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The Development of Integrative Thematic Learning Modules Based on Local Wisdom in Primary Schools

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Abstract

One of the teaching tools created by an educator is an integrative thematic learning module based on local wisdom. Learning modules were created to help students understand learning topics and build knowledge based on economic, social, and cultural phenomena or diversity in their surroundings. The implementation of local wisdom-based learning modules encourages students to love their homeland, and admire the diversity in the State of Indonesia through the smallest unit namely the area of residence. This research is to find out the whether local wisdom-based learning module is valid and effective. The literature review was carried out as a research approach. This article reviews seven articles published in international and national journals between 106 and 2021. The essay describes how learning modules with integrative themes based on local wisdom are developed. The study of the seven articles describes that innovation is a renewal that is in harmony with learning resources, facilities and infrastructure, the surrounding environment, and the characteristics of students. This learning module is very good at developing the three components of student competence. These include attitudes, knowledge, and skills.

Keywords: learning module, integrative thematic, local wisdom

Pengembangan Modul Pembelajaran Tematik Integratif Berbasis Kearifan Lokal Di Sekolah Dasar

Abstrak

Salah satu perangkat ajar yang diciptakan oleh seorang pendidik adalah modul pembelajaran tematik integratif berbasis kearifan lokal. Modul pembelajaran diciptakan untuk membantu peserta didik dalam memahami topik pembelajaran dan membangun pengetahuan peserta didik berdasarkan fenomena atau keberagaman ekonomi, sosial, dan budaya di lingkungan sekitar. Melalui implementasi modul pembelajaran berbasis kearifan lokal dapat mendorong peserta didik mencintai tanah air, mengagumi keberagaman di Negara kita melalui satuan terkecil yaitu wilayah tempat tinggal. Tujuan dari penelitian ini adalah untuk mengetahui apakah modul pembelajaran berbasis kearifan lokal valid dan efektif. Tinjauan pustaka dilakukan sebagai pendekatan penelitian. Artikel ini melihat tujuh karya yang diterbitkan di jurnal internasional dan nasional antara tahun 2016 sampai 2021. Esai ini melihat bagaimana modul pembelajaran tema integratif berbasis kearifan lokal dikembangkan. Temuan kajian tujuh artikel mengungkapkan bahwa inovasi merupakan pembaruan yang selaras dengan lingkungan sekitar dan karakteristik peserta didik. Modul pembelajaran ini sangat baik dalam mengembangkan tiga komponen kompetensi siswa. Di antaranya sikap, pengetahuan dan keterampilan.

Kata kunci: modul pembelajaran, tematik integratif, kearifan lokal

INTRODUCTION

Thematic learning is a learning system implemented in the 2013 curriculum. *Thematic learning is defined as learning that is designed based on a particular theme* (Novika Auliyana et al., 2018). Thematic learning is defined as learning that is designed based on a special theme, as a link between several subjects into one subject contained in a particular time (Yasa, 2018). Thematic learning is oriented towards learning objectives that have been set so that students gain meaningful experiences. (Indrawini et al., 2017). It has the same view as (Anwar et al., 2017) that the learning process is essentially directed at teaching students to achieve learning objectives. Therefore, designing and creating must be adapted to learning resources, environmental conditions, facilities, and infrastructure as well as the characteristics of students as supporters of the implementation of the learning process which is carried out independently. (Handayani, 2018).

The efforts to achieve learning objectives require innovative teaching materials or learning resources that can support the learning process and become solutions to learning problems experienced by students (Susilawati, 2020). Teaching material innovation is not something foreign among education practitioners. This effort has been carried out in line with the renewal of the curriculum in Indonesia, both in print and digital form (Vina Serevina, Sunaryo, Raihanati, I Made Astra, 2018).

In the current era, the government has supported, encouraged, and facilitated education practitioners to develop teaching materials through various organizations that have been formed. One of the teacher organizations is, a teacher working group (KKG) for the primary education level and subject teacher consultation (MGMP) for the secondary and senior education level (Saputra, Wahyuni, Rif'ati, et al., 2016) Teaching material innovations are oriented towards environmental conditions to facilitate the integration of learning materials with conditions or events in the surrounding environment such as local wisdom (Deviana, 2018).

Local wisdom is one of the potentials owned by an area, which is utilized and processed properly. Local wisdom in the surrounding environment will make it easier for students to understand learning material contextually. The preparation of teaching materials by following the characteristics of students and the local wisdom of the local culture, so the learning is more contextual. (Perwitasari et al., 2017). Ignorance of students about the local wisdom of their own regional culture, results in educational goals not being conveyed properly (Anwar et al., 2017). Therefore, it results in the absence of preservation and existence of the younger generation of local wisdom in the educational process or practice in everyday life. Implementation of teaching materials based on local wisdom makes it easier for students to understand learning material and can construct it with phenomena in life well Learning carried out will be meaningful in students and form term memory. (Widiya et al., 2021)

One of the efforts made by education practitioners to support thematic learning is to create thematic teaching materials that are innovative and follow local wisdom in a particular area. It has the same view as (Yuniarti et al., 2021) thematic teaching materials are an integral part of implementing thematic learning. These thematic teaching materials aim to facilitate the process of delivering learning material by educators, updating literature, as well as learning resources that can be used independently. One of the thematic teaching materials is the learning module. (Sasmita & Fajriyah, 2018). The function of the learning module is an independent teaching material, a substitute for the function of educators, evaluation tools, and reference materials (Arum & Wahyudi, 2016).

The learning modules referred to in this study are thematic learning modules based on local wisdom. The success in research related to the effectiveness of using local wisdom-based thematic learning modules has been carried out by (Anwar et al., 2017). The study explained that the results of using thematic learning modules were feasible to implement by obtaining a percentage of 76.13% by thematic learning experts, 92.74% by language experts, and 82.90% by learning design experts. The effectiveness of using local wisdom-based thematic learning modules obtained a percentage of 82.90% with small group trials. Based on the presentation of the validity and effectiveness obtained from the implementation of the learning module. The result is the learning module is feasible to implement and effectively helps students in the learning process.

The purpose of writing this article is to describe the development of local wisdom-based learning modules in thematic learning in primary school. This study in this research is motivated by the importance of developing teaching materials in the form of learning modules that are following learning resources, facilities and infrastructure, environmental conditions, and characteristics of students based on local wisdom in a certain area. Development plays a role in updating teaching materials in the form of learning modules to stimulate students to think critically, and creativity and help students integrate learning

materials with events in the surrounding environment to improve student learning outcomes (Mufaridah et al., 2020).

METHOD

The analysis used in this literature review is the Systematic Literature Review method. The preparation of this Systematic Literature Review is based on the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) (John W. Creswell, 2012). Article search via Google Scholar, Eric.ed.gov, and Harzings.com with the keywords teaching materials, learning modules, and thematic learning. The collection of articles in this study was 26 international and national journal articles. The next stage is selecting articles according to the criteria that articles are published from 2016 until 2021.

The article criteria used as a source of this research include; 1) Articles are national and international articles, 2) Articles discuss teaching materials in the form of learning modules based on local wisdom, and 3) Developments carried out in learning modules are oriented towards thematic learning in primary school. The article search was carried out on 25 April 2021 until 8 May 2021. The selected is a similar research related to the development of teaching materials in the form of thematic learning modules based on local wisdom and then analyzed and summarized in a review article.

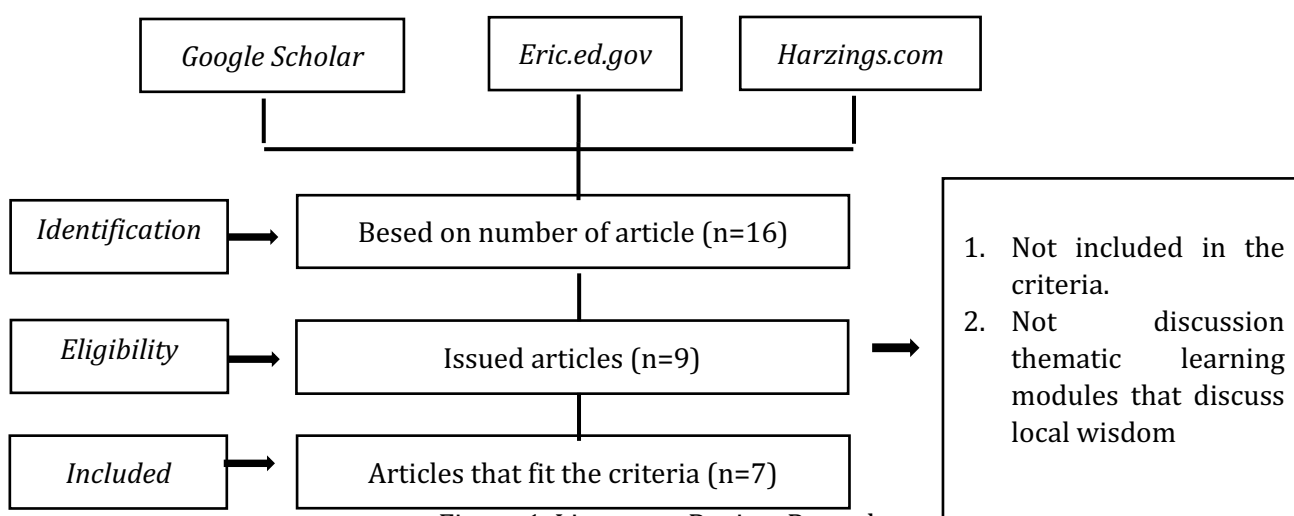


Figure 1. Literature Review Procedure

RESULT AND DISCUSSION

Based on the analysis results from international and national articles, it was found that the development of thematic learning modules based on local wisdom has good validity and effectiveness in the learning process. Validity is an important aspect to determine the feasibility of a learning module before it is implemented. The validity test includes the feasibility of the material, language, and presentation which is carried out through a questionnaire addressed to certain field experts or validators. While the aspect of effectiveness is a benchmark that is shown through learning outcomes that are carried out through pre-test and post-test. Increasing learning outcomes in the post-test is an indicator to determine the effectiveness of developing learning modules that have been implemented in the learning process.

This study analysis articles that have been adjusted to the specified criteria so that the purpose of writing this article can be created properly. The article explains that the aspects of validity and aspects of effectiveness are important in the development of thematic learning modules based on local wisdom. The research explains that the validity and effectiveness aspects are measured to find out that local wisdom-based thematic learning modules are feasible to implement and have effectiveness as shown through improving learning outcomes so that these learning modules can be meaningful to students' self (Prananto, 2019).

Meaningful learning is a learning process that is carried out well by students and the learning material obtained can become long-term memory (long-term memory). In addition, students can integrate the material studied with events or local wisdom covering economic, social, and cultural aspects in their surroundings through a contextual learning process. The development of thematic learning modules based on local wisdom, assisting students in the learning process to learn independently, think critically, and

creatively, and develop aspects of attitude, knowledge, and skills, and help preserve local wisdom which is the identity of the region (Prananto & Wardani, 2023). Learning emphasizes local wisdom and can encourage students to love their homeland and admire the natural wealth and diversity that exist in our country through small units, namely the area of residence

Based on the research conducted (Chusna et al., 2019) shows that the research conducted obtained a validity percentage of 92.22%. The results of the research show that the development of thematic learning modules based on local wisdom has been tested for feasibility and declared feasible to be implemented in the learning process. The validity of the learning module will affect the learning process which is reflected in learning outcomes. Learning outcomes are one of the indicators indicating that students can construct learning material obtained by the conditions or events that exist in the surrounding environment.

The aspect of effectiveness also greatly influences student learning outcomes, based on research conducted by (Ingwarni, 2018) showing that the development of thematic learning modules based on local wisdom is feasible to increase learning motivation and critical thinking skills. Learning motivation possessed by students is a form of the attractiveness of a learning module. Through sufficient learning motivation, students will develop their curiosity which is reflected in their ability to think critically. These two components will encourage the ability to think creatively so that students are motivated to create work and have more confidence to communicate the work.

The same research was conducted by (Anwar et al., 2017) to determine the effectiveness of learning modules. The results showed that the effectiveness of the implementation of local wisdom-based thematic learning modules included aspects of attitude, knowledge, and skills. This statement is in line with research conducted by (Riska Septia Wahyuningtyas, 2020). The results of the study show that the effectiveness of local wisdom-based thematic learning modules helps students improve their critical thinking skills.

Thematic learning modules based on local wisdom certainly foster a high sense of concern for the surrounding environment. This statement is proven by the research conducted (Saputra, Wahyuni, & Handayani, 2016). Based on the results of the research, shows that the implementation of thematic learning modules based on local wisdom helps to increase the attitude of environmental awareness in students. Based on its effectiveness, learning modules based on local wisdom have benefits that are used as a reference for achieving learning effectiveness. This statement is following research conducted by (Puspita, 2016) which shows that the benefits of implementing local wisdom-based thematic learning modules can help students get to know local wisdom or the economic, social, and cultural diversity that exists in the surrounding environment and imitate and practice the noble values found in the local area. This can be a driving force in increasing students' interest in learning to be more active, critical, creative, and independent, and can construct the knowledge obtained with the conditions or events that exist in the surrounding environment.

The benefits of developing these learning modules are not only addressed to students but also to educators. The learning module has several functions in its implementation, including students interested in various teaching materials, thus making learning activities interesting and fostering high learning motivation, critical thinking, and helping students construct their knowledge with events in the surrounding environment, developing aspects of attitude, knowledge, and skills, and students have the opportunity to study independently at home and reduce dependence on the presence of educators (Nurrahmi et al., n.d.).

This is following research (Shufa, 2018) which shows that the implementation of thematic learning modules based on local wisdom increases students' knowledge, and equips students with noble skills and characters that are following the personality of the Indonesian nation. In addition, the benefits of development for educators include making it easier to convey learning material and as a substitute for the teaching function because students can carry out the learning process independently. Based on the analysis of the development of local wisdom-based learning modules from both international and national journals, it was found that the development of thematic learning modules based on local wisdom has validity and effectiveness in its implementation. An educator, of course, is expected to always innovate in the form of developing teaching materials, learning media, or other learning tools. The innovation aims to facilitate the teaching and learning process.

CONCLUSION

The development of thematic learning modules based on local wisdom needs to be created and implemented to make it easier for students to understand the material being studied and to be able to construct their knowledge with events or the economic, social, and cultural diversity that exists in the region. In the development of wisdom-based thematic learning modules, two components need attention, namely validity, and effectiveness. These two components are the strength of the success of the learning process.

The preparation of teaching materials, especially thematic learning modules based on local wisdom, should be adapted to the characteristics of students and environmental conditions so that learning is meaningful for students and forms long-term memory.

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