
DEVELOPMENT OF ADVISOR TEXTBOOK BASED ON ROKAT TASE' LOCAL WISDOM FOR CLASS IV ELEMENTARY SCHOOL

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Abstract

Study this aim for develop decent textbook _ used from aspect feasibility , effectiveness , attractiveness and easy used in implementation at SDN Klampis Barat. Study this using the Borg and Gall development model . Results study this show that : (1) Results test try appropriateness the textbook from the validator , namely expert 80% material , expert language 83%, learning media experts 93%, and expert design 94% learning with category very worth . (2) Results test attractiveness based on response student on test try product 91.7 % dan _ test try 90% usage with category very interesting . (3) Results test effectiveness based on observation teacher activities and student on test try product and test try usage . On test try product , result observation teacher activity is 97.3 % and _ results observation activity student by 89%. On test try usage , result observation teacher activity is 98.3% and results observation activity student by 95% with category very effective . (4) Results test practicality based on teacher response is 94% with category very practical . Conclusion study this is companion textbook _ based on wisdom local Rokas Tase ' very worthy used as companion Theme 7 on sub -theme 2 grade IV School Basic .

Keywords – Textbooks, Local Wisdom, Rokas Tase'.

1. Introduction

In the implementation of education, classroom learning becomes an ideal activity. Ideal learning is learning that is able to create a sense of fun for students in the learning process, so that students can hone their creativity when learning takes place. In line with this, the curriculum is the main focus in learning activities. The 2013 curriculum is an example of the application of thematic-integrative learning which is developed based on the interests and talents of students related to the characteristics of the potential of the local area (natural resources, economy, tourism, and socio-culture) or called local content.

Poerwanti (2013: 190) describes several local content objectives in the elementary school curriculum. Local content aims to make it easier for students to absorb subject matter, utilize learning resources in the area, introduce students to regional conditions, increase students' knowledge about their area, help students and their parents in meeting the needs of life, solve problems that occur around students, and familiarize themselves with students with their environment. In line with the objectives of local content in the elementary school curriculum, educators are required to be innovative in preparing learning plans based on local local wisdom which aims to equip students with the attitudes, knowledge, and skills needed to recognize and love the natural, social, cultural, and spiritual environment. in their regions and preserve and develop regional advantages and wisdom that are useful for themselves and their environment in the context of supporting national development.

The cultural material of the area of residence is included in the subject of Social Sciences. The material in the Social Sciences subject in the 2013 curriculum is integrated with several materials in other subjects in one theme. For example on the theme 7 The Beauty of Diversity in My Country Class IV, this theme is divided into 3 sub-themes according to the Mapping of Basic Competencies and Indicators of Competence Achievement in each theme. In delivering material on this thematic-integrative learning, based on the

objectives of the 2013 curriculum implementation, the need for learning that is able to develop students' creativity while the teacher is only a facilitator (Mulyoto, 2013:103). The hope is that the teacher is able to use the right methods and strategies by adjusting them to the material to be studied.

Based on the results of an interview with Mrs. Suliarsih, a grade IV teacher at SDN Klampis Barat, which was conducted on March 7 2018, during her studies, she had never taught or provided knowledge to students about the wisdom of the area where the students lived. Teachers only use teaching materials that have been provided by the school. This has an impact on the lack of knowledge of students about the local cultural wisdom "Rokat Tase'" in the surrounding environment. The local culture of Rokat Tase' is a cultural tradition of sea parties that are commonly carried out by fishing communities with the aim of conveying gratitude to God Almighty for .

The Rokat Tase' activity is held once a year with a series of activities including: recitation, boat decoration, cultural carnival, tumpengan, and trips to the sea using ornamental boats. The lack of students' knowledge about the local culture of Rokat Tase' has resulted in students' understanding. They assume that the local culture is a parade activity because at the time of the cultural carnival they participate by wearing traditional Madurese clothes. The results of preliminary observations at SDN Klampis grade IV using a questionnaire showed as many as 40 percent of students (the total number of students were 39 students) did not know the local culture of Rokat Tase'.

The results of these initial observations provide an overview for researchers to develop a companion textbook based on Rokat Tase' local wisdom in the area where the students live. The researcher chose to use the book because the book could be used by the teacher in a practical way that did not need special care so that the book remained good and usable. The material that will be developed in this Rokat Tase' local wisdom-based teaching material is material about history, a series of activities, and social values that can be

taken in the Rokot Tase' culture in Klampis Barat Village, Bangkalan which is integrated with several other lessons as appropriate. mapping of Basic Competencies and Achievement of Competencies in Sub-theme 2 Theme 7 The Beauty of Diversity in My Country.

Based on the Regulation of the Minister of Education Number 2 of 2008 article 6 (2), "In addition to textbooks, educators can use educator guide books, enrichment books, and reference books in the learning process". However, all of these things are not enough to support the success of learning, one must be more creative and innovative in packaging a lesson to make it more interesting and liked by students. The accompanying textbooks that will be developed are packaged in such an attractive way that they are able to hone students' creativity and instill a sense of pride in the students' local culture in the area where students live. Companion textbooks based on local wisdom can be used as an alternative in teaching and learning activities to make it more fun based on student experience.

The solution to the problem in accordance with the initial observation is that the teacher must be more innovative and creative in developing learning by linking it to the local culture of the area where students live. The selection of methods and strategies in its delivery must pay attention to the characteristics of students and the technology and culture that develops in the community. With the facilities provided by the school, it is expected to be able to assist teachers in implementing the learning process in the classroom.

The results of previous research conducted by Zinnurain and Ahmad Muzanni in 2016 succeeded in developing teaching materials based on local wisdom for fifth grade elementary school students. base. with the subject of this study were 18 students of class V SDN Midang Gunung Sari. The instruments used are questionnaires, tests, and interview guidelines. This research was conducted in three stages of testing, namely limited trials, field trials, and operational product trials. In a limited trial conducted on 12 students, the

results of the content feasibility with a value of 85 percent, presentation with a value of 83.33 percent, and usefulness with a value of 90 percent, from the value obtained the category was very good. Field trials were carried out homogeneously to obtain results on the feasibility of the content. of 88.89 percent, presentation of 90 percent and benefit of 88.89 percent in the very good category. The category of each instrument is in the "Very Good" category. This shows that the developed local wisdom-based textbooks can be used as one of the teaching materials in learning activities in elementary schools.

Subsequent research conducted by Suroso Mukti Leksono, A. Syachruraji, and Pipit Marianingsih which was carried out in 2015 with the development of biology teaching materials based on local wisdom obtained material expert test results with an average score of 91 percent. The result of the assessment by linguists is 76 percent. After getting validation from each expert, a readability test was carried out on students, most of the students 82 percent thought that biology teaching materials based on local wisdom helped in understanding the material. As many as 81 percent of students think that biology teaching materials can increase students' awareness of the environment. From the results presented, biology teaching materials based on local wisdom are suitable for use in learning activities.

Given the importance of companion textbooks based on initial observations obtained, it is necessary to develop a Companion Textbook based on Rokot Tase' Local Wisdom on Theme 7 The Beauty of Diversity in My Country in class IV by introducing local culture that exists in the area where students live in the village. West Klampis.

2. Method

The method used in this research is the research and development or R&D method using the Borg and Gall development model adapted by Sugiyono (2015:297). This development model has ten stages of activities which include: (1) potential and problems, (2) data collection, (3) product design, (4) design

validation, (5) design revision, (6) product trial, (7) product revision, (8) use trial, (9) product revision, (10) mass production. The developer provides a limit on the development stage that will be carried out, namely the development of companion textbooks carried out until the final product revision stage. The developer did not carry out the mass production stage, due to time, cost, and manpower constraints and was only tested in one place, namely SDN Klampis West Bangkalan. The test subjects in this study were expert validators, teachers, and students.

At the product design stage, there are five steps to making the product, namely making pictures of the implementation of Rokas Tase', tracing images with corel draw, designing the display of companion textbooks, designing the contents of textbooks, printing textbooks. The next step is to test the validity of the companion textbook product. The validation test stage is carried out by validating the instrument and the accompanying textbook product to experts. Validation by experts is used to determine the validity of the initial product by providing input to the companion textbook to find out the shortcomings contained in it. Design validation was carried out by four experts, namely material experts, linguists, learning media experts, and learning design experts, after carrying out the expert validation stage, design improvements were made according to the results of the validation questionnaire, criticism, and suggestions/input provided by the validator.

The trial design is a series of trial activities that will be carried out in the process of developing a companion textbook based on Rokas Tase' local wisdom. The trial was carried out twice at SDN Klampis Barat, namely the product trial on 8 May 2018 and the usage trial on 16 July 2018. The product trial was carried out after the companion textbook based on Rokas Tase' local wisdom was validated by experts and showed valid and feasible results to be used in learning. The use trial was carried out on a wider scale in order to test the attractiveness, effectiveness, attractiveness, and practicality of companion textbooks. The product trial involved 6 fourth grade students at SDN Klampis Barat, which were

2 students with high ability criteria, 2 students with moderate ability criteria, and 2 students with poor criteria. Then the use trial involved 20 students.

The data analysis technique in this development research uses descriptive analysis techniques using the percentage formula in processing the data obtained. Analysis of validity in the development of companion textbooks based on local wisdom Rokot Tase' was obtained from the data from the product development validation questionnaire that had been given to validators or experts, namely material experts, linguists, media experts and learning design experts. The analysis of attractiveness in the development of companion textbooks was obtained from data on student responses to the product through filling out an attractiveness questionnaire given by the developer at the product trial stage and usage trial. The effectiveness analysis was obtained from the data from the teacher activity observation sheet, student activity observation sheet, and learning outcomes provided by the developer at the product and usage trial stage. Practical analysis was obtained from the data from the teacher's response to the accompanying textbook based on local wisdom Rokot Tase' which was given by the developer at the trial stage of use through filling out teacher response questionnaires.

3. Result and Discussion

Companion textbook _ based on wisdom local Rokot Tase ' on Theme 7 Beautiful Diversity in my country is textbook containing _ about tradition local Rokot Tase ' in the Village West Klampis , District Klampis , District Bangkalan . The following is the cover design and contents of the companion textbook based on wisdom local Rokot Tasse ' .

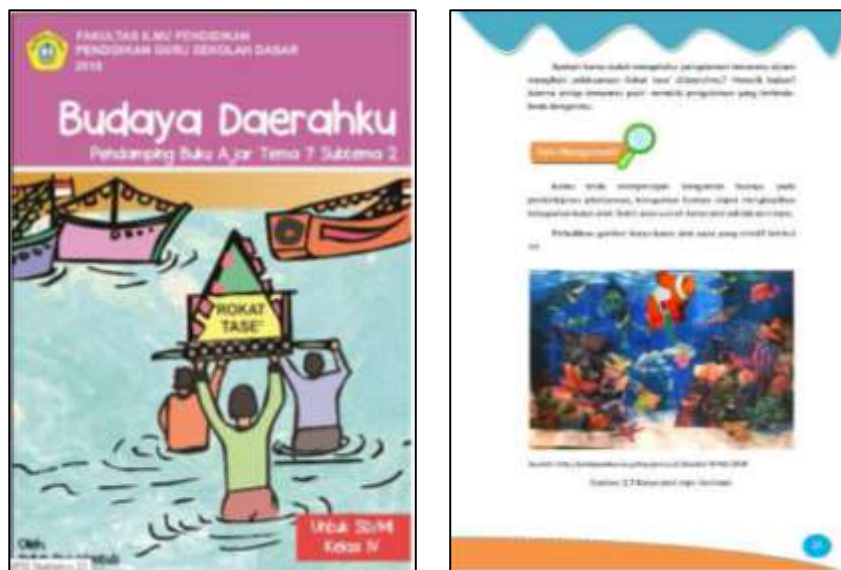


Figure 1. Cover design and content of the -based textbook wisdom local Rokat bag ' bag '

Results from companion textbook _ based on wisdom local Rokat Tase ' developed then validated by experts. Aspects of validation by experts include aspects of material, language, learning media, and learning media design. The results of validation by experts are as follows.

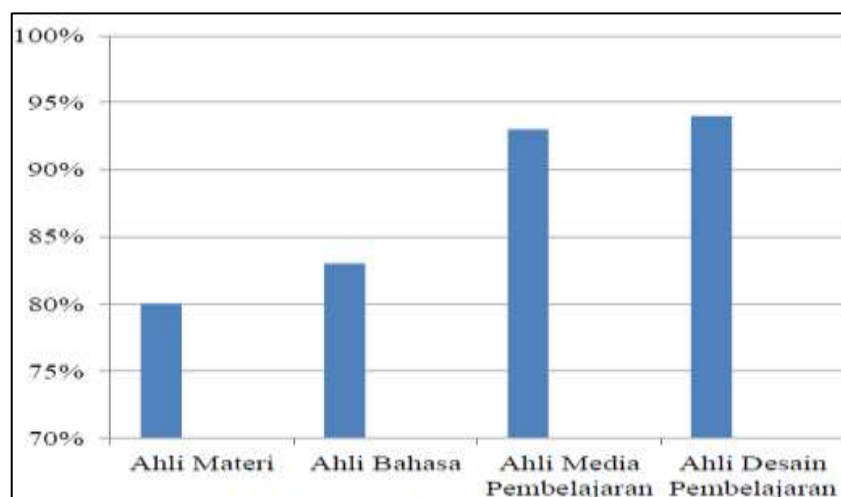


Figure 2. Percentage Diagram of Book Validation Results by Experts

The diagram in Figure 2 show that percentage evaluation from expert Theory by 80%, rating from expert language by 83%, rating from learning media

expert by 93% and evaluation from expert design learning as big as 94%. Results percentage validation expert then calculated and analyzed got percentage by 87.5% later converted on criteria validation product textbook on _ table 3.10 so that could concluded that companion textbook _ based on wisdom local Rokot Tasse ' exists on criteria very valid , textbooks can used without repair .

After the book is validated by an expert, the next step is to test its effectiveness. The effectiveness test is viewed from a limited-scale product trial and usage trial. The results of the limited-scale product trial and usage trial are presented in table 1.

Table 1 . The results of limited-scale product trials and usage trials

No.	Product Trial Aspect	Percentage
Limited-Scale Trial Results		
1.	Book Effectiveness	
	a. Teacher activity observation	79.3%
	b. Student activity observation	89%
	c. Student learning outcomes	100%
2.	Book Attraction	91.7%
Usage Trial Results		
1.	Book Effectiveness	
	a. Teacher activity observation	98.6%
	b. Student activity observation	95%
	c. Student learning outcomes	100%
2.	Book Attraction	90%
3.	Practical Book	94%

Based on Table 1 shows the results of a limited-scale trial and a trial of the use of books. The results of the trial show that the companion textbooks based on wisdom local Rokot Tasse ' is suitable for learning activities for 4th grade elementary school students. This is because the accompanying textbook based on wisdom local Rokot Tasse ' has been revised according to expert advice. The product revision aims to improve the learning media developed to reduce weaknesses based on input and advice from experts as well as the results of product trials and usage so that they become products that are

feasible and suitable for students before being used in elementary schools. Material experts provide values and suggestions regarding the material contained in the accompanying textbook based on local wisdom Rokot Tase'. The input and suggestions given by material experts are adding reading sources and pictures. Linguists provide values and suggestions regarding the language used in the companion textbook based on local wisdom Rokot Tase'. The inputs and suggestions given by linguists are to improve the writing of period (.), comma (,), and usage (at, to). Media experts give value to the developed media and provide suggestions that are used by developers as a reference for revising the developed learning media. The inputs and suggestions given by media experts are to add core competencies and basic competencies. Learning design experts provide values and suggestions regarding the learning design to be used. The input and suggestions given will be a reference for revising the developed product. The inputs and suggestions given by the design experts are to clarify the apperceptions that are in accordance with the theme of the companion textbook based on local wisdom, Rokot Tase'.

4. Conclusion

Based on result data analysis that has been explained , then product developed _ this very worthy used in the learning process for help the teacher in explain Theory culture local area the place stay student and make it easy student in study . Product companion textbook _ based on wisdom local Rokot Tasse ' this worthy used as companion textbook _ theme 7 sub-theme 2 . Usage suggestions product from development companion textbook _ based on wisdom local Rokot Tase ' that is the teacher can use this textbook _ as reference in convey Theory culture local in the neighborhood _ student with invite student study based on experience follow implementation Rokot Tase ' , companion textbook based on wisdom local Rokot Tasse ' more mean if the teacher always

involve student in the learning process , in implementation learning use companion textbook _ based on wisdom local Roket Tase ' will more pleasant if the teacher uses method creative learning _ so that student no easy bored in follow learning .

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