

## Development of child activity sheet by using the scientific approach at ethnic subtheme to introduce Indonesian cultural variety

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**ABSTRACT:** The research aims to develop and test the validity and effectiveness of Child Activity Sheet by using the Scientific Approach at Ethnic Subtheme to introduce Indonesian. Model used is the research and development model (R&D) of ADDIE. The result of this research shows that Child Activity Sheet is valid and effective. The using of Child Activity Sheet by using the Scientific Approach gives influence to the activity learning result of children. It can be seen through the result of t-test trial which shows that tcount is  $34,801 >$  from ttable 1,699. The using Child Activity Sheet also gets good response from the children, that is 100%. Therefore, it can be concluded that Child Activity Sheet is valid and effective to introduce Indonesian Cultural Variety to group B in Kindergarten.

### 1. INTRODUCTION

Habits that exist in the environment around children will affect the pattern of behavior, mindsets, and patterns of sense in children. Included to behave diversity of cultural. Vygotsky (in Suyono and Hariyanto, 2015: 109) explains that culture is the primary determinant of individual development. Then it is also said by Tilaar (1999: 8) that culture is the basis of the formation of human personality. Even though every human is born with goodness. As Rousseau's view implies that every child's impulse should not be limited because a child is born with good qualities (Suyadi and Ulfah, 2015: 73). So culture should have been introduced to children from an early childhood through the environment and stimuli that are appropriate for children.

In this regard, appropriate measures are needed to avoid division, and the child's negative response to diversity of culture. As Oktaviana (2013: 1) points out, a special strategy is needed to solve the problem through social, economic, cultural and educational fields. This confirms that early childhood education should design activities that can develop a variety of child competencies including basic competencies that are familiar with the social environment of various cultures. In general, there are no special teaching materials that support the introduction of children to diversity of cultures. Based on the results of observations of researcher at the Unesa Labschool Kindergarten on Friday, September 23, 2016 that there is no book supporting learning, special teaching materials or

concrete media to introduce the diversity of Indonesian culture.

The selection and packing of learning materials should be able to stimulate the children by providing child-centered activities. One way to implement it in the classroom is by packing the learning materials in the form of a child activity sheet. The problem motivates researcher to do research and development activities sheet that is interesting and fun for children. This development acts as a companion of children's textbooks with reinforcement through various ethnic-tribal activities. The development of activities sheet is very important because it is tailored to the field needs to give effectiveness in introducing Indonesian cultural diversity. The formulation of the problem in research are:

1. What is the validity of the children's activities sheet using the scientific approach of ethnic subthemes to introduce Indonesian cultural diversity?

2. How is the effectiveness of children activity sheets using the scientific approach of ethnic subthemes to introduce Indonesian cultural diversity?

## LITERATURE REVIEW

According to Sugiyono research and development method is a research method used to produce a particular product, and test the effectiveness of the product (2013: 407). The product produced in this research is children activity sheet. Trianto (2007: 73) states that a children activity sheet used as a guide to conduct investigation or problem solving activities. The Child Activity Sheet contains a set of basic activities that must be done by the child to maximize the understanding in the effort to form the basic skills according to indicators of achievement of learning outcomes that must be pursued.

According to Sudarwan (in Suyadi and Dahlia, 2014: 109) the scientific approach further emphasizes the

dimensions of observation, reasoning, discovery, validation, and explanation of a truth. This means that learning by using scientific approach not only prioritizes on the work of children, but also pay attention to the process of how children are able to construct their own knowledge independently in recognizing the diversity of Indonesian culture.

In this research, researchers describe the literature review. The first research conducted by Khotimah (2014) from the results of the study known that the learning mastery is 96.42% classical, this shows the success of students in achieving competence by using Student Activity Sheet Indonesian-oriented scientific approach. Secondly, the research that has been done by Khasanah (2015) based on the observation of the implementation of learning scores presented presented 98.5% in very good category. From these results can be concluded that it can improve critical thinking skills. The last, Pratiwi (2014) the observation result of science ability on observation skill aspect is obtained average value 95,75 whereas there is classification skill gained on average value 100. So it can be concluded that the use of Children Activity Sheet managed to improve children's science skills.

Based on the description of the three research results above can provide information that is the relevance of previous research with this research is developing a student worksheet or called child worksheet in early childhood, and Children Activity Sheet using scientific approach.

## 2. METHOD

This research was conducted R&D method. The development model used to produce a child activity sheet is ADDIE (Januszewski, 2008: 108). This research is the development of Children Activity Sheet which is one of the teaching materials that included in the field of instructional development. Therefore the

ADDIE development model is appropriate for this study. The development procedure is through several stages including: analysis, design, development, implementation, and evaluation. As Januszewski (2008:109) suggests that make decisions about the types of learning activities and materials. Prepare draft materials and activities. Try out materials and activities with target audience members. Revise, refine, and produce materials and activities. Produce instructor training or adjunct material.

Thus, the products are tested on experts through validation; they are media experts and material experts. After performing the validation test, the researcher conducted a small group test on 3 Kindergarten group B children through this interview known to the child's response about the validity of children activity sheet. The results of this trial are used to evaluate and as a revision material. Furthermore, a large group trial was conducted on 10 Kindergarten children of group B. In this group the researchers conducted an interview about the validity of children activity sheet. The test results are used for product improvement before proceeding at the field trial stage.

The research instrument used is validation sheet, interview guide sheet, questionnaire sheet, assignment sheet. The validity data analysis is done using Guttman Scale. The results obtained are then classified into categories. Furthermore, the effectiveness data analysis is done by looking at the achievements of the children before and after treatment. In addition to obtaining accurate results the researchers conducted a t- test with the formula Paired Samples Test.

### 3. RESULT AND DISCUSSION

The validity data of the child activity sheet was obtained from the validation sheet filled out by media experts and

material experts and interview guides that were filled during small group and large group tests. Based on validation sheet evaluated is stated that children activity sheet is valid and effective to be used in learning process. The next step is count the result of effectiveness to children activity sheet by doing field trial in Unesa Labschool Kindergarten. The results of field trials are:

Table 1 Result of Pretest and Posttest

Score	Indicator					Average
Pretest	1,67	1,67	0,83	8,33	1,67	8,83
Posttest	8,33	8,33	7,50	0,00	0,00	4,83
Raising	6,66	6,66	6,67	1,67	8,33	6,00

Through comparison it is known that there is an increase in the average achievement of children that is on the original average gain of 48.83 children increased until 46.00. So on average posttest result of child achievement become 94,83 with criterion very effective.

Questionnaire teacher response was made to know whether children activity sheet that has been developed has been in accordance with the purpose of preparation. Questionnaires were filled by two teachers in group B, who had used the Indonesian Ethnic children activity sheet during the field trials.

According to each teacher that the correct children activity sheet developed can further activate the child and facilitate the child in understanding the material. This is in line with that expressed by Prastowo (2015: 205) that children activity sheet function is as a teaching material that can minimize the role of educator, but more activate the child, then children activity sheet as teaching materials that make it easier for children to understand the material given. In addition to children being active, researcher have designed activities that can train the child's independence in completing activities, and this is also responded positively by two

teachers group B Unesa Labschool Kindergarden.

Researchers conducted the T-test using SPSS version 20 applications to obtain accurate results. The t-test results can be seen in the table below:

Tabel 2 Result of T-test

	Paired Samples Test							
	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Posttest_Ragam_Budaya - Pretest_Ragam_Budaya	4.60000E1	7.23974	1.32179	43.29664	48.70336	34.80129	.000	

Based on the above calculation then obtained  $t_{count} 34.801 > t_{table} 1,699$ . So it can be concluded that  $H_0$  is denied and  $H_a$  is accepted. Then, it can be said that there is a positive and significant influence on the ability of children to recognize the diversity of culture after using children activity sheet on learning activities of kindergarten children of group B. As explained by Gelman and Brenneman (2004) that Engaging children in scientific inquiry using construct conceptually-related knowledge for each step of the use of a variety of skills to discover new information about the concept of study (In Gerde, Schachter & Wasik 2013:317).

The children activity sheets that are developed should be in accordance with the stage of child development, so as to foster children's enthusiasm when doing activities in it. As suggested by Prastowo (2015:73) the display of children activity sheets should be clear and interesting. Pictures, colors and writing if it can be combined well it will produce beauty so as to attract

children to the spirit of doing activities that are in it.

The Indonesian Ethnic children activity sheets that researcher have developed consists of many drawings and illustrations, and has been designed with ten varied activities. In order to beautify the look of the researchers have also selected bright colors. So with attention to all aspects above, children activity sheets at ethnic subtheme become interesting and fun for kindergarten children Group B.

#### 4. CONCLUSION

Based on research result and discussion, it can be concluded that:

- 1.The children activity sheet has been produced using a scientific approach of ethnics subthemes appropriate to introduce Indonesian cultural diversity to children of group B in kindergarten. This can be seen from the validation of media experts and material experts who claim to be valid to beuse.
- 2.The children activity sheet has been produced using an effective ethnics subthemes approach to introduce Indonesian cultural diversity to children of group B in kindergarten.

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