

Development of Thematic Teaching Materials Based on Local Wisdom at Madrasah Ibtidaiyah in Pagaram City

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ABSTRACT

The objective of this research and development research is to provide educational resources centred around the Local Wisdom of Pagaram City, specifically focusing on topic 8 "My Living Area" and sub-theme 1 "My Living Environment" for fourth-grade students at Madrasah Ibtidaiyah Pagaram City. The employed approach is Research and Development (R&D) utilising the Tessmer development model, which has two distinct stages: the preliminary stage (including preparation and design) and the formative evaluation stage (including self-evaluation, expert review, one-to-one assessment, and small group evaluation). The participants of this developmental study consisted of fourth-grade students at A Madrasah Ibtidaiyah in Pagaram City. The findings of this developmental research indicate that valid thematic teaching materials can be generated based on the local wisdom of Pagaram City. The results of the walkthrough sheet at the expert review stage indicate that the material expert validator scored 78%, the design expert validator scored 64%, and the linguist validator scored 81%. These scores place the material in the valid category and confirm its suitability for use in the learning process. The teaching materials that focus on the Local Wisdom of the City of Pagaram can be considered practical. This is evident from the results of the student questionnaire, where students rated the materials as highly practical with an average percentage of 91. These materials are suitable for use in the learning process.

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1. INTRODUCTION

Education is a highly effective strategy for preserving the value system that evolves throughout life. The ramifications of global living have already made their presence felt in the lives of the Indonesian populace. The process of globalisation has led to detrimental consequences such as the erosion of local cultural knowledge and human values. The Indonesian indigenous cultural wisdom encompasses a diverse array of customs, civilizations, and languages. Indonesia possesses abundant

native resources that can be investigated and harnessed to meet the desired objectives. The potential of this indigenous knowledge can also be used in the realm of education. Educators have a crucial part in the process. The role of educators should be to cultivate pupils with the appropriate mindset, conduct, and character, enabling them to serve as catalysts for progress and change for themselves, their surroundings, society, and all individuals they encounter, regardless of distinctions based on ethnicity, religion, race, or social class. This is due to the fact that the knowledge acquired by participants will consistently evolve and undergo transformations in alignment with the progressively quick advancements of the era. This aligns with data indicating that contemporary schooling has predominantly disregarded indigenous knowledge and traditional wisdom. Hence, it is imperative to revive the residual conventional wisdom and knowledge and amalgamate it with contemporary understanding (Mungmachon, 2012). One approach is through education, particularly within the academic setting.

In the learning process at school, educators must be more creative and innovative to provide learning that has local wisdom values for their students. One component that must be considered is the teaching materials used (Prastowo, 2015). Teaching materials are all forms of materials (written materials or unwritten materials) that are used by teachers in carrying out teaching and learning activities in class (Hamid, 2013). Print-based teaching materials include books, pamphlets, student study guides, tutorial materials, student workbooks, maps, charts, photos of materials from magazines, newspapers, and so on. Efforts to introduce local cultural content through teaching materials are one of the efforts that can be made in the field of education. This is in line with the fact that an educational process must lead to local education (Ahmadi, 2012). This is because local wisdom has an important meaning for people's lives in Indonesia. Local wisdom functions as advice, beliefs, literature, and taboos. Therefore, people need to know and preserve local wisdom in their respective regions. Local wisdom is essentially the values that apply in a society. These are values that are believed to be true and become a reference in the daily behavior of local people (Diem, 2012).

An accurate description of the development quality of a teaching resource is required. The evaluation of teaching material development items that are based on local wisdom encompasses three key aspects: validity, practicality, and effectiveness. The teaching materials will be deemed valid if the validation process is conducted without any need for adjustment. The initial aspect is the content. This encompasses the appropriateness of the Core Competencies within the 2013 Curriculum, their alignment with fundamental competencies, indicators, and the 2013 Curriculum, incorporation of authentic real-life situations, and provision of student-friendly examples. The second matter pertains to constructions. The construct incorporates the alignment with the attributes of indigenous knowledge, encompassing utilisation of content, utilisation of progressive teaching material models, utilisation of self-constructed outcomes, and appropriateness of teaching materials with the local characteristics of students. The creation of educational resources for student instruction, focusing on knowledge and insight. Utilising straightforward and effective local knowledge, employing contrasting and moderate colour schemes in teaching materials, and categorising things based on natural and man-made environmental elements. The third aspect pertains to language. Language features encompass the appropriateness of Enhanced Spelling, phrases that are readily comprehensible, the avoidance of ambiguous sentence structures, and the consistent usage of letters and pictures. Furthermore, apart from their practicality and efficiency, learning activities are also characterised by their ease, usefulness, and engaging nature (Tessmer, 1998). This aligns with the requirement for the development of teaching materials that cater to the aesthetic aspects, particularly thematic teaching materials rooted in indigenous knowledge (Azizah & Alnashr, 2022).

At the elementary school level, teaching materials are an important component in thematic learning. Integrative learning uses themes to link several subjects to develop the affective, cognitive, and psychomotor aspects of students in order to provide meaningful learning. The thematic term is used because learning uses themes to connect several subjects, while the integrative term refers to the overall development of the child which includes affective, cognitive, and psychomotor aspects

(Fathurroman, 2015). In addition, good thematic teaching materials should go through a validation process on certain aspects such as material and media and be well responded to by students. In addition, the development of thematic teaching materials itself aims to make it easier for students to understand the material (Putra, 2019; Wahyuni & Ananda, 2021). Teaching materials developed with local wisdom must have values that are believed to be true in the community so that they can become a reference for students in the daily behavior of the local community (Diem, 2012). The development of teaching materials with local content must be carried out without eliminating the substance of the material which is the research objective (Mansur & Kartini, 2021).

One of the potential values of local wisdom that needs to be developed into teaching materials is Pagaralam's local wisdom. Pagaralam City is located in a cool highland, and economic/trade activities are largely determined by the Agriculture and Plantation sector and the Tourism sector. In community life, they have local content values such as the activity of picking coffee in mutual cooperation or in the use of the Basemah language. Previously, the Ulu Besemah script teaching materials were developed based on the fact that the Ulu Besemah script teaching materials were interesting, easy to understand, and an effort to preserve local wisdom (Tastin et al., 2019). Then, materials that incorporate local values indirectly present one of the local communities to students by portraying local communities' natural circumstances and activities in Pagaralam. In light of the foregoing, how legitimate and applicable is it to create thematic teaching materials in Pagaralam City based on local wisdom?

2. METHODS

Research and development (R&D) is a field of study that focuses on developing new products. There are end results in mind for this study. Using a Local Wisdom approach, this research will create instructional resources on the topic of "the beauty of togetherness" for fourth-graders at Madsarah Ibtidaiyah in Pagaralam. The study's focus on student activities, local environment, practise questions to train students' knowledge, and discussion sheets to train students' critical thinking, acceptance of diverse perspectives, and oral communication skills inform the study's instructional material development. in front of everyone, beginning with his pals and ending with the solution column. Process of design (Tessmer, 1998):

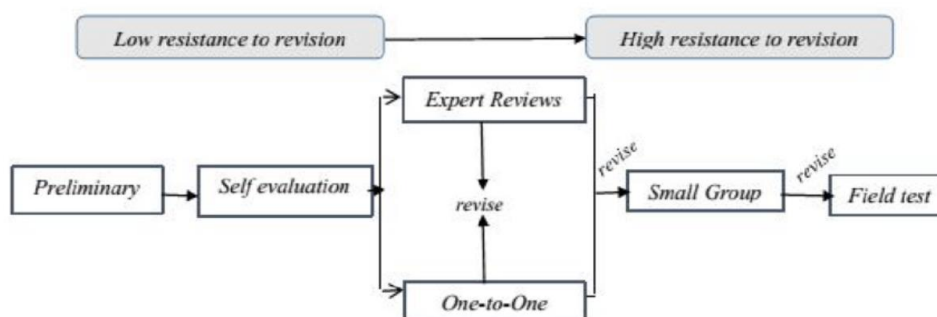


Figure 1. Formative Evaluation Design Flow

The steps for developing teaching materials used in this research include the following stages:

2.1 Preliminary Stage

This stage consists of two stages, namely the preparation stage and the design stage.

a. Preparation phase

Student analysis, curriculum analysis, and material analysis are now being conducted in Pagaralam's Madsarah Ibtidaiyah class IV A. A student analysis was performed to ascertain whether or not students could learn about the topic of my neighbourhood with relative ease or difficulty, and therefore to ascertain the topic of the research that will be conducted. Class 4A at Madsarah Ibtidaiyah School in Pagaralam served as the research topic, hence an examination

of the curriculum at that school was performed. Lesson plans and a grid of teaching resources were developed after conducting a material analysis to determine the Core Competencies (KI) and Basic Competencies (KD) on the topic of the area where I reside.

b. Design stage

At this stage, the design of teaching materials based on local wisdom is carried out in the form of an initial *prototype*. At this stage, the researcher designs the teaching materials that will be developed. Starting from the design of the cover, the title of the theme, the sub-theme, and the contents of the book. This design is made more so that it can attract the hearts of students in learning, and in designing it will be directed to the local wisdom of the City of Pagaram so that students will feel familiar with the object to be studied and can make students more interested and enthusiastic in learning.

2.2 The Prototyping stage uses the Formative Evaluation flow

The stages in the Prototyping stage use the Formative Evaluation flow as follows:

- a. Self-Evaluation is the stage where the researcher evaluates the initial prototype that has been developed by asking for advice from colleagues and as many as 3 (three) lecturers according to their competence to improve the prototype. so that it can be tested to the next stage. The results of the revision at this stage are in the form of prototype 1.
- b. Expert Review is the evaluation stage of prototype 1 product development of teaching materials with the theme of the area where I live based on the local wisdom of Pagaram City, designed and evaluated by the researchers themselves, then validated by 3 (three) lecturers according to their competence. Teacher A will validate this research as a material expert, Lecturer A as a language expert, and Lecturer B as a design expert. The assessment of the validation results is analyzed as follows:

$$P = (F/N) \times 100\%$$

Information :

P = Rating Percentage

F = Value Obtained by the Subject of Assessment

N = Ideal Value

Table 1. The category of assessment

Percentage (%)	Category
86-100	Very valid
71-85	Valid
56-70	Quite valid
55	Invalid
<55	Very invalid

- c. One-to-one Evaluation is the evaluation stage of prototype 1 product development of teaching materials based on local wisdom that has been validated by colleagues, then tested on a student of class IV A MIN 1 Pagaram City. The results of the validation at the expert review stage and revision or improvement of the prototype I to prototype II.
- d. Small Group Evaluation is a continuation of the evaluation at the expert review and one-to-one stage. The revised prototype II at the expert review and one-two-one stage will be tested in small groups consisting of 6 class IV students A MIN 1 Kota Pagaram. Students are asked to observe and do the commands on prototype II. Then students are asked to fill out

a practicality questionnaire to fill in their comments about the teaching materials used by students.

At the *one-to-one and small group stages*, a practicality test is carried out with the following description: $P = (F/N) \times 100\%$

Information :

P = Rating Percentage

F = Value Obtained by the Subject of Assessment

N = Ideal Value

Table 2 The category of assessment

Percentage (%)	Category
86-100	Very practical
71-85	Practical
56-70	Practical enough
55	Not practical
<55	Very impractical

3. FINDINGS AND DISCUSSION

The results of the development of valid Thematic Teaching Materials based on Local Wisdom in Pagaram City.

3.1 Preliminary

At this *preliminary stage*, researchers will prepare and design thematic teaching materials based on Local Wisdom in Pagaram City:

3.1.1 Preparation Stage

a. Student

Students who will be the subject of research are students of class IV A in MIN 1 Kota Pagaram.

b. Curriculum Analysis

Researchers determine the curriculum that will be used in identifying materials on existing thematic teaching materials. The teaching materials that will be developed are thematic teaching materials, so the 2013 curriculum will be used.

c. Material Analysis

Class thematic teaching materials, the theme of the area where I live, the sub-theme of my environment, and class IV were all subjected to a curriculum study. In accordance with thematic teaching materials based on local wisdom from the city of Pagaram, researchers will then apply the aforementioned core and basic competencies. In line with the findings, local wisdom can be included in educational resources beginning with a content analysis (Anggraini & Kusniarti, 2015; Sriyati et al., 2021).

3.1.2 Design Stage

The material design process is related to making the *initial prototype* of teaching materials. Each *prototype* is focused on several things, namely clarity, meaning, and context suitability which refers to indicators and materials that will be studied by class IV A students at MIN 1 Kota Pagaram on the Regional Theme Where I Live, the sub-theme of the Environment I Live in.

In the flow of formative evaluation, researchers will carry out stages (*self-evaluation, expert review, one-to-one, small group*). The stages carried out to see the feasibility of teaching materials with the local wisdom approach of the city of Pagaram include the *self-evaluation* and *expert review stages* contained in the *formative evaluation flow*.

1) Self-evaluation

At this stage, researchers conduct their own evaluation of the initial *prototype* that has been developed. This evaluation was carried out to improve the initial *prototype teaching materials made at the design stage*. So that the teaching materials that have been developed can be tested to the next stage. The results of the revision at the *self-evaluation stage* are *prototype*

2) Expert Review

The prototype I of the research team's planned thematic teaching material development product for topic 8 (more specifically, sub-theme 1), which is based on local wisdom from the city of Pagaram, is being reviewed by a panel of experts. Researchers in the city of natural fences have created thematic teaching materials based on local expertise in order to contain the city's environment. Validators in the city of Pagaram will be provided with thematic teaching materials based on local wisdom, with a focus on material, design, and linguistic validation. Using the validity criteria established by the researchers and the findings of the walkthrough sheet research, the validator places the teaching materials developed by the researchers in the valid category and offers suggestions and comments. This validation was carried out in the city of Pagaram and involved three validators. to local knowledge-based topic teaching resources as potential next-stage review or improvement material.

The percentage of the average value on the results of the percentage assessment of the *walkthrough sheet*, namely:

$$\text{Average} = \frac{78+64+81}{3} = \frac{223}{3} = 74$$

In filling out the questionnaire, the walkthrough sheet was filled in by the three validators, namely the material expert validator with a value of 78 and the design expert validator with a value of 64. And the linguist validator with a value of 81. After calculating the percentage of the average assessment, it is 74, which is in the valid category, and can be used in the learning process. This is in line with research that shows that thematic teaching material needs to meet valid elements so that it is suitable for use. In the practicality test, the teaching materials developed through the results of the *one-to-one* and *small group* trials were generally found and the thematic teaching materials based on local wisdom developed were categorized as very practical. The practicality category can be seen in the student questionnaire data sheet (practicality) given to students.

Prototype II, the result of changes made in the one-on-one segment and subsequently implemented during the self-evaluation phase, was released recently. For this one-on-one stage, students filled out a practicality questionnaire and were given content for the natural and artificial environment based on local wisdom that prototype II had developed; the goal was to learn how well students understood the material being taught and developed based on local wisdom.



Figure 2. One to One stage

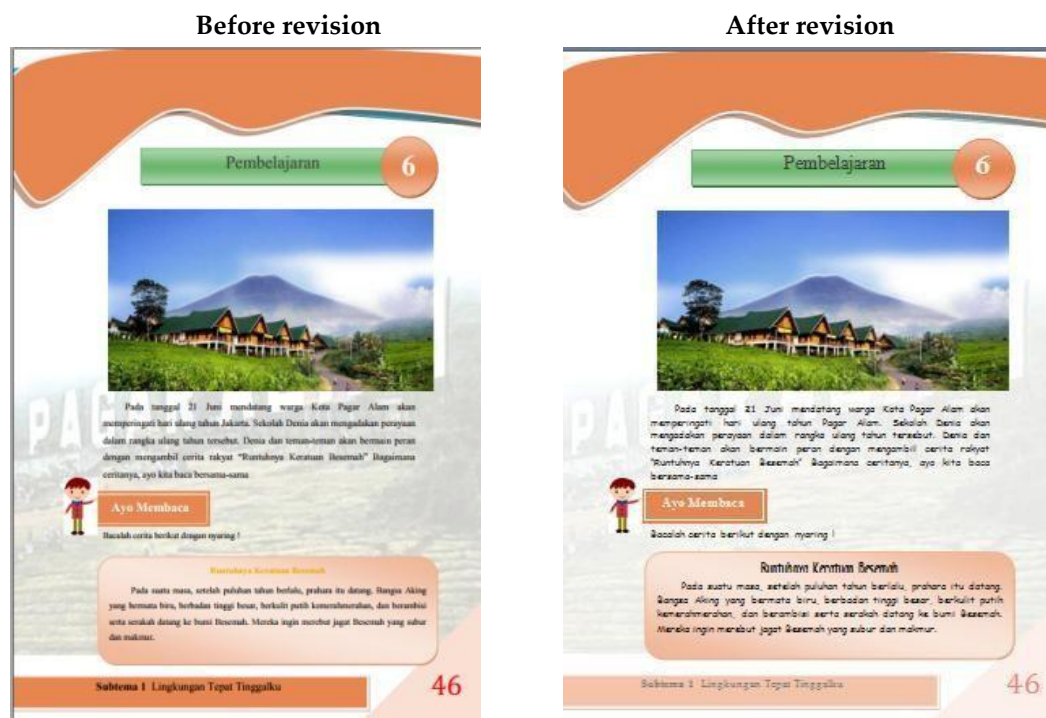
After accompanying and observing students in reading and understanding thematic teaching materials based on Local Wisdom in Pagaralam City, students filled out student response sheets and student questionnaire sheets (practical).

1. The selection of the colour for the letters in the title of the text "Si Pahit Lidah" is unsuitable as it poses difficulties for students in reading it. The text's legibility is compromised due to the lack of contrast between the colour of the characters and the backdrop colour. The researcher choose to alter the colour of the letters in order to enhance legibility, as follows:

Before revision

After revision

2. The choice of color for the letters in the title of the text "Runtuhnya Keratuan Besemah" is not appropriate because students find it difficult to read it. The color of the letters makes the text unclear because the background color of the text is the same. The researcher decided to change the color of the letters so that they could clearly read them as follows:



After the teaching materials are declared valid at the *expert review stage* and trials at the *one-to-one stage*, they will be used to revise or improve *Prototype I* into *Prototype II*. The revisions made were related to the design aspects and the popularity of teaching materials. This is also in line with research that states that the design and attractiveness of teaching materials are aspects of developing teaching materials. The next stage is the *small group stage*.

At this stage, the teaching materials of students in prototype II, which was revised from the *expert review stage* and *one-to-one* which became *prototype III*, will be tested on a small group of students consisting of 6 (six) students of class IV A Madrasah Ibtidaiyah Kota Pagaralam and they will fill out the student sheet (practical). Students are asked to fill out a questionnaire to find out the practicality of the teaching materials developed. Based on the practicality of thematic teaching materials based on Local Wisdom in Pagaralam City and the practicality criteria determined by the researchers, the teaching materials developed at the *small group stage* are in the practical category.



Figure 3. Small Group Stage

Prototype II's one-on-one-tested teaching materials for grade 3 MI students will be carried over into the group instruction phase. Researchers collaborate at this step to check in on and evaluate the usefulness of the generated pedagogical resources. Students' responses to questionnaires about their interest in learning and understanding natural materials and the artificial environment based on local wisdom showed that they had no trouble learning from the teaching materials that had been developed. Prototype II, the results of the student questionnaire from the small group stage, will be

updated to create Prototype III, the final version. Because the content created is simply understood and comprehensible by students, and because it is in line with the goals to be reached, the results of the production of teaching materials on natural and artificial environmental materials are founded on effective local wisdom. This material is effective in both its natural and artificial settings because it is based on local wisdom and has been tested at every stage (one-on-one, in small groups, and finally with the whole class) in the formative evaluation flow. After completing the first two phases of the development process, which are called prototyping and formative testing. To classify as valid with the level of validity, studies based on local wisdom to create good traits, values, and characters that are able to maintain the artificial natural environment can be classified as valid with the prototype of the revision process based on the suggestions of the validator obtained a design for the development of social science teaching materials for class III MI based on natural and artificial environment materials. Students mostly use the validator's comments and suggestions to determine the quality of their lesson plans.

During individual and small-group trials, the instructional materials generated have consistently been classified as highly practical. This is evident in the outcomes of the questionnaire that the students completed, as the results are pragmatic. The construction of a design based on indigenous knowledge for the social studies curriculum for third-grade Islamic schools (MI) has been tested on children and shown to positively impact the learning process. The design aligns with the researcher's objectives. This is evident from the high level of engagement displayed by the students in the questionnaire. Therefore, the design for the development of IPS MI is rooted in local wisdom, aiming to cultivate positive qualities, values, and character traits that can effectively preserve both the natural and built environment, thereby enhancing the learning process. This aligns with the research indicating that teaching materials need to be evaluated for their effectiveness. The effectiveness of teaching materials in the learning process serves as a measure for teachers to assess the success of using such materials (Suciati et al.; Tinja, 2017).

The benefits and drawbacks of this themed curriculum cannot be ignored. The advantages contained in these thematic teaching materials are: (1) designed according to the characteristics of students, according to the culture close to the environment the students are in and can also be used independently in learning activities; (2) the role of students is seen more in learning activities because students experience directly in learning activities and the teacher is really a facilitator in learning activities; (3) equipped with interesting pictures, so that contextual learning activities make students have a high interest in using these thematic teaching materials; (4) learning activities are not only carried out in the classroom but can be carried out outside the classroom, so that students are motivated because learning activities are fun and students can experience firsthand, either through independent activities through homework or activities with teachers during learning; and (5) teaching materials developed by integrating abilities in the aspects of knowledge, attitudes and skills in a balanced way. This is consistent with studies finding that pupils benefit from educational materials that emphasise instilling moral principles.

4. CONCLUSION

The findings from the expert evaluation sheets of three coworkers confirm that Pagaralam City is a valid thematic teaching material based on Local Wisdom. The findings of the linguist validators (81 percent), design expert validators (64 %), and material expert validators (78 %) were evaluated. A reliable and useful evaluation with an average percentage of 74% is available for use in the classroom. Pagaralam City's Local Wisdom-based thematic learning falls within the category of practical learning. This is derived from the data collected during the small group stage of the student questionnaire, which was rated as highly practical and applicable to the learning process with an average assessment percentage of 91. One limitation of this study is that there is a lack of information from local residents, which means that the local potential of Pagaralam has not been thoroughly investigated.

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