

# C2. Yuliatin

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## Development of Teaching Material Based on Local Wisdom: Strengthening Indonesian Character

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**Abstract.** Teaching materials are one of the learning components that influence achieving learning objectives. In this case, the Indonesian context's learning objectives comprehensively build knowledge and spiritual attitudes, social attitudes, and skills. It means that the learning orientation is strengthening the distinctive character of Indonesia, namely the surface that is by the values of Pancasila. Therefore, all learning components, including teaching material, should be directed at efforts to strengthen the distinctive character of Indonesia. In this regard, this article was prepared to describe the concept of developing teaching material based on local wisdom towards enhancing the unique nature of Indonesia. The study results are that the development of teaching material found on local knowledge is a concept of developing material that utilises local wisdom to illustrate various substances/materials in the book. So that they are contextual, easy to understand, engaging, and have an impact on strengthening the distinctive character of Indonesia, namely the appropriate character with the values of Pancasila, including religious, humanist, harmonious, democratic and just. These values are expressed in various forms of local wisdom in multiple regions in Indonesia and are a source of Pancasila values. Thus, the development of local wisdom-based teaching material can be an effort to strengthen the distinctive character of Indonesia.

**Keywords:** teaching material; local wisdom; character.

### INTRODUCTION

In Law No 20 of 2003 concerning the National Education System, in Article 3 it is emphasised that "The function of National education is to develop capabilities and shape the character and civilisation of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty". One has a noble character, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen [1].

Based on the provisions above, it can be understood that Indonesian national education is not only to build knowledge but also to strengthen the distinctive character of Indonesia. These namely characters are by the values of Pancasila, such as religious, humanist, harmonious, democratic, and just.

Learning is one of the essential aspects to determine. In this case, the various components of education must also be directed at efforts to strengthen the distinctive character of Indonesia. One of the learning components is teaching material.

To implement teaching material as part of the learning component directed at efforts to strengthen the distinctive character of Indonesia, namely characters that are by the values of Pancasila, the development of teaching material is necessary. This development can be done by utilising local wisdom to illustrate various materials/substances in books.

The use of local wisdom as an illustration in teaching material is essential and strategic because local wisdom is the identity of Indonesia as a nation characterised by Pancasila. Local wisdom is the source of values in Pancasila. Thus, to build a distinctive Indonesian character through teaching material. It should be done by develop-

ing books based on local wisdom. Therefore, in this paper, it is explained about "Development of local wisdom-based teaching material towards strengthening the distinctive character of Indonesia".

## METHODS

The writing in this article was developed based on the results of a literature study carried out by reviewing the literature related to the object of study, namely the development of teaching material found on local wisdom and character strengthening. The approach used is analytical. The analysis used is qualitative, namely analysis by providing descriptions with words located according to the object of study.

## RESULTS AND DISCUSSION

*Development of Textbook.* Teaching material is books used as learning material in specific fields of study as a standard and compiled by experts in their fields for instructional purposes and objectives. It is equipped with suitable teaching facilities and is easily understood by students and its users in schools and colleges to support a teaching program [2].

Another definition is that teaching material is a means for the teaching and learning process [3]. It is a unit of learning that contains information, discussion and evaluation. Teaching systematically arranged materials will make it easier for students to understand the material to support and achieve learning objectives. Lubis stated that teaching material is a paper written in a book teachers use in the teaching and learning process [4].

The essential elements in teaching materials are as follows (1) teaching materials are books intended for students at a certain level; (2) teaching materials are always related to specific subjects; (3) the teaching material is a classic book; (4) teaching materials are written for specific instructional purposes; (5) teaching materials are written to support a particular teaching program [5].

Based on the opinion above, it can be understood that teaching materials are one of the essential components in achieving learning objectives. It is possible because teaching materials are books

compiled and used to learn a particular field or subject/course.

Several roles and uses of teaching materials are as follows: (1) reflecting a solid and modern point of view on teaching and demonstrating its application in the teaching materials presented, (2) presenting a source of the main problem or subject matter that are substantial, easy to read and varied, suit the interests and needs of the students, as the basis for suggested programs in which expressional skills are acquired under conditions that resemble real life, (3) provides a well-organised resource and stages of expressional skills, (4) presenting (along with manual books) teaching methods and tools to motivate students [6].

The writing of teaching material is helpful, among others: (1) helping lecturers/teachers in the learning process, (2) facilitating the presentation of material in class, (3) being able to foster student/student motivation to develop themselves in digesting and understand the lesson [7].

With teaching material, it is hoped that learning activities can be more effective and efficient. Ideally, teaching material provides facilities related to substance and presentation that are simple, easy to understand, and attractive to users, both by teachers/lecturers and students. For this reason, the development of teaching material is necessary to suit the users' conditions and needs.

*Teaching Material Based on Local Wisdom.* As has been explained, teaching materials are one of the learning components that certainly affect learning objectives. The purpose of learning in the Indonesian context is to build knowledge and build a comprehensive attitude, social attitude, knowledge, and skills. This is by the provisions of the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 67, No. 68, and No. 69 of 2013 concerning the Basic Framework and Curriculum Structure of Elementary Schools/Madrasah Ibtidaiyah, Junior High Schools/Madrasah Tsanawiyah, and High Schools/Madrasah Aliyah.

An essential aspect in the Regulation of the Minister of Education and Culture of the Republic of Indonesia, as mentioned above, is necessary for each subject to develop comprehensive attitude competencies, social attitudes, knowledge, and skills in the development of teaching material. It means that the development of teaching material should build understanding and be directed at

helping students achieve these four competencies comprehensively. For this reason, a teaching material development concept is needed to be based on local wisdom.

Local wisdom-based teaching materials are a concept of book development that utilises local wisdom to illustrate the material in teaching material so that they are contextual. Thus it will be easier to understand, more interesting, and have an impact on strengthening the distinctive character of Indonesia. Namely religious, humanist, harmonious, democratic and just as the direction for developing the competence of each subject at various levels of education in Indonesia, starting from the elementary level to higher education level.

Developing local wisdom-based teaching material is very important to help students achieve these four competencies. Local wisdom contains various values of wisdom built and maintained by the local community. Local wisdom is a variety of matters created, developed, and maintained by the people to guide their lives. It includes various mechanisms and ways to behave, which are held as a social order [8].

Local wisdom is a form of knowledge, belief, understanding, and habits of past culture with local advantages. It is traditionally institutionalised and becomes a way of life for the community [9]. Local wisdom means the ideas, values, attitudes, and views that are wise, owned by the community and internalised in each member.

Local wisdom, namely local intelligence with the following characteristics: able to withstand foreign cultures; have the ability to accommodate elements of a foreign culture; have the ability to integrate aspects of foreign culture into the original culture; have the ability to control; and able to give direction to cultural development [10].

Local wisdom has universal values reflected in the personality and ability to think globally, act locally, and commit nationally to form cultural identity [11].

Forms of local wisdom in society can be values, norms, ethics, beliefs, customs, customary law, and special rules [12]. The end of this sedimentation of local wisdom will manifest into a tradition or religion [13].

Local wisdom has various forms and lives in multiple cultures of the community, so its functions vary, namely: conservation and preservation of

natural resources, development of human resources, development of culture and science, advice, beliefs, literature, and taboos; social meaning, ethical and moral meaning, and political meaning [13].

Local wisdom has three functions, namely: a dialogical function, which functioned to open up to each other to know each other, an integrative function, which is a function of uniting diversity and strengthening solidarity cohesion, a transformative process, which is a function of changing backwardness and conflict into progress, togetherness and peace.

Developing local wisdom-based teaching material in the Indonesian context is significant because it can also strengthen Indonesia's distinctive character and contextualise the material. It is because local wisdom is an expression of the practice of Pancasila and is a source of values in Pancasila, which are the unique character of Indonesia.

The distinctive character of Indonesia must be a direction in the development of various components of learning, including teaching material. In developing teaching material, an important aspect that becomes a reference is the different Basic Competencies (Kompetensi Dasar) that students are expected to achieve in a particular subject because teaching material is developed for a specific field/subject. In this case, the essential competencies that the government has set for each subject show the potential for developing local wisdom-based teaching material.

Examples of essential competencies that have the potential for the development of local wisdom-based teaching material can be observed, such as critical sociology competencies subjects in Senior High School / Madrasah Aliyah 12 class 2 semester and also essential competencies of Pancasila and Citizenship Education subjects in Junior High Schools / Madrasah Tsanawiyah 7 Class 1 semesters as in the following table 1.

The Basic Competencies as shown in the table above, show that there are four groups/types of essential competencies that students are expected to achieve in each subject, including (1) Basic competencies for spiritual attitudes, (2) Basic competencies for social attitudes, (3) Basic competencies for knowledge, (4) Basic competencies skills. The primary material is developed from basic competencies knowledge in creating the teaching material. However, it must have an



impact on achieving the other essential competencies. Therefore, the development of local wisdom-based teaching material is significant.

Table 1 – Basic Competencies that shows the potential for teaching material development based on local wisdom

Essential Competencies of Sociology subjects in Senior High School/Madrasah Aliyah	
Basic Competencies KI.3	Basic Competencies KI.4
3.4. Describe how to do a community empowerment strategy by prioritising the values of local wisdom amid the influence of globalisation.	4.4 Designing, implementing and reporting community empowerment actions by prioritising the values of local wisdom amid the influence of globalisation.
Essential Competencies Pancasila and Citizenship Education Subjects in Junior High Schools/Madrasah Tsanawiyah	
Understanding the diversity of ethnicity, religion, race, culture, and gender	Interact with friends and other people based on the principle of mutual respect, and respect for diversity in ethnicity, religion, race, culture, and gender

Source: [14, 15].

*Teaching Material Based on Local Wisdom and Character Strengthening.* Based on the understanding of the form and function of local wisdom above, it can be understood that the development of local wisdom-based teaching materials can be an effort to strengthen the character of students. Maintaining the character of students is a must [16].

There are nine pillars of character derived from universal noble values, namely: (1) the character of love for God and all of His creation; (2) independence and responsibility; (3) honesty/trust, diplomatically; (4) respect and courtesy; (5) generous, like to help and gotong-royong/cooperation ; (6) confident and hard-working; (7) leadership and justice; (8) kind and humble, and; (9) character of tolerance, peace, and unity [17].

By the opinion of [18], efforts to strengthen student character through the products of teaching material that integrate local wisdom are that character education must be rooted in the nation's culture, which creates many values or knowledge. The diverse cultural treasures of the country have implications that each community has a different local culture to develop local wisdom.

Character education cannot be separated from the values attached to the context. Local wisdom represents the way of life that grows and develops in a community [19].

The same opinion was expressed by [20] that character education cannot be separated from the culture in a place where character education is held. One culture that exists and is passed down from generation to generation is local wisdom.

Protection and preservation of local wisdom and character development is a necessity. It is by the opinion of Asriati that character education and national culture are necessary to be developed in schools [21].

The idea of developing character education based on local wisdom builds upon the belief that every community has specific strategies and techniques that are designed to live according to its context.

Concerning the statement above, it can be understood that the development of local wisdom-based teaching material greatly supports efforts to strengthen students' character. This is reinforced by the results of various studies that have been carried out.

Research [22] explains that students will learn optimal if they are shown the socio-cultural aspects of something learned and allowed to experience it. Teachers should facilitate students to contact the cultural elements they are studying.

Authors [23] observe that the use of local wisdom is very reasonable because the integration of local wisdom values is not optimally explored. In addition, the curriculum provides flexibility in each academic unit or school to develop it according to environmental conditions, student characteristics, and schools [23].

Authors [24] explained that the teaching materials used by students must include local wisdom in Indonesia. The material presented in teaching materials should be about theory and contain ex-

amples and opportunities for students to explore knowledge and skills further so that they are better prepared to face the era of globalisation. Accuracy in choosing text material is critical so that it allows students to gain knowledge and build their character based on the values that local wisdom brings.

The study [25] shows that lesson plans (RPP), biology books for tenth grade with local Timorese customs for teachers and students, and Student Worksheets (LKS) created based on local wisdom affect student achievement outcomes.

Author [26] describes the local wisdom about disaster mitigation in Indonesian society as a cultural potential that needs to be continuously explored and developed. The existence of disaster mitigation based on local wisdom can be used as an instrument for developing teaching materials, especially in sociology subjects.

The research [27] produces teaching materials in the form of modules. This study utilizes some local wisdom in Labuan Batu such as the Pilandok dance, anyang ikan terubuk, the tradition of mengupa upa and the island of Sikantan. The resulting product is a module on descriptive text material for seven grades.

Various studies that have been mentioned above show how crucial local wisdom is to be integrated into multiple teaching materials in schools, including textbooks. The integration of local knowledge will be able to contextualise teaching materials so that learning is more meaningful and impacts strengthening the distinctive character of Indonesia, namely religious, humanist, harmonious, democratic, and just.

## CONCLUSIONS

5 The development of teaching material based on local wisdom is a concept of developing books that utilise local knowledge to illustrate various substances/materials in textbooks to become contextual, easy to understand, engaging, and impactful, strengthening the distinctive character of Indonesia. These characters are by values of Pancasila, including religious, humanist, harmonious, democratic and just characters. These values are expressed in various forms of local wisdom that exist in multiple regions in Indonesia and are a source of values in Pancasila. Thus, the development of local wisdom-based teaching material can be an effort to strengthen the distinctive character of Indonesia.

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