

Development of Teaching Materials Based on Local Wisdom in Tanjung Batu District on the Subtheme of Work Around Me in Grade IV of Elementary School

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Abstract: This study aims to produce teaching materials for local wisdom of Tanjung Batu Ogan Ilir on the subtheme Work Around Me in grade IV elementary school. These teaching materials are in accordance with the characteristics of students and help students obtain better learning outcomes. The method used in this study is the development method. The subjects in this study were grade IV students of SD Negeri 07 Tanjung Batu. This development research uses a rowntree development model consisting of planning, development and assessment. Data collection techniques in this study include validation sheets, questionnaires and student learning outcomes tests. Expert testing is carried out by linguists, materials and learning design. The results of the validation of teaching materials produced meet the validation requirements in accordance with thematic learning and student characteristics. One-on-one trials and small group tests are carried out to determine the quality of teaching materials. The test results are categorized as very good. Student learning outcomes in the use of teaching materials are categorized as high. So, it can be concluded that the teaching materials in the Work Around Me subtheme based on Tanjung Batu local wisdom in class IV that were developed are teaching materials that are in accordance with student characteristics, and help students obtain better learning outcomes.

Keywords: Development, Learning, Local Wisdom, Teaching Materials

A. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Pristiwanti et al., 2020). Education greatly determines the quality of a nation, as stated by Hasbullah, (2018) that education is the main means in an effort to improve the quality of human resources. Without education, it will be difficult to obtain quality human resources. Furthermore, it was also explained that education is a process for students to continue until students become moral adults (Hasbullah, 2018).

Realizing this, the government is very serious about handling the field of education, for example with the 2013 curriculum. In the 2013 curriculum of education in elementary schools, learning is carried out for 6 hours of lessons per day with a fairly large portion of learning which is 36 hours of lessons per week. In the national education system Number 20 of 2003 it is stated that education is carried out by developing a culture of reading, writing and arithmetic for all citizens. Currently, the 2013 curriculum has been implemented starting from the 2013/2014 academic year and its implementation is regulated in Peraturan Kementrian Pendidikan dan Kebudayaan Number 81 A of 2013 (BSPN, 2006).

In the 2013 Curriculum, learning is carried out with an integrative thematic model and scientific approach. Integrative thematic learning is an approach used in the learning process that integrates several competencies and subjects into various themes (Alawiyah, 2013). Local wisdom is a strength or potential of a particular area in the form of culture, natural resources and human resources, which characterize the area. This is in line with Fajarini, (2014), local excellence is product, art creations, traditions, culture, services, services, natural resources, human resources or others that are the advantages of a region. According to Alawiyah, (2013) local excellence is a process of realizing the increase in value of a potential region to become products/services or other works of high value that can increase the income of each region without exception, are unique and have comparative advantages.

One of the duties of a teacher is to create an active and fun learning atmosphere. One way to make learning fun is to use fun teaching materials, namely teaching materials that can make students feel interested and happy learning these teaching materials (Lestari, 2013). Teaching materials are a set of materials or learning materials that are arranged systematically to be used in the learning process in accordance with the competencies and learning objectives to be achieved by students (Magdalena et al., 2020). Cahyadi, (2019) suggests that teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities in class. The material in question is either written or unwritten. Meanwhile, according to Nurdyansyah, (2018) teaching materials are basically all materials (both information, tools, and texts) that are arranged systematically, which display the complete figure of the competencies that students will master and use in the teaching furniture process with the aim of planning and reviewing learning implementation.

B. Methods

In this study, the method used is the development research method. The development research method is a scientific way to research, design, produce and test the validity of products that have been produced (Sugiono, 2008). The product developed by the researcher is teaching materials based on Tanjung Batu local wisdom in the Subtheme of Work Around Me in grade IV elementary school. The stages of this research refer to the Rowntree development model. Because the

Rowntree model is more specific, short, clear and aims to produce products, especially teaching material products (Fajarini, 2014) .

The subjects in this study were grade IV elementary school students. The research subject is selected in accordance with the development objectives, namely the subject requires a development product for the learning process in the form of teaching materials based on local wisdom (Hazmi, 2019).

The stages taken to analyze data on learning test results, namely pretest and posttest, each of which is first to give a score to student answers based on the number of correct answers with a range of 0-100. Second, enter each student's score into the counting table or tabulate the student's score. Third, calculate the gain score of each student with the following formula:

$$g = \frac{S_{\text{post}} - S_{\text{pre}}}{S_{\text{max}} - S_{\text{pre}}}$$

information:

g : Gain
 S_{postest} : Score Posttest
 S_{pretest} : Score Pretest
 S_{maximum} : Score Maximum

C. Results and Discussion

In the Rowntree model, there are three stages, namely: the planning stage, the development stage, and the evaluation stage (Pristiwanti et al., 2020). The development of this teaching material consists of several stages based on the Rowntree development model.

The first stage is planning which includes the formulation of learning objectives, analysis of learning needs and making learning implementation plans. Learning objectives will be prepared based on the material to be taught by formulating learning indicators first, at the planning stage there are also activities to analyze the needs of learners (students) which aim to find out what their needs are which are certainly related to the characteristics of grade I students and accurate information about why the need for the development of teaching materials. And the last is the preparation of a learning implementation plan in accordance with the 2013 curriculum (UNHAS, 2015).

The second stage is development which consists of developing teaching material topics, drafting teaching materials and producing prototypes of product types that will be used for learning. At the stage of developing this topic, researchers will develop teaching materials by adding or subtracting things that are considered inappropriate which refer to the Student Book. By making the design of the teaching materials first, then making or producing teaching materials that have been designed

by developing materials, images, and activities and the appearance of teaching materials (Cahyadi, 2019).

Furthermore, the third stage is the assessment of teaching materials that have been made. The assessment is carried out by learning experts, at this stage the researcher will find out the shortcomings of the product made, the shortcomings will be revised until they are really valid and in accordance with student needs (Riyanto, 2010). Products that have been assessed by validators will be evaluated in the form of individual evaluations (one to one) from the results of the evaluation if the product is still not in accordance with student needs, it will be revised again. After that, evaluate small groups. Just like in the one-to-one stage, revisions will be made if there are shortcomings. Furthermore, the teaching materials are tested into the field after several stages, the desired teaching material product is formed, which is practical, effective, and in accordance with student needs (Sukmadinata, 2013).

Teaching materials are very useful in learning, both for teachers and for students. For teachers, teaching materials are useful to guide what learning must be conveyed to students, making teaching and learning activities regular, conditioned, and directed. In addition to teachers, teaching materials are also useful for students, for students teaching materials are used to learn learning delivered by teachers and to become learning materials after learning activities at school (Gufron, 2013).

D. Conclusions

This development research aims to produce thematic learning teaching materials that are in accordance with the local wisdom of the Tanjung Batu Ogan Ilir area and in accordance with student characteristics in order to provide facilities in learning activities to be interesting, practical and effective in the 2013 curriculum analysis stage, analyzing teaching material needs, formulating learning objectives, preparing learning implementation plans and setting learning strategies. At the development stage through the process of developing topics and designing teaching materials. The evaluation phase goes through a process of expert validation, one-on-one testing, small group testing and field testing.

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