

DEVELOPING THE ELEMENTARY SCHOOLS' HEALTHY LIVING CULTURE TEACHING MATERIALS BASED ON THE LOCAL WISDOM

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Abstract

This study shapes to produce teaching materials for a healthy life culture in elementary schools based on the local wisdom. The method used in this study was a research and development method with the research subject being the first grade students of SD Negeri 184 Palembang, totaling 32 students. This study followed the development of the ADDIE model with five stages, namely Analysis, Design, Development, Implementation, and Evaluation. Data collection techniques used expert validation sheets, student response questionnaires, and achievement tests. From the validation results obtained an average assessment of 88.45% with a very valid category. In the big group test stage, the average result was 89.5% thus it could be stated as very practical. Based on the results of the study, it was found that the teaching materials for healthy living culture in Elementary Schools with local wisdom were already considered as valid and practical teaching materials.

Keywords: *Teaching Materials, Healthy Living Culture, Local Wisdom*

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INTRODUCTION

Education may not be separated from subjects as a supporter of education itself. Each country has its own method and way of implementing education in their country. Education in Indonesia itself consists of several stages or levels of education, starting from PAUD, TK, SD, SLTP, SLTA, and University (Indriyanti, 2017). Likewise, to carry out education aimed at the physical, mental, emotional and social aspects of each individual in a positive direction. One of the Physical Education learning materials in elementary education that can shape children's attitudes towards a positive direction is the Healthy Living Culture Material. This



material is very important to be conveyed to children, so that children can apply a healthy culture. The existence of a healthy culture will form a child's personality who is healthy and can participate in learning well supported by good physical activity. Good physical activity will support the improvement of students' cognition and academic achievement (Donnelly et al, 2016; Álvarez-Bueno et al, 2017).

In learning the culture of healthy living, teaching materials are still delivered in general and do not depict culture or local wisdom where it is hoped that the learning process can be fully applied by students. The implementation of local wisdom in education will equip students in building character. Good character education is very important given to students to equip them in the future in overcoming various challenges and problems in their social life (Stallions & Yeats, 2003; Silay, 2013). Local wisdom means harmonious relationship between man, nature, and the built environment in an area that is also influenced by its culture (Dahlian, 2015). Local wisdom is culture resulted from human thought processes to adjust its existence in natural surroundings which can be manifested in his works tangibly as the built environment and intangibly. Local wisdom is always changing, because it follows the culture dynamics and it cannot be separated from the human mindset (Antariksa, 2009). Local wisdom can be understood as a local idea that is wise, full of wisdom, good-value, which is ingrained and observed by the people (Berkes, 1993). Understanding local wisdom it self is part of the culture of a society that cannot be separated from the community itself. The delivery of teaching materials is expected to be supported by teaching materials that make it easier for teachers and students to achieve learning objectives. BTeaching materials are the contents of learning materials that are written or not so as to help students learn and make it easier for teachers to carry out learning. Teaching materials are all forms of materials used to assist teachers or instructors in carrying out teaching and learning activities (Mudlofar, 2012).

In carrying out learning activities that relate to local wisdom, teachers also have obstacles. He also explained about the obstacles faced, the obstacles such as in children's understanding during the discussion relating to local wisdom, the

555 | Halaman Olahraga Nusantara
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students looked confused when the teacher explained the material because the teaching materials did not support the learning model that linked it to local wisdom. Based on this phenomenon, the researchers are interested in conducting research on "Development of Teaching Materials for Healthy Living in Elementary Schools Based on Local Wisdom". Based on the problems above, the objectives to be achieved in this research are: the validity of teaching materials Healthy Living Culture of Elementary Schools Based on Local Wisdom and practicality of Teaching Materials Healthy Living Cultures of Elementary Schools Based on Local Wisdom.

According to the National Center for Competency Based Training (Suprihatin & Manik, 2020) Teaching materials are a set of written or unwritten materials used by teachers or instructors to carry out the learning process in the classroom. Revealed that teaching materials are materials or subject matter that are systematically arranged, which are used by teachers and students in the learning process (Harvest, 2001; Nuryasana & Desiningrum, 2020). The teaching materials are usually in the form of learning packages consisting of print and non-print media. Print media usually consist of books, modules, and study guides, while non-print media consist of audio, video and computer-based programs (A, 2010). So, teaching materials are materials that have been well prepared and will be delivered by educators to students during the learning process.

There are 2 types of teaching materials that can be used, namely printed and non-printed. Usually for print media it consists of modules, books and study guides, while for non-prints, namely video, audio and other computer programs. The module is a teaching material that is systematically arranged using language that can be easily understood by students and can be studied independently. Modules can also be used according to the speed of student learning. With this understanding, a good module has five characteristics, namely self-instruction, self-contained, stand-alone, adaptive, and user friendly (Audina, 2020). E-module is an electronic version of what was previously a print module that can be read on a computer or other gadget and is designed with supporting software.

Living culture is a pattern of habits carried out by a person in everyday life that can have an impact on a person's health (Koto, Purnama, & Jumari, 2020). According to Ichsan (Sarinastiti, et al., 2018) states that, universal factors that affect healthy living are biological factors (heredity), environmental factors and activity factors (work). If people have good and healthy activities for themselves and the surrounding environment, in the end it will also affect their health again. Departing from this human activity that determines a healthy lifestyle, is considered healthy or does not affect the implementation of a healthy life (AP, Sutardji, & Woro, 2011). How to get used to a healthy lifestyle during the current COVID-19 pandemic can be done by doing physical activity, consuming nutritious food, vegetables, and fruits. Getting used to a healthy and clean lifestyle during the current COVID-19 pandemic is very important (Safitri & Harun, 2021). Based on the explanation above, a healthy lifestyle is getting used to living clean, both from the community and yourself. To get used to a healthy lifestyle it must be balanced with what one eats and does. Like, eating nutritious food and always keeping the cleanliness around you.

Local wisdom is knowledge about the area that is obtained through knowledge and passed down from generation to generation (Surodiana, 2020; Helmi, 2015). These values will be very strongly attached to certain communities and these values have been through a long journey of time, throughout the existence of that society (Fajarini, 2014). So, local wisdom is a habit that is carried out by the community, such as a tradition that is carried out from generation to generation or through the experience of an ethnic group. Therefore, traditions that have been passed down from generation to generation are quite difficult to change. There are six dimensions of local wisdom, namely: knowledge of the surrounding environment, actions and behaviors that have been approved by certain communities, ways of survival, maintaining the balance of nature, having tribal chiefs so that there are rules that must be obeyed and helping each other.



METHOD

The research method used in this research is the research and development (R&D) method. Research and development (R&D) in this case is the process used to develop and validate educational products. This step in the process usually refers to the R&D cycle (Borg and Gall, 2007) which consists of studying the research findings to then develop the product, developing the product based on the research findings, field testing where the product will be used later, and revising the product to correct deficiencies found in the test. field.

Phase I : Preliminary Study

Development research This begins with a literature study of the product to be developed based on the existing development theory. Then carried out observation activities to the education office of Palembang City to determine the value of elementary school students. Furthermore, observations were made to schools by participating in teaching and learning activities in class, distributing questionnaires to teachers and students. In addition, an analysis of Competency Standards (SK) and Basic Competencies (KD) was also carried out to see the abilities of students. Furthermore, observing the learning resources and facilities of students that they use are used to support the learning process. From the findings obtained, then analyzed descriptively to serve as a reference in developing the product.

Phase II : Model Development Phase

The model for developing the SD Physical Education Module based on Local Wisdom is based on the Borgdan Gall (2007) development model. Design validation is an activity to assess whether the product design, in this case the development results, will be rationally effective or not. It is said rationally, because the validation here is still an assessment based on rational thinking, not facts on the ground. The product development will be validated by several experts, namely from Elementary School learning material experts, Physical Education material experts.

Phase III: Product Trial

Initial field test (Preliminary field test)



This trial is intended to test the readability of the development product. In this trial, the initial form of the product was given to 3 students from each school where the research was conducted and asked for comments regarding the readability of the product. These results are used as the basis for revising the product.

Main field test

The main field test was carried out by providing development products to a class of students in a school where the research was conducted. At this stage, students are asked to fill out a questionnaire for responses and comments about product development. The results of the trial at this stage can be used as a basis for product revision for further testing.

RESULT AND DISCUSSION

From the results of the research that has been done, the researchers obtained module teaching materials which were developed according to the Borg and Gall development model, namely the type of product, namely module teaching materials. The teaching materials for this module are non-printed teaching materials in the form of links. In its use, the teaching materials for this module must be connected to the internet network.

Description of Research Implementation Results

After doing the Analysis (syllabus analysis, and material analysis) then the Design (teaching material preparation, and initial design) is also carried out. The initial design of teaching materials in the form of modules with files that have been carried out by researchers. Then do the Development (prototype validation, and Module II). The validation process is carried out to find out the shortcomings of the teaching materials in the form of structure, content, and language. On October 21, 2021, the first validation was carried out with Mr. Ilham Arvan Junaidi, M.Pd who is a lecturer in Physical Education at the University of PGRI Fitri Sri Utami, S.Pd as a class teacher at SD Negeri 184 Palembang City. Furthermore, on November 8, 2021, Mr. Ilham Arvan Junaidi, M.Pd as a Lecturer of Physical Education at PGRI Palembang University's Physical Education was re-validated, was re-validated.



After validation was carried out with experts or experts, a one-to-one trial was carried out with three first graders (one) at SD Negeri 184 Palembang City on November 9, 2021. The results of the one-to-one researcher received comments and suggestions. from the trial students, so they have to revise again so that they get Module III. The next step after Development is Implementation (testing prototype III, distributing student response questionnaires). In the prototype III trial activity at the large group stage, thirty-two grade I (one) students were students at SD Negeri 184 Palembang City on November 10, 2021. From the results of the trials carried out as well as student responses regarding digital teaching materials in the form of a module is good so it is not revised again. The results of one-to-one researchers get comments and suggestions from test students, so they have to revise again so that they get Module III.

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DISCUSSION

At this stage the researchers analyzed the syllabus for Elementary School Physical Education subjects. Syllabus analysis on the scale material includes KD (Basic Competence), Competency Achievement Indicators. Material analysis must be in accordance with the curriculum used. The material used in the development of the teaching materials for this module is a culture of healthy living, which explains how to keep the body clean, keep the environment and school clean, and eat nutritious food. At the design stage of product design carried out by researchers. The module development is designed by implementing South Sumatran local wisdom content. The design of the content of the module includes basic competencies, learning objectives, concept maps, learning materials, exercises, assignment of KI 4, and feedback.

At this stage the development of a Healthy Living Culture module is carried out according to the design that has been designed. The results of the development are validated by experts or experts in the field of physical health and elementary school curriculum. The results of the validation can be seen in Appendix 4. At this stage, suggestions for improvement are also given by the validator. After revisions are made, the module development results are declared eligible for the next test, namely field testing (implementation). The one-to-one trial was conducted at SD Negeri 184 Palembang City.

This trial was carried out on November 9, 2021. This activity was carried out to test the readability of the developed module. Based on the results of the one to one trial, it was found that the developed module had a good level of readability. Students can use and understand the content of the developed healthy living culture



module. The large group trial was conducted at SD Negeri 184 Palembang City which consisted of thirty-two first grade students divided into two sessions. The trial was conducted on November 10, 2021. The trial activity was started to determine the effectiveness of the developed digital module teaching materials.

The advantages and disadvantages of the module teaching materials that are known after the research and trial process to the first grade elementary school students are as follows:

1) Lack

- a) The use of digital teaching materials must be connected to the internet network. If not, then the teaching materials cannot be used.
- b) Technological facilities such as cellphones or laptops must be adequate.

2) Excess

- a) Digital teaching materials can stimulate students to want to continue learning using technology.
- b) The display of digital teaching materials attracts students and is enthusiastic about learning.
- c) Digital teaching materials make it easier for students to study anywhere and anytime using cellphones.

The results of the two validators get an average value of 88.45%, it can be concluded that the module teaching materials developed are valid categories, based on the criteria for the percentage of the average value of 80.00-100% and can be used in the learning process at school and in general. The data from the student response questionnaires with the results of the acquisition of an average value percentage of 89.5% can be concluded based on the criteria for the percentage of the average value of 80.00-100% that the teaching materials developed in the module are practical categories.

CONCLUSION

Based on the potential stages and problems that have been carried out, it can be concluded that the school does not have complete teaching materials for a

healthy living culture, especially a healthy living culture based on local wisdom. There are no additional teaching materials used in the learning process. Then the obstacles faced in practice when these teaching materials have not been published in bulk. Where the healthy living culture module based on local wisdom is needed in the learning process during this COVID-19 period.

Based on the results of the validation of material experts and learning experts, it is declared valid and feasible to use. This is seen based on the results of the assessment of material experts and learning experts obtained an average value of 88.45% which can be categorized as "very valid". Then the student response test was carried out to get 89.5% where the development of teaching materials for healthy living culture modules based on local wisdom was considered practical.

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