



Use of Virtual Tour Media Based on Lebak Local Products in Social Studies Learning in Elementary School

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Abstract

The virtual tour media based on Lebak local products is designed as an alternative learning media in social studies subjects. Given the situation and conditions at school show that teachers still teach naturally and have not creatively used learning media. The purpose of writing this article is to describe the use of virtual tour media based on Lebak local products in social studies learning so that learning is more meaningful and achieves goals. This research uses quantitative methods with survey techniques and observations of 100 respondents. The data collection technique used a questionnaire distributed to teachers. The results of this study indicate that the use of virtual tour media based on Lebak local products can encourage meaningful learning and achieve learning objectives such as describing Lebak local products including batik cloth, Baduy dyed and woven cloth, crafts, palm sugar and emping as part of the natural wealth and potential of the area where students live, thus encouraging active participation, creativity of students in social studies learning.

Keywords: learning, social studies, virtual tour, local Lebak products

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INTRODUCTION

During the learning process, you need to consider several things. Apart from the role of teachers as educators and students as learners, instructional media are also an important aspect that needs to be considered. Creating a meaningful and enjoyable learning atmosphere for students during their own learning process activities is a challenge in itself for teachers. Teachers as educators should pay attention to what the learning atmosphere is like during learning activities. The learning atmosphere is one of the things that can affect student motivation and attention during learning activities and it can be achieved effectively through learning media. (Fanani, 2010).

All teachers must carry out creative learning activities. By doing creative learning, teachers can achieve social studies learning objectives effectively. The process of creating a creative learning environment can have an impact on students' psychological and physical health (Fanani, 2010). To have a positive impact, you need a positive learning environment too. Through a creative learning process, students can actively develop their potential, so that learning is more meaningful and achieves goals.

The focus of social studies studies is various human activities in various dimensions of social life in accordance with the characteristics of humans as social creatures (Sapriya, 2006). The aim of social studies learning, as expressed by



Jarolimek (1993, pp. 3-4), is that social studies fosters society to harmonize its life based on physical and social competence, and is able to solve the social problems it faces. In line with this thought, Banks, (1990, p. 3) states that social studies is part of the primary and secondary school curriculum which has the main responsibility of helping students to develop the knowledge, skills, values and attitudes needed for civic life in their community. Based on this statement, social studies learning aims to educate people who have intellectual, physical and social competencies so they are able to solve the problems they face. This condition can be achieved one of them with virtual tour learning media because it breaks the spatial barrier. This condition can be achieved with virtual tour learning media because it breaks down spatial barriers. Social studies learning in elementary schools, one of which discusses the natural wealth and potential of the region where they live. The material is very appropriate to collaborate with virtual tour media considering that students can visit places that have natural wealth and regional potential, especially in Lebak district. This material can be used as an implementation and development of social values and local cultural wisdom that should be introduced into the school environment so that students can love their surrounding environment. School is a place where the values of social life are learned, understood and applied in interaction with all parts of the school.

The application of local wisdom values in the form of virtual tour media is able to develop students' potential in learning social studies. Exploring and applying these local wisdom values will help you realize your social studies learning goals. The application of local wisdom values in virtual tour learning media in social studies subjects can be chosen based on uniqueness and social values, and become material or a vehicle for learning the meaning of life, with the hope that students will be able to apply and develop it in everyday life (Hadi, 2020).

Indeed, the value of local wisdom cannot be utilized without planning and creativity. Teachers as educators can also apply these values by paying attention to the social studies learning objectives and plans that have been prepared previously. It is hoped that through this collaboration of learning materials and IT-based learning media, students will be able to develop their potential in the teaching and learning process (Hasni & Muh. Said, 2020).

The local cultural values of Lebak district are interesting to study, especially in social studies learning so that goals can be achieved and learning is more meaningful. From the variety of cultures that exist in Lebak Regency, it can be seen that the culture of Lebak Regency has produced superior products that are inherent to its culture. This product has been produced and is used by the community to become a unique identity for the original Lebak community. These products include:

1. Koja Baduy
2. Angklung
3. Bedog/Golok Baduy
4. Lomar
5. Headband with tread lembo/kebo motif
6. Lebak batik motif

Apart from that, the Lebak district government has a superior product, namely Batik. The culture in Lebak district is depicted in the various batik motifs that are

created. The culture that is most often depicted is related to the Pikukuh culture, Baduy customs, traditions, arts and natural beauty.

The cultural wisdom and local products of Lebak district are interesting to study as an effort to improve the quality of education. An educational process that incorporates local cultural wisdom is considered very good for developing the character and potential of students (Enok Maryani & Yani, 2016). Therefore, the application of local wisdom values through local Lebak products in social studies subjects can be a viable alternative for meaningful learning and developing the potential of Lebak district students.

The development of the meaningfulness of the teaching and learning process is still not widely implemented by teachers. This is not surprising because not many elementary school teachers apply a variety of learning methods and media. Teachers still use traditional methods, namely lectures and questions and answers. Apart from that, teachers also still prefer to give assignments to students in the form of homework. On the other hand, some teachers are still not good at developing learning materials, and learning materials have not been used as interesting and creative learning media in elementary schools (Supriatna, 2020).

Building local wisdom values into the educational value system in the lives of elementary school students is very important and in line with the goals of national education in the National Education System Law no. 20 of 2003. If children receive quality basic education, their educational future will be better. Character education for students from an early age will shape character in the next period of development, even into adulthood (Lickona, 2013; Megawangi, 2004). One way to overcome this problem is to visualize various local wisdoms of Lebak district in the form of local Lebak district products in a virtual tour. This is in accordance with the implementation of social studies learning expected by Banks (1990) where social studies learning should be carried out without spatial limitations, allowing students to enter the surrounding environment, both social and natural, to understand real situations and conditions. In this way, students do not need to go far to the palm sugar production place to gain experience in making palm sugar, they just need to use the learning media facilitated by the teacher so that they have new and meaningful experiences for their lives.

Apart from that, teachers need to creatively develop using IT-based media such as virtual tour media based on local Lebak products in learning, thereby enabling students to participate actively in preserving local wisdom values from local Lebak products as a basis for developing strong character in children in the process. learning. Therefore, it cannot be denied that the meaningfulness of learning can encourage an active role in responding to and solving problems, critical and creative thinking, as well as local wisdom values (local Lebak products) which become the basis for learning so that it is more meaningful.

METHODS

The method used in this research is a quantitative method. Quantitative can be interpreted as a research method that includes quantified research data and statistical analysis (Sugiyono, 2013). In this research we used observation and

survey methods using interviews. After developing the interview questionnaire, the first step is to carry out consultation activities and validate it through professional assessment by a team of experts and a team of teacher practices. Questionnaires were then distributed to teachers for instrument validation and statistical tests for data analysis. This research involved 100 respondents. The participants themselves are teachers, including class teachers, who have experience providing social studies learning materials.

The preparations made in carrying out this research were a needs assessment, namely field observation activities, interviews and distribution of questionnaires to determine the conditions of social studies learning using virtual tour media based on local Lebak products. The aim of the observation activity is to determine the status of the social studies learning process. By using virtual tour media based on local Lebak products, class teachers completed interviews and distributed questionnaires to obtain detailed information about the situation related to social studies learning.

RESULTS & DISCUSSION

The results of this research are presented based on data obtained from questionnaires filled out by teachers, observations of the situation and conditions in the elementary school where the research was conducted and in-depth analysis of the interview results. This aims to gain clarity regarding social studies learning by using virtual tour media based on local Lebak products which is discusses the potential content of the area where students live and encourages the implementation of local wisdom values in elementary schools.

The Questionnaires given to class teachers showed that the virtual tour media based on Lebak local products in social studies learning is very significant and successful in instilling local wisdom values so that learning is more meaningful and achieves planned goals related to understanding the potential of the area where students live. Teachers strongly agree that to achieve goals and meaningful learning it is necessary to make creative and contextual social studies learning objectives show high answers. Meanwhile, methods, strategies and other learning environments show an average of agreeing answers in the good category. The recapitulation of the results of the teacher's questionnaire answers in the research is presented in the form of a diagram of the results of the descriptive analysis of the research data. The test results display data descriptions that provide an overview of the value of social studies learning based on local wisdom using virtual tour media of local Lebak products in elementary schools in developing meaningfulness and the achievement of social studies learning objectives in learning which is presented in table form, as follows:

Results of distributing teacher questionnaires

Based on the results of the table analysis above, it can be explained that choose creative and contextual social studies learning objectives, strongly agreed around 70%, while those who agreed were around 25% and those who disagreed were 5%. Then the indicator of using varied learning methods, the results were 20%

who strongly agreed, those who agreed were around 75%, and those who disagreed were 5%. Furthermore, managing a conducive learning situation strongly agreed 60%, who agreed 35% and who disagreed 5%. Then the indicator of developing learning strategies is about 5% who strongly agree, while 70% who agree and 25% who disagree. Furthermore, in the indicator of using virtual tour learning media, around 85% strongly agreed, 15% who agreed 0% who disagreed and disagreed. Of the five indicator statements above, it turns out that the indicator using virtual tour learning media is greater than other indicators, in social studies learning.

Table 1. Results of distributing teacher questionnaires

Question	Strongly agree	Agree	Disagree	Don't agree
Choose creative and contextual social studies learning objectives	70%	25%	5%	0%
Using varied learning methods	20%	75%	5%	0%
Manage a conducive learning situation	60%	35%	5%	0%
Develop learning strategies	5%	70%	25%	0%
Using virtual tour learning media	85%	15%	0%	0%

Based on the survey results, it is stated that the selection and use of appropriate virtual tour learning media is very important in the social studies learning process in elementary schools so that learning is more meaningful. Because in reality many social studies subjects are still taught theoretically and use appropriate virtual tour learning media and rarely use the social environment as a learning resource. In fact, local wisdom values in society are part of students' lives. When students are at school they are often faced with various facts regarding various social problems that occur in everyday life, but among these problems the majority of students do not really understand what the causes are and how to respond to the problems that occur.

Based on the research results above, it can be formulated that the social studies learning process requires learning media that adapts to the student's needs. If used, learning media based on local wisdom can encourage meaningful learning and achievement of social studies learning objectives. Apart from that, so that the value of local wisdom in social studies learning can be better embedded in students, it is necessary to create special media based on local wisdom, for example local Lebak products. Packaging learning media based on local wisdom will influence students' attention. The more attractive the packaging, content and type of local wisdom media, the more attractive the students' interest, motivation and attention will increase, thereby encouraging meaningfulness and achievement of social studies learning objectives. Based on this view, the author views virtual tour media based on local Lebak products as an alternative in encouraging the meaningfulness and achievement of social studies learning objectives in elementary schools.

In addition to the questionnaire data above, the results of interviews and observations show that teachers find it easier to achieve social studies learning objectives determined by using appropriate learning media. Learning activities are more conducive to encourage communication and effective learning atmosphere of students. Learning media can be used effectively when using appropriate and

sustainable methods. In achieving the learning objectives of social studies is also required appropriate strategy and can be implemented simply. In more depth, the data above will be analyzed based on the following theoretical studies.

Information technology-based learning media

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Lebak local wisdom

Meliono (2011:227) defines local wisdom as a form of Indonesian ethnic expression, from which people carry out activities and behave in accordance with ideas, and in the end their actions produce certain works. Local wisdom is a form of expression of Indonesian society in which people carry out activities and behave according to their thoughts and ultimately their actions produce certain works. According to Rachmadyanti (2017:206), local wisdom is any form of wisdom that is based on good values that are believed, implemented and maintained by the community in a particular environment or region where they live for a long period of time (from generation to generation).

Local wisdom in Lebak Regency includes various aspects of culture, customs, traditions and values that have been passed down from generation to generation. Lebak Regency has various tribes and ethnicities, such as Sundanese and Baduy, which also provide color and cultural richness. Customs, Baduy culture, arts and crafts, agriculture and forestry, beliefs and spirituality, traditional culinary delights. In this case, the function of local wisdom includes equipping the younger generation with a strong personality, identity and good values related to school programs. Thus, education is not just about developing knowledge, but also forming students' character based on skills, local wisdom and national identity.(Anwar et al., 2017; Wafiqni & Nurani, 2018).

Apart from that, local wisdom takes the form of values, norms, ethics, teachings, customs, customary laws and special provisions. Various noble values

related to local wisdom include: a) loving Allah, the universe and its contents, b) responsibility, discipline and independence, c) honesty, d) respect and politeness, e) love and care, f) price self-confident, imaginative, and never give up, g) fair and leadership, h) praiseworthy and not arrogant, i) tolerance, love of peace, and unity (Anwar et al., 2017; Asriati & Budiarti, 2012; E Maryani & Yani, 2011; Enok Maryani, 2014).

Virtual tour of local Lebak products

The term "Virtual tour" is often used to describe various video and photography-based media. The word "panorama" indicates an uninterrupted view, because a panorama can be a series of elongated photos or the result of taking a video where the camera rotates/shifts. But the term "Virtual tour" is most often associated with Virtual tours that are created with still photos. A virtual tour is created from a photo taken from a pivot point. The camera and lens are rotated based on what is called the "nodal point" (a point directly on the back of the lens where light gathers) (Handjojo, 2013, p. 2).

Lebak lokak products which are used as learning media are based on Lebak culture. The cultural data in Lebak Regency was collected from various sources and data from the Culture Sector of the Lebak Regency Education and Culture Office in 2017. This cultural data consists of traditions in society, clothing, language, arts and art tools, crafts, house layout and concepts. life. A virtual tour is a simulation of a real environment displayed online, usually consisting of a collection of panoramic photos, a collection of images connected via hyperlinks, or video, or a virtual model of an actual location, and may use other multimedia elements such as sound effects, music, narration, and writing (Handjojo, 2013).

What is meant by a virtual tour of Lebak local products based on the opinion above is a simulation of the environment for making local products from the people of Lebak district as local wisdom of the people of Lebak district which is displayed online in the form of a collection of panoramic photos, a collection of images connected via hyperlinks, or videos, as well as display descriptions visuals of actual locations, as well as using other multimedia elements such as sound effects, music, narration and writing. The importance of meaningful learning that develops from the results of developing local wisdom in social studies learning can be developed through social studies learning based on local wisdom (Kobasa et al., 1982).

Meaningful social studies learning

Learning becomes meaningful if students can connect one concept with other concepts. The process of connecting these concepts depends on the amount of conceptual experience students have. Students will easily understand a concept if students can experience, feel and the concept is not abstract. Ausubel's learning theory is one of the many learning theories that form the basis of cooperative learning. David Ausubel is an educational psychologist. According to Ausubel, the subject matter students learn must be "meaningful". Meaningful learning is a process of connecting new information with relevant concepts contained in a person's cognitive structure. Cognitive structures are the facts, concepts, and generalizations that students have learned and remembered.

Meaningful learning is a learning process that connects new information with

the structure of understanding that someone who is learning already has. Meaningful learning occurs when students can connect new phenomena into their knowledge structure. This means that the subject matter must be appropriate to the students' skills and must be relevant to the students' cognitive structure. Therefore, these subjects must be linked to the concepts that students already have, so that these new concepts are truly absorbed by them. The main goal of learning social studies is to help young people develop decision-making skills as citizens of a culturally diverse democratic society in an interdependent world.

Social Sciences as a science related to the development of human life both in terms of economics, social relations, culture, history, law and interactions with the natural environment are very closely related to the level of human civilization, including current technology. All aspects of human life are the objects of IPS study. For this reason, to be able to clarify learning material that is so extensive and continues to develop, the information and communication technology (ICT) that is currently developing is very supportive. Learning resources and media obtained and managed with advances in technology enable the learning of concepts and values in social studies subjects to become meaningful, because with photos, documentary films, audio and virtual tours the information conveyed is more complete and detailed so that it is easily understood by students. Complicated processes can be simplified, fast processes can be slowed down, slow processes can be accelerated without reducing the substance of the main problem. ICT can bring real experiences into the classroom without students having to leave the classroom, so that these real experiences, apart from creating meaningful learning, will also form social skills.

From the results of the analysis above, to use virtual tour learning media based on local products in Lebak begins with adjusting the expected competencies in social studies learning in elementary schools, secondly compiling a learning plan consisting of first making learning objectives tailored to the needs and competencies expected to be achieved by students, second determining learning indicators as a derivative of the objectives, third determining the material to be delivered, fourth paying attention to the time allocation, fifth determining the methods, strategies and learning resources that can be collaborated with virtual tour media, sixth implementing learning steps according to plan. In addition to compiling a learning plan, the third thing that needs to be considered is preparing learning tools and media gradually and carefully. Thus learning activities using virtual tour media based on local products of Lebak can be carried out well and produce meaningful learning and achieve learning objectives.

CONCLUSION

Meaningful social studies learning can be carried out with the use of IT-based learning media, namely virtual tours based on local products of Lebak, which are used with the right strategies and methods and maintain conduciveness in learning, To use virtual tour media based on local products of Lebak begins with analyzing competencies, developing lesson plans, and preparing tools and materials to support the media well. If well prepared, the media can encourage meaningfulness and achievement of goals in social studies learning. The advantage of using this media

is that it is able to invite students to recognize local Lebak products that they do not know yet such as Lebak batik motifs, dyed cloth and baduy weaving, leuit crafts and buhun angklung.

Lebak, processed Javanese sugar and chips typical of Lebak district. Learning is designed with an emphasis on new experiences for students with knowledge and competencies based on the virtual tour media used. By using virtual tour media based on Lebak local products to bring abstract social studies learning to be concrete and break down spatial limitations, so that learning becomes real and can be adopted in students' daily lives. In addition to concrete learning, the use of this media can encourage interactive learning centered on student potential that is designed in an attractive, safe and fun way with virtual tour media based on Lebak local products.

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