

Innovation of Learning Materials Based on Aceh Local Culture Character Education

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Abstract—The development of learning materials is needed so that the availability of learning materials is in accordance with the needs of students, curriculum demands, target characteristics, and demands for solving learning problems as well as the advantages of local culture. This study aims to describe the process of developing teaching materials based on character education Acehese local culture in elementary schools; This study uses a DBR (Design-Based Research) approach with the initial stages of identifying and analysing the problems of teaching materials in elementary schools, developing and testing prototypes of learning materials based on the character education of local Acehese culture. The results of this study indicate that the test results data on teaching materials based on local cultural character education, teacher, and student responses to teaching materials after the score is converted into a scale of 5 is in the "GOOD" category. The implication of this research is as a reference in compiling learning materials that contain local culture so that it is used in the world of education, both at the primary, secondary, and tertiary levels, not centralized in one culture, but can explore the culture of each user area.

Keywords—learning material, local wisdom, character education

I. INTRODUCTION

The success of learning is determined by many supporting factors, one of the determining factors is the use of appropriate learning tools. Several tools, materials, guidelines, media, and instructions that will be used in the learning process are an important part of learning tools. Learning devices are also a teacher of direction in carrying out the learning process. Teaching materials are one type of learning device which plays a very important role in supporting the success of learning. In the learning process, the position of teaching materials is the initial capital that will be used by the teacher or processed to achieve results, in this case the learning objectives. These results are in the form of students' ability to understand the material to be skilled in applying it [1].

GBHN formulates that "Education is a cultural process to enhance human dignity". The realization of education as a cultural process should be a reference in developing learning

materials that carry local culture. The cultural content in teaching materials used in education can explore the culture of each user area. at every level of school and not focused on just one culture [2].

In line with this, the current development of the digital world tends to be very rapid, giving rise to challenges and opportunities in the development of digital literacy which is one of the current government programs. Digital literacy in this era has the same position as the ability to count, write, read, and other disciplines [3]. The mindset of the current generation that grows up with unlimited access to digital technology is very different from the previous generation.

Currently, learning resources oriented to aspects of local culture are still very minimal, so they require serious attention. The teacher's efforts in teaching art culture, local character values, and culture are one of the sources that have the potential to be used as teaching materials that support the improvement of digital literacy in students in schools [4]. One way that can be done is by developing teaching materials based on local culture through Acehese folklore, as will be developed in this study.

A set of subject matter that refers to the curriculum and is used to achieve predetermined core competencies and basic competencies is the concept of teaching materials used as a reference in this study 1. In achieving a competency there needs to be an assessment to measure the success of achieving that competency. Assessment of learning outcomes must be processed and analysed accurately.

Teaching materials are useful to assist educators in carrying out the learning activity process. For educators, teaching materials are used to direct all activities and what should be taught to students in the learning process [5]. Whereas for students it will be used as a guide for what to learn during the learning process. Teaching materials can function in individual learning which can be used to compile and oversee the process of obtaining student information.

Wisdom comes from the word *arif* which is an uptake of Arabic in Indonesian, which means "to know" and "to know". Local wisdom can also be interpreted as a system in the order

of social, political, cultural, economic, and environmental life in local communities [6].

Local wisdom can also be understood as values, ideas and local (local) views that are full of wisdom, wise, of good value, which are embedded and followed by members of the community [4]. This means local wisdom as one of the original assets owned by an area, as a form of culture that is used as a guide for life in an area.

II. METHODS

This study uses the DBR (Design-Based Research) approach. DBR is defined by Barab and Squire in Herrington, et.al as “a series of approaches, with the intent of producing new theories, artifacts, and practices that account for and potentially impact learning and teaching in naturalistic settings” [10]. By adopting and modifying the research design given by Reeves, 2006 in Jan van Akker, this research is divided into 4 stages, namely identification and analysis of the problem, development of a prototype program, testing and implementation of the prototype program, and reflection to obtain the design principles used. expected and overcome various problems that arise [7].

At the need assessment stage, the activities carried out by researchers were to determine the basic problems faced in learning, identify student characteristics, formulate learning objectives, and study teaching materials. At the prototype development stage, the researcher began to determine the media concept to be made, select the appropriate material, and began designing problem-based learning media. The results of the prototype development were then tested in two different schools. The results of the trial are then reflected to get the expected design. The data collection techniques in this study used interviews, observations, and questionnaires [7,8].

III. RESULTS AND DISCUSSION

In general, the development of this teaching material is composed of four main parts. These sections include: 1) Mapping of learning indicators, 2) Learning activities, 3) Current information, and 4) Exercise questions 1) Development of learning indicator mapping learning indicators, displaying indicator maps for all material that is the focus of each lesson. This indicator map can connect and facilitate the teacher's mindset in presenting and managing learning and students can follow this pattern in an integrated manner based on the theme raised. 2) Learning activities Learning activities consist of various activities. Hand on or mind on based activities. Hand on activities, for example, are work activities, namely activities to train skills in doing or producing something [9]. Another activity is "let's sing", this activity only appears in a few learning activities. Hand on activities is based on the learning objectives to be achieved. Mind on activities, such as activities in discussion activities. Where in this activity the ability to think and solve problems is encouraged. The use of technology in learning is believed to be able to improve the quality of learning and make it easier for students to accept learning

materials. The activity of providing teaching materials in the form of e-books makes it easier for educators or students to find teaching materials so that the learning process is not constrained by unavailable teaching materials. comprehensive so that learning avoids misconceptions.

So that the use of technology in learning will change the learning process "from the classroom to anywhere, from cycle time to real time, from paper to online, and from physical facilities to networks" [10]. 3) Additional information ("you need to know") Additional information that is compiled is the provision of information to increase student knowledge, especially concerning regional potential, especially the Langsa area. This is done to increase students' curiosity about their own area, but it is still in the corridor of the given theme. 4) Exercise questions This practice is integrated in every learning activity. This exercise is not arranged separately from the learning material. This is done with consideration, this thematic learning combines various learning objectives, so that every learning activity is always accompanied by a practice question. The development of local culture-based teaching materials needs to be done by meeting scientific development standards.

This is supported by Wahyudin, who states that the development of learning activities based on local cultural values makes a positive contribution to improving competency-based student literacy. The integration of local cultural values in curriculum development such as creating learning objectives, designing learning materials, determining learning strategies, learning media, and learning evaluation is important for the quality of learning [2]. Research also revealed that Initial experience becomes the basis for implementing learning. Teachers with different cultures from students find it more difficult to provide learning experiences that are appropriate to the cultural context. Another finding was also expressed by that the learning process with the help of media, especially local culture-based media, shows satisfactory results. Learning activities increase accompanied by strengthening students' understanding of concepts. Thus, local cultural studies must be integrated in learning materials as an effort to improve the quality of learning [11].

Overall, the results of the validation of teaching materials can be seen in the following table 1.

TABLE I. VALIDATION OF TEACHING MATERIALS

No.	Rated aspect	The total score of the validator's assessment			Total
		V1	V2	V3	
1.	Content eligibility	22	22	22	66
2.	Language and Readability	18	17	19	54
3	Presentation	22	26	24	72
Total score					192
Overall average					3.55

From the table, it is obtained that the overall average score on the validation of teaching materials is 3.55 which is in the very valid category.

IV. CONCLUSION

This research is a research on the development of character education teaching materials based on character education. Based on the results of data analysis, validation, and practicality, it can be concluded that:

- The development of character education teaching materials based on Acehnese local wisdom is valid according to the validators' views. The result of the validation of learning 3 is 3.44 which is in the valid category and learning 4 is 3.55 which is in the very valid category.
- Development of teaching materials for character education based on local wisdom is very practical according to the user's point of view (students and teachers), meaning that this teaching material is easy to use, practical and interesting. Highlight all the contents and import your prepared text file. You are now ready to style your paper; use the scroll down window on the left of the MS Word Formatting toolbar.

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