

Thematic Learning Based on Local Wisdom in the New Normal Time in Elementary School

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ABSTRAK

Pembelajaran tematik berbasis kearifan lokal diharapkan dapat meningkatkan pengetahuan dan hasil belajar serta memberikan pengalaman yang bermanfaat bagi siswa. Tujuan dari penelitian ini adalah untuk menganalisis perencanaan, pelaksanaan dan kendala pembelajaran tematik berbasis kearifan lokal pada masa new normal di sekolah dasar. Subjek penelitian ini adalah guru kelas dan siswa sekolah dasar. Metode yang digunakan adalah metode kualitatif fenomenologi. Penelitian ini menggunakan pedoman wawancara, observasi, dan dokumentasi. Teknik analisis data yang digunakan dalam penelitian ini terdiri dari tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menemukan bahwa, sebelum melaksanakan pembelajaran tematik berbasis kearifan lokal, guru melakukan perencanaan dengan menyiapkan perangkat pembelajaran. Siswa belajar langsung dari alam dan untuk meningkatkan kesadaran siswa terhadap alam, sehingga siswa dapat menjaga dan melestarikan kearifan lokal serta mencintai kearifan lokal di daerahnya. Kendala bagi guru dalam proses pelaksanaan pembelajaran tematik berbasis kearifan lokal di sekolah dasar adalah alokasi waktu untuk pembelajaran tematik yang masih kurang dan belum adanya keterpaduan antara materi pembelajaran kearifan lokal dalam kurikulum yang telah dibuat oleh sekolah.

ABSTRACT

Thematic learning based on local wisdom, it is hoped that it can improve knowledge and learning outcomes and provide useful experiences for students. The purpose of this study is to analyse the planning, implementation and constraints of thematic learning based on local wisdom in the new normal period in elementary schools. The subjects of this study were classroom teachers and elementary school students. The method used is a qualitative method of phenomenology. This study uses interview, observation, and documentation guidelines. The data analysis technique used in this study consisted of three stages, namely data reduction, data presentation, and drawing conclusions. The result of study found that, before carrying out thematic learning based on local wisdom, the teacher carries out planning by preparing learning tools. Students learn directly from nature and to increase students' awareness of nature, so that students can maintain and preserve local wisdom and love local wisdom in their area. The obstacle for teachers in the process of implementing local wisdom-based thematic learning in elementary schools is that the time allocation for thematic learning is still lacking and there is no integration between local wisdom learning materials in the curriculum that has been made by the school.

1. INTRODUCTION

Thematic learning has been used in Indonesia since 2013 since the introduction of the 2013 curriculum. The curriculum in elementary schools uses an integrated thematic learning approach. Integrated thematic learning is a model of implementing the recommended curriculum at the basic education unit level (Ima Wahyu Putri Utami, 2019; Tinja et al., 2017). Thematic learning is an integrated learning that emphasizes the relationship of students in learning. The learning includes a number of basic competencies, learning outcomes and indicators of one learning content, or a number of learning content. With thematic learning, students are expected to be able to learn and play with better creative power (Huang et al., 2019; Okolie et al., 2021; Sandra & Kurniawati, 2020). Learning through thematic learning

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does not only prioritize knowledge (learning to know), but also doing (learning to do), being (learning to be). Efforts to integrate knowledge, skills, character or learning attitudes and think creatively through themes are called thematic learning (Choi & Yi, 2016; Ima Wahyu Putri Utami, 2019). Thematic learning is a combination of concepts from several different disciplines with the hope that students can learn better and more meaningfully (Majid, 2017; Suniyasih et al., 2020). Thematic learning is a learning model where combining concepts from various learning sources into one theme or topic of discussion that causes integration between knowledge, skills and values that can enable students to be active in discovering scientific concepts and principles as a whole, meaningful and authentic (Rachmadtulla et al., 2019; R. Wulandari et al., 2020). So that students actively find concepts in the thematic learning, it can be integrated with local wisdom found in the student learning environment.

Local wisdom is the result or outcome of the experience of a particular community or tribe, and is not certain to be experienced by other communities. Local wisdom is very strongly tied to a particular community or tribe, because the value of local wisdom is tested and through a long process so that its age almost resembles the existence of a particular community or tribe (El Islami & Nuangchalerm, 2020; Rahim, 2018). Local wisdom is a kind of culture possessed by certain ethnic groups, which is obtained from the experience of these ethnic groups struggling with their environment (Hartini et al., 2018; Setiawan et al., 2017; Tohri et al., 2022). With thematic learning based on local wisdom, it is hoped that it can improve knowledge and learning outcomes and provide useful experiences for students. However, the COVID-19 pandemic has changed the way people live. This also affects the student learning process from direct learning to online learning and by reducing the Covid-19 outbreak, changing the student learning process into a Limited Face-to-face Meeting towards the new normal era. Government policies that have been enacted have a significant influence in many fields, especially for education, which can influence school and student policies towards the new normal (Andarwulan et al., 2021; Elshami et al., 2021; Maulana & Siti Rosmayati, 2021). With the new normal, starting to change again the process of learning activities that were originally online to learning offline but still with restrictions. With this, it began to change the atmosphere of student learning again. Students begin to learn directly and can interact directly with the student environment.

The atmosphere and learning environment that facilitates thematic learning processes are very diverse, but from a contextual perspective, students are more suited to optimizing local wisdom. According to opinion of previous research state that one of the efforts to instill the value of local wisdom in students from a young age is by learning science based on local wisdom which is carried out in elementary schools (Asrial et al., 2021; Widyaningrum, 2018). Educators can determine local wisdom and classify materials that will be integrated into science learning from the environment around where students study. The physical environment (nature) and the socio-cultural environment owned by the people of Bubakan Village have potential that can be explored and developed to support thematic learning. Local community wisdom can be defined as the ability (competence) possessed by the people of Bubakan Village which has been proven to be preserved until now, one of them is Muncar Temple. The integration of local wisdom with thematic learning in the new normal is very important because there are many concepts that can be combined and can be found around the students' environment. The material contained in thematic learning can be combined with local wisdom found in the elementary school environment. One example of local wisdom that can be combined with thematic learning in the student learning environment is the Muncar Temple Tourism Object. At the Muncar Temple location, there are many different types of plants and animals as well as springs that have been used for various types of human needs, which can make it easier for students to learn concrete thematic learning materials. Learning materials that contain local wisdom provide contextual learning so that students can learn in a more concrete atmosphere (Laila et al., 2021; Santosa et al., 2019; Tohri et al., 2022).

It is in line with previous research that stated mastering the success of social studies learning, it is very important to pay attention to learning resources as learning principles that are more environmentally oriented (Setiawan & Mulyati, 2020). The values of local wisdom can be used to add learning resources that have been added by the teacher according to the material that will be studied by the students. In the end, Social Science learning activities must be constructivist and developed through a contextual approach that focuses on students to connect the knowledge they have gained with experience in their social interactions in order to give birth to better solutions. Other previous research on learning based on local wisdom in elementary schools has been investigated (Nabila et al., 2021). The results of this study explain that the learning media in the form of pop up books which are integrated with local wisdom in thematic learning is very well used in the implementation of learning and students are interested in learning by using the pop up book learning media which is integrated with the local wisdom. Relevant research has also been carried out by that explains in outline if learning outcomes and the meaning of learning in grade four students of

SD 2 Sesetan can be improved through alternative integrative thematic learning combined with local wisdom (Widiastuti & Purnawijaya, 2019).

Based on previous research, local wisdom can be integrated with student learning, but this integration has not been maximized because most of them only focus on one subject matter or only focus on one material and most of them were carried out before the Covid-19 pandemic so that learning took place normally without any restrictions in the learning process. This research focuses on thematic learning based on local wisdom in the new normal period in elementary schools. With thematic learning based on local wisdom in the new normal period in elementary schools, it is expected to be able to help students understand learning and convey concepts to them so that they always maintain diversity and local wisdom and help students face increasing challenges at the same time so that local wisdom can be avoided from the erosion of globalization. This study aims to analyse the planning and implementation of local wisdom-based thematic learning in the new normal period in elementary schools, as well as to describe the obstacles in local wisdom-based thematic learning in the new normal period in elementary schools.

2. METHOD

This research is a qualitative research. Qualitative research will be conducted on natural objects that have evolved as they are and are not manipulated (Creswell, 2014; Sugiyono, 2019). The research design used is phenomenology. The phenomenological approach is related to knowledge about everyday life and the intersubjective world (world of life) of participants (Groenewald, 2004; Utama, 2019). Based on this opinion, the purpose of this study is to analyse and obtain data related to thematic learning based on local wisdom in the new normal period in elementary schools. Students of SD Negeri 2 Bubakan, Girimarto District, Wonogiri Regency are the subjects of this study. This study uses interview guidelines, observation guidelines, and questionnaires as qualitative instruments. As data collection in the implementation of thematic learning based on local wisdom, it is equipped with interview, observation, and documentation guidelines, to strengthen and check the validity of the data. Qualitative research uses triangulation techniques to obtain data from various sources and run it continuously until the data is saturated or complete. The data analysis technique used in this study consisted of three stages, namely data reduction, data presentation, and drawing conclusions.

3. RESULT AND DISCUSSION

Result

Local Wisdom-Based Thematic Learning Planning in the New Normal in Elementary Schools

Based on the results of interviews that have been carried out with classroom teachers at SD Negeri 2 Bubakan, during online learning it can be concluded that students experience boredom in the learning process. This can be seen in student participation when participating in online learning and when collecting assignments. Even though teachers have tried to carry out online learning in a variety of ways, starting from learning activities using video conferencing, learning media in the form of videos and LKPD in the form of google forms and quizzes. In addition, in the online learning process, students and teachers sometimes experience problems with the network. Due to the location of schools and settlements in mountainous areas, network disturbances often occur in the form of poor signals. This has an impact on the online learning process, because only with a good network can online learning be carried out. With the influence of the bad network has an impact on student learning enthusiasm which also decreases. If this is allowed, it will hinder the implementation of learning and student learning outcomes are not optimal. Moreover, students are starting to experience changes in the learning process from offline to online and are currently returning to offline learning with limited face-to-face learning. With these changes indirectly affect the mentality of students, because the learning process is always changing. With the influence of the bad network has an impact on student learning enthusiasm which also decreases. If this is allowed, it will hinder the implementation of learning and student learning outcomes are not optimal.

Moreover, students are starting to experience changes in the learning process from offline to online and are currently returning to offline learning with limited face-to-face learning. With these changes indirectly affect the mentality of students, because the learning process is always changing. With the influence of the bad network has an impact on student learning enthusiasm which also decreases. If this is allowed, it will hinder the implementation of learning and student learning outcomes are not optimal. Moreover, students are starting to experience changes in the learning process from offline to online and are currently returning to offline learning with limited face-to-face learning. With these changes indirectly affect the mentality of students, because the learning process is always changing. Moreover, students are starting to experience changes in the learning process from offline to online and are currently returning to

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From these problems, the teacher tries to find other learning alternatives. Given that the school area and student residences are located in the mountains, and there are various types of natural and cultural wealth in the area, finally the teachers at SD Negeri 2 Bubakan try to use the environment as a medium for thematic learning. Through the use of learning resources in the school environment, students can build creativity. In addition, it is known that if students are more enthusiastic in participating in learning outside the classroom, which they think is more fun, students can pay attention directly through the use of concrete learning resources in the school environment. From the results of this study, it can be concluded that the environment can be used as a learning resource for learning Natural Sciences in grade IV Elementary School and can be adapted to the material and needs of students. Through the environment as a source of learning indirectly students learn concretely by recognizing the diversity of local wisdom that exists around students. In thematic learning, local wisdom that exists around students can be integrated into all existing learning content from class I to class VI.

Before the implementation of the thematic learning based on local wisdom is carried out, the class teacher at SD Negeri 2 Bubakan prepares several things that are needed so that the learning process can run smoothly. The initial step taken by class teachers at SD Negeri 2 Bubakan is to determine the topic of local excellence that is chosen according to core competencies, basic competencies, and indicators developed, and it can be ascertained if the innovation in delivering the concept is the same as the competencies that have been determined. After the topic of local excellence selected according to the core competencies, basic competencies, and indicators developed has been determined, the next step is to prepare learning tools. The learning tools prepared are in the form of a Learning Implementation Plan (RPP). The Learning Implementation Plan that is made takes into account the interrelationships and integration between core competencies, basic competencies, and indicators of competency achievement with local wisdom. The teacher also prepares learning materials and learning media that have been linked to local wisdom, and prepares scenarios for learning activities. In addition, teachers must also pay attention to factors that affect student teaching in the new normal era such as age, gender, level of ability of students being taught. With careful preparation by paying attention to these factors as well as preparation in the form of learning administration and the environment, it is hoped that the process of implementing local wisdom-based thematic learning in the new normal period can run smoothly as expected.

The Process of Implementing Local Wisdom-Based Thematic Learning During the New Normal Period in Elementary Schools

Based on the results of observations on all students at SD Negeri 2 Bubakan a total of 132 students consisting of 72 male students and 60 female students obtained data that the implementation of thematic learning based on local wisdom can increase students' enthusiasm for learning. This is because during the pandemic which lasted almost two years, students had to study online. In the online learning process, it causes saturation in student learning. Students only learn through electronic media so that there is no direct learning process that is in contact with the natural environment. Through thematic learning based on local wisdom in the new normal period in elementary schools, students can learn directly from the nature around the school so that students are more enthusiastic in learning and learning materials are more imprinted on students' minds. The implementation of thematic learning based on local wisdom during the new normal period in elementary schools was carried out directly at the Muncar Temple tourism object. At the location of the Muncar Temple tourist attraction, students can learn directly in nature. At this location there is a dam containing various types of fish. In addition to the dam, at the Muncar Temple tourist attraction there are also several agricultural lands planted with various types of plants, such as carrot gardens, crystal guava gardens, cauliflower gardens, cabbage gardens, onion gardens, potato gardens and tobacco gardens. At the Muncar Temple tourist attraction there is also a waterfall. In addition, at the Muncar Temple tourist attraction, there is also a spring. These springs have been used as mineral water which has previously been tested for feasibility through research. From the Muncar Temple tourism object, students can learn directly from nature and to increase students' awareness of nature, so that all students can care for and preserve local wisdom in their area and love local wisdom in their area.

Local wisdom has played a role in intensifying the writing and reading skills of elementary school students. Research proves that learning Indonesian by combining local wisdom is better than general textbooks, especially for writing and reading skills. Students also understand faster, are more enthusiastic, and like to read books independently. This can be a reference for educators to include local wisdom in

learning as an effort to maintain the nation's culture. To face globalization, local wisdom can be used as a filter for foreign cultures that enter and are not in accordance with the culture in our country. To achieve educational goals, local wisdom can be used to improve the quality of learning processes and outcomes. By utilizing local wisdom that exists in a certain area, it has a very good impact on the development of aspects of elementary school student development, which includes students' cognitive, affective and psychomotor development. Based on the results of interviews, students really like the thematic learning process based on local wisdom in the new normal period in elementary schools. Students experience something new in learning after almost two years of studying online. Students can learn directly as well as interact with the natural beauty that exists in the Bubakan Village area. Thematic learning integrated with local wisdom can increase student motivation in learning and add new experiences for students by interacting directly with the environment around students.

Obstacles in the Implementation of Local Wisdom-Based Thematic Learning During the New Normal Period in Elementary Schools

The obstacle faced by teachers in the process of implementing local wisdom-based thematic learning during the new normal in Elementary School is that the time allocation for thematic learning is still lacking if it is carried out directly in the natural environment, usually in implementation requires a longer time allocation compared to the planned time allocation. time consuming for further learning. In addition, the limited allocation of face-to-face learning time adds to the lack of time that can be utilized in the learning process. In addition to the allocation of learning time, another obstacle in the process of implementing local wisdom-based thematic learning in the new normal in elementary schools is the absence of integration between local wisdom learning materials in the curriculum that has been made by the school, so there is no specific reference in planning and implementing learning thematic based on local wisdom. While the curriculum that became the reference was made nationally, so that the element of local wisdom was still not found. Due to the natural and cultural diversity that exists, thematic learning based on local wisdom that is integrated in the curriculum can be an additional provision of knowledge for students, because indirectly the natural and cultural wealth is learned by students through the integration of local wisdom in thematic learning. Thus increasing students' understanding of regional advantages as well as introducing local wisdom to students. So schools can rearrange the curriculum by incorporating elements of existing local wisdom into the learning materials delivered to students. So schools can rearrange the curriculum by incorporating elements of existing local wisdom into the learning materials delivered to students, besides that local wisdom can also be integrated into activities outside of learning hours such as extracurricular activities without having to leave thematic learning materials.

Discussion

Local Wisdom-Based Thematic Learning Planning in the New Normal in Elementary Schools

Environmental-based science teaching materials on the subject of plant parts and their functions received a positive response from students, this was evidenced by an increase in students' learning mastery (Ermanda & Ariandani, 2020; Laila et al., 2021). The environment is very influential on the learning process of students, because the learning period of elementary school students is a period where children prefer concrete or real things. Similar research revealed that the environment in the school could be used as a learning tool for learning Natural Sciences in grade IV Elementary School (Bahij et al., 2018). This is in line with the research conducted by the teachers at SD Negeri 2 Bubakan plan lessons by utilizing local wisdom as a medium in learning. This is in line with the research conducted by the teachers at SD Negeri 2 Bubakan plan lessons by utilizing local wisdom as a medium in learning. This is in line with the research conducted by previous study who revealed that learning based on local wisdom is very important for educators to apply in learning activities that help in strengthening knowledge and the introduction of students and as a means of instilling a caring attitude to local wisdom in their area, planting positive morals that are in accordance with the noble view of life of wisdom, local students and students can be equipped when facing problems outside of school (Shufa, 2018).

Similar research was conducted which states that the implementation of alternative integrative thematic learning guided by local wisdom can strengthen the impact and meaning of student learning (Khoeriyah & Mawardi, 2018). Starting from before local wisdom-based learning was applied, students' scientific process skills for indicators of observation, classification, communicating and drawing conclusions have increased (Abdjul & Katili, 2021; Asrial et al., 2021). Thematic learning materials that have a broad scope of learning materials can be combined with local wisdom that can create active learning for students in terms of attitudes, knowledge and skills. The 5M scientific approach which consists of observing, asking, trying, reasoning and communicating used in the 2013 curriculum can be arranged teaching materials based on local wisdom that are interesting and effective for use in grade V Elementary School. The

teacher's efforts in developing teaching materials are in accordance with the needs and elevating existing local wisdom and presenting learning activities that are in accordance with the demands of the community which are expected to lead to character education of love for the environment. From the results of some of these studies, it can be concluded that learning that is integrated with local wisdom has many benefits for students, if the learning materials are packaged and combined with the potential of local wisdom appropriately.

The Process of Implementing Local Wisdom-Based Thematic Learning During the New Normal Period in Elementary Schools

Learning resources can be sourced from various places, one of the learning resources that can be used is the environment. The learning environment that can be used in the teaching and learning process is not only the natural environment, but can also be an artificial environment and a social environment. Students can be invited to observe the environment, by utilizing the surrounding environment to increase harmony in student learning activities. Places of learning are not only carried out in the classroom, but can also be carried out outside the classroom. Physical development, social skills, culture, as well as emotional growth and intelligence of students can be influenced by the environment as a source of student learning. Similar research which states that learning based on local wisdom that is effectively applied to elementary school students in the Ternate area is an ethnopedagogic approach that is applied through learning activities using cloves as the object of the study of spices in North Maluku (Hasan et al., 2021; F. Wulandari, 2020). Through the integration of cloves in an ethnopedagogical approach, it can increase the mastery of scientific literacy and students' learning motivation. This is in line with research which states that a sense of love for the noble values of culture can be instilled by linking local wisdom in science learning and students get real learning experiences around them (Asrial et al., 2021; Rahmatih et al., 2020). Local wisdom can be applied in the learning process in grade IV Elementary School and can provide excellent benefits in developing aspects of student development not only in cognitive aspects but in students' affective and psychomotor aspects. Through thematic learning based on local wisdom, it can improve student learning abilities as a whole, not only in cognitive abilities and raise students' enthusiasm for learning in the new normal. Similar research is research which states that worksheets that are integrated with local wisdom can make learning more useful for students and instill a sense of love for local culture (Widiastuti & Purnawijaya, 2019; Widyaningrum & Prihastari, 2020).

It is similar to research which states that the use of the environment as a learning medium, through the use of objects in the school environment, will help smooth learning activities carried out in the classroom as well as outside the classroom (Chrislando, 2019; Wu et al., 2015). If the teacher can use the delivery method correctly and appropriately, the process of providing learning materials can be achieved properly and the surrounding environment can be useful as a learning medium, so that students can learn comfortably in direct contact with the environment which can directly impact student learning outcomes.

Obstacles in the Implementation of Local Wisdom-Based Thematic Learning During the New Normal Period in Elementary Schools

Obstacles to planting local wisdom were the lack of time for history lessons to deepen and in the school plans for lessons there was no specific plan to instill local wisdom. The obstacle in implementing local wisdom learning is that it takes a long time to visit activities (Afiqoh et al., 2018; Ima Wahyu Putri Utami, 2019). Constraints on the allocation of learning time that are integrated with local wisdom do not only occur in one learning content, but also occur in thematic learning because the scope of thematic learning is wider. To overcome the constraints of the allocation of learning time for the implementation of thematic learning based on local wisdom in the new normal period in elementary schools, it can be done by utilizing student learning time at home as a task outside of learning hours, so as to minimize the lack of allocation of learning time. Although the education curriculum in our country has been revised several times, it is hoped that learning will still contain ethnopedagogical content, namely emphasizing local wisdom in the learning process. The diversity and richness of local culture which are the values of local wisdom owned by the community can be integrated holistically and can be developed into a curriculum, both in extracurricular, co-curricular and intracurricular, even having a big influence and being the basis for character education in elementary schools (Oktavianti & Ratnasari, 2018; Tohri et al., 2022). This is in line with research which states that if the integration of cultural values is also in accordance with the curriculum, the curriculum should include elements of local wisdom in the curriculum (Nuraini, 2018). In general, the curriculum that has been prepared by the school is still guided by the rules that have been made by the central government

The results of the study can be said that thematic learning by integrating local wisdom has a positive impact on student learning outcomes and fosters a caring and loving character for the environment for

students after the COVID-19 pandemic in the current new normal. The suggestions that can be put forward in this research are that it is hoped that thematic learning based on local wisdom can be developed in other schools. With thematic learning integrated with local wisdom, it is hoped that thematic learning will be more meaningful and create the character of love for the homeland in students, especially love for the environment and culture that exists in the student's area, and create an attitude of caring for local wisdom so that local wisdom remains always preserved and not eroded by globalization.

4. CONCLUSION

According to the data that has been obtained, it is concluded that before carrying out thematic learning based on local wisdom, the teacher carries out the planning first. This stage is to determine the topic of local excellence that is selected according to the core competencies, basic competencies, and indicators developed, and it can be ensured that the innovation in presenting the concept is in accordance with the competencies that have been determined. Activities of organizing material or local excellence content competencies into the learning process and assessment are carried out to determine the feasibility of learning. The implementation of thematic learning based on local wisdom during the new normal period in elementary schools was carried out directly at the Muncar Temple tourism object. The obstacles faced by teachers in the process of implementing local wisdom-based thematic learning during the new normal in elementary schools were the lack of time allocation for thematic learning and the absence of integration between local wisdom learning materials in the curriculum that had been made by the school, so there was no specific reference in the preparation planning and implementation of thematic learning based on local wisdom. All students can maintain and preserve local wisdom in their area and foster a sense of love for local wisdom in their area.

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