

Development Of Teaching Materials With Snappa Based On North Sumatra Local Wisdom On Theme 8 Sub Theme 3 Class 4 SD Negeri 067097 Medan Barat

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Abstract. The purpose of this study is to determine the validity, practicality, effectiveness E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values in Theme 8 Sub-theme 3 Learning 1,2 and 3 in grade 4 SD Negeri 067097 West Medan TA. 2021/2022. The purpose of this study was to determine the validity, practicality and effectiveness E- Module with Snappa based on local wisdom of North Sumatra in Theme 8 Sub-theme 3 Proud of the Area I Live in Learning 1,2 and 3 in grade 4 SD Negeri 067097 Medan Barat TA. 2021/2022. This type of research is research and development (Research and development) with the ADDIE model which consists of 5 stages of development, namely: Analyze, Design, Develop, Implement, and Evaluation. The subjects in this study were grade 4B students of SD Negeri 067097 Medan Barat, totaling 15 students. Data collection techniques in this study used interviews, observations, questionnaires, and tests. The results showed: (1) Development E-Module with Snappa Based on the local wisdom of North Sumatra, using the ADDIE development model, (2) the validity test by material experts is at a very valid qualification of 88%, and design experts are at a very valid qualification of 95.8%, (3) the practicality test is carried out by Class 4B teachers are in a very practical qualification of 91.1%, (4) The effectiveness test shows very effective results seen from the learning outcomes pre-test who experienced an increase in learning out comes post-test, post-test in learning 1, 88.66% in learning 2, 88% in learning 3, 91.06% and on the results of the questionnaire 89.33% with very effective qualifications.

Keywords: Development, E-Module, Snappa, Thematic

1 Introduction

At the beginning of 2020 Indonesia was hit by a pandemic Covid-19 which resulted in many activities must be limited and keep a distance. Has an impact on education in elementary schools so that learning is carried out online in accordance with government recommendations. Sudden changes that result in teachers being required to make teaching materials according to the needs and situations experienced. Because schools don't have online teaching materials in accordance with the pandemic and schools don't exist yet E-Module so that teachers only use printed teaching materials [1]. It is demanded by circumstances that require teachers to have their own teaching materials and it would be even better if these

teaching materials can be accessed online and linked to local culture in order to make students feel closer by collaborating the two things.

In this era of globalization, local cultural education in elementary schools has lost its position as a national feature to be replaced by Western culture which is increasingly rampant. For example, traditional games that are often played by children in the 90s are very rare today, because they have been replaced by all activities that can be accessed via the internet. Local cultural education is considered to play a role in shaping children's character because local culture is considered very close to them. The schools are foremost educational institutions in developing character education. Character is built conceptually and habitually by using moral aspects, and should meet the rules and regulations. Humans and culture are two things that are interconnected [2]. A person forms culture with his intellectual abilities, and along with his values, culture becomes the moral basis of human life. For this reason, inculcating cultural values in children is very important and requires special attention. The shift in local cultural changes in elementary schools has resulted in teachers being required to make teaching materials using electronic mode and not forgetting the existence of local cultural education in it, but in reality schools do not yet have electronic teaching materials based on local wisdom [3,4]. Since face-to face teaching is currently conducted on a limited basis, teachers should develop textbooks that students can access via the internet. But in practice, teachers have not developed textbooks electronics for several reasons Making teaching materials takes time the old one, the teacher's lack of understanding in using the computer to designing attractive open materials.

In developing teaching materials, supporting applications are needed to make teaching materials more interesting. The role of digital technology is very large in this case, one of the applications that can help teachers in designing learning is the application Snappa. In practice in the field, the learning that occurs is nature, especially in schools located on the outskirts of the available facilities and infrastructure. Besides that, activity learning not yet utilizing information technology as an introductory medium as required in the 2013 Curriculum. On average, students who attend school come from lower-middle families. So that teachers only use books as a medium in learning, [5]. In this practice, the role of technology is very much needed for the development of teaching materials in the form of electronics so that they can be felt by every school, both rural and urban areas, and it is the government that plays a role in this equity.

Teaching materials in the form of electronics based on local wisdom of North Sumatra are very much needed in the learning process in elementary schools today. So that teachers have to prepare teaching materials in electronic form as teaching materials to support learning. This is one of the basis for researchers to develop teaching materials in electronic form. Local wisdom is the guideline for the life and character of the Indonesian nation. Local wisdom-based education is education that teaches students to always be attached to certain situations they face. In addition, technological developments modern bring cultural development because life is dynamic, [4]. A thing that can be worked on and done in enter values local wisdom to in thematic that is with method designing, creating and developing teaching materials based on local wisdom values. The current teaching materials have not revealed locality which is a regional wealth, it means that there are no teaching materials based on local wisdom.

Based on the results of interviews conducted by researchers on November 27, 2021, at SD Negeri 067097 Medan Barat TA. 2021/2022 it is known that grade 4 teachers still use teaching materials in the form of textbooks, or ready-to-use teaching materials, and have never developed teaching materials in the form of E- Modules. Electronic teaching materials North

Sumatra based on local wisdom has never been developed in SD Negeri 067097 Medan Barat TA. 2021/2022. This is also a motivation for researchers to want to develop E-Module by using the app Snappa based North Sumatran Local Wisdom. Learning to use E-Module based North Sumatran Local Wisdom much needed to strengthen local cultural education in elementary schools. The use of these ready-made teaching materials does not prioritize elements of local culture. In fact, this element is very important to be included in the learning process through the preparation of teaching materials that have local cultural content. For this reason, it is necessary to make efforts to develop teaching materials that prioritize elements of local wisdom, especially the local culture of the Medan community which has a variety of cultures that are very suitable to be included in learning in elementary schools. At the school, there were no teaching materials in electronic form and they had never used electronic teaching materials.

Based on description the This research was conducted in order to develop a teaching material in the form of E-Module with Snappa based North Sumatran Local Wisdom. The development of teaching materials is carried out on the subject matter of Theme 8: The Area I Live in Sub Theme 3 Proud of the Area I Live in in learning 1,2 and 3. Teaching materials are in the form of E-Module this is designed using the app Snappa. Snappa is an application that provides many design templates, photo materials, fonts, and has a fairly complete editing tool and supports creation E-Module which is interesting.

2 Research Methods

The research method used by researchers in this study is the research and development method. Research and development method is a research method used in producing a product that has been tested for effectiveness and feasibility (validity). In this research, the products to be developed are: E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values in Theme 8 Sub-theme 3 Learning 1,2 and 3 in grade 4 SD Negeri 067097 West Medan Academic year. 2021/2022.

The subjects of this study were 15 students of class 4B SD Negeri 067097 West Medan, one material expert, one design expert and one education practitioner, namely the 4B grade teacher at SD Negeri 067097 West Medan. This research is a development research with the ADDIE model (analysis, design, development, Implementation, and evaluation). Explaining with research purposes is only limited to developing and producing a product. According to [6] Model development can be interpreted as an effort to expand a situation or situation step by step to bring it to a more perfect, more complete, or better situation.

This research instrument was used to obtain information at the analysis stage by conducting interviews with 4th grade teachers at SD Negeri 067097 Medan Barat and to measure the validity of E-Module based North Sumatran Local Wisdom with the coverage of the city of Medan which will be developed in this study assessed through a questionnaire validator design experts, material expert validators, practicality and effectiveness with reference to all aspects E-Module as well as collaborating forms of local wisdom that exist in the community can be in the form of values in local wisdom including religious values, aesthetic values, mutual cooperation values, moral values and tolerance values.

3 Result and Discussion

Researchers develop teaching material products E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan with the ADDIE model development research procedure consisting of stages: Analysis, Design, Development, Implementation, Evaluation.

What is done in the first stage is the analysis stage, at this stage the researcher conducts needs analysis, student analysis, curriculum and material analysis. This analysis stage is carried out to obtain information and collect data. When analyzing the needs of the researcher, the researcher collected data through interviews with the 4B grade teacher at SD Negeri 067097 West Medan, Mr. Ariansyah Putra Lubis. Based on the results of interviews, teaching materials in electronic form are: E-Module has never been used due to the lack of innovation in teaching materials. Teachers only use student books and teacher books. The researcher analyzes the students by observing the students' activities in the learning process and the researcher also analyzes the curriculum and materials seen from the lesson plans so that they can be used in developing teaching materials. Therefore, the analysis stage is used as the basis for developing teaching material products E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of values religious values, aesthetic values, mutual cooperation values, moral values and tolerance values according to current needs and technological developments.

The second stage is the design stage. At this stage the researcher prepares an initial plan and collects learning materials in the form of preparing lesson plans, and collecting appropriate materials. After that, the researchers designed the product design of teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values in accordance with the design that has been determined by the researcher.

The third stage, is Step development. At this stage the researcher begins to make teaching material products E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values. After the product of teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in Medan City which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values, then the product is validated by two validators, namely material experts by Mrs. Masta Marselina Br. Sembiring with the recapitulation of the results of stage 1, it obtained a score of 29 with a percentage of 58%. Based on the results of the calculation of the percentage of validity, it can be seen again the guidelines in Table 3.7 Likert Scale Criteria according to [2] that E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values are declared quite valid and need to be revised because they are in the range score $52\% < \text{score} < 68\%$ so that further improvements are needed to achieve a higher percentage of validity. Then a revision was made for stage 2 so that it obtained a score of 44 with a percentage of 88% declared very valid so it can be used in the field, design expert by Mr. Ismail Saleh Nasution, with the recapitulation of the results obtained a score of 67 with a percentage of 95.8%, it is stated that the recapitulation criteria

are very valid. Based on the results of the calculation of the percentage of validity, it can be seen again the guidelines in Table 3.7 Likert Scale Criteria according to [2] that E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and the value of tolerance is declared very valid because the score range is $84\% < \text{score} < 100\%$ and does not need to be revised and practicality expert by Mr. Ariansyah Putra Lubis. validation is carried out to obtain assessments and input on teaching material products E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values that have been developed by researchers with the recapitulation of the results obtained a score of 82 with a percentage of 91.1% Based on the results percentage calculation, it can be seen again the guidelines in Table 3.8 practicality categories according to [1] that E-Module with Snappa Based on local wisdom of North Sumatra with the limitation of only culture in Medan City, it is declared Very Practical because the score range is $86\% < \text{score} < 100\%$ and there is no need to revise the product.

The fourth stage, is Step implementation. At this stage the product of teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the City Fields that have been validated will be tested on students. At this stage the researcher introduces the product of teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values and shows how to use them. Next, the researcher gave a written test and an effectiveness questionnaire to see how effective the teaching material product was E-Module developed by researchers and in learning 1 result Pre-test get a score of 1010 with a percentage of 67.33% then do Post test obtained a score of 1330 with a percentage of 88.66%, based on the results of calculations according to the Ministry of Home Affairs Research and Development (1991) in [7] the range above 79.9% was declared very effective, in learning 2 the results Pre-test get a score of 920 with a percentage of 61.33% then it is done Post-test obtained a score of 1320 with a percentage of 88%, based on the results of calculations according to the Research and Development Ministry of Home Affairs (1991) in [7] the range above 79.9% was declared very effective, in learning 3 results Pre-test get a score of 1060 with a percentage of 70.66% then it is done Post-test obtained a score of 1366 with a percentage of 91.06%, based on the results of calculations according to the Research and Development Ministry of Home Affairs (1991) in [7] the range above 79.9% was declared very effective. In the recapitulation results of the effectiveness of the questionnaire obtained a score of 1340 with a percentage of 89.33% based on the results of calculations according to [3] a range of $81\% < \text{score} < 100\%$ is declared very effective.

The fifth stage is the evaluation stage. The evaluation carried out is in the form of an evaluation of the development of the validity of teaching material products E-Module with Snappa based on local wisdom of North Sumatra with only cultural restrictions in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values developed by researchers. Evaluation of the development of the validity of teaching material products E-Module carried out by material expert lecturers, design expert lecturers, and practicality experts by education practitioners. The assessments and responses given by the experts will be accumulated as a whole. The results of the evaluation will provide data and describe the product of teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation

of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values whether or not it is appropriate to be used as teaching materials in the classroom. The percentage of product validation results obtained, namely, material experts 88% with very valid categories, 95.8% design experts with very valid categories, practicality experts 91.1% with very practical categories.

4 Conclusion

Based on the results of research and discussion in this study, the researchers concluded as follows:

- a. This research and development has produced teaching materials products E-Modules. Development of teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values using the ADDIE development model which uses steps (1) Analyze (analysis), (2) Design(design), (3) Development(development), (4) (implementation), (5) Evaluation(evaluation).
- b. Based on the results of research by material expert Mrs. Masta Marselina on the validity of the material content, presentation of material and language in the E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values which are very valid / worthy of being used as teaching materials by obtaining a validity percentage of 88%. The results of research by design expert Mr. Ismail Saleh Nasution, regarding the validity of aspects of teaching materials, program appearance and technical quality of E-Module already very valid to be used as teaching materials by obtaining a percentage of 95.8% validity.
- c. The results of the practicality test by Mr. Ariansyah Putra Lubis, teacher class 4B SD Negeri 067097 West Medan on teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values developed by researchers in aspects of material content, presentation of material, language, utilization of materials from teaching materials E-Module which developed get percentage practicality 91.1% categorized as very practical used in process learning.
- d. Based on the results of trials with teaching materials E-Module with Snappa based on local wisdom of North Sumatra with the limitation of only culture in the city of Medan which adheres to the material in the form of religious values, aesthetic values, mutual cooperation values, moral values and tolerance values for students who researchers have developed, an increase in learning outcomes can be seen from the results pretest and posttest conducted by researchers in class 4B SD Negeri 067097 West Medan with a percentage of pre-test students in learning 1 is 67.33%, in learning 2 is 61.33%, and in learning 3 is 70.66% and post-test student at learning 1 is 88.66%, in learning 2 is 88%, in learning 3 is 91.06%. This means that in learning 1 there is an increase of 21.33%, in learning 2 there is an increase of 26.67%, and in learning 3 there is an increase of 20.4% if accumulated in the very effective category.

It can also be seen that the percentage of effectiveness questionnaires distributed by researchers to grade 4B students reached 89.33% in the very effective category.

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