

## Module Development Based on Local Wisdom Using Contextual Teaching and Learning Models to Improve Learning Outcomes for Fourth Grade Elementary School Students

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### Abstract

Education is an important factor in educating the nation's next generation who are expected to have broad intellectual insight, especially in studying local wisdom with contextual learning models. In this case, a teacher is required to be able to create a fun and meaningful learning atmosphere. Therefore, this paper aims to develop an appropriate, practical, effective, and efficient learning implementation plan that is oriented towards local wisdom in thematic subjects of grade IV SD. The development method used in this research is A Recursive Reflective Design and Development Model, better known by the acronym R2D2, and Research Development Research, better known as RDR. The R2D2 development model consists of three focuses, namely the focus of (a) Determination, (b) design and development, and (c) dissemination. The use of the three focuses was carried out with data collection techniques in the form of interviews and observations aimed at several schools at random. The results obtained are that the development of modules based on local wisdom has been tested by several experts and applied to research samples which show the results that the development of modules based on local wisdom in fourth grade elementary school subjects can be tested elsewhere.

### Keywords

Development module; local wisdom; thematic lessons



## I. Introduction

Talking about the educational paradigm, we can conclude how important it is to receive education in life. Because through education a person can develop knowledge, insight, values, and character even as an effort to inherit culture, besides that it is broader if you want to assess the quality of a nation, it can be seen from the quality of the education in it State (Shufa, Khusna, & Articles, 2018). Then education is seen as an important need among other important needs. As stated in Law no. 20 of 2003. Article 3 concerning the Function of Education explains: that "National education functions to develop abilities and shape character". as well as a dignified national civilization in the context of educating the nation's life which aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic. , and responsible citizens. Answer.

Education at the Elementary School (SD) level is the foundation of formal education that affects student education in the future. At the basic level, this is a form of developing the learning process that begins with the introduction of thematic learning. The implementation of thematic learning is carried out in elementary schools because the thinking patterns of elementary school age students are holistic and concrete operational. The reason for implementing this thematic learning is so that students can get to know the environment as a whole and intact, it is hoped that students can solve problems faced in that environment. According to Russman (2012: 25-252), elementary/MI children when studying have three prominent characteristics, namely concrete, integrative, and hierarchical. Concrete here means optimal use of the environment for the achievement of quality learning processes and outcomes. Integrative means seeing something that is learned as a whole and integrated. The last characteristic is hierarchical which means it grows gradually from simple things to more complex things.

Learning is a two-dimensional activity concept, namely teaching and learning that must be planned and actualized, and is directed at mastering several competencies as a description of learning outcomes (Abdul Majid, 2013:5). Learning can also be seen as an educator activity programmed to help students learn actively which emphasizes the provision of learning resources. The learning itself has various models, for example in the 2013 curriculum, currently the model used in elementary school level learning is the contextual learning model.

The contextual learning model is a holistic learning process and aims to help students understand the meaning of teaching materials and relate them to the context of everyday life (personal, social, and cultural contexts) so that students have dynamic and flexible knowledge/skills to actively build their understanding. (Hasibuan & Pd, 2014:2). stated that CTL is a concept that helps educators to relate the content of teaching materials to real-world situations and motivates students to make connections between knowledge and its application in their lives as family members, citizens, and the workforce. From the research that has been done, the researchers obtained data about the application of the CTL (Contextual Teaching and Learning) learning model as a medicine based on problems that occur in schools.

The successful application of the CTL learning model to improve student learning outcomes is also supported by classroom action research conducted by previous researchers. CTL learning engages students in important activities that help students relate academic lessons to the real-life contexts they encounter. By linking the two, students see meaning in the material learned at school. Students can find meaning from subject matter when they actively select, organize, organize, touch, plan, investigate, seek information, and draw conclusions from their own activities. (Popongan & Klaten, 2012:34).

The CTL learning model has a syntax consisting of 6 stages. According to Julian, et al (2011:77) (Rahmawati, 2018:14) the syntax of the CTL learning model is: (1) Carrying out inquiry activities for all topics; (2) Develop an attitude of curiosity; (3) Creating a learning community; (4) Presenting the model; (5) Reflecting; (6) Do the actual assessment. In the learning process there are learning objectives that are expected to be achieved by each student after attending the lesson. The achievement of learning objectives can be seen in student learning outcomes. According to Abdurrahman (in Jihad and Haris, 2013: 14) learning outcomes are abilities obtained by children after going through learning activities. Learning itself is a process of someone trying to obtain a form of behavior change. In learning activities, the teacher sets learning objectives that must be achieved by students. Students who are successful in learning are those who succeed in achieving these learning or instructional goals. Benjamin S. Bloom (in Jufri, 2013:59)

classifies learning outcomes into three domains or domains, namely: (1) cognitive, (2) effective, and (3) psychomotor.

Thematic is defined as learning that is designed based on certain themes. In the discussion, themes from various subjects were discussed. Thematic learning provides breadth and depth of curriculum implementation, and offers students many opportunities to bring out the dynamics in education. Thematic units are the epitome of all language learning which facilitates students to directly productively answer self-evident questions and satisfy curiosity with a natural feeling about the world around them (Trianto, 2010;78).

Thematic learning also teaches that students are directly and actively involved in all class activities to add experiences that can develop students' abilities in everyday life. Thematic learning applied in elementary schools must provide a meaningful experience for students to be equipped to solve various problems in everyday life. So that the application of this thematic learning can help students understand concepts more easily. In this case, thematic learning based on local wisdom helps students to understand the cultural diversity of the Indonesian nation.

Local wisdom contains two words. The phrase is important to be interpreted, namely wisdom and local. In the big Indonesian dictionary, it means wisdom, while local is the local area or local. Sumarmi & Amiruddin (2014) explain that local wisdom is local knowledge that is used by local communities to be preserved in an environment that is integrated into a system of norms, laws, culture, and beliefs and is demonstrated through traditions and myths adopted by the community. Public. society for a sufficient period of time. long. Based on this thought, it can be said that local wisdom is a force to maintain the values contained in the local community so that it contains a unique identity in a particular area or place.

(Rahmat, 2018) explains that local wisdom is used to show the existence of local socio-cultural concepts about height, nobility, goodness, values, and truth that are valued by the local community. So that it can be used as a reference to build a pattern of relationships between citizens or as a guide or guide to grow, build and develop a pattern of relationships between residents, as a basis for setting goals to realize the life of the local community. So that the values of local wisdom can be used as the basis for character education in schools. In general, local wisdom has the following characteristics and functions: (1) as a marker of the identity of a community; (2) as the glue element of social cohesion; (3) as a cultural element that grows from below, exists and develops in society; is not an element imposed from above; (4) serves to provide a color of togetherness for certain communities; (5) can change the mindset and interrelationships of individuals and groups by placing them in common; (6) able to encourage the establishment of togetherness, appreciation, and a common mechanism to defend themselves from the possibility of disruption or damage to group solidarity as a whole and integrated.

Utilization of thematic use with local wisdom learning materials for elementary school students is also needed to develop learning implementation plans. The module is a guide for teachers or lecturers in learning activities. A lesson plan is prepared for each meeting (Dwimayanti, K, Dantes, N, and Suarni, 2020). Learning activities are developed from learning objectives that refer to competency indicators. Important components that must be included in the module include; Competency Standards (SK), Basic Competencies (KD), competency indicators, material descriptions, learning models and methods, learning scenarios, and assessments.

Competency standards are guided by the syllabus that has been developed, which is then described in the form of basic competencies. Basic competence is the minimum standard that must be achieved by students. A teacher or lecturer can develop basic competencies according to the complexity of the subject matter, the complexity of student characteristics, and the time available. Then the basic competencies are described again in competency indicators.

## **II. Research Method**

The development model used in this research is A Recursive Reflective Design and Development Model (Willis, 1995; 2000) which is better known by the abbreviation R2D2 and Research Development Research (Borg & Gall, 2003) and better known as RDR. The R2D2 development model in this study is an adaptation model. Adaptation is intended to make adjustments to research needs (Basuki, 2015). The RDR model consists of three focuses, namely the focus of (a) Determination, (b) design and development, and (c) dissemination. The focus of dissemination or dissemination is not carried out in this study because it is related to product publication and product implementation in the field on a large scale (Wedani, Antara, & Handayani, 2021). In the RDR model there are three activities, namely preliminary research, development of local wisdom-based module teaching materials with contextual learning models on thematic subjects, and implementation of effectiveness test activities. Product effectiveness testing activities are important in development research because the purpose of development research is to test the effectiveness of products that have been successfully developed in real learning processes in the field.

## **III. Result and Discussion**

### **3.1 Determination**

This step of the development process is focused on determining. The focus of the determination is done by determining (1) the product to be developed and (2) the formation of a participatory team.

#### **1 Determination of Developed Products**

The product developed is in the form of module teaching materials based on local wisdom with contextual learning models on thematic subjects.

#### **2 Formation of a Participatory Team**

The participatory team consists of (a) students, (b) lecturers, (c) practitioners, and (d) experts relevant to their respective fields of study.

- a. Students are potential users of field development products. As potential users of development products, students must be involved in the development process from the start. Students are asked to provide as many comments, criticisms, and suggestions as possible regarding the product being developed. These comments, criticisms, and suggestions relate to the suitability of intellectual development, interests, depth, breadth, and product benefits for students.
- b. Like students, lecturers also act as potential users of product development in the field. As potential users of development products, lecturers must also be involved in the development process from the start. Lecturers are asked to provide comments, criticisms, suggestions, improvements, and assessments of the products developed. These comments, criticisms, suggestions, improvements, and assessments are also

related to the suitability of students' intellectual development, attractiveness, depth, breadth, and usability of the product for students and lecturers.

- c. Practitioners are lecturers who play a direct role in the development of local wisdom-based modules with contextual learning models. The role of the lecturer is to design/design the module, carry out the learning process and carry out the evaluation process of learning to write scientific papers. In this study, practitioners were asked to provide comments, criticism, suggestions, improvements, and the greatest assessment of product development, this was used to improve product development.
- d. There are three kinds of experts involved in this research, namely (a) local wisdom-based modules with contextual learning models, and (ii) local wisdom-based learning materials/contents. In this study, practitioners were asked to provide comments, criticism, suggestions, improvements, and the best assessment of product development, which were used to improve product development.

### 3.2 Design and Development

The third step of the development process is product design and development. The product design process is carried out by lecturers and students. Meanwhile, product development was carried out through (1) practical testing, (2) expert testing relevant to the field of study, (3) small-scale field trials (10 students), and (4) large-scale field trials. experiment (one class).

#### 1. Design Determines Product

The product design process is carried out by lecturers and students. Product design begins with conducting a preliminary study or needs analysis. Preliminary studies were conducted to obtain initial information about the situation and field conditions, needs, and product development. Preliminary studies were also conducted to explore collaboration with lecturers and students. The results of the preliminary study are used as material to design/design the product. At this stage a product is designed/designed which includes (a) teaching materials, (b) learning syllabus, (c) lesson plans, (d) modules (e) learning models, and (f) evaluation tools for writing learning with a constructivist approach. In the product design step, researchers collaborate with lecturers and students. The design process is repeated according to the recursive component in R2D2. The design process is repeated based on criticism, suggestions, comments, improvements, and assessments of lecturers and students to get a solid and reliable product design.

#### 2. Product Development

The product development process is carried out in four stages, namely (1) practitioner testing, (2) expert testing relevant to the field of study, (3) small-scale field trials (10 students), and (4) large-scale trials. test. field trials. (1 class).

##### a. Deborah. Practitioner Test

Practical tests are carried out to get as much input as possible from the lecturers of the Scientific Writing course. They are people who always interact and know in detail about teaching materials, learning needs, and the implementation of the scientific writing skills learning process. Testing is done by in-depth interviews, discussions, and consideration of five types of product designs. The results of the practice test are in the form of comments, criticisms, suggestions, corrections, and product development assessments. The results of the practitioner's test are used to revise the product design until a feasible and stable product design is obtained.

b. Expert Test

The implementation of the expert test is intended to obtain input from experts who have competence in the relevant field of study. In this context, expert tests were conducted on material/content experts for learning to write scientific papers, experts on learning methods for writing scientific papers, and experts on learning technology. The results of the expert test are also in the form of comments, criticisms, suggestions, corrections, and product development assessments. The expert test was conducted using in-depth interviews, discussions, and assessment questionnaires on five types of product drafts. The results of practitioner tests and expert tests are used to revise the product design until a feasible and stable product design is obtained.

c. Product Trial in Small Group

Product trials in small groups (10 students) were carried out for three months. Field trials in small groups were conducted by testing the product on students and lecturers as potential users of the product. The results of field tests in small groups are used to revise the product. Field trials in small groups and product revisions were carried out in collaboration with lecturers and students. Field trials in small groups were carried out until the product was completely stable and ready for field trials in large groups.

d. Large Group Product Trial

Product trials in a large group (1 class) were also carried out for three months. Product trials in large groups are also carried out by testing product development on students and lecturers as potential users of the product. Field test results in large groups are also used to revise the product. Product trials in large groups and product revisions were carried out in collaboration with lecturers and students. Field trials in large groups were carried out until a completely stable product was obtained.

e. Product Effectiveness Test

The fourth step of the development process is testing the effectiveness of the product. Product effectiveness test is intended to obtain information about the effectiveness of product development when applied in the learning process in the field. The product effectiveness test was carried out by looking at the difference in student achievement scores on writing competence before being given treatment and student achievement scores on writing competence after being given treatment. Differences in learning achievement scores are commonly referred to as differences in pretest and posttest scores.

## IV. Conclusion

Based on the explanation above, it can be concluded that every learning that takes place in the classroom requires a Learning Implementation Plan to increase the effectiveness of learning in the classroom. In this case, the researcher seeks to create a new learning atmosphere in the classroom by developing a classroom lesson plan that is oriented towards local wisdom using a contextual learning model for subjects in grade IV elementary school. This needs to be emphasized because in this era of globalization the values of local wisdom are being eroded by the influence of foreign cultures that spread very quickly in the joints of social life, especially children who are more easily influenced.

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