

Internalizing Legos of Buginese People into Project Based Learning Model

Nasruddin¹, Jumaisa²

Institut Agama Islam Negeri Parepare

Article Info

Article history:

Received: 27 April 2024

Published: 1 July 2024

Keywords:

Lego-lego, Project Based Learning, Education

Abstract

The purpose of this study is to reveal the concept of lego-lego in the project-based learning model. This study is a literature that uses a conceptual approach and focuses on the combination of the Project Based Learning model with intrinsic values in society, especially in South Sulawesi. Types and sources of data are obtained from primary data in the form of documents related to learning models based on Project Based Learning. Lego-lego can provide learning values so as to develop various skills and visual intelligence, creativity, and character of learners in completing their tasks.

This is an open access article under the [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)



Corresponding Author:

Nasruddin

Institut Agama Islam Negeri Parepare

Email: nasruddinsoni@iainpare.ac.id

1. INTRODUCTION

The learning process in class requires communication between educators and students[1]. In the world of education, a lecturer has the task of transferring his knowledge to students so that they know how to develop knowledge and can change the situation of students from not knowing how. Education is considered the most important thing that influences national economic growth through increasing the productivity of human resources and education is also seen as an important role in ensuring the development and sustainability of the country.[2]. Investing in education is essential for economic growth and development. Education can positively influence the quality of life and labor market outcomes for individuals, as those with higher levels of education tend to gain more opportunities and higher wages in their careers[3].

Education management can improve the quality of the process[4], while product quality is driven by resources such as educators and students[5]. Education is said to be of quality if learning takes place efficiently and effectively, covering all aspects of education such as teaching objectives, teachers and students, learning materials, teaching and learning strategies or methods, props and tools as well as evaluation. Several factors can influence the success of training, one of which is the lecturer's willingness to guide students through the learning process[6], [7].

Transmission of learning material in the teaching and learning process requires a communication process. With an appropriate approach, students will be more effective in getting the message being transmitted. A lecturer is required to have various communication skills as a professional educator. In addition, relevant skills include teaching methods, material management, selecting different learning methods, ability to prepare teaching aids/media, attitudes, and others. A conducive learning atmosphere is determined by the teacher, because students can have fun while studying. Responding to this reality, educators must improve the quality of teaching practices. One effort is to build a Project Based Learning model. This model is a learning model in which work consists of assignments and is based on critical questions[8].In project-based learning, learning material will be explored, assessed, delivered and produced well. In the project context,

students are required to find out and understand the context together[9], [10]. Project-based learning is an in-depth investigation of a real-world topic, and provides students with the opportunity to explore material using various methods that are meaningful to them, and collaborate well.

Re-developing students' creativity, motor skills, concentration abilities and perseverance are the beneficial values that can be obtained from the lego-lego concept[11], [12], [13]. If implemented, this model provides students with many opportunities to make decisions in selecting topics, conducting research and implementing specific projects. Learning uses projects as a learning method for students to work in an authentic way, as if there is a real world that is capable of producing realistic products which of course are always in line with cultural values such as those in South Sulawesi by using the lego-lego method in the learning process effective and fun. This research is interesting to carry out because lego-lego as part of the local wisdom of South Sulawesi can be used as Project Based Learning. Learning based on local wisdom is very important in education because it has several benefits, such as maintaining local cultural and historical values which become identity and guidance in acting appropriately in life; increasing the sense of local wisdom in the surrounding environment and as an effort to maintain the existence of local wisdom amidst the rapid flow of globalization; improve knowledge, attitudes and skills for students; equip students to face all problems outside of school; building noble character and instilling a sense of love for local wisdom in the area[14]. Thus, learning based on local wisdom can help students to better understand and appreciate local culture and wisdom, and help them to become better and more responsible citizens. Thus, the aim of this research is to reveal the lego-lego approach in the Project Based Learning model

2. RESEARCH METHOD

This type of research is literature. Library research, or library research, is a data collection technique that involves reviewing books, literature, notes, and various reports related to a particular topic.[15]. Library research is a type of research carried out using literature, such as books, notes and reports, rather than through field research. Library research is a suitable way to produce scientific work, but not all students are ready to carry out this type of research. One reason is the lack of guidelines and examples that they can follow to carry out this research. 1. Discussion of library research in educational research includes definitions, activities, steps and examples. The steps in conducting library research include preparing equipment, collecting research materials, reading and taking notes, analyzing data, and presenting results3. Bibliographic sources can be obtained from books, journals, research reports and other relevant sources.[16]Bibliographic research is a valuable research method that can be used to collect information and data on a specific topic. It is a systematic way to collect, process and summarize data using certain methods and techniques to find answers to problems1. Library research is a research method without having to go directly to the field[17].

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

Lego-lego is a term used to describe the front of a traditional Bugis house in South Sulawesi, Indonesia[18]. This is the room where guests are received and entertained. The traditional Bugis house is called Bola Ugi, which is a wooden stilt house with a rectangular shape and tall pillars as support. The house is divided into three parts: the front (lego-lego), the middle (laleng), and the back (bola annasung). Each part has a different function. Lego-lego is a room where guests are received, while laleng pola is used as a family room or bedroom. Bola Ugi is unique compared to other

traditional houses in Indonesia, such as in Sumatra and Kalimantan. The Bugis consider Bola Ugi to be more than just a building; he embodies their philosophy of life, social strata, and cosmology.

Legos in Bugis traditional houses have several functions, including:

a) Receive guests

Lego-lego is a space where guests are received and entertained. It is considered a semi-public space where people can gather and socialize.

b) Communal space

In the past, lego-lego was used as a communal space for families and neighbors. People would sit together, chat and tell stories. This place is also a place for non-formal meetings, such as playing games and joking.

c) Transition space

Legos are a transitional space between the outside and inside of the house. This space functions as an area where people can take off their shoes and clean their feet before entering the house.

d) Supporting structure

Legos are an important part of the supporting structure of traditional Bugis houses. This serves as a support for the main stairs leading to the house.

e) Symbolic meaning

Lego-lego is the embodiment of the philosophy of life, social strata and cosmology of Bugis society. This reflects their belief in three levels of the universe, namely the upper world, middle world and lower world. Legos represent the middle world, where humans live and interact with each other.

In short, the lego-lego in the Bugis traditional house has several functions, including accept guest, functions as a communal space, acts as a transitional space, supports the structure, and embodies symbolic meaning.

3.2. Discussion

Project-based learning is a learning model where an educator provides space for students to ask questions and be active in class (Trianto, 2007). This model certainly uses projects which means that there is work that consists of tasks and is based on critical questions and providing solutions (Mawaddah & Anisah, 2015). The project learning model uses a contextual approach that encourages students' critical thinking (Suciani et al., 2018). The focus is on defining key questions, planning. Schedules, monitoring, test results, and assessment of experience that can solve problems and actively discuss solutions together (Rani et al., 2023). Technological capabilities are also needed to support this learning model (Maskur, 2020; Reswari, 2021; Septian et al., 2021). In the process, students' creativity increases in designing projects (Anggraeni et al., 2020). This is certainly very enjoyable because there is a transformation of independence that is obtained (Merta & Suardika, 2020). Critical thinking and self-skills are global competency standards that students must have (Dewi, 2021; Sanusi et al., 2020).

Students are required to master language and adapt to change (Greenhill, 2010; 2015). The based learning model is considered to have stages that enable students to work collaboratively in completing their assignments.

If the lego-lego culture in the learning process is built using the Project Based Learning model, there are six steps that need to be taken, including:

- 1) Defining a project related to the theoretical topic presented by the lecturer is carried out before entering the classroom or lecture hall, then continues with activities

where students ask about problem solving. Apart from the questions, students also have to find the right steps to solve the questions.

- 2) Plan the stages of completion of the teacher's project by grouping students according to the method of working on the project which is carried out proportionally. So that students are then involved in problem solving in discussion activities and even go directly into the field.
- 3) Plan project implementation by determining the steps and time limits between lecturers and students to complete the project. After the deadline, students can complete the preparation of the steps and implementation schedule. The time limit referred to here is tentative so that students have more freedom in completing the project.
- 4) Completion of projects with lecturer supervision through monitoring student performance in project implementation and realization carried out by educators in solving problems outside school hours. Students can consult with teachers not only during study hours.
- 5) Report preparation and presentation/publication of project results are carried out through discussions outside the classroom to check the completion of assignments for students. Ongoing discussions are used as reports as material for contact with other people.
- 6) Project evaluation and project results become a record of improvements to improve the quality of learning to be more effective and efficient

4. CONCLUSION

Lego-lego is a gathering place for the Bugis community, where they gather to discuss various aspects of life. This is a symbol of the communal character of the Bugis people, because they are a people who like to gather together. Lego-lego is specifically an internal part of a traditional Bugis house, which functions as a transition area from outside to inside, and can be categorized as a semi-public space. Through Lego-lego, people can learn about the concept of togetherness and the Bugis way of life. As a result, Lego-lego is an important part of Bugis culture and serves as a gathering place for the community to discuss various aspects of life. The use of the Lego concept is very relevant in building Project-Based Learning, namely a teaching method where students learn to actively involve themselves in projects assigned in the field. In this learning model, students are given a project consisting of assignments and case studies provided by educators to be completed within a certain time. They demonstrate their knowledge and skills by creating public products or presentations for real audiences. In conclusion, project-based learning focuses on students so that they are encouraged to learn through questions or challenges that are interesting and related to the curriculum. Internalization of Legos can be involved as a dynamic classroom approach where students gain in-depth insight and content and develop important skills through investigating and responding to given cases, problems, or complex challenges over an extended period of time by utilizing semi-public spaces and the attitude of togetherness is also obtained from the value of Legos. Within that space, there is a place where many languages and stories are shared.

5. BIBLIOGRAPHY

- [1] S. P. Prasetya, "Memfasilitasi Pembelajaran Yang Berpusat Pada Siswa," *Pendidik. Geogr.*, vol. 12, no. 1, 2014.
- [2] S. Puspasari, "Pengaruh Partisipasi Angkatan Kerja Terdidik Terhadap Pertumbuhan Ekonomi di Indonesia: Perspektif Modal Manusia," *J. Ilmu Adm. Media Pengemb. Ilmu dan Prakt. Adm.*, vol. 16, no. 2, 2019, doi: 10.31113/jia.v16i2.500.

- [3] J. J. S. Mongan, "Pengaruh pengeluaran pemerintah bidang pendidikan dan kesehatan terhadap indeks pembangunan manusia di Indonesia," *Indones. Treas. Rev. J. Perbendaharaan Keuang. Negara dan Kebijakan. Publik*, vol. 4, no. 2, 2019, doi: 10.33105/itrev.v4i2.122.
- [4] W. K. Damayanti, E. Sujana, A. Ahmad, and R. Tanjung, "Implementasi Manajemen Sekolah dalam Meningkatkan Mutu Proses dan Lulusan," *JIIP - J. Ilm. Ilmu Pendidik.*, vol. 5, no. 2, 2022, doi: 10.54371/jiip.v5i2.450.
- [5] A. Basyit, "IMPLEMENTASI MANAJEMEN MUTU PENDIDIKAN ISLAM," *Kordinat J. Komun. antar Perguru. Tinggi Agama Islam*, vol. 17, no. 1, 2018, doi: 10.15408/kordinat.v17i1.8102.
- [6] U. Usman, S. Halifah, A. Abbas, and S. Syamsidar, "Religious Digital Literacy in Islamic Higher Education: Student-Perceived Benefit," *Sosiohumaniora*, vol. 25, no. 1, p. 98, 2023, doi: 10.24198/sosiohumaniora.v25i1.41113.
- [7] A. Anwar and A. Abbas, "Media Siber sebagai Sarana Komunikasi dalam Pelaksanaan Kehumasan Perguruan Tinggi Keagamaan: Eksistensinya di IAIN Parepare," *Sang Pencerah J. Ilm. Univ. Muhammadiyah But.*, vol. 9, no. 2, pp. 375–384, May 2023, doi: 10.35326/pencerah.v9i2.3105.
- [8] N. W. Rati, N. Kusmaryatni, and N. Rediani, "Model pembelajaran berbasis proyek, kreativitas dan hasil belajar mahasiswa [Project-based learning model, creativity and student learning outcomes]," *JPI J. Pendidik. Indones.*, vol. 6, no. 1, 2017.
- [9] Thomas, Mergendoller, and Micheaelson, "Model Pembelajaran Berbasis Proyek, Kreativitas Dan Hasil Belajar Mahasiswa," *J. Pendidik. Indones.*, vol. 6, no. 1, 2013.
- [10] D. P. Hartono and S. Asiyah, "PjBL untuk Meningkatkan Kreativitas Mahasiswa: Sebuah Kajian Deskriptif tentang Peran Model Pembelajaran PjBL dalam Meningkatkan Kreativitas Mahasiswa," *J. Dosen Univ. PGRI Palembang*, vol. 2, no. 1, 2018.
- [11] H. Wardanni, N. Nurdalilah, H. A. Nasution, H. Hidayat, and R. Ramadhani, "Media Pembelajaran Permainan Lego Dalam Meningkatkan Pemahaman Matematika Siswa Pada Materi Pecahan Di SMP Swasta Pembangunan," *J. Altifani Penelit. dan Pengabd. Kpd. Masy.*, vol. 2, no. 1, 2022, doi: 10.25008/altifani.v2i1.192.
- [12] Murnie, "OPTIMALISASI PEMBELAJARAN DARING DI SEKOLAH DASAR: Sebagai Respon dari New Normal di Era Covid 19," *Equity Educ. J.*, vol. 2, no. 2, 2020, doi: 10.37304/eej.v2i2.1852.
- [13] N. L. D. S. Dewi, G. W. N. Utami, and I. G. N. P. Wardhana, "PERSEPSI SISWA TERHADAP PEMBELAJARAN SIMPLE PRESENT TENSE MENGGUNAKAN ALAT PERMAINAN LEGO SEBAGAI MEDIA PEMBELAJARAN," *J. PAJAR (Pendidikan dan Pengajaran)*, vol. 6, no. 4, 2022, doi: 10.33578/pjr.v6i4.8833.
- [14] N. D. Zamzami, N. Nurhayati, M. W. Sofiyulloh, M. Salimi, and U. S. Maret, "Kearifan lokal menjadi salah satu bagian yang penting diberikan pada satuan pendidikan agar peserta didik tidak kehilangan nilai dasar kulturalnya , tidak kehilangan akar sejarahnya serta memiliki wawasan dan pengetahuan atas penyikapan realitas," pp. 346–352, 2016.
- [15] P. Yaniawati, "Penelitian Studi Kepustakaan," *Penelit. Kepustakaan (Library Res.*, no. April, 2020.
- [16] J. Danandjaja, "Metode Penelitian Kepustakaan," *Antropol. Indones.*, vol. 0, no. 52, 2014, doi: 10.7454/ai.v0i52.3318.
- [17] M. Sari and Asmendri, "Metode Penelitian Kepustakaan (Library Research)," *Penelit. Kepustakaan (Library Res. dalam Penelit. Pendidik. IPA*, vol. 2, no. 1, 2018.
- [18] A. M. Akbar and N. Setiawati, "Analisis Karakteristik Spasial Ruang dan Bentuk Fasad Rumah Tradisional Paneng-Paneng di Kabupaten Sidrap Berdasarkan Konsep

- Nilai-Nilai Islam,” *J. Linears*, vol. 6, no. 1, pp. 1–10, 2023, doi: 10.26618/j-linears.v6i1.9890.
- [19] H. Anggraeni, C. S., Hidayati, N., Khoirulliaty, K., & Farisia, “Trend pola asuh orang tua dalam model pembelajaran blended learning pada masa pandemi covid-19. Al-Hikmah:,” *Indones. J. Early Child. Islam. Educ.* 4(2), 109–119., 2020.
- [20] Anwar, A., & Abbas, A. (2023). Media Siber sebagai Sarana Komunikasi dalam Pelaksanaan Kehumasan Perguruan Tinggi Keagamaan: Eksistensinya di IAIN Parepare. *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton*, 9(2), 375–384. <https://doi.org/10.35326/pencerah.v9i2.3105>