

Research Article

# Optimizing the Use of Oce-Card Media as a Learning Tool for Local Wisdom of the Osing Kemiren Tribe at MAN 2 Banyuwangi

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## ABSTRACT

This study aims to determine the optimization of the use of oce-card media as a means of learning local wisdom of the Osing Kemiren tribe at MAN 2 Banyuwangi. The method used in this study uses a 4D model approach consisting of four stages: define, design, develop, and disseminate. Data collection techniques include validation questionnaires, pretest results, and posttests, while data analysis is carried out descriptively through three stages: analysis of validation results by experts, analysis of attractiveness tests, and analysis of effectiveness. The results of the study show that the Oce Card media as a technology and culture-based learning innovation plays a role in increasing students' understanding of local wisdom and strengthening national identity. Combining augmented reality technology and an interactive approach, this media makes learning more interesting and encourages exploration of the Osing Kemiren Tribe culture. The implications are seen in increasing cognitive understanding, forming a sense of pride in local culture, and supporting constructivist learning models.

**Keywords:** Pancasila and citizenship education; Oce-card; National identity; Osing Kemiren tribe; MAN 2 Banyuwangi

## 1. INTRODUCTION

One of the communities that still firmly preserves the Osing Tribe in Banyuwangi is the Osing Kemiren tribe. In its distribution, the Osing Tribe community is spread across several regions. However, overall, it has fairly similar characteristics. Many of the Osing Kemiren Tribe still carry out efforts orally, one of which is through the establishment of traditional tourism villages and various training (Arifah and Saputra 2023).. The deep meaning contained in this local wisdom is because in its society there are beliefs, this is reflected in the Barong Ider Bumi activity, which will have a negative impact on the village community, such as a prolonged disease outbreak if it is not carried out. Various local wisdoms of the Osing Tribe that are still preserved are mepe kasur and melabot (Rofikoh 2018; Wahyudiono 2018; Wijayanti 2016). Along with the development of the times, in order to understand the local wisdom of the Osing Kemiren community utilizing technology in the era of modernization without abandoning its original culture.

The use of modern technology can be a challenge or a very valuable opportunity. This success is able to bring local culture to the international arena. However, the preservation of local wisdom will be threatened if this does not happen. One of these threats is reflected in the interest of the younger generation of the Osing Tribe as cultural actors who have decreased, although not completely and in some activities, there are still many who like it, but today the younger generation plays a greater role as cultural connoisseurs than as cultural actors (Arifah and Saputra 2023; Suradi 2018). These findings show that public understanding of national identity, including local culture, is needed in the sustainability and modernization of culture. This role is not only carried out by the community, but also formal and non-formal institutions engaged in education (Tanamal et al. 2022). Modernization can destroy local wisdom by destroying cultural values, reducing the spirit of nationalism and patriotism, and eroding the national identity of a nation if this balance is not present.

Efforts to shape students' understanding of patriotism and nationalism have been widely encouraged through national identity material integrated into Pancasila Education subjects. Real evidence of these efforts is a study on the application of education and development of media based on local wisdom, including the development of e-books based on folklore, Multimedia Development, and videos based on local wisdom (Andriana et al. 2017; Arimbawa and Rustariyuni 2018) (Nurnazhiifa and Anggraeni Dewi 2021). The delivery of national identity material in the local wisdom sub-chapter which

is less than optimal, especially the Osing Kemiren tribe and the limited availability of appropriate teaching media are the causes of the major gap in national identity learning in schools. Currently, teaching media for the wisdom of the Osing Kemiren tribe already exist, but are still focused on the lower levels (Paud and Kindergarten). While at the upper secondary level it is only limited to textbooks (Budyawati 2020). Although the material on national identity has been covered in PPKn education, many schools have not paid enough attention to it, often neglecting several basic elements. The impact is that the role of education as an effort to preserve local wisdom values is less than optimal (Zulfa and Ulfatun Najicha 2022). In fact, a valuable asset that must always be preserved, both in formal and non-formal realms, is local wisdom.

The preservation of local wisdom in the Osing Kemiren Tribe is still oral and contextual. In fact, various technological conveniences have developed quite rapidly. In the era of modernization, innovation in the field of education is now rampant, one of which is the success of MAN 2 Banyuwangi in modernizing the preservation of local wisdom, which in its implementation seeks to build effective communication and information in the era of globalization. On the other hand, physical based on Augmented reality as an innovation that combines physical and digital media is one of the digital innovations in the field of education. The term for this combination is often known as phygital (Nofal, Reffat, and Moere 2017). The use of phygital media is considered capable of increasing students' learning motivation. The phygital media can be in the form of cards, books, teaching modules, or posters and other physical media equipped with QR codes or other scanning technology (Fauziah 2020; Made Kriswikana Noor and Ketut Ayu Siwalatri 2021; Pinaka Ratna Ning Hapsari, Ayu Wulandari, and Kapten Suparman 2020; Retno Palupi, Eka Putri, and Amirul Mukmin 2022). One of the teaching media that is representative of phygital media that can be developed is the Oce-Card (Osing Ancestral Wisdom Card) media.

Illustrated cards of the local wisdom of the Osing Kemiren Tribe, a legacy of their ancestors, with various complete information, both in terms of culture and tradition combined with augmented reality, are presented in the Oce-Card (Osing Ancestral Wisdom Card) media. Although card media has been widely used as a learning medium, the reality in the field is still not evenly distributed in the Osing Kemiren Tribe (Astuti, S Awaliyah, 2022). This teaching media aims to be an interactive media that can increase students' interest and understanding of traditions and culture, help enrich the learning experience and support independent and flexible learning (Agus et al. 2020; Dyah Pusparani and Musarokah 2021; Supryadin, A. O., & Azizah Fatmawati 2023). One solution that can be offered for learning at MAN 2 Banyuwangi is the development of the creation of Oce-Card (Osing Ancestral Wisdom Card) teaching media. Through this development, it is hoped that it will be able to improve students' understanding of national identity, especially in maintaining and preserving the local wisdom of the Osing Kemiren Tribe. Therefore, this research was conducted with the title "Optimizing the Use of Oce-Card Media as a Learning Tool for Local Wisdom of the Osing Kemiren Tribe at MAN 2 Banyuwangi".

## 2. RESEARCH METHOD

Oce-Card learning media was developed by applying the 4D model which includes four main stages, namely define, design, develop, and disseminate. This study focuses on students of class XI MAN 2 Banyuwangi as the main subject, while the subjects in the media development process involve material experts, media experts, learning experts, and students who play a role in assessing the effectiveness and attractiveness of the media. Data collection was carried out through development research based on the 4D model using a questionnaire as the main technique. The data obtained were analyzed through expert validation and field tests. Furthermore, the results of the field test were analyzed quantitatively using the T Test to measure differences in learning outcomes before and after using the media.

## 3. RESULTS AND DISCUSSION

### 3.1 Oce-Card Media in National Identity Learning at MAN 2 Banyuwangi

Learning Media is a tool that contains learning materials used by educators in the learning process so that learning will attract more attention from students. In terms of language, learning media consists of two words, namely media and learning. The word "media" comes from the Latin "medius" which literally means "middle", "intermediary", or "introduction". Media in Arabic is interpreted as an intermediary or messenger from the sender to the recipient of the message (Akbar, 2018). Learning media functions as a tool in the teaching and learning process to make it more effective and as a liaison between the giver and recipient of information (Dewi, Sofyan, and Priyono 2021; Firdayu and Ardipal 2020; Khaira 2020). This means that active learning requires media as a means of conveying learning materials to students.

This study produced a product in the form of Osing Ancestral Wisdom Card (Oce-Card) media. Oce-Card media is a set of educational cards that aims to introduce and document the cultural richness of the Osing Kemiren tribe. The specifications of the contents of this card media summarize the values of local wisdom and cultural knowledge. The main feature of Oce-Card is a scanner along with an explanation of the material and challenges or understanding of the questions. The material presented in the Oce-Card media includes the local identity of the Osing Kemiren Tribe which includes Language, Symbols or tools, and regional culture. The Osing Kemiren language has a different dialect from other Osing Tribes. Symbols or tools include barong, angklung paglak as one of the musical instruments, and traditional houses. while the regional culture contained in this media is mepe kasar.

Local wisdom-based education in Indonesia is important to introduce to students, considering that Indonesia has various local wisdoms. A study by Tusriyanto (2020) shows that culture-based education is very necessary. This is because it can increase students' understanding and appreciation of their own culture and the culture of others (Tusriyanto 2020). In addition, teaching materials or media that contain elements of local wisdom not only broaden students' horizons but also form strong characters (Anggraini, Nazip, and Andriani 2021). The integration of local wisdom values in learning plays an important role in shaping students' cultural identity and increasing their understanding of traditional values that are in accordance with everyday life (Nurasiah et al. 2020). Thus, the implementation of local wisdom-based education not only enriches students' knowledge but also plays a role in building character and strengthening their cultural identity. Oce-Card media based on its grouping, is grouped into model materials or imitation objects. This is based on the grouping of media based on Sidharta (2015) which explains that model media or imitation materials are media that in learning activities such as cross-sectional models or torso models (Sidharta 2005). The classification of Oce-Card media based on the grouping of materials and equipment by Nurfadhillah (2021) states that Oce-Card media is included in interactive media (Nurfadhillah et al. 2021). This is because the use of barcodes and AR aims to improve the learning experience through direct interaction between users and technology-based content.

Learning media has a contribution in improving the quality and quality of education. Learning media functions as an intermediary between teachers and students to acquire attitudes, knowledge, or skills (Faqih 2021). Indicators of learning media are said to be good based on the following criteria: (a) Relevance, learning media must be adjusted to learning needs, activity plans, learning programs, goals, and student characteristics. (b) Ease, the media used should be easy to understand, learn, and operate by students. (c) Attractiveness, learning media is not only relevant and easy to use, but must also attract students' attention, both through appearance, color selection, and content presented. The material presented must be clear, not confusing, and able to increase students' interest in learning. (d) Benefits, the content of learning media must be useful and help students understand the subject matter better (Astriani 2018). These learning media indicators are said to be feasible and valid based on the results of expert analysis. Oce-Card media uses cards as the main element combined with augmented reality technology. The purpose of augmented reality (AR) integration is to provide more realistic or real information to users. The application of AR to Oce-Card involves tracking and reconstruction to present a 3D view on card media containing barcodes. AR technology can increase student engagement by presenting visual and interactive experiences that enrich the learning process (Indahsari and Sumirat 2023). Increasing student participation and motivation in learning is the main goal of creating an effective and meaningful learning experience (Rahmiati and Azis 2023). AR integrates the real world with interactive digital elements, thus providing a more immersive and in-depth learning experience (Endarto and Martadi 2022). Therefore, the use of AR technology in the current era of modernization is very necessary. Collaboration between physical and digital media is an innovation that can be done to improve student knowledge.

AR-based Oce-Card media that carries Pancasila elements in the National Identity material has a number of advantages as a teaching medium. This media was developed using the Phygital model, which is a combination of physical and digital media, so that it can create a more interesting and enjoyable learning atmosphere. The augmented reality technology applied allows students to experience interactive learning through 3D animations that are relevant to the material. AR-based images can be scanned using the Osing Ancestral Wisdom Card (Oce-Card) augmented reality application, so that the image visualization looks more real. Oce-Card can be used in groups with a minimum of two students, which aims to improve collaboration and discussion between them. This media is also equipped with complete learning materials. The textbook that accompanies Oce-Card is written using semi-formal and communicative language, so that it is easier for students to understand.

The elements of learning media consist of the contents of learning materials and hardware. Learning materials are called software, while hardware functions as learning tools and learning aids (Sidharta 2005). Oce-Card media has both elements. This is because the specifications of the Oce-Card media content have applications that contain teaching materials and printed media as supporting media. Physical media consists of hardboxes and softboxes. Hardbox media consists of instruction manuals and cards containing QR codes. Softbox media contains cards containing QR codes. This card consists of 5 types of cards, each of which displays different local wisdom, namely dialogue examples of the Osing language, traditional houses, angklung paglak, mepe kasur, and barong. This card can only be used through the Oce-Card application that has been provided.

The steps for using Oce-Card-based learning media begin with the teacher providing printed media cards equipped with barcodes, each representing an element of local wisdom such as culture, customs, art, or regional history. The teacher ensures that students have downloaded the Oce-Card application on their smartphone devices. Students work with friends, where one person is tasked with scanning the barcode using the smartphone camera, while the other checks the completeness of the material. After the application is opened, click the "Start" button to access the 3D visuals of Osing culture. Point the smartphone camera at the QR card provided, and after the scan is successful, a 3D visual display will appear on the screen. Students can rotate and zoom in for further exploration. Students can click the "Material" menu in the application and browse the available topics to deepen the material.

The "Challenge" feature is used for evaluation activities in the form of quizzes related to the Osing Tribe culture. The total score is displayed at the end after completing a series of questions displayed to assess understanding. Learning can be more interesting through the use of various media. The purpose of learning media is used as a tool to deliver material, increase the efficiency of the process and learning outcomes, help maintain student concentration, and improve the learning process (Nurfadhillah et al. 2021). Oce-Card media as a learning support media has the following objectives: promoting the local wisdom of the Osing Kemiren Tribe and preserving cultural heritage, increasing understanding of local wisdom, providing interesting educational resources for schools, facilitating a better understanding of the Osing tribe culture for tourists visiting Banyuwangi. The main advantage of Oce-Card lies in its ability to facilitate the student learning process, increase motivation, and present material with an attractive text and image display. Several aspects such as the clarity of symbols or examples scored lower (range 65-70), which indicates room for improvement. Improvements in these aspects can improve the quality of the media for more optimal results.

This AR-based Oce-Card media also has some limitations when compared to other augmented reality media. Its use requires a stable internet connection and a device with a minimum RAM specification.1GB to install the application. In addition, the augmented reality application used is only available for Android devices and tablets, while development for iOS has not been carried out for cost efficiency. In addition to platform limitations, this media has not fully accommodated the needs of students with disabilities. Dependence on the use of smartphones in operating augmented reality also has the potential to cause misuse by students if not optimally supervised by educators during the learning process.

The results of the Oce-Card Media Feasibility Test in National Identity Learning show an average validity percentage of 96.49% based on validation conducted by media experts, material experts, and learning experts. This percentage was obtained from a score of 54 against a maximum score of 56 in the media expert and material expert validation test, and a score of 53 or 96.64% in the learning expert validation test. Based on the results of the Oce-Card media analysis, it was proven to be very feasible to be used as an effective and interactive culture-based learning media. The validation process was carried out through two revisions by the material expert validator to ensure the feasibility of the material content and one revision by the media expert validator to perfect the design and feasibility of the learning media. These results indicate that the Oce-Card media has met high quality standards and can be relied on in culture-based learning. Therefore, Oce-Card meets the criteria as a learning media that is very feasible to use, especially in the context of introducing and preserving the local wisdom of the Osing Kemiren Tribe.

The use of cards in the learning process as a learning medium has been widely used to facilitate the teaching and learning process. The results of the validation of the Oce-Card media are in line with Mulyani's study (2017), which showed that after the teacher as a researcher provided card media, the test results at the end of cycle 2 showed an increase in the average class score from 74.63 in cycle 1 to 82.7. All 36 students attended with an attendance rate of 100%, and four of them got a perfect score (100). A total of 31 students (86.1%) achieved a minimum score of 75, which showed an increase in the number of students who completed by 33.3% (Mulyani 2017). A study by Safitri (2021) found that students had more interest based

on interactive and enjoyable learning experiences, one of which was with card-based learning media (Safitri, Nurhayati, and Afrizawati 2021). Based on the results of the validity test and findings from previous studies, the Oce-Card media not only meets the eligibility standards for learning media, but also contributes to the preservation of local wisdom through a culture-based approach.

### **3.2 Implications of Oce-Card Media in Increasing Local Wisdom Knowledge of the Osing Kemiren Tribe**

The assessment of the media attractiveness test was carried out by 36 students based on 20 indicators covering appearance, material presentation aspects, and usefulness aspects. All indicators obtained an average score above 3.0, indicating that this media is effective in helping students' understanding. Most students gave assessments in the range of 85–95%, reflecting the high attractiveness and usefulness of Oce-Card in learning. The attractiveness of this media is supported by student feedback, which shows an increase in their enthusiasm in learning Osing culture after using Oce-Card. A study by Rizal & Yermiandhoko (2018) showed that augmented reality (AR)-based learning media was very interesting for students with a score of 565 or 91% (Rizal and Yermiandhoko 2018). Interesting media like this can increase learning motivation, especially for subjects that were previously less interesting. Fun learning helps students understand the material more easily (Setiawan, B., Yuliana, R. and H. 2022; Yogi Fernando, Popi Andriani, and Hidayani Syam 2024). The results of the Oce-Card attractiveness test showed high scores in the range of 85–95%. This proves that Oce-Card not only helps students understand the material better but also fosters a sense of pride and concern for local culture. With Oce-Card, learning becomes more interesting and students' awareness of the importance of preserving culture increases.

Oce-Card media is able to improve the knowledge of local wisdom of the Osing Kemiren Tribe. This is based on the results of the Oce-Card media effectiveness test using the Paired Samples T-Test method which compares the difference in average pretest and posttest scores. The average difference between the two groups is -9.58 with a standard error of SE = 0.484 and an effect size of Cohen's  $d = -3.30$ . These results show a very large effect which confirms that changes in students' understanding of the local wisdom of the Osing Tribe are very significant in practice. The theory that can be used as a basis for studying the effectiveness of Oce-Card media is Bloom's Taxonomy Theory (1956) which consists of remembering, understanding, applying, analyzing, evaluating and creating. Before using Oce-Card media, many students were not familiar with various local wisdoms of Banyuwangi such as mepe kasur and angklung paglak. However, after learning using Oce-Card media, students not only recognize the culture (remembering), but also understand its origins and meaning as part of cultural preservation (understanding). The images and illustrations presented in Oce-Card support understanding by providing a visual context that clarifies the meaning of the material. This is because students can see the visual representation of Osing culture directly and explore the material independently through the interactive features on Oce-Card media. The integration of visual and text information helps students understand concepts more concretely.

Oce-Card media invites students to analyze various materials through reflection questions available in each section (analyze). This process then encourages them to evaluate the importance of preserving local wisdom, especially in Banyuwangi (evaluate). Students not only receive information passively but also allow students to explore information independently in accordance with the principles of active learning and constructivism. This learning, if continuously developed, can encourage students to create new ideas related to cultural preservation such as creative projects or educational campaigns (create). Thus, reviewed based on Bloom's Taxonomy, Oce-Card media not only increases students' knowledge but also develops critical thinking skills.

Increasing knowledge through card media is not only found in the Oce-Card media in national identity material, but also in several other subjects. The use of illustrated norm card media has been proven to help students understand and master the main concepts of norms in everyday life better (Jati and Fitria 2024). There was an increase in the chemistry learning outcomes of students who used the Problem Based Learning (PBL) model and the Scientific Approach with card media, where the average pre-test score of 27.2 increased to 63.95 and 72.5 in both experimental classes (Silaban et al. 2020). The use of picture cards in learning has been proven to improve student learning outcomes. This increase can be observed through increased student understanding and increased active participation in the learning process (Musdalifah et al. 2021). Based on the results of the effectiveness test and analysis of studies by other researchers, the Oce-Card media is able to act as a learning medium that can increase knowledge of local wisdom. Overall, the results of this study indicate that the Oce-Card media meets the aspects of feasibility, attractiveness, and practicality. Expert validation shows the

category of "Very Feasible," while student responses show an increase in learning motivation. Ease of use for students and teachers confirms the practicality of this media. Oce-Card is an effective alternative in improving students' understanding of the local wisdom of the Osing tribe in Kemiren and can be an innovative learning strategy in preserving local culture.

#### 4. CONCLUSION

Oce-Card media as a technology and culture-based learning innovation has significant implications in improving students' understanding of local wisdom and strengthening national identity. By combining augmented reality technology and an interactive approach, Oce-Card not only makes learning more interesting but also encourages students to be more active in exploring the culture of the Osing Kemiren Tribe directly. The implications of using this media are seen in improving students' cognitive understanding, which is reflected in the evaluation results before and after using Oce-Card, as well as in the affective aspect that builds a sense of pride and concern for local cultural heritage. In addition, pedagogically, Oce-Card supports the constructivist learning model by providing visual-based learning experiences and direct practice, which strengthens understanding of concepts more deeply. However, the implementation of this media also requires infrastructure readiness, such as devices that support augmented reality and a stable internet connection, so there needs to be an adaptation strategy so that it can be used more widely and inclusively in various learning conditions.

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