

**DEVELOPMENT OF PALEMBANG LOCAL WISDOM-BASED CIVIC EDUCATION
TEACHING SUBJECT IN ELEMENTARY SCHOOL****Amir Hamzah^{1*}, Tutut Handayani², Nurlaeli³, Ayu Nur Shawmi⁴, Dian Andesta Bujuri⁵**^{1,2,3,4,5}Faculty of Education and Teacher Training, UIN Raden Fatah Palembang, Indonesia*Correspondence address: amirhamzah_uin@radenfatah.ac.id**Abstract**

The purpose of this study was to Palembang local wisdom-based develop Civic Education teaching Subject for grade IV in elementary school. This research was research and development. The developed model which was used on this teaching material was ADDIE model which has five stages. They were analysis, design, development, implementation and evaluation. The research subjects were fourth grade students of Islamic Elementary School (MI) Azizan Palembang City. Based on the responses, assessments of design Expert, language Expert, material Expert, and student, the development of these teaching materials has a fairly high level of validity and effectiveness. The results also showed that average learning outcomes on the final test were better at 81.03 compared to the initial test with an average score of 64.71. The significance obtained was 0.000. The significance obtained was less than 0.05. This increase of learning outcome proves that the development of Palembang local wisdom-based teaching materials has an impact on increasing students' understanding of national identity by recognizing and preserving local wisdom.

Key Words; Teaching Materials, Civic Education, Local Wisdom**Abstrak**

Tujuan penelitian ini yaitu untuk mengembangkan bahan ajar Pendidikan Kewarganegaraan berbasis kearifan lokal Palembang untuk kelas IV di Sekolah Dasar. Jenis penelitian ini adalah penelitian dan pengembangan. Pengembangan bahan ajar ini dilakukan dengan menggunakan model ADDIE dengan lima tahapan yakni analisis, desain, pengembangan, implementasi dan evaluasi. Subyek penelitian adalah siswa kelas IV Madrasah Ibtidaiyah (MI) Azizan Kota Palembang. Berdasarkan tanggapan dan penilaian para ahli desain, ahli bahasa, ahli materi, dan siswa, pengembangan bahan ajar ini memiliki tingkat kevalidanan dan kepraktisaaan yang cukup tinggi. Hasil penelitian juga menunjukkan bahwa rata-rata perolehan hasil belajar pada tes akhir lebih baik yaitu 81,03 dibandingkan dengan tes awal dengan rata-rata nilai 64,71. Signifikansi yang diperoleh adalah 0.000. Signifikansi yang diperoleh kurang dari 0,05. Peningkatan hasil belajar ini membuktikan bahwa pengembangan bahan ajar berbasis kearifan lokal Palembang ini berdampak pada peningkatan pemahaman siswa mengenai jati diri bangsa dengan mengenal dan melestarikan kearifan lokal.

Kata Kunci; Bahan Ajar, Pendidikan Kewarganegaraan, Kearifan Lokal

INTRODUCTION

Learning that is active in seeking information is designed as an effort to improve education in Indonesia. The other efforts to improve the quality of education in Indonesia are carried out by compiling and perfecting the curriculum, improving facilities and infrastructure, improving facilities, both libraries and teaching books that support the learning process (Nym. Gunawan 2014). The ability to develop teaching materials is a demand for teacher professionalism. Education, especially basic education in Indonesia, is designed into a curriculum in which there are several subjects that must be taught to students. The Elementary School (SD) curriculum contains 8 subjects (Ali Mudlofar 2012). Students, in the learning process, learn several content materials that are incorporated in one theme (Frasandy 2017). This theme requires students to find and understand the meaning of various basic concepts so that students learn as a whole (Majid dan Rochman 2014). These competencies are very important for students so that students can gain the ability to obtain information, manage and utilize information to survive in uncertain conditions, ever-changing conditions and competitive conditions (Putu Adhi Wibawa 2018).

Learning with local wisdom means that learning should be linked to the life of the local community. For example, linking subject matter with student life in the family, in this case, students are expected to gain direct experience and be able to explore regional knowledge and customs in their environment. Civic education is one of the subjects that can be developed based on local wisdom, because the material is closely related to social and cultural values which were found in the community. The integration of local wisdom in Civics Education teaching materials is expected to be able to revive cultural values and be able to preserve the characteristics of certain regional cultures. Local wisdom can be in the form of knowledge, beliefs, names, customs, cultural insights and so on. According to Alfian (2013) that civic education is intended to shape students into human beings who have a sense of nationality and love for the homeland. The development of teaching materials should also be adapted to the conditions of the social, community, and cultural environment of students so that learning is conveyed properly and correctly.

Teaching materials that are easy to understand will make students more interested and happy and it also can increase student interest in the learning process. Teaching materials are basically a set of materials or learning substances that are arranged systematically, and fully display the competencies that will be mastered by students in learning activities. The used teaching materials are expected to help the teacher or instructor in carrying out teaching and learning activities. The developed material must be adapted to the student's development, abilities, interests and needs. Moreover, the development of teaching materials based on character education must refer to the characteristics of the concerned area, with regard to the conditions and the nature, natural resources, socio-economics, and the culture of the community which will later influence the mental structure of students and also affect in the learning process and learning outcomes to be achieved.

This is in line with research conducted by Permadi and Adityawati (2018) that the development of teaching materials based on local wisdom can fill gaps and add learning resources for teachers and students as well as introduce and assist students' understanding of local culture. In addition, Tinja, et al (2017) also revealed that the integration of teaching materials with local wisdom helps teachers understand the characteristics of students and the conditions in which teachers teach so that learning is expected to run efficiently at one of the Islamic Elementary Schools on Palembang, the material presented in Textbooks on Civics are not related to the social and cultural environment of Palembang, especially on the theme of the beauty of my country.

Based on the background and observations that have been made at one of the Islamic Elementary Schools in Palembang, the material presented in the textbook on Civics is not related to the social and cultural environment of Palembang, especially on the theme of My Beautiful Country. Students do not know and understand about the cultural diversity that exists in Palembang and they also still do not

understand the local wisdom that exists in their environment, especially about the customs that exist in Palembang. Therefore, through this development research, researchers developed teaching materials based on Palembang local wisdom, especially in Civics. The integration of local wisdom in this learning material can introduce and develop students' understanding of the values of local wisdom, especially in the Palembang area.

RESEARCH METHOD

This research uses the research and development method or Research and Development (RnD), which is a type of research to produce a certain product. The research model used was the Dick and Carry research model, namely the ADDIE research model (Analysis, Design, Development, Implementation, Evaluation). The ADDIE research model includes five stages, namely: analysis, at this stage, researchers analyze the curriculum used in schools which includes basic competencies, core competencies, and subjects. At the design stage, the researchers designed the design of the developed teaching materials, namely civic education teaching materials based on Palembang local wisdom as an effort to develop students' understanding of national identity. The development design was completed with supporting applications such as Ms.Word and Corel Draw. At the development stage, the researcher conducted a validation test to 3 experts (linguists, materials experts, and design experts). At the implementation stage, researchers conducted trials on students at Azizan Islamic Elementary School Palembang to obtain the level of practicality of the product. The evaluation stage was carried out to obtain the effectiveness of the products that have been developed. The data collection techniques used were observation, documentation, and questionnaires. Data analysis techniques were qualitative data and quantitative data.

RESULT AND DISCUSSION

In this development research, first, the researcher conducted an analysis to determine the right problems and solutions in learning Civic Education at the Azizan Islamic Elementary School Palembang level, from the Civic Education problems in the Thematic book so that it needs to be developed. The process of analyzing the needs of this research was through zoom and google drive. The zoom results, in this study in class IV Azizan Islamic Elementary School Palembang, showed that there were no sources of Civic Education teaching materials that utilized local values that could be used for educators and students in learning. The teacher encouraged students to find their own knowledge and transform complex information, check new information with what was already in their memory, and develop it into information or abilities that are appropriate to the student's environment. Learning model has changed from receiving information only to being active in seeking information. Based on the analysis, interesting material content, designs, and pictures also needed to be presented in a Civics teaching material.

Second, the design stage was to determine the specific competencies to be achieved, the method was in accordance with the characteristics of the understanding of the students of Islamic Elementary school, the teaching materials developed were adapted to the product which was developed. This study aimed to find a local content-based learning design, namely the development of Citizenship Education teaching materials for students of Islamic Elementary School.

Third, the development stage was a stage to product a program of teaching materials used in the learning program. Based on the development products that have been prepared, the needs and also the learning orientation in the 2013 curriculum syllabus, the next stage was to produce teaching materials used for learning programs. In this case, the researchers developed Civics-based teaching materials by integrating the values of Palembang's local wisdom through relevant narratives and pictures in the teaching materials. At this stage also, teaching material products were validated by

experts, namely material experts, media experts, and linguists to be used as references for improving valid and practical teaching materials.

Fourth, the implementation stage. At this stage, the learning program by applying the design was implemented. The application of learning includes three processes. They are the initial test, the process, and the final test. Researchers applied teaching materials that have been designed for students at Islamic Elementary School Azizan Palembang to test the practicality of Civics teaching materials based on Palembang local wisdom in the learning process in order to develop an understanding of national identity by recognizing and understanding local wisdom around students.

Fifth, the evaluation stage was evaluating the learning program and evaluating learning outcomes, namely evaluating the results obtained from the pre-test-post test. In this evaluation, there are 2 kinds of evaluation, namely One To One Evaluation and Small Evaluation. In the one to one evaluation stage, two students who represented the target population from the teaching material media that had been made were chosen. One student was taken from a population that has above average abilities, while one student was taken from a population that has below average abilities. The media used for these students was accomplished individually. The media used were zoom and google drive. Furthermore, in the small group evaluation stage, the media began to be tested on approximately 68 students and who represented the target population there were 32 students who were selected for this trial which would reflect the characteristics of the population.

There were two kinds of data obtained in this study. They were quantitative data and qualitative data. The data was obtained through two stages of assessment. They were expert validation and field testing conducted online and face-to-face. Validation data on teaching materials was obtained from the results of evaluations carried out by four validators consisting of one material expert validator, one media expert validator, one student validator, and one learning validator namely Guardian grade IV B who acts as the implementation of Civic Education learning. The data obtained were quantitative and qualitative data. Quantitative data came from questionnaire with a Likert scale, while qualitative data was in the form of additional assessments or suggestions from the validator.

The criteria for the validation results from experts and students are by scoring the following values:

Table 1. Scoring Criteria for Validation from Expert and Student

Score				
1	2	3	4	5
Inappropriate	Less Appropriate	Quite Appropriate	Appropriate	Very Appropriate

Material Validation

The following is the presentation of data and analysis of the questionnaire data by material experts, media experts, and fourth grade teachers, also their criticisms and suggestions. Results of Validation of Material Experts on Textbooks the development product submitted to the subject matter experts of Civics on the product development of class IV Civics Education textbooks submitted through the questionnaire method with a questionnaire instrument. Based on the validation results, it can be seen that the teaching materials developed have gone through a revision and validation process by material experts. The results of the validation show that the Civics Education teaching material product has been assessed as good and materially feasible to be tested on fourth grade students because it has obtained an average score of 4.1%. In this case, revisions or improvements have also been made by researchers because of errors in writing image content that are not appropriate with the Basic Competencies in the 2013 Curriculum which resulted in

misunderstandings so that some improvements or revisions were needed. The results of the next revision can be used or tested on students.

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Table 2. Conversion of Validation Score from Material Expert

No	Score Range	Average Score	Categories
1	$X > 110$	>5	Very Good
2	$67 < X \leq 88$	$>3,04 - 4$	Good
3	$45 < X \leq 66$	$>2,04 - 3$	Fairly Good
4	$23 < X \leq 44$	$>1,04 - 2$	Low
5	$X > 22$	≤ 1	Poor

Based on the table of material expert validation results, it can be concluded that the content and material of the learning resources developed by the researchers obtained an assessment result with an average score of 4.1. In accordance with the standard of eligibility, the average final score obtained was 4.1 with an average score of $> 3.04 - 4$ or in good category. So it can be said that the learning resources that have been developed by researchers are good and materially feasible to be tested and used in Civics Education learning on Islamic Elementary School. Material validation obtained assessment results with a mean score of 4.1 in the range of $x_i + 0.6 \times s_{bi} < x \leq x_i + 1.8 \times s_{bi}$ or with an average score of $>3.04 - 0.42$ or in good criterion. It can be concluded that the Civic Education teaching materials based on the local wisdom of Palembang which have been developed by researchers are good and materially feasible to be tested and used in thematic learning with the theme of the beauty of togetherness in the Basic Competencies of Civics.

The qualitative data were collected in the form of input and suggestions from the Civics Education Lecturer, Mrs. STM, the suggestion are used font must be adjusted to the basic competencies, see the needs analysis, the image must be enlarged and adjusted to the basic competencies. Furthermore, the advice from the Class IV homeroom teacher of MI Azizan, Ms. DSE, was to use bright colors and pictures that look real and easy for students to find in their surroundings.

Based on the of criticisms and suggestions table from the validator above, there were several points that must be revised in the development of Civic Education teaching materials based on local wisdom of Palembang, including according to Mrs. STM; "Pay attention to the font, do not make a typo, adjust it to Basic Competencies and Needs". Meanwhile, according to Mrs. DW as the guardian of Class IV, she gave suggestions; "Pictures developed in the manufacture of teaching materials must make it seem as if students are in the real world".

Tabel 3. Revision of Civic Education Teaching Material Based on Input from Material Expert

No	Revised Points	Before Revision	After Revision
1	Based on Basic Competencies		
2	Enlarged Image		

Design Validation

Before being tested to the students, the teaching material products developed by researchers were also validated by design experts. This validation was carried out to obtain data about the feasibility of teaching materials seen from the aspect of the presentation of the product design, as well as to obtain criticism and suggestions for the developed teaching materials.

Suggestions for improvement include the layout of the image and the addition of activities for students. In addition, the design expert lecturer emphasized that the printed teaching materials had good results and no defects or damage were found in the production process, so that the final results of the printed materials would be good and attractive for students to use.

In the validation of the design of teaching materials, the average score was 3.85. it can be said that the teaching materials with printed materials are categorized as good. The results of the validation that have been carried out by design experts show an average score of 3.85. In accordance with the standard of feasibility, the average final score obtained was 3.85 which was in the range of $x > x_i + 1.8 x_{sbi}$ of 3.85 with a good category. It can be concluded that the teaching materials that have been developed by researchers are good and feasible in terms of graphic design aspects to be tested and used in learning. Criticisms and suggestions on the validation process of media experts are also used as a basis for revising in order to perfect the designs that still need to be perfected before being tested on students.

Language Validation

Product validation by linguists is the validity that is carried out before the teaching materials are tested on students. The validation of linguists was carried out aiming to see the suitability of the language used in the development of teaching materials, as well as the suitability of language for elementary school children at a low level, namely in grade IV students, and to obtain constructive criticism and suggestions for the development of teaching materials.

Based on the validation results from linguists, it can be seen that the civic education teaching materials developed by the researchers received positive values from the linguist validators. Linguists do not provide many suggestions for revision of the developed product. The

product developed has been declared good and feasible to be tested on elementary school students, namely class IV. This was shown from the validation results with an average score of 4.5 or very good category. The ideal mean was 96 and the ideal standard deviation (S_{bi}) was 21.33. From these calculations, the following validation score conversions for linguists can be made: The data obtained from linguists as validators of teaching materials that have been developed by researchers gets an average score of 4.5. The average score was in the range of $x > x_i + 1.8 x_{sbi}$ with an average score of > 4.2 or in the very good category. From these results, it can be concluded that the teaching materials developed by the researchers are feasible to use.

Product Test Result to Student

At this stage a final evaluation was held to assess the effectiveness of local wisdom-based teaching materials by looking at the responses and student learning outcomes. For evaluation questions, the researcher presents 20 multiple-choice questions. This was intended to be able to measure students' understanding of the material that has been delivered based on local wisdom.

From the data obtained, it can be seen that the mastery of classical learning can be achieved maximally. This was indicated by the achievement of the score of Minimum Mastery Criterion (KKM) for thematic subjects for class IV Islamic Elementary School Azizan Palembang by 100% with a total of 32 students. The average learning outcome on the final test was 81.03. This learning result was better than the initial test, before using local wisdom-based Civics teaching materials, with an average score of 64.71. The significance obtained was 0.000. The significance obtained was less than 0.05. This increase in learning outcomes proves that the development of Palembang local wisdom-based teaching materials has an impact on increasing students' understanding of national identity by recognizing and preserving local wisdom. Based on the achievement of the score of Minimum Mastery Criterion (KKM), it can be concluded that civic education teaching materials based on local wisdom for grade IV SD/MI were effective.

CONCLUSION

The results of this development research indicate that the product of Civics teaching materials based on Palembang local wisdom has valid and practical value to be used in the learning process in grade IV elementary school. This was proved by the validation results from material, media or design experts, and linguists, as well as the results of product trials on fourth grade students of Islamic Elementary School Azizan Palembang, as described in the previous chapter. The product of developing Civics textbooks based on Palembang's local wisdom has also been proven to be able to develop the understanding of fourth graders in elementary schools about the national identity by recognizing, understanding, and practicing the local wisdom values around them. Therefore, this product of Palembang local wisdom-based teaching materials can be useful for enriching teaching materials in elementary schools, especially in order to increase students' understanding of the local wisdom values.

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