

## Thematic Teaching Materials in Local Cultural Perspective Maluku Aru Islands

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### ABSTRACT

Teaching materials have an important role for teachers and students when the teaching and learning process takes place in the classroom. Learning will become more meaningful and easy for students to understand, when the subject matter taught is in accordance with the environment and local culture of students. The purpose of this research is to develop thematic teaching materials in the perspective of the local culture of the Aru Islands Maluku which are valid, practical, and effective. This study uses the Dick & Carey development model. The results of the expert assessment showed that the teaching materials obtained feasibility for use. Besides that, based on the results of the research, it shows that these teaching materials are effectively used and can improve the learning outcomes of class IV students at SDN Abidjan, the Aru Islands, Maluku.

### Introduction

Culture has a central role and function as the main foundation in the order of social life. In community life, culture has a function as a symbol of community tradition (Yusof, et al., 2013). Culture plays an important role in contributing to the values of social life. Culture is also a symbol of community values (Yu, et al., 2014). Local people generally use culture as a feature of experience in their daily lives specifically and locally. Schools teach children about cultural diversity as well as understanding their own culture (Walton, et al., 2014). Therefore, education based on local culture is very important to be applied to students. Global policy changes in education reflect and shape socio-cultural ideas related to children (Henck, 2016). Indonesia is a country that has very diverse cultural diversity. The cultural diversity found in various regions also influences education in Indonesia, especially at the elementary school level. In general, elementary school education in Indonesia requires students to learn something in a structured manner. By limiting education practitioners in assessing and eliminating voice is a threat to democratic education (Dzotsenidze, 2018). Learning will be fun when students are given freedom in learning. One of the freedoms of learning is to learn their own culture. This is in line with the research conducted Akoorie & Li, (2015) stated that in promoting Chinese culture they created a conditional learning environment, through establishing Chinese community schools to introduce and promote their culture. Besides that, Anwar & Arifani (2016) reveals students prefer material according to their level, real life, and optimizes contextual, interactive, and authentic. Based on an analysis of the 2016 and 2017 revisions of the thematic books by the government on theme 8 Where I Live, sub-theme 1 Where I Live, learning 3 page 22 and learning 5 page 40, students are asked to study cultural arts tourism in Tambanan district, Bali province and observe a map of the island of Sumatra. This material was easy for students in the Tambanan and Sumatra districts, while the material was not right on target for students in the Aru Maluku island district. Students are actors who are exposed to new things and shifts in cultural experiences that impact their motivation (Volet & Jones, 2012). Apart from that, from the aspect of learning resources or student textbooks, the limitations of learning resources are also factors that affect the student learning process, one of which is teaching materials. The teaching materials used at SDN Rabiadjala are very limited. Based on the results of

observations of learning activities in class in class, it was seen that two to three students used one student textbook. These limitations make it difficult for the teacher to control the class. The 2013 curriculum uses a scientific learning method known as 5M namely observing, asking, collecting, processing, associating, and communicating problems in learning(Ardan, et al., 2015).In thematic learning students get the opportunity to learn independently and experience learning on their own. The purpose of thematic learning is to focus learning on themes by linking to student experiences.

The application of thematic learning in elementary schools requires teachers to be able to develop adequate learning resources that can be used to meet learning needs that are integrated between one subject and another, as well as the daily lives of students and their environment. Through learning local culture, students will be introduced to the culture of their own environment before they learn culture outside their area. It is very important to link traditional knowledge and modern knowledge in subject matter so that students will never forget their local cultural values(Ardan, et al., 2015). Thematic learning through the surrounding environment makes it easier for students to learn. making optimal use of the potential of the surrounding environment and culture to make thematic learning more meaningful. Thematic learning has proven to be prominent and very influential for children(Goni, et al., 2019). Through thematic learning, local wisdom will teach students to be close to the concrete situations they face everyday in stages or themed. Local wisdom values help students understand concepts by learning from concrete things around students to things that are much more abstract and can also foster a sense of love for local culture, foster tolerance, and fortify students from foreign cultures. Through cultural learning will teach students to maintain, preserve and form an attitude of love for cultural values. Local wisdom will assist students in understanding and learning the cultural values of nationalism which can influence the learning outcomes of attitudes, behavior and thinking skills. The shift in values and the decline in the values of national character that occur in society and in the world of education is a concern for all groups, especially educational practitioners. Thematic teaching materials based on local wisdom that have been prepared will greatly assist teachers and students in the learning activities carried out. Based on these problems, teaching materials have an important role in the learning process. Teaching materials also determine the achievement of learning objectives. Through teaching materials that are linked to local culture students will greatly assist teachers and students in learning. Students find it easy to accept material, if the subject matter contains the local culture of their area. Thus, teaching materials containing the local culture of the Aru Maluku Islands really need to be developed, as learning support books at SDN Rabidjala Aru Maluku Islands.

## **Research Methodology**

This study uses a research and development model from (Dick & Carey, 2009), namely: (1) analysis of needs and objectives, (2) analysis of learning, (3) analysis of students and learning contexts, (4) formulating learning objectives, ( 5) developing instruments or test kits, (6) developing learning strategies, (7) developing and selecting teaching materials, (8) designing and conducting formative evaluations, (9) conducting revisions, and (10) conducting summative evaluations. The product trial stage consists of three stages, namely small group trials, large group trials and field trials. Prior to testing the product, it was validated by experts, namely material/thematic experts, media experts, and linguists. The test subjects in this study were 19 students of class IV at SDN Rabidjala Aru Islands Maluku. Data collection instruments included interview guidelines, expert product rating scales, teacher and student responses, observation guidelines and questionnaires. The data obtained were then analyzed using qualitative and quantitative analysis. The data analyzed includes product validity, product attractiveness, product practicality, and product effectiveness. Meanwhile, interview data, observation, and literature study serve as needs analysis.

## **Results and Discussion**

This research and development was carried out with research stages including: analysis of needs and objectives, analysis of learning, analysis of students and learning contexts, formulating learning objectives, developing instruments or test kits, developing learning strategies, developing and selecting teaching materials, designing and conducting formative evaluations, make revisions, and carry out summative evaluations. Based on the needs analysis, the results of interviews conducted with fourth grade teachers at SDN Rabiadjala Aru Islands, Maluku, show that currently the 2013 curriculum has been implemented. However, the textbooks provided by the government are limited, one student text is usually used by two students. In addition, the contents of the material in the thematic books used do not contain Maluku culture or the culture around Aru Island students. This causes when the teacher delivers learning material in class students have difficulty receiving the material, so students become less active and play a lot by themselves when the learning process takes place. The results of the observation also show that the limitations of textbooks result in when the teacher is teaching the students often fight over textbooks, so the class becomes less controlled. Based on the findings obtained from interviews and observations, it can be concluded that teachers and students need teaching materials containing the local culture of the student area as supporting books in

learning activities in class. So teaching materials based on local culture of Aru Maluku Islands students need to be developed. The textbooks developed were in the form of thematic books for teachers and students in grade IV, the environment sub-theme where I live. The textbook also contains let's observe, let's practice, and cooperate with parents. After that it is designed in the initial draft of the product. The initial draft of the product was then validated by three experts, namely material/thematic experts, linguists, and media experts. The three validators are lecturers at Malang State University. The following are the results of the product validity assessment by experts.

**Table.1. Product Validity Assessment Results by Experts**

No	Subject	Gain Percentage Results	Criteria
1.	Material Expert	93%	Very Valid
2.	Linguist	76%	Valid
3.	Design Expert	93%	Very Valid
<b>Total Score</b>		<b>262%</b>	<b>Very Valid</b>
<b>Average</b>		<b>87%</b>	<b>Very Valid</b>

**Source: Processed by Researchers**

After validating and revising the textbook products, a small group trial of the product practice was carried out. Based on the results of the validation of experts for product attractiveness, a result of 87% was obtained. Based on these results the product can be said to be included in the very valid criteria.

**Table.2. Product Appealing Assessment Results (Small Group)**

No	Student's name	Category	Gain Score	Percentage	Criteria
1	RNLD	Tall	50	83%	Interesting
2	ANDMEL	Tall	60	100%	Very interesting
3	HERD	Currently	41	68%	Less attractive
4	MORGUL	Currently	56	93%	Very interesting
5	GLNAS	Low	50	83%	Interesting
6	MARN	Low	44	73%	Interesting
<b>Total Score</b>			<b>301</b>	<b>501%</b>	<b>Very interesting</b>
<b>Average</b>			<b>50</b>	<b>83%</b>	<b>Interesting</b>

**Source: Processed by Researchers**

The test subjects in small groups were six students consisting of two students in the high IQ ability category, two medium IQ category students, and two low IQ students. The results of the product attractiveness trial obtained 83% results included in the attractive criteria.

**Table.3. Recapitulation of the Practical Results of Teacher and Student Products**

No	Subject	Gain Percentage Results	Criteria
1	Student Response	96%	Very interesting
2	Teacher Response	98%	Very interesting
<b>Total Score</b>		<b>194%</b>	<b>Very interesting</b>
<b>Average</b>		<b>97%</b>	<b>Very interesting</b>

Product practicality was obtained from a combined analysis of student and teacher response field trials. From the field trials, it was found that the practicality of the product obtained a result of 97%, which was included in the very attractive criteria.

**Table 4. Recapitulation of Product Effectiveness of Learning Activities and Learning Outcomes**

No	Subject	Gain Percentage Results	Criteria
1	Learning activity	98%	Very effective
2	Learning outcomes	98%	
<b>Total Score</b>		<b>196%</b>	<b>Very effective</b>
<b>Average</b>		<b>98%</b>	<b>Very effective</b>

Based on field trials, the effectiveness results were obtained. The effectiveness of teaching materials is obtained from learning activities and student learning outcomes tests. The data obtained was 98% included in the very effective criteria. The Dick & Carey model used in this development research, consists of 10 development stages. The selection of this development model aims to produce effective and quality teaching materials. The validation assessment of material/thematic experts, linguists, and design experts is used to determine the validity of the development of teaching materials. The results of the material expert validation obtained a validity of 93%. These results show the validity of teaching materials including very valid criteria. In terms of appearance and design, media experts obtained very valid validity, with a score of 93%. While the assessment of linguists obtained a score of 76%. Based on the experts' assessment of the product developed, it is classified as very valid, although the results show that it is very valid, revisions are still being made to produce quality teaching materials. Product attractiveness is obtained from small group trials. The small group trial phase was carried out on six students with different abilities. The trial results obtained a score of 83% included in the attractive criteria. In the practical aspect of the product comes from the response of teachers and students. The average observation of teachers and students shows a score of 97%. Based on these calculations, the product is included in the very practical criteria. Thus, it can be concluded that teaching material products are very practical to develop. In obtaining the effectiveness of teaching materials is determined through the completeness of the students as many as 19 students in learning activities and outcomes. Activities and learning outcomes get a score of 98%. Based on these results it can be concluded that the effectiveness of teaching materials to be developed.

## Conclusion

In this development research product teaching materials in the perspective of the local culture of the Aru Maluku Islands for class IV students at SDN Rabiadjala Aru Islands consist of teacher books and student books. The results of the study show that the teaching materials developed are categorized as valid, practical, and effective as supporting books in the learning process in the classroom. The material presented in the teaching materials is also adapted to the culture of the Aru Maluku islands. Integrating teaching materials and students' local culture greatly facilitates students in receiving subject matter. Based on the activities and learning outcomes, the developed teaching materials are very effective and feasible to develop, but still carry out product revisions after field trials in order to produce quality products.

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