

TRANSFORMATION OF LOCAL POTENTIAL FOR THE DEVELOPMENT OF CASE METHODS-BASED GEOGRAPHY TEACHING MATERIALS IN THE MBKM ERA

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INTRODUCTION

According to (Maryani, 2009) the main problem of geography education is the meaninglessness of education in geography subjects at school. The problem is because the teaching materials used today are very limited and not contextual so that it has an impact on the limitations of freedom in learning in the sense of freedom in exploring learning materials so that there is a need for innovation so that geography learning is more meaningful. Learning innovation can be in the form of development efforts by transforming the surrounding environment that has the potential to become a source of learning and geography teaching materials so as to create a meaningful geography learning supplement.

Wyatt and Looper (1999) modified Dale's (1969) theory of Cones of Experience into four groups namely, verbal, visual, engaged, and doing Wyatt and Looper (1999) modified Dale's (1969) theory of Cones of Experience into four groups namely, verbal, visual, get involved, and act. According to constructivism theory, learning is a process of building understanding through meaningful interaction with the world, so that it is a combination of the active involvement of students with learning materials and the learning environment (Antle et al., 2011). Contextual Teaching and Learning is a holistic learning process that aims to motivate students to understand the meaning of an object more deeply about the subject matter by integrating the material with students' daily lives so that students have knowledge and skills that can be applied.

Contextual learning is a learning concept that can help teachers integrate learning materials with the real conditions of students so that they can encourage students to build a relationship between the knowledge gained and its application in everyday life. (Maryani, 2007) one of the functions of learning geography in schools is to foster an attitude of environmental awareness and concern for the environment and resources as well as tolerance for religion, socio-culture, and society. So there needs to be a transformation of knowledge from the surrounding environment in the form of efforts to change content sourced from the surrounding environment so that students are more concerned and understand the surrounding environment better.

Learning resources are very important in providing various information and knowledge needed to develop the desired competencies (Jailani, 2017). Learning geography is a learning that observes a physical phenomenon of the environment with a variety of human activities in managing, utilizing and preserving the surrounding environment.

In accordance with government policy regarding the development of the Independent Learning Curriculum at the Independent Campus, in this case, lecturers as educators need to develop one important aspect of learning components, namely learning resources, where lecturers need to explore various local information to be explored into teaching materials that can be used. in the MBKM curriculum. The transformation of local potential for the development of geography teaching materials can be collaborated with the Case Methods.

METHOD

This research uses the Mixed Methods paradigm. Mix Methods research is a research step by combining two approaches in research, namely qualitative and quantitative (Cresswell, 2013) through the sequential explanatory strategy.

- a. The first stage is to collect and analyze quantitative data followed by collecting and analyzing qualitative data which is built on the initial quantitative results. This weight or priority is emphasized on quantitative data.
- b. Sequential exploratory strategy, This strategy is the opposite of the sequential explanatory strategy, in the first stage the researcher collects and analyzes qualitative data then in the second stage the researcher collects and analyzes quantitative data based on the results of the first stage. The weight or priority of this strategy is on qualitative data.
- c. Sequential transformation strategy. In this strategy, the researcher uses a theoretical perspective to form certain procedures in research. In this model, the researcher may choose to use one of the

two methods in the first stage, and the weight can be assigned to one of the two or distributed equally in each stage of the study.

The preparation of local potential transformation products as sources and geography teaching materials follows the adjusted 4STMD stages, including:

- 1) identification of geographic phenomena based on local potential for geography teaching resources and materials;
- 2) identification of the rationality of local local potential elements;
- 3) integration of local potential with Geography Learning Outcomes; and
- 4) implementation becomes a source and teaching material based on Case Methods



Figure 1 Location of Research (Kampung Naga)

The research location that is used as the object of study (learning resources) to develop teaching materials is Kampung Adat Naga, which is one of the traditional villages in Indonesia that is still preserved. This village is an example of a village in Indonesia that has a sense of place and tries to defend it. Administratively, Kampung Naga belongs to Neglasari Village, Salawu District, Tasikmalaya Regency, West Java. Kampung Naga is a traditional village with an area of approximately 4 hectares. General description of Kampung Naga in Table 1.

**Table 1.
Overview of Kampung Naga Traditional Village**

| | |
|---------------------|---|
| Location | Neglasari Village, Salawu District, Tasikmalaya Regency. 26 km west of Tasikmalaya City |
| Area | customary area about 4 hectares |
| Geographical | the village area is about 1.5 hectares |
| Population | Located between the hills of the cool Pasundan land. The elevation is about 600m above sea level. The topography of the hilly village area is quite steep. Relatively stable soil density, fertile soil conditions. There is quite a lot of rain. |
| Number of Buildings | 800 residents of Sanaga (core village). |
| Religion | The number of houses in Kampung Naga is 111, including the Assembly Hall or Bale Patemon, Mosque and Bumi Ageung. |
| People's Livelihood | Moeslem |

DISCUSSION

The Nature of Development of Local Potential-Based Teaching Materials

Learning resources are everything that can be used as a place where teaching materials are available or origin for someone's learning (Zain & Djamarah, 1997). Based on the formulation criteria (Ali, 2007) In general, learning resources can be divided into two types, namely: 1. learning resources by design, namely sources that are specifically designed or developed as components of an instructional system to provide directed and formal learning facilities. 2. learning resources by utilization, namely learning resources that are not specifically designed for learning purposes and whose existence can be found, applied and utilized for learning purposes. So, learning resources are everything, both intentionally designed and available that can be used both individually and in groups to create and help students learn. Learning resources used in education are a system consisting of a set of material components and learning object situations that are created intentionally in order to create a learning

atmosphere that makes students learn individually or in groups. The usefulness of learning resources in learning activities are: 1. Clarify the presentation of messages so that they are not too verbalistic. 2. Overcome the limitations of space, time and senses. 3. The use of appropriate and varied learning resources can overcome the passive attitude of students (Sardiman, 2014). With the unique nature of students coupled with different environmental factors and experiences, while the curriculum and education are determined the same for each student, the teacher will have difficulties if this is overcome alone.

Ministry of Education and Culture of the Republic of Indonesia (Kemendiknas, n.d.) explaining that teaching materials are a set of knowledge, skills, and attitudes that must be learned by students in accordance with basic competencies in order to achieve predetermined competency standards. Teaching materials produced by teachers should be in accordance with the potential of each region. Learning that utilizes the surrounding environment to be used as a source and teaching material is one of the characteristics of contextual learning. (Amin, 2010) describes that contextual learning sees students learning to build their skills in everyday life. Utilization of the surrounding environment in this case the local wisdom of indigenous peoples which is transformed as a source and teaching material has its own virtues, namely 1) students get information through direct experience, 2) are more communicative, 3) learning is more real, 4) students are more familiar with and love the environment, and 5) the application of knowledge will be easier because it is in accordance with the problems faced in the daily life of students (Syamsudduha & Rapi, 2012).

Learning resources that are suitable for students must meet three requirements, namely they must be available quickly, must allow students to spur themselves, and must be individual, for example, must be able to meet the various needs of students. The principles of using learning resources in learning, namely: 1. The use of learning resources should be seen as an integral part of a teaching system. 2. Learning resources should be seen as an effort in solving problems encountered in the teaching and learning process. 3. The teacher really mastered the techniques of a teaching and learning resource used. 4. The teacher calculates the pros and cons of using a learning resource. 5. The use of teaching and learning resources must be systematically organized. 6. Utilize multiple learning resources if it is necessary (Zain & Djamarah, 1997). The development of teaching resources and materials must involve and use the experiences of students holistically. Teaching materials developed based on experience gained from learning resources will 1) provide many learning activities to build learning experiences, 2) utilize student learning activities to visualize and actualize learning materials, 3) utilize student learning activities to reflect mental activities and help make discoveries in their studies.

The Nature of Development of Local Potential-Based Geography Teaching Materials

The development of teaching materials should pay attention to the principles of learning, namely: (a) starting from the easy to understand the difficult, from the concrete to understanding the abstract, (b) repetition strengthens understanding, (c) positive feedback provides reinforcement to participants' understanding students, (d) high motivation is one of the success factors in learning, (e) achieving goals and (f) knowing the results achieved (Undang-Undang RI No. 20, 2003). The ideal teaching materials are teaching materials that can provide information and learning experiences and are developed with good designs and features. Teaching materials developed based on holistic experience will be able to guide students in learning, motivate and encourage students to learn, help students explore to make discoveries and be able to meet the needs of students who have different learning styles. Teaching materials that can develop students' learning experiences are informative teaching materials in informing learning objectives, the existence of learning strategies, formulating clear learning experiences, motivation, exploration to help students make new discoveries in learning. Teaching materials must be designed to be able to make students learn actively, independently, so that they are able to provide meaningful learning experiences in order to achieve learning competencies. Teaching materials developed by basing students' learning experiences will facilitate adaptation and interaction in learning. The development of teaching materials in this case for geography teaching materials transformed from local wisdom of indigenous peoples is expected to be an effective solution for learning geography in schools. (Maryani & Yani, 2016).

The principles in the preparation of teaching materials or learning materials. The principles in the selection of learning materials include the principles of relevance, consistency, and adequacy (Prastowo, 2011). The three applications of these principles are described as follows:

1. The principle of relevance, meaning relatedness. Learning materials should be relevant or have something to do with Learning Outcomes. The easiest way is to ask questions about the basic competencies that must be mastered by students. With this principle, the teacher can find out whether the material to be taught is material facts, concepts, principles, procedures, attitude aspects or psychomotor aspects.

2. The principle of consistency, meaning constancy. If the basic competencies that must be mastered by students are four kinds, then the teaching materials that must be taught must also be of four kinds.
3. The principle of adequacy, meaning that the material taught should be adequate in helping students master the basic competencies being taught. The material should not be too little, and not too much.

Based on some of the explanations above, it can be seen that in compiling teaching materials, the most important thing is that they must be adjusted in advance with the curriculum, learning tools, and the basic principles of teaching materials so that the teaching materials that have been developed can be used. The objectives of learning geography in schools include aspects of knowledge, attitudes and skills with the following details:

- a. Instilling awareness to God Almighty
- b. Develop a way of thinking to be able to see and understand the relationships and interactions of physical and social symptoms in a spatial context
- c. Instilling public awareness
- d. Instilling an ethical and aesthetic sense
- e. Growing recognition and love for the homeland and instilling a sense of love and respect for fellow human beings
- f. Provide the ability to cultivate the natural surroundings and instill awareness of the necessity of working and trying to be able to enjoy or take advantage of the natural wealth around.
- g. Develop skills to observe, record, interpret, analyze, classify and evaluate symptoms and physical and social processes in their environment.
- h. Cultivate the skills of making descriptions and making maps.
- i. Develop skills in making area descriptions and comparisons
- j. Cultivating awareness and the need for a balance of regional and population potential
- k. Instilling an understanding of environmental potential and business possibilities that exist in the environment as well as developing broad views and rational ideals in selecting and creating employment opportunities.

The components of teaching materials that must exist consist of:

1. Title, subjects, competency standards, basic competencies, indicators and places.
2. Learning instructions (students/teachers) contain the flow or steps that must be taken to facilitate learning.
3. The competencies to be achieved are in the form of material descriptions. Values or basic concepts that must be mastered by students in each learning material. This is related to the next material because all of this is mutually sustainable.
4. The content of the learning material contains the core of the learning that must be studied in accordance with the basic competencies that have been possessed.
5. Supporting information or other news sources that can support the learning material.
6. The exercises contained in the sub-chapter, end of chapter, end of semester 1 and 2.
7. Work instructions can be in the form of Student Worksheets.
8. Evaluation,
9. Response or feedback on the evaluation results.

Competence in geography learning consists of three domains of competence, namely from the aspect of knowledge, aspects of skills, and aspects of attitudes. In the transformation of local wisdom as a source and teaching material for geography, of course, these three domains must be considered. The objectives of learning geography based on aspects of knowledge, aspects of skills, and aspects of attitudes are: 1. Knowledge a. Develop basic concepts of geography related to spatial patterns and processes b. Develop knowledge of natural resources, opportunities, and limitations to be utilized c. Develop basic concepts of geography related to the surrounding environment and region of the country or the world. 2. Skills a. Developing skills, observing the physical, social and built environment b. Develop analytical skills, synthesis, trends, and results from the interaction of various geographical phenomena or phenomena. 3. Attitude a. Raising awareness of changes in geographical phenomena that occur in the surrounding environment. b. Develop an attitude of protecting and being responsible for the quality of the environment. c. Develop sensitivity to problems in terms of resource use. d. Develop an attitude of tolerance towards social and cultural differences. e. Creating a sense of love for the homeland and national unity.

Transformation of Local Potential for the Development of Teaching Materials Based on Local Potential Studies on Indigenous Peoples of Kampung Naga

Geography teaching resources and materials are a learning medium for students in understanding geography material. The local wisdom of Kampung Adat Naga which is transformed into

geography teaching resources and materials in the form of knowledge enrichment books, learning videos, and thematic photo galleries is expected to be a solution for geography teachers to deliver local, contextual and interesting geography materials that are easily understood by students. logically. In addition to the development of teaching materials, the resources and teaching materials developed are expected to be a medium for students to be able to better understand and love their own environmental culture. In this case, students are expected to better know, understand, and protect their environment with the provision and stimulus of knowledge of the local wisdom of the indigenous people of Kampung Naga from the perspective of geography. Various forms of local wisdom of Kampung Naga in environmental conservation that have been transformed into sources and teaching materials in the form of knowledge enrichment books, learning videos, and thematic photo galleries.

Table 2
Integration of Local Wisdom of Kampung Naga Indigenous Peoples as a Source of Geography Learning

| Local Wisdom Indigenous Peoples of Kampung Naga | Content Values Learning Resources that can be Transformed into Geography Teaching Materials |
|---|---|
| <p>The Value of Local Wisdom in Traditional Ceremonies</p> <p>Traditional ceremonies in Kampung Naga are associated with respect for the ancestral spirits and karuhun of Naga residents. The traditional ceremonies in the Naga village are: 1) Birth ceremonies, 2) Tingkeban ceremonies, 3) Circumcision ceremonies, 4) Marriage ceremonies, 5) Death ceremonies, 6) Hajat sasih ceremonies, 7) Seclusion ceremonies, 8) related ceremonies. with Dewi Sri, 9) The ceremony for the establishment/placement of a new house.</p> | <p>1. Discipline Value Routine traditional ceremonies are held every year without exception. The pilgrimage to clean the Sembah Dalem Singaparna tomb was carried out in an orderly manner, the value of discipline was shown (exemplified) by the adult male community when they finished cleaning the tomb by lining up neatly washing brooms into the Ciwulan river and storing them back in their original place.</p> <p>2. Religious Value In every traditional ceremony always begins with praying, giving endless gratitude to the Creator.</p> <p>3. Compliance Value The rules for traditional ceremonies have never changed, and every customary rule that applies in Kampung Naga has become internalized to every member of the Kampung Naga community.</p> <p>4. The Value of Mutual Cooperation The value of gotong royong is the most visible value and is exemplified by the residents. Residents tend to maintain to continue to be passed on to their descendants.</p> <p>The suitability of the local potential of the Kampung Naga community can be elaborated for the following subjects: Cultural Geography, Village Community Interaction, Environmental Education, Rural Area Planning, Agricultural Geography, Land Resources.</p> |
| <p>Types of Taboos in Kampung Naga Community</p> <p>Taboo of Speech, Taboo of Action and Taboo of Objects</p> <p>1. Discuss the history of karuhun (ancestors) at taboo times (Tuesday, Wednesday, Saturday, and during the month of Safar)</p> <p>2. Repairing or building houses at taboo times (Tuesday, Wednesday, Saturday, and during the month of Safar)</p> <p>3. Hold a feast at taboo times (Tuesday, Wednesday, Saturday, and during the month of Safar)</p> <p>4. Some of the acts that were taboo during the ngadeuheus ceremony to the Sembah Dalem Singaparna tomb</p> | |
| <p>Taboo Objects (Wall House, Tiled roof and Kiray leaves, Kori door (two leaves), Direction of relationship other than east - west, Direction facing other than north - south, Padi hawara (short age), Electric lighting, Guest chairs, drums and gongs, Television, Transito radio)</p> | |
| <p>Management of the environment</p> <p>The residents of Kampung Naga divide their territory into three, namely Leuweung Keramat (the tomb of their ancestors) in the west, The village is in the middle, and Leuweung Larangan (place of the demons) in the east.</p> | |

The book compiled is a non-text book of knowledge enrichment which contains the local wisdom of the Kampung Naga indigenous people in environmental conservation with various photos

and editorials that are light and easy to understand by students but are rich in environmental preservation materials that are thick with various forms of local wisdom that It is believed by the indigenous people of Kampung Naga, such as local wisdom in maintaining *Leuweung Larangan*, local wisdom in preserving springs, environmental planning, traditional ceremonies, and local wisdom in building the Kampung Naga Traditional House.

The learning video made is a series of researchers' journeys in Kampung Naga in digging up information about various forms of local wisdom in Kampung Naga in environmental conservation. The material contained in the learning video is divided into three videos, namely:

- 1) Preservation of Leuweung Prohibition in Kampung Naga;
- 2) Environmental Preservation and Environmental Governance in Traditional Ceremonies;
- 3) Local Wisdom in the Form of Structure of Kampung Naga Traditional House.

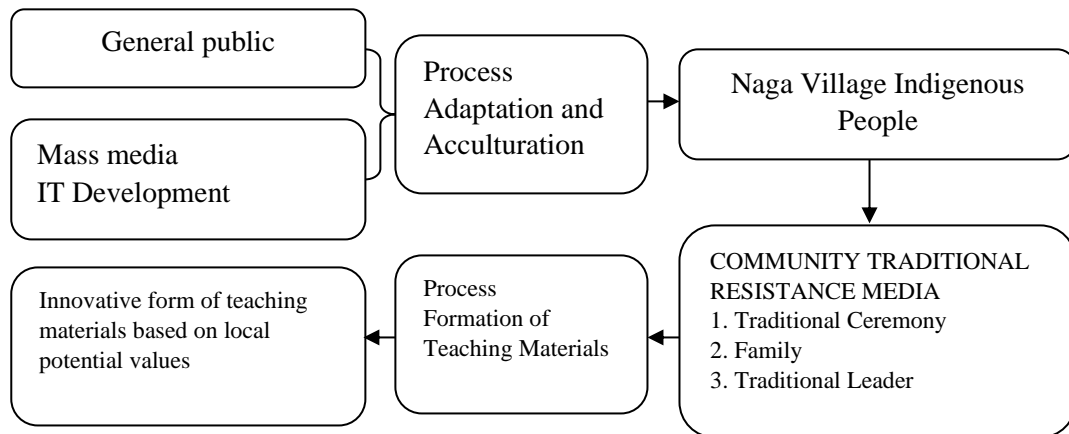


Figure 2 Chart of the Transformation Process of Teaching Materials Based on Local Potential in the Indigenous Community of Kampung Naga

CONCLUSION

Based on the results of the research described from the problems, findings, analysis, and discussion in the previous chapter, there are several conclusion points obtained in this study.

First, the indigenous people of Kampung Naga have a local wisdom in environmental conservation efforts, namely 1) the preservation of *Leuweung Larangan* which until now is well maintained and preserved by the indigenous peoples with the recommendations and prohibitions as well as the indigenous people's belief in the existence of customary law. 2) environmental preservation and environmental management. The various forms of local wisdom in the form of prohibitions have become a separate force for the establishment of customary rules in utilizing natural resources by the local community wisely, wisely and sustainably. 3) the traditional order in building a traditional house in Kampung Naga which is a distinct characteristic inherited by the ancestors is a way of life for the sake of creating a socially and physically harmonious community condition. 4). All local wisdom of the Kampung Naga indigenous people in terms of environmental conservation has rationality so that it has the potential to be used as a source and teaching material for geography based on local potential in order to transfer the knowledge of the ancestors to the younger generation so that geography material becomes meaningful material.

Second, the local wisdom of the Kampung Naga indigenous community in an effort to preserve the environment can be used as a source and teaching material for geography with several special strategic steps to become an effective source and teaching material for geography. The transformation of local potentials as sources and teaching materials for geography is a strategy that can be carried out by lecturers in the application of MBKM through the Case Study Method. Various teaching materials that can be developed consist of textbooks, learning videos, and photos that contextually can add real scientific treasures.

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