



## Local Wisdom-based Thematic Teaching Materials

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### ABSTRAK

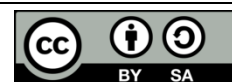
Kurangnya bahan ajar yang inovatif dalam proses pembelajaran menyebabkan siswa kesulitan dalam belajar secara mandiri. Selain itu, bahan ajar yang disediakan oleh guru bersifat umum dan belum terintegrasi dengan kearifan lokal. Hal ini menyebabkan siswa kesulitan memahami materi yang berdampak terhadap hasil belajar. Tujuan penelitian ini adalah menciptakan bahan ajar tematik berbasis kearifan local Riau. Jenis penelitian yang dilakukan adalah R&D dengan model ADDIE. Namun hanya 3 tahapan (analize, Design, and Development) yang dilakukan. Subjek penelitian ini adalah 6 ahli, yang terdiri atas 2 ahli materi, 2 ahli bahasa dan 2 ahli desain serta siswa kelas IV SD. Metode pengumpulan data yang dilakukan adalah wawancara dan lembar validasi. Analisis yang dilakukan adalah analisis kualitatif dan kuantitatif dari data wawancara dan lembar validasi. Hasil penelitian menyatakan bahwa bahan ajar tematik berbasis kearifan local Riau layak dilihat dari aspek materi, Bahasa, dan desain dengan skor rata-rata 89,33% dengan kataori sangat valid. Jadi, bahan ajar tematik berbasis kearifan local Riau layak digunakan. Implikasi penelitian yaitu bahan ajar yang dikembangkan dapat digunakan oleh guru dalam pembelajaran.

### ABSTRACT

The lack of innovative teaching materials in the learning process causes students to have difficulty learning independently. In addition, the teaching materials provided by the teacher are general and have not been integrated with local wisdom. This causes students to have difficulty understanding the material that has an impact on learning outcomes. The purpose of this research is to create thematic teaching materials based on Riau's local wisdom. The type of research conducted is R&D with the ADDIE model. However, only three stages (analyze, Design, and Development) were carried out. The subjects of this study were 6 experts, consisting of 2 material experts, 2 linguists, 2 design experts, and fourth-grade elementary school students. Data collection methods used are interviews and validation sheets. The analysis carried out is a qualitative and quantitative analysis of interview data and validation sheets. The study results stated that thematic teaching materials based on Riau's local wisdom were feasible from the aspect of material, language, and design with an average score of 89.33% with very valid categories. So, thematic teaching materials based on Riau local wisdom are feasible to use. The research implication is that teachers in learning can use the developed teaching materials.

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## 1. INTRODUCTION

Learning is a process of interaction between students and learning resources (Balasubramanian et al., 2014; Kamelia, 2019). A good learning process is learning that provides opportunities for students to learn more independently and allows them to learn more actively in building their knowledge (Awaludin et al., 2020; Putranta & Supahar, 2019). Good learning will provide participants with experiences in everyday life (Gholami et al., 2021; Putranta & Supahar, 2019). This kind of learning is meaningful learning. Meaningful learning will be generated if students gain experience and develop emotional intelligence, and the learning process is carried out using a constructivist approach (Angela, 2014; Kostianen et al., 2018). Currently, learning is experiencing extraordinary challenges amid the Covid-19 pandemic wave (Rhim & Han, 2020; Yulia, 2020). This pandemic is felt by students in elementary, junior high, high school, and college. The learning process that is carried out face-to-face must be shifted to online learning to prevent the spread of Covid-19 (Khachfe et al., 2020). In addition, all activities such as seminars, workshops, conferences, and other activities have been postponed or even

canceled (Mishra et al., 2020; Oyedotun, 2020; Patricia, 2020; Sahu, 2020). However, amid this condition, the learning process is still required to run as it can. Therefore, one of the solutions offered is to do online learning.

Online learning is learning carried out with the help of the internet both synchronously and asynchronously, which provides opportunities for student interaction with learning resources, both educators/environments and peers without any space and time limits and is more flexible (Dong et al., 2020; Hwang et al., 2020; Kkese, 2020; Lage-Cala et al., 2020). Online learning will not run well, which is primarily determined by the ability of educators and students, because the ability to use technology will significantly help create a more conducive learning atmosphere, so that good social interactions are formed (Al-Marroof & Al-Emran, 2018; Andel et al., 2020). In addition to online learning, students must also pay attention to the financial conditions of students and the facilities and infrastructure that support online learning (Rusli et al., 2020; Yulia, 2020). However, the current learning outcomes of students cannot be said to be successful. Based on observations, it was found that the percentage of student learning outcomes in the sub-theme of the Beauty of Cultural Diversity in my Country in the previous academic year who achieved the KKM score or completed was 62%, and students who had not completed were 38% of the 35 students. This means that students who reach the KKM score are 22 students, while those who are not complete are 13 students. One of the reasons for this is that the teaching materials used by students and teachers are still general or national, which has not been integrated with local wisdom. So sometimes, teachers have difficulty in relating the material to the environment around students. Currently, the existing teaching materials have not developed students' courage and skills in asking questions and opinions (Weriyanti et al., 2020). The learning process only uses teaching materials, namely student books, which need to be revised and added according to student needs. Teachers mostly use teaching materials from textbooks combined with general history reading books (A. E. Putri, 2020). If this condition is left unchecked, it will significantly affect the ability of students to understand the material being studied, and this will undoubtedly have an impact on learning outcomes. One solution that can be offered is to develop teaching materials based on local wisdom.

One of the most important learning tools in the learning process is teaching materials. Teaching materials are one of the essential factors in learning (Hidayah & Priscylio, 2019). Teaching materials allow teachers to convey material well to students (Martha & Andini, 2019; Ran & Jinglu, 2020). Teaching materials are knowledge, skills, and attitudes that must be learned to achieve predetermined competency standards (Asriani et al., 2017; Churchill et al., 2013). Teaching materials can attract students' attention in learning because they have attractive designs and pictures (Gustiawati et al., 2020; Linda et al., 2018). The importance of teaching materials in the learning process requires teachers to be able to develop teaching materials that are by the needs of students, curriculum demands, not dependent on textbooks and government aid packages, and according to the characteristics of students (Andani & Yulian, 2018; Cloonan & Fingeret, 2020; Weriyanti et al., 2020). With the existence of teaching materials by the curriculum, needs and characteristics will increase student motivation, and students can obtain learning by the development of science and technology (Irwansyah et al., 2017; Suzuki et al., 2020). In addition, teaching materials can increase students' creativity (Noroozi & Mulder, 2017; Tsai et al., 2017). So, the presence of quality teaching materials will have an impact on motivation, interest, creativity, which results in student learning outcomes.

The development of thematic teaching materials based on local wisdom was developed to overcome the difficulties experienced in schools, namely that the availability of teaching materials following local environmental conditions was inadequate (Alba et al., 2019; Tinja et al., 2017). Integrating culture into the learning process will have a positive impact not only on students but also on cultural sustainability. Teaching materials based on local wisdom is an effort to preserve cultural values (Hest et al., 2021). Local content-based teaching materials can improve learning outcomes, and this is because teaching materials are more exciting and make students learn more actively (Faisal & Sulkipani, 2016). Several studies on teaching materials that have been developed state that teaching materials based on local content/local wisdom can make participants more enthusiastic in participating in learning both at the primary and higher education levels (Hutama, 2016; Kormasela et al., 2020; Nurafni et al., 2020; I. H. N. Putri et al., 2018). The development of local script-based teaching materials can improve students' writing skills, hone students' language skills, be motivated to learn more actively (Lestariningsih & Suardiman, 2017; Owon, 2017; Saidah & Damariswara, 2019). So, it can be said that the development of teaching materials based on local wisdom will positively impact the learning process. From these studies, several cultures integrated into the learning process, especially teaching materials, are the culture of Maluku, West Java, East Java, and many more.

Currently, no one has developed teaching materials based on Riau's local wisdom, so the goal is to develop teaching materials based on Riau's local wisdom as an alternative learning resource. The teaching materials that have been developed are different from the existing teaching materials, where the beauty of my country's cultural diversity will be integrated with Riau's culture. These teaching materials are developed by taking into account the needs of students for learning resources that are by the environment in which they live. The design of the front cover of the teaching materials consists of the Riau Islamic University (UIR) logo, the author's name, the title of the book, namely Theme 7 The Beauty of Cultural Diversity in my Country, there are

several illustrations related to Riau such as people dancing the Zapin dance, people wearing traditional clothes, the person playing the gambus, a typical Riau musical instrument and the traditional house of Riau, namely Salado Falls Twins. While on the back cover, there is the identity of the author. In the contents of the book, there are introductions, a table of contents, a book compilation team, a guide to the use of books, essential competencies, and core competencies, the identity of book owners, learning 1 to lesson 6, and at the end of each lesson, there are evaluation questions and a bibliography. With the development of these teaching materials, it is hoped that it will increase students' understanding of culture and be able to preserve that culture.

## 2. METHOD

This study uses a development research design with qualitative and quantitative approaches. A qualitative approach was used to obtain information from interviews, validation sheets, and documentation. A quantitative approach is used to analyze the validity of the developed teaching materials. The product that will be produced in this research is teaching materials in the form of books. In this study, researchers used the ADDIE model development model with the Analysis, Design, Development, and Evaluation stages, but the implementation of this study was limited to the Development stage. This study was adapted from the ADDIE development model, consisting of five steps, but in practice, this research is limited to the Development stage.

Analysis stage, at this stage, the researcher analyzes several things, namely curriculum analysis and analysis of the characteristics of fourth-grade elementary school students. In the curriculum analysis, three things are analyzed: the material, KI, and KD, while in the needs analysis, two things are analyzed, namely the needs of teachers and students. At the design stage, the researcher did several things, namely preparing references related to the sub-theme of the beauty of my country's cultural diversity and designing the design of teaching materials. The development stage at this stage, the designs that have been designed at the design stage will be developed and carry out validity and revision tests. This validity test aims to assess the level of validity of the teaching materials that have been developed. After the first validation process is complete, it will be followed by a revision. The validation process is said to be complete until the teaching materials developed are valid to be suitable for use. The validity test process will be accompanied by revisions, namely improving teaching materials by the assessments, suggestions, and comments from the validators. This research will be conducted at SDN 017 Tambusai Utara in North Tambusai sub-district, Rokan Hulu district. Data sources were obtained from 3 primary, secondary, and data sources in this study: material validation experts, linguists, design experts, and principals and teachers of SDN 017 Tambusai Utara. The primary data in the study were obtained from interviews with the principal and teachers of SDN 017 Tambusai Utara and experts, namely 2 material experts, 2 linguists, and 2 design experts. Techniques and instruments in data collection in this study were validation sheets and documentation. The validation sheet is used to obtain the expert's assessment of the developed teaching materials. The results of this expert assessment will underlie the improvement of teaching materials. Material experts fill out this validation sheet, design experts, and linguists and are measured using a Likert scale with alternative answers: very good (SB), good (B), sufficient (C), poor (K), and very poor (SK). The documentation used by the researchers in this study was in the form of a camera to take pictures during the validity test.

The data analysis technique used in this study used qualitative data analysis and quantitative data analysis. Qualitative data were obtained from suggestions and criticisms of material experts, design experts, and linguists on the validation sheet. Qualitative data analysis is used as a reference to improve the product developed by researchers, namely teaching materials based on Riau local wisdom. Quantitative data in this study results from an analysis of the validity of the teaching materials that have been developed. The quantitative data in this study results from the validation of material experts, linguists, and design experts. The data on the validation sheet will be converted into interval data as a product analysis is developed. To determine the percentage of validity of the developed teaching materials.

## 3. RESULT AND DISCUSSION

### Result

The product produced in this research is teaching materials in thematic books based on Riau's local wisdom. This teaching material is designed as a companion book for thematic books published by the Ministry of Education and Culture. This research was conducted using the ADDIE model, which consists of 5 steps: analysis, design, development, implementation, and Evaluation. However, in practice, this research only reached the level of development.

Analysis stage, the analysis carried out includes curriculum analysis, student analysis, and needs. This curriculum analysis was conducted to determine the curriculum being implemented in elementary schools, namely the 2013 curriculum, namely thematic learning, and the books used by students are also thematic books published by the Ministry of Education and Culture. In this curriculum analysis, two things are analyzed by

researchers, namely material analysis and also essential competencies on the theme of the Beauty of Diversity in My Country, sub-theme of the Beauty of Diversity of Culture in My Country. In this material analysis, the researcher analyzed the material contained in the thematic books used by students, namely thematic books published by the Ministry of Education and Culture. Needs analysis obtained from interviews stated that students would be more interested in reading books if pictures, pictures that attract students' attention, are colorful, and can increase students' knowledge about local wisdom in Riau. In addition to the selection of images, it is also essential to pay attention to the type of font that is easy to read and the font size that is not too small and not too big. So that students will be more interested in teaching materials that are colorful and not boring for students when reading books.

Design stage, at this stage, what is done is to prepare references and develop textbook designs. References related to the sub-theme of the beauty of my country's cultural diversity are in the form of books, journals, and google. Prepare this reference to find materials contained in books ranging from learning material 1 to learning material 6. Next is to look for images that match the material and design animated images. Researchers prepared this product design to get an idea about the design of teaching materials. This product design consists of the cover and content of teaching materials. The design of the front cover of the teaching materials consists of the Riau Islamic University (UIR) logo, the author's name, the title of the book, namely Theme 7 The Beauty of Cultural Diversity in my Country, there are several illustrations related to Riau such as people dancing the Zapin dance, people wearing traditional clothes, the person playing the gambus, a typical Riau musical instrument and the traditional house of Riau, namely Salaso Falls Twins. While on the back cover, there is the identity of the author. In the contents of the book, there are introductions, a table of contents, a book compilation team, a guide to the use of books, essential competencies, and core competencies, the identity of book owners, learning 1 to lesson 6, and at the end of each lesson, there are evaluation questions and a bibliography.

Development Stage. The teaching materials developed at this stage are by the designs that have been designed at the design stage. Where these teaching materials consist of the front cover, preface, table of contents, book drafting team, a guide to the use of books, essential competencies and core competencies, the identity of the book owner, learning 1 to lesson 6, and at the end of each lesson, there are evaluation questions and a bibliography. And the back cover. After the media has been developed, the validity and revision of teaching materials will be tested which will be tested for validity by material experts, linguists, and design experts. The validity test in this study was declared complete or stopped if the percentage obtained was categorized as very valid without revision. So that in this study, the validity test was carried out twice.

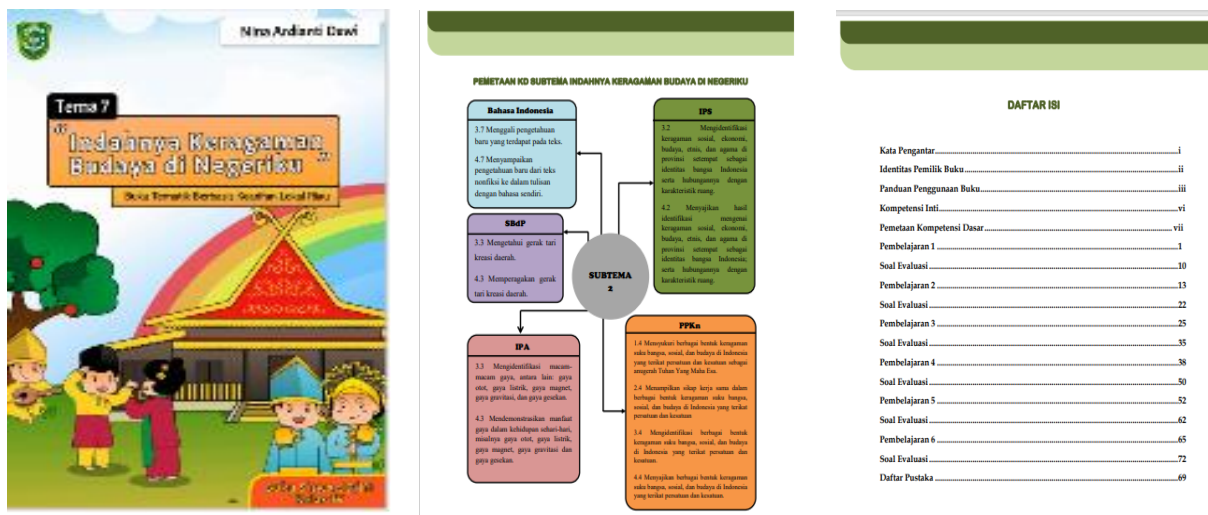


Figure 1. Front design of thematic teaching materials based on local wisdom

Media validation was carried out by 6 experts from material experts, language experts, and design experts. Validation results are obtained. First, the material expert, the data from the validation results on the material aspect was found that the percentage obtained from validator 1 was 69% with a valid category with revisions while the percentage obtained from validator 2 was 87% with a very valid category with revisions so that the percentage of validation results 1 was obtained on aspects the material is 78% with valid category with revision. The inputs include; 1) Materials or pictures related to Riau's local wisdom are reproduced further to highlight the focus of the study on local wisdom. 2) In writing, a body note or footnote must be added. 3) Sources in the bibliography must be added again. The results of the second validation test showed that the percentage obtained in the validation stage 2 from validator 1 was 80% with a very valid category without

revision while the percentage obtained from validator 2 was 92% with a very valid category without revision so that the percentage of validation results in stage 2 was obtained at material aspects of 86% with a very valid category without revision. So that the validation test on the material aspect is declared complete in stage 2 validation because the results obtained are categorized as very valid without revision. This is by the provisions that the researcher has set that the validation test is declared complete if the percentage obtained is valid without revision.

Second, the results of the Linguistics expert test, the validation results on the language aspect are presented. It is stated that the percentage on the language aspect obtained from validator 1 is 89%, with a very valid category with revisions, while the percentage obtained from validator 2 is 55% with a very valid category with revisions. So that the percentage of the results of stage 1 validation on the language aspect is 72% with a valid category with revisions. The inputs given include 1) to be considered again in writing paragraphs. In a paragraph, it still consists of 2 sentences. Furthermore, 2) In writing, paragraphs at the beginning of the sentence must be indented backward. After the stage 1 validation test was carried out, the researcher made revisions or improvements by the suggestions and comments from validator one and validator 2. It was obtained information that the percentage obtained in validation stage 2 from validator 1 was 92% with a very valid category without revision while the percentage obtained of validator 2 of 83% with a very valid category without revision so that the percentage of validation results for stage 2 on the language aspect is 87.5% with a very valid category without revision. So that the validation test on the language aspect is declared complete in stage 2 validation because the results obtained have been categorized as very valid without revision, this is by the provisions that the researcher has set that the validation test is declared complete if the percentage obtained is very valid without revision.

Third, validation test of design and revision experts. The validation results on the design aspect obtained information that the percentage obtained from validator 1 was 92% with a very valid category with revisions, while the percentage obtained from validator 2 was 89% with a very valid category with revisions. The inputs given are 1) It is recommended that the rainbow illustration cover be removed. 2) Visual elements/elements are paid more attention to. Try each image/illustration at the beginning of each lesson differently. 3) There are still blurry pictures in this book, so they should be replaced because the other pictures are excellent and clear. The results of stage 2 validation obtained information that the percentage obtained in the validation stage 2 from validator 1 was 97% with a very valid category without revision while the percentage obtained from validator 2 was 92% with a very valid category without revision so that the percentage of validation results in stage 2 was obtained at the design aspect of 94.5% with a very valid category without revision. So that the validation test on the design aspect is declared complete in stage 2 validation because the results obtained have been categorized as very valid without revision, this is by the provisions that the researcher has set that the validation test is declared complete if the percentage obtained is very valid without revision.

The validation results from the material aspect in validation phase 1 were 78% with a valid category with revisions, while in validation phase 2, a percentage of 86% was obtained with a valid category without revisions. In the language aspect, the validation results obtained in stage 1 validation are 72% with a valid category with revisions, while in stage 2 validation, a percentage of 87.5% is obtained with a valid category. In the design aspect, the validation results obtained from stage 1 validation are 90.5% with a valid category with revisions, while in stage 2 validation, it is 94.5% with a valid category without revisions. So that overall, the results of the validation of teaching materials based on Riau local wisdom are in the valid category.

## Discussion

The study results stated that thematic teaching materials based on Riau's local wisdom in the sub-theme of the sub-theme of the beauty of my country's cultural diversity for fourth-grade elementary school students were declared suitable for use. Like this teaching material, it is not separated from the development steps taken. The analysis stage provides an overview of how the teaching materials are needed in the learning process. The results of the analysis of the desired teaching materials are teaching materials consisting of exciting pictures and by the material. Teaching materials with interesting pictures will make students more motivated and interested in reading (Alias & Siraj, 2012; Noroozi & Mulder, 2017). Teaching materials that suit the needs of students make it easier for students to learn (Andani & Yulian, 2018; Cloonan & Fingeret, 2020; Mayarnimar & Taufina, 2017; Weriyantri et al., 2020). The existence of teaching materials that are by the curriculum, needs, and characteristics will increase student motivation, and students can obtain learning by developing science and technology (Suzuki et al., 2020; Tchen et al., 2018).

In addition, teaching materials can increase the creativity of students (Resita & Ertikanto, 2018; Tsai et al., 2017). So, the presence of quality teaching materials will have an impact on motivation, interest, creativity, which results in student learning outcomes. Developing materials through teaching materials is the most relevant solution considering the diversity of competencies, creativity, and teaching patterns of teachers in various schools (Majid et al., 2012; Prihandoko et al., 2017). The development of thematic teaching materials based on local wisdom was developed to overcome the difficulties experienced in schools, namely that the availability of

teaching materials by local environmental conditions was inadequate (Alba et al., 2019; Tinja et al., 2017). Integrating culture into the learning process will have a positive impact not only on students but also on cultural sustainability. Teaching materials based on local wisdom is an effort to preserve cultural values (Hest et al., 2021). Local content-based teaching materials can improve learning outcomes. This is because teaching materials are more exciting and make students learn more actively (Faisal & Sulkipani, 2016). So, it can be said that the development of teaching materials based on local wisdom will positively impact the learning process. From these studies, several cultures integrated into the learning process, especially teaching materials, are the culture of Maluku, West Java, East Java, and many more.

In addition, the selection of colors, letters, and characters in a teaching material will affect students' understanding. The development of teaching materials that are by the demands of the curriculum with the needs of students, namely teaching materials that are by the characteristics and environment of students (Mayarnimar & Taufina, 2017; Weriyanti et al., 2020). Pictures on teaching materials that match the material can attract students' attention in the learning process (Dewi et al., 2018; Firdaus & Mukhaiyar, 2021; Nurjannah, 2018). Teaching materials are declared valid because they meet the material requirements, have easy-to-understand language, and designs by the student's character, and are attractive (Irman & Waskito, 2020; Lestar, 2021). Teaching materials with good content feasibility, easy-to-understand language, and attractive designs can help students understand the material, add insight and encourage students to learn more actively and independently (Estuwardani & Mustadi, 2016; Yati & Amini, 2020).

The findings of previous research stated that teaching materials based on local content/local wisdom could make participants more enthusiastic in participating in learning both at the primary and higher education levels (Hutama, 2016; Kormasela et al., 2020; Nurafni et al., 2020; I. H. N. Putri et al., 2018). The development of local script-based teaching materials can improve students' writing skills, hone students' language skills, be motivated to learn more actively (Lestariningsih & Suardiman, 2017; Owon, 2017; Saidah & Damariswara, 2019). So, the teaching materials developed are feasible and effective to improve learning outcomes and motivate students to learn.

The effective use of teaching materials is one of the reasons thematic teaching materials based on Riau's local wisdom were developed. These developed teaching materials are different from existing teaching materials where the beauty of my country's cultural diversity will be integrated with Riau culture. These teaching materials are developed by taking into account the needs of students for learning resources that are by the environment in which they live. The existence of local wisdom in learning will allow students to develop their characters (Khaerunnisa & Pamungkas, 2018; Sudarmiani, 2013). In addition, the existence of local wisdom will provide an accurate picture of what students will learn (Sutarto, 2016). With this teaching material, it is hoped that it will increase students' understanding of the material provided and preserve Riau culture.

#### 4. CONCLUSION

Thematic teaching materials based on Riau's local wisdom are declared valid with very feasible categories from the aspect of material, language, and design so that these teaching materials can be used as learning resources. Teaching materials with good content feasibility, easy-to-understand language, and attractive designs can help students understand the material. The thematic teaching materials produced are feasible, so that it is better to use them as a source of student learning.

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