

# Development Of Local Culture-Based IPS Teaching Materials For Class V Elementary School Of Pusaka Bandar Klippa, District Of Percut Sei Tuan, District Of Deli Serdang

Sri Dewi <sup>1</sup>, Dr.Hidayat, M.Si <sup>2</sup>, Dr. Elly Prihasti, M.Pd <sup>3</sup>

{sridewipusaka@gmail.com<sup>1</sup>; elly.prihasti@gmail.com<sup>2</sup>}

Basic Education Program Postgraduate School, Universitas Negeri Medan,  
Jl. Willem Iskandar, Pasar V, Medan, 20221, North Sumatra, Indonesia

**Abstract.** This study aims to: (1) determine the feasibility of Local Culture-based social studies teaching materials in Class V of SD Pusaka Bandar Klippa; (2) knowing the effectiveness of local culture-based social studies teaching materials that have been developed on student learning outcomes in grade V of SD Swasta Pusaka Bandar Klippa. The stages of developing teaching materials with the type of research & Development (R&D) using a 4-D model by Thigarajan. This research was conducted at SD Pusaka Bandar Klippa, Deli Serdang Regency. The subjects in this study consisted of two classes, namely an experimental class of 30 students and a control class of 30 students. Based on research shows (1) 97.5% material expert validation with very valid categories, (2) 89.5% linguist validation with very valid categories (3) design expert validation 91.66% with very valid categories, (4) student responses in small group trials in experimental classes obtained scores of 67.5% with feasible categories, (5) student responses in field trials in experimental classes obtained scores 80.9% with very decent category. This shows that social studies teaching materials, local culture, material objects around us are very suitable for use in learning.

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

## 1 Introduction

The educational process will change according to the times, be it technological developments,, or culture. Teachers must be able to follow the flow of the times, so that knowledge will develop. In this case, an educator (teacher) must be more creative in developing his ability to develop 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 (RPP) before learning takes place so that the teaching and learning process is more structured. The implementation of the 2013 Curriculum in elementary schools still encounters several obstacles. Student books published by the Ministry of Education and Culture are used in the learning process, but the content of the books does not integrate the real environment around students. According to Akbar in Wijiningsih (2017: 1031) "thematic teaching materials must be able to accommodate and use real situations that occur in the student environment so that they can make meaningful learning practices for student lives". It can be concluded that the books used by students should use real situations that occur in the student's environment.

Based on the results of initial observations obtained through observations of the thematic learning process that took place in grade V of SD Swasta Pusaka, teachers used supporting LKS published by one of the book publishers. The LKS book used has a less attractive appearance because it uses opaque paper and has no other colors, other than gray and black. The supporting LKS used uses examples that are not found in the student environment so that students' understanding is lacking in the material learned. The learning has not provided real examples in everyday life, the examples given are not in accordance with the area where students live. Learning becomes less meaningful because learners do not learn real examples that exist in their immediate environment, which are commonly seen in their daily lives.

Teachers have difficulty explaining to students about examples in books that do not match the examples in the environment around students. Based on the results of the interview, it was also stated by class V teachers that the availability of integrated thematic learning teaching materials for students is still inadequate for now. Students do not use the latest revised book in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 24 of 2016 concerning Core Competencies and Basic Competencies for the 2013 Curriculum. In addition, students only use supporting books that come from one of the book publishers obtained from the school. The material contained in the supporting book does not provide real examples in everyday life, the examples given are not in accordance with the area where students live.

The efforts that will be made in solving this problem are by providing and using supporting teaching materials based on local culture that are close to students' daily lives so as to make learning that takes place meaningful for students. This teaching material will help students understand the subject matter they will learn, because this teaching material provides real examples that exist in the immediate environment of students, which are commonly seen in the daily lives of students. With the development of teaching materials based on local culture, it is hoped that it can solve these problems.

Some of the problems above should be made a change for the better. Changes should be made in the learning system and the development of teaching materials at the elementary school

level as a learning resource for students. The development of teaching materials is expected to be able to produce a meaningful learning atmosphere. In this case, it is hoped that educators, especially teachers, must be more active in exploring knowledge and can create an interesting atmosphere for students who are close to the cultural context.

Based on the above problems to be able to continue the challenging research "Development of Social Studies Teaching Materials Based on Local Culture Class V Private Elementary School Pusaka Bandar Klippa, Deli Serdang Regency".

## **2 Methods**

Research methods are very important in the implementation of research. Research methods are expected to answer every existing problem. The development of teaching materials based on local culture uses a 4-D development model from Thiagarajan et al (1974) in Sugiyono (2017: 37-38). This 4-D model consists of four stages, namely the stages of defining (define), design (design), development (develop), and deployment (disseminate). This development model is used because the steps of the model can provide clear, easy to understand, systematic directions and in accordance with the teaching material development model. In addition to developing products, this study also aims to test products developed in terms of valid, effectiveness. In this study, researchers used Thiagarajan's developer model to develop thematic teaching materials for grade V elementary schools with the theme 9 Objects around us subtheme 3 humans and objects in their environment.

## **3 Result and Discussion**

### **3.1 Researc Result**

#### **Material Expert Validation Results Data**

The results of validation by material experts can be seen in the following table.

Table 1. Material Expert Assessment Score for Development

Social Studies Teaching Materials Based on Local Culture

**Table 1.** Material Expert Assessment Score for Development.

No	Assessment Indicators	Score
<b>Content quality</b>		
1	Material presented according to KD	4
2	The material presented is complete and clear	4
3	The concepts explained are short and easy to understand	3
<b>Implementation</b>		
4	Suitability of the material to the subject of research	4
5	Suitability of the material to the purpose of research	4
6	The material presented is in accordance with what should be received by students	4
<b>Visual Display</b>		
7	Writing material is organized interesting and not excessive	4
8	Effective and PUEBI-compliant use of language	4
9	Color selection that distinguishes important information	4
10	Compatibility images and illustrations with the material	4
<b>Sum</b>		<b>39</b>
<b>Average</b>		<b>97,5%</b>
<b>Criterion</b>		<b>Very valid</b>

Based on the observation of the material validation results in table 1 above, it can be seen that the feasibility of developing local culture-based social studies teaching materials on human materials and objects in their environment on average gets an average amount of 97.5% with the criteria of "Very Valid"

### Linguist Validation Results Data

The results of validation by linguists can be seen in the following table.

Table 2. Linguist Assessment Score for Development Social Studies Teaching Materials Based on Local

Culture

**Table 2.** Linguist Assessment Score for Development Social Studies Teaching Materials Based on Local.

No	Assessment Indicators	Score
<b>Businesslike</b>		
1	Sentence structure accuracy	4
2	Sentence effectiveness	4
3	Standardity of terms	4
<b>Communicative</b>		
4	Understanding of messages or information	3
<b>Diagnostic and Interactive</b>		
5	Ability to motivate students	3
6	Ability to encourage critical thinking	3

<b>Suitability to learner development</b>		
7	Suitability to the intellectual development of learners	4
8	Suitability to the level of emotional development of learners	4
<b>Conformity with Indonesian rules</b>		
9	Grammatical statutes	4
10	Spelling statutes	4
<b>Use of terms, symbols, or icons</b>		
11	Consistency of use of terms	4
12	Consistency of use of symbols or icons	4
	<b>Sum</b>	<b>44</b>
	<b>Average</b>	<b>89,5%</b>
	<b>Criterion</b>	<b>Very valid</b>

Based on the observation of the results of language validation in table 2 above, it can be seen that the feasibility of developing social studies teaching materials based on local culture on human language and objects in their environment on average gets an average amount of 89.5% with the criterion "Very Valid"

### Design Expert Validation Results Data

Table 3. Skor Design Expert Assessment for Development Social Studies Teaching Materials Based on Local Culture

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No	Assessment Indicators	Score
<b>Suitability of Teaching Material Content</b>		
1	List Core Competencies (IC), Basic Competencies (KD), and learning objectives.	4
2	Compatibility of learning indicators with KI/KD	4
3	Compatibility of the material with the Basic Competencies to be achieved	4
4	Local culture-based teaching materials have instructions for use	4
<b>Compliance with Didactic Requirements</b>		
5	The practice questions are according to the ability of grade V elementary school students	4
6	Student involvement and role in learning activities	3
7	Encourage students to answer in their own way	4
8	Demands for material / systematic presentation	3
9	Measure aspects of understanding, using, and reflecting on reading results in oral and written form	4
10	Teaching materials provide students with opportunities for independent learning	3
<b>Suitability of teaching materials with Construction Requirements</b>		
11	Local culture-based teaching materials have clarity and accuracy of language	4
12	Local culture-based teaching materials use communicative language and do not cause double meanings	4
13	Local culture-based teaching materials provide a place to write answers to questions	4
14	Questions made in local culture-based teaching materials lead students to	3

	understand the local culture of each region.	
15	Local culture-based teaching materials use clear sentence structures	4
16	Local culture-based teaching materials have learning resources that are in accordance with students' abilities and readability	4
17	Existence and completeness of identity	3
<b>Compliance with Technical Requirements</b>		
18	Illustration of the cover of teaching materials illustrating the material of Semester II	4
19	The use of font size in accordance with writing standards	4
20	Using the right image	3
21	Harmony of content layout	3
	<b>Sum</b>	<b>77</b>
	<b>Average</b>	<b>91,66%</b>
	<b>Criterion</b>	<b>Very valid</b>

Based on the observation of the design validation results in table 3 above, it can be seen that the feasibility of developing local culture-based social studies teaching materials on human materials and objects in their environment on average gets an average amount of 91.66% with the criteria of "Very Valid"

#### Summary of Student Response Results Based on Small Group Trials on the Use of Local Culture-Based Social Studies Teaching Materials

**Table 4.** Results of Student Responses Based on Small Group Trials.

No	Indicators	Total Value	Categories
1.	A sense of pleasure	63,4%	Proper
2	Highlights	65,8%	Proper
3	Curiosity	68,3%	Proper
4	Activity	65,8%	Proper
5	Motivation	65%	Proper
	<b>Total Value</b>		<b>65,7%</b>
	<b>Information</b>		<b>Proper</b>

Based on table 4 above, it can be seen a summary of the results of student responses based on small group trials on the use of local culture-based social studies teaching materials on the indicators of pleasure obtaining 63.4% with the decent category, attractiveness obtaining 65.8% with the decent category, curiosity obtaining 68.3% with the decent category, activity obtaining 65.8% with the decent category, motivation obtaining 65% with the decent category. Overall, from the data obtained, 65.7% means that social studies teaching materials based on local culture, human materials and objects in their environment are "Appropriate" for use in learning.

### Summary of Student Response Results Based on Field Trials on the Use of Social Studies Teaching Materials Based on Local Culture

**Table 5.** Results of Student Responses Based on Field Trials.

No	Indicators	Total Value	Categories
1.	A sense of pleasure	80,2%	Proper
2	Highlights	81,9%	Very Worth It
3	Curiosity	80,3%	Proper
4	Activity	81,4%	Very Worth It
5	Motivation	80,5%	Proper
<b>Total Value Information</b>			<b>80,9% Very Worth It</b>

### 3.2 Research Discussion

Product development research that has been carried out by researchers is directed to produce social studies teaching materials based on local culture, human materials and objects in their environment for grade V elementary school students that are feasible and effective for use in learning.

Based on the results of data analysis that has been previously stated, it shows that social studies teaching materials based on local culture on human materials and objects in their environment obtain the category "Very Valid" which means that the teaching materials are "Very Feasible" for use in learning based on assessments and suggestions for improvement provided by material, language and design experts. Social studies teaching materials based on local culture on human materials and objects in the environment are said to be valid (feasible) because based on several factors, including: First, the social studies teaching materials developed have met the material validation assessment criteria that mean that the components in the social studies teaching materials developed are in accordance with the demands of the curriculum contained in elementary schools / MI related to core competencies, Basic competencies, indicators, learning objectives related to human matter and objects in their environment in grade V elementary school. Second, social studies teaching materials have met the Language validation assessment criteria which means that all languages in social studies teaching materials have been written correctly in accordance with good and correct Indonesian standard grammar or in accordance with EYD. The language in social studies teaching materials developed by researchers is adjusted to the cognitive level of students in grade V elementary school so that students more easily understand it. Third, social studies teaching materials have met the design validation assessment criteria which means that the display in the textbook can attract students' attention and has been adjusted to the learning concept in grade V elementary school students.

## **4 Conclusion**

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

1. This research and development produces products in the form of social studies teaching materials based on local culture on human materials and objects in their environment that are suitable for use for grade V elementary school students
2. This research and development produces products in the form of social studies teaching materials based on local culture on human materials and objects in their environment that are effectively used for grade V elementary school students



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