often fight; then 3) the students do not know the culture in their environment. These empirical data show that building student nationalism from an early age is essential. The efforts to instill and grow their nationalism character attitudes can be integrated into schools, especially in learning activities.

The lack of students' knowledge of the culture in their environment is one factor in the low nationalism of students (Tyra, 2012). Through education, the cultivation of nationalism can also be integrated with the introduction of the surrounding culture through local wisdom-based

learning. The use of local wisdom as a learning resource for students has several advantages, such as 1) local wisdom-based learning material can help students understand the content easily because it can be found in everyday life; 2) students can interact directly with the natural environment; and 3) students can be motivated to be able to love their environment (Suryanti, Mariana, Yermiandhoko, & Widodo, 2020). The results of (Uge, Neolaka, & Yasin, 2019) states that implementing local wisdom-based learning is better than conventional learning. This statement is in line with (Suhartini, 2009) which states that the social environment is a place to develop students' knowledge. Local wisdom-based learning can present a more meaningful learning process for students. In addition, local wisdom-based content is presented with a mission to introduce and preserve the noble values of the nation's culture contained in Cilacap's local wisdom. This statement refers to Vygotsky's theory which reveals that learning will be more effective if the process can involve culture and environment with students, where environment and culture play an important role in developing student cognition (Schunk, 2012). It is hoped that it will instill an attitude of nationalism in students.

Family is the most effective place to instill character values in students. The second effective place after the family is the classroom or school environment (Agboola, 2012). This is supported by space for teaching character education in learning listed in the Curriculum of 2013. The development of character education in children will be more optimal if supported by teaching materials in its delivery (Maulida, Wati, & Annu, 2015). One of the alternative teaching materials that can be used in building the character of students' nationalism is a movable book local wisdom-based. Movable books are three-dimensional books that present material through writing and embossed illustrations so that they are attractive to readers (Klein, Gray, Zhbanova, & Rule, 2015). Movable books are teaching materials with a creative display in three-dimensional form (Reid-Walsh, 2016) with book parts arranged using v-folding/pop-up techniques, flip the flap, and parallel slides (Hendrix, 2018). Movable books are presented as teaching materials with local wisdom-based content in Cilacap.

Research on the effectiveness of local wisdom-based teaching materials in improving student character has been carried out by (Hidayanto & Ngazizah, 2016), which revealed an increase in the character of students in learning using teaching materials in the form of books. Three-dimensional books are effective teaching materials to instill character in primary school students (Nisa, Wuryandani, & Masradianti, 2018). The main character that was instilled in this research is nationalism. Integrating the learning process with local wisdom-based teaching materials can increase students' awareness of their nation's culture and reduce the negative impact of globalization (Anggraini, 2017). The presentation shows that movable books local wisdom-based can be an alternative media in inculcating student nationalism. Movable books local wisdom-based have several advantages that can strengthen the cultivation of the character of nationalism. Therefore, it is necessary to study the effectiveness of movable books local wisdom-based in instilling the nationalism character of primary school students.

■ METHODS

Research Design

This quantitative research implements a quasi-experiment with a non-equivalent control group design (Table 1). The sample used in this study was three classes divided into two groups.

Table 1. Non-equivalent control group design

Groups	Pre-Test	Treatment	Post-Test
Control	O1	(Student Textbook)	O2
Experiment I	O1	(Movable Book Local Wisdom-Based	O3
Experiment II	O1	Teaching Material)	O4

The first group is for experimental classes (experimental 1 and 2), and the second group is the control class.

Participants

This research was conducted in the fourth grade of elementary school. The schools used were SD Negeri Dayeuhluhur 01, which had 25 students; SD Negeri Panulisan Timur 02, which had 28 students; and SD Negeri Wanareja 01, which had 30 students. The schools are in Dayeuhluhur District, Cilacap Regency, Central Java Province. SD Negeri Dayeuhluhur 01 and SD Negeri Panulisan Timur 02 were located as the experimental classes, while SD Negeri Wanareja 01 was located as the control class.

Instruments

Data collected were carried out using a self-assessment scale. The self-assessment scale was developed by referring to the Ministry of Education and Culture Regulation regarding the Development of Character, in General Guidelines for Character Education at the Elementary and Secondary Level, Book 1 of 2015. The indicators of nationalism adapted are patriotic, self-sacrificing, fairness, devotion, sense of belonging, and loyalty to the country. The research instrument used was a self-assessment sheet for students' nationalism, which was checked for the validity of the instrument by three material experts in the field of character education. Data collected were carried out twice. These activities were carried out both in the experimental classes and in the control class. First, students were asked to fill

out a self-assessment sheet on the character of nationalism before learning (pretest). Then, the learning process in control and experimental classes was distinguished. The experimental class received treatment using movable book teaching materials local wisdom-based during the learning process, while the control class used student textbooks. The learning activities were carried out in two meetings. After that, the students were asked to fill in the nationalism character self-assessment sheet after the learning process (posttest).

Data Analysis Technique

The data collected from the self-assessment sheet that the students have filled in were analyzed qualitatively and quantitatively. Quantitative data analysis was conducted using n-gain. Then the data were interpreted qualitatively through the reduction, presentation, and conclusion (Miles & Huberman, 5005). It aims to determine the category of increasing students' nationalism in each class. Meanwhile, quantitative data analysis was carried out by independent t-test, which was conducted by comparing the post-test data of the students' nationalism character.

■ **RESULT AND DISCUSSIONS**

The improvement in the nationalism character of the control and two experimental classes students can be seen by comparing their nationalism character before and after treatment. The following table shows the improvement in the nationalism character of fourth-grade elementary school students.

**Table 2.** Pretest and post test scores of students' nationalism character

Group	Mean		Gain	Criteria
	Pretest	Posttest		
Control	57.21	70.02	0.29	Low
Experiment I	57.88	74.86	0.40	Moderate
Experiment II	59.16	75.41	0.39	Moderate

Table 2 shows various improvements in the nationalism character of the control class and experimental classes students.

The average of students' pretest in the control class was 57.21; then, a lesson was held using a theme book for two meetings, then a posttest was held and got an average score of 70.02. The pretest and posttest results showed that the nationalism of the control class students had increased, but the gain obtained was only 0.27, so it was included in the low category. The average nationalism pretest of students in the experimental class 1 was 57.88; then learning was held using a movable book local wisdom based for two meetings, then a posttest was held and got an average score of 74.86. The pretest and post-test results showed that the nationalism of the experimental class 1 students had increased, the gain of which was 0.40, so that it was in the medium category. These data indicate that the gain of the experimental class 1 is greater than that of the control class. The average nationalism pretest of students in experimental class 2 was 59.16; then learning was held using a movable book local wisdom based for two meetings, then a posttest was held and got an average score of 75.41. The pretest and post-test results showed that the nationalism of the experimental class 2 students had increased; the gain was 0.39, so it was in the medium category. These data indicate that the gain of the experimental class 2 is greater than that of the control class. Thus, it can be concluded that the nationalism of students in the experimental class 1 and 2 was higher than in the control class after receiving treatment. The following is a comparison diagram of the increase in the value of students' nationalism character in the control class, experimental class 1, and experimental class 2.

Figure 1 shows that the increase in the nationalism of the experimental class 1 and experimental class 2 students are higher when
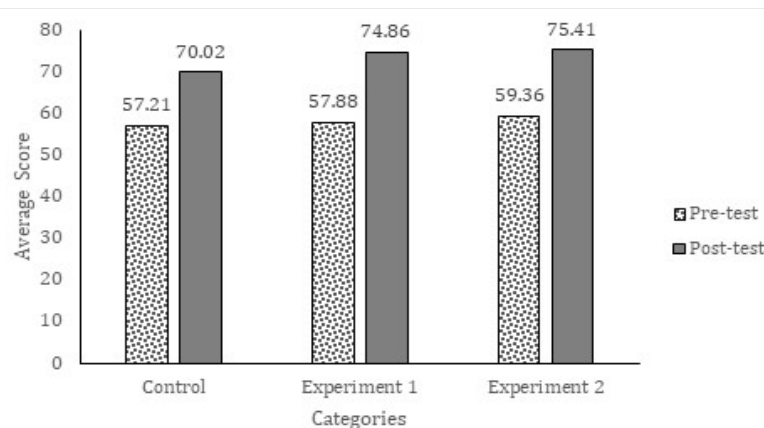
Figure 1. Comparison of student nationalism character questionnaire results

compared to the increase in the control class because the gain value for the control class is only 0.29 while the gain value for the experimental class 1 is 0.40 and the experimental class 2 is 0. 39. Thus, can be concluded that movable book local wisdom-based can be declared effective in instilling students' nationalism with moderate effectiveness.

Therefore, to determine whether there was a significant difference between students' nationalism in the experimental class 1, experimental class 2, and control class, a t-test was used. The following table is the result of analyzing the students' nationalism character by using an independent t-test.

The average post-test scores for the experimental class 1 (66.37) and experimental class 2 (76.28) students were higher than the control class (63.61). Table 3 shows that the p-value in the experimental class 1 and control class and the experimental class 2 and control class is 0.000. The p-values in both groups indicate that both scores are 0.05. On the other hand, there is a significant difference between the attitudes of nationalism characters in classes taught using movable book teaching materials local wisdom based. Thus, it can be concluded that movable book teaching materials local wisdom-based improve the character of students' nationalism in the fourth grade of elementary school.

Table 3. Independent T-Test result on students' nationalism character

Group	Mean	Sig. (2-tailed)	Explanation
Control	63.61	0.000	There was a significant difference
Experiment I	66.37		
Control	63.61	0.000	There was a significant difference
Experiment II	76.28		

Character is a real thing in the form of a basic element in humans. A character can show who and what we are. Having character is one of the most important elements that a person must have during his life. Given how crucial it is, a character is considered one of the components that can determine an individual's life (Lickona, 2004). As a collection of all attributes, including thoughts, feelings, words, and Actions. Children's character is shaped by their decisions and affects every aspect of their lives now and in the future. Teachers who play a leading role in the school environment are responsible for character building in students at school. The process of planting students' character in schools can be done through the implementation of character education. Character education is not the type of teaching that can be done instantly. Character education is the cultivation of character values in students; the cultivation of these values must be done continuously to become a habit and will be embedded in students. Instilling character values in students in the school environment can be done during the learning process and outside the learning process. Instilling character values in learning activities can be implemented in teaching materials or teaching materials used by students. Elementary school students consist of children aged 7-12 years who are at the operational concert learning stage, therefore elementary school students have a high interest in real things.

Movable book local wisdom based is a development of three-dimensional book teaching materials with content in the form of stories lifted from local wisdom in Cilacap. One of the 21st-century teaching materials that can present a real picture of what is being learned is a movable book (Dyk & Hewitt, 2011). A movable book is a

three-dimensional book that conveys material through writing and embossed illustrations so that it is attractive to readers (Sarlatto, 2016). In other words, movable books will present more vivid illustrations with a touch of mechanical engineering on the paper used to produce more vivid and attractive images. The main elements of movable books local wisdom based are three-dimensional pictures, full-color pictures, stories based on local wisdom, local wisdom that is raised, and local wisdom that contains national values. The content of three-dimensional movable images in movable book local wisdom based can help students visualize the content in the pictures (Brown, 2006). This also follows the criteria for developing learning materials for elementary school students who must consider content, titles, illustrations/ pictures, and knowledge (Farindhani & Wangid, 2019).

The first part of the movable book local wisdom based is the movable illustration. In the form of images, visual media affect the learning process (Shabiralyani, Hasan, Hamad, & Iqbal, 2015). Loads of three-dimensional images in movable books can help students visualize the content in the pictures in the book. Images play an important role as learning media and can be used in book form (Yang, Cheng, & Chou, 2016). Pictures can help students understand stories (Dunn & Finley, 2010) and abstract concepts (Aukerman & Chambers Schuldt, 2016). Embossed-shaped books have great potential to introduce cultural diversity to elementary school students more concretely to foster student nationalism from an early age. This means that the use of movable books, in this case, not only impacts increasing cognitive abilities but can also be used as a medium for introducing culture, which is also good for students' self-development, especially in elementary schools (Tischler, 2014). In addition, through pulling tabs and turning the wheel, students can directly interact with books to create more meaningful learning and motivate students to love the learning process itself. Thus, students can easily understand stories through pictures or illustrations in movable book local wisdom-based to enhance their nationalism character.

Figure 2. The movable book local wisdom based appearance

The second element of the movable book local wisdom based that strengthens students' nationalism is that it contains the content of local wisdom packaged in the form of a story. Through local wisdom-based learning, Students can understand and recognize their own culture, and a sense of caring and preserving it local wisdom is built. Of course, this character needs to be taught to form optimally. Students can understand and recognize their own culture and a sense of caring and preserving it local wisdom built through local wisdom-based learning. The formation of this character needs to be taught to be optimally embedded. Student attitudes can be formed through character education based on local wisdom (Suhartini, 2009). Character education can be built by integrating elements of local wisdom in the area where students live as teaching materials in learning activities (Rischa, Abdul, & Winarno, 2019). The story in the movable book contains moral messages related to the nationalism character. So, it can be concluded that stories can be used to strengthen character education. Using the story method in learning media to insert the concept of value is very important and useful for improving student understanding (Muhtarom, 2020). Learning media containing stories and pictures effectively instills character education in the classroom (Turan & Ulutas, 2016). Teaching materials in the form of stories and pictures can connect the world of children's imagination with the real world.

Figure 3. The movable book local wisdom based content knowledge

The third part of the movable book local wisdom-based that strengthens the inculcation of students' nationalism character is a nationalism column in the book. This nationalism column contains the character values of nationalism that students can apply in their daily lives. In this case, it is intended that education can play a role in developing Indonesian human resources that serve the Indonesian nation. Thus, learning media movable book local wisdom based as a tool in 21st century learning by moving pictures and stories based on local wisdom that can instill the character of nationalism in elementary school students.
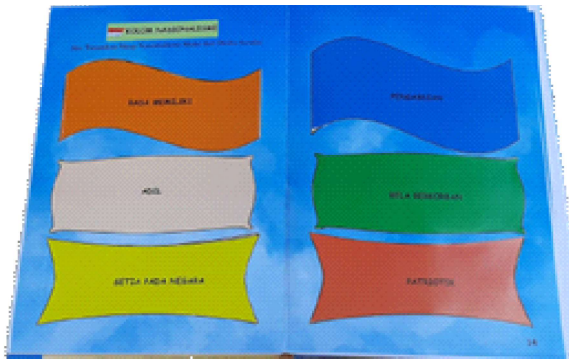
Figure 4. Column of nationalism in movable book local wisdom based

However, although the results of this study show that movable book local wisdom-based effectively increase student nationalism, there are some limitations of this study. The study should be done long to get a more in-depth picture related to increasing student nationalism. Therefore, it is necessary to do follow-up research and various data collection techniques for a long time. Also, additional samples are. It is also necessary to obtain more comprehensive data. This research only focuses on the character of nationalism, which is included in the affective domain, and in subsequent research, other variables such as cognitive and the psychomotor domain can be researched to determine the effectiveness of local wisdom-based movable books in the learning process.

■ **CONCLUSIONS**

The result shows that students in experimental classes had higher nationalism than students in the control class. The improvement of nationalism character in experimental classes was more significant than the control class, even though there was an increase in the average score of nationalism character in each class. Thus, can be concluded that the movable book local wisdom-based effectively improves the fourth-grade elementary students' nationalism character.

Although this research indicates that a movable book local wisdom improves students' nationalism, this research has some limitations. First, this research only focused on improving students' nationalism. Second, the study has only just been done in Cilacap, so the number of samples is still limited. Third, the local wisdom that is published still focuses on local wisdom in Cilacap.

The conclusion above shows that there are some recommendations proposed as follows. First, teachers should use supporting teaching materials to instill character education in elementary school students. Second, teachers can use local wisdom based movable books as a learning media to improve other domains. For example, teachers use local wisdom-based movable books to practice critical thinking skills in the cognitive domain. Third, this research is expected to provide knowledge and experience to increase innovation in the learning process. Finally, further research takes more time, various data collection techniques, various research variables, and a larger sample to obtain more optimal data.

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