
Development of Diary Teaching Materials “Exploring My Country Indonesia” as Cultural and Citizenship Literacy Activities in Elementary School IPS Learning

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DOI: <https://doi.org/10.21107/Widyagogik/v11i1.18631>

Received Januari 24, 2023; March 03, 2022; Accepted May 24, 2023

Abstract

This research is motivated by the lack of students' knowledge of the cultures that exist in Indonesia, learning that is less than optimal and the lack of learning resources used. This study aims to solve these problems by developing teaching materials for cultural literacy and citizenship activities for elementary school students. This research method uses the Design and Development (D&D) research method with the PPE model which includes planning, production and evaluation. The instrument used in this study was a questionnaire for validation of experts including material experts, media experts and learning experts (teachers). Validation was carried out in two stages with the results of the average percentage of expert validation, namely 96% in the very good category. From these results, the diary teaching material "Exploring My Country Indonesia" is suitable for use as a cultural literacy and civic activity.

Keywords – Teaching Materials; IPS Learning; Cultural Literacy and Citizenship



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1. Introduction

Today, literacy is increasingly being encouraged in schools. Literacy departs from the ability to read and write now as time goes by this understanding develops. The development of the notion of literacy is the result of global changes. The change touches every life, one of which is education. In meeting the needs of the education community, it prepares students to have insight and skills and the ability to address all the challenges they will face. The history of human civilization shows that an advanced nation is marked by a literate society, which has a high civilization, and is actively advancing world society. In other words, a nation with a high literacy culture demonstrates the nation's ability to collaborate, think critically, be creative, communicative so that it can win global competition.

As a large nation, Indonesia must be able to develop a literacy culture as a prerequisite for 21st century life skills through integrated education, starting from the family, school, to the community. Cultural literacy and citizenship are important things to master in the 21st century. Indonesia has various ethnic groups, languages, habits, customs, beliefs, and social strata. As part of the world, Indonesia is also involved in the arena of global development and change. Therefore, the ability to accept and adapt, as well as act wisely on this diversity is absolute. (Ministry of Education and Culture, 2017)

According to Atmojo et al (2020) Cultural and civic literacy can not only be used in schools and society, even cultural and civic literacy can build the identity of the Indonesian people. Cultural literacy has a meaning as the ability to understand so that one has the attitude that one's national identity is Indonesian culture. Meanwhile, civic literacy is the ability to understand rights and obligations as citizens (Kemendikbud, 2017)

According to Wiliam (2019) The reduced sense of love for one's own culture also occurs not only in the use of language, but also in the style of dress to the preference for entertainment that smells of foreign countries. The decline in love for Indonesian culture by teenagers began to be followed up to elementary

school-age children, both elementary school-aged children who followed punk style, liked to use contemporary languages, to their love for western cultural products, so that the noble cultural values belonging to the Indonesian people had begun to fall away. since early stage.

From the results of interviews with grade IV teachers at SDN 023 Pajagalan, the researchers found the problem that: (1) during the pandemic, schools were unable to enrich special literacy programs such as mass reading activities and the habit of reading for 15 minutes before learning began; (2) during the pandemic caused learning in class to be limited by time so that learning was less than optimal; (3) students only use thematic books as learning resources because schools cannot open access for students to use the school library; (4) students are very lacking in knowledge of Indonesian cultures, especially in the culture of their region of origin because at school they cannot organize events such as cultural introductions or art performances.

Based on the description above, it is necessary to develop cultural literacy for elementary school students. One solution to improve the quality of learning and maximize cultural literacy in the context of the 21st century is diaries.

From the conditions above, cultural literacy and citizenship are now very important to familiarize cultural literacy from an early age. This aims to save Indonesian culture which has begun to be lost and forgotten by the millennial generation. Based on the description above, it is necessary to develop cultural literacy for elementary school students. One solution to improve the quality of learning and maximize cultural literacy in the context of the 21st century is diaries.

2. Method

The research method used in this study is the Design and Development (D&D) research method. Richey and Klein (2007, p.1) explain that "the systematic study of design, development and evaluation processes with the aim of establishing an empirical basis for the creation of instructional and non-instructional products and tools and new or enhanced models that govern their development".

In this study the model that will be used is the model developed by Richey and Klein "The focus of a design and development study can be on front-end analysis, planning, production, and/or evaluation" (Richey and Klein, 2007, p. xvi). It was explained that the development of this model formed three stages, namely planning, production and evaluation (PPE).

Based on the explanation above, this research will focus on developing the design of diary teaching materials using the D&D research design which aims to make products in the form of teaching materials which will later be used in cultural literacy and citizenship activities. The teaching material product that will be developed by the researcher is the diary teaching material " Exploring My Country Indonesia" as a cultural and civic literacy activity in elementary school social studies learning.

Participant

This research is the development of teaching materials so that this research focuses on developing teaching materials from the results of the analysis carried out by media experts, material experts and learning experts from class IV teachers at SDN 023 Pajagalan who will assess the media and validation.

Data collection techniques

Data collection techniques used in this study are observation, interviews and questionnaires

3. Result and Discussion

The results of the research conducted are the results of the activities carried out based on the three stages of PPE, some of which are described as follows:

Planning

The planning stage is the stage of collecting data on what needs are needed in making teaching materials. The first planning is to determine learning content, learning content is determined before making teaching materials so that teaching materials can suit the needs of students and teaching materials are developed according to the applicable curriculum and according to the characteristics of students.

From the results of observations and interviews, the next process is to carry out teaching materials that will be developed which aims to integrate cultural literacy and citizenship will refer to KD 3.2 Identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation and in relation to the characteristics room. Second, determine the software needed in the development of teaching materials in this study. As for the selection of software, namely Google Chrome and Canva. Third, planning the design of the contents of the diary. At the design planning stage, the researcher compiled a design plan in the diary. This design planning is carried out by researchers to find out the big picture related to book design and the material that will be poured into teaching materials. The following will explain the contents of the book; (1) The initial view of the book/front cover. This section contains the UPI logo, the Tut Wuri Handayani logo and the book title; (2) Preface; (3) Diary Guide; (4) Table of Contents; (5) Book owner profile. This section contains a photo of the book owner and the identity of the book owner; (6) Requirements for introducing regions/provinces in Indonesia; (7) Material consisting of 8 chapters, each chapter contains reading, practicing and watching activities; (8) List of bibliography/sources; (9) back cover.

Production

The second stage, namely production, develops teaching materials in accordance with the designs prepared in the previous stages. The process of developing diary teaching materials uses software (Canva and Google Chrome) and hardware (Laptop and Mobile). The design of the teaching material for the diary "Exploring My Country Indonesia" includes the front cover, foreword, book instructions, table of contents, student identity, book content containing local culture in Indonesia and exercises. The diary teaching material "Exploring My Country Indonesia" is made with colors, various pictures/illustrations that attract students' attention. In addition, in the diary teaching material "Exploring My Country Indonesia" a QR Code is provided which contains videos that support student activities in literacy.

Evaluation

The validation of the diary teaching material "Exploring My Country Indonesia" was carried out twice with three experts, namely material experts, media experts and learning experts. The results of the first stage validation obtained a percentage of 100% from material experts. Media expert validation results obtained a percentage of 82%. The results of the validation of learning experts included obtaining a percentage of 93%. The overall average in the results of the first stage of the validation of the diary teaching material "Exploring My Country Indonesia" obtained 92. The results of the second stage of validation obtained a percentage of 100% from material experts. Media expert validation results obtained a percentage of 100%. The results of the validation of learning experts included obtaining a percentage of 100%. The overall average on the results of the first stage of the validation of the diary teaching material "Exploring My Country Indonesia" obtained 100%.

Table 1. Results of the first stage of validation

Expert	Number of Assessments	Ideal Score	Score Obtained	Percentage	Category
Material Expert	20	20	20	100%	Very Eligible
Design Expert	22	22	18	82%	Very Eligible
Learning Expert	15	15	14	93%	Very Eligible
Average Percentage				92%	Very Eligible

After validating two stages, the percentages for stage one and stage two were accumulated so that the diary teaching material "Exploring My Country Indonesia" obtained a percentage of 96% in the "very good" category so that the diary teaching material "Exploring My Country Indonesia" could be used by students in literacy, namely literacy. culture and citizenship.

Table 2. Results of the second stage of validation

Expert	Number of Assessments	Ideal Score	Score Obtained	Percentage	Category
Material Expert	20	20	20	100%	Very Eligible
Design Expert	22	22	22	100%	Very Eligible
Learning Expert	15	15	15	100%	Very Eligible
Average Percentage				100%	Very Eligible

According to Sadjati (2012) teaching materials are one of the important factors that can improve the quality of learning. With the existence of teaching materials, the teacher is no longer the only source of learning in the classroom. In this case, the teacher is more directed to act as a facilitator who helps and directs students in learning. While the teaching materials that have been designed according to learning needs, students are directed to become active

learners because they can read or study the material in the teaching materials first before participating in class learning. The teaching material in this study is in the form of a diary which is a supporting book made to facilitate teachers in teaching and facilitating students in learning activities and literacy activities. The teaching material for the diary "Exploring My Country Indonesia" was developed based on the social studies theme 7th grade of Elementary School. The material in this teaching material is adapted to KD 3.2, namely identifying social, economic, cultural, ethnic and religious diversity in the local province as the identity of the Indonesian nation and in relation to spatial characteristics. Thus this book of teaching materials for the diary "Exploring My Country Indonesia" can be used in classroom learning and as teaching materials to support students and can be adapted to cultural and civic literacy activities. Keeping this diary is one of the foundations of life skills in the 21st century. With the skills regarding the culture and citizenship of the country, so that it will give birth to a quality nation and in the end be able to show identity in the international world (Ministry of Education and Culture, 2017, p.29).

In the process of making teaching materials to be developed, researchers use software in the form of the Canva application which helps in the process of making teaching material designs and Google Chrome which is used by researchers to find sources of articles and images needed for making teaching materials. The limited skills of researchers in designing have an impact on the process of designing teaching materials, namely researchers only use the Canva application in designing teaching materials for the diary "Exploring My Country Indonesia".

The teaching materials developed include study guides, basic competencies to be achieved, content, supporting information, exercises, work instructions, quizzes and summaries. This is in accordance with the Ministry of National Education (2008: 8) that a teaching material at least includes study guides, basic competencies to be achieved, content material, supporting information, exercises, work instructions, evaluations, responses or feedback on

evaluation results. Teaching materials present pictures, graphs, charts and other models, so teaching materials can provide concrete and direct experiences to students. (Kosasih, E. 2021). The teaching materials developed by researchers contain cultural material in Indonesia. In teaching materials also presented a variety of concrete images with actual objects. Apart from that, to attract students' attention in teaching materials, a QR Code is presented which contains several videos of Indonesian culture and folklore in various regions in Indonesia.

After the product was made, the researcher validated three experts, namely material experts, media experts and learning experts (teachers). The results of the material expert validation were to get a percentage of 100% including the "Very Good" category, the results of the media expert validation to get a percentage of 82% included in the "Very Good" category and the results of the validation of learning experts conducted by class IV teachers at SDN 023 Pajagalan got 93% included in the category "Very good". The overall average on the validation results for the diary teaching material "Exploring My Country Indonesia" obtained 92% in the "Very Good" category, which means that the teaching material for the diary "Exploring My Country Indonesia" is feasible to use. As for suggestions and improvements given by material experts, media experts and learning experts. The following are details of suggestions and improvements from experts:

1. The cover design is less attractive for elementary school students and looks like a high school book cover design. Improvements made by the author, namely, the illustration on the design is replaced with animation.
2. The illustrations on the cover design are inconsistent with pictures and animations. Improvements made by the author, namely, all illustrations on the cover design are replaced with animation.
3. There are no solicitation sentences so that they do not motivate students. Improvements made by the author, namely, adding a sentence of invitation to each activity.

4. The use of the font type, namely Time New Roman, is too formal. Improvements made by the author, namely, the font type was replaced with Cakerolli.

5. Include the source of the image in each image. Improvements made by the author, namely, adding sources in each image.

After the validation and improvement process, the researcher obtained teaching materials that were ready and suitable for use. As for the composition of the diary teaching materials, the following are the final results of the teaching materials:

1. The cover of the diary teaching material Exploring my country Indonesia
2. Preface
3. Instructions for using the diary
4. Table of Contents
5. Identity/Profile of the diary owner
6. Grouping of Provinces in Indonesia
7. Cultural Materials 8 regions
8. exercises and quizzes in each chapter
9. Author Profile
10. Certificate of Appreciation
11. Article sources

Then the researchers also conducted dissection of teaching materials and interviews with four grade IV students at SDN 023 Pajagalan. Dissection activities and interviews were conducted to find out students' responses to teaching materials that had been developed by researchers. The following is a summary of the results of interviews with four students.

1. Students understand the instructions on diary teaching materials
2. Students understand the material presented in the diary teaching materials
3. Students are interested in the teaching materials developed.

4. Conclusion

In this study teaching materials were developed using the PPE model, namely planning, production and evaluation. Teaching material for the diary "Exploring My Country, Indonesia". The results of the feasibility test for the diary teaching material "Exploring My Country Indonesia" went through two stages and were validated by material experts, media experts and learning experts. The results of the first stage of validation show an average result of 92% and the results of the second stage show an average of 100%. Thus, after accumulating the results of the first and second phases of the "Exploring My Country, Indonesia" diary teaching material, it is included in the "very good" category with a percentage yield of 96%. The research that has been done can be concluded that the resulting development product, namely the diary teaching material "Exploring My Country Indonesia" is feasible to use. Thus the diary teaching material "Exploring My Country Indonesia" can be used by students in literacy, namely cultural literacy and citizenship

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