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DEVELOPMENT OF SOCIAL STUDIES TEACHING MATERIALS ON LOCAL CULTURE FOR GRADE IV ELEMENTARY SCHOOL 112137, RANTAU UTARA DISTRICT, LABUHANBATU REGENCY

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Abstract

This study aims to produce valid local culture-based social studies teaching materials based on the curriculum and local cultural context and to determine the effectiveness of the developed teaching material products. The research subjects are all fourth grade students of SD Negeri 112137 Rantau Utara District. This type of research is (Research & Development). The modified 4-D development model is used, namely: define, plan, develop, and disseminate. Based on the results of the study, it shows that the teaching material products developed are valid by going through several stages of revision / improvement. The percentage of values obtained include (a) language feasibility of 77.88% (b) feasibility of material 78.41% (c) design 76.92%. The effectiveness of teaching materials is based on product trials with two phases, namely, small group evaluations and limited trials. In the small group evaluation phase the percentage was 74% and in the limited trial phase the percentage was 87%. Based on the classical percentage obtained in the first test, it does not meet the proper criteria, namely 85%. Then in the last test, it was obtained a classical percentage of 93.33%, so that it met the completeness criteria and the teaching material product had met the effectiveness indicator.

Keywords: *Development Research, Teaching Materials, Local Culture*

A. Introduction

The educational process will at least experience changes in accordance with the times, both technological developments and the culture of life. Teachers must be able to follow the flow according to the times, so that the development of science. In this case an educator (teacher) must be more creative in developing his abilities in developing learning so that education is more effective. The success of a lesson will be created if a teacher is able to prepare learning objectives, develop teaching materials, prepare learning models, and prepare learning implementation plans (RPPs) before learning takes place so that the teaching and learning process is more structured.

According to Wahyuni (2018) the potential of local culture which is still firmly held by the community needs to be used as a basis for developing learning tools, so that the presentation of learning can be concrete according to the local community environment. This also affects the efforts to maintain the local cultural wisdom of the local community in students so that students are not deprived of their local identity, as well as to tame the influence of globalization that is getting closer to rural communities. The same statement according to Wijiningsih et al (2017) "that local cultural values are integrated into learning, so that students are able to learn according to the experiences they have previously learned from students' daily lives".

Wahidmurni said (2017: 18) that the main purpose of studying social studies is to help students as citizens in making rational decisions based on information for the public / general interest of a diverse democratic and cultural society in an interdependent world. The purpose of social studies learning is not only to present social knowledge, but to

foster or shape students into citizens who have responsibility for society, the nation and the State..

According to Cahyono (2015: 171) ⁵ teaching materials are information, tools and texts needed by teachers / instructors for planning and studying the implementation of learning. In addition, teaching materials are all forms of materials used to assist teachers / instructors in carrying out teaching and learning activities in the classroom. The material in question can be in the form of written material or unwritten material. A teacher must have or use appropriate teaching materials; curriculum, target characteristics, demands for solving learning problems.

Lestari (2013: 2) explains that ⁶ teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations, and ways of evaluating which are designed systematically and attractively in order to achieve the expected goals, namely achieving competence or sub-competence with all complexity.

Sumantri (2015) ²² teaching materials or materials are everything ¹⁰ that will be learned and mastered by students, both in the form of knowledge, skills, and attitudes through learning activities. Learning material is something that is presented by the teacher to be processed and understood by students in order to achieve predetermined learning goals. In other words, teaching material ²⁹ is one of the important components in achieving learning objectives in the form of facts, concepts, generalizations, laws / rules, and so on which are contained in the subject.

Based on this opinion, ² it can be concluded that the teaching material is a set of learning ¹⁶ that must be systematically arranged so that it becomes a learning resource. The development of teaching materials aims to determine the breadth of the topic and become a reference and source

for students. Textbooks must consist of several types of material and sub-material that are used according to their respective needs which are based on the basic competencies in the curriculum. Textbooks in the arrangement of words must be in accordance with the thinking abilities of students, especially children at the elementary school level, or are called communicative which are easily digested by readers, systematic, clear, and there are no errors in writing the language. Education will progress if an educator has high motivation in advancing the education system. One of these motivations is being able to develop teaching materials in the form of books, this must be based on the applicable curriculum and then developed through the main sub-subjects studied by students at school and related to the surrounding environment. According to Akbar (2013: 33) textbooks are textbooks that are used as standard references in certain subjects. The characteristics of textbooks are (1) a source of teaching material (2) as a standard reference for certain subjects (3) arranged systematically and simply (4) accompanied by instructional instructions. 33) textbooks are textbooks that are used as standard references in certain subjects. The characteristics of textbooks are (1) a source of teaching material (2) as a standard reference for certain subjects (3) arranged systematically and simply (4) accompanied by instructional instructions. 33) textbooks are textbooks that are used as standard references in certain subjects. The characteristics of textbooks are (1) a source of teaching material (2) as a standard reference for certain subjects (3) arranged systematically and simply (4) accompanied by instructional instructions.

Romansyah (2016) explains that the principles in developing teaching materials are several principles that must be considered or considered in choosing teaching materials. These principles include: the

principle of relevance, consistency and adequacy. The principle of relevance is the principle of linkage. Learning materials must be relevant or have something to do with competency standards and basic competencies. For example: if the competency that must be mastered by students is memorizing facts, then the teaching material being taught must be in the form of memorizing facts. The principle of consistency is the principle of consistency. If there are four basic competencies that students must master, then the teaching materials that must be taught must also be of four types. For example, if the basic competencies that must be mastered by students are the skills to write four kinds of essays, then the material taught must also include writing skills of four kinds of essays. The third principle is the principle of sufficiency, meaning that the materials taught must be sufficient or adequate to help students achieve learning goals (mastering competency standards and basic competencies). Teaching materials should not be too little or too much because if too little will make it difficult for students to achieve learning goals. Meanwhile, if too much will only result in inefficiency of time and energy. Teaching materials should not be too little or too much because if too little will make it difficult for students to achieve learning goals. Meanwhile, if too much will only result in inefficiency of time and energy. Teaching materials should not be too little or too much because if too little will make it difficult for students to achieve learning goals. Meanwhile, if too much will only result in inefficiency of time and energy.

The teaching materials developed were based on the existing culture in Rantau Utara. Sakban (2018: 4) states that culture has a meaning in a narrow and broad sense, in the narrow sense that culture is art while broadly that culture has the meaning as culture as the whole idea and work of humans that must be accustomed to learning, along with

the whole of the results of the mind his masterpiece.

Hamalik (2009: 88) The characteristic of humans is their ability to educate and be educated through educational activities. In society, the elements of education and culture are inseparable and interrelated. Education is an activity of culture and is a cultural activity, on the other hand culture embodies educational activities, systems and structures. Therefore, both modern and traditional societies always contain elements of education that try to introduce and bring people to their culture. Education becomes an instrument for transmitting culture to society and the new generation. In addition, education also preserves culture, so that it can make children become cultured human beings.

Rantauprapat is the capital of Labuhanbatu Regency, North Sumatra Province. Rantauprapat is an area that has a pluralistic society which consists of several ethnicities, this is due to the large number of people who come and live permanently, resulting in the number of several ethnic groups in this area until now. According to the local community the name Rantauprapat comes from the word "people who wandered and docked so that it became the word Rantauprapat". The existence of several ethnic groups makes this city rich in cultural diversity and a city that has a multicultural society. The existence of cultural diversity resulted in various kinds of culture brought from the various tribes in Rantauprapat. The development of teaching materials is very appropriate in improving the learning system that promotes local culture. It is time for each team of educators to link learning according to the context of the environment so that students can think critically about their own environment. Rantauprapat has several dominant tribes including Mandailing, Batak Toba, Javanese, Malay and so on, where some of these tribes have various kinds of culture in several ways. Among the

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many tribes in Rantauprapat, the researcher chose several more dominant tribes in Rantauprapat, Labuhanbatu Regency. Rantauprapat has several dominant tribes including Mandailing, Batak Toba, Javanese, Malay and so on, where some of these tribes have various kinds of culture in several ways. Among the many tribes in Rantauprapat, the researcher chose several more dominant tribes in Rantauprapat, Labuhanbatu Regency. Rantauprapat has several dominant tribes including Mandailing, Batak Toba, Javanese, Malay and so on, where some of these tribes have various kinds of culture in several ways. Among the many tribes in Rantauprapat, the researcher chose several more dominant tribes in Rantauprapat, Labuhanbatu Regency.

B. Method

This research belongs to the type of research and development (Reserch & Development) so it is often abbreviated as R & D. This research is a development research on teaching materials through the 4-D model by Thiagarajan. This research on the development of teaching materials was carried out at SD Negeri 112137, Rantau Utara District, in the even semester of the 2020-2021 school year on the theme "The Beauty of Diversity" in My Country. The subjects in this study were fourth grade students of SD Negeri 112137. The researcher took 30 students as the large group test and 6 students for the small group test, while the object in this study was teaching materials based on local culture.

C. Finding and Discussion

1. Research result

The results of research on the development of local cultural teaching materials were carried out based on development procedures in

4 the 4-D model (four D models) which consisted of 4 stages, 7 namely: (1) the defining stage (define), (2) the planning stage (design), (3) the development stage (develop) and (4) the dissemination stage. The description of the research data is 21 described as follows:

a. **Description of the Results of the Define Stage**

1) Preliminary-late analysis

8 Based on the results of observations of the teaching materials used by the teacher during the learning process at SDN 112137 Rantau Utara District, Labuhanbatu Regency, it shows that there are weaknesses in the 2 teaching materials used in the learning process in the classroom. Based on field observations, the implementation of teaching materials is not in accordance with the local culture, namely the diversity of nations in my area. Students still do not understand the wisdom of ethnic diversity in the North Rantau sub-district, this is because teachers still use teaching materials given from schools.

2) Student Analysis

4 Based on the results of observations in class IV SDN 112137 Rantau Utara District, some information was obtained. In general, students in this class are generally quite active. However, this activity has not been well directed towards knowledge of the diversity of ethnic groups in the area. They only know that the local area has the same dialect language.

3) Concept Analysis

3 In this step, the researcher carried out an analysis that aimed to identify, detail and systematically compile the relevant concepts taught based on the learning syllabus of the theme of ethnic diversity in my area which consisted of four sub-themes.

4) Task Analysis

This activity is intended to identify skills possessed by students that will be developed in learning

b. Descriptions of the Results of the Design Stage

Based on the analysis at the defining stage, the design of the teaching materials for the diversity of ethnic groups in my area was carried out to improve the learning outcomes of the fourth grade students of SDN 112137 Rantau Utara. Teaching materials in accordance with the basic competency set by the curriculum. Teaching materials designed to encourage students to have active discussions in learning. Teaching materials are equipped with colorful and attractive pictures for students. Teaching materials based on local cultural wisdom can be seen from the activities in the teaching materials which are presented in the form of communicative sentences and pictures.

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1) Criterion Test Construction

The basis of the preparation of the test is the analysis of the task and analysis of the concepts outlined in the specification of learning objectives. In this step, the research compiles a test consisting of multiple choices which is used as a measuring tool to determine the achievement of students' abilities before learning and after learning and learning outcomes tests.

2) Media Selection

In this step, the researcher chooses and determines the appropriate media for presenting the subject matter which is adjusted to the task analysis, concept analysis, student characteristics and school facilities. Based on task analysis, concept analysis, student characteristics analysis and available facilities in schools, the media chosen were boards, markers and teaching materials based on local cultural wisdom, student books, and pictures supporting the material.

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3) Format Selection

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The choice of format for developing this teaching material aims to design or design learning content, selecting strategies, approaches, learning methods, and learning resources. The format chosen is one that meets the criteria of being attractive, makes it easy and is in accordance with the stages of introducing ethnic groups in the local area.

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4) Initial Design

The activity in this phase is the writing of the initial design of teaching materials which includes the design of the Learning Implementation Plan with local culture-based learning.

c. Descriptions of the Results of the Development Stage

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To see the value of the results of the validation of teaching materials clearly, it can be seen in the following diagram:



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Figure 1. Diagram of the Results of the Validation of Teaching Materials

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Based on the diagram above, it can be seen the results of the validation of the teaching materials carried out by the validators. The

average given by validator 1 for teaching material products is 78.41, validator 2 for teaching material products is 77.88 and validator 3 for teaching material products is 76.92. The average of these ratings is included in the valid category and can be used with some suggestions and improvements to be revised. Furthermore, the results of the validation from this expert team were referred to the validity criteria set in chapter III, it can be concluded that the teaching materials developed meet the valid criteria and can be used.

1. Results of the Validity of the Learning Outcomes Instrument

Based on calculations validity The items with the biserial point correlation formula obtained the validity of each item with the results r table = 0.361.

2. Instrument Reliability Results Learning Outcomes

Based on the results of calculations with Ms. Excel obtained a reliability coefficient for learning outcomes of 0.96. This means that the reliability of the learning outcome instrument developed is in the very high category. Thus, this instrument can be said to be reliable for measuring student learning outcomes.

3. Student Response Questionnaire Results

Questionnaire Student responses are given to students to find out students' opinions about teaching materials at the end of the trial. Product trials are carried out to identify product deficiencies and student responses to products that have been developed. Small group trials were carried out on 6 students in grade IV and limited field trials were carried out on 30 grade IV students.

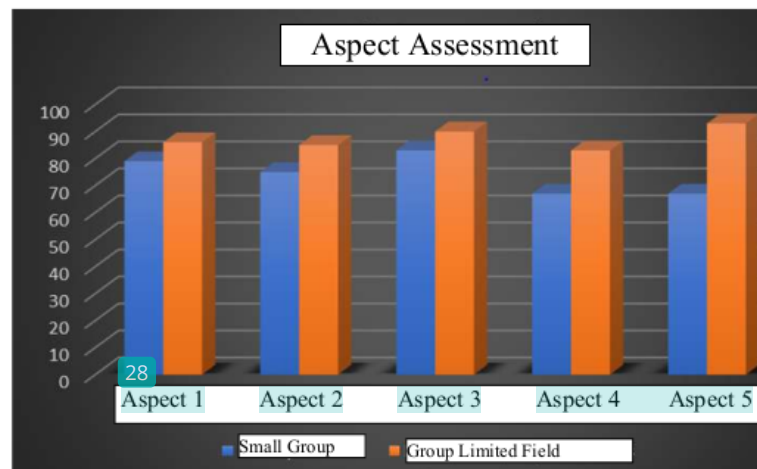


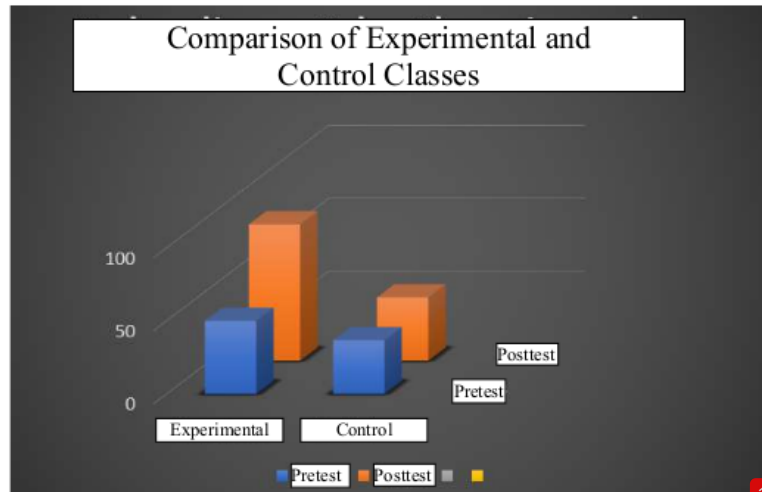
Figure 2. Diagram of Student Response Results Against Teaching Materials

Based on the diagram above, it can be seen that in the student response questionnaire in each arrangement that describes the overall results of the analysis of the student response data in the small group test, it is as follows: (1) 79% of students said they were happy with the components and learning activities; (2) 75% of students stated that the learning components and activities were still new; (3) 83% of students expressed interest in learning other materials; (4) 67% of students stated that the language in the teaching materials was clear; (5) 67% of students expressed interest in the appearance of teaching materials. The average percentage of students' total positive responses in the small group trial was 74%. Based on the results of the small group test response, improvements were made and tested at the limited field test stage, the results were: (1) 86% of students said they were happy with the learning components and activities; (2) 85% of students stated that the learning components and activities were still new; (3) 90% of students stated that they were interested in taking lessons with teaching materials for the diversity of ethnic groups in my area; (4) 83% of students stated that the

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language in the teaching materials was clear; and (5) 93% expressed interest in the appearance of teaching materials. The average percentage of total student positive responses to product trials was 87%.

4. Test Results of the Effectiveness of Teaching Materials



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Figure 3. Comparison diagram of pretest and posttest results in the experimental and control class

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Based on the pictures, it can be seen that there is a difference in the percentage value of classical completeness obtained by students in the experimental class and the control class. The percentage value of classical completeness obtained by students in the pretest and posttest of the experimental group was higher, namely 50% and 93.33%, where the gain score was 0.46, while in the pretest and posttest control class the values obtained were 36.7% and 43, 33% with a gain score of 0.27.

2 d. Descriptions of the Results of the Disseminate Stage

The development of this teaching material is in accordance with the Thiagarajan development stage to the limited group development stage, the disseminate stage is not carried out.

2. Discussion

Good teaching materials should meet the validity criteria Plomp (207: 127) explains that the characteristics of a product that are said to be valid are if they reflect on the soul of knowledge (state-of-art-knowledge) this is called content validity. While the product components must be consistent with each other, it can be said to be valid if they meet the content and construct validity criteria.

In the development process, the teaching materials in this study were developed based on several previous studies. One of these studies is research conducted by Rapita Aprilia (2017). In his research, the existence of a social science textbook for grade IV SD based on local culture can make students become individuals who can learn from things in their environment. Students as their social creatures will later interact actively with the surrounding environment and are expected to be able to appreciate the diversity of both ethnic groups and cultures. This is consistent with the theory of John Dewey. For Dewey, learning is part of the interaction with the environment. Children must be guided towards the use of the environment. In line with that, it is also in accordance with Piaget's learning theory which emphasizes that children aged 7-12 years are in the concrete operations stage. Based on the results of the above research, the teaching material plays an important role in learning to improve student learning outcomes in class. Not only that, the learning process makes students more active and fun, because of the pictures and knowledge about the environment around the house. This will create admiration for students in several tribes in the area and also foster a

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sense of respect between tribes. the process of learning makes students more active and fun, because of the pictures and knowledge of the environment around the house. This will create admiration for students in several tribes in the area and also foster a sense of respect between tribes. the process of learning makes students more active and fun, because of the pictures and knowledge of the environment around the house. This will create admiration for students in several tribes in the area and also foster a sense of respect between tribes.

D. Conclusion

Conclusions that can be drawn based on the results of the study of the research results and the discussion in the previous chapter include:

1. Teaching materials used are effective for use. The effectiveness of teaching materials is based on product trials with two phases, namely, small group evaluations and limited trials. In the small group evaluation phase the percentage was 74% and in the limited trial phase the percentage was 87%. Comparison between the students 'pre-test and final test that has been done, it is found that there is an increase in students' conceptual understanding of the diversity of ethnic groups in the area, namely North Rantau. Based on the classical percentage obtained in the first test, it does not meet the proper criteria, namely 85%. Then in the last test, it was obtained a classical percentage of 93.33%, so that it met the completeness criteria and the teaching material product had met the effectiveness indicator.
2. The result of this research is a textbook product based on local culture in Rantau Utara sub-district for fourth grade elementary school students. This product is feasible and valid for learning use in

fourth grade elementary school students in Rantau Utara district by going through assessments, revisions and validations from several experts and practitioners. This conclusion is drawn based on the results of the analysis of experts and practitioners consisting of material experts with an average value of 78.41 which means valid, linguists with an average value of 77.88 which means valid, as well as teaching material design experts with an average value. -average 76.92 means valid.

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