

Effectiveness Of Using Integrated Teaching Materials With Local Wisdom Character Values In Indonesian Language Subjects In Elementary School

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Abstract: This study examines the effectiveness of the use of teaching materials integrated with the character values of local wisdom *Ngale Se Cara* and *mangaji* for the Indonesian Language subject on the Body Health Theme at the Elementary School 38 Ternate City. The main objective of the study was to see the effectiveness of teaching materials integrated with character values. The research model used ADDIE involving two parallel classes, namely the experimental class using integrated teaching materials and the control class with conventional methods. Data were collected through tests and character value instruments, classroom observations, and interviews with teachers and students. The results showed a significant increase in the experimental class in terms of learning outcomes, namely 80.43, while for the control class it was 56.02. While for the character values of students showed, the experimental class 86.27 and the control class 76.64. Qualitative analysis revealed that students who used teaching materials integrated with local wisdom showed an increase in awareness and appreciation of local wisdom and the application of its values in everyday life. These findings indicate that the integration of local wisdom character values into Indonesian language teaching materials is effective in improving learning outcomes and strengthening students' character values.

Keywords: Teaching Materials, Local Wisdom, Indonesian

Introduction

The main foundation for the formation of national identity and personality is character education. Seeing the development of information and communication technology has implications for strengthening character values that are increasingly crucial in protecting the younger generation from the negative influence of foreign cultures that are not in accordance with the personality of the Indonesian nation. Concerns about the decline of the nation's morals due to the increasingly rapid flow of globalization, so that instilling character values is very important and greatly influences the minimum juvenile delinquency for students so that in the future they can know how good and bad deeds are done

(Munita et al., 2023). Effective character education not only aims to transfer knowledge, but also to instill noble values rooted in the local wisdom of the nation to form people who are not only intelligent in terms of knowledge but also emotionally. Character education has a higher meaning than moral education, because character education does not only teach what is right and what is wrong (Nurfalah, 2016).

The current independent curriculum instills character values in every subject, including Indonesian language lessons, Indonesian language lessons are also one of the lessons that have experienced dynamics in the implementation of this independent learning curriculum (Sumaryanti, 2023). Indonesian as the unifying language has a strategic role in shaping the nation's

character. Learning Indonesian in elementary schools does not only focus on improving language skills, but must also be able to become a place to instill character values that come from local wisdom. Local wisdom is a view of life and knowledge as well as various life strategies that are in the form of activities carried out by local communities in answering various problems in meeting their needs (Fajarini, 2014) as well as being a source of relevant and contextual values for students.

The integration of local wisdom-based character values in Indonesian language learning is expected to increase its relevance and meaningfulness for students. Local culture-based character education is crucial in forming individuals who are able to adapt and make positive contributions in the Society 5.0 era which is marked by digital transformation and the complexity of global challenges (Solissa et al., 2024). Thus, students not only gain language knowledge and skills, but also understand and live the noble values contained in their local culture.

However, the implementation of local wisdom-based character education in Indonesian language learning still faces various challenges. Suryaman said in his research that Indonesian language learning in schools still tends to be theoretical and does not integrate character values (Suryaman, 2010), while Muslich revealed that many teachers still have difficulty integrating character values into learning effectively (Muslich, 2022), so a way is needed so that the integration of character education into Indonesian language subjects in elementary schools can be implemented optimally. In addition, the phenomenon of declining student learning outcomes in Indonesian language subjects is also a serious concern. Data from the Ministry of Education and Culture shows that the average score of the Indonesian Language National Examination at the elementary school level has decreased in recent years. This indicates the need for innovation in Indonesian language learning that not only focuses on cognitive aspects, but also affective and psychomotor.

Based on this background, this study aims to develop teaching materials for Indonesian language learning in elementary schools that integrate local wisdom-based character values, namely Mangaji and Ngale Se Cara. The development of these teaching materials is expected to improve elementary school students' learning outcomes, both in terms of cognitive, affective, and psychomotor aspects. The urgency of this research is increasing considering the existence of the Character Education Strengthening policy initiated by the government. The Character Education Strengthening program places character education as the deepest dimension or core of national education, so that character education becomes the axis of implementing elementary and secondary education (Kemendikbud, 2017). The integration of local wisdom-based character values in Indonesian language learning is in line with the spirit of Character Education Strengthening and can be contextual and meaningful teaching materials..

The results of this study are expected to provide significant contributions in the development of integrative, contextual, and meaningful Indonesian language teaching materials. The teaching materials produced are not only aimed at improving student learning outcomes, but also at strengthening their character through internalizing local wisdom values. Practically, this study can be a reference for teachers in implementing Indonesian language learning that is oriented towards strengthening character based on local wisdom.

Materials and Methods

The approach used in this study is ADDIE (Analyze, Design, Develop, Implement, Evaluate) because this study requires a systematic stage to measure the effectiveness of the teaching materials used. The first stage is to analyze the material in Indonesian language lessons that will be integrated with the local wisdom of Mangaji and Ngale Se Cara, then create a design for teaching materials in the form of a module with Body Health material integrated with local wisdom. Furthermore,

develop the material that has been designed into teaching materials equipped with elements of local wisdom that contain character values. After being developed, the teaching materials designed in the form of modules are implemented to students, then evaluate the effectiveness of the teaching materials.

The subjects of this study were students in class 4A as the control class and students in class 4B as the experimental class, each with 25 students at state elementary school 38 Ternate City. Both classes were given the same learning model, but different teaching materials. The control class was given conventional teaching materials while the experimental class was given teaching materials that had been developed. The indicator of the effectiveness of teaching materials lies in the achievement of answering practice questions correctly and character value instruments.

Data collection techniques used observation, documentation, interviews, written tests and questionnaires in the form of instruments. Observations were carried out to see the state of Indonesian language learning and teaching materials used in the classroom before the research was conducted, then documentation was carried out to see the learning device documents that were often used by teachers. At the interview stage, namely a question and answer session with teachers and principals regarding the learning device documents used. Written tests are used to measure learning outcomes as an indicator of the success of the teaching materials used, while instruments are used to measure the achievement of character values contained in local wisdom.

Data analysis in this study used two methods, namely qualitative and quantitative. In this study, in-depth interviews were conducted with the principal, class 4A and class 4B teachers and several students. After transcription, text coding was carried out based on themes such as character values and local wisdom. Furthermore, grouping the codes and drawing conclusions. The next analysis is to collect data from the test results and instruments that have been filled out by students and then analyze them using parametric statistical tests of the independent samples T-test type.

Results and Discussion

a. Learning device analysis

The curriculum applied at state elementary school 38 Ternate City is the Merdeka Curriculum, where in the independent curriculum learning process, teachers have the right to choose learning media devices in adjusting learning to the learning needs and interests of students (Sofyan Iskandar, Primanita Sholihah Rosmana et al., 2023). From the results of observations, the learning devices used at SD Negeri 38 Kota Ternate, such as syllabus, teaching modules and teaching materials in general have followed the standard format of the Merdeka Curriculum. However, in its implementation, the integration of local wisdom character values is still minimal. Interviews with the principal revealed that although there is awareness of the importance of local values, there has been no systematic effort to integrate them into learning devices.

The results of interviews with grade 4 teachers, both grades A and B, admitted that they refer more to standard textbooks provided by the government. These books, although of high quality in terms of academic content, tend to be general and less representative of the local wisdom of Ternate City. As expressed by one of the grade 4 teachers, "We want to teach about local culture, but it is difficult to find suitable material in existing textbooks." Here we can see that the obstacle factor for elementary school teachers in implementing the independent learning curriculum is the lack of understanding of the independent learning curriculum itself (Sofyan Iskandar, Primanita Sholihah Rosmana et al., 2023) in integrating it with local culture to strengthen character.

Documentation of teaching modules shows the existence of character values, such as honesty and responsibility, but these values tend to be universal and do not reflect the specific local wisdom of Ternate. For example, in Indonesian language lessons about folklore, the stories used more often come from other regions in Indonesia, not from North Maluku. Learning that reflects local culture, students become more connected to the subject matter and better understand its relevance in the context of their daily lives, thus helping students develop a sense of belonging to their own culture, foster pride in their cultural roots, and appreciate

cultural diversity in society (Zahrika & Andaryani, 2023). The teaching materials used are still dominated by general texts. So, this makes it difficult for students to sometimes connect lessons with their daily experiences.

b. Integrated teaching materials of local wisdom character values

The developed teaching materials are specifically designed to combine Indonesian language learning content with character values rooted in local wisdom. The structure of these teaching materials consists of several main components that are mutually integrated, including core Indonesian language material in accordance with the Merdeka Curriculum, elements of local wisdom, and learning activities that strengthen students' character. Because the role of education is very necessary to maintain local wisdom (Endayani, 2023) as a characteristic of the Indonesian nation, and character education is an effort that has been designed and implemented systematically to help students understand the values of human behavior related to God, themselves, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, etiquette, law, social, culture and customs (Solihin et al., 2023), so that in its integration it is expected to help students to become even better.

Ngale se cara and mangaji are collaborations of local wisdom of Ternate City integrated with body health material in Indonesian Language subjects. Ngale se cara is an attitude and action that provides benefits both to oneself and to fellow human beings (Kota ternate, 2009). This local wisdom is local wisdom that is protected by the Ternate City Government, as stated in Ternate City Regional Regulation Number 13 of 2009 concerning the Protection of Customary Rights and Culture of the Indigenous People of Ternate City Article (2) Paragraph (4) Letter (f). The local wisdom of ngale se cara is collaborated with the local wisdom of mangaji because the Qur'an is the basis of character values (Nurhayat et al., 2023) so that it produces teaching materials that are not far from religious guidance in accordance with the concept of human attitudes towards oneself and the Creator.

The integration of local wisdom character values is carried out through various strategies. First, each learning explicitly identifies relevant character values, such as religious, disciplined, responsible and caring for oneself. This is in line with the concept of character education put forward by Lickona, which emphasizes the importance of identifying core values in learning (Lickona, 2012). Second, learning activities are designed to facilitate the internalization of these values. For example, students not only learn about physical health but are introduced to how to treat our bodies properly in accordance with the values contained in the local wisdom of ngale se cara, and learn the legal basis in Islam how the concept of health is in accordance with the guidance of the Qur'an which is then called the local wisdom of mangaji.

The structure of each learning unit in this teaching material generally consists of: (1) learning objectives and character values to be strengthened, (2) Main texts rich in local wisdom content, (3) Text comprehension and analysis activities, (4) Material exercises integrated with character values, (5) Projects encourage further exploration of local wisdom. The suitability of teaching materials with the Independent Curriculum is maintained through careful mapping between Initial Competencies, Pancasila Student Profile (PPP), Core Competencies containing learning activity objectives and meaningful understanding of Indonesian Language subjects with content and activities in teaching materials. This is in line with the structure of the Independent Curriculum related to the Pancasila Student Profile which is a reference for schools in developing content, process and assessment standards (Mulyasa, 2023).

c. Validation of Teaching Materials

This validation process involves two main components: validation by material experts and validation by media experts. The goal is to ensure that the developed teaching materials meet quality standards, both in terms of content and presentation. Validation by material experts is carried out by two experts: an expert in the field of elementary school materials. The validation process uses an instrument in the form of an

assessment sheet that covers 4 aspects: didactics, construction, technical and integration with local wisdom, each of which has assessment items, including the clarity of the material in the teaching materials, the sentence structure used is easy to understand by students, the title of the teaching materials describes the content of the material being taught, and the readability of local wisdom in the teaching materials.

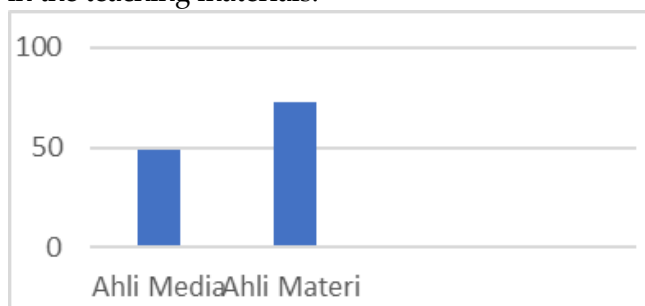


Diagram 1. Validator Recapitulation Results

From the diagram above, it can be seen that the validation results from both experts show that the teaching materials can be used in Indonesian language learning for body health material. Media experts with a value of 48.5 are in the Good category and material experts with a value of 72.5 are also in the Good category. The value is taken based on an assessment instrument with a value range of 1-5 covering 4 aspects as mentioned above, then the data is analyzed by converting quantitative data into qualitative data. Quantitative data is converted into qualitative data based on qualitative criteria (Widoyoko, 2009), the same analysis is also used on the results of student responses to teaching materials, as in table 1 below:

Rated aspect	Average	Criteria
Teaching Materials Display	16,4	Good
Presentation of Teaching Materials	13,7	Good
Benefits of Teaching Materials	18,2	Very Good

Table 1. Results of Student Responses to Teaching Materials

The validation results by material experts showed that in general, the developed teaching materials had met the eligibility criteria. The aspect of the suitability of the material to the curriculum received a high score, indicating that the teaching materials were in line with the Learning Outcomes (CP) and Learning Objectives (TP) of the Indonesian Language subject for elementary school. The accuracy of the material was also considered good, with minor notes for improvement on several local terms that needed to

be clarified. The aspect of integrating character values and local wisdom received special appreciation from the validators. They assessed that the teaching materials succeeded in integrating elements of Ternate local wisdom into Indonesian Language materials naturally and contextually. However, there were suggestions to enrich the variety of examples of local wisdom and add more detailed explanations of the values contained therein.

Validation by media experts involved an elementary school learning design expert. The aspects assessed included visual design, layout, font selection, illustration quality, clarity of instructions for use, and interactivity of the teaching materials. The results of media validation showed that aesthetically, the teaching materials were considered attractive and in accordance with the characteristics of elementary school students. The use of colors and illustrations that represent Ternate culture received special praise. However, there were several suggestions for improvement, especially related to the consistency of layout and font size on several pages. Validation by material and media experts not only serves as quality control, but also provides valuable input for improving teaching materials. This process ensures that the teaching materials developed are not only rich in character values and local wisdom, but also meet the pedagogical and technical standards required for effective learning at the elementary school level.

d. Effectiveness of Using Integrated Teaching Materials of Local Wisdom Character Values

This study involved two parallel classes, namely class IV at State Elementary School 38 Ternate City, with each class consisting of 25 students. The experimental class used teaching materials that had been developed with the integration of local wisdom character values, while the control class used conventional teaching materials. Both classes were given the same learning model and method, but different teaching materials. To measure the learning outcomes of the two classes, the researcher used a test with a multiple-choice, fill-in-the-blank and essay model, each with 5 numbers. Learning outcomes can be seen in table 2 below :

Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Class B	25	80,43	6,654	1,331
	Class A	25	56,02	12,489	2,498

Table 2. Learning Outcomes of Control Class and Parallel Class

Based on the output group statistics table, it is known that the number of samples of class B and A is 25 each. The average value of learning outcomes or mean for class B is 80.43, while for class A it is 56.02. Thus, descriptively statistically it can be concluded that there is a difference in the average learning outcomes of class A and class B students. Where class A is the control class and class B is the experimental class.

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
									Lower	Upper	
Ha sil	Equal variances assumed	7,282	,010	8,624	48	,000	24,407	2,830	18,716	30,097	
	Equal variances not assumed			8,624	36,609	,000	24,407	2,830	18,670	30,144	

Table 3. Differences in Learning Outcomes of Control Class and Parallel Class

Based on the output table of the independent samples test in the equal variances assumed section, the sig.(2-tailed) value is 0.000 < 0.05, then as the basis for decision making in the independent

sample t test, it can be concluded that H0 is rejected and H1 is accepted. Thus, there is a significant difference between the average learning outcomes of class A and class B students. This shows that the experimental class is better than the control class, which is evidence of the effectiveness of the teaching materials used.

Next, see the results of the character formation instrument test through the values of local wisdom of Ngale in the Mangaji manner. The instrument is composed of 4 characters according to the character values in local wisdom, namely religious, responsible, caring for oneself and disciplined. This instrument has 4 answers, namely always, sometimes, rarely and almost never.

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Class B	25	86,27	6,101	1,220
	Class A	25	76,64	9,238	1,848

Table 4. Results of Obtaining Character Values Instruments

Based on the output group statistic table, it is known that the number of samples of class B and A is 25 each. The average value of character value or mean for class B is 86.27, while for class A it is 76.64. Thus, descriptively statistically it can be concluded that there is a difference in the average character value of class A and Class B students, where the attitude assessment shows a more significant increase in the experimental class compared to the control class.

The results showed that students in the experimental class showed higher enthusiasm in learning. They were more active in participating in discussions, especially when discussing topics related to Ternate local wisdom. Students found it easier to understand language concepts when they were linked to a local context that was familiar to them. One interesting finding was the increase in

students' awareness and appreciation of local wisdom. Students in the experimental class showed a deeper understanding of the cultural values of Ngale se cara and mangaji so that they were able to relate them to their daily lives. However, this study also identified challenges. Some students in the experimental class initially had difficulty with local terms that were new to them. This requires more intensive guidance from the teacher.

In conclusion, the use of integrated teaching materials with local wisdom character values has proven effective in improving Indonesian language learning outcomes and character development of elementary school students. This study provides empirical evidence of the benefits of integrating local wisdom in learning. However, further research is needed to test the long-term effectiveness and the possibility of implementing similar models in other areas with different cultural contexts.

Conclusions

The Effectiveness of Using Integrated Teaching Materials of Local Wisdom Character Values of Ngale se cara and mangaji in Elementary School Indonesian Language Subjects on the theme of body health has provided valuable insights into innovative approaches in language learning. The results of the study indicate that the integration of local wisdom character values into Indonesian language teaching materials is not only effective in improving students' language skills, but also plays an important role in strengthening students' cultural identity and character. These findings emphasize the importance of connecting language learning with the local cultural context, so that students can more easily understand and internalize the material being taught.

The significant improvement in student learning outcomes using integrated teaching materials, compared to conventional methods, shows the great potential of this approach. The positive responses received from students also indicate that this method is well-accepted and has bright prospects for wider application. However, it should be noted that the success of implementing

these teaching materials also depends on the readiness and ability of teachers to adapt and deliver the material.

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