



DEVELOPMENT OF THEMATIC TEACHING MATERIALS BASED ON LOCAL WISDOM IN GRADE IV ELEMENTARY SCHOOL OF NORTH ACEH REGENCY

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Abstract

In general, teaching materials and learning processes tend to be teacher-centered, while students only listen to what is conveyed by the teacher. So that the teaching materials used have less impact on improving student learning outcomes. From that tendency, researchers took the basis of research on students of Grade V Elementary School in North Aceh Regency with the aim to produce thematic teaching materials products based on local wisdom that are in accordance with the demands of KD / KI in the 2013 curriculum, further to find out the practicality of local wisdom-based thematic teaching materials that have been developed; and to find out the effectiveness of thematic teaching materials based on local wisdom that has been developed. Based on individual completion criteria, it can be determined that students who have completed their individual studies are known that classical completion has reached 88.00%. So that the results of learning classically are complete. In other words, it can be stated that student learning outcomes taught with thematic teaching materials based on local wisdom are higher than the learning outcomes of students taught with learning models that have been used by teachers.

Keywords: *Thematic Teaching Materials, Local Wisdom, Elementary School Curriculum*

A. Introduction

The curriculum is a learning guide to achieve educational goals. Arifin (Arifin, 2013, p. 5) says that the curriculum is a tool used to achieve an educational goal as well as a guide in learning at all levels of education. The curriculum always changes according to the development and changing times due to changes in technology, culture, science, value systems, and community needs. In order to achieve a good and quality education system, the curriculum in Indonesia is always developed from time to time.

With the implementation of the 2013 curriculum as the latest curriculum at this time, there is some hope as a form of improving the quality of education in Indonesia. However, in its implementation there are several obstacles, one of which is the limitation of teaching materials to support learning outside of textbooks from the Ministry of Education and Culture. This certainly causes problems in the implementation of learning, namely the purpose of education in the classroom cannot be achieved optimally, because the 2013 curriculum for elementary school level emphasizes thematic learning, namely learning that is in accordance with student practice and relevant to the level of needs and development of school level students. basis, without leaving their identity with their immediate environment.

In an effort to improve students' insight and experience, thematic learning can be integrated with the values of local wisdom in the student's living environment. Nadlir (2014: 323) explains that the importance of applying local wisdom values in learning is useful in increasing understanding and increasing students' knowledge so that they are more familiar with local wisdom in their environment, as well as a medium for instilling a sense of love for local wisdom in their area, and equipping attitudes and behavior that is in line with the values and rules that apply in the area around students.

However, in line with the results of Shufa's research (Shufa, 2018, p. 49) that the thematic learning materials provided by the Ministry of Education and Culture tend to display local local wisdom as a whole nationally, while local local wisdom itself is not necessarily known by students. Whereas a good learning process is learning that invites students to study the surrounding environment, namely learning from the student's own area, then learning from other areas as a whole. The learning material presented should be in accordance with the environment around the place of residence which will facilitate student understanding, especially for elementary school students whose way of thinking is still at the concrete operational stage.

According to Tinja (Tinja, Towaf, & Hariyono, 2017, p. 1258) "local wisdom is habits that are firmly embedded in the life of certain people that contain elements of high cultural values". Local wisdom-based learning is learning that teaches students to always be close to the concrete situations they face on a daily basis. Local wisdom-based learning can be used as a medium to preserve regional potential. One of the areas in Indonesia that has local wisdom is Aceh. Existing local wisdom such as historical places, traditional houses, traditional dances, special foods, and so on. So, by introducing local

wisdom itself, it is hoped that student learning outcomes will be maximized so as to create better behavior changes in the aspect of knowledge in particular.

B. Research Methods

This type of research is research and development (Research and Development). According to Rayanto (Rayanto & Sugianti, 2020, p. 20) development research is defined as a systematic study to design, develop and evaluate programs, processes and learning outcomes that must meet internal consistency and effectiveness criteria. Richey and Nelson (Hamdani, 2011, p. 24) say that the development research method is a systematic study of the design, development and evaluation of programs, processes and learning products that must meet the criteria of validity, practicality, and effectiveness. Then Sugiyono (Sugiyono, 2016, p. 38) that the development research method is a method used to produce a certain product by testing the effectiveness of the product.

This study refers to the ADDIE research and development model which consists of 5 stages, namely Analyze, Design, Development, Implementation, and Evaluation (Rayanto & Sugianti, 2020, p. 20). The selection of this model is based on the consideration that this model is one of the learning design models that shows simple design stages compared to other design models and a systematic structure, so that this model will be easy to learn by writers and educators alike.

This research and development is oriented towards product development in which the development process is described as accurately as possible and the final product will be evaluated. The development process relates to activities at each stage of development. Then the final product is evaluated based on the specified product quality aspects. Thus, the product in this research is practical and effective teaching materials. The development of teaching materials to be developed is in the form of a thematic module based on local wisdom on the Uniqueness of My Living Area Sub-theme in the fourth grade of elementary school.

C. Results and Discussion

Thematic teaching materials based on local wisdom are designed to increase students' grades, interests, and motivation in learning fractions. This thematic teaching material based on local wisdom has been applied to the fourth grade students of SD Negeri 10 Tanah Jambo Aye, North Aceh. Based on the results of the trial data analysis, the thematic teaching materials based on local wisdom that were designed were

categorized as valid, practical and effective. In this way, thematic teaching materials based on local wisdom can be used in thematic learning. By making local wisdom-based thematic teaching materials as supporting materials, it will help teachers see students' understanding of thematic learning materials. On the other hand, The thematic teaching materials based on local wisdom developed can be used as examples for teachers in making thematic teaching materials based on local wisdom in other materials. However, before making thematic teaching materials based on local wisdom, the teacher must pay attention to several things.

Things that teachers need to pay attention to in making local wisdom-based thematic teaching materials are knowing the elements of local wisdom-based thematic teaching materials and following all the stages of making local wisdom-based thematic teaching materials starting from defining, designing, and developing. Before the thematic teaching materials based on local wisdom are given to students for learning, first the thematic teaching materials based on local wisdom must be valid, practical, and effective. The validity, practicality, and effectiveness of the thematic teaching materials based on local wisdom that have been designed will be discussed below.

a. Validation of Thematic Teaching Materials Based on Local Wisdom

Based on the data analysis from the language expert validity sheet, thematic teaching materials based on local wisdom by lecturers and teachers of thematic teaching materials based on local wisdom are said to be very valid. The value of the validity of thematic teaching materials based on local wisdom thematic learning lessons developed, the average score of each assessment aspect from the Assessment and Responses for Linguists validator gives a value greater than or equal to 3,462 (≥ 3.0) with the "valid" category, and the overall average score on the assessments and responses for Linguists is in the category above four with "valid" criteria. So it can be concluded that the Assessment and Feedback for Linguists can be used with minor revisions. This shows that thematic teaching materials based on local wisdom can be tested.

Based on the analysis carried out on the expert validation instrument for the design of thematic teaching materials based on local wisdom on the aspect of content feasibility, the thematic teaching materials based on local wisdom thematic learning lessons developed average scores for each aspect of the assessment from the Assessment and Responses for the Expert material validators provide the value is greater than or equal to 3,324 (≥ 3.0) with the "valid" category, and the overall average score for the assessment and responses for material experts is in the category above four with the

"valid" criteria. So it can be concluded that the Assessment and Feedback for Material Experts can be used with minor revisions. Based on the validity category of thematic teaching materials based on local wisdom, the teaching materials are categorized as very valid.

Based on the analysis carried out on the expert validation instrument for thematic teaching materials based on local wisdom in the presentation aspect of thematic teaching materials based on local wisdom, the thematic teaching materials based on local wisdom the thematic learning lessons developed were categorized as very valid, achieving an average score for each aspect of the assessment. from the Assessment and Responses for Media Experts, the validator gave a value greater than or equal to 3,192 (≥ 3.0) in the "valid" category, and the overall average score for the Assessment and Responses for Media Experts was in the category above four with the criteria " valid". So it can be concluded that the Assessment and Feedback for Media Experts can be used with minor revisions. This means that the thematic teaching materials based on local wisdom that have been developed are appropriate, easy for students to understand, and increase student morale. The basic competencies have been clearly presented. The presentation of the material has explained the ideas to be conveyed. The presentation of the image is in accordance with the context.

Based on the discussion of the three aspects above, it can be concluded that the thematic teaching materials based on local wisdom in fractional materials for grade IV students of SD Negeri 10 Tanah Jambo Aye Aceh Utara are very valid. In this way, thematic teaching materials based on local wisdom can be tested on students to see the practicality and effectiveness of the thematic teaching materials based on local wisdom that have been designed.

b. Practicality of Thematic Teaching Materials Based on Local Wisdom

The practicality of the thematic teaching materials based on local wisdom developed is known from the trial run. Field trials were carried out after the thematic teaching materials based on local wisdom were validated by expert validators and practitioners. Practicality tests were carried out by teachers and students. Practical data were obtained from the practicality of thematic teaching materials based on local wisdom for teachers and the practicality of thematic teaching materials based on local wisdom for students. The practical explanation of the use of thematic teaching materials based on local wisdom by teachers and students will be explained below.

1) Practicality by Teacher

The results of the teacher's practicality questionnaire analysis of thematic teaching materials based on local wisdom show that the assessment for the four aspects is categorized as very practical. Aspects assessed are aspects of ease of use, aspects of the time required, aspects that are easy to interpret, and aspects of having the same equivalence. These two aspects will be described below.

This can be seen from the aspect of ease of use, aspects of the attractiveness of the dish, and usefulness. The assessment of the ease of use aspect is generally in the practical category. Based on Table 4.11. it can be seen that the results of the practicality of thematic teaching materials based on local wisdom by the teacher as a whole are 84.375% in the category of very practical overall. Thus, the results of practicality questionnaires by teachers generally show that thematic teaching materials based on local wisdom are categorized as very practical.

The aspect of ease of use is generally categorized as very practical. The achievement of a very practical category is reflected in the results of the teacher's assessment of the ease of use aspect, it can be concluded that the thematic teaching materials based on local wisdom are easy to use by teachers because the instructions in the thematic teaching materials based on local wisdom are easy to understand and the thematic teaching materials based on local wisdom have been able to used by teachers.

The aspect of time required in general use is categorized as very practical. The results of the teacher's assessment of this aspect can be concluded that the thematic teaching materials based on local wisdom that have been developed can streamline learning time and can save time in the learning process.

Aspects that are easy to interpret are generally categorized as very practical. The results of the teacher's assessment of this aspect can be concluded that thematic teaching materials based on local wisdom have been able to help increase understanding of the material presented. In addition, the images displayed are clear and the presentation of the material in thematic teaching materials based on local wisdom is more practical to use.

Based on the results of the teacher's assessment of the four aspects, it can be concluded that the thematic teaching materials based on local wisdom have been designed according to the time set in the syllabus. The analysis of the practicality test of the thematic teaching materials based on local wisdom by the teacher shows that the thematic teaching materials based on local wisdom have a very practical category with a practical value of 84.375%. The teacher stated that in general, thematic teaching

materials based on local wisdom were in accordance with basic competencies and could be applied.

2) Practicality by Students

Judging from the results of the analysis on the practicality instrument sheet by students, the thematic teaching materials based on local wisdom reached a level of practicality that the assessment of the practicality of thematic teaching materials based on local wisdom for students developed in general was 85.37 in the very practical category. The assessment of the suitability aspect with time is generally categorized as practical. Therefore, the thematic teaching materials based on local wisdom that have been developed can be used to support the practicality of learning for students. This means that thematic teaching materials based on local wisdom are easy to use by students in learning.

Based on the results of the practical analysis of thematic teaching materials based on local wisdom by students, it can be concluded that the thematic teaching materials based on local wisdom developed can be used by students in the learning process. This is based on the results of practicality analysis by students who are categorized as very practical. Thus, thematic teaching materials based on local wisdom are easy to use by students.

c. The Effectiveness of Local Wisdom-Based Thematic Teaching Materials

1) Teacher's Ability in Managing Learning

When viewed from the data analysis of the ability of teachers to manage learning, there is an increase in the ability of teachers to manage learning, namely in the first trial, the value of the ability of teachers to manage learning is in the "good enough" criteria. In the third trial, the teacher's ability to manage learning was in the "good" criteria. Judging from the results of research conducted, the ability to manage learning has increased in trials II and III. The ability of teachers to manage learning is considered quite effective, teachers are very capable of implementing the syntax in thematic teaching materials based on local wisdom.

When associated with theories that examine thematic teaching materials based on local wisdom, the results of the above research are very reasonable, as stated by Vygotsky (2004, p. 47) that a good learning model emphasizes scaffolding, namely providing a large amount of assistance in the form of questions when stuck (thinking stagnation), then reduces the assistance gradually and gives the student the opportunity to take on increasing responsibilities as soon as he can do so. Vygotsky also emphasizes

the role of the teacher at the stage of giving directive and active questions when there are difficulties experienced by students through direction, encouragement, helping them when thinking occurs and the next process is more emphasized on student activity,

From the explanation above, the teacher provides direction to help students dig up information and overcome erroneous or meaningless information, the teacher encourages interaction and cooperation between students, and the teacher's role is to create a mutually respectful learning climate/environment between teachers and students, between teachers and students. students with fellow students. Parkay (2011, p. 243) argues that the teacher's role in thematic teaching materials based on local wisdom is only as a facilitator and the organizer only regulates student learning activities, providing direction so that the material being studied is easy for students to understand and interpret. The teacher's role as a facilitator is to facilitate and accommodate the diversity of student abilities.

Learning using thematic teaching materials based on local wisdom can be used as a reference for the effectiveness carried out by teachers. This can also be seen from the results of research conducted by Jasmaniah et al (2014), namely: This study uses research and development methods (Research and Development). The results obtained so far in the first year are that 5 (five) steps of the 6 (six) planned steps have been implemented, namely; 1) collecting information about the thematic learning process in problem-solving aspects that have been carried out by teachers in elementary schools and in lectures, 2) the design of thematic learning teaching materials on teaching material products,

Sanjaya (2008, p. 1) states that one of the problems facing our education world is the problem of the weakness of the learning process. In the learning process, children are less encouraged to develop thinking skills. The learning process in the classroom is directed at the child's ability to memorize information, the child's brain to remember and hoard various information without being required to understand the information he remembers to relate it to everyday life. This is because the level of intelligence of students varies, so the level of difficulty of students in solving problems is also very diverse. Teachers can overcome this by dividing students into group work consisting of four to five students. So that students can interact and work together, share ideas / ideas in solving problems.

Teachers have competence in managing learning, especially in creating an interesting learning atmosphere according to the role they have. Sanjaya (2006, p. 21) says that the role of the teacher is: (1) the teacher as a learning resource (2) the teacher

as a mentor, (3) the teacher as a facilitator, (4) the teacher as a manager, (5) the teacher as a demonstrator, (6) teachers as motivators, (7) teachers as evaluators. Based on the description above, it is natural that thematic teaching materials based on local wisdom can improve the ability of teachers to manage learning.

2) Student Response

Success in a learning is determined by how the response or the learning process takes place. Good input and a good learning process can improve learning achievement, furthermore, bad input if given good treatment in the learning process will produce good output. When viewed from the student's response, there was an increase in the level of student's active response where in the third trial all categories of observation of the student's active response were already within the specified tolerance limit. Student responses in the learning process will cause interaction between teachers and students or fellow students, resulting in a conducive classroom atmosphere, each student involving his abilities to the fullest.

When related to student activities in the process of applying thematic teaching materials based on local wisdom, Piaget's theory (Gredler, 2011, p. 318) states that social interaction in learning activities both with friends in the same group and outside the group has a major influence on children's thinking. Through this interaction, children will be able to compare the thoughts and knowledge they have formed with the thoughts and knowledge of others. In another part, John Dewey (Trianto, 2009, p. 91) explains that learning thematic teaching materials based on local wisdom is the interaction between stimulus and response, which is the relationship between two directions of learning and the environment. The environment provides input to students in the form of assistance and problems, while the brain's nervous system functions to interpret the assistance effectively so that the problem is investigated.

Sanjaya (2006, p. 174) states that student responses in learning are all actions that are deliberately designed by the teacher to facilitate student learning activities such as discussion activities, demonstrations, simulations, conducting experiments, and so on. The activities carried out by the teacher are controlling, leading and directing the learning process, while students as students are required to be active in learning. With the conditions and processes and learning activities above, it is expected to provide opportunities and make students independent learners.

3) Achievement of Student Learning Outcomes

Based on the data, it is known that classical completeness has reached 88.00%. So

that the classical learning outcomes have been completed. In other words, it can be stated that student learning outcomes taught with thematic teaching materials based on local wisdom are higher than student learning outcomes taught using conventional learning models. This is in line with the view put forward by the Tim Pengembang Ilmu Pendidikan (2009, p. 176), so that learning has human values, the learning must be linked to reality, close to children's experiences and relevant to people's lives. In addition, Freudenthal also views that thematic learning should not be viewed as a teaching material that must be transferred directly as ready-to-use thematic learning. but must be viewed as a human activity. Thematic learning should be done by providing the widest opportunity for children to try to find themselves through certain assistance from the teacher.

This lesson is not designed to help teachers provide as much information as possible to students. Thematic learning in this teaching material product was developed to help students develop creative thinking skills and intellectual skills; learn the various roles of adults through their involvement in the experience of adhering to assimilation; and become autonomous and independent learning.

In this learning, students are placed as the main focus in learning activities and students are encouraged to be more creative in solving the problems they face. These problems, of course, have something to do with the material being taught and the daily lives of students. In addition, the teacher as a facilitator is fully responsible for identifying the learning objectives, material structure and basic skills to be taught. Then help students to be more creative in the implementation and application of realistic thematic learning.

With the thematic learning approach, the product of this teaching material will affect the level of creativity of students in the teaching and learning process because here students will play more roles in the learning process and students will show or provide examples that they have associated with their daily life experiences. So with this approach, students are not only focused on the explanations given by the teacher but students can also think or express opinions about what they know.

D. Conclusion

Based on the results of the analysis and discussion in this study, it can be concluded that there are valid thematic teaching materials based on local wisdom. Assessment and Responses for Linguists validator gave a value greater than or equal to 3,462 (≥ 3.0) in

the valid category. Assessment and Responses for Material Expert validators gave a value greater than or equal to 3,324 (≥ 3.0) in the valid category. Assessment and Responses for the media expert validator gave a value greater than or equal to 3.192 (≥ 3.0) with a valid category.

Furthermore, the results of the practicality of thematic teaching materials based on local wisdom by the teacher as a whole are 84.375% in the category of very practical overall. Thus, the results of practicality questionnaires by teachers generally show that thematic teaching materials based on local wisdom are categorized as very practical.

For testing on the effectiveness of the effectiveness of teaching materials, it is known through three indicators, namely the level of student response for the observation category according to the criteria determined in the study where none of the categories of 6 (six) active responses of students has met the specified tolerance limit, so that if it is reviewed and in terms of active student response, not all categories are within the specified tolerance limits, so this study is concluded to have met the specified criteria. Overall the average student response score is already at the limit of learning success, with an average score of 90.67%, student response is achieved when $SR \geq 80\%$, so it can be concluded that the student response rate is in the good category.

The ability of teachers to manage learning is already at the limit of learning success, namely the criteria that the teacher is able to manage thematic learning using teaching material products is the level of achievement of the teacher's ability to manage learning at least quite well which is achieved when $SR > 80\%$, obtained 90.00%, so it can be concluded that the level of teacher's ability to manage learning belongs to the category is very good.

Based on the criteria for individual completeness, it can be determined students who have completed learning individually. Based on the data, it is known that classical completeness has reached 88.00%. So that the classical learning outcomes have been completed. In other words, it can be stated that student learning outcomes taught with thematic teaching materials based on local wisdom are higher than student learning outcomes taught with learning models that have been used by teachers.

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