

DEVELOPMENT OF A LEARNING MODULE BASED ON LOCAL WISDOM OF THE SASAK TRIBE ON FIFTH GRADE IN SOCIAL SCIENCE SUBJECT AT SDN 22 AMPENAN

Ghudaifa Rasya¹, Muhammad Tahir², Itsna Oktaviyanti³, Nurhasanah⁴
^{1,2,3,4}Program Studi Pendidikan Guru Sekolah Dasar, Universitas Mataram, Indonesia

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ABSTRACT

This research aims to produce a product in the form of a learning module based on the local wisdom of the Sasak Tribe, find out the steps for developing the module, and determine the feasibility of a learning module based on the local wisdom of the Sasak Tribe in social studies material for fifth-grade students at SDN 22 Ampenan. This type of research is Research and Development (R&D) using the ADDIE development model, which consists of 5 stages: Analysis, Design, Development, Implementation, and Evaluation. This research was conducted at SDN 22 Ampenan with ten fifth-grade students as subjects. Data collection tools use questionnaires or questionnaires. The steps in developing a module are: 1) Analysis: perform performance analysis and analysis of student needs; 2) Design: design the module from cover to bibliography, determine KD, Indicators, Learning Objectives, materials, and activity evaluation; 3) Development: the module that has been designed is printed, validated by material experts and media experts then revised according to suggestions, 4) Implementation: the module is applied to students to see the students' response in using the module, 5) Evaluation: evaluation is carried out in the form of tests on participants students to see the students' understanding of the material. The results of research and development of learning modules based on local wisdom of the Sasak tribe in the fifth-grade social studies material show that it is very suitable for use in the learning process; this is based on the validation results of media experts at 77.64% (feasible), material experts at 93.6% (very feasible), and the student response was 81.38% (very feasible).

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Corresponding Author:

Ghudaifa Rasya,

Program Studi Pendidikan Guru Sekolah Dasar

Universitas Mataram,

Jl. Majapahit No.62, Gomong, Kec. Selaparang, Kota Mataram, Nusa Tenggara Bar. 83115, Indonesia.

Email: ghudaifarasya24@gmail.com

1. INTRODUCTION

Based on Law Number 20 of the 2003 Chapter, The curriculum implemented emphasizes character education at the basic level. Character education in the 2013 and independent curriculum aims to improve the quality of educational processes and outcomes that direct students to have noble morals and character traits in an integrated, complete, and balanced manner that follows the competency standards of graduates in each educational unit. Character education can be integrated into all learning in every field of study. One of them is the Social Education Science (IPS) subject.

Social studies subjects in elementary schools teach social science concepts that can shape students into good citizens. The aim of social studies education is to direct students in the process of developing their

abilities so that they are sensitive to social problems that exist in society, have a positive attitude toward all mistakes that occur, and can solve problems that exist within themselves and problems that exist in society (Susanto, 2014). One of the social studies materials in Fifth Grade Elementary School is about economic diversity in the local province, which is related to local wisdom. According to Kasanah (Yuniarti et al., 2021), local wisdom is a human policy based on the philosophy of community values, ethics, and behavior that is considered good and correct so that it will last a long time.

Local wisdom in society has a culture passed down from generation to generation, which is always developing and changing but does not affect its cultural values. In each region, people have much local wisdom. Introducing local wisdom to elementary school students aims to introduce elements of culture and customs in an area. The aim of integrating local wisdom in the learning process must be connected to efforts to preserve culture. One effort to preserve culture is through the education process.

Based on the results of an interview with the Fifth grade homeroom teacher on August 23, 2022, at SDN 22 Ampenan, it shows that, in general, the Fifth grade students at SDN 22 Ampenan have a level of understanding that is not yet optimal regarding the social studies material in KD 3.2 regarding economic diversity as seen from the results of the mid-semester exam. In the KD 3.2 material section, 67% of students scored below the KKM, and only 33% completed it. This is because the teaching materials teachers use are thematic books that only contain general material. Teachers only use thematic books because the school needs more adequate learning media and admits they do not have time to create teaching materials and learning media for students. So, teaching materials are needed in the form of modules that can include economic diversity in local provinces that teachers can use in class.

According to Gunawan (2022), learning modules are teaching material created systematically. The aim of preparing the module is to facilitate non-verbal presentations to students, to make students enthusiastic about learning, to help students learn independently, and to help students carry out independent reflection and evaluation. Efforts to achieve this goal can be made by developing a module based on the local wisdom of the Sasak Tribe.

The results of previous research conducted regarding the development of local wisdom-based modules were carried out by Yuniarti et al. (2021) with the title "Development of a Learning Module Based on Local Wisdom, Theme My Dreams, Sub-theme Me and My Dreams for Fifth Grade SDN 6 Cakranegara". The research results are that the content and context of local wisdom displayed are relevant to the material in Theme 6. The results of media and material expert validation can be categorized as very appropriate, and student responses to the module make the quality of the module categorized as very appropriate. The difference and specialty of this research with the research conducted by Intan lies in the theme book used, namely Theme 6 Cita-Citaku Subtema Aku and Cita-Citaku Fifth grade. This research was conducted to develop a learning module based on the local wisdom of the Sasak Tribe in Social Sciences material for Fifth grade about economic diversity in the local province. The similarity is that they are both developing local wisdom-based learning modules in Fifth grade.

Based on the explanation above, there has been no use and development of learning modules based on the local wisdom of the Sasak Tribe, especially on social studies material in Fifth grade of SDN 22 Ampenan. The problems explained became material for conducting research titled "Development of Learning Modules Based on Local Wisdom of the Sasak Tribe in Fifth Grade Social Sciences Material at SDN 22 Ampenan."

2. METHOD

The type of research used is research and development. According to Sugiyono (2019), the R&D method is used to research, design, produce, and test the validity of a product. This research develops a product that has do to be not yet used. The product being developed is a learning module based on the local wisdom of the Sasak tribe on social studies material, which is expected to be an effective teaching material for conveying social studies material so that the product created will be tested for its feasibility.

This research uses the ADDIE research model, which has five stages proposed by Januszewski and Molenda (in Cahyadi, 2019). The selection of the ADDIE model was based on the consideration that this model is easy to understand and has a sequence of activity stages adapted to the needs and characteristics of students. The stages of the ADDIE model include the following:

1. Analysis

At this stage, an analysis of the need for developing learning modules is carried out. Learning module development begins with analyzing the problems encountered in the learning process. The problem was that students' knowledge regarding economic diversity material in the local province needed to be more advanced because teachers only used theme books that contained economic diversity in general. Teachers have also never used learning modules during the learning process in the classroom. Next, analyze the Basic Competencies of Social Sciences material contained in Fifth grade to determine the students' goals. Apart from that, an analysis

of student needs was carried out through the results of the grades of Fifth grade students at SDN 22 Ampenan, and an analysis was carried out regarding the characteristics of students during the learning process.

2. Design (Design)

This module is designed for fifth-grade elementary school students. At this stage, a media content design consists of a cover, introduction, instructions for using the module, basic competencies, indicators, learning objectives, materials, evaluation, and conclusion. Next, the module display design comprises text, colors, and images.

3. Development (Development)

This development stage is the realization stage of the product design in the previous stage. At this stage, module development is done by making and modifying the product. The conceptual framework previously designed at the design stage will be made in printed form. At the development stage, material and media experts also carry out module validation. In this validation process, the validator uses an instrument that has been prepared. This validation is carried out to assess the validity of the content and structure of the module. Validators will be asked to provide an assessment of the module, which is prepared based on the feasibility aspects of the module, which will later become the basis for improving and perfecting the module.

4. Implementation

The module was implemented at the school designated as the research location. A limited trial was conducted on ten fifth-grade students at SDN 22 Ampenan. After the learning process is complete, students will fill out a questionnaire using the questionnaire sheet provided. Then data analysis is carried out to see the feasibility of the module.

5. Evaluation (Evaluation)

At this stage, students evaluate their understanding of the material in the module. This aims to find feasible and effective modules so schools can use them for the learning process.

This research was conducted at SDN 22 Ampenan, located on Jl. Mutual Cooperation, Ampenan District, Mataram City, West Nusa Tenggara. This research was carried out in the even semester of the 2022/2023 academic year. The subjects in this research were 28 fifth-grade students at SDN 22 Ampenan. Subjects were selected using a purposive sampling technique. Purposive sampling is a sampling technique with certain considerations (S. The sample chosen was ten people who were used for module trials. With considerations for small group trials, according to Rayanto (2020:37), small groups consist of 10-15 people. Meanwhile, the object of this research is the Local Wisdom Based Learning Module on Social Sciences Material in Fifth Grade at SDN 22 Ampenan.

Data collection techniques in this development research use questionnaires. According to Sugiyono (2014), a questionnaire is a technique for collecting data by asking questions or written statements which are intended to be answered by respondents. In this case, the questionnaire is used to validate material experts, media experts, and student responses to learning modules based on the local wisdom of the Sasak Tribe. The research instruments used in this research include material expert questionnaire validation, media expert validation, responses from Fifth Grade students as product users to see the suitability of the module. The questionnaire validation sheet will contain questions to assess the components contained in the learning module being developed. This questionnaire sheet uses a Likert scale consisting of five alternative answers, namely 1, 2, 3, 4, and 5 which contain the information strongly disagree, disagree, quite agree, agree, and strongly agree. To produce a quality product, a questionnaire or questionnaire is needed as a reference when assessing and providing validation of the product by experts and students.

3. RESULT & DISCUSSION

The product resulting from this research is a Learning Module Based on Local Wisdom of the Sasak Tribe in Fifth Grade Social Sciences Material. The results of module development at each stage in this research are as follows:

3.1. Analysis

There are two stages carried out at the analysis stage, namely performance analysis and needs analysis. In the performance analysis, information was obtained that teachers only used thematic books as teaching materials. Teachers should be able to use teaching materials other than thematic books so that the material presented is varied and in accordance with the competencies that students want to achieve. As explained by Oktavianti et al., (2021), the teacher's explanation of the material is very important in helping students understand the material in the book. The results of the analysis of student needs, namely based on the results of students' grades in Fifth grade, found that as many as 67% of students still had not completed the social studies material in KD 3.2 regarding economic diversity. Fifth Grade students at SDN 22 Ampenan feel they don't understand the material because the thematic books only present general material and are not relevant to the students' daily lives. Fifth Grade students need teaching materials that present the material concretely. This is because the characteristics of elementary school children are still concrete, where their level of thinking

is often in accordance with what is being seen (Diana et al., 2022). The result of the teacher needs analysis carried out through interviews with participants were not very enthusiastic and got bored quickly when learning material about economic diversity because they did not use innovative media and teaching materials to attract students' interest in learning. So, there is a need to develop learning modules based on the local wisdom of the Sasak tribe which can increase interest in learning and help students understand social studies material regarding economic diversity because it is concrete to the lives of students in Lombok.

3.2. Desain (Design)

The learning module based on the local wisdom of the Sasak tribe was created by designing a module design using the Canva application. There is a design for media content and appearance as follows:

a) Cover

The module cover contains the module title and material and is shown for Fifth Grade Elementary School. The cover is equipped with images of bale lumbung, persean, and gandrung dance as the characteristics of the Sasak tribe.



Figure 1. Cover

b) Introduction

The introduction in this module contains the editorial, foreword, and table of contents. In the editorial there is the title of the material, the name of the compiler, the name of the lecturer, agency, and page.



Figure 2. Foreword

c) Instructions for Using the Module

The instructions for use in the module are instructions for the steps that can be taken when using the learning module based on the local wisdom of the Sasak Tribe in social studies material.



Figure 3. Module Usage Instructions

d) KD, Indicators and Learning Objectives

The basic competency contained in this module is KD 3.2 Identifying socio-economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation and its relationship with spatial characteristics. KD 4.2 Presents the results of identifying socio-economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation and its relationship with spatial characteristics. Then there are also indicators which are derivatives of KD which contain the achievements that must be made and learning objectives in carrying out the learning process.



Figure 4. Basic competencies

e) Explanation of Material

The material in this learning module is about economic diversity in the fields of agriculture, trade, fisheries and tourism, which is related to the local wisdom of the Sasak tribe. Local wisdom means a view of life and knowledge as well as various life strategies that are realized in the activities of local communities in responding to various problems in their lives (Istiningsih et al., 2020).



Figure 5. Material

f) Exercise

Practice questions are given to students to evaluate students in learning. In practice questions, there are two types of practice, namely the first is discussion with the group, the second is a formative test, where the questions are adapted to the material being studied.



Figure 6. Formatif Test

g) Writing

The type of font used for writing in this module is that the title uses permanent marker font with size 32 and the subtitle uses sensei font with size 24. The Poppins font is used from the introduction to the answer key with a size of around 14-28.

h) Picture

The images used to convey the material are economic activities in each field with examples from the local wisdom of the Sasak Tribe. In agricultural activities, ancient Sasak farmers harvested rice by raiding. Economic activities in the trade sector include traditional markets in Kediri, West Lombok. Economic activities in the fisheries sector include fishermen who catch fish in the Gili Sulat TWP. Economic activities in the tourism sector are for example the Tourism Village in Sade Village where there is a bale lumbung as a typical house for the Sasak tribe as well as weaving and bracelet crafts as local crafts typical of the Sasak tribe which can attract tourists.

i) Color

There are 3 colors used in this module, namely cream, pink, and green. These bright colors are used because Fifth Grade students will be interested in brightly colored books.

3.3. Development

Mulyatiningsih (2014), explains that the development stage in the ADDIE model contains product design realization activities. Therefore, at this development stage, the module that has been designed is printed in A4 size, paper thickness is 70 grams, page thickness is 21, and the module is bound with clear plastic covering on the front and back pages of the module. At this development stage, validation of the module is carried out to test its feasibility, which is carried out by media expert validation and material expert validation.

The assessment aspect for media validation according to (Nesri, 2020) includes 3 assessment aspects, namely characteristics, appearance and presentation of the module. From the three aspects of media assessment, there is input from the validator, namely in the form of adding a title to the module, adding learning indicators, adding self-photographed images, and adding sources to downloaded images. The validation results from media experts obtained a percentage score of 77.64% in the appropriate category.

Table 1. Media Expert Validation Results

No	Aspect	Judgement
1	Charasteristic	13
2	Visual	37
3	Presentation	16
	Sum	66
	Maximum Sum	85

$$\begin{aligned}
 P &= \frac{\text{Total score obtained}}{\text{maximum score}} \times 100\% \\
 &= \frac{66}{85} \times 100\% \\
 &= 77,64 \%
 \end{aligned}$$

From this score, the module developed is included in the category suitable for use. Material expert validation also includes 3 assessment aspects, namely content presentation, content suitability, and aspects with statement items (Nesri, 2020). From the three aspects of assessment, material experts provide input for the module, namely, to add questions to the formative tests in the learning module. The validation results from material experts received a percentage score of 93.6% in the very appropriate category.

Table 2. Material Expert Validation Results

No	Aspect	Judgement
1	Presentation of Content	35
2	Content Eligibility	34
3	Language	20
	Sum	89
	Maximum Sum	95

$$P = \frac{\text{Total score obtained}}{\text{maximum score}} \times 100\%$$

$$= \frac{89}{95} \times 100\%$$

$$= 93,6 \%$$

From this score, the module developed is included in the category that is very suitable for use.

3.4. Implementation

At this stage, the module has been revised by media experts and material experts, then implementation or application is carried out using learning modules based on local wisdom of the Sasak tribe in social studies material. This stage was carried out using a limited trial of 10 fifth grade students at SDN 22 Ampenan and was held on Saturday, January 14, 2023. First, preliminary activities were carried out to increase students' interest in learning, then continued with the introduction of learning modules based on the local wisdom of the Sasak tribe. on IPS material. Students are then asked to read the material in the module and try to complete the evaluation task. Next, students are directed to fill out a questionnaire sheet regarding student responses to the modules they have studied. This questionnaire sheet uses a Likert scale consisting of five alternative answers, namely 1, 2, 3, 4, and 5 which contain the information strongly disagree, disagree, quite agree, agree, and strongly agree. The results of the students' responses are as follows:

Table 3. Student questionnaire results

No.	Statement	Judgement				
		1	2	3	4	5
1	The material presented in the learning module is easy for me to understand	0	0	0	5	5
2	The presentation of the material in the module encouraged me to learn independently	0	2	3	4	0
3	The material supplemented by the local wisdom of the Sasak tribe made me interested in learning	0	0	1	7	2
4	The language used in the module is easy for me to understand	0	0	3	2	5
5	The sentences used are clear and easy to read	0	0	5	0	5
6	The material presented can motivate me to learn	0	0	4	4	2
7	Practice questions in this module can help me measure my understanding regarding economic diversity material	0	2	0	7	1
8	I quickly understood the material because the material presented was related to the local wisdom of the Sasak tribe	1	0	3	4	2
9	The presentation of images in the module is very clear	0	0	2	4	4
10	The appearance of the module can make me interested in learning	0	0	2	4	4
11	I like the color combinations used on the modules	0	1	5	3	1
12	The content of the module keeps me from getting bored while studying	0	0	1	4	4
13	The learning module helped me master the lessons, especially regarding economic diversity	0	1	0	3	6
	Number of frequencies	1	6	26	51	45
	Total score	1	12	78	204	225
	Total score obtained			529		
	Percentage value			81,38%		

$$P = \frac{\text{Total score obtained}}{\text{maximum score}} \times 100\%$$

$$= \frac{529}{650} \times 100\%$$

$$= 81,38 \%$$

The results of student responses to the learning module show that the highest results from student responses were 89.2% obtained by student number 10 and the lowest results obtained were a percentage of 67.6% obtained from student number 1 and student number 3. The overall percentage in The student test was 81.38%, which shows that the students' response to the learning module based on local wisdom of the Sasak

tribe in social studies material received a very decent category. From this, this module is suitable for use in schools because it contains material that is in accordance with the local wisdom of the Sasak Tribe.

3.5. Evaluation

This evaluation stage is the final stage to see students' responses to the modules developed by giving formative tests. The evaluation given to students is by giving a formative test of 15 multiple choice questions according to the material contained in the learning module which aims to see the results of their understanding of the module being developed. Understanding the material provided by the teacher in class is an important factor in learning activities (Widodo et al., 2020). The results of the student evaluation are as follows:

Table 4. Evaluation result

No	Student	Correct Answer
1	QN	14
2	HY	13
3	AA	15
4	ZI	11
5	AH	11
6	EL	11
7	ZIA	12
8	AM	13
9	MBH	12
10	HZ	11
	Sum	123
	Maximum Sum	150

$$\begin{aligned}
 P &= \frac{\text{Total score obtained}}{\text{maximum score}} \times 100\% \\
 &= \frac{123}{150} \times 100\% \\
 &= 82\%
 \end{aligned}$$

Based on the results of student evaluation tests on learning modules based on local wisdom of the Sasak tribe in social studies material, one student got the highest score with 15 correct and 4 people got 11 correct. Based on the percentage results, the percentage results were 82% with very good criteria, in accordance with Arikunto's opinion in (Yuniarti et al., 2021) the level of students' understanding would be said to be very good if they got a percentage of 80-100%. This means that students understand the material presented in the module and can solve evaluation questions well. This shows that the module based on the local wisdom of the Sasak tribe can be accepted by students according to their needs. So, it can be considered that this learning module based on the local wisdom of the Sasak tribe is feasible and effective to use.

4. CONCLUSION

Based on the results of research and development of learning modules based on local wisdom of the Sasak tribe in social studies material, it can be concluded that the steps for developing learning modules are: 1) Analysis: analyzing performance and analyzing students' needs to find out existing problems, 2) Design: designing the module from the bibliography cover, determining KD, Indicators, Learning Objectives, materials, and activity evaluation, 3) Development: printed modules that have been designed then validated by material experts and media experts then revised according to suggestions, 4) Implementation: carried out application of the module to students to see students' responses in using the module, 5) Evaluation: at the evaluation stage, tests are carried out on students to see students' understanding of the material regarding the module used. The level of feasibility of the learning module based on local wisdom of the Sasak tribe in the fifth grade social studies material at SDN 22 Ampennan is based on the results of the media expert's assessment, namely getting a percentage of 77.64% which gets the appropriate category, then the material expert's assessment gets a percentage of 93.6% which gets the very category. worthy, and received a positive response from students based on the results of the student response questionnaire to a limited group trial of 10 fifth grade students at SDN 22 Ampenan with a percentage of 81.38% which received the very worthy category.

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