

## The Baganduang Boat Value-Based Learning Model in Elementary Schools

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### ABSTRACT

This study aims to develop a learning model based on the value of baganduang boats to foster the character of eloklah budi elementary school students. This research is a research and development (R&D). The main steps in R&D research are: 1) Research and Information Collecting; 2) Planning; 3) Develop Preliminary Form a Product. 4) Preliminary Field Testing, 5) Main Product Revision, 6) Main Field Testing, 7) Operational Product Revision, 8) Operational Field Testing, 9) Final Product Revision, 10) Dissemination and Implementation. Data collection techniques in this study were interviews, observations, validity questionnaires, practicality questionnaires and pretest-posttest questions. The data analysis technique comes from opinions given by experts, teachers and students which are then carried out using the help of Nvivo software imported through qualitative data. The results of the analysis of the questionnaire of the practicality of the learning model based on the value of the beghanduang boat can be concluded that the learning model based on the value of the baghanduang boat according to students and teachers is included in the practical category and can be implemented for elementary school learning. It is hoped that the implementation of the Baganduang boat value-based learning model can help educators in developing a learning model based on local wisdom and can become a reference for other researchers.

**Keywords:** *learning model; baganduang boat*

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### INTRODUCTION

Education is a conscious and planned effort to realize the learning process and learning atmosphere so that students are active in developing their potential (Ichsan, 2021; Ujud et al., 2023). To have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state and education can bring children to a better life (Indonesian Law Number 20 of 2003 concerning the National Education System) (Indy, 2019). As a nation that is Bhinneka Tunggal Ika, Indonesia has many traditions and wisdom values that need to be preserved and developed so that the character and characteristics of Indonesian people with various cultural values do not disappear along with the negative influences of a culture of materialism and individualism (Sari, 2020). Many traditions and values are actually a very important force in the framework of the resilience of the life of the Indonesian nation in the current era of globalization and the information age. The values of local wisdom can be used as a basis for character education in schools.

Based on Presidential Regulation No. 87/2017 on Strengthening Character Education which was followed up with the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 20/2018 on Strengthening Character Education in formal education units (Sutrisno & Zuchdi, 2023). This means that the government reinforces the importance of implementing character in educational institutions without exception. In a study (Davidson et al., 2007) found the role of character in all types of school achievement, both curricular and non-curricular. This research was conducted in 24 good schools in the United States. The results concluded that character consists of two major parts, namely performance character and moral character. Performance character consists of all the values that make a person capable of achieving very high potential actualization in a performance environment (in the classroom). Furthermore, research

conducted by (Benninga et al., 2005) on the relationship between the implementation of character education and academic achievement in elementary schools in California, United States concluded that elementary schools that implement character in the learning process seriously and well designed tend to have high academic achievement.

Based on the results of preliminary studies by conducting interviews with elementary school teachers in Kuantan Mudik sub-district, Kuantan Tengah sub-district and Singingi Hilir sub-district, Kuantan Singingi Regency, Riau Province, information was obtained that there was a shift in student character values out of the Malay teaching advice. Instilling and regenerating the character of students who are full of values of advice, mandate, role models and attitudes and actions that reflect a beautiful character that was once taught by the grandmothers *mamak* (previous parents) in accordance with the Malay teaching instructions. Then seen from the results of teacher interviews obtained information that the implementation in the field through the learning process is still not optimal in lifting local wisdom values into the learning process, so that the development of student knowledge in concept discovery and character has not developed properly and intact. This is reinforced by research conducted by (Affandy, 2017) that the current learning process has not maximized local wisdom values as a step and learning process, conveying teaching material to students so that local wisdom values have begun to be eroded by modernity values that come from outside.

The role of teachers is not only responsible for educating and teaching, but teachers also play a role in achieving learning objectives, one of which is through learning models (Mustika, 2017; Shah, 2019). The selection of the model used by the teacher must be in accordance with the learning characteristics of elementary school students, a learning concept that emphasizes student activeness so as to create active, innovative, creative, effective and fun learning conditions.

Based on these findings and studies, the researcher wants to design a value-based learning model for *baghanduang* boats, which integrates local values and wisdom into learning process activities. The *begandung* boat has value content in every stage and series of events, starting from the manufacturing process to the design of the *begandung* boat. In addition to religious values as the main value of *baganduang* boats, there are other values contained such as socio-cultural values, artistic values, and mutual cooperation values.

## **METHOD**

The research design used is Research and Development (R&D) (Fianto, 2024). R&D research is a process used to develop and validate educational products (Riduan & Suryani, 2024; Sugiyono, 2015). The results of development research are not only the development of an existing product but also to find knowledge or answers to practical problems. This research and development developed a learning model in elementary schools based on the value of Parahu *Baghanduang*. Research and development is carried out in stages. The main steps in Research and Development (R&D) research according to Borg & Gall. According to Gall et al., (2007), namely: 1) Research and Information Collecting; 2) Planning; 3) Develop Preliminary Form a Product; 4) Preliminary Field Testing; 5) Main Product Revision; 6) Main Field Testing; 7) Operational Product Revision; 8) Operational Field Testing; 9) Final Product Revision; 10) Dissemination and Implementation (Waruwu, 2024).

This research was conducted on fourth grade students of public elementary schools in Kuantan Singingi, namely in class IV A as many as 21 students and class IV B as many as 24 students. This research was conducted in October 2024. The source of this research was students, in elementary schools in Kuantan Singingi Regency, Riau Province and involved validators including 2 material experts, 2 model experts and 2 instrument experts.

The data collection techniques used were interviews, observations, validity questionnaires and product practicality to test the feasibility of the products developed, as well as documentation and field notes and pre-set-posttest questions. The validity sheet was submitted to experts who have doctoral degrees and have a minimum functional position of lector by paying attention to their scientific fields. The validation sheet was used to assess the feasibility of the product developed before the field trial. Teacher and student response

questionnaires were used to determine the responses given by teachers and students to the learning media tested. This was used as a consideration for revision by researchers to improve the learning model made.

Data analysis carried out in this study includes calculating the feasibility test value, practicality test. feasibility test was carried out by involving 2 material experts, 2 model experts and 2 instrument experts. This was done to determine the feasibility of the learning media developed before being tested in the field.

#### a. Analysis of Validity and Practicality

The feasibility test data analysis technique uses a Likert scale with alternative answers: Very Good (4), Good (3), Fair (2), and Less (1). To determine the validity of the product, validation data was calculated using (Yusuf et al., 2017):

$$P = \frac{\sum X}{\sum Xi} \times 100\%$$

Description:

P : Percentage

$\sum x$  : The total number of respondents answers in all items

$\sum xi$  : Total ideal score

100% : Constant

Then for the level of validity and product revision, see table 1 below:

**Table 1. Level of Validity and Product Revision**

Percentage (%)	Valid Criteria	Notes
76-100	Valid	Without Revision
56 – 75	Valid Enough	Without Revision
40 – 55	Valid Less	Revision
0 – 39	Invalid	Revision

#### b. Model Practicality Analysis

Knowing the percentage of practicality obtained is then interpreted into categories based on the following table 3:

**Table 3. Criteria for Attractiveness**

Criteria	Presentation Range
Not Practical	0%-20%
Less Practical	21%-40%
Practical Enough	41%-60%
Practical	61%-80%
Very Practical	81%-100%

## RESULTS AND DISCUSSION

The application of the baganduang boat value-based learning model was carried out at SD Negeri Bukit Kauman, located in Bukit Kauman Village, Kuantan Mudik District. The number of students who participated in the initial test activities was 45 students of class IVA and Class IVB. Before implementing learning activities using the learning model, discussions and perceptions were held with fourth grade teachers about the baganduang boat value-based learning model, learning tools that had been developed, and technical implementation for three meetings. The result of the discussion activity is that teachers better understand the

baganduang boat value-based learning model, learning tools based on the model, and implement it in the classroom.

The results of the analysis of each indicator of the student questionnaire regarding the practicality of the baganduang boat value-based learning model get relatively good results, this is shown from the eight components in the questionnaire, namely the first component is in the statement of topic or problem introduction, the responses of 45 students gave a positive response that when the lesson began students showed more curiosity about the material to be learned, only 3 students gave a less agreed response. This has a positive impact on students' ability to understand the material being studied, no students gave a disagreeing response, thus it can be concluded that the first component in the topic introduction statement is practical.

The second component is finding solutions to problems, the first statement still has 4 students still disagreeing that problems presented in the form of stories through videos about culture in everyday life can make it easier to find problems and things that are contextual in students' daily lives even though 81 students gave positive responses. This is something to be improved in the broad test. Furthermore, in the second statement there were only 5 students who responded disagreeing that they did not find it easier to identify problems and find problems to be solved through discussion and search for information from books or the internet and other sources. This is a part that must be improved in the broad test activities.

In the third component of task sharing, overall students gave a good response, this was shown through two statements, namely students agreed that they felt they could work on group-based tasks and find several solutions to existing problems. positive responses from 45 students showed an agreed response, there were only 4 students who disagreed with the first statement and 2 students who disagreed with the second statement. This concludes that the activities in the division of tasks are included in the practical category.

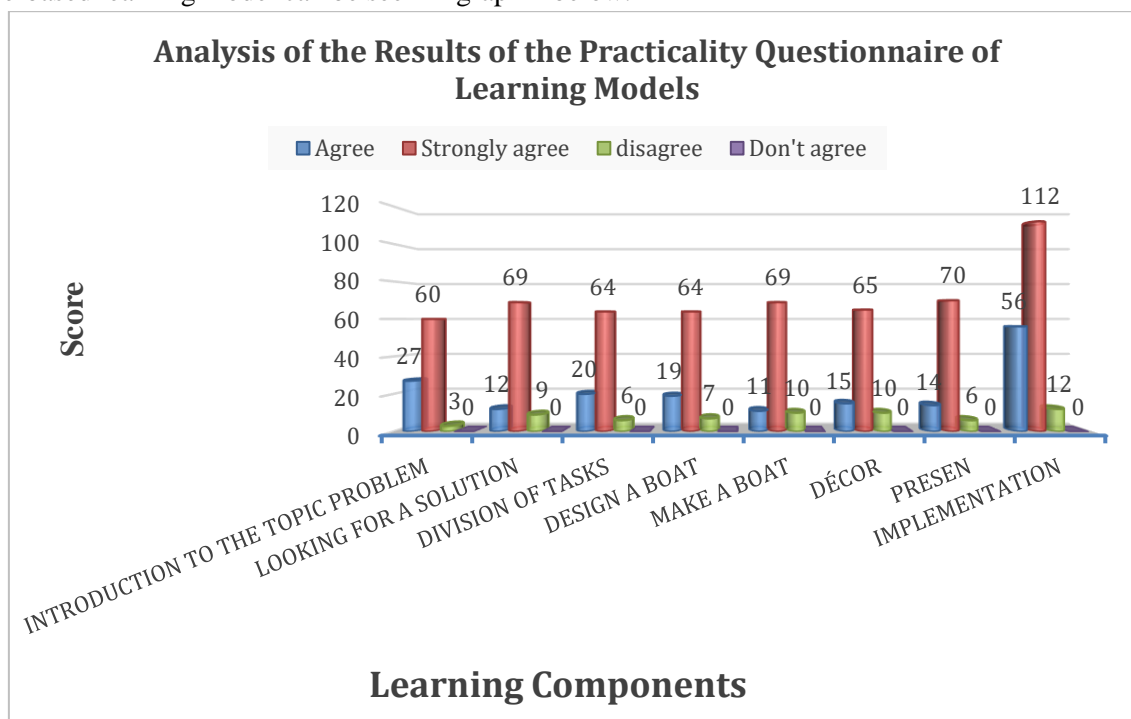
The fourth component is designing the boat 42 students are happy and agree that designing or planning is good and fun. there are only 3 students who disagree in this activity. In the second statement students enjoyed writing down the tools and materials needed in making the project, 41 students agreed on this, there were only 4 students who disagreed with the statement. The conclusion from this component is that students show positive things, less agreeing responses must be considered and corrected before proceeding to the broad test activities.

The results obtained in the fifth component show a positive thing, because 35 students responded in agreement that discussing topics or problems given by the teacher, sharing their opinions and ideas about the topic presented. the conclusion is that there are only 10 students who disagree with the statement. The description of the sixth component of decorating the work made using technology and recording the results of the discussion and conclusions reached with the group can be described that the results obtained from the student questionnaire sheet gave a good response, there were only 10 students who disagreed with this, thus, the component still needs improvement before proceeding to the broad test activities.

In the seventh component of presenting (downstream / sailing) there are still 6 students who show a less agreed response to the 2 existing statements, namely presenting the results of discussions related to the topic, delivering presentation results and conveying information with confidence. However, the majority of student responses showed a positive response because they gave an agree response to both statements. A total of 41 students gave an agreed response to the first statement and 43 students gave an agreed response to the second statement.

The eighth component has four statements, from each statement only 4 students showed less agreement on the first statement, 3 students showed less agreement on the second statement, 2 students showed less agreement on the third statement and 3 students showed less agreement on the fourth statement.

This is a basis for improvement, although the majority of students showed a positive response by choosing to agree with the statements in the learning implementation component with the baganduang boat value-based learning model in general. Based on this, it can be concluded that the eighth component received a positive response from students. The recap of the students' practicality questionnaire on the baganduang boat value-based learning model can be seen in graph 1 below.



**Figure 1. Analysis of Learning Model Practicality Questionnaire Results**

Based on the results of the questionnaire analysis of the practicality of the model according to graph 1, most students answered agree and strongly agree to each questionnaire statement so that it can be concluded that the baganduang boat value-based learning model according to students is included in the practical category and can be implemented for learning in elementary schools. Looking quantitatively at the category of practicality of the baganduang boat value-based learning model, the assessment indicators are converted to numbers, namely strongly agree = 4, agree = 3, disagree = 2, and disagree = 1, the following data are obtained:

**Table 4. Practicality of Baganduang Boat Value-Based Learning Model in Elementary School**

No.	Number of Learners (N)	Total Questionnaire Score	Average Questionnaire Score
1	45	3.342	79

The results of the analysis of the questionnaire recap of the practicality of the learning model during the limited test were interpreted with the learning model practicality categorization table as follows.

**Table 5. Category of Practicality of Baganduang Boat Value-Based Learning Model**

Score	Practicality Category	Description
1190-2081	Low	The Learning Model is Not Practical
2082-2975	Medium	The learning model is not practical
2976-3866	High	Practical learning model
3867-4760	Very High	The learning model is very practical

Based on the results of quantitative descriptive analysis after the assessment indicators are converted to numbers, the data obtained as in table 5 that the total score of the student response questionnaire results is 3342. This shows that the baganduang boat value-based learning model is in the high category, meaning that the learning model is included in the practical category. In addition to giving practicality questionnaires to students, practicality questionnaires are also given to model teachers who implement baganduang boat value-based learning models.

The results of the questionnaire analysis of the practicality of the model by teachers, in the first component 1 teacher responded strongly agree and 1 teacher responded agree on the statement that it was easier to instill material concepts to students through topic or problem introduction activities, then in the second statement all teachers responded strongly agree on the statement that it was easier to invite students to analyze material concepts through information presented with power points, videos, and printed teaching materials that had been developed. Based on these responses, it can be concluded that the component of analyzing concepts is included in the practical category.

The second component is to find solutions to problems that require solutions. Teachers gave positive responses, there were no teachers who disagreed or disagreed with the two statements from the component, 1 teacher gave an agree and strongly agree response to the statement that it was easier to invite students to find identify problems and determine problems to be solved through discussion activities with LKPD that had been developed and 1 teacher gave a strongly agree response and 1 teacher chose to agree with the statement that it was easier to invite students to find problems and determine problems to be solved through providing opportunities for students to search from teaching materials that had been developed / the surrounding environment, and the internet. This shows that the activity of finding problems is included in the practical category.

The component of making the division of tasks the teacher as a whole gave an agreeing response, this was shown in the statement that it was easier to direct students to do the task according to the problem to be solved through discussion activities with the LKPD that had been developed, there were no teachers who disagreed with this statement. Positive things are also shown in the statement that it is easier to direct students

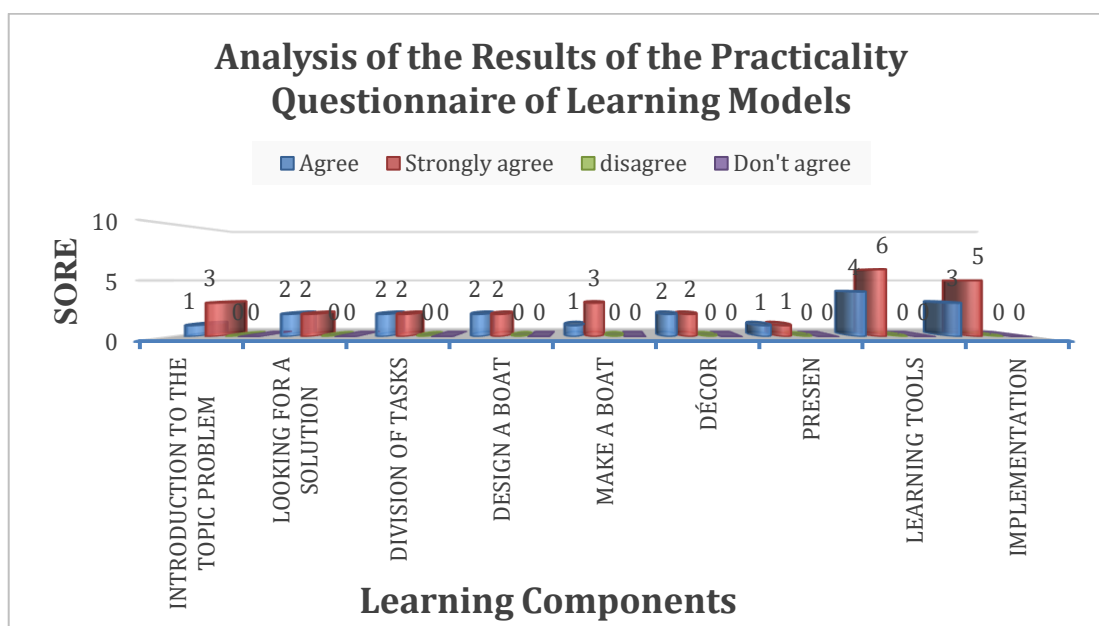


to assign tasks according to the problem to be solved through giving students the opportunity to do task sharing through teaching materials and the internet, both teachers agree on this. The planning component of designing baganduang boats, in this section 2 teachers responded strongly agree and 2 teachers responded agree to the two statements, namely the statement that it is easier to direct students to be able to plan/design through discussion activities to make projects that have been developed.

In the learning device component of the baganduang boat value-based learning model in general consists of five statements, in simple terms, the five statements are agreed by the teacher to have the advantages that this model is easy to understand, this model is interesting to teach for the material of the traditions and culture of the community around me. directing students to make projects and making it easier for teachers to direct students who are having difficulty and the planning process for making projects obtained a very agreeing response from all teachers on both statements. This indicates that the activity is included in the practical category.

The discussion component of making baganduang boats, in this section both teachers responded agreeing and strongly agreeing to two statements, the teacher more easily directs students to explain the topic or problem through group discussion activities and more easily directs students to ensure that each group understands the discussion activities well. this shows that this model has a positive impact on teacher work in the learning process. In the sixth component, there are two statements, namely that it is easier for teachers to provide assistance and support for student work. The teacher more easily directs students to be able to display the work of decorating baganduang boats. of the two statements, none of the teachers disagreed with the statement, so the sixth component can be concluded that it is included in the practical category. In the presenting (sailing) component, it is easier to direct students to prepare students to present the next project. in this statement one teacher showed a strongly agreed response and one teacher showed an agreed response, indicating that the seventh component was implemented well and had a positive impact on the ease of teachers in the learning process.

This model is easy to implement, this model is easy to instill the concept of the material to students, and this model makes it easy for teachers to foster students' beautiful character. Of these five statements, none of the teachers disagreed with the statement. Thus it can be concluded that the tools developed using the baganduang boat value-based learning model are practical for teachers to use. In the ninth component, namely the implementation of learning with the baganduang boat value-based learning model in general, there are four statements, learning with the baganduang boat value-based learning model is appropriate and suitable for use in elementary school learning, the baganduang boat value-based learning model is appropriately used to foster the character of eloklah budi elementary school students. The learning that has been carried out is interesting and fun, from these four statements none of the teachers disagree, indicating that the baganduang boat value-based learning model can be implemented in elementary school learning. A recap of the questionnaire of the practicality of the model by teachers can be seen in Figure 2 below.



**Figure 2. Practicality Analysis of the Model**

The results of the questionnaire analysis of the practicality of the baganduang boat value-based learning model are as described and in accordance with graph 4.8. Both teachers gave an assessment of agreeing and strongly agreeing with each questionnaire statement so that it can be concluded that the baganduang boat value-based learning model that has been implemented is included in the practical category and can be implemented in learning in elementary schools.

## CONCLUSIONS AND RECOMMENDATION

Based on the results and discussion in this study, the final product in the form of a baganduang boat value-based learning model to foster the character of eloklah budi elementary school students, it is concluded that the baganduang boat value-based learning model is valid and practical for use in the learning process with suggestions and comments from expert validators and based on teacher and student responses. This can be seen from the results of the practicality test of the baganduang boat value-based learning model by students obtained a score of 3342. This shows that the learning model is included in the practical category. And based on the results of the practicality test by teachers, each teacher gave an assessment of agreeing and strongly agreeing to each questionnaire question so that it can be concluded that the baganduang boat value-based learning model that has been implemented is included in the practical category and can be implemented in elementary schools.

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