



## Teachers' perceptions of integrative thematic teaching materials in learning local wisdom values

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### ABSTRACT

Integrative thematic teaching materials are learning procedures teachers in Indonesia must carry out as a form of implementation of the Thematic Curriculum (2013). The values of local wisdom need to be taught to students as a form of cultural preservation and the formation of national character. This study explains the ability of thematic curriculum teaching materials (2013) to accommodate the values of local wisdom in Palopo City. This article aims to collect information about the values of local wisdom in integrative thematic teaching materials. The research method is descriptive and qualitative by using surveys to collect data. The research instrument was a questionnaire randomly distributed to respondents through a Google form. The study subjects were elementary school teachers in Palopo City, with 161 respondents. The results showed that information about the local wisdom of Luwu land (Palopo) was not found generally in the Thematic Curriculum student book (2013), which had an impact on students' understanding of the values of local wisdom in their area was very low. It was concluded that integrative thematic teaching materials had yet to accommodate the values of local wisdom in Luwu (Palopo) land, so teachers need integrative thematic teaching materials based on local wisdom values to teach local culture to students.

**Keywords:** Teaching Materials, Thematic Curriculum, Local Wisdom

### 1. INTRODUCTION

Thematic learning requires learning models that provide meaningful learning experiences for students, such as contextual learning models. Contextual learning aims to relate the material taught to real situations/conditions (Khoiriyah et al., 2021). Based on this explanation, as a learning developer, every educator (teacher and lecturer) should provide learning through the environment around students.

One of the determining factors for the success of implementing a curriculum is the development of teaching materials (Azis, 2018). Teaching materials can play a role in instilling students' knowledge, attitudes, and behaviours as a whole by providing education and concrete examples to students (Sulaiman et al., 2021). Therefore, the curriculum can be categorized as well implemented if it is equipped with teaching materials that can adjust to the physical conditions of the student's living environment.

Teaching materials are a set of knowledge and attitudes that students must learn by essential competencies to achieve predetermined competency standards (Depdiknas, 2008). Based on this definition, the indicator of suitable teaching materials is that they contain learning materials related to the physical condition of the student's living environment. This will make it easier for students to understand each subject matter and increase student enthusiasm in class (Baderiah et al., 2022).

Teaching materials used by students should provide information related to the student environment. Teaching materials containing information about students' daily environments will be easier to understand and provide a clear physical picture of the material being studied (Kosasih, 2021; Sani, 2013). The opinion explains that teaching materials should include local wisdom values to help students understand the material more efficiently by learning according to environmental conditions.

As a plural and multicultural nation, Indonesia must strengthen people's understanding of local wisdom and pass it on through formal and informal education (Rusdiyani, 2016; Ruyadi, 2022). Based on this, the values of local wisdom need to be taught and incorporated into the educational curriculum to help students understand the context of their surroundings and increase appreciation for cultural diversity in Indonesia. Local wisdom must be taught to students as a form of cultural inheritance to the nation's next generation (Rustan & Munawir, 2020; Susanti et al., 2022).

The weakness of textbooks students use daily is that they come from ministry products whose materials are compiled nationally and implemented for all regions with different characteristics. In addition, the Thematic Curriculum (2013) students' books do not utilize their surrounding environment as a learning resource in the learning process. Some examples are irrelevant to the student's environment, so they need more knowledge or an initial overview of the material learned (Susilawati et al., 2020). This condition makes it difficult for students to associate knowledge that has been known with new knowledge obtained through textbooks.

Cultural education, such as cultivating the character of local wisdom, must be carried out in every learning activity to filter the flow of globalization that can damage the character of the Indonesian nation (Abdullah, 2020). Several things underlie the

importance of cultural and character education implemented in the world of education, such as (a) the impact of globalization, which is a new challenge for developing countries such as Indonesia; (b) there is a narrowing of the meaning of education seen from the perspective of its implementation in the field; (c) the administration of education is still dominated by various dogmas and postulates or teachings obtained from the west (Yaumi, n.d.).

## 2. METHODS

The research method used is descriptive qualitative to provide an overview of elementary school teachers' perceptions in Palopo City about the 2013 curriculum student books in accommodating the values of local wisdom in their area. Qualitative research is naturalistic because it is carried out in the conditions it is (Sugiyono, 2017). The techniques for collecting data using survey methods, namely by disseminating questionnaires online. The questionnaire was randomly distributed to respondents through a Google Form sent via WhatsApp message.

The subject of the study was an elementary school teacher in Palopo City. The total number of respondents completed the questionnaire until the scheduled deadline (October-December 2022) was 161. The indicators of the questionnaire distributed consist of the completeness and ease of teachers in teaching the values of local wisdom; information about the local wisdom of Luwu land (Palopo) in student books (integrative thematic teaching materials); the need to present local wisdom into student books; and students' knowledge of the values of local wisdom in their area. The information to be collected relates to local wisdom material in student books and teacher paradigms about learning local wisdom for elementary school students. The questionnaire results are then presented and described according to the indicators contained in the questionnaire.

**Table 1.** Questionnaire Grid

No.	Aspects	Number
1	Local Wisdom Information/Material in Student Books	1, 6
2	Local Wisdom Values need to be taught to Students	3, 5
3	Student Knowledge of Local Wisdom Values	7, 11
4	Teachers' Difficulties/Challenges in Teaching Local Wisdom Values	8, 10
5	The Need for Thematic Teaching Materials based on Local Wisdom Values	2, 4, 9

## 3. RESULTS AND DISCUSSION

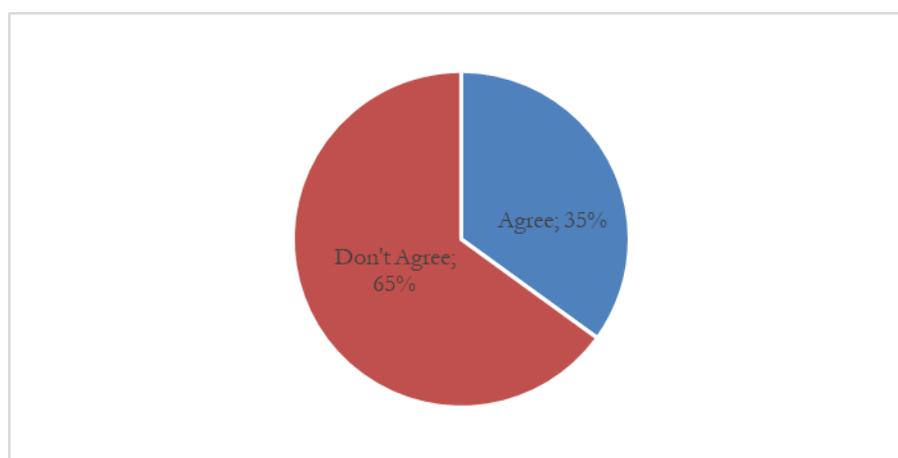
The instrument that becomes a reference to discover teachers' perceptions of thematic learning student books in Palopo City is by distributing online questionnaires

via Google form, which is distributed to teachers through WhatsApp groups. The recapitulation of respondents who filled out the questionnaire is illustrated in the table below.

**Table 2.** Respondent Recapitulation

No	Job Title/Class Assignment	Percentage (%)	Sum
1	Principal	2,5	4
2	Homeroom Class 1	3,1	5
3	Homeroom Class 2	6,2	10
4	Homeroom Class 3	13,7	22
5	Homeroom Class 4	19,9	32
6	Homeroom Class 5	28	45
7	Homeroom Class 6	18,6	30
8	Subject Teacher	8	13
	Total	100%	161

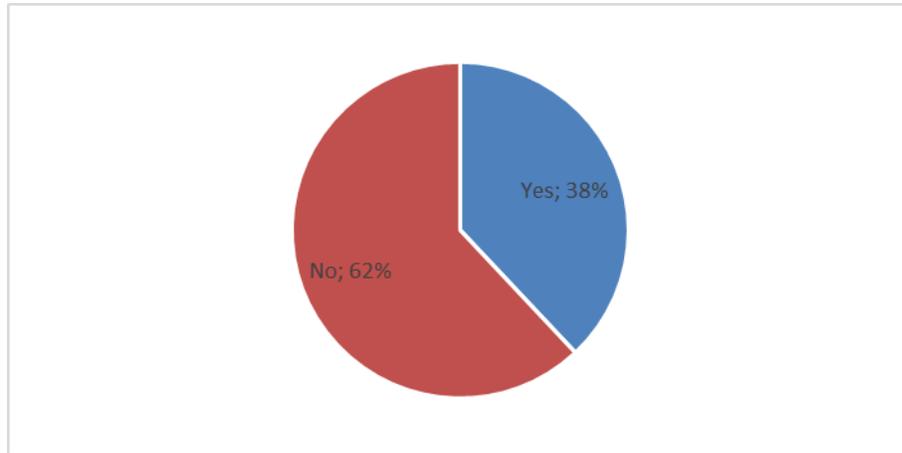
Based on the recapitulation in Table 2 above, the respondents who filled out the questionnaire were 161 teachers. Respondents who filled out the questionnaire were the principal, homeroom teacher, and subject teacher. The most significant percentage who fill out the questionnaire are homeroom teachers in grade 5 elementary schools. Based on the results of the questionnaire distributed, several developments were found related to the teacher's response to student books about the values of local wisdom of Luwu land (Palopo City). It was found that the Thematic Curriculum student book (2013) needed to be completed and made it easier for teachers to teach with data that can be seen in Figure 1 below.



**Figure 1.** Teacher's Response to Student Book Completeness

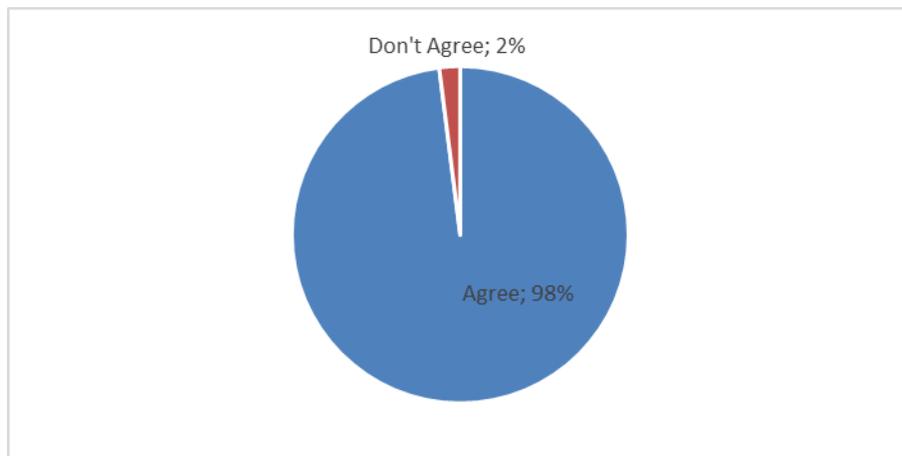
The picture above shows that the student books used so far in the learning process are incomplete and make it easier for teachers, with a percentage of 65% of teachers agreeing and 35% disagreeing with the statement. Student books are the essential teaching material in the

2013 Curriculum that is currently enforced (Munawir, 2019b). In questionnaire number 2, teachers were asked about the existence of information on the local wisdom of Luwu land in student books. The teacher's response obtained can be seen in the following figure.



**Figure 2.** Teacher's Response to the Presentation of Local Wisdom Material in Student Books

The picture above shows that as many as 62% of teachers need help finding information about the local wisdom of Luwu land in student books. This can be understood because the Thematic Curriculum student book (2013) needs more specific information on the local knowledge of Luwu land (Palopo). Books published by the Ministry of Education and Culture can only accommodate some local understanding in Indonesia (Deviana, 2018). Further information related to local wisdom material needs to be presented in the thematic book (2013) as follows.



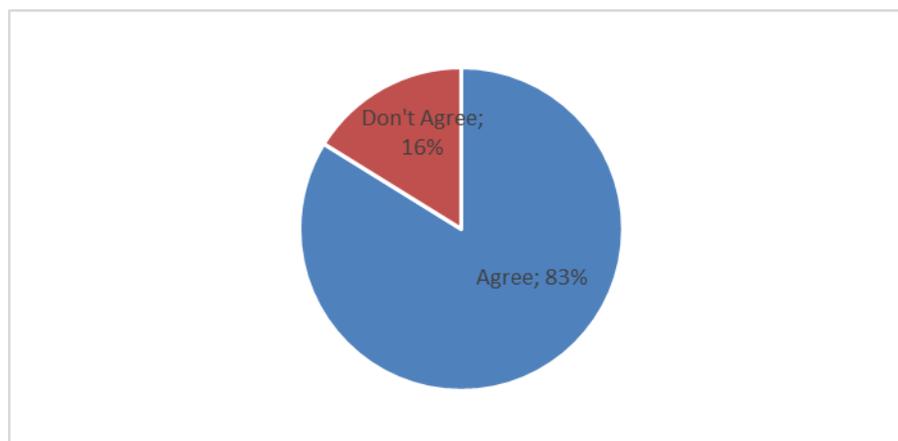
**Figure 3.** Teacher Expectations of Thematic Curriculum Student Books

Based on the picture above, it can be explained that the teacher wants the values of the local wisdom of Luwu land to be presented in the student book. Here are some reasons stated by teachers regarding the importance of local knowledge being taught and given to students, such as local wisdom containing good cultural values, students understanding the customs and

customs that exist in their area, and Increased students' love for the place where they live. Therefore, the learning given to students needs to be presented contextually to make it easier for students to associate their initial knowledge with the material being studied (Perwitasari et al., 2018).

The information obtained is related to the obstacles that teachers also find in teaching local wisdom values, such as no textbooks based on local wisdom; students' initial understanding of local wisdom still minimal; students being less interested in learning local wisdom; There is no time to teach local wisdom to students outside of existing learning hours. The material of local wisdom of Luwu land in the student book, from the explanation of several teachers, is only Lontara's letters and the story of Andi Djemma's struggle. The same thing was also found in data on students' knowledge of traditional games in Luwu Raya, which is very low; out of 25 traditional games in South Sulawesi, only 15 games are still preserved in Luwu Raya (Rustan & Munawir, 2020).

The effect of the lack of material contained in the textbook is the need for more understanding students related to the values of local wisdom, so learning is less meaningful (Alfina Umri, 2021). Less meaningful learning is also caused by teachers who need to utilize learning resources appropriately (Munawir, 2019a). Teachers presenting learning contextually can be categorized as professional teachers (Sulaiman, 2021). It was further explained that a teacher must be able to utilize the surrounding environment as a learning resource and view himself positively by utilizing his strengths (Rahman, 2007). Therefore, a teacher needs to develop teaching materials that are by the student's environment so that students can understand local wisdom in their area. Related to the knowledge of local wisdom, the data found explains that students' knowledge is shallow, as illustrated below.



**Figure 4.** Teacher's Response to Students' Local Wisdom Knowledge

Based on the data obtained, it was explained that students' knowledge of the local wisdom of Luwu land was shallow. In addition, from the teacher's explanation, facts were found about the shortcomings of Thematic Curriculum student books, such as too much material given to students; there is learning material that is too heavy for elementary school children; there are

schools that do not use the Thematic Curriculum student book (2013); The subject matter discusses more the local wisdom of certain regions; teachers still have difficulty developing student books; a complicated grading system (Priasih & Wiyani, 2022). This is in line with the explanation that the Thematic Curriculum textbook (2013) is specially prepared according to certain regional conditions so that if used in other regions, revisions need to be made that are adjusted to the conditions of student residence (Perwitasari et al., 2018).

The advantages of the Thematic Curriculum (2013) student book explained by the teacher such as the availability of images that are by the subject matter; coherent material so that learning is directed; students are more active in learning; requires students to think critically in answering questions; comprehensive assessment by touching three learning domains (cognitive, affective, psychomotor); Excellent book display with striking colours so that it can attract students' attention. This is by previous research that explains the advantages of thematic textbooks, which are very relevant to be applied in schools; learning steps that require students to be active in learning; and textbooks containing pictures/photos make it easier for students to connect learning materials with their initial knowledge (Perwitasari et al., 2018).

Based on the discussion of the research results, it is concluded that the teaching materials of the Thematic Curriculum (2013) still need to accommodate the values of local wisdom of Luwu land (Palopo). This is evidenced by the absence of information about the local wisdom of Luwu land in the Thematic Curriculum student book (2013), which has an impact on students' knowledge of local wisdom values is very low. The values of local wisdom are essential to be taught to students as a form of instilling good character to students, preservation of good cultural values as ancestral heritage that needs to be maintained, and as an inherent identity and characterizing the characteristics of an area. Therefore, teachers need integrative thematic teaching materials based on local wisdom values to make introducing local culture to students easier.

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