



Civics Education Teaching Materials with Balinese Cultural Perspective for Enhancing Learning Achievement and Love of Balinese Culture Attitude at Elementary School

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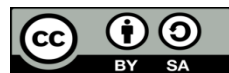
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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan bahan ajar PKn berperspektif budaya Bali. Penelitian ini merupakan penelitian pengembangan dengan menggunakan model ADDIE (Analysis, Design, Development, Implementation, Evaluation). Subyek penelitian ini adalah seorang guru kelas tiga dan dua puluh tiga siswa kelas tiga. Untuk mengukur validitas bahan ajar digunakan lembar penilaian ahli dan untuk menilai keterlaksanaan bahan ajar digunakan angket respon guru dan siswa. Hasil penelitian adalah: 1) satu bahan ajar PKn, tujuh RPP, dan tujuh lembar kerja siswa yang telah dikembangkan dengan perspektif budaya Bali. Materi yang dikembangkan bertemakan "Bangga Menjadi Anak Indonesia". 2) Produk ini telah divalidasi oleh ahli pendidikan kewarganegaraan, ahli desain pembelajaran, ahli budaya Bali, dan ahli evaluasi dan ahli pendidikan, menghasilkan CVR 1,00 dan CVI 1,00, dikategorikan valid dan layak untuk dicoba. keluar. 3) Produk ini telah diujicobakan dalam skala terbatas di kelas III dan hasilnya menunjukkan bahwa produk tersebut dapat meningkatkan prestasi belajar siswa dengan rata-rata 81,04, 86,83, dan 90,22, masing-masing pada pertemuan pertama, kedua dan ketiga, dan sikap cinta budaya Bali siswa dengan rata-rata 86,90, 88,46 dan 91,42.

ABSTRACT

This study aimed at developing civics education teaching materials with Balinese cultural perspective. This study was development research using the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The subjects of this research were a third-grade teacher and twenty-three third grade students. To measure the validity of the teaching materials an expert's evaluation sheet was used and to evaluate the implementation of the civics materials teachers' and students' responses questionnaires were used. The results of of the study were: 1) one civics teaching material, seven lesson plans, and 7 student worksheets which have been developed with Balinese cultural perspective. The material that was developed was under the topic "Bangga Menjadi Anak Indonesia" (Proud to become Indonesian children). 2) This product has been validated by an expert in civics education, an instructional design expert, a Balinese culture expert, and an evaluation expert and an education expert, yielding CVR of 1.00 and CVI of 1.00, categorized as valid and feasible to be tried out. 3) This product has been tried out on a limited scale in the third grade and the result showed that the produce could enhance learning achievement of the students with the averages of 81.04, 86.83, and 90.22, in the first, second and third meetings respectively, and love of Balinese culture attitude of the students with the averages of 86.90, 88.46 and 91.42.

1. INTRODUCTION

Civics education is one of the subjects that is very important to be taught at the elementary level. It is a subject that provides the initial preparation in national defense based on the values of the national culture, love of the motherland, and the attitude to devote oneself to the nation and state's interest and has a function to advance as well as form a good Indonesian citizen, particularly in the context of the character and civilization building of Indonesian based on the values of Pancasila (Masrita, 2017; Sumardjoko & Musyiam, 2018).

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The serious implementation of civics education will make an individual able to understand various concepts, values, morality, and norms in the society. Citizenship education aims to enable students to become good citizens who know, want, and are aware of their rights and obligations so that they can be democratic, knowledgeable, moral, and skilled. In Civics learning, comprehensive learning outcomes are needed including the ability to understand concepts, the skills of the Citizenship Education process, and the appreciation and practice of Pancasila values. Civics education the students are expected to have a broad perspective, including cultural (Murdiono, 2014; Sofyan & Sundawa, 2016; Wahyuni, 2017). Cultural perspective is a way of looking at something. It is present in the mind and it deals with ideas about art, morality, beliefs, laws and customs and is transmitted from a generation to the next to be preserved. Success in civics education is reflected in the students with awareness and the revival of the local values in the community (Faisal & Sulkipani, 2016).

As a big nation that lives under the motto of unity in diversity, the form of local contents which constitute the national identity varies as each culture of each region does. Bali is one of the regions in Indonesia. It is one of the international tourist destination areas that are well known throughout the world. Culture and traditions that are present in Bali are still felt to be very rich that include such aspects as caste system, language, social organization, attitude that conform to the regulations prevailing in the society, religious traditions and culture such as customary dresses, dances and musical instruments. The effort to preserve culture, such as Balinese culture, can begin at the school environment (Kurnia, 2018). The elements of Balinese culture that can be preserved include its language, traditions, dances, musical instruments, social organization and attitudes that follow customs that are present in Bali.

In this era, the teachers are demanded to be more creative in designing and developing teaching materials such as lesson plans, student's worksheets, and topics that are suitable with school needs and learners' characteristics. In this context, the teachers at the time of teaching have to relate the materials with concrete examples from the situations and conditions of the environment where the students live. In designing and developing teaching materials, local sociocultural or Balinese sociocultural can be integrated in them so that the teaching materials prepared by the teachers can enhance learning achievement, educating love of Balinese culture and are suitable with the elementary school students' characteristics.

The cause of the students' low learning outcomes and love of Balinese culture attitude is strengthened when observing the teacher in the class which is because of students' concentration on the lesson was not long enough. They were less active in learning activities and they interacted with their friends using a good language less frequently. The students still needed to be educated in local cultural values. The problems that have been described made the teaching outcome less optimal and this was caused by less students' motivation in attending the lesson that resulted in low learning achievement and love of Balinese culture attitude. Thus, students have not been able to associate what they learn in class and their use in their daily lives. The teaching materials such as lesson plans, student's worksheets, and tests used were not developed in accordance with the practical local culture. They just sit in class and listen without understanding what the intent and purpose of learning are being done. Also, the teacher plays a crucial role in influencing student learning outcomes. The teacher who should be able to be a facilitator in the learning process only relies on the lecture method. The teaching was still teacher-centered. The teacher less frequently used media when teaching, the teacher did not give enough opportunities to the students to ask questions. In the teaching, the teacher did not hold group discussions or class discussions and the teaching materials such as lesson plans, student's worksheets, and tests used were not yet developed in accordance with the practical local culture.

The results of the observations contradict the statement which stated that learning outcomes consist of three kinds including understanding concepts (cognitive aspects), process skills (psychomotor aspects), and student attitudes (affective aspects) (Ilyandani, 2018). The three types of learning outcomes must be balanced and optimally achieved by students. To be cognitively and psychomotor intelligent, students need affective (attitude) too, especially in their love of Balinese culture attitude at school. Culture is the product of human mind and the product of human work along the history of their life. It can take the form of ideas, and also traditions, ways of life, life attitudes, the foundations or preferences in life, the definition of life, and whatever is produced by the human mind. This product of human mind can take the form of sculpture, painting, temple, woven fabric and clothes. Love of Balinese culture attitude is a behavior that has to be shown as Balinese who appreciate their culture or local wisdom. Culture or local wisdom is a human wisdom that is based on the philosophy of values, ethics, ways of behaving, tools, good and appropriate habits transmitted from a generation to the next that can guide life in performing relationships with God, humans and natural environment (Afandi et al., 2019; Budiarti et al., 2020; Tirtayani et al., 2019).

One way to improve student learning outcomes and love of Balinese culture attitude is to change the way students learn by applying the Civics Education Teaching Materials With Balinese Cultural. Learning achievement is the students' ability in meeting a stage of achievement in learning experience in a learning competence (Masrita, 2017; Suwarni, 2019; Wahyuni, 2017). Learning achievement is a comprehensive change of behavior in human competence which consists of skills or abilities, information and understandings (Ajiegoena, 2014). Learning achievement obtained from a learning activity at school always runs parallel to the objective stated in the indicator that has been planned by the teacher (Subagia & Wiratma, 2016). In writing or determining the indicator, the teacher refers to Bloom's taxonomy, in the form of knowledge, (cognitive domain), attitude (affective domain), and skill (psychomotor domain). To know whether the learning achievement obtained matches the desired objective a teacher can conduct an evaluation.

Attitude is defined as an individual's willingness to react to something and related to the motive and is the basis of one's behavior (Byfield et al., 2019; Russo et al., 2020; Xue et al., 2021). Culture, especially Baliese culture, is a way of life that has developed and is owned by Balinese community and is transmitted from a generation to the next in such a way that a happy and harmonious life is achieved (Arnyana, 2014). The indicators of love of Balinese culture attitude that can be used are 1) communication and language, 2) clothes and appearance, 3) awareness of time and duties, 4) belief, 5) attitude in acting and behaving, 6) preservation, and 7) responsibility.

Teaching materials have to be prepared by the teacher before implementing an instruction. Teaching materials are tools or equipment used to implement a process that enables the teacher and the students to do the teaching and learning activities (Cahyaningsih et al., 2020; Estuwardani & Mustadi, 2015). The developed teaching materials are civics education materials, lesson plans, and student's worksheet with Balinese perspective. A lesson plan is a plan that is developed in detail for teaching the main topic or a certain theme that is based on the syllabus. A student's worksheet is a set of sheets of paper that contain a guideline and procedures for the students in doing tasks. Teaching materials is everything that is used by the teacher to facilitate the process of teaching, so that it can make a change of behavior occurs in the student, from not knowing to knowing something. Teaching materials can come from a place or an environment, parents or resource persons, objects and printed matter (Dewi & Batan, 2016). This research aimed to developing civics education teaching materials with the Balinese cultural perspective.

2. METHOD

This study was a development research in civics education teaching materials with Balinese perspective that consist of lesson plans, student's worksheet and test. A development research produces and tests the effectiveness of a certain product (Sugiyono, 2014). This study used the ADDIE development model. The ADDIE model consists of five steps: (1) an analysis step (analyze), (2) a design step, (3) a development step, 4) an implementation step and (5) evaluation step (Tegeh & Kirna, 2013). The data were collected through interview, observation, document recording and questionnaire. The instruments used were love of Balinese culture attitude questionnaire, teacher's response questionnaire, student's response questionnaire and product validation questionnaire to obtain data on the quality of the teaching materials that would be examined by some experts: subject content expert, instructional design expert, instructional media expert, and teaching assessment expert.

Data obtained from the results of teaching materials validation by experts were grouped into two: qualitative and quantitative data. The qualitative data were in the form of inputs, comments, suggestions, from the experts and the quantitative data were in the form of score obtained through questionnaires. To find out the level of validity of the teaching materials, a content validity ratio analysis (CVR) was conducted following Lawshe (1975) with the following formula:

$$CVR = \left(\frac{2 \cdot ne}{N} \right) - 1 \quad (1)$$

(Lawshe, 1975)

Note:

CVR = Content Validity Ratio (CVR)

ne = The number of panelists/ validators who agree about the validity of the teaching materials (they are assumed to agree if the score of each aspect is within the range of averages of 3.00- 4.00, if it is < 3.00 then they are assumed to agree about the validity of the teaching materials)

N = The number of all panelists

The teaching achievement was obtained through a test of learning achievement which was administered in every meeting. A test is an evaluation method which takes the form of a task or a series of tasks to be done by a students or a group of students that produce scores about the students' behavior or achievement, which can be compared to the scores obtained by other students or a standard score that has been determined (Tirka & Kusumawati, 2017). The advantage of the test method is that it is more accurate since the test is revised time and time again so that it becomes objective (Pradnyani et al., 2018). While love of Balinese culture attitude, the teacher's response and the students' response were obtained through questionnaires.

The analysis of the learning achievement was obtained from the mean, average percentage, and class completeness of learning. Then, the average percentage was converted into the table of Criterion Reference Evaluation with five scales. The analysis of love of Balinese culture attitude was obtained from the result of the computation of the observed mean and the average percentage. Then the result of the percentage average was converted into the table of Criterion Reference Evaluation with five scales.

Table 1. Criteria of Criterion Reference Evaluation with 5 Scales

Scale Criteria	Qualifications
90 – 100	Very Good
80 – 89	Good
65 – 79	Sufficient
40 – 64	Poor
0 – 39	Very Poor

(Agung, 2014)

3. RESULT AND DISCUSSION

Result

The Result of the Product Development

The development of Civics Education teaching materials with Balinese cultural perspective was done by using the ADDIE model. At the analysis stage need analysis was conducted together with learners' characteristics and curriculum analysis. From the need analysis it was found that the teaching materials used by the teacher in teaching Civics Education at the third grade were mostly in the form of packaged book that contains materials which are very dense and lack examples that are related to Balinese culture. The teacher's lesson plans were not developed based on the various existing teaching models. The teaching materials in the form of student's worksheets were not developed in accordance with competency standard and basic competencies that are specified in every meeting. In the analysis of learners' characteristics, it was found that the third-grade students who generally aged 9 - 10 years old are at the concrete operational stage of cognitive development. In this period, the students can think systematically about concrete objects and events. While the curriculum analysis done to determine the materials to be taught to the students was based on School Based Curriculum and the 2006 content standard. The analysis of the main material for the third grade in the even semester showed that the competency standard was being proud to be an Indonesian. The basic competency that has been specified was broken into some indicators. It was these indicators that would become the reference in the writing of the materials, lesson plans and student's worksheets. At the design stage, a design was written for developing the materials, lesson plans, and student's worksheet based on the previous analysis.

Civics Education Teaching Materials with Balinese Cultural Perspective

The design of Civics Education teaching materials developed consists of 1) cover, 2) table of contents, 3) concept map, 4) competence standard/basic competencies of the instruction, 5) description of materials and illustrations with Balinese cultural perspective, 6) activities and tasks 7) summary, 8) practices, 9) evaluation, and 10) bibliography. The examples of the products of civics education teaching materials developed can be seen in Figure.

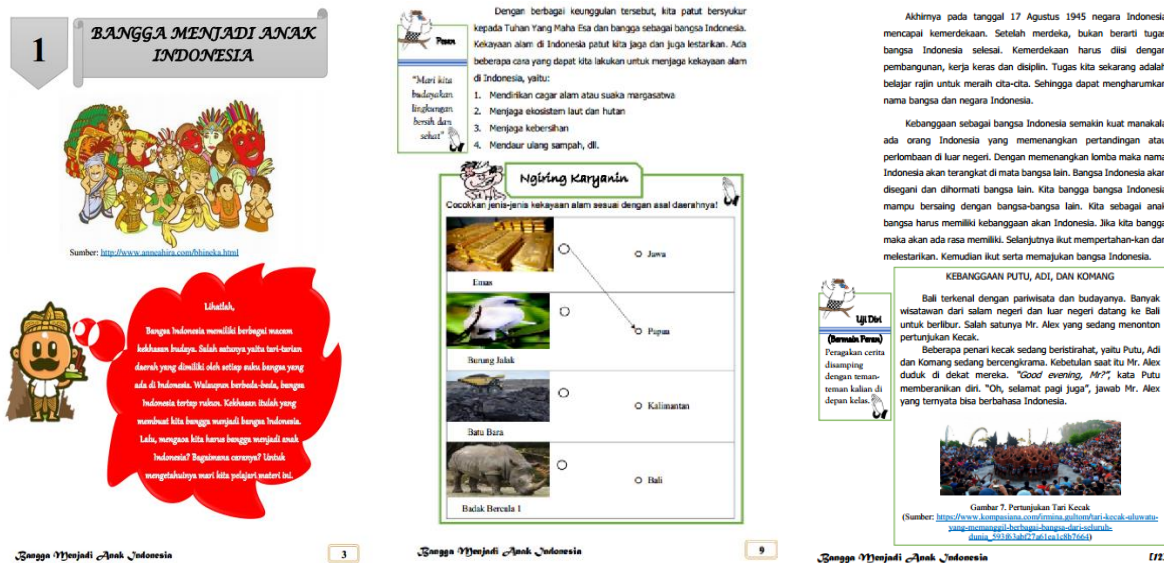


Figure 1. The Display of Civics Education Material Contents

Lesson Plan with Balinese Cultural Perspective

The design of the lesson plan consists of 1) cover, 2) Identity of Lesson Plan, 3) competency standard, 4) basic competencies, 5) indicators 6) learning objective, 7) teaching materials, 8) time allotment, 9) model and method, 10) learning activities, 11) evaluation of the teaching and learning achievement and 12) learning resources. An example of the product of the civics education lesson plan developed can be seen in Figure 2.

budaya Bali Tri Hita Karana yaitu palemahan).		
f. Sebelum mengakhiri pembelajaran guru dan siswa berdoa bersama (budaya Bali, Tri Kaya Parisudha yaitu parhyangan)		
g. Guru mengakhiri kegiatan dengan menyampaikan bahan belajar untuk pertemuan berikutnya.		
K. Penilaian		
a. Penilaian Kognitif		
Soal :		
1. Jelaskan yang kamu ketahui mengenai kekhasan di Indonesia		
2. Sebutkan 3 contoh kekhasan yang dimiliki Indonesia termasuk yang ada di Bali		
Kunci Jawaban:		
1. Kekhasan merupakan suatu hal yang tidak dimiliki oleh yang lain. Kekhasan bangsa Indonesia yang tidak dimiliki oleh bangsa lain adalah kebhinekaan, kekayaan alam, keramahmataman, dan keluasan wilayahnya.		
2. Kebhinekaan yaitu perbedaan suku, kekayaan alam yaitu terdapat beberapa flora seperti bunga kamboja atau fauna yang hanya ada di Indonesia seperti burung Jalak Bali, keramahmataman yaitu bersikap hormat dan sopan kepada orang yang lebih tua.		
Rubrik penilaian:		
Aspek	Deskripsi	Skor
Ketepatan jawaban	Siswa menjawab dengan tepat dan semua jawaban benar.	5
	Siswa menjawab kurang tepat.	3
	Siswa tidak menulis jawaban dan jawaban salah	0

	berbagai media seperti gambar dan alat tulis.	
	e. Guru memberikan apersepsi dengan memberikan mengajak siswa menyanyikan lagu: - Dari Sabang Sampai Merauke	
	f. Guru menyampaikan tujuan pembelajaran kepada siswa.	
	g. Guru menyampaikan cakupan materi yang akan dibahas untuk tercapainya tujuan pembelajaran.	
	h. Guru mengaskan siswa untuk membentuk kelompok belajar (pembentukan kelompok, budaya bali Tri Hita Karana yaitu pawongan)	
2.	Inti	50 menit
	A. Eksplorasi	
	a. Siswa bersama kelompok membaca materi (teori) kekhasan yang dimiliki bangsa Indonesia.	
	b. Siswa menyimak contoh dan penjelasan kekhasan yang dimiliki bangsa Indonesia, khususnya di Bali (pengajaran, budaya Bali Tat Twam Asi yaitu saling menghargai).	
	c. Siswa melakukan tanya jawab mengenai materi yang dibahas.	
	d. Siswa dibagikan LKS oleh guru.	
	B. Elaborasi	
	a. Siswa mencatat dan membaca kembali beberapa hal yang dipandang penting tentang hasil eksplorasinya didalam bahannya untuk berdiskusi.	
	b. Siswa berdiskusi mengenai LKS yang sudah dibagikan dengan bimbingan guru (tim studi,	

Figure 2. Example of Lesson Plan

Student's Worksheet with Balinese Cultural Perspective

The design of the student's worksheet consists of 1) worksheet cover, 2) name of group and class, 3) topic, indicators and learning objective, 4) instruction for doing tasks in the student's worksheet, 5) student's activities, and 6) conclusion. Some of the student's civics education worksheet product presentations developed can be seen in Figure 3.

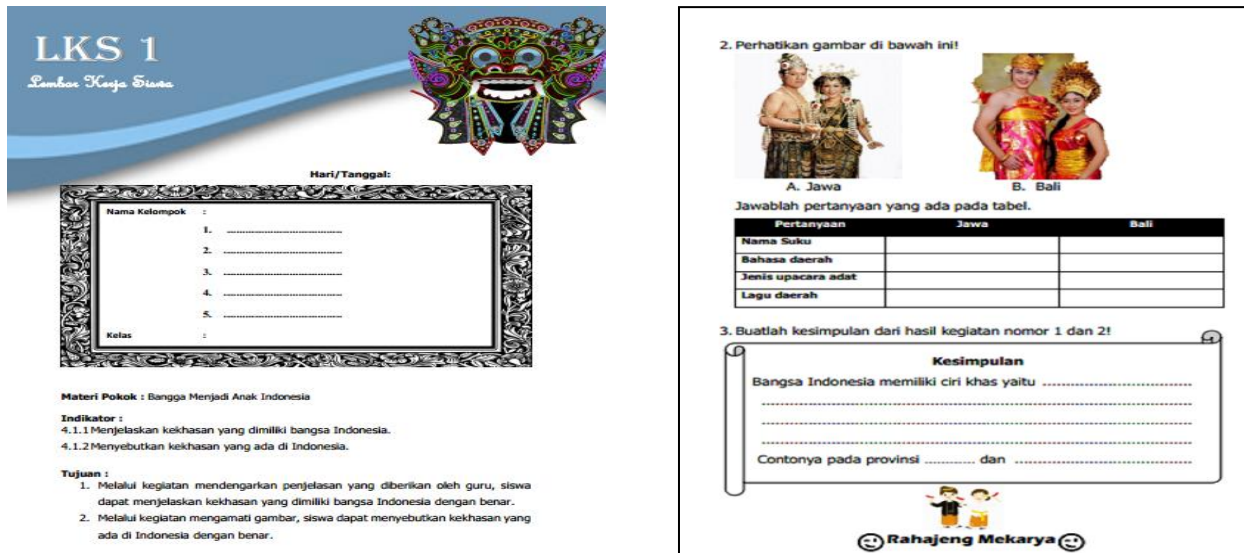


Figure 3. Examples of Civics Education Worksheet

At the development stage the development of the teaching materials was done according to the design. After the materials had been developed, validation of the materials by five experts was done using questionnaires. The experts were a civics education expert, an instructional design expert, a Balinese cultural expert, an evaluation expert and an education expert. Based on the results of analyses of the teaching materials by the five experts, the CVR and CVI using Lawshe’s formula (1994) for each civics education material, lesson plan, and student’s worksheet were 1.00 and 1.00, respectively, falling into valid category and the materials were feasible to be tried out.

Analysis of Limited Try-Out

At the implementation stage, a limited try-out of the civics education teaching materials with Balinese cultural perspective was conducted. The implementation stage in this study was a limited try-out process of the civics education teaching materials, three lesson plans, and three student’s worksheets in three meetings. It was done in three meetings because of the limited time of study. In the try-out of the products the teacher played the role as facilitator, rather than as the main resource of learning. The teaching with the materials and student’s worksheets helped the students to find answers to the problems given in the student’s worksheets. Then, the teacher checked their answers.

At the evaluation stage, a limited evaluation and analysis was done in terms of learning achievement, love of Balinese culture attitude, teacher’s response and students’ response. Based on the analyses that had been done to measure the civics education learning achievement, it was found out that the civics education learning achievement underwent an increase in terms of mean from the first meeting (81.04, falling into good category according to criterion reference evaluation with five scales), to the second meeting (86.83, still falling into good category according to criterion reference evaluation with five scales), and the third meeting (90.22 falling into very good category according to criterion reference evaluation with five scales) the class completeness of learning of the students also underwent an increase. i.e. from the first meeting (74) to the second meeting (87) and to the third meeting (87). In terms of average percentage and class completeness of learning of the third grade students of SD Negeri 2 Tukadmungga, the results have met the specified indicators of success (see Figure 4).

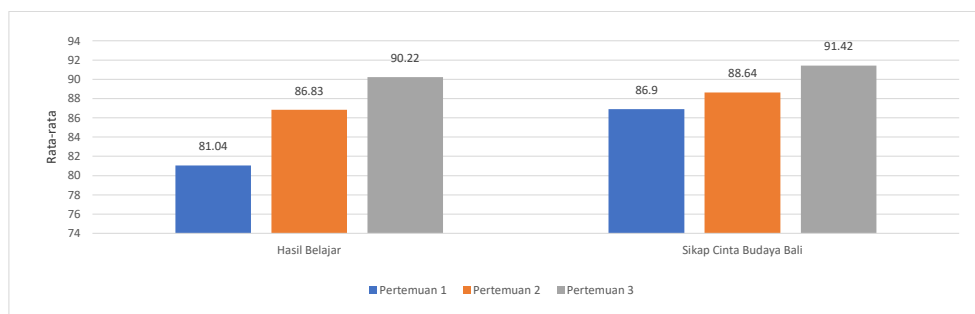


Figure 4. Graphs of the Means of Learning Achievement and Love of Balinese Culture Attitude

The Result of Analysis of the Limited Try-out of the Teacher's Response and the Students' Response

Based on the recaps of the result of analysis of the teacher's response to the civics education teaching materials, it was found that in the first meeting the mean of the teacher's response to the civics education teaching materials was 84.52, falling into good category based on the criterion reference evaluation with five scales. In the second meeting there was an increase in the teacher's response with the mean of 88.10, still falling into good category based on the criterion reference evaluation with five scales. In the third meeting, there was an increase in the teacher's response, with the mean of 91.67, falling into very good category based on the criterion reference evaluation with five scales. The mean and average percentage of the result of the teacher's response to the teaching materials have met the specified indicator of success. For the result of the recaps of the students' response to the civics education teaching materials, it was found that the average percentage in the first meeting was 88.41, falling into good category based on criterion reference evaluation with five scales, in the second meeting it was 89.95, still falling into good category based on criterion reference evaluation with five scales, and in the third meeting there was an increase to 92.84, falling into very good category based on criterion reference evaluation with 5 scales. The mean and the average percentage of the students' response have met the specified indicator of success.

Inputs and Suggestions from the Teacher and the Students

The teacher gave inputs and suggestions after the implementation of the civics education teaching materials with Balinese cultural perspective as follows: 1) correct all the typing mistakes and 2) add more materials about renewable and non-renewable natural resources. The inputs and suggestions from the students were 1) the existing pictures need to be drawn more clearly and 2) add some sentences to support the conclusions in the student's worksheets to help the students in answering questions.

Discussion

The first finding. Results from the experts for the validity of the teaching materials indicated that the developed teaching and learning materials are valid and feasible to be tried out. This finding supports the study which stated that a module is very valid, very complete and can be use with a score of 85.8% based on validation result from Bahasa Indonesia expert (Saidah & Damariswara, 2019). Usability of module is known from the result of practician validation dan try out. The result showed that the module is can be use with score 91%. The other research stated that validity can be seen from the validation of content, language, presentation, graphic and lesson plans, overall 93.10% with a very frightening category (Gustiawati et al., 2020). Teaching material is seen from the response of educators, 98.92% of students 96.15% while the effectiveness of the initial reading percentage of 100%. A study showed that the developed teaching materials that consisted of syllabus, lesson plans, student's worksheets and learning achievement tests have met the criteria of validity, practicality and effectiveness (Azka & Santoso, 2015).

The second finding, the developed teaching materials could improve the students' civics education learning achievement. This agrees with the study that there was a significant difference in science learning achievement between the students who used local based learning and the regular learning model (Suastra, 2010). This finding also supports the study that the teaching materials could improve the civics learning achievement based on tolerance and could educate the students in tolerance and social attitude (Sumardjoko & Musyiam, 2018). The development of local content-based teaching materials from previous study stated that the student can use the module teaching materials on fairy tale containing local wisdom well (Saidah & Damariswara, 2019). Another research resulted in an effective local content-based teaching materials that improved the students' learning achievement by 0.87 after the students were tested (Faisal & Sulkipani, 2016). Third finding. The development of civics education teaching materials with Balinese cultural perspective could enhance the students' love of Balinese culture attitude and their positive characters since the contents of the teaching materials could be related to the local culture, or Balinese culture. This finding is in line with the development study that showed that local culture could be integrated into senior high school chemistry teaching materials to support inquiry-based culture teaching materials (Suardana, 2014). The fourth finding. The design of civics education teaching materials had an effect on the students' curiosity, enthusiasm, hard work, interest to learn, and learning activity. This study is relevant with the result of a study that found that inquiry-based student's worksheets could develop the students' process skill, make them active, enthusiastic and fully engaged in learning (Aristini et al., 2017).

The fifth finding. From the point of view of the material content and student's worksheet, if the coverage of the materials is good, then the students can easily learn each indicator that they had to learn. The match between the indicators and the learning objectives also influences the students' understanding. In addition, the match between the conclusion and the learning objectives makes the materials presented

meaningfully. Previous study found that the integration of Balinese local culture into teaching could support the development of students' characters such as religiosity, discipline, curiosity, patriotism, hard work, and responsibility (Dewi & Batan, 2016).

The sixth finding. Using the developed materials could deepen the teacher's understanding and perspective could increase in developing teaching materials with Balinese cultural perspective. This finding is in line with the development study that found that the learning achievement in a training in teaching materials development could improve the understanding and skill of the junior high school science teachers in writing teaching materials (Suardana & Retug, 2013). From some studies that have been done a conclusion can be made that the development of teaching materials based on jigsaw, inquiry, tolerance, inside outside circle and local wisdom can enhance the students' learning achievement, conceptual understanding, process skill, positive characters, and cultural values. Beside conducting the development studies like what have been described above, the development of teaching materials can also be done by implementing Balinese culture understanding that in its turn can enhance the students' love of Balinese culture attitude. In this development study it has been shown that the students' learning achievement and love of Balinese culture attitude increased from the first meeting to the third meeting. From the finding it can be said that the implementation of the teaching materials with Balinese cultural perspective can enhance the students' learning achievement and their love of Balinese culture attitude.

In this implementation of civics education teaching materials there were some things that are considered to be interesting such as 1) the teaching materials that were developed are unique and creative; 2) the materials use Balinese cultural elements; 3) there are a lot of interesting pictures and illustrations in the materials; 4) the activities in the student's worksheets are not boring and 5) the implementation of a varied instruction with Balinese cultural perspective. In addition, there were some constraints at the time of implementation such as the lack of the students' Balinese cultural perspective, limitation of instructional time and the problem in administrating the test and completion of questionnaire on love of Balinese culture attitude. The implication of the development of civics education teaching materials with Balinese cultural perspective for the third grade at SD Negeri 2 Tukadmungga is that, empirically, it has been proven that by using the materials the students' learning achievement and love of Balinese culture attitude could be increased. In this context, the teacher needs to develop innovations in developing teaching materials to support the teaching process. In addition, for further studies, it is expected that civics education teaching materials can be developed further and tried out more comprehensively.

4. CONCLUSION

The civics education materials with Balinese culture perspective that was developed met the requirement of validity based on a civics education expert, an instructional design expert, a Balinese culture expert, an evaluation expert and an education expert. The materials that have been developed and implemented can increase the mean scores in learning achievement from the first to second and third meeting, i.e., from 81.04 to 86.83, and to 90.22, respectively. While the increase in love of Balinese culture attitude from the first to second and third meeting was from 86.90 to 88.46 and to 91.42. The result of the evaluation of the materials from the results of teacher's response and students' response questionnaires shows an increase. The increase in the mean of the teacher's response from the first to second and to the third meeting was from 84.52 to 88.10, and to 91.67. The increase in the mean of the students' response from the first to second and third meeting was from 88.41 to 89.95 and to 92.84. Hence, it can be concluded that the teaching materials has been accepted well by the teacher and students. The mean and the average percentage of the civics education learning achievement, love of Balinese culture attitude, the teacher's response, and the students' response have met the indicators of success that have been specified

The suggestions made in relation to the development of the civics education materials with Balinese cultural perspective are 1) to the teacher, it is expected that this study can be used to optimize the teacher's ability and can be used as a reference material in designing civics education teaching materials with Balinese cultural perspective. 2) to the school, the result of this study is expected to become a material that can be consulted in designing a teaching program at the school so that it can improve the quality of civics education teaching at elementary school and 3) to the readers, this civics education teaching materials development needs to be developed further using other cultures in Indonesia since this study only focused on Balinese cultural perspective.

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