

To Develop the Local Wisdom Learning Material Based on Contextual Teaching and Studying for Increasing Social Character

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ABSTRACT

This research aims to analyze: (1) the feasibility of Local Wisdom Social Sciences teaching materials based on contextual teaching and learning (CTL) to improve the social character of Class IV MIN 12 students in Medan Tembung District; (2) the practicality of Local Wisdom Social Sciences teaching materials based on contextual teaching and learning (CTL) to improve the social character of Class IV MIN 12 students in Medan Tembung District; (3) analyzing the effectiveness of Local Wisdom Social Sciences teaching materials based on contextual teaching and learning (CTL) to improve the social character of Class IV MIN 12 students in Medan Tembung District. Stages of developing teaching materials with Research & Development (R&D) research using the Thiagarajan 4-D model. This research was carried out at MIN 12 Medan Tembung District, Medan City. The subjects in this research consisted of two classes, namely the experimental class with 24 students and the control class with 23 students. Based on research, it shows that (1) The teaching materials developed are suitable for use to improve students' social character with scores obtained from material experts of 93.8%, language experts of 87.69%, and design experts of 93.10%, with the category "Very Worthy". (2) The teaching materials developed are practically used to improve students' social character with a score obtained from the teacher of 95%, in the "Very Practical" category. (3) The teaching materials developed were effectively used to improve students' social character, with scores obtained from the experimental class experiencing a significant increase. The average pretest score for students in the experimental class was 75, and the posttest score increased to an average of 93 with a gain value of 0.62, with "medium" criteria. Meanwhile, in the control class, the average student pretest score was 75 and the posttest score reached an average of 83, with a gain value of 0.27, with "low" criteria.

KEYWORDS

teaching materials; local wisdom; CTL; social character.

INTRODUCTION

Students' social character is one of the important aspects that must be developed through education. Social character includes various interpersonal skills such as the ability to interact, cooperate, tolerate, and respect. In the learning context, good social interaction between students can support the creation of a conducive and harmonious learning environment. However, based on pre-research observations carried out at MIN 12 Bantan Village, Medan Tembung District, it was found that as many as 67.86% or 19 of the total 28

students showed low social character. This assessment is based on observations of one indicator of social character, namely students' social interactions, which indicate a low level of participation or involvement in learning. This raises concerns because good social interaction is key in developing the ability to communicate, work together and respect other people's opinions.

To overcome this problem, a holistic and innovative approach is needed in developing teaching materials. One solution that can be implemented is to develop teaching materials that are more relevant and contextual. Contextual Teaching and Learning (CTL) is a learning model that links subject matter to students' real life context, so that learning becomes more meaningful and interesting (Priyono, 2021). By integrating local wisdom, such as traditional games, into social studies teaching materials, students not only learn about academic material but also important cultural values. This approach is expected to increase student motivation and participation, as well as improve their social character.

The development of CTL-based local wisdom social studies teaching materials not only makes learning more interesting but also helps students to know and appreciate their local culture. Through local wisdom material in the form of traditional games and activities that involve social interaction, students can learn to interact socially, work together, and respect other people's opinions. In this way, students' social character can be improved effectively. For example, traditional games such as "Iye-Iye" or "Gobak Sodor" are not only entertaining but also teach important social values such as cooperation, responsibility and solidarity.

To develop relevant and contextual teaching materials, it is important to involve various parties in the development process. Teachers, students, parents and local communities need to be involved in this process so that the teaching materials developed truly suit the needs and context of students' lives. Students can also be involved in the process of developing teaching materials by providing input on what they find interesting and relevant.

The local wisdom teaching materials that researchers will develop are based on previous research regarding the development of local wisdom teaching materials. Research results from Ningsih and Suardiman, (2017) stated that integrative thematic teaching materials based on local wisdom are feasible and effective in increasing students' caring and responsible character. Meanwhile, other facts were also found in research results from Azizah, and Alnashr, (2022) stating that thematic teaching materials based on local wisdom are feasible and effective in improving students' cognitive learning outcomes. And research results from Tinja, Y., et al. (2017) state that the teaching materials developed can increase students' knowledge of the material being studied as an effort to preserve cultural values in elementary school students. Developing teaching materials that integrate local wisdom is also important to preserve existing culture and traditions. Indonesia has very diverse cultural riches, and each region has unique local wisdom. By integrating local wisdom into teaching materials, students can learn to appreciate and preserve.

RESEARCH METHODS

This type of research is Development. Development is a research model that aims to develop products starting with needs research and then development to produce a product that has been tested. This research was carried out at MIN 12 Medan which is located at Jalan Pertiwi Ujung, Medan Tembung District, Medan City, North Sumatra Province. The time for conducting the research was in the even semester of the 2023/ 2024 academic year, namely January to February 2024, in accordance with the estimated research schedule.

The subjects of this research were validators, teachers and students of 4th grade Class of MIN 12 Medan for the 2023/2024 academic year. The operational definitions of the research variables are: 1) Local Wisdom Social Sciences Teaching Materials; 2) Contextual Teaching

and Learning/CTL and 3) Social Character. In this development research, the product will be produced the teaching materials using the 4-D development model (Four D Model).

After product development there will be a trial phase in the implementation of the trial phase. In this trial phase, those who will be the subject of developing CTL-based Local Wisdom Social Sciences teaching materials consist of material experts, linguists, design experts, teachers and product users, namely Class IV MIN 12 students, Medan Tembung District, the number of students is 24 in each class. experiment and 23 people for the control class.

Data collection will also use questionnaires and observations. And data collection instruments use material expert questionnaires, language expert questionnaires, design expert questionnaires, teacher response questionnaires and social character questionnaire sheets. To analyze feasibility data and Product Practicality Test data carried out by researchers in measuring the validity of the CTL-based Local Wisdom Social Sciences teaching materials developed were 1) Calculating the score of the assessment instrument; 2) Calculate the index percentage, with using this below formulate;

$$\text{Presentage} = \frac{\text{obtained score}}{\text{High Score}} \times 100\%$$

and 3) Then match the index percentage data. Meanwhile, in testing the effectiveness of the product, data will be processed from the posttest results after using CTL-based Local Wisdom Social Sciences teaching materials.

Tabel 1. Validity Level Qualification Based on Percentage

Percentage %	Validity Level	Description
81%<Skor≤100%	Very Valid	Can be used
61%<Skor≤80%	Valid	Can be used
41%<Skor≤60%	Fairly Valid	Partial Revision
21%<Skor≤40%	Invalid	Revision
0%<Skor≤20%	Invalid	Revision

Stepanus Dalind (Riduwan, 2015)

CTL-based Local Wisdom Social Sciences teaching materials will be said to be valid if they get a score of at least valid or valid enough even though some of them have been revised.

RESULTS AND DISCUSSION

Feasibility of Local Wisdom Science Teaching Materials Based on Contextual Teaching and Learning

Description of the Results of the Define Stage

Initial analysis based on pre-research observations carried out showed that the main problem faced during the learning process was that 67.86%, or 19 out of a total of 28 students, showed low social character. This assessment is based on observations of one indicator of social character, namely students' social interactions, which indicate a low level of participation or involvement in learning.

To overcome this problem, a holistic approach is needed. One solution is to develop teaching materials that are appropriate to students' environments, so that the material studied is more relevant and interesting for them. Teaching materials that integrate local values, such as traditional games, can increase student interest and facilitate better interaction in the classroom. Apart from that, implementing appropriate learning models, such as Contextual

Teaching and Learning (CTL), can help students relate lesson material to their real lives. This approach not only makes learning more meaningful but also encourages active interaction among students.

Learning style refers to an individual's preferences in receiving, processing, and remembering information. At MIN 12, there are students with various learning styles. For example, students with a kinesthetic learning style prefer physical activity and exercise, while visual students find it easier to understand information presented in the form of pictures. Given this variation, it seems appropriate for researchers to develop local wisdom teaching materials that contain material that can be put into practice directly, so that it can meet the needs of various learning styles and increase learning effectiveness.

This analytical concept shows that the development of teaching materials that integrate CTL-based local wisdom can provide significant benefits for students. They will not only better understand the subject matter but also develop important social skills. The implementation of CTL makes learning more meaningful and interesting, thereby increasing students' motivation and active participation in the learning process. The integration of local values through traditional games also helps students to better know and appreciate their own culture, which is one of the important goals of education. The following table represents the concepts to be achieved in class IV. In the context of learning local wisdom in MIN 12 Bantan Village, Medan Tembung District, this task analysis includes a series of activities designed to increase students' understanding of local wisdom and develop their social character.

Description of the Results of the Design Stage

The first, Managing standar test or constructing criterion-referenced test in this step, the researcher prepares a test consisting of a questionnaire which is used as a measuring tool to determine student achievement in terms of the student's social character. This research used two tests in product trials, namely pretest and posttest with using the number of questionnaire statements used was 26 statements.

After that, the choice of media used refers to media that is real and familiar to students, namely in printed form, namely teaching materials. This development media was created using the Canva application.

Next, format chosen is one that meets the criteria of being interesting, easy, and in accordance with the stages of introducing local wisdom in the local area. The choice of format was carried out by reviewing the formats of existing teaching materials, while the researchers developed the format and writing style themselves.

Before the product design continues to the next stage or is tested, the product design needs to be validated. The results of this stage are in the form of a draft or initial design for making local wisdom teaching materials. It is hoped that through the development of these teaching materials, student learning in class will become active and students' social character will improve.

Description of the Results of Development Stage

Validate or evaluate the feasibility of a product design. This assessment is carried out by experts in the field. The suggestions given are used to improve teaching materials. The expert team involved in the validation process includes material experts, language experts, design experts, questionnaire validators, and practitioners (teachers).

Tabel 2. Learning Product Expert Validation Results

No	LEARNING PRODUCT EXPERT	SCORE (%)		CRITERIA	DESCRIPTION
		Validation I	Validation II		
1	Material	50,7%	93,8%	Very Valid	Can be used
2	Linguistic	49,2 %	87,69%	Very Valid	Can be used
3	Design	55,8%	93,10%	Very Valid	Can be used

Before testing the practicality and effectiveness, the teaching materials that have been developed are assessed for their suitability by experts in their respective fields. This feasibility test is carried out to ensure that teaching materials have an adequate level of validity in helping students achieve learning goals, especially in increasing understanding of local wisdom and students' social character.

The material validation assessment was given to one of the material expert lecturers on the local wisdom social studies teaching materials that had been developed. The assessment results from material experts obtained a score of 93.8% in the category "very valid" or can be stated as "very suitable" for use in learning. The language validation assessment was given by one of the Indonesian language and literature expert lecturers on the local wisdom social studies teaching materials that had been developed. The results of the assessment from language experts obtained a score of 87.69% in the category "very valid" or can be stated as "very suitable" for use in learning. The design validation assessment was given by one of the design expert lecturers, namely on the local wisdom social studies teaching materials that had been developed. The assessment results from design experts obtained a score of 93.10% in the category "very valid" or can be declared "very suitable" for use in learning.

Comparison between previous research conducted by (Bujuri, 2022; Putri, 2023; Habaridota, 2022) shows that the development of teaching materials based on local wisdom can improve student learning outcomes, while this research focuses on how the application of local wisdom values in teaching materials can strengthen students' social character. Thus, this research will provide additional contributions by exploring the effects of using local wisdom teaching materials on the development of students' social character at the elementary school level.

Local wisdom social studies teaching materials have been assessed for suitability by experts in their respective fields, thereby ensuring an adequate level of validity in achieving learning objectives. The assessment results obtained from material, language and design experts show that the teaching materials are very valid and suitable for use in learning. Thus, in the first stage of ZPD, teaching materials have met the requirements as tools that can help students understand the concept of local wisdom with direct assistance from the teacher.

Next, the second stage of ZPD involves students taking the initiative to learn more deeply independently or in small groups. The teaching materials that have been developed facilitate students to explore local wisdom further through discussions in small groups and seeking additional information. Thus, these teaching materials support students in reaching this stage by providing the resources necessary for the development of independent understanding.

In the third stage of ZPD, students internalize their understanding and are able to convey their knowledge spontaneously. Teaching materials allow students to present the results of their work in front of the class, indicating that students have reached a sufficient level of understanding to internalize local wisdom concepts.

Finally, in the fourth stage of ZPD, students apply their knowledge in a more abstract and independent context. Teaching materials allow students to participate in field activities

involving contextual examples of local wisdom, demonstrating that they can apply their knowledge independently in real situations.

Practicality of Local Wisdom Social Sciences Teaching Materials Based on Contextual Teaching and Learning

After knowing the results of the suitability of the teaching materials, the next step is to test the practicality of their implementation in the classroom. The practicality test was carried out by involving teachers at schools in implementing CTL-based local wisdom teaching materials in daily learning.

The results of the teacher's assessment obtained a score of 95% in the "Very Practical" category for use in class. The results of this practicality test will provide an overview of the extent to which teaching materials can be implemented well in the classroom environment, in line with the learning objectives that have been set. Teachers will share their experiences in using these teaching materials, including the obstacles they faced and their impact on the students' learning process.

Comparison with previous research by Sutopo, Pargito and Ambarita, (2017 showed an assessment of 83% in the very practical category. Meanwhile, based on the results of research by Haerunnisa, Wahyudi and Nasution. (2020) The results of the teacher practicality test achieved a score percentage of 87.5% and were categorized as "very practical". Although this research has developed local wisdom-based teaching materials for social studies learning in elementary schools, there is still room for further research in exploring the potential of other local wisdom such as traditional games and how they are implemented in the context of social character.

From these results, it is known that the development of teaching materials based on local wisdom has been proven to provide significant benefits in improving social studies learning at the elementary school level. However, this research does not specifically pay attention to aspects of students' social character, which is the focus of this research. Therefore, this research will provide additional contributions by focusing on improving students' social character through the use of local wisdom teaching materials.

The practicality of this teaching material can also be seen through its application in Vygotsky's four stages of the Zone of Proximal Development (ZPD). In the first stage, the teacher provides direct guidance and assistance to students. In the second stage, students begin to take their own initiative in understanding teaching materials, discussing in groups, and looking for additional information. The third stage involves students internalizing their understanding and being able to present it spontaneously to the class. In the fourth stage, students are able to apply local wisdom knowledge in real contexts, such as through traditional games, with minimal assistance from the teacher. This shows that the teaching materials developed are not only practical in use, but also support student development according to the ZPD stages, so that learning becomes more effective and meaningful.

Effectiveness of Local Wisdom Social Sciences Teaching Materials Based on Contextual Teaching and Learning

At the effectiveness trial stage, CTL-based local wisdom teaching materials were tested to assess their impact on improving students' social character. The data obtained showed that there was an overall increase in students' social character in both classes, but a more significant increase occurred in the experimental class which used local wisdom teaching materials. In the experimental class, students' social character experienced a significant increase, with the average pretest score for students in the experimental class being 75, and the posttest score increasing to an average of 93 with a gain value of 0.62, with "medium"

criteria. This shows that students are able to internalize local wisdom values and apply them in their daily social interactions. Meanwhile, in the control class which used school worksheet books, the average student pretest score was 75 and the posttest score reached an average of 83, with a gain value of 0.27 with the "low" criteria. Even though there was an increase in students' social character, the increase was not as big as in the experimental class.

The significant increase in social character in experimental class students, seen from the average pretest result of 75 which increased to 93 in the posttest, was caused by the use of Local Wisdom Social Sciences teaching materials based on Contextual Teaching and Learning (CTL), especially by utilizing traditional game learning materials. Through the experience of playing traditional games such as Tam-tam Buku, Grasshopper Wood, Lulu Cina Buta, Engklek, Bola Bekel, Gobak Sodor, Iye-Iye, and Pecah Piring, students have the opportunity to improve various indicators of social character.

The results of this effectiveness test can be compared with previous research. Previous research conducted by Azizah and Alnashr (2022) state that the development of effective teaching materials to improve student cognitive learning outcomes. Apart from that, based on the research results of Rohmah, Hariyono, and Sudarmiati (2017) that the development results are also classified as effective with an average initial test result of 66 increasing to 83 in the final test. with a classical completion percentage reaching 93% from a maximum percentage of 100%.

In both previous studies, the teaching materials developed aimed to improve learning outcomes, whereas in this study the focus was on students' social character. In this research, the effectiveness of teaching materials was measured by learning outcome tests, whereas in this research, a questionnaire instrument was used to measure the improvement in students' social character.

CONCLUSION

Based on data analysis from the results and discussion of the research conducted, it can be concluded as follows:

1. Based on the results of the feasibility test carried out by material, language and design expert lecturers, it can be concluded that the teaching materials developed are suitable for use to improve students' social character with a score obtained from material experts of 93.8%, language experts 87.69% , and design expert 93.10%, with the "Very Decent" category.
2. Based on the results of the practicality test carried out by the teacher, it can be concluded that the teaching materials developed are practically used to improve students' social character with a score obtained from the teacher of 95%, in the "Very Practical" category.
3. Based on the results of the effectiveness test, the teaching materials developed were effectively used to improve students' social character with scores obtained from the experimental class experiencing a significant increase. The average pretest score for students in the experimental class was 75, and the posttest score increased to an average of 93 with a gain value of 0.62, with "medium" criteria. Meanwhile, in the control class, the average student pretest score was 75 and the posttest score reached an average of 83, with a gain value of 0.27, with "low" criteria.

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