



# Analysis of the Availability of Historical Teaching Materials Based on Local Wisdom

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**Abstract.** History learning integrates several tangible elements contained in the environment to achieve a goal. This element can be obtained through local wisdom that exists in the community. Learning by carrying out the theme of local wisdom will make learning more meaningful for students. The purpose of this study is to find out and describe the availability of teaching materials based on local wisdom about the culinary philosophy of Surakarta. The descriptive method with a qualitative descriptive approach is used to analyze the research data obtained. Data are obtained from high school teachers and students who have learned about environmental materials. The results show that the availability of teaching materials based on local wisdom about the culinary of the city of Surakarta in high schools has not been fulfilled. The available teaching materials still refer to teaching materials provided by the central government, which are general and types are not diverse. The element of local wisdom in new learning is limited to the delivery in oral form from the teacher to the students. Therefore, teaching materials based on local wisdom about the culinary of the city of Surakarta need to be provided by both teachers and other educational practitioners. Teaching materials need to be provided attractively so that students love Indonesia's cultural heritage and create fun learning activities.

**Keywords:** Teaching materials, Local wisdom, Culinary

The role of teacher occupies the most important position. Teachers should be able to describe and explain the values contained in the curriculum, then, through the learning process in schools, transform these values into students. History teachers play an important role in the entire history learning process. In addition to developing educational and learning support that focuses on student progress, history teachers also play an important role in bringing historical facts and interesting lessons to life. Teaching materials are a collection of materials that are systematically arranged in written and digital formats to help teachers support learning activities in the classroom [2]. Historical material includes the knowledge, skills, and attitudes that students must have to acquire the skills provided. In order for historical material to be an important source of historical material for students, the construction of historical material must have certain characteristics that are different from ordinary textbooks. Things to consider in designing teaching materials include (1) analyzing the content of teaching materials and grouping them into specific categories, and (2) grouping each type into a number of paragraphs of the document, (3) interesting content, and (4) choosing a header format category that includes the document[3].

The process of learning history is absolutely necessary to use various other teaching materials, not only glued to conventional books provided by the government. To achieve the objectives of learning history, a variety of new teaching materials are needed, especially according to the needs and sources of local history teaching materials[2]. One of the principles of the 2013 learning curriculum is to apply value learning through modeling and building student creativity in learning. In addition, the 2013 curriculum also uses research-based learning, which encourages students to use problem-solving learning methods and understand local history by conducting research individually and in groups[4][5].

History learning, if applied properly, so that students are accustomed to a good and in-depth understanding of local history so that they can understand the sequence of events in detail and obtain the value of a historical event in shaping the personality of students. The most important thing in history learning is to form students' views on a historical event according to the student's own point of view, which is based on the background of the times and analyzes the values and norms that develop in society[6].

Local history has a geographical scope that historians themselves can limit on acceptable grounds. The story of the audacity of a group or group of people bound by cultural and ethnic unity in a limited or specific geographical area or limited by its researchers is the subject of attention to local historians [7]. Dynamics in society occur in all aspects, such as values and norms, social structure, social institutions, social interaction, and so on. This is a normal symptom caused by the principle of interconnection between the people of one area and the people of another region. This principle gives rise to acculturation in culture. The concept of change or dynamics can be used as learning to teach the meaning of the process. To enrich the insights of local history students, the teacher is in charge of training in explaining and interpreting the dynamics of events in local history. In addition to adding local insight, local history can teach that everything needs a process and not happens instantly. By understanding a process, in addition to being easy to remember, there is a growing awareness for students to maintain the existence of local identity as part of the national asset [8].

Local identity is inseparable from the local wisdom of the region. Local knowledge is one of the nation's cultural identities, which gives the Indonesian government identity and also affects the character and character of the community. Local wisdom is understood in terms of the word consisting of wisdom or wisdom, and also local or local[9][10]. In simple terms, local wisdom can be understood as a local idea that is original or original, wise, and full of wisdom, and has the value of kindness, which is embedded and also followed by other members of the community[11][12].

In fact, the local wisdom around us has not been optimally utilized in history learning, and teachers and students do not fully understand the philosophical values that exist in traditional Solo cuisine. In fact, it is very appropriate if teaching materials about the value of traditional culinary philosophy in the student environment are taught to students by including philosophical value material in the developed teaching materials [13].

Local culinary typical of the city of Solo, in addition to having a unique and delicious taste, the presentation also has an interesting uniqueness that makes it unique in a place. With the richness of local cuisine, the city has its own charm. The city of Surakarta has a wealth of distinctive culinary that is interesting to develop. Surakarta has many characteristics in each culinary so that it can be used as a force to build the spirit of student nationalism [14]. One of the forms of internalization of local cultural values that can be applied to students through the learning of history in schools [15].

The purpose of this study is to describe the initial picture of the need for teaching materials based on local wisdom based on traditional solo culinary. The results of the analysis are expected to become the basis for researchers to develop teaching materials based on local wisdom based on traditional solo culinary as well as a sense of student nationalism and student learning outcomes. For other researchers, it can be used as reference material for further research

## 2 Method

The method in this study is a type of qualitative descriptive research. The sample of this study was 30 students of class X SMA and five history teachers in the city of Surakarta. The collection method uses a questionnaire, including a questionnaire for analyzing student needs and a questionnaire for analyzing teacher needs. Needs analysis questionnaire in the form of an open questionnaire. The object of this research is the form of teaching materials expected by teachers and students in Surakarta related to the development of local wisdom-based history teaching materials about the culinary arts of Surakarta. Unstructured interviews are free interviews in which the researcher does not use a systematic and complete interview guide for collecting data. The interview guide is only an outline of the problem to be asked. Data analysis techniques are used in analyzing data that is qualitatively described by words or sentences separated by category to obtain conclusions. In this context, the researcher qualitatively describes the general needs of teachers and students regarding history teaching materials.

### 3 Results and Discussion

The results of taking data on the analysis of teaching material needs are divided into two: students and teachers. Data on the effects of the demand for teaching materials from students that will be used from the student's point of view. The following data results from the need for teacher teaching materials, which will be used as teacher guidelines in classroom learning. As follows are obtained data is as follows in detail.

#### 3.1 Student Needs Analysis Results

The number of student respondents was 30 people. Those students came from all the students in the senior high school in the city of Surakarta.

Based on Table 1, which has been carried out by researchers with questionnaires via online Google Form on students using questions, each has a varied answer value. The opinion of students is that historical material is difficult to understand, as much as 55%. Students' opinions regarding the teaching materials available so far used are standard textbooks from the government in printed form or softcopy, showing displeasure by 60%. In addition, indicators about the variety of historical teaching materials encountered, such as modules, are 30%. The opinion of students is that it is happy if history learning is presented using learning resources that vary; the student response is excellent, which is 93%. Students' opinion that having seen teaching materials for history lessons in the culinary concept of the city of Surakarta based on local wisdom is taught in the classroom, students have not seen much marked with data of 90%. Students' opinions regarding the illustration of the desired teaching material are more attractive, with the presentation of pictures, colors, and photos more beautiful by 92%.

**Table 1.** Student Needs Analysis

Question	Student Answers (%)
Student opinion that historical material is difficult	55
Students' opinions regarding the teaching materials available so far used are standard textbooks from the government in printed or softcopy form	60
Variations of historical teaching materials that have been encountered, such as modules	30
Students' opinion that it is good if history learning is presented using varied learning resources	93
Students' opinion that having seen teaching materials for history lessons in the culinary concept of the city of Surakarta based on local wisdom taught in the classroom, students have not seen much	90
Students' opinions regarding the illustration of the desired teaching material are more interesting with the presentation of pictures, colors, and more interesting photos	92

The results of the analysis of the needs of developing teaching materials from the point of view of students want types of teaching materials that have criteria that are easy to learn, fun, engaging, and various interactive, structured and detailed sources so

that they can be used independently. The picture can be used to develop teaching materials that are true to the needs of students. So teachers can improve the quality and quality of their learning and know the types of teaching materials based on needs.

### 3.2 Teacher Needs Analysis Results

The opinion about the benefits of teaching materials for teachers is that it facilitates the learning and teaching process by 60%, and the benefits of teaching materials help teachers prepare materials to be taught by 70%. Teachers' opinions regarding the teaching materials desired by the teachers for local history lessons to be successful so that students have the competence of 80%. Students' reaction when learning history takes place is enthusiastic 20%, quite excited 30%, and less active 50%. Alternative types of teaching materials that facilitate students' understanding in the learning process are teaching materials 55%, nature around 40%, LKPD 30%, and interactive media 50%. The effort that can be made is to make interactive teaching materials in the form of modules in which there is LKPD, and interesting media; the ideal form is the e-module. Material that requires learning resources or teaching materials based on local wisdom in supporting learning process activities. Based on the results of the analysis, the researcher will develop module teaching materials in the form of an e-module.

**Table 2.** Teacher Needs Analysis

Question	Teacher's Answer (%)
The opinion about the benefits of teaching materials for teachers is to facilitate the learning and teaching process	60
The benefits of teaching materials help teachers prepare materials to be taught	70
Teacher's opinions regarding the teaching materials desired by the teachers in order for local history lessons to be successful so that students have competence	80
Alternative types of teaching materials that facilitate students' understanding in the learning process	55

The teacher who replied agreed that the learning was packaged with modules wanting a module consisting of student books or books in which there is material, summaries, exercises, tests; teacher's handbook; and student workbooks (70%). There were also respondents who wanted the module to consist only of student books/student workbooks (in which there were materials, summaries, exercises, and tests) and teacher handbooks (30%).

Based on the results of observations through a questionnaire on the need for teaching materials from the teacher's point of view above, it can be concluded that the teaching materials to be developed have criteria that can increase student learning enthusiasm, improve creative thinking skills, increase learning activities, improve learning outcomes, development of teaching materials, easy to use. , teaching materials in the form of modules, based on local wisdom, can be used for student self-study in the form of

modules. So that the researcher simplifies from the description that the need for teaching materials based on local wisdom is in the form of modules.

Based on the results of interviews with teachers stated that so far, the teaching materials provided in schools are still limited and general. No teaching materials explain the local culture of the city of Surakarta specifically. This peculiarity makes it difficult for students to find relevant literature to help understand the material, especially the historical fabric of regional culture. Based on this, it is necessary to prepare textbooks that can facilitate students in learning about local culture.

From the analysis of teachers, it was concluded that the textbooks they wanted or desired were: (1) teaching materials that could be easily understood and understood by students, (2) teaching materials that fit the curriculum, (3) complete teaching materials for students and teachers, (4) teaching materials that invite creative students, (5) teaching materials that use communicative language, (6) teaching materials that contain material about local wisdom. The topics/themes that are of interest to teachers in history teaching materials about local wisdom, especially about the culinary arts of the city of Surakarta, are found in the basic competency 3.8 class X material to analyze the development of community life, government, and culture during the Islamic kingdoms in Indonesia based on local wisdom.

### **3.3 Discussion of research results**

From the results of the needs analysis obtained from teacher questionnaires and student questionnaires, it turns out that there is no unavailability of historical teaching materials, especially regarding the values of our typical culinary philosophy in Surakarta. So far, history learning uses national history teaching materials, so local wisdom-based textbooks are needed.

The development of information and communication technology has a strategic role in the 21st century, demanding students' ability to solve problems well in order to compete and contribute [16]. A learning model based on local wisdom based on local cultural values can be used as a learning innovation in Indonesia to provide opportunities for students to achieve learning goals as a provision for facing life [17]. The wisdom-based learning model, with the adaptation of the values of preserving the environment contained in the community's social life, is expected to develop problem-solving skills, scientific communication, and a caring attitude to maintain environmental balance [18].

Through the integration of local wisdom in teaching materials, it is hoped that students will not forget local knowledge. Local knowledge is a very important asset to preserve because it can be juxtaposed with modern knowledge [19]. Local knowledge can be sought by juxtaposing modern knowledge. Local knowledge is the knowledge possessed by local people that are used in life without passing modern knowledge but based on the ability to cultivate thoughts, energy, and efforts to survive in life [20][21].

Learning based on local wisdom is learning that brings students to the real situation they are facing so that students are interested in learning. The concrete problems faced will encourage the critical attitude of students, so that activeness and independence will awaken themselves [10]. Learning characters that are in accordance with the culture of

students will make it easier for students to accept and apply knowledge in their lives[22][12].

Local wisdom is a life guideline that applies to a community as well as an attitude picture that reflects the culture of a region. The position is very close to the learners so that local wisdom can be used as learning material[22]. Life wisdom and exemplary values are also contained in local wisdom, so that learning containing local wisdom material is expected to form individuals who have an understanding, awareness, and spirit of nationalism [23]. The nature of nationalism is not only built through knowledgeable learning but also with skills and attitudes toward the surrounding environment[24] so that aspects of local wisdom regarding the typical cuisine of the city of Surakarta can be included in the history learning material.

The teaching material contains components (1) work instructions, which describe the units to be studied, student activities, tools/resources used, and evaluation tools; (2) activity sheets that contain the formulation of learning objectives to be achieved and tasks to be completed; (3) the key of the activity sheet, which contains the answers to the questions or assignments given and the student can match the answers himself; (4) a test sheet containing test questions that students must do to measure student success/mastery after studying modules and tests are formative; and (5) the key of the test sheet [25]. The teaching materials to be developed will contain (1) a description of activities containing themes, learning topics, learning aspects, competency standards, essential competencies, and learning objectives; (2) text/discourse; (3) student and teacher activities; (4) questions/problems; (5) discussion materials; (6) exercises/assignments/answer keys; (7) summary; (8) formative tests of each unit of study [26].

### Conclusion

Based on the results of data analysis and discussion, it can be concluded that the available teaching materials still refer to teaching materials provided by the central government, which are general in nature, and the types are not diverse. The element of local wisdom in new learning is limited to the delivery in oral form from the teacher to the students. Therefore, teaching materials based on local wisdom about the cuisine of the city of Surakarta need to be balanced by both teachers and other educational practitioners. Students want a type of teaching material with criteria that are easy to learn, fun, interesting, and interactive. The results of the analysis of the need for teaching materials desired by teachers have criteria that can increase student enthusiasm for learning, improve creative thinking skills, improve learning activities, improve learning outcomes, develop teaching materials, are easy to use, teaching materials in the form of modules, based on local wisdom, can be used for independent learning of students in the form of modules. The picture can be used to develop teaching materials that are indeed in accordance with the needs of students. So that teachers can improve the quality and quality of their learning and know the types of teaching materials based on needs. The need for teaching materials based on local wisdom is in the form of electronic teaching materials. The results of this study can be used by other researchers in developing historical teaching materials in the environment to analyze the development of community, government, and cultural life during the Islamic kingdoms in Indonesia based on local wisdom.

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