

# Teaching materials Based On Local Wisdom Ogan Komering Ilir Regency Sub-Theme of The Uniqueness Of The Region Where I live in Class Iv Elementary School

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## Teaching Materials Based On Local Wisdom Ogan Komerling Ilir Regency Sub-Theme Of The Uniqueness Of The Region Where I Live In Class IV Elementary School

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**Abstract.** Learning based on local wisdom, especially in Ogan Komerling Ilir Regency, has not yet established a curriculum. It is necessary to carry out education based on local wisdom as an increase in knowledge, integrating a sense of love for the local wisdom of the area, and equipping students with manners and attitudes compared to the values and regulations that apply around or in the size of the students. Therefore, the development of teaching materials based on local wisdom was carried out. The purpose of this study was to produce a product, determine the validity, and determine the practicality of developing teaching materials based on local wisdom in Ogan Komerling Ilir Regency, with the sub-theme of the uniqueness of where I live at SDN 1 Lebung Batang. Model development uses a 4D model with 3D modifications (Define, Design, Develop). The result of the research is a product of thematic teaching materials. Then, the validation results show very valid criteria. Furthermore, the results of development testing on 16 students showed very practical achievements. These results show that the teaching materials developed focusing on Ogan Komerling Ilir Regency's local wisdom are feasible and can be used in elementary school learning.

**Keywords:** Development, Teaching Materials, Local Wisdom, Thematic Learning.

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### INTRODUCTION

Teachers or educators must have educator competency, as required by Law No. 14, Article 10 of 2005 (UU No. 14 Pasal 10 Tahun 2005). In addition, core competencies also need to be possessed, one of which is the ability to develop learning materials creatively (Zuriah et al., 2016). Developing means making or perfecting a product (Mustiari, 2017) through a business and plan to produce a valuable outcome (Rohman & Pulungan, 2021) according to certain scientific disciplines and integrating it into certain additional products (Saputro, 2017:8). Developing material creatively in various types and forms, one of which is in the form of teaching materials. Teaching materials are a set of materials arranged in a structured manner to support the implementation of effective learning (Ratumanan & Rosmiati, 2019:290). Then it also displays a concrete manifestation of the competencies that will be mastered by students in learning (Hernawan et al., 2012) and designed in such a way as to achieve specific goals (Sitohang, 2014). Therefore, teaching materials are a set of learning materials that contain attitudes, knowledge, and skills that are arranged systematically and structured according to competence in achieving knowledge goals and motivating them in the learning process.

The presence of this teaching material makes it valuable. These benefits suit students and educators (Aisyah et al., 2020). Teaching materials can then present the reality of that in various forms. According to Prastowo (2021:40–43), the types of teaching materials divide into several parts, and one of them is a book. Books are teaching materials in written form with scientific contents derived from Basic Competency (KD) according to the applicable curriculum (Yuberti, 2014:191). Therefore, based on these obligations and demands, educators can adapt to information technology, curriculum, and the needs of students who develop according to the times.

These obligations and demands make educators or educators the developers themselves (Magdalena et al., 2020). However, the reality is that there are still many educators who have not mastered it, which causes learning to be more student-oriented. As a result, learning is less exciting and tedious due to a lack of creativity and innovation in determining teaching materials

(Zuriah et al., 2016). Besides, it makes it difficult for them to learn independently (Dewi & Ramadan, 2021). For this reason, learning needs that adjust to their knowledge level. Knowledge is adjusted for age ranges, for example, in the age range of 7 to 11 years. These times are in grades 4 to 5 (Burhaein, 2017). In addition, students can use rules clearly and correctly at this age and manipulate objects (Juanda, 2019:28–29). Then be able to use logic in solving concrete problems (Ananda & Abdillah, 2018:55) and capable of reversing both classified and ordered operations (Tirtoni, 2018:18). Selection based on this knowledge is expected to assist educators in choosing the form and type of teaching materials according to the level of development of students. Besides that, it can also provide motivation, knowledge, creativity, to the learning outcomes issued by students.

Of the various forms and types of teaching materials, based local wisdom is a kind of teaching material. Local wisdom is intelligence about surrounding wealth or guidelines and identity that teaches people in life to be able to act appropriately as heritage, insight, knowledge, norms, customs, beliefs, and culture in an area (Utari et al., 2016). In addition, it is a characteristic of specific regional communities (Primasari et al., 2021) and a cultural process passed down from generation to generation (Maidi & Majdi, 2022; Sari & Maharani, 2022; Yonanda et al., 2022). That means local wisdom has noble values that can be integrated into learning as insight and experience to get to know the surrounding area. The importance of local wisdom-based education is to increase knowledge, plant a sense of love for the local wisdom of the site, and equip the character and attitude following the values and rules that apply around or in the area of the students (Nadlir, 2014). The aim is to make the regional excellence around it an identity and prepare a younger generation that is responsive to its culture (Wafiqni & Nurani, 2019), then strengthening student character education with its values, filtering foreign cultures, and maintaining local wisdom values in the onslaught of the modern era (Haerunnisa et al., 2020). Because it was known that local wisdom has several parts of the scope. The details it is philosophy, time of emergence (classical and new), outline (can and cannot be seen with the senses), character, and cultural scope (Wagiran, 2012). From this explanation, that education based on local wisdom will be able to introduce students to the culture around them, which has been passed down from generation to generation and has noble values.

It was known that Indonesia has a variety of local wisdom, one of which is in the form of local wisdom, namely the local wisdom of Ogan Komering Ilir Regency in South Sumatra Province. However, until now, local wisdom-based learning in Ogan Komering Ilir Regency has not yet had a set curriculum. So, innovation and additional adequate teaching materials are needed to support the learning and teaching process. Several studies have developed teaching materials as additional learning materials. First, Sari & Maharani (2022) "Development of Rambang Local Wisdom-Based Teaching Materials in Grade IV SDN 4 Rambang District With the Theme 8 Sub-theme 1 My Environment Where I Live". Research focuses on producing appropriate and valid teaching materials to be used as learning resources. The article by Wendo et al. (2022), "Development of Ngada Local Wisdom-Based Electronic Teaching Materials on the Theme of Always Saving Energy for Grade IV Elementary School Students in Ngada District," focuses on producing teaching materials suitable for use in grade IV elementary school students.

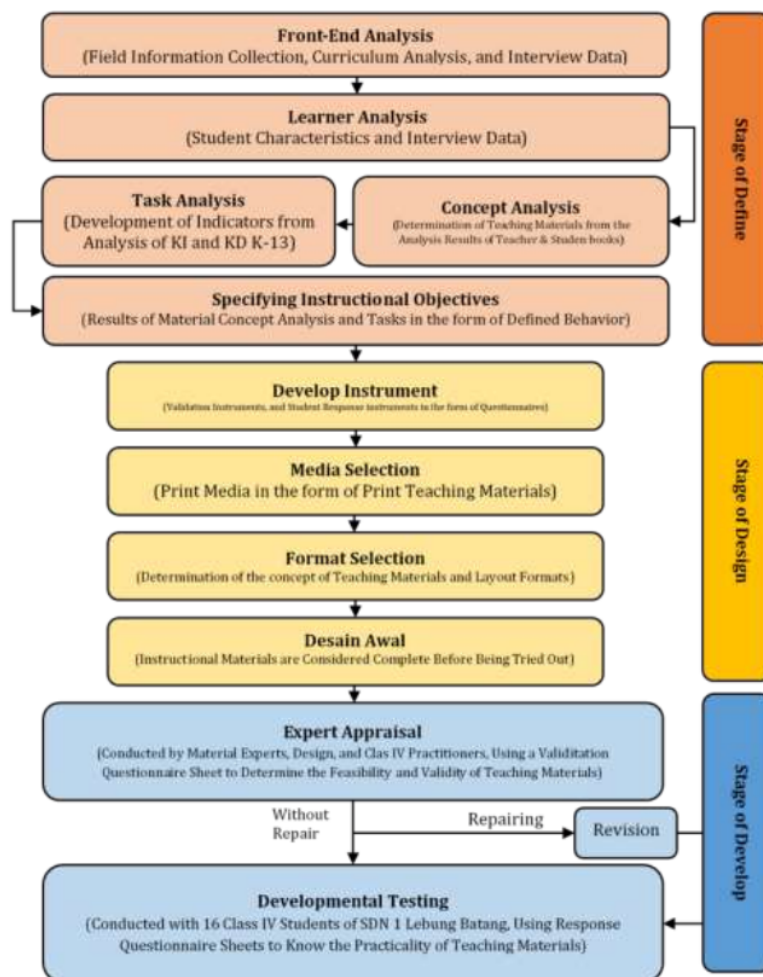
This research is different because it focuses on developing teaching materials based on local wisdom in Ogan Komering Ilir Regency at SDN 1 Lebung Batang, Ogan Komering Ilir Regency. It as well as being focused on the sub-theme of the uniqueness of the area where I live in grade IV elementary school. This research is necessary because it can produce teaching material products and determine the feasibility and practicality of teaching materials that have been developed so that they are feasible and can using in learning in schools. In addition, this research can add new insights to students, additional information, and additional learning resources regarding the local wisdom of Ogan Komering Ilir Regency.

## **METHOD**

This type of research is part of research and development. Research that focuses on the development of education to produce a product. According to Sugiyono (2019:754–755), development is a scientific research method for researching, designing, producing, and testing

products. The research was carried out in the odd semester of the 2022/2023 school year and is located at SDN 1 Lebung Batang, Jl. Raya Lebung Batang Village, Pangkalan Lampam District, Ogan Komering Ilir Regency, South Sumatra Province. Overall research subjects were 16 students consisting of 8 boys and 8 girls. And the object of research is the teaching material itself.

To be able to carry out research requires a research model. Because the success of research was ensured from the method or model chosen correctly by finding or developing a model (Saputro, 2017:7-8). The model used is the 4-D model or adapted to 4-P by Thiagarajan, Semmel, and Semmel. Then the model is modified into 3-D, which consists of several stages, namely: (1) Define, (2) Design, and (3) Develop. The procedure doing as follows.



The defining stage consists of several steps, namely the initial final analysis step, student analysis, material concept analysis, task analysis, and specification of learning objectives. This stage focuses on and determines learning needs (Ratumanan & Rosmiati, 2019:61). The front-end analysis step is the main focus of curriculum analysis to develop the necessary parts of the fundamental problems found. The aim is to build part of the teaching materials as needed with competence and eliminate the possibility of a lack of teaching materials due to many competencies in the curriculum (Winarni, 2018:258). This Learner analysis step focuses on getting an overview of class IV students at SDN 1 Lebung Batang. Then the material concept analysis step is to identify the main points of knowledge as a source of teaching materials and

complete the principles of teaching materials, namely the principle of adequacy (adequacy) (Kosasih, 2021:51-64). Furthermore, task analysis focuses on developing indicators as a reference for abilities to archive from the study of KI, KD, and the sub-themes of the uniqueness of the area where I live according to the 2013 curriculum. Finally, the step of specifying instructional objectives is setting goals in the form of expected behavior.

Furthermore, the design stage consists of composing instruments, media selection, format selection, and initial Design. This stage focuses on planning learning materials and teaching materials (Ratumanan & Rosmiati, 2019:62). The steps for conducting composing the instrument so that the teaching materials have validation or recognition. Then the media selection is determined from the material concept analysis, task analysis, student characteristics, and other sources. But the main focus is print media, namely teaching materials. Next, format selection to determine the concept and format of the layout of teaching materials. Finally, the initial Design was done in three phases at the design stage. Teaching materials produced before being tested have been considered complete.

Then, the development stage consists of expert appraisal steps and development testing. Several experts, namely material experts, design experts, and practitioners, appointed the expert appraisal step to provide feedback and revise or improve teaching materials. The goal is to test the feasibility or validity of teaching materials. Finally, the development test was tested on 16 Lebug Batang 1 SDN students to determine the practicality of the teaching material.

The approach used is qualitative and quantitative. Qualitative data were obtained from the advice of experts (materials experts, design experts, and practitioners), interview results, and the results of the analysis carried out by researchers to produce teaching material products. This data was obtained from interviews, and namely, data collection was conducted by direct dialogue between researchers and informants (Winarni, 2018:65). The interviews used were unstructured, without interview guidelines which were arranged wholly and systematically, only in the form of the core issues are being asked. The instrument was made in the form of a list of questions. Meanwhile, quantitative data was obtained from the validation results of experts in the form of numbers from the effects of validation questionnaires and student responses. The questionnaire used by researchers is an open-type questionnaire for experts (materials, designs, and practitioners) and a closed-type questionnaire for students. The first questionnaire determines the validity and feasibility of teaching material products. The measurement uses a Likert scale in the form of a checklist with a score of 1-5, namely 5 (Very Good), 4 (Good), 3 (Enough), 2 (Not good), and 1 (Very Bad). In comparison, the second questionnaire determines the practicality of the developed teaching materials. The measurement uses a Guttman scale as a checklist, with the highest value of 1 and the lowest score of 0. The answer consists of "Yes" and "No." This answer is to answer the problem asked explicitly (Sugiyono, 2019:172). Made the questionnaire instrument was made in the form of a questionnaire sheet.

The analysis technique used in this study uses qualitative data analysis and quantitative data analysis. Qualitative data were obtained from interviews based on a list of questions. Then got validation activities in the form of reviews and suggestions for improving teaching materials. And data on the analysis of the needs of teaching materials that have been collected. These data are analyzed to obtain supporting information for developing suitable teaching materials. In addition, using a questionnaire, quantitative data was obtained from material experts, designers, and practitioners in the form of teaching material validation results and the results of class IV students' responses at SDN 1 Lebug Batang. The data is in the form of numbers and then converted into percentage data to determine the validity and practicality of the teaching materials developed.

#### 1. *Validation Questionnaire Data Analysis*

Validation questionnaires were analyzed from the validation results by material experts, design experts, and practitioners. The range of scores used is 1-5 with different levels.

**Table 1.** Criteria Answer Validation

Answer Value	Value Statement
5	Very Good
4	Good
3	Enough
2	Not Good
1	Very Bad

(Sugiyono, 2019:170)

Then the calculation to determine the percentage of eligibility uses the formula :

$$\text{Validator Value} \div \text{Max Value} \times 100\%$$

(Sugiyono, 2019:170)

The percentage results obtained are then expressed in the category of validity level of teaching materials as follows :

**Table 2.** Category Level of Validity of Teaching Materials

Percentage Value (%)	Validity Category
81 – 100	Very Valid
61 – 80	Valid
41 – 60	Enough Valid
40 – 21	Less Valid
0 – 20	Very Invalid

(Kaukaba et al., 2022)

The product is declared valid or feasible if the achievement percentage is  $\geq 61\%$ . The product is revised and re-validated to be declared viable or valuable if it does not reach this percentage.

#### 2. Analysis of Student Responses Questionnaire Data

Student response questionnaires were analyzed from the feedback provided by students. The score used is the highest score, 1 (one), and the lowest score is, 0 (zero).

**Table 3.** Student Response Criteria

Answer Value	Value Statement
1	Yes
0	No

(Sugiyono, 2019:172)

Then to determine the percentage of student responses with the formula:

$$\text{Student Response Value} \div \text{Response Score} \times 100\%$$

The percentage results obtained are then expressed in the category of practicality level of teaching materials as follows :

**Table 4.** Category Level of Practicality of Teaching Materials

Percentage Value (%)	Practicality Category
81 – 100	Very Practical
61 – 80	Practical
41 – 60	Enough
21 – 40	Less Practical
0 – 20	Very Less Practical

(Kaukaba et al., 2022)

The practicality of teaching materials with a percentage of achievement  $\geq 61\%$ .

## RESULTS

The results of this research are a teaching material product based on local wisdom in Ogan Komering Ilir Regency, with the sub-theme of the Uniqueness of the Region where I live in Class IV SDN 1 Lebung Batang. This research is research and development, with the 4-D model modified into a 3-D model, namely: (1) Define, (2) Design, and (3) Develop.

In the definition stage, in the initial and front-end analysis step, the books used were thematic books and additional books, limited to Mathematics and Civics books from old books. Then the book is used, and educators must be able to change the way of teaching from the book given because the language and examples given are not following the surrounding conditions where students live. The following are the findings in the student book Theme 8 Sub-theme 2 2017 Ministry of Education and Culture Print.

**Table 5.** Findings in Student Book Theme 8 Sub-theme 2

Book Page	Material Findings
<b>Learning 1</b>	
Page 60 – 61	1. Pictures of Yogyakarta Monument Symbols, Prambanan Temple Tourist Attractions, Grebeg Mulud Traditional Ceremonies, and Andong Transportation
Page 62 – 62	2. "Roro Jonggrang" Story Text
Page 64 – 67	3. Material and Examples of Pull and Push Forces

Then the student analysis step is for class IV students for the 2022/2023 academic year at SDN 1 Lebung Batang. A total of 16 students consist of 8 boys and 8 girls, the age range is between 9-11 years, and all are Muslim. Data were obtained on the characteristics and knowledge of students who had advanced to class V because students this semester had not seen their features and learning about local wisdom in the Ogan Komering Ilir Regency. Then, students only have limited knowledge to relate local wisdom material to their area. For example, the thematic books used are still general and have nothing to do with the place where they live. Likewise, no curriculum or local content has been determined regarding the local wisdom of Ogan Komering Ilir Regency from the local Education Office and Culture and Tourism Office. Apart from that, they have only limited the existing government, such as a village led by a village head, and the customs that exist students know only a little. Therefore the researcher determines the material to be included in the teaching materials based on the following findings

**Table 6.** Findings in Student Book Theme 8 Sub-theme 2

Learning	The material in The Book	Materials to be included in Teaching Materials
No-1	<ol style="list-style-type: none"> <li>1. Pictures of Yogyakarta Monument Symbols, Prambanan Temple Tourist Attractions, Grebeg Mulud Traditional Ceremonies, and Andong Transportation</li> <li>2. "Roro Jonggrang" Story Text</li> <li>3. Material and Examples of Pull and Push Forces</li> </ol>	<ol style="list-style-type: none"> <li>1. A Short History of Kayuagung City</li> <li>2. OKI Regency logo and its meaning</li> <li>3. Interesting Places in Kayuagung</li> <li>4. Material and Examples of Customs of Kayuagung</li> <li>5. Folklore "Queen Agung"</li> <li>6. Material and Examples of Pull and Push Forces</li> </ol>

After passing through the material concept analysis stage, then analyze the task by developing indicators according to the abilities or behavior of fourth-grade students obtained from the KI and KD analysis according to the 2013 Curriculum sub-theme of the uniqueness of the area where I live.

**Table 7.** Indicator Development Results

Subject	Indicator	
	Learning No-1	
Indonesia Languages	3.9.1	Identifying the brief history of Kayuagung City, the OKI Regency logo, and the motto Bumi Bende Seguguk.
	3.9.2	Comparing interesting places and customs of Kayuagung City with the surroundings where students live.
	3.9.3	Read the text of the story "Queen Agung." Demonstrates an understanding of the brief history of Kayuagung City, the OKI Regency Logo, and the motto Bumi Bende Seguguk.
	4.9.1	Shows the results of exciting places and customs of the City of Kayuagung around where students live.
	4.9.2	Shows the main and additional characters in the text of the story "Queen Agung."
	4.9.3	
IPA	3.4.1	Conceptualize the pull and push forces that exist in the student environment
	4.4.1	Practicing the pull and push forces found in the student's environment.

Then the specification of learning objectives is determined as a basis for designing or forming learning.

**Table 8.** Specifying Instructional Objectives

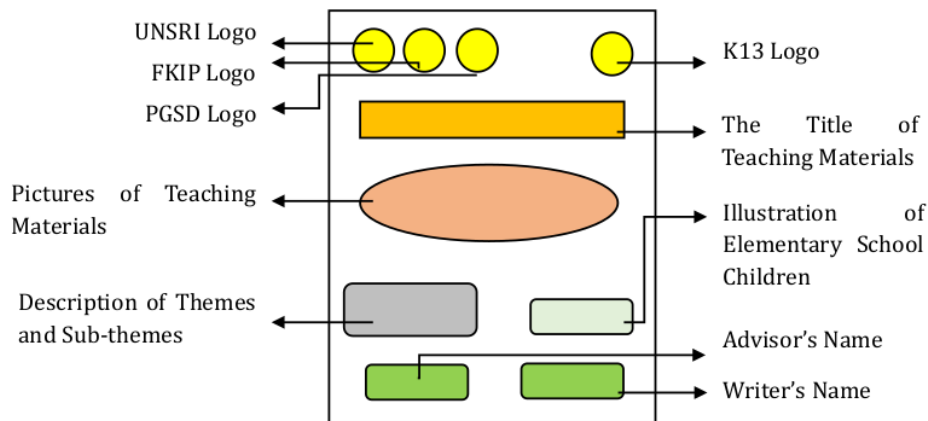
Subject	Learning Objectives	
	Learning No-1	
Indonesia Languages	1.	Through the text and examples provided in the teaching materials, students can correctly identify the brief history of Kayuagung City, the OKI Regency Logo, and the motto of Bumi Bende Seguguk.
	2.	Through the pictures and information provided in the teaching materials, students can correctly compare interesting places and customs of the City of Kayuagung with the areas where students live.
	3.	Through the story text provided in teaching materials, students can read the story text "Queen Agung" carefully.
	4.	Through the text and examples provided in the teaching materials, students can demonstrate an understanding of the brief history of the city of Kayuagung, the OKI Regency Logo, and the motto of Bumi Bende Seguguk correctly.
	5.	Through the pictures and information provided in the teaching materials, students can correctly show the results of exciting places and customs of the city of Kayuagung around where students live.
	6.	Through the story text given in teaching materials, students can carefully show the main and additional characters in the "Ratu Agung" story text.
IPA	1.	Through examples and explanations given in teaching materials, students can correctly conceptualize the pull and push forces in the student environment.
	2.	Through experimental activities provided in teaching materials, students can practice the pull and push forces found in the student's environment correctly.

After going through the definition stage, then the design stage. The first step is to develop instruments to obtain validation or appropriate recognition based on needs so that teaching materials are suitable for use during learning (Kosasih, 2021:148). In preparing it, a theoretical review is needed, including aspects of the material that need to be designed systematically and entirely and in appearance presented in its entirety (Rohman & Pulungan, 2021). This study used

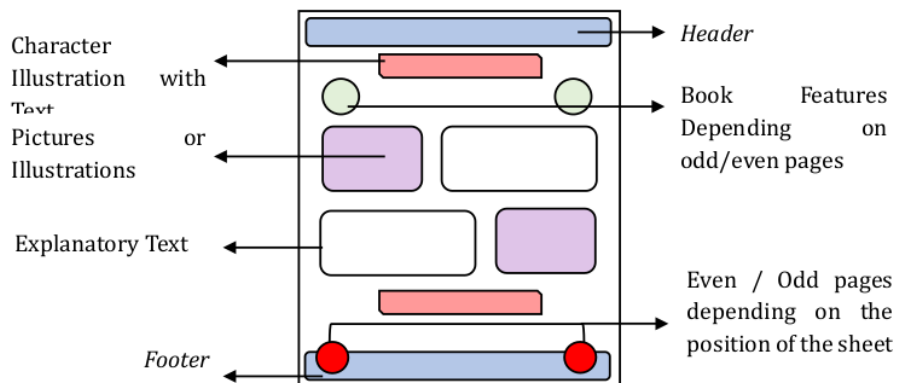


four questionnaires: material expert validation questionnaire instruments, design expert validation questionnaire instruments, practitioner validation questionnaire instruments, and student response questionnaire instruments.

The next step is media selection, focusing on developing printed books. This Selection was based on the analysis carried out at the defined stage. Then, the format selection step includes selecting the concept of teaching materials and the layout format. The ideas of teaching materials determined are: (1) as additional teaching materials, (2) the material included is local wisdom material from Ogan Komering Ilir Regency, (3) adapted to the level of development and understanding of class IV students, (4) using the Canva application, (5) printed on A4 paper back and forth, (6) using the letters Montserrat and Dm Sans, with varying font sizes, and adjustment based on space in the application, (7) selection of shapes, images, illustrations, and others combined with colors attractive. Then format the layout as follows :



**Figure 2. Cover Format**



**Figure 3. Content Format of Teaching Materials**

After going through the previous phases, an initial design was obtained because the teaching materials were considered complete before being tried. The display is as follows:



Figure 4. Cover Page



Figure 5. Contents of Teaching Materials

The next stage is the development stage, and there are two steps, namely the expert assessment step and development testing. The assessment was carried out by experts who selected three experts: material experts, design experts, and class IV practitioners at SDN 1

Lebung Batang. The goal is to validate teaching materials used and tested in class.

**Table 9.** Conclusion of Expert Validation Result

No.	Expert Validation	Value Count	Max Value	Percentage	Category
1.	Material Expert	89	105	84,7%	Very Valid
2.	Design Expert	78	100	78%	Valid
3.	Practitioner	94	110	85,4%	Very Valid
	Total	261	315	82,8%	Very Valid

Based on the table, the validation carried out by material experts obtained a score of 89 out of a maximum score of 105, with a percentage of 85.7% in the "Very Valid" category. Then the design expert validation results obtained a value of 78 out of a maximum value of 100, with a percentage of 78% in the "Valid" category. Validation carried out by practitioners obtained a score of 94 out of a maximum score of 110, with a percentage of 85.4% in the "Very Valid" category. Of the three validators, the total score is 261 out of a maximum value of 315, with a percentage of 82.8%. That shows the meaning of this percentage that the teaching materials developed by researchers were included in the "Very Valid" category.

Then the next step is development testing. This test was carried out on 16 class IV students at SDN 1 Lebung Batang, held from 24 to 29 October 2022. The test was carried out in one week without being divided into several groups or stages with implementation as usual learning using teaching materials developed by researchers.

**Table 10.** Conclusion of Student Response Questionnaire Filling Results

No.	Questions	Value Count	Max Value	Percentage	Category
1.	Benefits of Teaching Materials	80	80	100%	Very Practical
2.	Teaching Materials and Learning Materials	77	80	96,2%	Very Practical
3.	Teaching Materials Language	77	80	96,2%	Very Practical
	Total	234	240	97,5%	Very Practical

Based data in the table, the benefits of teaching materials obtained a score of 80 out of a maximum score of 80 with a percentage of 100% in the very practical category. Then, the material and teaching materials obtained a score of 77 out of a maximum score of 80, with a percentage of 96.2% in the very practical category. Such as, in the language of teaching materials, a score of 77 was obtained from a maximum value of 80 with a percentage of 96.2% in the very practical category. The three big questions, with questions divided into five, got a score of 234 from a maximum score of 240 with a percentage of 97.5%. That shows the meaning of this percentage that the teaching materials based on local wisdom in Ogan Komering Ilir Regency developed by researchers belong to the category "Very Practical."

## DISCUSSION

The research carried out is research and development, commonly known as Research and Development (RnD). His research was on developing teaching materials based on local wisdom in Ogan Komering Ilir Regency, with the sub-theme of the Uniqueness of the Region where I live in Class IV SDN 1 Lebung Batang. The development model used by researchers is a 4-D model modified into a 3-D model with the Define, Design, and Develop stages. The first stage, Define, focuses on determining the needs of learning to determine the goals and limitations needed in the teaching materials. The second stage, Design, is planning materials and teaching materials to

be able to decide on initial teaching materials or product samples. The last step, Develop, is an expert appraisal of teaching materials accompanied by revisions and development tests for class IV students at SDN 1 Lebung Batang.

This research aims to develop teaching materials based on local wisdom in Ogan Komering Ilir Regency and determine their feasibility and practicality. It was integrating local wisdom into education to introduce students to local wisdom that exists and is close to them in their area. In line with Nadlir (2014), education based on local wisdom is the actual situation that exists and is close to everyday life and was then taught to students. Education based on local wisdom has a positive impact not only on students but also on cultural preservation (Dewi & Ramadan, 2021)

The researcher developed a thematic teaching material arranged as a book as an additional learning resource for fourth-grade elementary school students. According to Prastowo (2021:40-43), teaching materials were divided into several parts, and one is a printed book. This development was based on the Ministry of Education and Culture's printed student book (Safitri, 2019). The material was developed using the local wisdom of Ogan Komering Ilir Regency in a systematic and structured manner according to the competencies of grade IV elementary schools. Whose aim was to make it easy to understand, understand, and add to their insights about the local wisdom of Ogan Komering Ilir Regency. For this reason, these materials need to be arranged systematically and structured so they can use in learning. Following Hernawan, et al (2012) that the material or substance of learning is arranged in a systematic and structured manner by displaying a concrete manifestation of the competencies that students in learning will master.

These teaching materials contain the local wisdom of Ogan Komering Ilir Regency, which is arranged systematically and structured on the sub-theme of the uniqueness of the area where I live. All contents adapt to the core and essential competencies in grade IV. Indicators and learning objectives were developed based on Ogan Komering Ilir Regency's local wisdom. Because this arrangement was based on the principles of integrated thematic learning, namely the principles of extracting themes, learning management, evaluation, and reactions (Tirtoni, 2018:9-10). Of course, attractive designs are also determined to support the content that has been selected. Researchers use the Canva application to develop teaching materials to keep all of this. This application has various exciting features, especially the Design and illustrations (Tanjung & Faiza, 2019). Using illustrations, photos, drawings, and so on also adjusted the level of development and understanding of grade IV students. The language of teaching materials is also adapted to Indonesian and regional/foreign languages that have been modified.

The teaching materials that have been developed were then validated by the validators, namely material experts, design experts, and practitioners of a homeroom teacher for grade IV SDN 1 Lebung Batang. Implementation of validation to decide whether the teaching materials that have been developed are valid or not yet valuable to be used in development testing on students. In addition, the developed teaching materials get legal recognition (Kosasih, 2021:148). In the validation activity, the researcher has prepared an instrument in the form of a validation sheet which will obtain a result to conclude the teaching materials that have been developed using predetermined formulas and categories. The validation sheet is a questionnaire using a Likert Scale as a checklist with a value range of 1-5 (Sugiyono, 2019:168). In addition to the validation sheet, student response questionnaire sheets were provided to determine the practicality of the developed teaching materials. The scale used is the Guttman Scale in the form of a checklist with the highest value of 1 (one) and the lowest 0 (zero) to answer the question explicitly.

The results obtained after the validation activities from the validators, the researcher revised the teaching materials according to their suggestions/criticisms/comments. The results obtained were obtained by material experts, with a percentage of 85.7% in the "Very Valid" category. Then the design expert validation results with a ratio of 78% in the "Valid" category. Practitioners performed validation with a percentage of 85.4% in the "Very Valid" category. These results indicate that the teaching materials are feasible to use.

Furthermore, development testing was carried out on class IV students. This test was carried out on 16 students consisting of 8 boys and 8 girls. The implementation lasted for one week, namely 6 lessons, and was tested once without being divided into several groups or several

stages. That obtained the results from students with a percentage of 97.5% in the "Very Practical" category. These results indicate that one can use the developed teaching materials in learning.

## CONCLUSION

The teaching materials based on local wisdom in Ogan Komering Ilir Regency, with the sub-theme of the uniqueness of the area where I live in grade IV SD, were developed by researchers in the form of thematic printed books. Furthermore, that obtained the validation results for teaching materials from material expert validators, design experts, and class IV practitioners in the "Very Valid" category. Then gained practicality from testing 16 class IV students in the "Very Practical" category. These results show that the teaching materials developed focusing on Ogan Komering Ilir Regency's local wisdom are feasible and can be used in elementary school learning.

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