The Effectiveness of Teaching Modules Based on Local Wisdom in Independent Curriculum Driving Schools

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Abstract: The less-than-optimal quality of education in Indonesia makes the results of the PISA survey for Indonesia rank 74th out of 79 countries in 2018. This shows that the literacy level of students is low. So, it is necessary to design teaching modules that can achieve the competencies determined according to the child's developmental stage. The development of students aged 6-12 years in the concrete operational stage is marked by starting to think abstractly and draw their hypotheses (Rahmaniar et al., 2021). So, one alternative design of this teaching module is based on local wisdom. This is in line with contextual learning which is close to the characteristics of the learning environment carried out by the independent curriculum. Researchers used the RnD method developed by Borg and Gall. The techniques used are in the form of observation, interviews, questionnaires, tests, and documentation. Data were obtained from the control class and the experimental class at driving schools, namely SD 4 Gulang and SD 2 Klaling using certain considerations (purposive sampling). (Chan et al., 2019) in determining the sample. The results of the study show (1) the need for teaching modules for teachers and students includes aspects of the feasibility of content, language, presentation, and graphics based on sacred local wisdom; (2) developing teaching modules based on local wisdom in the form of oral, partly spoken, and non-oral folklore with the title Gusjigang with a valid expert score of 3.39 in the very high category; (3) the Gusjigang teaching module is proven to be effective in improving student learning outcomes with an n-Gain score of 0.73 in the limited test and an n-Gain score of 0.6873 in the wide field test. In conclusion, research on the development of teaching modules based on Gusjigang local wisdom is feasible to use to improve the learning outcomes of elementary school students in the Kudus district.

Keywords: Teaching module, local wisdom, independent curriculum

1.   Introduction

The progress of a nation is marked by increasing the quality of education (Ketut Sudarsana Lecturer at the Faculty of Dharma Acarya IHDN Denpasar & Quality of Out-of-School Education in Human Resource Development Efforts, nd). Education is a means of creating a nation's generation that will continue the nation's leadership relay. Cahyadi (2019:35) and Umam (2020:65) reveal that all components are important in education to create fun learning that supports the quality of education. The not-yet-optimal quality of education in Indonesia is one of the problems that needs to be improved.

So, from the low results of the 2018 PISA survey, the Minister of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbudristek), Nadiem Makarim, changed the conventional educational paradigm, where so far learning has been rigid and only contains material issues and is value oriented. become a new paradigm through the Merdeka curriculum (Hewi et al., 2020).

Based on the results of observations and interviews with researchers on January 5, 2023, in two elementary schools in grade four regarding textbooks obtained from the government by the independent curriculum in driving schools, it shows that the level of learning motivation is still low. Students are too lazy to explore the material in student books because it is boring. After all, they are far from the environment around the child. Teachers are less innovative in designing teaching modules, as can be seen from the teaching modules which are still adapted from downloads sourced from the internet.

1.1 Conceptual framework

The teaching and learning process requires supporting facilities to assist the process of achieving the specified competencies. So, it is necessary to have teaching materials in the form of modules in the learning process. The module according to Meyer (1978: 2) in (Amalia et al., 2019) is a learning teaching material whose contents are relatively short and specific and are arranged to achieve learning objectives. Modules usually have a well-coordinated series of activities related to materials and media as well as evaluation.

In line with this, according to the minister's decision of Education and Culture number 56 of 2022 concerning guidelines for implementing the curriculum in the framework of learning recovery, it is stated that learning in the independent curriculum is prepared by taking into account the essential criteria of material, the presentation of material can be interesting and meaningful, contextual and relevant, and sustainable (Salinan_20220215_093900_Salinan Kepmendikbudristek No.56 Concerning Curriculum Implementation Guidelines, nd). So, textbooks need to be developed so that students can be motivated and improve learning outcomes. This is in line with the independent curriculum which frees students to choose the desired learning objectives according to their character and interest in classifying their abilities.

In his journal, Sobel (2014: 1) explains that learning outcomes have scientific nuances and story-based learning. What is conveyed is nuance, not pure science or story. Learning construction with nuances/story concepts is more attractive to children aged three years and over (Dadang Supardan, 2016). In this regard, learning through a contextual approach and attractive design can be presented in the form of fiction with local wisdom (Khamidah et al., 2021). In this case, the independent curriculum provides flexibility for each school to develop teaching modules according to the characteristics (local wisdom) of each school. (High & Islam Binamadani, 2022). From the results of a literature study (808- 1488-1-BC, n.d.) it was found that the development of learning materials based on local potential was also able to improve the professional competence of teachers.

This research was conducted to determine the need for teaching modules that are suitable for teachers and students in the independent curriculum (High & Islam Binamadani, 2022b). The research was conducted at a driving school as one of the government's programs in implementing the new curriculum (Patilima, n.d.). The results of data collection will be used as the basis for preparing teaching modules based on local wisdom to improve student learning outcomes in elementary schools (Azizah & Sofyan Alnashr, 2022).

2. Methodology

2.1 Research design

This study used the Research and Development (RnD) research method developed by Borg and Gall (1983:56) (Ulya & Rofian, 2019). The techniques used are in the form of observation, interviews, questionnaires, tests, and documentation (Thalha et al., n.d.). The description of the flow of this research is as follows.
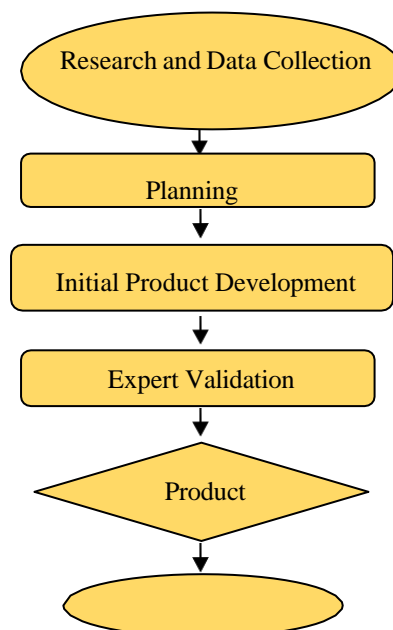
Fig. 1 - Teaching module development research flow product.

2.2   Respondents of the study

Data were obtained from schools implementing the independent curriculum in the Kudus district. Data on the need for appropriate teaching modules for teachers and students were taken from 9 schools, both driving schools and Independent Curriculum Implementation (IKM) schools in Kudus. (Sumantri et al., 2023). The needs data was used for the preparation of teaching modules based on local wisdom which were implemented in SD 4 Gulang and SD 2 Klaling to see the effectiveness of the learning outcomes of 32 students. The selection of the sample uses certain considerations (purposive sampling), namely driving schools with the same accreditation. The research instrument used in the study consisted of ten pretest multiple choice questions and 10 post-test multiple choice questions on the subject of Indonesian chapter 7 Origins - Origins of class IV in the control class and the experimental class.

Table 1 - Expert validation value.

	Average Score		Average Score	
	Material Expert 1	Material Expert 2	Media Expert 1	Media Expert 2
	3,5	3,4	3,25	3,4
Amount	6,9		6,65	
Average	3.39 (Very Good)			

Table 2 - **Recap data of large field test results.**

	Pretest Value		Posttest score	
	Control Class	Experiment Class	Control Class	Experiment Class
N Valid	16	16	16	16
Average	43	47	58	82
Minimum	10	20	10	60
Maximum	70	80	80	100
Amount	690	750	930	1310

Table 3 - N-gain test results for experiment class and control class.

No	Mark	Control Class	Experiment Class
1	N-Gains	0.252257	0.687351
2	Criteria	Low	Currently
3	N-Gain %	25,22	68,73
4	Interpretation	Ineffective	Effective

Table 4 - Experiment class paired paired t test results.

		Paired Differences							Sig. One side	Sig. Two Sides
		Me and	std. Devi action	Std. Error Mean	95% Confidence Interval of the Difference		Q	Df		
					Lower	Upper			P	p.s
Pair 1	Posttest Value Pretest Value	-35.	14,606	3,651	-42.8	-27.2	-9.6	15	<.001	<.001

3.   Findings and discussion

This research begins by analyzing the need for teaching modules based on local wisdom in grade IV at elementary school. Needs analysis is carried out through observation and interviews with students and teachers.

Observations were made to obtain data regarding the actual conditions at school. Based on the results of observations made on teachers at the school as the object of research, the researchers found that teachers were quite good at conveying learning objectives. The teacher has also conveyed the learning material well but does not understand whether it is by the learning objectives or not. In learning, the teacher has used learning media, but it is less varied. In addition, the teacher is also able to operate the learning media used, but not optimally. The learning media used also does not involve students actively in its use.

Based on the results of the interviews, the researchers obtained the result that the teacher had never taught chapter 7 Origins in Indonesian subjects. This is due to the implementation of the new curriculum, namely the independent curriculum with new textbooks as well. When in class, the teacher uses teaching modules that have been downloaded from the internet. So, the textbooks used are still limited to using textbooks for students and teachers provided by the government. The additional media used by the teacher is video playback via the LCD. The teacher also admitted that Chapter 7 of The Origins of Indonesian Lessons was not interesting enough for students. Weaknesses obtained from the modules and media presented are that children get bored easily because they are not very interested. After all, the reading material is not close to the child's environment (contextual). (Learning et al., n.d.). The teacher also admits that he has never developed a teaching module in chapter 7. The origins of Indonesian language subjects are adapted to the scope of the closest conditions or based on local wisdom.

In addition to teachers, researchers also conducted interviews with students. Based on these interviews, it was found that the students had been taught chapter 7 of the Origins of the Indonesian language subject. When studying the material, students admitted that learning was interesting at the beginning with video playback but became bored if they only continued to play learning videos. For students. For students, understanding the origins of ancestors if it is only in the form of reading text is difficult to understand because they feel that it is not by the current situation.

The time distance link between the ancestors in the textbook and their living conditions is no longer the same, no historical traces were found close to the neighborhood (Septiyan Irawati et al., n.d.). According to the students, the teacher had never made a module or textbook that described the origins of their ancestors according to local wisdom such as history, culture, and guidelines according to the environmental conditions in the Kudus area.

3.1   Knowledge

In the National Education Standards Agency Bulletin Vol. II/No. 1/January 2007 explains that the components of the correct assessment of textbooks include four components, namely content feasibility, language, presentation, and graphics (11739-25302-1-BC, n.d.). From the results of the questionnaire that has been distributed in 9 schools in Kudus, it can be concluded that the need for teaching modules that focus on wisdom-based textbooks that students and teachers want in the current independent curriculum is by (1) content feasibility that focuses on detailed learning outcomes, contains indicators of learning objectives in detail, having examples of the benefits of relevant learning materials, and adding regional story characters (folklore) to make it easy to understand, and using dialogue columns for story characters; (2) Language that uses communicative sentences, uses grammar according to PUEBI, uses diction according to the development of students, arranges learning materials in standard language according to PUEBI, and use regional languages/dialects according to the context of the material; (3) The presentation of the textbook contains quotations that reflect Pancasila values in the presentation of the story, uses number symbols at each meeting, contains learning motivation with variations of songs and poetry or other forms of folklore contains triggering questions at the beginning of the teaching module, and uses several folklore according to learning outcomes; (4) Graphics use a font (typeface) that is reasonable/commonly used in books, contains explanatory images, places explanatory images at the beginning before reading material, explanatory images are larger in size than reading material, with mixed colors. load triggering questions at the beginning of the teaching module and use some folklore according to learning outcomes; (4) Graphics use a font (typeface) that is reasonable/commonly used in books, contains explanatory images, places explanatory images at the beginning before reading material, explanatory images are larger in size than reading material, with mixed colors. load triggering questions at the beginning of the teaching module and use some folklore according to learning outcomes; (4) Graphics use a font (typeface) that is reasonable/commonly used in books, contains explanatory images, places explanatory images at the beginning before reading material, explanatory images are larger in size than reading material, with mixed colors.

From some of the opinions above, it can be concluded that local wisdom is a characteristic of an area within the scope of a particular community or group that is passed down from generation to generation. (Kanzunnudin, M.Pd., 2020). Local wisdom can be an advantage of an area that is dynamic in keeping with the times which aims to continue to survive to solve problems wisely and wisely. (Folklore-Nusantaradamiprint, nd).

Local wisdom that is closely related to culture is related to folklore which is divided into one, oral folklore (folklore, legends, myths, fairy tales, poetry, and others) two, Partly oral folklore (rituals, local beliefs, taboos, folk

games, folk dances, customs, and others), three, non-verbal folklore such as material (building architecture, traditional clothes, special jewelry, special food, and others) and non-material (gestures, sounds of signs, and folk music). In this research, researchers will explore local wisdom from the Kudus district in the form of oral, semi-oral, and non-oral folklore (Kanzunnudin, 2021).

Following references (Journal of Educational Technology Studies et al., 2020), in counting the results of the validation carried out by media experts can be seen that the Gusjigang teaching module obtains an average score of 3.325 in the "very good" category. Based on the results of the four validators, the average score was 3.39 in the "very good" category so it can be concluded that the Gusjigang teaching module is suitable for use as a learning medium which can then be tested in the classroom.

From Table 2 we can see that the initial pretest abilities between the control and experimental classes were almost the same. However, after giving teaching modules based on local wisdom to the experimental class, the score increased from 47 to 82. The use of teaching modules based on local wisdom proved to be effective in increasing the score of the pretest-posttest results. Meanwhile, from Table 4 it can be concluded that the value of Sig. (2-tailed) of $< 0.001 < 0.05$. This means that there was a significant change in the mean score between the pretest and posttest in the experimental class using the Gusjigang local wisdom-based teaching module on the learning outcomes of Indonesian language subject Chapter 7 Origins

- Origins of grade IV Elementary School.

4.   Conclusions and recommendations

The results of the study show (1) the need for teaching modules for teachers and students includes aspects of the feasibility of content, language, presentation, and graphics based on sacred local wisdom; (2) developing teaching modules based on local wisdom in the form of oral, partly spoken, and non-oral folklore with the title Gusjigang with a valid expert score of 3.39 in the very high category; (3) the Gusjigang teaching module is proven to be effective in improving student learning outcomes with an n-Gain score of 0.73 in the limited test and an n-Gain score of 0.6873 in the wide field test. In conclusion, research on the development of teaching modules based on Gusjigang local wisdom is feasible to use to improve the learning outcomes of elementary school students in the Kudus district.

In increasing the optimality of education in Indonesia, in addition to developing teaching modules in the form of textbooks, it can also be started from the preparation of the Education Unit Level Operational Curriculum (KOSP) as contained in (Irvani et al., nd). One of the things that distinguishes the independent curriculum from the previous curriculum is that in the preparation of the KOSP, it is necessary to involve not only teachers, principals, and parents of students but also stakeholders. First, schools need to analyze the readiness of the parties involved in implementing the independent curriculum. It is hoped that this action will be able to optimize the impact or learning outcomes of the new curriculum (Andina et al., 2023).

By involving village stakeholders, work partners, parents and students, and the students themselves in developing an ideal KOSP according to the characteristics of each school that is contextually close to the child's learning environment.

Then KOSP is reduced to Learning Objectives - Learning Objective Flow - Teaching Modules. It is hoped that with the implementation of a coherent flow like this, continuity, harmony, and harmony will emerge. So that the quality of education will advance, and it is hoped that the next generation of the nation will be able to advance their nation later.

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Conflict of Interest

The authors declare no conflicts of interest.

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