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Development of Social Study Teaching Materials Based on Local Wisdom of Central Java to Improve Learning Outcomes of Fourth Grade Elementary School

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Abstract: The objectives in this study are to produce social science teaching materials based on local wisdom in Central Java for grade IV elementary school, describe the application of social science teaching materials based on local wisdom of Central Java in learning in grade IV elementary school, and analyze the improvement of learning outcomes of grade IV elementary school students after using social science teaching materials based on local wisdom in Central Java. This research method is research development research and development (R&D) which refers to the opinions of Borg and Gall. The research procedure consists of Research & Preliminary Information Collection, Planning, Early Product Format Development, Initial Trials, product revisions, Field Trials, product revisions, field trials, final product revisions, Dissemination, and Implementation. The data collection techniques used are observation, interviews, tests, and documentation. Data validity tests use validity tests, rehabilitation tests, different power tests, and difficulty levels. Data analysis techniques use validity test analysis, normality test analysis, homogeneity analysis, t-test and N-gain score test. The results of this study where social science teaching materials based on local wisdom of Central Java were declared valid by two expert validators with scores of 72 and 75 with the criteria that the module is valid with little change and can be used for research. A 2-tailed significance score on the T Paired test of 0.00. The value of t calculated in experiment 1 is 12,780, and t calculates experiment 2 by 8.191, which is greater than 2.08596 (t-table value). The use of social science teaching materials based on local wisdom in Central Java is quite effective in improving the learning outcomes of grade IV elementary students. The average N-gain score for experimental class 1 was 71.2212, the N-gain score for experiment class 2 was 65.5324. The use of social science teaching materials based on local wisdom in Central Java is categorized as quite effectively used in social science learning class IV elementary school. So, this module deserves to be used as material in the learning. In addition, the use of social science teaching materials based on local wisdom in Central Java is effective enough to improve the learning outcomes of social science grade IV elementary students.

Keywords: IPS teaching materials, local wisdom, student learning outcomes

1. Introduction

Local wisdom is a characteristic of a particular region or region that has cultural values, developing in the local sphere from generation to generation (Sartini, 2004). Culture is the identity of a nation and also an asset that must be maintained and continued to be preserved. Some countries such as South Korea, China, and Japan are becoming big because they uphold their local culture. Indonesia's cultural diversity should be able to be an important capital to become a great nation and be imitated by other countries. But if we look at the current state of the Indonesian nation, especially the youth prefer to imitate outside cultures rather than our own indigenous culture. Local culture began to erode the flow, as a result little by little the cultural heritage and local wisdom began to be abandoned (Aktorobaroh, Odunayo, & Onyinye, 2020). Therefore, the culture and local wisdom of the region must be held back in high esteem and preserved of them through education (Zamroni, 2021). Social science subjects in the national education system have a strategic position in laying cultural values to build the life of the nation and state (Bhaskaran & Portia, 2019).

Social science at the school level aims to prepare learners as citizens who master knowledge, skills, attitudes, and values that can be used as the ability to solve personal problems or social problems as well as the ability to make decisions and participate in various community activities to become a good country (Suprayogi, 2011).

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Suprayogi (2011) explains that social science seeks to integrate materials or materials from the branch of the social sciences by displaying everyday social problems that include relationships between people, relationships between people with their environment, relationships between people with institutions, between groups, and between nations. Social science learning in elementary school has not been optimal. Teachers only use one student handbook, namely teacher books and student books from the Ministry of Education. The results of the analysis that has been conducted on curriculum teaching materials in 2013, there are some weaknesses in teacher books and student books, among others: material in theme teaching books 5 not by social science basic competences, 2) in theme teaching books 5 there is no material about local wisdom in Central Java, 3) the content of the material in the book is presented in general and less contextual to the daily life of students, and 4) there is no question of evaluation at the end of the learning. Based on the results of interviews and analysis of teaching books, researchers identified several problems that must be solved, namely: 1) social science learning has not contained local wisdom, 2) teaching materials have not been able to facilitate social science learning needs, and 3) low student learning outcomes in social science subjects (Febriani et al., 2022).

Based on the identification of the problem, researchers provide solutions that can be used to overcome the problem, among others: 1) local wisdom can be incorporated into social science learning because the principle of the contextual approach is to link the material taught with the conditions of the student's immediate environment, and 2) there must be the development of teaching materials that can facilitate social science learning needs. To overcome problems in social science learning, social science teaching material is needed that contains a contextual approach and contains local wisdom. Local wisdom contained in social science teaching materials is the local wisdom of the region in Central Java, it is adapted to the basic competence of social science in class IV, namely social science basic competences 3.2 Identifying social, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation; it has to do with the characteristics of space (Deinta et al., 2021).

Teaching materials are all forms of materials used to help teachers/infrastructure in carrying out teaching and learning activities in the classroom. The development of teaching materials should pay attention to the principles of learning. As for the principles in learning, one of them is to explain from easy to difficult and concrete to abstract. Learning that starts from easy to difficult and from close to far will make students understand knowledge gradually. The process of understanding students' knowledge will be easier if the teaching materials are developed by the context in which the student is located.

Teaching books are essential to assist students in achieving learning goals. Puspita, Djatmika, & Muakibatul (2016) states that the use of teaching books can improve students' learning outcomes. According to Utari & Degeng (2017) for learning one of them can be done through the cultivation of local wisdom values where students are located. Local wisdom is a characteristic of a particular region or region that has cultural values, developing in the local sphere from generation to generation. Local wisdom can be understood as the idea of local ideas (local) that are wise, full of wisdom, good value, embedded, and followed by members of the community (Sartini, 2004).

1.1 Conceptual Framework

Prastowo (2011) explained that teaching materials are all materials (whether information, tools, or texts) that are systematically compiled, which display the full figure of competence that will be mastered by learners and used in the learning process with the aim of planning and reviewing the implementation of learning.

The function of teaching materials for educators is: a) to save educators time in teaching, b) change the role of educators from a teacher to a facilitator, c) improve the learning process to be more effective and interactive, d) as a guideline for educators who will direct all their activities in the learning process and is the substance of competence that should be taught to learners, and e) as a means of evaluation of achievement or mastery of learning outcomes (Prastowo, 2011).

Wahidmurni & Ridho (2010) explained several things that must be considered in developing teaching materials, including: 1) relevance, 2) consistency, and 3) adequacy. Each of these principles can be spelled out as follows:

a. Relevance

It is defined as a relationship or relationship. The development of learning materials should refer to goals or competencies. In other words, the learning materials developed have relevance/link/relationship with indicators of basic competency achievement that must be mastered by students.

b. Consistency

Derived from the word consistent which means fixed (unchanging), obedient principle, aligned, appropriate. This principle of consistency ensures that the terms, facts, concepts, and procedures are presented on a regular or unchanging basis.

c. Adequacy

This means that the material developed is sufficient and ensures that Indicators of Competence Achievement / Basic Competence can be achieved efficiently and effectively. Incomplete material results in learning goals

Indicators of Competence Achievement / Basic Competence) that cannot be achieved effectively, while excessive material will cause a waste of time, though, and energy in learning it.

Suprayogi (2011: 129) explains that social science seeks to integrate materials or materials from the branches of the social sciences by displaying everyday social problems that include relationships between people, relationships between people with their environment, and relationships with institutions, between groups, and between nations, relationships between humans and living things.

Social science is tasked with developing the potential of learners to be sensitive to social problems that occur in society, have a positive mental attitude for the improvement of all inequalities, and are skilled at overcoming every problem that occurs every day both on themselves and those in the community (Maryani & Shamsudin, 2009).

The purpose of social science education is to foster students to become good citizens, who have the knowledge, skills, and social care that are useful for themselves as well as for the community and the country. To realize these goals, the process of teaching and learning is not only limited to aspects of knowledge (cognitive) and skills (psychomotor) but also includes moral aspects (affective) and responsible as contained in the values of Pancasila (Afandi, 2011).

Local wisdom, often called local wisdom can be understood as a human effort by using his mind (cognition) to act and behave towards something, object, or event that occurs in a certain space. As a term wisdom is often interpreted as 'wisdom'. Local specifically refers to a limited space of interaction with a limited value system. As a space of interaction that has been designed in such a way that involves a pattern of relationship between humans and humans or humans with their physical environment. Sibarani (2013) in Khusniati (2014) reveals that local wisdom is the wisdom of original knowledge of a society derived from the noble value of cultural traditions to regulate the order of people's lives. The local wisdom is the community's wisdom or local genius deriving from the lofty value of cultural tradition to manage the community's social order or social life. Local wisdom is a local cultural value that can be used to regulate the order of people's lives wisely or wisely. Local wisdom is the value of local culture having been applied to wisely manage the community's social order and social life. Wagiran (2012) argues that local wisdom is a contextual culture. Wisdom always comes from human life. When life changes, local wisdom will change. Furthermore, some characteristics of local wisdom, among others: 1) local wisdom appears to be simple, but often is elaborate, comprehensive, diverse; 2) It is adapted to local, cultural, and environmental conditions; 3) It is dynamic and flexible; 4) It is tuned to needs of local people; 5) It corresponds with quality and quantity of available resources; and 6) It copes well with changes.

Learning outcomes are an important part of learning. Sudjana (2012: 3) defines student learning outcomes as fundamental to behavior as learning outcomes in a broader sense spanning cognitive, affective, and psychomotor fields. While Suprijono (2013: 5), interpreting learning outcomes are patterns of actions, values, understandings, attitudes, appreciation, and skills. Purwanto (2011: 46) states that "learning outcomes are changes in student behavior due to learning". The behavior change was caused because he achieved mastery over several materials provided in the teaching and learning process. This achievement is based on the teaching objectives that have been set. The results are in the form of changes in cognitive, affective, and psychomotor aspects.

While Bloom (in Suprijono, 2010: 6) states that learning outcomes include the following: Cognitive, affective, and psychomotor abilities. Cognitive domains are knowledge (knowledge, memory), comprehension (understanding, explaining, summarizing, examples), application (applying), analysis (deciphering, determining relationships), synthesis (organizing), planning, forming new buildings), and evaluation (assessing). Affective domains are receiving, responding, valuing (values), organization, characterization. The psychomotor domains are initiatory, pre-routine, and routinized. Psychomotor also includes productive, technical, physical, social, managerial, and intellectual skills. Mahajan & Singh (2017) state that "learning outcomes are behavioral changes that learners get after experiencing learning activities". The acquisition of these aspects of behavior change depends on what the learner learns. Therefore, if the learner learns knowledge of the concept, then the behavior change obtained is in the form of mastery of the concept.

From the opinion of the experts above, it can be concluded that learning outcomes are the abilities that students have in the form of affective, cognitive, psychomotor abilities that they gain after gaining learning experience. So, learning outcomes are abilities that students have after experiencing the learning process and include the level of mastery of students after receiving the learning experience. Learning outcomes can be known by conducting certain assessments that show the extent to which the assessment criteria have been reached.

Pusparani, Samsudi, & Haryadi (2017) has developed teaching materials to write folklore based on local wisdom. The teaching material developed contains folklore originating from the local area with the content of local wisdom in the form of Javanese values or ethics. Ardan et al. (2015) developed a textbook based on local Timorese wisdom. Local wisdom utilized includes saving the environment, ceremonial nature, and environmental care, philosophical life "Atoni Pah Meto", clean water, the trap of classification of plant, animal knowledge, knowledge of traditional medicines and the utilization of health care, the nature of materials for the manufacture of traditional tools.

1.2 Research Objectives

The researchers developed social science teaching materials based on local wisdom in Central Java. With the development of this teaching material, it is expected that optimal social science learning and students can understand the meaning of cultural diversity and can apply it in everyday life.

2. Methodology

2.1 Research Design

This research approach is Research and Development (R&D) or Research and Development which refers to the opinion of Borg and Gall. The procedures in this study consist of 1) Research & Initial Information Collection, 2) Planning, 3) Develop a preliminary form of the product, 4) Preliminary field testing, 5) Main product revision, 6) Main field testing, 7) Operational product revision, 8) Operational field testing, 9) Final product revision, 10) Dissemination and implementation.

The hypothesis in this study is that (H0) there is no significant difference in the learning outcomes of grade IV elementary school students before and after using social science teaching materials based on Central Java wisdom. (H1) there is a significant difference in the learning outcomes of grade IV elementary students before and after using social science teaching materials based on Central Java wisdom.

2.2 Data Source

The data source comes from the trial of social science teaching materials products based on local wisdom in Central Java that is applied in learning to find out the extent of the application of teaching materials that have been developed to achieve research objectives. Data sources include the following: 1) Teaching Materials Experts from lecturers of Muria Kudus University. 2) Teacher grade IV Pamongan State Elementary School 2, Teacher grade IV Pamongan State Elementary School 1, and Teacher grade IV Elementary School Tlogoweru 1. 3) Students in this development research become the subject of research, namely students of grade IV Public Elementary School 2 Pamongan, Public Elementary School 1 Pamongan.

The subject of this development research is the fourth-grade student at Public Elementary School 2 Pamongan with the number of students as many as 20 students as the 1st experimental class and the fourth-grade students of Public Elementary School 1 Pamongan with the number of 20 students as the 2nd experimental class. Students of grade IV Public Elementary School 1 Tlogoweru as a control class. This development research was conducted in the 1st semester of the 2020/2021 school year.

2.3 Data Collection Techniques

Interviews are used as data collection techniques if researchers want to conduct preliminary studies to find problems that must be studied, and also if researchers want to know things from respondents more in-depth (Sugiyono, 2016). The interview that the researcher used was a structured interview by bringing instruments as guidelines for interviews conducted with teachers of grade IV Public Elementary School 1 Pamongan and Public Elementary School 2 Pamongan of Guntur District of Central Java to find out the obstacles faced when teaching social science learning.

Observation is done through direct observation of the conditions in the classroom at the time of the learning process. This method is carried out at the beginning of the study aims to find out the initial condition of students and is carried out during the implementation of learning using teaching materials based on local wisdom in Central Java. In addition, observations of products in this study. The product in this study is in the form of social science teaching materials for the learning of grade IV elementary students. In the observation of this product, the one who acts as an observer is an expert. The results of the expert observations are then used as data on improvements to the products made.

The test used in this study was a written test. Tests are developed by learning competency indicators. Tests are conducted before and after testing to find out the level of effectiveness of the teaching ingredients developed. The test method used is a test to measure the effectiveness of teaching materials, namely pretest and posttest tests to find out the magnitude of improvement in student learning outcomes after using social science teaching materials based on local wisdom in Central Java.

Documentation methods are used to get data about the initial abilities of students who are sampled by the study. This method is done by collecting a list of student names and repeat values which are then analyzed and determine the homogeneity of the population.

The instruments used in research and development are divided into 3 stages. The first stage of potential and problem instruments used the interview guidelines for needs analysis. The second stage is the Validity of the design of the instrument that the expert validation sheet provides. In the last stage, the effectiveness of the instrument products used cognitive tests of grade IV students.

2.4 Data Validity Test

The validity used in this study is the validity test, instrument reliability test, difficulty level test, and another power test with the help of the SPSS for Windows Version 23 program.

2.5 Data Analysis Techniques

Data analysis techniques using validation test results analysis, normality test analysis, homogeneity test analysis, product effectiveness test analysis, and hypothesis test analysis are performed to determine the difference in average learning outcomes between experimental classes and control classes. The significance of the gain is determined through the t-test (independent sample t-test) using the significance level ($\alpha = 5\%$).

3. Findings and Discussion

3.1 Development of Social Science Teaching Materials Based on Local Wisdom of Central Java

The product in this research and development social science teaching material is based on local wisdom in Central Java. Then the material is validated by expert lecturers in Table 1.

Table 1. Recap of expert validation results

Validator Name	Score	Conclusion	Information
Validator 1	75	Valid and can be used with minor revisions	Revisions in the writing system section must be consistent, include basic competencies at the beginning of the modules. Variations are not only multiple choices.
Validator 2	72	Valid and can be used with minor revisions	Teaching materials are simplified so that they are easy to understand, images are captioned, and systematic presentation needs to be improved.

Based on table 1, the teaching material was declared valid by two expert validators of Muria Kudus University lecturers with scores of 72 and 75 with the criteria that the module is valid and can be used for learning materials. This is in line with the results of Haryadi et al. research (2021) which developed thematic teaching book supplements for grade IV elementary school textbook supplements that were declared valid after being validated on aspects of content, language, and design with an average score of 87.90.

3.2 Application of Social Science Teaching Materials Based on Local Wisdom of Central Java in Learning in Grade IV Elementary School

The results of the T-test from the research data analyst are in Table 2.

Table 2. T Paired sample test results

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Experiment 1 – Posttest experiment 1	-41.850	14.644	3.275	-48.704	-34.996	-12.780	19	.000
Pair 2	Pretest Experiment 2 – Posttest experiment 2	-30.850	16.844	3.766	-38.733	-22.967	-8.191	19	.000

Based on the average social science learning outcomes of grade IV students in experimental classes 1 and 2, then to prove a significant difference it is necessary to look at the value of its 2-tailed significance. In the T paired test this test sample values its significance of 2-tailed of 0.000. Thus, H1 is accepted and H0 is rejected. Why so, if the 2-tailed

significance value is less than 0.05 then H1 is accepted, and H0 is rejected. Because the 2-tailed significance value in the study was 0.000, where the value was less than 0.05, H1 was accepted and H0 was rejected. The value of t calculated in experiment 1 is 12,780, and t calculates experiment 2 by 8.191, which is greater than 2.08596 (table-t value). Based on the exposure, the teaching materials that researchers use are proven to support the social science learning outcomes of grade IV elementary students well. This is in line with the results of Sutrisno et al. (2021: 87-101) with the title Development of Citizenship learning module based on Surabaya local wisdom to improve student's learning achievement on social-cultural diversity materials in Class IV at Public Elementary School 1/121 Kandangan, Surabaya. The result of the research is the learning module for civics education based on local wisdom in Benowo Regency which was developed in this study has been very effective with an increase in classical mastery of student learning achievement from 56.25% to 93.75% with n-gain reaching 0.72 high categories. Citizenship Education is generally very popular with students, but innovations are needed to increase students' enthusiasm for learning. With the data above, teachers will be able to create fun citizenship education while still prioritizing students' motivation to develop.

3.3 Effectiveness of Social Science Teaching Materials Based on Local Wisdom of Central Java towards the Learning Outcomes of Grade IV Elementary Students

Improvement of social science learning outcomes of grade IV elementary school students is obtained from pretest grades before learning using social science teaching materials based on local wisdom in Central Java and posttest scores after students use social science teaching materials based on local wisdom in Central Java. The effectiveness of students' learning outcomes is first tested using a normalized gain test. The N-gain test is performed to determine the increase between the pretest and posttest values. The results of the N-gain test can be seen in Table 3.

Table 3. N-gain score test results

Class		Statistic		Std. Error
N-Gain	Experiment I	Mean		71.2212
		95% Confidence Interval for Mean	Lower Bound	64.3789
			Upper Bound	78.0635
		5% Trimmed Mean		71.7780
		Median		71.5476
		Variance		213.739
		Std. Deviation		14.61983
		Minimum		36.17
		Maximum		96.25
		Range		60.08
		Interquartile Range		14.28
		Skewness		-.376
		Kurtosis		.658
				-.512
				.992
	Experiment II	Mean		65.5324
		95% Confidence Interval for Mean	Lower Bound	55.6577
			Upper Bound	75.4071
		5% Trimmed Mean		65.8672
		Media		70.5980
		Variance		445.174
		Std. Deviation		21.09915
		Minimum		30.30
		Maximum		94.74
		Range		64.43

The average value of N-gain score for experimental class 1 where learning using social science teaching materials based on local wisdom in Central Java was 71.2212 converted into percent form to 71.22%. By referring to the criteria table, the results of the N-Gain score in the experimental class 1 belong to the category are quite effective. Based on the presentation, the use of social science teaching materials based on local wisdom in Central Java is effective enough to improve the social science learning outcomes of grade IV elementary school students. The N-gain score for experimental class 2 where learning using social science teaching materials based on local wisdom in Central Java is 65.5324 in the form of a percent to 65.53%. By referring to the table of criteria for N-gain scores, the experimental class 2 belongs to

the category quite effectively. Based on the presentation, the use of social science teaching materials based on local wisdom in Central Java is effective enough to improve the social science learning outcomes of grade IV elementary school students.

Meanwhile, the average N-gain score for control classes where learning using the revised edition of the book was 38.9135 changed to a percent form to 38.91 percent. By referring to the N-Gain Score criteria table, the control class belongs to the ineffective category. Based on the presentation, the use of Ministry of Education and Culture published books is less effective to improve the social science learning outcomes of grade IV elementary students. Based on the presentation, it can be concluded that the use of social science S teaching materials based on local wisdom in Central Java is effective enough to improve the social science learning outcomes of grade IV elementary school students.

This shows that the application of social science teaching materials based on local wisdom in Central Java in learning has an impact on the increase in student learning outcomes. The increase in student learning outcomes is by the results of Nilasari's et al. study (2016) which states that there are differences in student learning outcomes in control classes and experiments using learning modules, i.e., final test results in experimental classes are higher than control classes.

4. Conclusions and Recommendations

The results of research and discussion were obtained in conclusions about social science teaching material products based on local wisdom of Central Java developed. In detail, the conclusions of this research and development are as follows:

- a. The teaching materials developed include social science lesson content on the theme "Beautiful Togetherness" based on local wisdom in Central Java is declared valid and can be used for learning materials in grade IV elementary school.
- b. The development of social science teaching materials based on local wisdom in Central Java can improve the learning outcomes of social science students in grade IV elementary school.
- c. By looking at the table of N-gain score test results, data is obtained that the average N-gain score then the use of social science teaching materials based on local wisdom in Central Java in learning is effective enough to improve the social science learning outcomes of grade IV elementary students.

The advice that researchers gave in this study 1) social science l contextual teaching materials based on local wisdom in Central Java the theme "Beautiful Togetherness" only contains the diversity of several regions in Central Java Province. Teachers who want to teach the cultural diversity of the area other than those in teaching materials can take material from the internet or other sourcebooks, 2) The development of social science teaching materials based on local wisdom in Central Java theme "Beautiful Togetherness" can improve the quality of social science class IV learning so that teachers can develop social science teaching materials to be used in the learning process on the next theme, 3) In this study several research opportunities can be done for advanced research, for example, it is necessary to develop learning approaches as well as local wisdom.

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Conflict of Interest

The authors declare no conflicts of interest.

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