



THE EFFECTIVENESS OF THEMATIC TEACHING MATERIALS BASED ON LOCAL WISDOM TO IMPROVE THE LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS

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Abstract

The purpose of this study is to determine the effectiveness of thematic teaching materials based on local wisdom values in improving the learning outcomes of grade IV students. This research was conducted in elementary school, Palipi district, Samosir regency. This research method is development research. The subjects of this study were grade IV students of Elementary School, Palipi District, Samosir Regency, which totaled 59 people and were divided into 3 classes. The data analysis technique in this study is a descriptive study and t-test of research results and conclusions in this study, namely thematic teaching materials based on the values of local wisdom are categorized as practical because the module of student response response results from trials is limited and large-scale trials have increased. It can be seen that students prefer to use modules in the implementation of free poetry writing learning with an average percentage of Test I student responses of 88.1% and Test II student responses increased by a percentage of 91.9% interested in modules. From these results it can be assumed that if the value is more than 90 then it is categorized very well. If the category is very good, thematic teaching materials based on local wisdom values are practically used in learning.

Keywords: *Thematic, Local Wisdom, Learning Outcomes*

A. Introduction

Local wisdom is a view of life and science as well as various life strategies in the form of activities carried out by local communities in answering various problems in meeting their needs (Fajarini, 2014). The use and development of local wisdom as one of the learning materials can be done using learning activities that invite each student to gain direct experience and be trained to be able to discover for themselves the various knowledge they have learned, then connect it with other concepts that he has understood. This can be obtained through thematic learning, which is integrated learning that uses themes to relate several subjects so that it can provide meaningful experiences to learners (Octaviani, 2017). Furthermore, Octaviani (2017) said that thematic learning makes students actively involved in the learning and empowerment process in solving problems and growing creativity according to their needs.

With the development of thematic teaching materials combined with local wisdom, students are expected to be able to gain direct experience of new knowledge that has to do with the circumstances, culture and customs of their home region so that way they will still remember what is the culture and customs of their respective regions and also each student is expected to increase their interest in the learning process because of the existence of interest in knowing the customs, culture and customs of their respective regions. However, the use of thematic teaching materials based on local wisdom in its implementation is inseparable from the various obstacles experienced. As stated by Asmorowati, Utomo and Surachmi (2021) in their research on the development of thematic teaching materials based on local wisdom, the obstacles encountered are that teachers only use and rely on student and teacher books that have been provided by the Government through BOS Funds. The book has not been able to accommodate or adjust the social environment, culture, geography, stages of student development, initial abilities that have been mastered, interests, family background and so on. So they feel that there is a need for innovation from teachers to make teaching materials that can accommodate local wisdom. This condition can certainly make it difficult for students to understand the material they should be good at. Printed teaching materials do not prioritize elements of the environment and local culture of the local community.

The local wisdom referred to in this case should be local wisdom that is indeed appropriate and represents the local wisdom where the student is located so that it will make it easier for each student to understand and understand about the lessons given (Yusrizal, 2017). For example, in this study, the local wisdom in question is local wisdom

in accordance with the place where the research was conducted, namely in the Elementary School area of Palipi District, Samosir Regency. This means that the local wisdom developed must be about matters related to and related to the customs, culture and customs of Samosir. For example, as stated by Gurky (2020) related to the historical story Of the legend of parsidangan stone or commonly referred to as stone chairs, are chairs of stone carved around a table that is also made of stone. This parsidangan stone was once used to prosecute perpetrators of crimes or violators of customary law. The village, which is surrounded by neatly arranged walls 1.5 to 2 meters high, was once a village of people surnamed Siallagan and was built during the time of the first king of Siallagan. There are three types of parsiding crimes in Huta Siallagan, the first is a minor crime, in which case the king can still take care of it and the punishment given is also a light sentence. The second is a common criminal offence, in this case mistakes committed such as murder and rape. And the Third is a serious criminal offence, in which case the king will give punishment to violators of customary law. Before being beheaded the king must have a good day to carry out the procession. Whatever problems occur in Huta Siallagan will all be addressed in Parsidangan Stone. Starting from determining the date of a traditional party, determining criminal acts, determining a good day for fishing, and others.

In addition to the story about the legend of the trial stone, there are still stories about the statue of Sigale-Gale, the Batak Museum or the customs and customs of the samosir people in mitigating or responding to disasters that occur around them. In addition, other folklore and also historical tourist attractions that should be used as thematic teaching materials based on teacher wisdom in the hope that it will increase students' interest and interest in learning.

This gap must eventually get attention, especially for schools in the regions, where students need learning methods that can provide new experiences and can also increase their interest in learning to get better learning outcomes (Fatmawati et al., 2020; Hasibuan et al., 2021; Herawati et al., 2021; Yusrizal et al., 2020; Yusrizal & Pulungan, 2021). Students need teaching materials that are able to make them excited to learn every lesson given to them, not the other way around where the teaching materials given actually make them more confused and do not understand because of the absence of conformity with the circumstances, conditions and culture of the place where they go to school.

B. Method

This research was conducted at the Elementary School of Palipi District, Samosir Regency, precisely on Jl. Sigaol Simbolon Village, Palipi District, Samosir Regency. Subjek of this study is a grade IV student of Palipi Subdistrict Elementary School, Samosir Regency. The research subjects were 59 people divided into 3 classes. This research is a development research. The learning tool development model used in this study is the Borg & Gall model (1983: 775) developing 10 stages in developing the model, namely: 1) Research and information collecting; 2) Planning; 3) Develop preliminary form of product; 4) Preliminary field testing; 5) Main product revision; 6) Main field testing ; 7) Operational product revision; 8) Operational field testing; 9) Final product revision; 10) Dissemination and implementation. In this study, the data taken were as follows: 1) The results of the assessment on the aspects of the feasibility of the content and the feasibility of presentation obtained from the material expert; 2) Data on student responses obtained from trials conducted in the field.

C. Finding and Discussion

1. Finding

a. Expert Analysis

The assessment of learning material experts, learning design experts, and learning media design experts on the development of thematic teaching materials based on local wisdom values on the theme of the area where I live in grade IV elementary school can be seen in the following table:

Table 1. Results of Expert Assessment of Learning Materials on the Development of Thematic Teaching Materials Based on Local Wisdom Values

No.	Assessment Aspects	Average Percentage	Category
1	Eligibility of contents	84.09	Good
2	Feasibility of presentation	92.11	Excellent
Average		88.10	Excellent

Table 2. Results of Learning Design Expert Assessment of Thematic Teaching Material Development Based on Local Wisdom Values

No.	Assessment Aspects	Average Percentage	Category
1	Attractiveness of physical appearance	81.25	Good
2	Accuracy of design use	95.83	Excellent
3	Format conformity	75.00	Good
4	Serving with target characteristics	91.67	Excellent
5	Clarity of media clues	87.50	Excellent

No.	Assessment Aspects	Average Percentage	Category
6	Clarity of material exposure	91.67	Excellent
7	Conformity of the evaluation with the material	75.00	Good
Average		85.42	Excellent

Table 3. Results of The Assessment of Learning Linguists on the Development of Thematic Teaching Materials Based on Local Wisdom Values

No.	Assessment Aspects	Average Percentage	Category
1	Businesslike	80,56	Good
2	Communicative	91.24	Good
3	Dialogical and interactive	85,73	Good
4	Compliance with the level of development of students	88.93	Excellent
5	Use of symbols and icons	90,74	Excellent
Average		90.38	Excellent

Learning material experts assess thematic teaching materials based on local wisdom values covering two aspects, namely the feasibility aspect of the content and the aspect of the feasibility of presenting the material. Based on table 1, it shows that the average percentage score results are 84.09% for the feasibility aspect of the material content, and 92.11% for the feasibility aspect of presenting the learning material, which as a whole if averaged obtained a percentage of 88.10% with an excellent category. The results of this percentage show that thematic teaching materials based on local wisdom values can meet the demands of learning needs.

From table 1, table 2, and table 3, it can be concluded that from the overall expert assessment of the development of thematic teaching materials based on the values of local wisdom on the theme of the area where I live in grade IV elementary school shows validation of 84.03 with the category "Good". With the conclusion that thematic teaching materials based on the values of local wisdom are declared worthy of being tested in the field with revisions.

b. Limited Trial

The completion of students' classical learning can be calculated by the following formula:

$$PKK = 100\% \frac{\text{Banyak siswa yang Tuntas}}{\text{Banyak subjek penelitian}} \times \frac{4}{6} x$$

Based on the data above, there are 67% of students who have achieved birth control $\geq 70\%$. After the students' completion of the learning process individually and

classically is analyzed, the results of the pre-test and post-test are calculated with a gain score.

Table 4. Pre Test results and Post Test Students Limited Scale Test

Pre test			Pos test			Ket
Value (X)	Frequency (F)	X*F	Value (X)	Frequency (F)	X*F	
4	1	4	8	1	8	T
5	1	5	13	1	13	T
8	1	8	14	1	14	Bt
9	1	9	16	1	16	Bt
13	1	13	17	1	17	T
16	1	16	19	1	19	T
Sum		55	Sum		87	
Average		9,2	Average		14,5	
Standard Deviation		4,6	Standard Deviation		3,8	

$$g = \frac{S_{Post} - S_{Pretest}}{Skor\ Maksimum - S_{Pretest}} \quad g = \frac{14,5 - 9,2}{6 - 9,2} \quad g = 0.50$$

Based on the gain score obtained a result of 0.50, the gain score in the small-scale test, namely 6 people, was declared to be classified as moderate.

c. Effectiveness Analysis of Thematic Teaching Materials Based on Local Wisdom Values

To measure the effectiveness of thematic teaching materials based on local wisdom values developed is measured using analysis 1) learning success or student learning completion, 2) student responses the effectiveness of multimedia development is achieved if they meet two indicators.

The completion of students' classical learning can be calculated by the following formula:

$$PKK = 100\% \text{ PKK} = x \ 100\% \text{ PKK} = 90\% \frac{\text{Banyak siswa yang Tuntas}}{\text{Banyak subjek penelitian}} \times \frac{27}{30}$$

Based on the classical learning completion data above, there are 90% of students who have achieved $kb \geq 70\%$. After the completion of students in learning individually and classically in the analysis, the results of the pre-test and post-test are calculated with a gain score. To see an increase in the value and effectiveness of teaching materials developed between before and after using the numbered gain score formula:

Table 5. Pre Test And Post Test Results Of Large Scale Test

Pre test			Pos test			Ket
Value (X)	Frequency (F)	X*F	Value (X)	Frequency (F)	X*F	
4	7	28	11	1	11	Bt
5	3	15	12	1	12	Bt
6	3	18	13	1	13	Bt
8	3	24	14	1	14	T
9	3	27	15	2	30	T
10	1	10	16	1	16	T
12	3	36	17	4	68	T
13	6	78	18	16	288	T
15	1	15	19	3	57	T
Sum		251	Sum		509	
Average		8,4	Average		17	
Standard Deviation		3,8	Standard Deviation		2,7	

$$g = \frac{S_{post} - S_{pretest}}{Skor\ Maksimum - S_{pretest}} \qquad g = \frac{17 - 8,4}{20 - 8,4} \qquad g = 0.74$$

Based on the gain score of the results obtained is 0.74, the gain score on a large-scale test is relatively high. For more details about the results of the pre-test and post-test of the large scale test can be seen in the following figure:

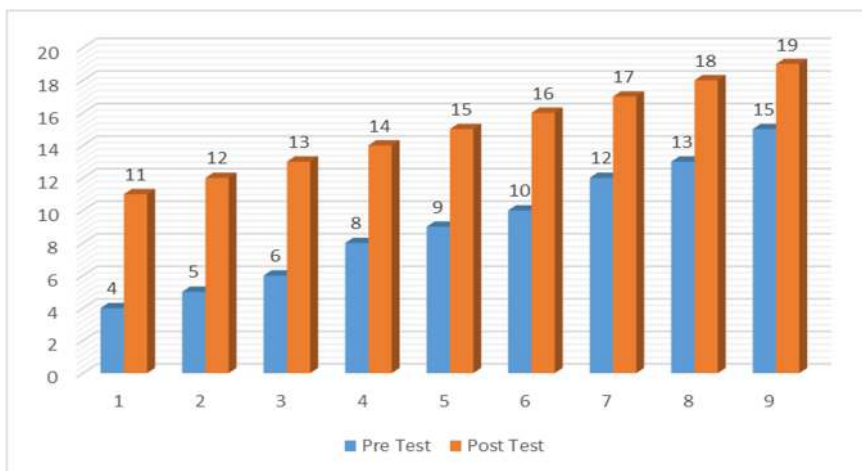


Figure 1. Large-Scale Test Student Pre-Test and Post-Test Diagrams

2. Discussion

The effectiveness of thematic teaching materials based on local wisdom values is seen based on the improvement of student learning outcomes consisting of pretest and posttest individual learning completion, classical learning completion by looking at the

improvement of gain score results, and student response questionnaire sheets to modules used in learning that have been carried out.

The effectiveness of teaching materials is measured using the results of pretests and posttests at the beginning of learning and the end of learning activities that have been carried out. Based on the pretest results totaling 20 essay questions consisting of 25 students on the student pretest data, it can be seen that student learning outcomes are still low with an average of 71 with a standard deviation of 13.7 this is seen based on the minimum completion criteria of the minimum completion of schools for Indonesian subjects is 70.

At the end of the learning activity and having used thematic teaching materials based on the values of local wisdom, a posttest was carried out to see student learning outcomes. Based on the results of the posttest carried out, it can be seen that the student's posttest results reached an average of 71 with a standard deviation of 13.7. Based on the reference to the minimum completion of schools for PPKn subjects is 70, it can be seen that learning outcomes have increased and it can be said that student learning outcomes have reached the minimum completion criteria score (KKM). Based on the results of the completion of large-scale trials of students, it can be seen that the data on the completion of classical learning on average students reached 90 who have reached $kb \geq 96\%$. After the completion of students in learning individually and classically in the analysis, the results of the pretest and posttest are calculated with a gain score to assess the increase in the effectiveness of the model between before using and after using in the results of 0.73, the student gain score is relatively high. Based on the above results that there is an increase from before and after use, in line with that in the journal.

Apart from being based on learning outcomes, the effectiveness of teaching materials can also be seen by questionnaires of student responses using teaching materials for students who strongly agree with 73.3% and students who agree with the materials developed by researchers. Based on the response of students, it is concluded that the modules developed are said to be effective. Based on the journal Naniek K (2015) it can be seen that children's enthusiasm can be seen from a student response questionnaire data.

Based on the description of learning outcomes and student responses above, it can be concluded that thematic teaching materials based on local wisdom values developed can be said to be effective. Because it meets the criteria for the quality of completeness, namely the effectiveness and feasibility of thematic teaching materials

based on the values of local wisdom, it is said to be of high quality. In addition, from the research that has been carried out by researchers and based on research that has been carried out by previous researchers, it can be said that there needs to be a change in learning design, one of which is by developing thematic teaching materials based on local wisdom values that can support the learning process so as to make students more active in the learning process.

Based on the purpose of development research, namely to determine the feasibility and effectiveness of thematic teaching materials based on local wisdom values, this can already be said to be effective and feasible for use for all students. Because based on the data obtained, it shows that thematic teaching materials based on local wisdom values are effective in improving the ability to write free poetry.

D. Conclusion

The conclusions in this study are based on the findings from the research data is that thematic teaching materials based on local wisdom values are categorized as practical because the module of student response responses from trials is limited and large-scale trials have increased. It can be seen that students prefer to use modules in the implementation of free poetry writing learning with an average percentage of Test I student responses of 88.1% and Test II student responses increased by a percentage of 91.9% interested in modules. From these results it can be assumed that if the value is more than 90 then it is categorized very well. If the category is very good, thematic teaching materials based on local wisdom values are practically used in learning.

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