

Development of Class VI Elementary School Thematic Teaching Materials Based Local Wisdom

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ABSTRAK

Bahan ajar yang digunakan oleh guru belum ada yang dapat menumbuhkan nilai-nilai moral pada siswa, maka perlu adanya materi pembelajaran yang mengenalkan budaya atau kearifan lokal masing-masing daerah. Tujuan dari penelitian ini adalah untuk mengetahui kelayakan bahan ajar tematik sekolah dasar kelas VI Tema 1 berbasis kearifan lokal di Kabupaten Rembang. Metode penelitian ini mengacu pada teori Borg dan Gall, dengan menggunakan tujuh langkah pelaksanaan penelitian yakni pengumpulan informasi, perencanaan penelitian, mengembangkan produk awal, pengujian lapangan, revisi, validasi, perbaikan akhir. Teknik pengumpulan data yang digunakan adalah teknik observasi, wawancara, dan angket. Analisis yang digunakan dalam penelitian ini adalah analisis kuantitatif dan kualitatif meliputi observasi pembelajaran dan validasi produk bahan ajar. Sumber data pada penelitian ini adalah siswa kelas VI dan guru di kecamatan Rembang. Kelayakan produk dilihat dari hasil validasi ahli materi dan ahli bahasa serta dikuatkan dari hasil angket respon guru dan peserta didik. Dari proses validasi ahli materi diperoleh hasil rata-rata 3,41 dengan persentase 85% dan kategori sangat baik. Validasi ahli bahasa memperoleh hasil 90% dengan rata-rata 3,6 dan kategori sangat baik. Berdasarkan hasil validasi maka bahan ajar tematik berbasis kearifan lokal Rembang dinyatakan layak untuk digunakan dalam proses pembelajaran. Untuk hasil respon guru diperoleh hasil rata-rata 3,85 jumlah skor 3466 dengan kategori sangat baik. Untuk hasil

respon peserta didik diperoleh hasil rata-rata 3,94 dan jumlah skor 568 dengan kategori sangat baik. Berdasarkan hasil validasi dan dikuatkan dengan hasil respon peserta didik dan guru maka bahan ajar tematik berbasis kearifan lokal Rembang dinyatakan layak untuk digunakan dalam proses pembelajaran.

ABSTRACT

There are no teaching materials used by teachers that can foster moral values in students, so it is necessary to have learning materials that introduce the culture or local wisdom of each region. The purpose of this study was to determine feasibility of thematic teaching materials for elementary school class VI theme 1 based on local wisdom. This research method referred to the theory of Borg and Gall, using seven steps or research implementation, namely potentials and problems, research planning, developing initial product, field testing, revision, validation, and final improvement. The data collection techniques used were observation, interview, and questionnaire techniques. The analysis used in this research is quantitative and qualitative analysis including learning observation and validation of teaching material products. Sources of data in this study were grade VI students and teachers. From the material expert validation process obtained an average result of 3,41 with percentage of 85% and very good category. The validation from linguists obtained 90% result with an average 3,6 and very good category. For the result of teacher responses obtained an average result of 3,85 total score 3466 with very good category. For the result of the response students, the average result was 3,94 and the total score was 568 in the very good category. Based on the result of the validation and reinforced by the result of the responses of student and teachers, the thematic teaching materials based on local wisdom of Rembang were declared suitable for use in the learning process.

Introduction

The Indonesian nation is currently using the 2013 curriculum. The 2013 curriculum emphasizes the development of learning experiences for students so that they are able to master the required competencies. Learning curriculum 2013 emphasizes aspects of the learning experience that match interests, talents, and

contextual (Mulyadin, 2016; Subadi et al., 2013). Learning that is currently carried out in Indonesia by implementing the 2013 curriculum is integrated learning in a single theme which is often called thematic learning (Indriani, 2015; Sari & Syamsi, 2015).

Thematic learning is defined as learning that is arranged based on certain themes in combining several lesson content, so that it can provide meaningful experiences to students (Estuwardani & Mustadi, 2015; Tinja et al., 2017). According to (Sarjono Owon, 2017; Tinja et al., 2017), thematic learning is learning that links or combines several basic competencies and indicators of the core competencies of several subject matter content into one unit packed in one theme.

Thematic learning is carried out based on a theme and is used to link several subject concepts, so that children will be more easily understand a concept, because it is only based on one theme for several lessons taught. In carrying out thematic learning, a teaching material is needed that accommodates the local area so that children learn in real or contextual ways (Perwitasari et al., 2018). In order to create contextual learning, it is necessary to identify elements of local culture (local wisdom) in learning resources to make the class active in order to achieve meaningful learning experiences that are packaged through themes in the learning process (Saidah & Damariswara, 2019; Sarjono Owon, 2017).

However, in reality, based on the results of the analysis of students' books on theme 1 in class VI, it was found that the learning materials had been adjusted to the characteristics of students, but there was still a need for learning materials that introduced the culture or local wisdom of each region. Good learning is contextual learning to make it easier for students to associate learning material with the conditions they will experience themselves. One of the solutions offered to overcome the above problems is to develop their own teaching materials. The teaching materials produced by the teacher are expected to be in accordance with the potential of the region because teaching materials are the most important element in the learning process (Indrawini et al., 2017; Mukmin & Zunaidah, 2018).

Cultivating the noble values of regional culture in children is very important in order to provide provisions for moral values that will be faced by children in the future. Local wisdom-based education provides knowledge, skills, and attitudes to students so that they have knowledge of environmental conditions. By using teaching materials based on local wisdom, learning will be more contextual so that learning is more meaningful (Arum & Wahyudi, 2016; Husada et al., 2020).

Teaching materials are a set of materials arranged in a structured manner so as to create an enabling environment or atmosphere so that they learn well in order to achieve the expected learning objectives (Lestariningsih & Suardiman, 2017). In line with that, according to the teaching material it is a set of subject matter that can help achieve curriculum goals that are arranged systematically and intact so as to create a pleasant learning environment, facilitate learning, and teachers teach (Arum & Wahyudi, 2016; Husada et al., 2020). Linking teaching materials with regional cultural elements is expected to be able to increase love for the region.

Local wisdom consists of 2 words, namely wisdom (wisdom) and local (local). Local means local and wisdom means wisdom. Local wisdom can be defined as ideas, values, local views that are wise, of good value, wisdom planted and followed by community members (Saidah & Damariswara, 2019; Tinja et al., 2017). Values that are considered good and true that have been passed down from generation to generation and implemented by the community concerned as a result of the interactions that occur between humans and their environment are said to be local wisdom (Lestariningsih & Suardiman, 2017).

Thematic teaching materials based on local wisdom have advantages over general teaching materials, namely that in addition to providing information in the form of knowledge to students, teaching materials based on local wisdom can also foster moral values and character in students. Wisdom is in the form of values, for example religious values which are very thick with inter-religious tolerance and knowing that students' religious holidays become more religious by living and loving the religion they adhere to (Permadi & Adityawati, 2018). Whereas local wisdom in the form of non-values is entered during the learning process, and local culture, for example through historical buildings, will add to the love of the region and the potential of students will remain firmly maintained even in the midst of the swift current of globalization, this is in accordance with the core competencies expected by the 2013 curriculum (Nurafni et al., 2020; Sutriyati et al., 2019).

This research is supported by relevant previous researches, namely research conducted by (Lestari et al., 2017) those who obtained the mean validity with a percentage of 88.6% were categorized as very valid for student books and the mean validity with a percentage of 86.8% was categorized as very valid for teacher books. The next relevant research is research conducted by (Weriyanti et al., 2020) who obtained the validity of teaching materials with an average of 3.56, including the very valid category and research conducted by (Yati & Amini, 2020) who obtained the validity of teaching materials with an average of 4.24, including the very valid category.

Based on the relevant previous researches explanations, the novelty of this research is to develop thematic teaching materials for class VI based on local wisdom. The purpose of this study was to determine the feasibility of thematic teaching materials for elementary school class VI Theme 1 based on local traditions in Rembang

Regency. With the existence of teaching materials based on local wisdom, it is hoped that it can add a sense of nationalism or a sense of love for regional culture in the hearts of students, so that local culture is not easily lost in this era of globalization.

Method

This research is a research on the development of thematic teaching materials for class VI elementary schools. This research used a research and development design with seven implementation steps referring to the theory of Borg and Gall. The 7 steps in the research are (1) information gathering, (2) research planning, (3) developing the initial product design, (4) product design validation, (5) product design revision, (6) product testing, (7) revision of product test results.

Thematic teaching material trials were conducted to determine the level of validity of teaching materials. The subject of this research is thematic teaching materials in grade VI elementary school, this teaching material as a subject will be assessed by experts, teachers and students. While the object of this research is the validity of thematic teaching materials for class VI elementary schools which will be developed. The data collection method used is the data collection method by giving a questionnaire or questionnaire.

In this study, the data collection instrument used was a rating scale collection instrument which consisted of using an expert validation questionnaire, a student response questionnaire and a teacher response questionnaire. In the linguist validation questionnaire consisted of 17 statement items with assessment indicators in the form of material suitability with KD, material accuracy, material up-to-date, character assessment. The linguist validation questionnaire consists of 5 statement items with assessment indicators in the form of straightforward, communicative, straightforward, interactive, and conformity to the development of students. The response questionnaire for the teacher consisted of 18 statement items and the student response questionnaire consisted of 8 statement items.

The data that has been obtained are then analyzed using qualitative and quantitative descriptive statistical analysis methods and techniques. Qualitative descriptive statistical analysis method is used to process data in the form of suggestions given. Meanwhile, the quantitative descriptive statistical analysis method was used to analyze the data in the form of scores obtained through questionnaires.

Result and Discussion

Expert validation is carried out to provide an assessment of the validity of teaching materials in terms of material and language aspects as well as to obtain criticism and suggestions from the validator as well as for the revision of teaching material products. The validators of teaching materials are Irfai Fathurrohman and Peni Nurwati, as lecturers of Master of Basic Education at Muria Kudus University and elementary school teachers. The validation of teaching materials was carried out on July 20, 2020 and July 26, 2020.

Expert validation for the feasibility aspect of the material content consists of the suitability of the material with KD, the accuracy of the material, the up-to-date of the material, and the character assessment. From the aspect of language feasibility, there are 4 assessment indicators, namely straightforward, communicative, interactive, conformity to the development of students. Overall, the expert validation questionnaire from the material and language aspects contained 22 statement items. The scores for each aspect of the questionnaire assessment were 4 (very good), 3 (good), 2 (moderate), 1 (poor). The results of the validation of material aspects and the language of teaching materials can be seen in Figure 1.

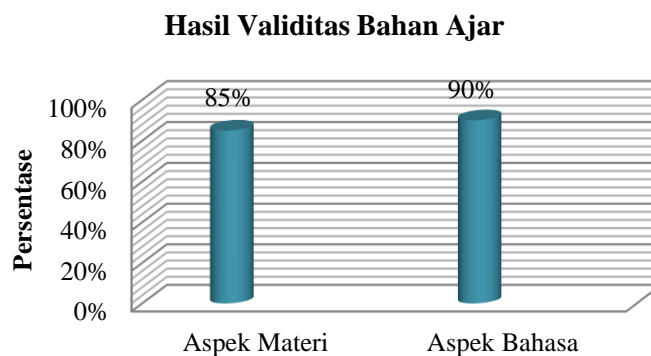


Figure 1. the results of the validation of the material aspects and language of the teaching materials

From the aspect of the feasibility of the material in thematic teaching materials based on local wisdom, Rembang Regency obtained an average score of 3.41 with a percentage of 85% in the very good category. and the aspect of language feasibility in thematic teaching materials based on local wisdom. Rembang Regency obtained an average score of 18 with an average score of 3.6 with a percentage of 90% in the very good category.

The results of the validation from the aspect of language eligibility were 4 assessment indicators with 5 statement items. There are 3 items that get a score of 4 in the very good category, and 2 statement items get a score of 3 in the good category. This shows that the language used in teaching materials is interesting, clear, right on target, does not cause multiple meanings, and represents the content of the message or information to be conveyed according to the level of intellectual development of students.

Thematic teaching materials based on local wisdom get results with a very good level of validity because they have advantages compared to teaching materials in general, namely in addition to providing information in the form of knowledge to students, teaching materials based on local wisdom can also foster moral values and character in students. . Wisdom is in the form of values, for example religious values which are very thick with inter-religious tolerance and know religious holidays, so that students become more religious by living and loving the religion they adhere to (Permadi & Adityawati, 2018). Whereas local wisdom in the form of non-values is entered during the learning process, and local culture, for example through historical buildings, will add to the love of the region and the potential of students will remain firmly maintained even in the midst of the swift flow of globalization, this is in accordance with the core competencies expected by the 2013 curriculum (Nurafni et al., 2020; Sutriyati et al., 2019).

In addition, the existence of thematic teaching materials based on local wisdom makes it easier for educators or teachers to provide material, students can focus on learning the teaching materials that have been developed, so students will better understand the material presented by the teacher (Nugroho et al., 2019). This is supported by research conducted by (Putri et al., 2018) who obtained the results that the supplement of digital teaching materials in geography subjects with the topic of marine resources based on local wisdom got a validity level of 91.19% with a very good category.

In the validation process, the researcher received several suggestions from experts. This suggestion is used to carry out the product revision process, so that product revisions are not carried out thoroughly but only in accordance with the validator's suggestions. The validator's suggestions can be seen in Table 1.

Table 1. The validator's suggestions

No	Suggestion
1	The color and writing sections should be light enough so that they can be read and seen clearly.
2	Please add local cultural content so that other materials are not crushed.
3	Try to write the reference source clearly if it is not a document in itself.

The results of the feasibility test are corroborated by a questionnaire on the responses of teachers and students. Distribution of teacher response questionnaires is given via Google form. This response questionnaire was given to teachers in the District of Rembang by sharing a link to fill in. The distribution of teacher response questionnaires via Google forms was carried out because of the Covid-19 pandemic. The results obtained from the distribution of this response questionnaire, namely from 18 statement items get a total score of 3466 and an average of 3.85 in the very good category. This confirms that the teaching materials from this development are easy to use by teachers because the learning instructions are clear, and there is a match between core competencies, basic competencies, indicators, and the material described.

The distribution of student response questionnaires was also carried out via Google forms and distribution of links to be filled out. Student response questionnaires were given to students in 6 schools in Gugus Wijaya Kusuma 2 and each school was represented by 3 students. The distribution of student response questionnaires via Google forms was carried out because of the Covid-19 pandemic. For the results of the questionnaire response of students in 6 schools in the Wijaya Kusuma 2 cluster got a score of 568 with an average of 3.94 and the category was very good. Based on the results of the validation which is strengthened by a questionnaire on the responses of teachers and students, it can be concluded that thematic teaching materials based on local wisdom are declared suitable for use in the learning process.

This developed teaching material is suitable for use because it is seen from the results of the validity test which has obtained a very good level of validity and this teaching material is able to create a good learning atmosphere in the learning process, according to the understanding that teaching materials are a set of materials that are structured so that an environment is created. or an atmosphere that allows the learning process to run well in order to achieve the expected learning objectives (Lestariningsih & Suardiman, 2017). In line with that, teaching materials are a set of subject matter that can help achieve curriculum goals that are arranged systematically and

intact so as to create a pleasant learning environment, facilitate learning, and teachers teach (Arum & Wahyudi, 2016; Husada et al., 2020). Linking teaching materials with regional cultural elements is expected to be able to increase love for the region.

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Based on the relevant previous research explanations, the novelty of this research is to develop thematic teaching materials for class VI based on local wisdom. With the existence of teaching materials based on local wisdom, it is hoped that it can add a sense of nationalism or love of regional culture in the hearts of students so that local culture is not easily lost in this era of globalization.

Conclusion

Based on the results of the validation and strengthened by the results of the responses of students and teachers, the results obtained from the feasibility aspect of the material in thematic teaching materials based on local wisdom of the sixth grade elementary schools in Rembang Regency received a very good category, and the aspect of language feasibility in thematic teaching materials based on local wisdom of class VI District Rembang got a very good category. Then the thematic teaching materials based on local wisdom of class VI Rembang elementary school are declared suitable for use in the learning process. Teachers are advised to implement teaching materials that have been developed, with the existence of teaching materials based on local wisdom it is hoped that it can add a sense of nationalism or a sense of love for regional culture in the hearts of students so that local culture is not easily lost in this era of globalization.

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