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## **DEVELOPMENT OF CULTURAL INSIGHTS COURSES (CHARACTERIZING OF UNG) BASED ON ADDIE APPROACH IN THE FACULTY OF LITERATURE AND CULTURE UNIVERSITAS NEGERI GORONTALO**

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### **ABSTRACT**

This study aims to develop teaching materials for cultural insight courses as a characterizing university course based on the ADDIE model as a development model. Determination of the sample for validation using two experts in the field of learning, two media experts and purposive sampling used for research. In the implementation process, this research is focused on lecturers of cultural insight courses and students who are registered in four study programs at the Faculty of Cultural Literature who contract cultural insights courses. Research and development methods or Research and Development used to produce teaching material products and test the effectiveness of the product. The data collection method used a questionnaire juxtaposed with a rubric. After the data was collected, the data were analyzed using quantitative and qualitative descriptive analysis. The results showed the suitability and depth of the material, the organization of the material, the use of language, and practicality, the results were very good. Based on the analysis found, it is necessary to add 1 (one) in the provision of "PRABUDAMALIH" material for university characterizing courses at the Faculty of Cultural Literature, Universitas Negeri Gorontalo.

**KEYWORDS:** ADDIE, Teaching Material Development, PRABUDAMALIH, Cultural Insights

### **INTRODUCTION**

The cultural insight course is not just a course that prioritizes how to think and view a culture, but this course is a compulsory subject given to all study programs. The background of this course is included in the group of courses that characterize the Universitas Negeri Gorontalo is the content of the subject matter which is oriented to the introduction of regional cultural characters as the basis for the development of science and technology. In addition, there are national characterizing courses as Personality Development (MPK) courses, namely Religion, Indonesian Language, English, Pancasila, and Citizenship Education by paying attention to the existing courses in the national curriculum to be applied to the new curriculum.

As a distinguishing course for the State University of Gorontalo, for this reason, these 4 (four) courses are considered as supporting the realization of UNG's vision in 2035 as a leading university in developing culture and innovation based on regional potential in the Southeast Asia Region. Students who carry out lectures at UNG, are required to take/contract courses that characterize to realize a superior and competitive UNG.

Based on the Decree of the Chancellor of UNG Number: 263/UN47/LL/2016 concerning the UNG Curriculum Development Team, the objectives of the UNG Curriculum Preparation and Development Guidelines are: a) Provide instructions for the preparation and development of a curriculum based on the Indonesian National Qualifications Framework (KKNI) and in accordance with the National Higher Education Standards (SNPT), for new study programs and old study programs, b) Provide instructions for carrying out the stages/procedures for the preparation and implementation of the study program curriculum, both for Diploma, Undergraduate and Postgraduate Strata, c) Provide instructions for compiling graduate profiles, learning outcomes (learning outcomes) according to developments and needs of the world of work, d) Provide instructions in the formation/determination of courses and their elaboration in the curriculum structure, as well as, e) Provide instructions in the preparation of Semester Learning Plans (RPS) and implementation of learning evaluations.

The policy in the Decree regarding cultural insight courses as one of the defining courses at the State University of Gorontalo in the special provisions for curriculum development aims to introduce the Gorontalo State University campus which is oriented towards cultural excellence in the Southeast Asia Region. The defining icon of Gorontalo State University is "Culture". The identifier is the "Value" that will color the UNG community in all academic and non-academic activities as the value of excellence and competitiveness that is built in shaping the competence of graduates. In addition, student excellence is not only seen from an academic point of view but can also be seen in character development which is reflected in ancestral cultures.

To implement the vision of UNG in the curriculum structure, it is determined that UNG characteristics are separate subjects (monolithic), that is, cultural insights with course credits are 2 credits, with the content of subject matter is the introduction of regional cultural character as a foundation for science and technology development. The formulation of the achievement will be arranged separately by the unit managing the UNG characteristic course. UNG's vision as a leading university that always innovates in the development of regional-based culture in the Southeast Asian Region, has been reflected in the Tridarma of Universities on Education and teaching, research, and service to the regional culture-based community.

As one of the characteristic courses, the cultural insight course is expected to be learning focused on cultural values in cultural development, understanding the concepts and elements of culture, explaining the forms of culture, describing the people's behavior, customs including arts and regional specialties as well as artifacts that exist in an area. All of this indirectly will invite students to have provisions in

dealing with social, and cultural changes, the world of work, and rapid technological advances. This is also a manifestation of autonomous and flexible learning in higher education to create a learning culture that is innovative, unfettered, and in accordance with student needs so that student-centered learning is carried out properly.

The learning process in the independent campus has been explained, one of the embodiments of student-centered learning is very essential. Learning in an independent campus provides challenges and opportunities for the development of innovation, creativity, capacity, personality, and student needs, as well as the development of independence in seeking and finding knowledge through realities and field dynamics such as ability requirements, real problems, social interaction, collaboration, self-management, performance demands, targets, and achievements. The independent learning program, it has been designed and implemented properly so that students' hard and soft skills are formed. The independent learning program also hopes that students can achieve learning outcomes that include aspects of attitudes, knowledge, and skills optimally and always relevant. (Source of the Free Learning Guidebook-Independent Campus by the Directorate General of Higher Education and Culture in 2020).

The difficulties faced by students in lectures lie in the uniformity of RPS, course materials and evaluations given by educators. So far, courses, especially cultural insight courses, are always discussed in class without them collaborating outside as a form of applying cultural concepts and cultural phenomena that occur in each region. This course will actually make a very large contribution and have a positive impact on course learning outcomes (CPMK). CPMK is expected by every student as a way of managing learning that has insight, knowledge, skills, values, and competent attitudes in understanding cultural concepts. Characteristics of students will be correlated with the level of student motivation to learn if we put these characteristics in increasing student knowledge in criticizing cultural concepts. If there is an approach that is given by educators in applying the results of their discussions in the classroom, as outlined in performance, the teaching and learning process will make very meaningful input for students in the process of extracting creative ideas.

Supposedly as one of the components in the applicable teaching and learning activities (KBM), educators have a position that determines the success of learning, because the main function of educators is to design, manage, and evaluate learning (Gagne, 1970). Ausubel (1968) says that educators are tasked with transferring an organized set of knowledge so that knowledge becomes part of the learner's knowledge system. In line with that, the curriculum emphasizes that the position of educators in teaching and learning activities is very strategic and decisive. Strategic because educators will determine the depth and breadth of teaching materials. Determining because it is the educator who sorts and selects the teaching materials that will be presented to students. One of the factors that influence educators in an effort to expand and deepen the material is an effective, efficient, attractive learning design, and high-quality learning outcomes can be carried out and achieved by every educator.

However, the implementation of the cultural insight course is still experiencing many obstacles. These constraints are caused by various factors, including:

1. There is a negative perception of students towards cultural insight, for example: a. assume that culture exists naturally, b. think that cultural language is easy, c. consider Indonesian/local culture to be inferior to foreign culture,
2. Cultural insight learning systems and models that are not yet ideal, for example, do not reflect the true function and role of cultural insight,
3. The lack of cultural insight teaching materials that match the characteristics of the study program and student needs. The teaching materials so far have only explained cultural theory in general. Whereas the ideal cultural insight learning should provide a portion that is in accordance with the characteristics of the study program so that the essence of the course truly reflects the characteristics of the study program.
4. The uniformity of the RPS which includes the CPL of the study program and the CPMK of cultural insight, the material taught, and the form of evaluation as the end of the course.

Based on observations at the Faculty of Letters and Culture, State University of Gorontalo, especially some students in the study program, in a preliminary study of this subject, information was obtained that there are still many obstacles in the process of learning cultural insight. One of the most crucial is the lack of availability of teaching materials, modules, and textbooks as materials or sources of student learning (a form of application of courses). So far, students have only depended on the material presented by the lecturers. On the other hand, the available teaching materials have not been well structured based on an analysis of student needs according to the characteristics of the study program. This condition results in the ability of students to receive lecture material differently from one another. To answer all this, it is necessary to develop a teaching material to overcome it.

The obstacle faced by educators in producing effective and efficient cultural insight teaching materials is the fact that educators are dealing with material about cultural insight which has a very complex scope. This can make it difficult for educators to structure and systematize teaching materials carefully based on the type of content in relation to learning objectives. Structuring and systematizing teaching materials carefully according to learning objectives is not an easy task. This task requires a fairly good knowledge of lesson design. On the other hand, it turns out that the ability of educators in planning and implementing the curriculum has not been satisfactory (Gufon, 1993).

Gagne, 1974 said that as one of the components in teaching and learning activities (KBM), educators have a position that determines the success of learning, because the main function of educators is to design, manage, and evaluate learning. Ausubel (1968) says that educators are tasked with transferring an organized set of knowledge so that knowledge becomes part of the learner's knowledge system. In line with that, there are several development studies that have been carried out using the development of teaching materials for other subjects. The results greatly affect the results and quality of learning to be more effective and efficient.

To overcome this problem, the researcher chose the right development model and specifically designed it so that this learning model could make a good contribution to the cultural insight course. The ADDIE model is an innovative learning model because it provides a systematic and effective learning process that is packaged in learning. This ADDIE model is a learning design model based on an effective and efficient learning approach and the process is interactive. The advantage of this ADDIE model is that the results of the evaluation of each stage can lead to the development of learning to the next stage. Because it is simple and structured, it is easier for educators to understand learning. In addition to having advantages, the ADDIE model also has drawbacks at the analytical stage because it takes a long time to process because educators must analyze students first to divide them into 2 (two) parts, namely analyzing needs related to teaching materials as the main information in learning, and the availability of teaching materials that support the implementation of learning. After that, analyze the curriculum by taking into account the characteristics of the curriculum that is being used. Analyzing the character of students related to attitudes, interests, motivations, and abilities of students in taking cultural insight courses as the last stage.

### **STUDY OF THEORY, FRAMEWORK, AND DESIGN DEVELOPMENT**

The ADDIE model is one of the design models for the development of teaching materials in which each stage is well structured in analyzing, designing, developing, implementing, and evaluating. The development process requires several times of testing by a team of experts, individual subjects, broad scale, and limited scale, and revisions to perfect the final result and the revised results have met the criteria for a good product, empirically tested, and no further refinement.

Development is an effort to improve technical, theoretical, conceptual, and moral abilities according to needs through education and training. Development is a process of designing learning logically and systematically in order to determine everything that will be carried out in the process of learning activities by taking into account the potential and competence of students (Abdul Majid, 2005:24).

The development model in learning is essentially the development of learning strategies in theory and practice. The teaching materials are arranged according to the development of science. Research development is a step to develop a new product or improve an existing product, which can be accounted for. The purpose of this research is to produce new products through development.

Insights courses cannot be separated from discussions of how to think and view a culture, but to provoke students to become enthusiastic in learning, as some educators have echoed so far. When students feel bored with one of the courses, the cultural insight course essentially has a very important role in forming a complete human being because the cultural insight course has been designated as a characterizing course at the State University of Gorontalo.

This course is focused learning on cultural insights that can be used as tools and media to describe cultural approaches, understand cultural concepts and elements, explain cultural forms, and describe people's behavior, customs including arts and regional specialties and artifacts. - Artifacts that exist in each area.

During the learning process, students are faced with the lack of learning resources such as teaching materials, modules, and textbooks that are well structured according to CPMK and students still depend on the material provided by lecturers, even though this cultural insight learning should also ideally be in accordance with the characteristics study program.

A material will be easy to learn, understand and digest by students, there must be learning resources in the form of teaching materials. These teaching materials play an important role in the learning process as the main learning resource even though there is currently a lot of interesting and interactive information online.

In addition, the learning process is largely determined by the motivation of students as students to given lecture material. Motivation can be done in various ways to increase student learning motivation, one of which is arranging interesting teaching materials and the contents are easy to digest. To improve student learning outcomes in the cultural insight course, researchers took the ADDIE model developed by Reiser and Mollenda in the 1990s as a learning design model with an effective and efficient systems approach and the process is interactive with the results of the evaluation of each phase that can lead to learning development. to the next phase, which at the end of the phase is the initial product of the next phase.

This development model consists of 5 (five) main phases, namely 1). Analyze (Analysis), 2). Design (Design), 3). Develop (Development), 4). Implement (Implementation), 5. Evaluate (Evaluation).

1. Analysis (analysis)

The analysis is the first stage that must be done by a learning developer. Three important things that must be analyzed are students, learning, and media to deliver teaching materials. The scopes are needs, student character, mapping and elaboration of CP, identifying according to the results of the analysis.

2. Design (design)

The design is based on what has been analyzed. This design stage is the preparation of the syllabus and preparation of lesson plans. In the preparation of the syllabus and lesson plans, including selecting the competency standards (goals) that have been analyzed, determining the basic competencies (objectives), determining success indicators, choosing the form of assessment, determining learning resources, implementing learning strategies.

3. Development (development)

This stage is the stage of formulating teaching materials, including making learning objects containing text documents, pictures related to course material, videos and animations and making other supporting documents.

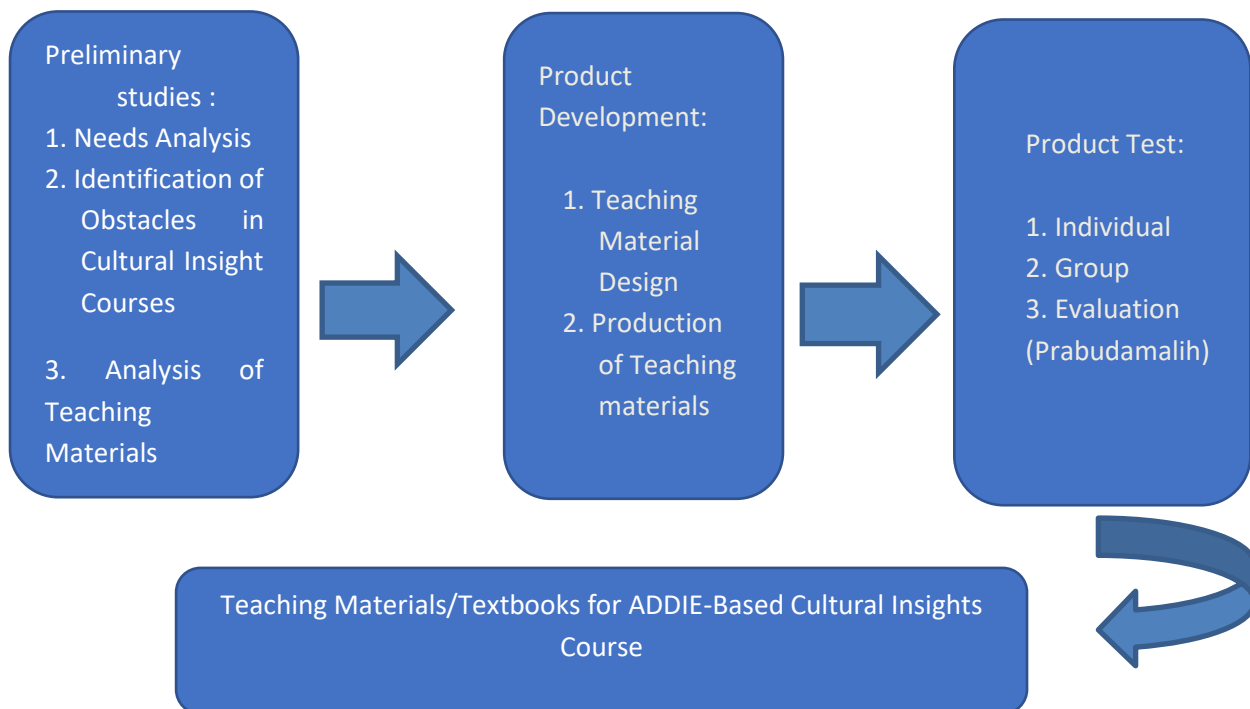
4. Implementation (implementation/execution)

For this stage, the system is ready to be used by the user (user).

5. Evaluation (evaluation/feedback)

In evaluating teaching materials and revising them, there are two forms of evaluation, namely formative and summative.

The purpose of the formative test is to improve the learning system before the stage ends. A summative test is applied at the end of the stage which aims to assess the overall effectiveness of learning.



**Figure 1. Thinking Framework for Developing ADDIE-Based Cultural Insights Course Materials**

Material will be digested easily by students when they know the usefulness of the material being studied. Interesting and interactive learning resources will make student achievement good. For this reason, the teaching materials made are always guided by analyzing student needs, identifying course constraints, especially in the Cultural Insights course and analyzing teaching materials that will be designed and compiled to be produced into teaching materials that have been assessed by validators and are ready to be used. The teaching materials were piloted to students individually and in groups. At the final evaluation, the students (Prabudamalih) presented material about the local culture of their own choosing.

Teaching materials are a set or substance of learning that is systematically arranged to display a complete figure of competence that will be mastered by students in learning activities. Broadly speaking, it can be concluded that the definition of teaching materials is a set of materials both written and unwritten that are arranged systematically by displaying a complete figure of competence that will be mastered by students to assist teachers and students in carrying out the learning process.

Teaching materials can be used by teachers and students in learning as a means of delivering messages or information knowledge. Teaching materials are all materials that contain subject matter, both written and unwritten, which are systematically arranged. Prastowo (2012: 17) explains that teaching materials are all materials (both information, tools, and texts) that are systematically arranged, which displays a complete figure of competencies that will be mastered by students and used in the learning process with the aim of planning and studying the implementation of learning. For example, textbooks, worksheets, module teaching materials, audio teaching materials, interactive teaching materials.

Aspects in making teaching materials need to pay attention to various things related to content and appearance so that the resulting teaching materials can be interesting, innovative, effective, and efficient teaching materials. With the existence of quality teaching materials and according to the needs of students, learning will run well. The teaching materials are very unique and specific. Unique means that the teaching materials can only be used for certain audiences in a certain learning process. Specific means that the content of teaching materials is designed in such a way only to achieve certain goals from a certain audience and the delivery systematic is adjusted to the characteristics of the subjects and the characteristics of the students who use them.

Personal (2009: 90) suggests that the procurement of teaching materials that will be used can be done in several ways, namely (1) buying commercial products, (2) modifying teaching materials that are already available, and (3) producing their own teaching materials according to their goals. Regarding the procurement of teaching materials, many educators still use instant teaching materials, just buy and use them. This allows the teaching materials used are not contextual, monotonous, and not in accordance with the needs of students. Therefore, it is important for teachers to make other teaching materials other than teaching materials that are already available or commercially available on the market.

The most important thing and become a guide for every lecturer in every learning process, must pay attention to the function of teaching materials to be developed. According to Prastowo (2014) based on the parties who use teaching materials, the function of teaching materials can be divided into two types, namely functions for educators and functions for students.

1. The function of teaching materials for educators, among others
  - a. Save teacher time in teaching
  - b. Changing the role of educators from a teacher to a facilitator



- c. Improving the learning process to be more effective and interactive.
  - d. As a guide for educators who direct all their activities in the learning process and is a substance of competence that should be taught to students, and
  - e. As a means of evaluating the achievement of mastery of learning outcomes.
2. The function of teaching materials for students, among others:
- a. Students can learn without having an educator or other student friends.
  - b. Students can learn whenever and wherever they want.
  - c. Students can learn at their own pace.
  - d. Students can learn according to the order of their own choosing.
  - e. Helping potential students to become independent students or students.
  - f. As a guide for students who will direct all their activities in the learning process and the substance of the competencies that should be studied and mastered.

In addition, the function of teaching materials according to the learning strategies used are divided into 3 (three) types, namely:

1. The function of teaching materials in classical learning.
  - a. As the only source of information as well as monitoring and extracting the learning process.
  - b. As a supporting material for the learning process held.
2. The function of teaching materials in individual learning.
  - a. As the main media in the learning process
  - b. As a tool used to develop and supervise the process of students in obtaining information.
  - c. As a support for other individual learning media.
3. The function of teaching materials in group learning.
  - a. As material that is integrated with the group learning process, by providing information about the background of the material, information about the roles of the people involved in group learning.
  - b. As a supporting material for the main learning material and if it is designed in such a way, it can increase student learning motivation.

### **DEVELOPMENT METHODS AND APPROACHES**

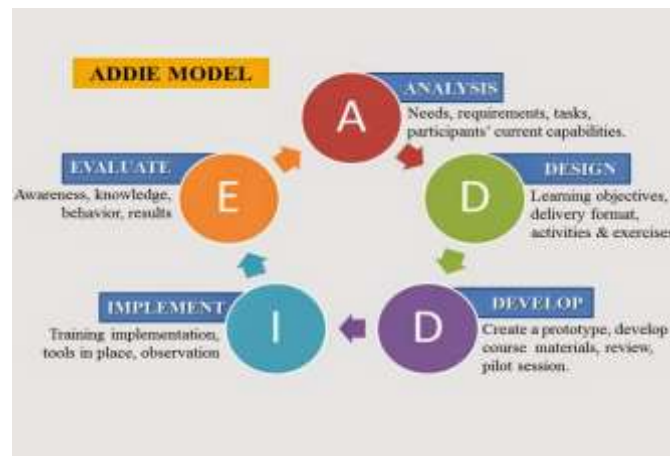
This research is development research. Research and development or research and development (R&D) is research to develop educational products needed in the learning process. According to Setyosari (2012: 214) development research is a process used to develop and validate educational products. The opinion regarding the definition of development research is also reinforced by Sugiyono (2012: 407) Research and development methods or Research and Development are research methods used to produce certain products and test the effectiveness of these products. This development research uses the ADDIE model through a qualitative descriptive approach.

Based on several definitions that have been described, it can be concluded that development research is a process used to develop and validate products used in education so as to produce a product, namely

teaching materials. Because researchers develop cultural insight teaching materials, in odd semesters with the aim of obtaining a good design of teaching materials in accordance with development procedures.

The ADDIE model, namely the ADDIE development model, is a learning design model based on an effective and efficient systems approach and an interactive process. In each phase/stage the evaluation results can bring the development of learning to the next phase/stage. The final result of one phase/stage is the initial product for the next phase/stage.

This development model consists of 5 (five) main phases, namely 1). Analyze (Analysis), 2). Design (Design), 3). Develop (Development), 4). Implement (Implementation), 5. Evaluate (Evaluation). (Reyzal Ibrahim, 2011).



**Figure 2. ADDIE Development Model (Source graphicpatent.wordpress.com)**

The stages of the ADDIE development model are as follows:

1. Analysis stage: a process of defining what the learner learns. So, to find out or determine what to learn, we must carry out several activities, including a needs assessment (needs analysis), identifying problems (needs), and conducting task analysis (task analysis). Therefore, the outputs that we will produce are in the form of characteristics or profiles of prospective study participants, identification of gaps, identification of needs and detailed task analysis based on needs. At this stage, the main activities carried out.
2. Design stage: this stage is also known as making a design like a building, so before you build a blue-print on paper, you must first have it. What do we do in this design stage? First, we formulate learning objectives. Next, arrange a test, where the test must be based on the learning objectives that have been formulated earlier. Then determine what the appropriate learning strategy should look like to achieve these goals. In this case, there are many choices of combinations of methods and media that we can choose and determine which is the most relevant. In addition, consider other supporting sources, such as relevant learning resources, what kind of learning environment should be.

3. Development stage: development is the process of turning the blue-print or design into reality. If the design requires a software in the form of multimedia to be developed, or a print module is required, then the module needs to be developed. Likewise, other learning environments that support the learning process must all be prepared at this stage. One important step in the development stage is testing before implementation. This trial phase is indeed part of one of ADDIE's steps, namely evaluation. More precisely formative evaluation, because the results are used to improve the learning system developed.
4. Implementation phase: concrete steps to implement the learning system that we are making. That is, at this stage everything that has been developed is set in such a way according to its role or function so that it can be implemented. For example, if you need certain software then that software must be installed. If the arrangement of the environment must be certain, then the environment is made certain and must also be arranged. Then the implementation according to the initial design or scenario.
5. Evaluation stage: evaluation is a process to see whether the learning system being built is successful, in accordance with initial expectations or not. Actually, the evaluation stage can occur at any of the four stages above. The evaluation that occurs in each of the four stages above is called formative evaluation, because the purpose is to need revision. For example, at the design stage, we may need a form of formative evaluation, such as an expert review to provide input on the design we are making. At the development stage, it may be necessary to test the product that we are developing or may need a small group evaluation.

From several development research models, the ADDIE development research model was chosen because this model is more coherent and systematic and easy to use in development research designs. Although we know that each research development model has many advantages and disadvantages.

## **RESEARCH RESULTS AND DISCUSSION**

### **Description of Research Results**

For data analysis, this study used descriptive qualitative and quantitative descriptive data analysis. Qualitative data analysis is used to describe the results of observations from the beginning before designing teaching materials and the results of teaching materials and to describe the inputs that have been given by validators, expert lecturers/experts to improve existing teaching materials. Quantitative data analysis is used in research into the ideal and feasibility level of teaching materials assessed by a team of experts. The results of the small group test and field trials use the tabulation of the results of the respondents in the form of a presentation.

The principles of developing teaching materials, in the aspect of content/materials, are based on the principles of relevance, adaptability, adequacy and innovation. The presentation aspect is based on systematic and self-instructional. For linguistic and legibility aspects, the principles of consistency and relevance are used. Likewise, the graphic aspect prioritizes the principles of consistency and relevance.

Teaching materials are arranged according to the needs of the subject matter. Teaching materials are designed according to the content of the course material which contains the characteristics and results of the needs for the graphic aspect of the cultural insight course. The cover of teaching materials for cultural insight courses contains images of cultural characteristics in Indonesia which are designed to be very attractive and attractive

## **DISCUSSION**

The content of teaching materials is core material consisting of RPS, The Nature of Cultural Insights, Learning Objectives of cultural insight, principles of learning cultural insights, Variety of Cultural Forms, Cultural Ideal Forms that exist in various ethnic groups in Indonesia which include 1). Cultural forms: ideas, behaviors, and artifacts and 2). Forms of cultural ideals: Ideas, norms, values, in one area, cultural forms and ideal forms of culture around them, appreciation for cultural plurality, cultural concepts, community behavior, arts and regional specialties, regional customs and cultural presentations.

This teaching material is also equipped with a page of motivation and encouragement to learn cultural insight which contains what students feel while attending the course.

As a complementary material in teaching materials, the studio work is to make video clips of cultural performances that have been selected by each student.

Based on the observations of experts/experts, the value of the content or material aspect got good marks from the validator, graphics got good marks from the course supervisor, on presentation got good marks from the validator and linguists got good marks. In accordance with the assessment and input from the validator, it is appropriate to use it, although in some parts it is necessary to add cultural content (local wisdom), especially those that attract themselves as something unique, new and important as a characterizing course as a civilization campus whose students are from various regions in eastern Indonesia to improve teaching materials.

## **CONCLUSION**

The results of the needs analysis, the cultural insight course as a characterizing course in a civilization campus is very important. This is because students who are enrolled at the State University of Gorontalo, especially the Faculty of Literature and Culture, come from Eastern Indonesia who bring their own culture and expect their culture to also be one of the materials taught in this defining course. Thus, students who study at the Faculty of Literature and Culture feel proud of their culture to be part of the teaching materials in the characterizing courses where they study. Prototypes in teaching materials are arranged and developed in accordance with the characteristics and principles of developing course teaching materials. The development of teaching materials includes the physical form of teaching materials, materials, supporting materials, evaluations and instructions for "PRABUDAMALIH". This research is an early stage research in the preparation of teaching materials

for ADDIE-based characterizing courses in their description. Therefore, it is very necessary for studies that can strengthen research on characterizing courses as a description of local cultural wisdom to develop regional culture in an educational institution that leads to a love of regional culture.

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