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Development of local wisdom-based media in improving process practicality elementary social studies learning

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Abstract

The development of media based on local wisdom in increasing the practicality of the elementary social studies learning process is a rare thing to do to overcome problems in the learning process. The reality found in the field is the lack of interest of students in participating in the learning process, this is the basis for developing a media in order to give birth to new innovations in a learning process in order to create active and fun learning so that students can develop abilities in understanding the material presented. taught. The purpose of this study was to develop media based on local wisdom in increasing the practicality of the elementary social studies learning process. This research is a development research using the ASSURE model (Analyze Learners; State Objectives; Select Methods, Media, and Materials; Utilize Media and Materials; Require Learner Participation; and Evaluate and Rivise). The practicality test is carried out after the development stage. The data collection technique in this study was using a questionnaire, namely a teacher response questionnaire and a student response questionnaire. Data validation was carried out by 3 validators, namely 2 expert validators in the field of social sciences and 1 practitioner validator. Practical analysis uses the results of teacher and student responses. Media is said to be practical if it is at a fairly practical level, namely at number 3 and if it is at number 4 it can be said to be very practical. Based on the results of the analysis, media based on local wisdom is stated to be quite practical,

Keywords:Practicality, Media, Social Studies, Character.

PRELIMINARY

Education is a very important thing in human life, this is because education will be able to produce quality human beings. Education is also a process of transmitting knowledge, attitudes, beliefs, skills and other aspects of behavior to the younger generation, so all these efforts have been fully carried out by the forces of society.According to Sanga & Wangdra (2023) Education is a planned effort to create a learning environment and learning process so that students can develop their potential actively and have spiritual strength, control of personality, intelligence, morals, life science, general knowledge, and skills that are needed.

Education is also very important in giving birth to superior and quality human resources so that the government seeks to educate all Indonesian people, especially the younger generation who will later be prepared as continuations in carrying out the existing Indonesian system, this is also stated in the preamble of the 1945 Constitution and the mandate in Law Number 20 of 2003 concerning the National Education System that the implementation of education is expected to shape and realize the personal qualities of students as future generations. Along with the development of science and technology, of course, education also changes from time to time. At present, the world of education in the 21st century seems to prioritize or be oriented towards developing the potential of every human being.

"Indeed" in creation sky and earth and re paration change night and afternoon there is signs for people which sensible. (i.e.) those who remember Allah while standing or sitting or lying down and they think about the creation of the heavens and the earth (saying): "Our Lord, You did not create this in vain, Glory be to

You, so take care of it. us from the torment of hell (Al-Baqarah: 190-191)".

Based on the explanation of the translation of the verse above, all humans must remember Allah by seeing the signs of His greatness in the creation of the earth and everything in it, in which there are many blessings that have been placed and created humans who become residents in it who have the duty as caliphs to look after the earth and everything in it. , this verse also teaches us the importance of education because with education we can protect the earth from things that can damage it in the future.

In the Big Indonesian Dictionary, etymologically development comes from the word flower which means to become more perfect (about personality, thoughts, knowledge and so on). Development means process, method, deed. And in terms, development is a process used to develop and validate educational products in the form of processes, products, and designs.

According to Punaji, media is something that transmits messages and can stimulate the thoughts, feelings, and wills of the audience (students) so that it can encourage the learning process in him. Creative use of media will enable the audience (students) to learn better and can improve their performance in accordance with the goals to be achieved. Another opinion by nurhasa (2021) Media is a tool to achieve learning objectives, by applying the media, students are expected to find it easier to understand the material presented by the teacher.

Learning is a translation of the word "instruction" which in Greek is called instructus or "intruere" which means conveying thoughts, thus the meaning of instructional is conveying thoughts or ideas that have been processed meaningfully through learning. Learning activities are designed to provide learning experiences that involve mental and physical processes through interactions between students, students and teachers, the environment, and other learning resources in order to achieve basic competencies, continued Bambang.

According to Dale (1969:180) the use of media learning often uses the principle of the cone of experience (cone of experience), which requires media like books text, learning materials made by the teacher and audio-visual. Dale described that the more concrete students learn the subject matter, the more experience gained. On the other hand, if the more abstract students learn the subject matter, the less experience they will have what students will get. Another than that according by Saleh et al. (2023) learning media is anything that can convey messages through various channels, such as stimulating the thoughts, feelings, and will of students so that it can encourage the creation of an effective learning process to add new information to students so that learning objectives can be achieved properly.

This is clarified by Arsyad (2011:7) who mentions. that "acquisition of knowledge and skills, changes in attitudes and behavior can occur because of the interaction between new experiences and previous experience."

Therefore, the use of learning media will have a direct good impact. or not towards the acquisition and growth of knowledge, skills and attitudes. from students or students. To further clarify the image above. then the following explanation will be given:

a. Read (10 %),Listen (20%), see pictures (30%)

At this level, depiction. reality as directly as our experience. meet the first time. The learner is still a participant, so the level little understanding.

b. Discussion (50%) and Presentation (70%)

At this level, the learner has been given a form of problem, so active learners think. about the problem. The learner is still a participant, because the problems given are still in the form of concrete problem.

c. Role play, simulate, do the real thing (90%)

At level. In this case, the learner has acted as an observer. Get down right away in observing. a problem. So the level of understanding. even bigger.

Practical and innovative learning media is one of the main factors in achieving the success of the learning objectives. The combination of several existing media, such

as text, images, video, audio presented in one form of learning is usually called multimedia. Puspitasari & Rakhawati (2013) revealed that multimedia is a combination of several media, such as text, images, videos, and different sounds in order to produce information in the form of multimedia products.

According to (Benardo, 2011) Interactive multimedia is the use of computers to create and combine text, graphics, audio, moving images (video and animation) by combining links and tools that allow users to navigate, interact, create and communicate.

The ASSURE learning media development model is an abbreviation of the development stages consisting of Analyze Learners; State Objectives; Select Methods, Media, and Materials; Utilize Media and Materials; Require Learner Participation; and Evaluate and Revise. ASSURE was first conceptualized by Robert Heinich and his team in the early 1980s. This development stage model is quite familiar among developers because the stages are simple and very clear at each stage.

Local culture is everything Something that is potential from a area as well result of thought that human. has a wise value and wise and passed down from generation to generation so that it becomes a characteristic of the area. This shows that local wisdom was created by society itself from his own thoughts which contain that values. recognized and obeyed Public. These values are instilled in their offspring so that they become characters that are different from other local communities.
According to Supsiloani (2013), there are three types of Local Wisdom, namely:
1. Governance:
every region generally have societal system which govern about structure social and related between existing community groups.
2 Value System:
Value system is an order developed value by a community traditional ones. set about judgment ethics is bad, good, right, or wrong. These values apply to all members of the community and when violate then. will be charged sanctions in accordance with applicable customary sanctions.
3 Procedures or Procedures:
Procedure or procedures include rules custom in a area that has conditions or that rule set some activities in the community such as match time planting, traditional calendar, use of space custom included territorial boundaries territory, housing placement, logistics storage, rules for water use for irrigating rice fields and agriculture as well as the form of houses for housing.

Muslimin (2016) emphasizes that in social life, we always interact with other people and will be formed with the social system in the area. The pattern of life and habits that have become a social system in society will certainly be different from other regions, including religious behavior. Religion is believed to be a source of motivation for individual actions in social relations, and returns to the concept of the relationship between religion and society, because religious experience will be reflected in social and individual actions with society.

Based on the explanation above, researchers need to develop media based on local wisdom in social studies learning to create practical learning so that it can facilitate teachers and students in the learning process.

RESEARCH METHODS

Based on the initial findings and problems in the field, the researcher will use this type of research, namelyin this research & development using the Assure Learning Design Model (Analyze learners, States objective, Select methods, media and material, Utilize, Require learner participation, Evaluated and Revise). This Assure model is a model that emphasizes suitability between material and the selection of media and methods applied in each learning process (Smaldino, 2008).

This Assure model has 6 stages, namely (1) student analysis, (2) determining standards and goals/achievements, (3) modifying media, (4) using media and materials, (5)

encouraging student participation, (6) evaluation and improvement. The research location is SDI 58 Selayar Islands with 20 students of class V as research subjects. The validity of the learning media is based on the validation results of 3 validators, namely 2 expert validators in the field of social studies and 1 practitioner validator.

Table 1

Validity Criteria

No	Validity Criteria	Validity Level
1	0% - 50%	Less valid
2	50% - 70%	Pretty valid
3	70% - 85%	Valid
4	85 % - 100%	Very Valid

Source: (Akbar, 2013)

Practicality analysis is based on teacher and student response questionnaires. Media is said to be practical if it meets the following indicators:

a. The results of the teacher and student response questionnaires show that the social studies learning media based on local wisdom is in good criteria.

b. The observer in the observation sheet states that social studies learning media can be used by teachers and students.

Table 2

Media Practicality Criteria (social studies learning media based on local wisdom).

No.	Score	Eligibility Category
1.	4	Very Practical
2.	3	Practical enough
3.	2	Not practical
4.	1	Very impractical

Source: (Arikunto, 2009)

RESULTS AND DISCUSSION
Discussion

Research that produces the final product in the form of learning media is a type of ASSURE model development. The stages carried out are analysis, stating the standards and objectives of media modification, technology utilization, participation, and evaluation.

1. Student analysis stage

At the stage of student analysis, researchers analyzed the academic abilities of students, learning styles, and understanding of students during the learning process, the results obtained were still low and students' lack of motivation to follow the learning process. The results obtained from this stage found problems that required a new innovation in conveying learning, one of which was the use of learning media with a touch of technology, therefore the researchers tried to develop social studies learning media based on local wisdom as a means to answer the problems that had been found.

2. Stage states standards and goals

At the stage of stating standards and learning objectives there are several stages, namely audience (students), behavior (behavior) conditions (conditions), Degree (level). As for the findings obtained at the audience stage (students), the development of IPS learning media is intended for fifth grade students at SDI 58 Selayar Islands. At the student behavior stage, it was found that there were problems with some students who did not pay attention to the explanations given by the teacher during learning and did not participate in the learning process. Therefore the researcher draws conclusions about the need to use learning media in the learning process. At the conditions stage the researcher pays attention to the circumstances around the students such as the state of the learning environment, the availability of learning support infrastructure, and Alhamdulillah the

findings of researchers related to learning conditions indicate good learning environment conditions and the availability of learning supporting infrastructure is also adequate. and finally at the degree stage at this stage what the researcher analyzes is the level of speed of students in understanding the learning process as well as there are students who quickly understand learning there are those who are slow to respond or slow to understand learning and this the researcher found that there are two students who are slow to respond in understanding learning. Apart from stating standards, researchers also formulate learning objectives. The formulation of learning objectives is made in accordance with the 2013 curriculum and the learning needs of students. The learning objectives describe the process and learning outcomes that are expected to be achieved by students in accordance with basic competencies. Learning objectives are made based on core competencies, basic competencies, and indicators that refer to the syllabus.

3. Media modification stage

modification stage,so here the researcher modified the learning media where the researcher took several sources of information to complement the learning media made by the researcher, such as the video on the beauty of Selayar Island, which is an opening video before entering the core of learning in the destination theme, besides that the researcher also took information sources about the local wisdom of the Selayar Islands in this case unity and togetherness where researchers show a short video of coastal communities pushing boats together into the sea and videos of people in the village moving wooden houses which are done together.

4. Technology utilization stage

The technology utilization stage, at this stage the researcher in presenting learning media is assisted by the use of technology such as laptops and LCD projectors apart from the use of tools assisted also by the use of applications,there are several applications that are used such as ms power point to create teaching materials, wondershare as a video editing application, and youtube, related to the material contained in the researcher adapts to the learning in theme 7 plus material on the local wisdom of the Selayar Islands.

5. The stage of attracting student participation

The stage of attracting participation, the thing that researchers do in attracting student participation is to make quizzes where these quizzes are packaged into learning media blinded by the researcher and the researcher calls several student representatives to answer the quiz but before calling students to answer the quiz the researcher explains procedures for answering these quizzes in learning media.

6. Evaluation and revision stage

As the last stage of this research is to evaluate and revise.The last step that the researcher took in implementing the ASSURE model was to evaluate and revise the learning media by paying attention to all the deficiencies that existed during the learning process, starting from the planned learning objectives, whether they had been achieved during the learning process or were there learning objectives that were not achieved, besides that the researcher also looking at the results of the learning process by paying attention to the results of the students' work with the aim of knowing how far the students understand the learning that has taken place, then the researcher also pays attention to the learning media starting from the appearance, whether the display of the media is less attractive to students,and the last is the material in the learning media whether it is in accordance with the learning objectives that will be studied in the target theme.

Social studies learning media based on local wisdom which was developed in the

form of learning videos, from the research results were declared valid. This is based on the results of research instrument validation in the form of media validation, lesson plans, worksheets, teacher response questionnaires, student response questionnaires and student motivation questionnaires.

Results
Learning media validation results

1. **Analysis of the Validity of Local Wisdom-Based IPS Learning Media**

   Validity of IPS learning media based on local wisdom

   To find out the validity of social studies learning media based on local wisdom, it can be seen in the following table:

Table 3
Results of Validation of Local Wisdom-Based IPS Learning Media

No.	Aspect	V1	V2	V3	Average	Percentage	Ket
1	Display quality	4	3	3	3,3	83	Valid
2	Attractiveness	4	4	4	4	100	Very Valid
	Overall Average				**3,6**	**91**	**Very Valid**

Based on the table above, it shows that the overall average validation results of social studies learning media based on local wisdom are in a very valid category with an acquisition of 3.6, this is obtained based on the sum of the average value of the first aspect added to the average value of the second aspect divided by the total number of existing aspects. As for the results of the percentage obtained 91%. For each aspect, including the quality aspect of the display of the instructional media presented, an average of 3.3 is obtained, this is obtained based on the sum of the values of the first validator, the sum of the values of the second validator and the third validator divided by the total number of validators. As for the results of the percentage obtained 83% with a valid category, then viewed from the aspect of

learning media power, an average of 4 was obtained, this was obtained based on the sum of the values of the first validator, added up with the value of the second validator and the third validator divided by the total number of validators. As for the results of the percentage obtained 100% with a very valid category.

2. **Practicality Analysis of Local Wisdom-Based IPS Learning Media**

   The practical indicators of social studies learning media based on local wisdom are teacher responses and student responses. These indicators can be seen as follows.

a. Teacher Response Results

   The main purpose of teacher response analysis is to find out the views and responses of teachers regarding the social studies learning media based on local wisdom that was developed. The teacher's response was analyzed based on the place of research, namely class V SDI 58 Selayar Islands. The results of the teacher's response can be seen in the following table.

Table 4
Teacher Response Results

No.	School	Average Teacher Response	Information
1	Class V teacher at SDI 58 Selayar Islands	3.6	Practical enough
Overall average		**3.6**	**Practical enough**

Based on the table above, it shows that the overall average teacher response is 3.6 with a fairly practical category.
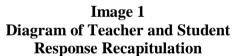
b. Student Response Results

   The main purpose of analyzing student response data is to determine student responses regarding social studies learning media based on local wisdom developed. Student responses were analyzed based on the research location, namely class V SDI 58

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Selayar Islands. The results of student responses can be seen in the following table.

Table 5
Student Response Results

No.	School	Average Teacher Response	Information
1	Class V SDI 58 Selayar Islands	3.5	Practical enough
Overall average		**3.5**	**Practical enough**

Based on the table above, it shows that the average overall response of students is 3.5 and is categorized as quite practical.

The results of the teacher response questionnaire and student response questionnaire show that the development of social studies learning media based on local wisdom is practical to use. The results of teacher and student responses in media development can be seen in the following diagram.

Image 1
Diagram of Teacher and Student Response Recapitulation

Based on the recapitulation diagram of the results of teacher and student responses, it shows that the average teacher response results are value3.6 with a fairly practical category, and the results of student responses with a score of 3.5 with a fairly practical

category, so that the developed media can be declared practical.

Based on the results of research conducted by researchers on fifth grade students of SDI 58 Selayar Islands and teachers in the learning process, it shows that the learning media used are very helpful and provide convenience for teachers, this can be seen from the responses of students who really like the media to be displayed and delivered by teachers and researchers. And based on the results of the responses of teachers and students with an overall average score of 3.6 with a fairly practical category, so researchers can conclude that social studies learning media based on local wisdom is quite practical to use in the learning process for fifth grade students of SDI 58 Selayar Islands.

CONCLUSION

Based on the results of the study, the social studies learning media based on local wisdom is quite practical, it can be seen from the results of the teacher response questionnaire and the student response questionnaire with an overall average value of 3.5 with a fairly practical category, so it can be concluded that social studies learning media based on local wisdom categorized quite practical because it can provide convenience for teachers and students in the learning process.

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