



Teaching-Material of Elementary Social Studies; Constructing a Powerful Approach to Local Wisdom in Indonesia

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Abstract

Learning is a process of active behavior, interactive and constructive. The learning process is used as a social context that needs attention. Social studies learning must be able to become and strengthen the values of local wisdom as a symbol of the character's identity of students. Then there needs to be an analysis of the development pattern of social science learning material materials based on local wisdom to shape student character. This study aims to describe the development of social science teaching materials based on local wisdom. The resulting teaching material products are developed by following Borg & Gall's. Product feasibility is measured through product validity, product practicality, and product effectiveness. The data collection techniques of this research were interviews, questionnaires, observations, tests, and documentation. The research results show that the development of social science learning materials based on local wisdom can help teachers in their efforts to understand students and connect learning material with the potential of the region. The development of social studies learning material based on local wisdom can help students understand their area's potential. This is based on the average pre-test score of 33,70 to 55,80. The average post-test score increased by an average score of 0.35, in the moderate category.

Keywords: *Culture Value; Developing Teaching Materials; Elementary school; Locally Values*

A. Introduction

The Indonesian nation is a nation that has a variety of regional cultures that are spread throughout the archipelago. This cultural diversity is a valuable asset owned by the Indonesian country and makes this nation different. However, along with the development and progress that occurs, the cultural values upheld and maintained by each region and the existing tribes are almost extinct (Sirajuddin, 2020). Foreign cultures quickly entered Indonesia, and people promptly accepted these changes so that local cultures were even alienated. The noble cultural heritage of the nation can only be inherited through the world of education. Education as a forum for cultural heritage cannot be separated from cultural values. Therefore, the educational atmosphere must support the implementation of cultural inheritance to the next generation. To create an appropriate educational atmosphere that can help cultural heritage, it is necessary to have teaching materials that support and are suitable for learning (Watkins & Noble, 2016).

Learning development by paying attention to the foundation of local culture or so-called local wisdom will have a more significant impact on the development of social studies learning

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(Uge, Neolaka & Yasin, 2019), and at the same time give attention to students concern for the use of the surrounding environment (Darong, Kadarisman, Basthomi, Suryati, Hidayati & Niman, 2020). In the effort to develop social studies, learning based on local wisdom is the basis of ethno pedagogical theory (Rasna & Tantra, 2017). Namely, the practice of education by developing local knowledge in various needs of the surrounding community. In this theory, local wisdom is a source of innovative behavior in realizing multiple community needs. Embodiments of this creative behavior include economy, agriculture, plantation, art, religion, customs, traditions, government, and others closely related to the community's needs (Berg, Grimstad, Skerlavaj & Cerne, 2017). Local wisdom is considered necessary and deserves to be used as a basis for the development of education and culture (Pornpimon, Wallapha & Prayuth, 2014). Local wisdom is possessed by certain ethnic groups obtained through community experience (Maretta, 2016). This means that local wisdom results from specific communities through their experiences and not necessarily experienced by other communities. These values will be very strongly attached to a particular society, and that value has gone through a long time throughout the existence of these communities.

Field facts prove that the social studies learning process at elementary school do not support connection to the material or concepts taught with the superior potential of the existing local culture. This means that it does not connect the learning process with the current local culture. It only focuses on the available textbooks. Based on preliminary observations and interviews with teachers at elementary schools, Kuningan, Indonesia. The data obtained information that the social studies of teachers only use learning resources from textbooks. This means that the teacher is the only source of information in the social studies learning process, namely as a Teacher Center. Teaching materials only focus on textbooks as a guide for students. Teaching materials do not refer to and adopt regional cultural excellence as an embodiment of local wisdom. The learning process does not arouse and foster students' interest in being careful about the utilization and maintenance of the surrounding environment.

Teaching materials are an essential part of the learning process. Teaching materials are used as an essential source of material information for teachers and students (Singer, 2019). The existence of teaching materials significant because the teaching material is a component that must be studied, observed, studied, and used as a material that will be mastered by students and can provide guidance at the same time to study it (Saglam, 2011).

The development of teaching materials based on local wisdom is developed to overcome difficulties experienced in schools (Kusmana, Wilsa, Fitriawati & Muthmainnah, 2020). The problem is in the form of inadequate availability of teaching materials according to local environmental conditions, so that the development of teaching materials based on local wisdom, must be adjusted to the competencies that students must master according to the demands of the curriculum (Pantic, & Wubbels, 2012).

Good teaching materials must meet the following requirements: 1) Teaching materials are arranged according to the applicable curriculum, 2) Teaching materials are prepared by experts in their fields, 3) The teaching materials should be equipped with activities that support thinking skills, process skills, attitudes and values, 4) Teaching materials should reflect aspects of the presentation material, materials, and readability by the level of development of students (Andambi, & Kariuki, 2013).

From the explanation above, the formulation of the problem that needs to be raised concerns developing social studies learning materials based on local culture at the elementary school level. This research is more focused on the development of teaching materials based on local wisdom

in local students in grade V Madrasah Ibtidaiyah (MI), namely on understanding the development of competency in historical material, environment, customs, local culture, religion, and other traditions in the area of the district, city, and province. The purpose of this research is expected to be able to develop social studies teaching materials at the primary level based on local wisdom that can be used as references for teachers in the learning process of Social Education.

B. Methods

Research Design

This research is research and development (RnD) that produces teacher teaching materials. In the research and development procedure, there are 10 steps (Borg & Gall, 2008). Including (1) conducting a preliminary study, (2) planning, (3) developing a draft product, (4) individual testing, (5) revising trial results, (6) limited trials, (7) refinement of products from limited trial results, (8) extensive implementation tests, (9) improvement of final products, and (10) dissemination and implementation.

Subject of Research

This research was conducted at an elementary school. Student of Class V students Madrasah Ibtidaiyah (MI) Kuningan-Indonesia served as research subjects. In addition, lecturers and teachers with social studies expertise are also the research subjects. The two subjects were used as an expert team to assess research and development products, namely teaching materials.

Procedures and Instruments

The data collection instruments used in this study were interview guidelines, a scale of product rating by experts, tests, and documentation. Expert validation aims to determine the validity and feasibility of the resulting product based on expert opinion.

Material expert validation is carried out to assess the suitability of the material with the competency standards and basic competencies contained in the syllabus and according to the characteristics of students (Tracey, 2009). Material experts also assess the grammar used in the teaching material products being developed. Validation is carried out on teacher teaching materials based on existing instruments. Design expert validation was carried out to assess the appearance of teacher teaching materials (Tracey, 2009). In the design expert assessment instrument, there are 10 points of indicators or aspects that are assessed against the teaching material. The maximum score for each indicator item is 4. Thus, the score for teaching materials is 40.

Field trials were carried out to determine the level of practicality of the developed teaching material products. Field trials were carried out three times, namely individual practices, small group trials, and field trials. Small group trials were carried out on 3 students, small group trials were carried out on 6 students, and field trials were carried out on 20 students. In each practice, a questionnaire was filled in to assess the legibility of the teaching material product being developed. In comparison, to find out how much students understand the material or concepts used as teaching material. Development was carried out by measuring the capacity to increase the results of pre-test and post-test.

Data Analysis

The data obtained in this study were analyzed using qualitative and quantitative analysis. The data analyzed included data need analysis, the feasibility of teaching materials, and the effectiveness of teaching materials. Data from interviews, observations, and literature studies

are used as a need analysis to develop teaching materials. 3 stages of data analysis were carried out in this study. Starting from data condensation, display data, the conclusion to verification (Miles, Huberman, & Saldaña, 2018).

C. Findings and Discussion

The results of the implementation of this study obtained several findings and information that serve as a reference in the effort to develop teaching materials based on local wisdom that is carried out at elementary school. More details can be seen in the following systematic explanation.

1. Preliminary Study

Based on the results of interviews with class V teachers of Madrasah Ibtidaiyah (MI) Kuningan-Indonesia, it was stated that the teacher had implemented the Curriculum 2013 (The National Curriculum in Indonesia) so that learning used an integrative thematic approach. The obstacle in implementing learning is that the teacher has not comprehensively understood the learning tools regarding the Curriculum 2013. It is still difficult to develop learning tools, especially teaching materials used in the learning process. The main teaching materials used are printed books provided by the government. Books that are used to support the Curriculum 2013 are published books. However, the quality of this book is not much different from books published by the government. The material presented is the same as the material that is in books published by the government. Affective aspects have not been developed. The aspects developed in supporting books are still dominant in cognitive and psychomotor aspects.

The teacher only follows what is in the student book. The teacher uses the student book as the main teaching material. The character of caring and student responsibility is still lacking. This can be seen when the observation was made. Some students cannot focus on carrying out discussion activities in class. Some students did not complete the assignment according to the time provided by the teacher. Students prefer to play first before doing assignments. Some students did not complete the assignment according to the instructions, such as instructions on working on the answer sheet, but some students worked on the question sheet.

So that In this preliminary study, Based on the analysis of observations and interviews, the problems that can be identified are as follows: The majority of teachers have never developed teaching materials, Teachers do not know the procedures for developing teaching materials, Teaching materials are not considered essential because they are accustomed to using teaching materials from publishers, and There has been no socialization or training on the development of teaching materials.

2. Planning

Researchers analyzed the substance of teaching materials to overview learning materials. Social Studies education began to be packaged and developed through basic competencies in class V in semester one.

This further explores the potentials of the research study area through literature analysis and literature study to obtain data and information on the condition and potential of the area used as the research location, namely the potential of the Kuningan regency. After conducting a literature study and documentation study, a survey for deepening was carried out using interview and questionnaire techniques for social studies teachers through the assistance of the curriculum

development team in the Madrasah Ibtidaiyah. This is done to determine the development of social culture-based social studies learning materials (local wisdom).

The next is to conduct an in-depth study of teaching materials or learning materials with local community leaders to obtain the data needed to develop teaching materials or learning materials based on local wisdom, with interview techniques and documentation studies. So that it can be systematically obtained the development of teaching materials or learning materials based on local wisdom Social Sciences Madrasah Ibtidaiyah.

3. Developing a Draft Product

Social studies learning materials based on local wisdom in class V Madrasah Ibtidaiyah were carried out in this stage. The preparation of learning material presented in this preliminary study is used as guidelines for preparing social studies teaching material in the initial draft.

Table 1. Analysis of Basic Competence

Basic competencies	Learning Materials / Materials	Local Wisdom Based Material
Have attention, maintain, and preserve it to various historical relics in the local area (Village, District, Regency, and Province).	Various historical relics/sites in the local area.	History and founding figures of the city or district
Read a map of the local area using a simple perspective	Read and determine maps of local environmental areas	Geographical location, brass district area, and map of the division of its territory
Describe the natural form of the regency or city and provincial environment and its relation to various socio-cultural types	The embodiment of the natural environment in the local area	Regional attractions, land, waters, and mountains of the district
Show and explain the various types of distribution of natural resources and the principles of their use for the economic needs of the local area	Various types of natural resources and their distribution in the local environmental area	Management and preservation of various natural resources in the Kabutan area
Respect cultural norms in the district and province	Respect the diversity of local cultural norms	Customs, traditions, arts, and food characteristics in the regency

4. Individual Testing

In individual testing, the practicality of teacher teaching materials reached 87%, with very practical qualifications from the trials conducted. Small group trials achieved a practicality percentage of 85% with qualifications very practical. Field trials achieved a practicality percentage of 97% with a qualification of Very Practical.

Table 2. Recapitulation of Practicality Level of Teaching Materials

Subject	Percentage (%)	Qualification
Individual Trial	87	Very Practical
Small Group Trial	85	Very Practical
Field Trial	97	Very Practical
Rata-rata	89	Very Practical

5. Revising Trial Results

In this stage, social studies learning materials have been arranged based on local wisdom, which will then be developed for more basic teaching material materials. The compilation of social studies teaching material materials can be seen in the following table:

Table 3. Preparation of Social Studies Learning Materials Based on Local Wisdom

Components of Teaching Materials	Description
Cover Teaching Materials	<ul style="list-style-type: none"> On the front page, the cover of learning material is made by giving an overview related to the conditions and potentials of the Kuningan regency area: the Kuningan Regency Hall, the Historical Text Building, the Linggarjati Agreement, the Highest Mountain in West Java, the Ciremai Mountain, the Darma Reservoir Dam, and the Agricultural land
The Substance of Teaching Materials	<ul style="list-style-type: none"> The history of the city of brass. The substance of the material includes the history of the founding of the city of brass, the royal lineage of the Aryan Kemuning up to the Head of the Kuningan Regency Pendopo. The natural manifestation of the Kuningan regency. The substance of these teaching materials includes Kuningan regency area, tourism objects in Kuningan regency area, Kuningan geographical location, mainland, water, and agriculture area of Kuningan regency. Natural resources. The substance of these teaching materials includes Natural resources in the Kuningan Regency, Management and Conservation of natural resources in the Kuningan Regency. Regional culture. The substance of this teaching material has: Customs, local traditions, traditional clothing, local arts, regional specialties and other things in the Kuningan regency
Student worksheet	<ul style="list-style-type: none"> Student worksheets are used as media and tools for students to understand better the teaching material that has been prepared
Competency Test	<ul style="list-style-type: none"> A competency test is used to find out and evaluate how far the understanding and mastery of teaching materials have been prepared

6. Limited Trials

At this step, a study of teaching materials in a basic and comprehensive manner then discussed them and asked for input from experts about the systematic, inland teaching material developed from basic competencies with the potentials of the local area. And also asked for input and opinions of teachers through the curriculum development team in the Madrasah Ibtidaiyah.

Improvements to teaching materials that have received input from experts and the curriculum development team.

Based on the assessment conducted by expert validation of teacher teaching materials, the total score reached 106. At the same time, the maximum total score was 116. Based on the total score, if presented, it reached a presentation of 91%. Suppose the presentation is converted into a conversion table that is in the very valid category. Meanwhile, the material expert's assessment of teacher teaching materials reached a total score of 71. The total score reached a percentage of 89% and was in the very valid category. Based on the assessment conducted by design experts, the total score for teacher material reached 30 with 75%. This percentage, if converted, is at a fairly valid level.

Table 4. Recapitulation of the Validity of Teaching Material Products

Validator	Percentage (%)	Qualification
Material expert	89	Very Valid
Design Expert	75	Enough Valid
Average Score	82	Very Valid

7. Refinement of Products from Limited Trial Results

The next step conducted a limited trial, Namely delivering teaching material to representatives of class V Madrasah Ibtidaiyah students, which aims to provide input to researchers about the extent of readability and ease of understanding this teaching material been compiled. Finally, the shortcomings can be known to be made revisions for the perfection of this teaching material. After this instructional material is arranged, validation is then carried out through experimental studies in class. Thus, the following is a systematic process of developing social studies teaching material based on local wisdom.

Table 5. Refinement of Products from Limited Trial Results

Teaching materials	Description	Repair
Cover Learning Materials/Learning Materials	On the front page, the cover of learning teaching material is made by providing pictures relating to the conditions and potentials of the Kuningan regency area, including Kuningan regency hall building, Linggarjati Agreement Manuscript Building, Ciremai Mountain, Darma Dam Dam and Aquatic Land and Agriculture District Region Brass	The layout and position of the image is adjusted to the size of the cover page
The substance of Materials/Learning Materials	The history of the city of Kuningan. The substance of teaching materials / learning materials about the history of the founding and formation of the city of Kuningan with the kingdom of the Duke of Arya Kemuning until the stakeholders in the Kuningan Regency Hall	Improvements to the substance of this teaching material: 1)The use of vocabulary and sentence structure is imperfect, there is still confusion, and the sentence writing is adjusted to Indonesian sentence structure, which is good.

		<p>2) We are adding the role and function and the royal lineage of the Duke of Arya Kemuning, Kuningan District.</p> <p>3) Add maps and images of each royal throne.</p> <p>4) Add tomb photo documentation, "patilasan" from the royal throne</p>
Student worksheet	Student worksheets are used as a measurement tool to help students understand the teaching materials that have been prepared	At this stage, there were no improvements or revisions
Kopetensis Test	Kopetensis test is used to find out and evaluate how far the understanding and mastery of teaching materials have been prepared	The improvement at this stage is the need to add substance to the questions because there is an expansion of the following learning material

8. Extensive Implementation Tests

Implementation at this stage that social science learning based on local wisdom is implemented in class V students of Madrasah Ibtidaiyah, with a sample of 23 students. The using the free Experimental Method approach. Namely by using a comparison of scores between pre-test scores and post-test scores. The experimental method was carried out by beginning with the provision of the pre-test questions. Furthermore, this learning material was implemented through social studies learning and ended with administering the post-test. This is done to find out and measure the amount of increased mastery of the material presented. Measurement of this increase is done using the gain index formula.

The application of this learning material trial can result in data about some improvement in students' understanding of social science learning materials based on local wisdom. This can be seen in the following table.

Tabel 6. Recapitulation of students' pre-test and post-test scores

Average Pre-Test Score	Average Post-Test Score	Average Gain Score	Boost Category
33,70	55,80	0,35	Moderate

9. Improvement of Final Products

The basis of the above analysis shows an increase in student understanding even though the category is moderate in learning social science learning teaching materials based on local wisdom. This can be seen in the acquisition of the average score of 33.70 on the Pree test score to 55.80 on the acquisition of the post-test score. With an average gain value index of 0.35. This indicates an increase even in the moderate category. This increase was obtained due to the planning and development of teaching materials. Social studies learning materials are designed

in such a way as to make it easier for students to learn by displaying pictures on the front page or cover. On some of the learning material, material to make students interested and motivated to understand it.

10. Dissemination and Implementation

Based on these results indicate that a significant change in the use of teaching material products used. The use of teaching materials based on local activeness is very effective. Then it can be continued at the socialization and implementation stage.

D. Conclusion

The results of this study can be learning material for local wisdom-based social studies education. Learning material can help teachers to connect learning material with the conditions and potentials of local wisdom. Other than that, learning materials based on local wisdom can help students understand the region's potentials. This can be seen by increasing students' understanding of social science education based on local wisdom, from an average score of pre-test 33.70 to 55.80, an average post-test score with an average score of improvement of 0.35, although in the moderate category.

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