



Thematic Teaching Materials based on Riau Local Wisdom

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ARTICLE INFO

Article history:

Received June 15, 2021

Revised June 18, 2021

Accepted July 30, 2021

Available online August 25, 2021

Kata Kunci:

Bahan Ajar Tematik
Kearifan Local Riau

Keywords:

Thematic Learning Material
Riau Local Wisdom



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ABSTRAK

Pembelajaran adalah proses interaksi antara siswa dengan sumber belajar. Interaksi yang baik harus didukung oleh sumber belajar. Salah satu sumber belajar adalah bahan ajar. Dengan adanya bahan ajar akan membuat siswa belajar lebih terstruktur dan dapat memotivasi. Namun saat ini masih sedikit yang membuat bahan ajar Tematik. Tujuan penelitian ini adalah menciptakan bahan ajar tematik berbasis kearifan local Riau. Jenis penelitian yang dilakukan adalah R&D dengan model 4D. Namun hanya 3 tahapan (*Define, Design, and Development*) yang dilakukan. Subjek penelitian ini adalah 6 ahli, yang terdiri atas 2 ahli materi, 2 ahli bahasa dan 2 ahli desain. 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 93% dengan kataori sangat valid. Jadi, bahan ajar tematik berbasis kearifan local Riau layak digunakan.

ABSTRACT

Learning was the process of interaction between students and learning resources. Learning resources should support good interaction. One of the learning resources was teaching materials. Teaching materials will make students learn more structured and can motivate. But today, there were still few who make thematic teaching materials. The aims of this research is to create thematic teaching materials based on Riau local wisdom. The type of research conducted was R&D with 4D models. The subjects of this study were 6 experts, consisting of 2 material experts, 2 linguists and 2 design experts. The data collection methods were interviews and validation sheets. The analysis was qualitative and quantitative analysis of interview data and validation sheets. The study results stated that the thematic teaching materials based on Riau local wisdom are worth seeing from the material, language, and design aspects with an average score of 93% with very valid category. So, thematic teaching materials based on local wisdom of Riau are worth using.

1. INTRODUCTION

Learning is the process of interaction between students and learning sources. Good learning provides an opportunity to be active in the learning process (Utama, 2017) Engaged students in the learning process will make learning more meaningful. Meaningful learning will be generated if students gain experience and develop emotional intelligence, and the learning process is done with a constructive approach (Angela, 2014; Kostianen et al., 2018). To produce meaningful learning, the teacher has to produce student-centered learning. Therefore, teachers are essential in the learning process (Ulya & Yanto, 2016), it takes creativity in designing the learning process both concerning choosing models and learning media so that students do not get bored in the learning process (Arianti et al., 2017; M. T. Utami et al., 2019). Success in learning is four main components: objectives, materials, methods, and assessment tools (Andani & Yulian, 2018; Diartini & Ratnawuri, 2017) Therefore, these components must be prepared so that the learning objectives can be directed.

However, based on the initial analysis obtained, the level of completion of students was 60% of. This is caused by the lack of thematic teaching materials based on students' characteristics. This mass complicates learning problems related to the lack of appropriate approaches and teaching materials in the learning process (Faisal & Sulkipani, 2016; Luvi, 2015) Teachers rarely give time or ask students to solve

or discuss a problem to be less motivated to learn (Purwanto & Rizki, 2015) Even though they already have teaching materials, teaching materials usually taken from textbooks (textbooks) need to be prepared by revising or adding character values to the discussion of the material in it (Asriani et al., 2017) So, the problem that is currently addressed is the lack of teaching materials that are in line with the child's needs, materials, and characteristics. If this is predicted, it will undoubtedly harm learning achievements. If this is used will indeed affect the learning, which certainly impacts the student's learning outcomes.

One of the solutions offered is to develop thematic teaching materials. Teaching materials are one part of the learning process so that they must be organized systematically following the design of learning (Pasaribu & Saparini, 2017; Syafii, 2017). Teaching materials are prepared to provide materials for learning following the demands of the curriculum (Pratiwi et al., 2017) Development of teaching materials that are by the demands of the curriculum with the needs of students, namely teaching materials that are following the characteristics and environment of students (Mayarnimar & Taufina, 2017; Weriyanti et al., 2020) Teaching materials will have a good impact on learning. Developing materials through teaching materials become the most relevant solution when considering the diversity of competencies, creativity, and teaching patterns of teachers in various schools (Prihandoko et al., 2017) The positive impact of the existence of teaching materials is thematic teaching book will be able to improve the character of students (Estuwardani & Mustadi, 2016) learning outcomes (Malalina & Kesumawati, 2014), as well as the presence of teaching materials based on local wisdom can help maintain the culture and tradition of an area (Tinja et al., 2017). Some teaching materials that have been developed today such as thematic teaching materials based on local wisdom in elementary schools that have an impact on learning outcomes (Tinja et al., 2017) thematic teaching materials in poetry subjects (Wibowo et al., 2017), on the theme of "ayok cintai Lingkungan di SD" (Indrawini et al., 2017). Teaching materials based on the cooperative model of tournament type applied in elementary schools are feasible, practical, and effectively used (Yati & Amini, 2020) The development of thematic-integrative teaching materials based on local wisdom improves the character of care and responsibility (Lestariningsih & Suardiman, 2017) Development of Integrative Thematic Learning Module Sub-theme of Living Things Relationship In Scientific Approach Ecosystem (Arum & Wahyudi, 2016) So, the teaching materials developed are worth using 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 local wisdom Riau was developed. This teaching material has a difference from pre-existing teaching materials where the developed teaching materials are associated with the material in the Area Where I Live" sub-theme 1 "My Neighborhood consists of characters in fiction stories of style and motion, tempo, search eyes, individual characteristics. This material will be combined with local wisdom in Riau. Local wisdom is a form of environmental wisdom that exists in the life of society somewhere. It is the legacy of ancestors in the value system of life that is integrated in religion, culture, and customs (Dharmawibawa, 2019) The existence of local wisdom in learning will provide agreement to students to develop their characters (Khaerunnisa & Pamungkas, 2018; Sudarmiani, 2013). In addition, the existence of local wisdom will give a real picture of what students will learn (Sutarto, 2016) This teaching material will be developed with Riau culture from the cover and illustration. The cover of the teaching material is made by adjusting the habits of Pekanbaru students playing games called "setatak" around the neighborhood and students with polite clothing so that it is more effective into Riau Malay because the teaching material is based on local wisdom Riau characteristic of Malay. With this teaching material is expected to increase the understanding of students aka materials provided and able to preserve the culture of Riau. The purpose of this research is to create thematic teaching materials based on riau local wisdom. With this teaching material, teachers have the option to use teaching materials as a means of conveying information to students.

2. METHOD

The design of this research was development research with qualitative and quantitative approaches. A qualitative approach was used to obtain information from interview results, validation sheets and documentation. A causative approach was used for the trials of developed teaching materials. This research will produce a product that is teaching materials. This study chose the development research method of Thiagarajan, which had four stages abbreviated to 4-D, which was an extension of *Define, Design, Development, and Dissemination*. The data source in this study is an expert validator in several fields related to teaching materials, namely materials experts, linguists and design experts. Another data source in this study was teachers and students of Pekanbaru 115 Public Elementary School. The subject of the study is validator experts to test the validity of the resulting product. Expert

validator consists of three aspects: a material expert with two experts, a linguist with two experts, and a design expert.

The research follows the steps in the 4-D approach to obtain the results of product development, as follows: *Define* (definition), At this stage, activities were carried out analyzing the needs that include interviews with teachers and students to determine the problems of the teaching materials used now and after that choose the teaching materials that want to be developed as a solution to the issues that have been found. *Design* at this stage, researchers determine the themes and sub-themes to be developed in teaching materials. Set up instruments such as product validation sheets. *Development* after determining the composition and sub-theme in the previous stage, then at this stage will be done to prepare materials related to local wisdom Riau, Preparing illustration drawings, making covers, making questions for each learning, making a summary of each teaching, marking difficult words for glossary, after all, is completed, validation tests are conducted, namely material experts, design experts, and linguists. After developing the teaching materials, perform a validation test stage by experts, then make revisions to the teaching materials. After making revisions, the product will be validated again by a validator expert until the resulting product is declared valid. The procedure in this study is seen in figure 1.

The data collection methods used were observations, interviews, and validity sheets. Validation sheets were used to obtain data related to expert assessment of advanced teaching materials. Validation sheets were filled by material experts, linguists, and design experts. Validation sheets were measured using a Likert scale with alternative answers: Excellent (5), Good (4), Sufficient (3), Less (2), and Very Less (1). The statement grid can be seen in the following table.

Table 1. Validation Sheet Grid

No	Questions
1	Conformity of materials with basic competencies
2	Conformity of materials with learning objectives
3	Conformity of facts and data with reality
4	Suitability of images and illustrations with materials
5	Accuracy of the presented library
6	Concentration of material on students
7	Material attractiveness
8	Encourage curiosity about riau's local wisdom
9	Conformity of material with local wisdom of Riau
10	Conformity of evaluation questions with materials
11	Difficulty level of evaluation
12	Conformity of learning in books with thematic learning
13	Equipped with basic competencies
14	Equipped with core competencies
15	Comes with a bibliography
16	There is an evaluation question in each learning

The data analysis techniques used in this study use qualitative analysis and quantitative analysis. Qualitative data is obtained from opinions given by validator experts submitted on the validation sheet. The data were analyzed as the basis for product improvement, which was further developed into a valid product. The assessment data of the feasibility of teaching materials development products obtained from validator experts were analyzed descriptively. The assessment scale on the validation sheet uses the Likert scale. In determining the validity level of teaching materials, validation data were analyzed using percentage data analysis techniques. Then, determining the validity level and revision of the product was seen in table 2.

Table 2. Validity And Product Revision

Valid Criteria	Percentage (%)
Not Valid	0-20
Less Valid	21-40
Quite Valid	41-60
Valid	61-80
Very Valid	81-100

(Sumber: [Riduwan & Sunarto, 2019: 29](#))

3. RESULT AND DISCUSSION

Research Result

This development research produces a product in the form of thematic teaching materials based on local wisdom Riau. This teaching material will help teachers in achieving learning goals. In the teaching, the material contains materials that adapt to the environment where students live. Researchers design this teaching material follows the 4-D stage but only uses 3 stages (*Define, Design, and Development*). The results of the research will be described in line with the stages of research conducted. The defining stage performed with conducting analysis needs curriculum analysis consisting of material analysis and analysis Ki and KD. Analysis needs to obtain interview results stated that students would be more interested in reading books if there were pictures, images that attract students' attention, and color and can increase students' knowledge about local wisdom in Riau. In addition to selecting images, it was also worth noting that the typeface is easy to read, and the font size was not too small and not too large. So students will be more interested in colored teaching materials and not dull for students when reading books. Furthermore, the thing to note was good language and following elementary school students, especially for grade IV students in the textbook.

Curriculum analysis was conducted to determine the curriculum applied in Pekanbaru State Elementary School 115, namely the 2013 curriculum. Students' thematic learning and books are also thematic books published by the Ministry of Education and Culture. In this curriculum analysis, 3 things will be analyzed by researchers, namely material analysis, core competency analysis, and essential competencies on the theme of My Residential Area sub-theme of My Neighborhood. The analysis of this material is related to the teaching materials that teachers use in elementary school learning activities. Based on the interview results, the teaching materials used by teachers were thematic teaching materials from the Ministry of education and culture still common, has not been associated with the local wisdom of the area where students live, especially the local knowledge of Riau. The KI and KD analysis was contained in the sub-theme of My Living Environment to adjust the material to be presented on teaching materials with KD. KD analysis results were obtained in line with table 3.

Table 3. basic competency theme 8 sub-theme 1

Tema 8 Subtema 1			
PPKn			
3.1	Grateful for the diversity of religious people in the community, as a gift of God Almighty in the context of Bhineka Tunggal Ika.	3.2	Be tolerant in the diversity of religious people in the community in the context of Bhinneka Tunggal Ika.
3.3	Explaining the benefits of diversity of individual characteristics in everyday life.	3.4	Presenting the benefits of diversity of individual characteristics in daily life.
Bahasa Indonesia			
3.9	Look at the characters contained in the fictional text.	4.9	Convey the results of identification of characters contained in the fictional text orally, written, and visually.
SBdP			
3.2	Know the tempo sign and high low tone.	4.2	Sing the song with attention to tempo and high low notes.
IPA			
3.3	Identify economic activities and their relationships with various areas of work as well as social and cultural life in the surrounding environment to the province.	4.3	Presenting the results of identification of economic activities and their relationships with various fields of work, as well as social and cultural life in the surrounding environment to the province.
IPS			
3.4	Connecting style with motion to events in the surrounding environment.	4.4	Presents the results of an experiment on the relationship between style and motion.

The Design Stage was the second stage in development research. Researchers design products according to their needs, and researchers also compile research instruments, namely validation sheets. Thematic teaching material design based on local wisdom Riau. Researchers' initial product design is to design the cover and design procedures in teaching materials. Researchers' initial product design is to design the cover and design procedures in teaching materials. On the cover design of the teaching

material, the UIR logo was on the top right, the title of the 8th Theme book "My Residential Area" and Sub-theme 1 "My Neighborhood," and the inscription "Based on Riau Local Wisdom for Elementary School Students /MI Grade IV" are located at the bottom of the UIR logo on the left. The middle contains pictures of children playing games (traditional games) around the house. The researcher's name at the bottom left, and the text 4 (meaning teaching materials for grade 4 students) are at the bottom right. Product design II is an advanced design of product design I. In this activity, researchers compile teaching materials as determined in the product design I. Ilustrasi in the cover of teaching materials is made by adjusting the habits of Pekanbaru students are playing games called "setatak" around the neighborhood, as well as students with polite clothing so that it is more effective into Riau Malay because this teaching material is based on local wisdom Riau characteristic of Malay. Then the researchers chose a bright and exciting color because of this teaching material for elementary school grade IV students. The resulting product design can be pointed at figures 1, 2, and 3.

The development stage, in this stage, was done three things, namely the development of teaching materials, editing teaching materials, and testing validity. The development of teaching materials starts from the preface, student identity, guide to books, and table of contents. Unite all the designs and images that have been determined. After all was completed, compiled, then consulted to the supervisor to get revisions before validating the validator. After the teaching materials were completed following the 4-D model, validator experts will conduct validation tests covering material aspects, language aspects, and design aspects.

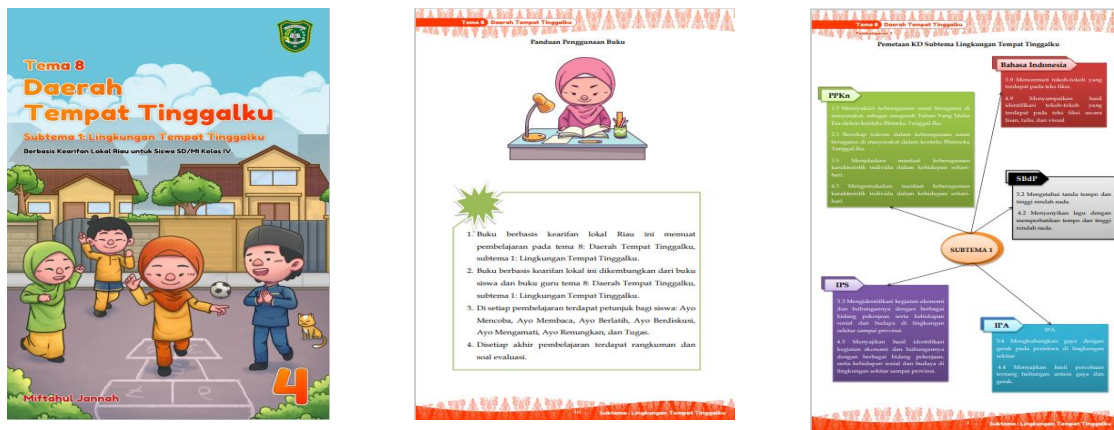


Figure 1. Front Design Thematic Teaching Material Based on Local Wisdom

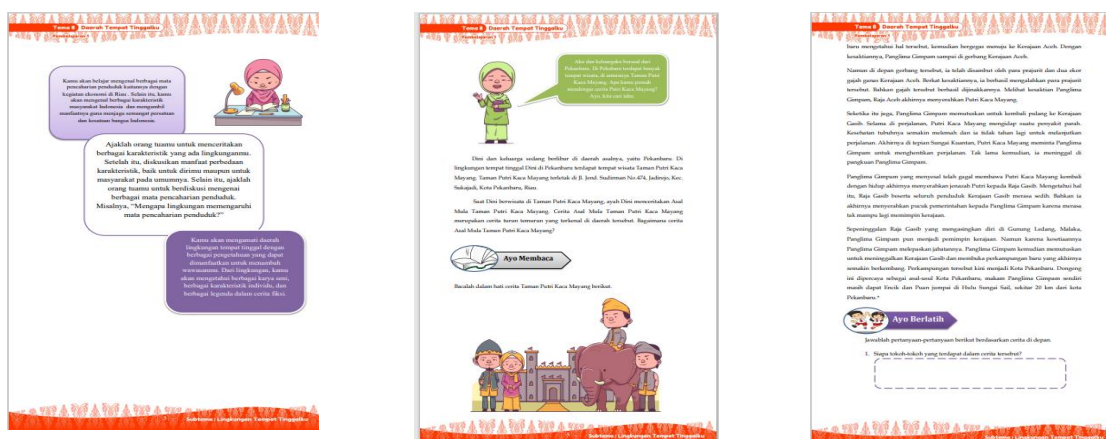


Figure 2. Teaching Material Design on Learning Process

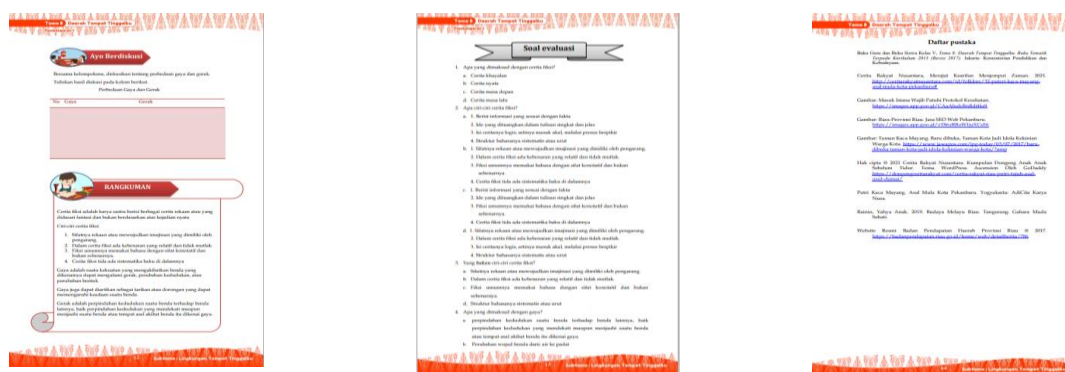


Figure 3. evaluation teaching material design and Library list

The results of the material validation test by the expert draft material 1 were obtained with a total score of **78%** in the **Valid** category. As well as giving input in the form of 1) on writing should use the standard font, 2) on page 13 the evaluation question was improved so that students easily understand, 3) Please double-check the learning objectives with the material developed. 4) List the reference source to strengthen the components of the teaching materials further. And 5) Evaluation should be linked to the substance of local wisdom. The results of language validation tests by draft linguists 1 were obtained with **94%** in the **Very Valid** category. There were some suggestions namely 1) fix the word is not raw to standard, 2) fix the word was not raw to be standard, 3) Need to be fixed, pages I and 4) The picture on page 4 was less representative, preferably a picture in a residential environment / residential area that does describe the atmosphere of the residence as stated in the text. After the teaching materials were corrected based on comments and suggestions obtained from the first stage validator, the second stage validation will be done. The assessment of language aspects for the validation of the second stage obtained a score of **99%** with a very valid **category**. The results of design validation tests by draft design experts 1 were obtained with a total score of **87%** in the **Very Valid** category. Some of the inputs given include paying attention to the blanks and the image. There were still some blurs. After the teaching materials were corrected based on comments and suggestions obtained from the first stage validation results, the second stage validation will be done. The assessment of design aspects for the validation of the second stage obtained a score of **95%** with a very valid category. The results of the six validators were in table 4.

Table 4. Validation Results of Phase 1 and Final Validation Experts

No	Aspect	Percentage (%) Stage I Validation	Percentage (%) Stage II Validation
1.	Material	78 %	86%
2.	Language	94%	99%
3.	Design	87%	95%
Mean		86%	93%

Based on table 3, the average percentage value in the stage 1 validation test was 86%, while in the validation test, phase 2 obtained an average percentage value of 93%. So it can be stated that the average percentage of stage 2 validation tests is higher than the average percentage of stage 1 validation tests. So, thematic teaching materials based on Riau local wisdom in sub-theme 1 "My Neighborhood" for grade IV elementary school students, were considered worthy of use. To further strengthen the results of this study, the teaching materials developed must be tested for effectiveness which in this study cannot be done given the current condition of the Covid-19 pandemic.

Discussion

The study results stated that the thematic teaching materials based on Riau local wisdom in sub-theme 1 "My Neighborhood," for grade IV elementary school students, were declared worthy of use. As such, this teaching material was not eliminated from the development measures carried out. The analysis stage provides an overview of how the teaching materials were needed in the learning process. The analysis of materials desired was material that consisting of exciting images and following the material. Teaching materials with interesting images will make students more motivated and interested in reading (Afifah et al., 2016) In addition, the results of the analysis of needs were also obtained. What was needed

by students today was teaching materials that make it easier for students to understand the materials that were being taught and teaching materials that students indeed find in their daily lives by such a thing. It can be said that the required teaching materials were thematic teaching materials based on Riau's local wisdom. The presence of thematic teaching materials itself can improve students' learning outcomes. Development of teaching materials following the demands of the curriculum with the needs of students, namely teaching materials that by the characteristics and environment of students (Mayarnimar & Taufina, 2017; Weriyanti et al., 2020) Teaching materials will have a good impact on learning. Developing materials through teaching materials become the most relevant solution when considering the diversity of competencies, creativity, and teaching patterns of teachers in various schools (Prihandoko et al., 2017) The positive impact of teaching materials was the thematic textbooks will be able to improve the character of students (Estuwardani & Mustadi, 2016) learning outcomes (Malalina & Kesumawati, 2014), as well as the presence of teaching materials based on local wisdom can help maintain the culture and tradition of a region (Tinja et al., 2017).

At this stage of the textbook, the design stage was presented with existing materials and integrated with the local culture of Riau. This design certainly does not take away from the learner's character by paying attention to the students in designing a teaching material will help students more easily understand the material. In addition, the selection of colors, letters, and characters in a teaching material will affect students' understanding. Color, font size, and typeface should be made more attractive (Riwu et al., 2018), making the materials that were divided more feasible to use. Development of teaching materials that are following the demands of the curriculum with the needs of students, namely teaching materials that are following the characteristics and environment of students (Mayarnimar & Taufina, 2017; Weriyanti et al., 2020) The images on the teaching materials in line with the material can attract students' attention in the learning process (Firdaus & Mukhaiyar, 2021) Image media feed can motivate students (Dewi et al., 2018; Nurjannah, 2018) The color, font size of the material developed determines the feasibility of teaching material.

Riau declared valid both in terms of materials, language, and design at this stage of teaching materials based on local wisdom. Teaching materials are valid if they meet the requirements of the material, easy-to-understand language, and design that is in line with the character of the students and fascinating (Irman & Waskito, 2020; Lestar, 2021) Teaching materials with good content, easy-to-understand language, and attractive design can help students understand the material (Estuwardani & Mustadi, 2016) add insight, and encourage students to learn more actively and independently (Yati & Amini, 2020) The results of this study strengthen the research that states that thematic teaching materials based on local wisdom in elementary schools have an impact on learning outcomes (Tinja et al., 2017) thematic teaching materials in poetry subjects (Wibowo et al., 2017), on the theme of "ayok cintai Lingkungan" (Indrawini et al., 2017) Teaching materials based on the cooperative model of tournament type applied in elementary schools are feasible, practical, and effectively applied (Yati & Amini, 2020) The development of thematic-integrative teaching materials based on local wisdom improves the character of care and responsibility (Lestariningsih & Suardiman, 2017) Development of Integrative Thematic Learning Module Sub-theme of Living Things Relationship In Scientific Approach Ecosystem (Arum & Wahyudi, 2016) So, the teaching materials developed are worth using and effective to improve learning outcomes and motivate students to learn.

The effective use of teaching materials was one of the reasons thematic teaching materials based on local wisdom Riau was developed. This teaching material has a difference from pre-existing teaching materials where the developed teaching materials were associated with the material in the "Area Where I Live" sub-theme 1 "My Neighborhood" consists of characters in fiction stories of style and motion, tempo, search eyes, individual characteristics. This material will be combined with local wisdom in Riau. Local wisdom was a form of environmental wisdom that exists in the life of society somewhere and was the legacy of ancestors in the value system of life that was integrated with the form of religion, culture, and customs (Dharmawibawa, 2019) The existence of local wisdom in learning will provide agreement to students to develop their characters (Khaerunnisa & Pamungkas, 2018; Sudarmiani, 2013). In addition, the existence of local wisdom will give a real picture of what students will learn (Sutarto, 2016) This teaching material will be developed with Riau culture from the cover and illustration. The cover of the teaching material was made by adjusting the habits of Pekanbaru students playing games called "setatak" around the neighborhood and students with polite clothing so that it was more effective into Riau teaching material was based on local wisdom Riau characteristic of Malay. This teaching material was expected to increase the understanding of students and the material given to preserve the culture of Riau.

4. CONCLUSION

Thematic teaching materials based on local wisdom Riau declared valid with a category that was very worthy of judging from the material aspects, language, and design. This teaching material can be used as a learning resource. Teaching materials with good content, easy-to-understand language, and attractive design can help students understand the material. The thematic teaching materials produced are feasible, so it was worth using as a learning resource for students.

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