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## Development of Social Science Instructional Materials Based on Local Wisdom in SDN Ampeldento 01 Karangploso.

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### Abstract:

This research are aimed to: 1) develop social science instructional materials based on local wisdom of 4<sup>th</sup> grade students at SDN Ampeldento 01 Malang, 2) analyze the feasibility of teaching materials development results, 3) improve the mastery of the material IPS 4th grade students of SDN Ampeldento 01 through teaching materials IPS-based on local wisdom to preserve the local culture. The procedure of the research and development is carried out in four stages: defining, planning, developing and then testing the product. The source of research data is obtained through: observation, results of validation expert and teacher, students' questionnaire, and the value of the results test. The population was 4<sup>th</sup> grade students and the validity of the test sample was 10 students. descriptive qualitative, descriptive statistics and t test were used in analyzing the data. The results of the validation test indicate that a valid teaching materials in terms of material (92,5%), presentation (90,4%) and language (93,7%). The test results effectiveness of teaching materials is effective in improving learning outcomes and students' activity. Keywords: Social science instructional materials, local wisdom

### Introduction

The successful implementation of education is one measure of the success of education management by the government. It was very reasonable, because the progress of a nation is determined by the quality of human resources. To produce the quality of human resources is to intensive the performance the world of education. The purpose is in accordance with the mandate contained in the regulatory system of the national education at the Education Law no. 23 of 2003 that the national education aims to develop students' potentials to become a man of faith and devoted to God Almighty, healthy, knowledgeable, skilled, creative, independent, and become citizens of a democratic and responsible<sup>[12]</sup>. The necessary components in the implementation of the education is to organize good learning. Implementation requires a good learning on materials as well. Sometimes in fact learning materials used by teachers only use textbooks that are the legacy. Textbooks used in the end does not seem related to the daily life of the students significantly because the material is a matter in general. States that a teacher on duty to divert a set of knowledge that is organized so that knowledge becomes part of the student's knowledge of the system<sup>[1]</sup>. This suggests that teachers have an important role in managing learning through a variety of learning resources.

Based on field observations, at SDN 01 Ampeldento utilization of instructional materials that are the legacy remains a routine activity in the learning undertaken by teachers. In fact as it makes teachers as if shackled within the scope of textbooks was just bring

comfort zone in delivering learning materials. Though depth of content in social studies textbooks are lacking (still general) and also the lack of worksheets for the students as a form of increasing the activity of students in learning. These conditions also have an impact on the students who made the textbooks are the only source of learning. This reduces the closeness students with real-life everyday experienced by students about the local culture. So that the government's aim to introduce and develop the advantages of each region becomes a difficult thing to materialize. Local knowledge in the respective areas of excellence will be buried with the uniformity of learning material in textbooks as if a textbook is not replaceable. Social science learning materials related with human social life is so very closely with our everyday life. That condition is urgent to review turned back is colored Back Life 'society Local cultural The known with Local Wisdom. This has become one of the responsibilities of the world of education. Under these conditions necessary to develop teaching materials in social studies that highlights local wisdom in Malang and add students' worksheets. Efforts are being made is one alternative to provide color and variety in the implementation of learning in the classroom. It would prove that public activities are daily close to the students is one of the insight that can support learning. Additionally, it will be understood that there is learning in class is related to real life. Conditions that will be able to build a sense of responsibility of students to activity in his life. Study of local wisdom has a strategic position among others<sup>[5]</sup>: 1) local knowledge as a shaper of identity, 2) is not a value alien to their owners, 3)

emotional involvement of society in appreciation of local wisdom that a strong, 4) able to foster self-esteem and 5) increase the nation's dignity. Teaching materials based on local wisdom is to introduce the culture media Indonesia through thematic learning. Students are expected to preserve and raise the local culture as a medium of learning is unique and fun. Social science studying a set of facts, events, concepts, and generalizations are related to the behavior and actions of man to establish himself, his community, his nation, his environment based on past experience which can be interpreted to the present, and anticipated future<sup>[7]</sup>. It is a way to build the character of students to make sense of the past to the present and planning improvements better for the future of student social life. Teaching social science is an attempt to apply the theories, concepts, Social Sciences principles to study the experiences, events, symptoms, and social issues that are taking place in society. Through this effort social science teaching skills can train students both physical skills and thinking skills in assessing and finding solutions to social problems they experienced<sup>[9]</sup>.

Based on the above reasons, the researchers aim to develop teaching materials in social studies that enable student learning activities and address the social studies learning characteristics that elevate local wisdom region of Malang.

This research aims to develop social science teaching materials based on local wisdom to the 4<sup>th</sup> grade at SDN Ampeldento 01. Analyzing the feasibility of teaching materials development results and knowing the result of the development of teaching materials in improving students' mastery of the material and learning based on local wisdom.

## Method Research

The research using development model by Thiagarajan with 4D model. 4D model consist of 4 steps, that is: 1) define, 2) design, 3) develop, and 4) disseminate, but this research was used 3 steps<sup>[11]</sup>. This steps are as follow:

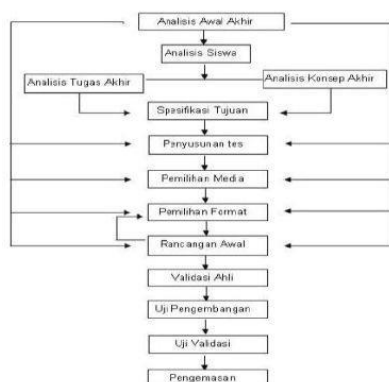


Image: Teaching Material Development Model IPS (Thiagarajan, 1974)

Experiment subject allotted in some step. In specialist validation step examination subject did 2 specialist, in examination subject users is the teacher, furthermore in examination subject recitation is student 4th grade SDN Ampeldento 01 as many as 10 student. Third step examination subject small scale in student 4th grade SDN Ampeldento 01 a number 17 student. Instrument in research is: observation sheet, orientation interview, questionnaire, and test sheet. Analysis technical is using in this research is two, that is qualitative descriptif analysis and quantitative deskriptif analysis.

## The Result and Study

The explanation about development result material teaching in research that is:

### 1) Definision step

#### a. First and analysis

In step definition is do it analysis for learning, material teaching in use and student character analysis. Based on questionnaire about student opinion in Social Studies learning process in fact the learning as long as just do it use speech method in student activity to read, commit to memory and do carry out test without do it discussion activity in learning.

Based analysis result material teaching usingin SDN Ampeldento 01 much more material conclusion contain and question training, very little discussion activity, so picture and phenomenon about around condition area student. In general be found learning activity in material learning present material uraian and question training. Based student analysis from background aspect capability student in 4th grade SDN ampeldento 01 can conclusion that capability first cognitif is satisfy.

#### b. Analysis Concept

Step identification concepts in social studies material at 4th grade SK : Know nature source energy, economic activity, and teknologi progress in regency or city area and province. Material arrange with sistematic and hierarkhis

#### c. Task analysis dan learning goal

Identification step every skill in social studies material at 4th grade SK : Know nature source energy, economic activity, and teknologi progress in regency or city area and province. Task analysis and learning goal based SK, KD and indicator learning outcome attainment at social studies material 4th grade in SK will to development.

### 2) Planner step

In this step befound four activity, that is: arrange test criteria, election media, election form, first planner.

Arrange test criteria step to develop question test be adapted with learning goal, while at step election media is exact in mold media is adapted with student cognitif



capability. A format to used in characteristic social studies learning more aim to problem based learning with develop local wisdom material in around community SDN Ampeldento 01. In early planner step, planner to make teaching material, subsequent description teaching material to develop is:

Development teaching material product based local wisdom. Teaching material arrange based contents standar KTSP IPS 4th class in SK : Know nature source energy, economic activity, and teknologi progress in regency or city area and province. Aspects to guide student for creation learning based local wisdom in teaching material showed with presented local knowledge which content about natural resources the local area whether by land, sea, and air. Local culture containing about custom or tradition trust and develop in a student area. The latter are the values of local wisdom that growing area students.

There are five dimensions to showing about local wisdom, that is: 1) local knowledge, about information and data uniqueness local character and knowledge and experience of the community the problem and the solution; 2) Local culture that is related to associated with cultural elements that have been patterned as a local tradition, which includes the value system, language, tradition and technology; 3) local skill

that is the expertise and ability of local communities to apply and utilize knowledge; 4) local source, that is community-owned resources to meet their basic needs and carry out its main functions; and 5) local social proses, deals with how a society in carrying out its

functions, system of social actions undertaken, system of social relations and social control<sup>[4]</sup>

In the long term aspect expected through this teaching material based local wisdom student loving culture in the area environment so that student can conserve the culture's and as forming an identity for

themselves. Rahyono says local wisdom learning have strategic position, among others: (1) local wisdom as forming identity, (2) not a foreign value for its owners, (3) emotional involvement of the community in the strong appreciation of the local wisdom, (4) able to grow self-esteem, (5) promoting the dignity of the nation<sup>[5]</sup>

Material lesson based local wisdom to development student activity. Student activity to observation in this research consist from activity pay attention, listening,

write discussion activity, question and answer (epression), in order to create learning activities, students are given a stimulus not only through lectures by teachers but also through discussions on current issues in teaching materials, this is in accordance with the teaching of IPS in BNSP<sup>[2]</sup> aimed at developing knowledge and concepts IPS useful and can be applied in everyday life, develop curiosity, a positive attitude and awareness about their relationship interplay between IPS, social environment, technology and society.

### 3). Development Step

#### a. Validation by validator

the results of expert validation of the product development results in table 1

Tabel 1. The result of validation

aspect	criteria	Mean (%)
material	worthy	92,5
presentation	worthy	90,4
language	worthy	93,7

Based on the analysis of the average value of teaching materials both in terms of material, presentation, and language has been considered feasible for the average value of each component of the validation test results above 3 and the percentage viability of more than 75%. Which means teaching materials developed by the validator has met the indicators from the aspect of content, presentation and language.

Can be said of the development of teaching materials have to meet the standards BNSP covering three main aspects, namely matter, presentation and language. Based on expert opinion that the concept developed social science are in accordance with the students' cognitive development and learning characters of social science.

Social science appropriate learning development is expected to produce learners that correspond to the learning objectives of social science as mentioned in BNSP<sup>[2]</sup>, that is: 1). know the concepts related to people's lives and the environment; 2). have the basic ability to

think logically and critically, the curiosity, the inquiry, problem solving, and social skills in life; 3). has the commitment and awareness of social values and humanity; 4). have the ability to communicate, cooperate, and compete in a pluralistic society, locally, nationally, and globally.

In terms of local wisdom has developed well, especially on the local knowledge of both natural, cultural and natural resources of local. Subject matter experts suggest adding the values of wisdom on teaching materials. Teaching materials based on local wisdom is a medium to introduce Indonesian culture through learning

social science. Students are expected to preserve and raise the local culture as a medium of learning a unique and fun.

#### b) Social science teachers validation results

social science teachers validation results about the results of the development can be seen in table 2

Tabel 2. Social science teachers validation results

aspect	criteria	Mean (%)
material	worthy	85,7
presentation	worthy	87,85



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language	worthy	92,3
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discussions, question and answer. The results of observations are shown in the following table:

In accordance with the validation criteria based on the analysis of the average value of teaching materials has been considered feasible for the average value of the validation test results with the percentage of each component of the feasibility of more than 75%. thus it can be concluded that the teaching materials developed in compliance with the indicators in terms of content, presentation and language. In addition to providing an assessment of teaching materials, teacher validator IPS give advice on exercises that language should be developed in line with the development of learners.

The language used in teaching materials also determine the ease of understanding of the material by learners based on that the language used should be adjusted to the level of cognitive development of students at the concrete operational stage (7 until 11 years), where the child's activity is focused on real objects or events that never happened<sup>[3]</sup>

#### Student validation

At the stage of small-scale trials conducted on 10 students. The results of the feasibility assessment by the students can be concluded that the teaching materials developed attractive for students. This is because the colors, images, and materials commonly encountered in everyday life of students, other than that the language used is also easily understood by students. In terms of matter according to the students easy to understand, according to the students besides teaching materials developed are discussions.

It can be concluded that the students will easily learn if learning from what is known by the students because of perceived learning will be more meaningful for students. According to Ausubel's theory that meaningful learning is a process where new information on relevant concepts contained in a person's cognitive structure, thus the intellectual-emotional factor of engaging students in learning activities.

#### Test the effectiveness of teaching materials

The revised development results further tested the effectiveness. Trials conducted 2 meetings. Based on the results of testing the effectiveness of the teaching materials is known from observations during the learning outcomes in terms of local knowledge developed has been conveyed properly. Local wisdom conveyed such local knowledge, local social activities and values that thrive in the local cultures that exist around students. On aspects of student activity observed in this study consisted of activities paying attention, listening, writing

Table 4: The observation of student activity

N	Aspect	Obs 1	Obs 2
1	attention	14	4
2	listening	13	3
3	writing discussion	15	6
4	expression	15	4

In terms of the student's motivation is also visible during the instructional use teaching materials developed, it was shown from several student participation and questions directed at teachers. Teaching materials based on local wisdom developed a material known student and it made him appear enthusiastic student learning. Motivation is an important asset in learning, because the motivation to encourage students to learn more and show the attitude of the spirit.

Motivation can be considered as the overall driving force within the students who lead learning activities, which ensures continuity of learning activities and provide direction on learning activities, so that the desired objectives by studying subjects that can be achieved<sup>[6]</sup>. In terms of enforceability of learning based on local wisdom known that teaching materials based on local wisdom is able to create learning that integrates cultural elements. Based learning culture one of which is learning through culture, it happens when the culture was introduced to the students as a means or method for studying a certain subject<sup>[10]</sup>. Based on the observation of learning using teaching materials based on local wisdom shows that culture, nature, and the values of local wisdom has been conveyed properly. On aspects of student learning outcomes in mind that the average learning results obtained are 82.46 and 17 students in grade 4 SDN Ampeldento 01. Based on the results of expert assessment of materials, presentation of the language, and the language in draft form one needs to do some revisions, so that the resulting product is getting better and fit for use.

#### Conclusions and recommendations

Teaching materials developed declared valid by the experts in the subject matter, presentation and language with the percentage of each 92,5%, 90,4%, and 93,7%. Teaching materials based on local wisdom is able to present the knowledge that is the locality as well as the value - the value contained therein so as to increase the activity of students and learning results.

As for the advice the use of teaching materials based on local wisdom that: teachers are expected to be creative in guiding and conveying the material in the

teaching materials, as well as the required test at another school first, before deployment and dissemination.

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