Local Wisom-based Teaching Material to Develop Nationalism

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Abstract: This present research investigated the availability and the needs of local wisdom-based teaching materials to develop nationalism. The sample of the study is composed of 165 students and six teachers of the fourth grade of primary school in public sector in Indonesian context. Questionnaire and interview were used to collect the data from students and teachers. The result showed that there were teaching materials used in learning process that are commonly in form of textbook. However, the local-wisdom teaching materials especially textbook which can develop student nationalism were not found yet. This results in the lack of student nationalism. The findings suggest that government and schools should provide teaching material especially textbook based the local wisdom in their area to be used by students in learning process. The use of this kind of textbook is expected to foster the students' nationalism.

1 INTRODUCTION

Teaching material is increasingly important part in teaching and learning process. Some research exists in Czech Republic, China, Turkey, and Japan about implemented in developing teaching material in different path to support student learning and increase student success. Klement et al. (2014) research about how teaching materials develop cognitive aspect which is respect to student's learning styles. Other research studying media-based teaching material are Lifang & Jia (2012) that studied about teaching materials in ergonomics experiments, and Arikan (2014) that focused on examining the online grammar teaching materials available for young learners. In addition, investigated about how to make teaching materials dynamic, so that they can be easily adapted by the teacher during the class. The research show that teaching materials widely provide teaching and learning aspects.

Recently, Indonesia also began to focus on the development of teaching material to improve students' cognitive, affective and psychomotor abilities with the enactment of the curriculum 2013. Curriculum 2013 requires teachers to be able to provide teaching materials in accordance with the potential and culture of student environment. This provides an opportunity for teachers to introduce local wisdom in student environment. Local wisdom can be preserved by introducing the values of local wisdom to students, especially for elementary students as one way to build their character. This is in line with the objectives of the implementation of the 2013 curriculum which focuses on inculcation of student attitudes and character. This local wisdom-based learning based can also promote character education, which plays important roles in encouraging and improving the spirit of nationalism of our future generation (Sudartini, 2012). Considering the importance of this study, this research aims to find out the availability of local wisdom-based teaching materials and the needs of developing the local wisdom-based teaching materials in schools. To be specific, the study seeks to reveal (a) the availability of any teaching materials used in learning process at school and of local-based teaching materials, (b) the students' nationalism and knowledge about their local area, and (c) the needs to local wisdom-based teaching materials to increase students' nationalism in the fourth grade elementary school.

2 LITERATURE REVIEW

The purpose of learning process is to exchange information between teacher and students. Regarding this, teaching material help students to g e t information indirectly. There were some other potential benefits for using teaching material in learning process. It helps students to learn easily (Seven and Engin, 2007). In addition, teaching materials also help students to avoid getting bored in class and help teacher in teaching process (Jamian and Baharom, 2012). Teaching material is a material interceding a teacher to deliver learning content to students easily. The scope of teaching material mentioned is all materials and sources used to develop desire, knowledge, skills, attitudes and values in students (Saglam, 2011). Teaching material come in many shapes but have a common ability to support student learning. The most commonly used type of teaching material in the fourth grade elementary students is text book. Pacurar & Ciascai (2010) said that textbook is structured and printed to enroll a learning process. It assumed that textbook is an important part in teaching and learning process, which equip material content in printed thing.

Piaget in Schunk (2012) states that the development of human cognitive abilities consists of four stages, namely sensorimotor, pre-operational, operational concrete, and operational formal. Classroom learning activity can refer to the stage of cognitive development to develop. Piaget's development stage explains that the fourth grades elementary students are in concrete operational stage. Therefore the learning process used should be made as abstract and natural as possible. Seven & Engin (2007) describe that providing a natural learning environment or culture in textbook can motivate students well and help them to take part in learning experiencing processes. Providing natural learning environment in textbook for primary students can load the local wisdom of the area. Local wisdom is important to stay close to the school and to be attached to the students (Pornpimon et al., 2014). It is important to encourage young people especially primary school students to recognize and take pride in their local wisdom. It also can fascinate students to participate in the conservation of their local knowledge.

Local wisdom is known as a community system. As a system, local wisdom consists of two elements: a set of principled values and a set of practices (Maarif, 2014). That sets can be taught to the students as norms. Meanwhile Fahrianoor et al. (2016) argue that local wisdom is all form of knowledge, belief and understanding including customs or norms that lead the attitudes of mankind in the life of ecological community. Those statements assume that putting local wisdom as a content knowledge in text book which can introduce students to the values and norm that exist in environment is important.

Education assists students to achieve the required knowledge with curriculum boundaries to obtain previously goals (Topaloglu and Kiyici, 2015). Local wisdom knowledge was integrated in school curriculum, the purpose is to help learners to be able to learn from local community. Inserting local wisdom in the curriculum underlie the reality that Indonesia has cultural diversity. Therefor the content standard in implementation of Curriculum of 2013 must refer to the local wisdom of each area (Ridwan, 2007). Introducing text book based the local wisdom as a learning content to primary students' can introduce culture, value and norm contain in local wisdom. Text book based the local wisdom also preserve local wisdom to the next generation, so the students can think of how to continue and keep the local wisdom exist in their area. Therefor that train students nationalism indirectly.

Integrating the values of nationalism in learning process are listed in the curriculum of 2013, which focuses on develop student character building. Kemendiknas formulates 18 characters what will be implemented in the learners as an effort to build the character of the nation. These characters are: 1) religious, 2) honest, 3) tolerance, 4) discipline, 5) hard work, 6) creative, 7) independent, 8) democratic, 9)curious, 10) the spirits of nationalism, 11) the love to the homeland, 12) appreciate achievement, 13) communicative, 14) peace-loving, 15) like to read, 16) care about the environment, 17) social concerns, and 18) responsibility. Meanwhile general guidance of character education from national education of Indonesia mention that nationalism consist of patriotic, willing to sacrifice, equitable, dedication, sense of belonging, loyal to the country.

Figure 1. Conceptual Framework

Addressing the things above, there are research about appropriate model in applying local wisdom in curriculum of learning and teaching development in elementary school (Pornpimon et al., 2014), which is a way to develop student nationalism. There also many researchers who are now trying to develop teaching material in school which can develop student nationalism. However, there is very little investigation on the availability and the need of teaching material based the local wisdom to increase student nationalism. Within this context, the purpose of this study is to determine teaching material based the local wisdom to develop nationalism.

3 METHOD

The current study used a qualitative approach (Creswell, 2003). The focus of this research is to analyze the availability and the needs of teaching material based the local wisdom to be used as a foundation in order to increase students' nationalism.

3.1 Research Design

This is a descriptive qualitative with exploratory method. It conducts a need analysis of local wisdom-based teaching materials to develop primary students' nationalism, according to students' and teachers' opinion. Need analysis is used to determine the lameness between the idea condition and the real situation. Brown (2002) mentions that need analysis is important as a collecting data process to identify students' need in order to achieve the goal.

3.2 Participants

Each column must be 7,5-centimeter wide with a column spacing of 0,8-centimeter.

This research involved data collection from fourth grade primary school teachers and students in Indonesia. The respondents were chosen using purposive sampling with criterion sampling technique to select the respondents. Criterion sampling is an individual or group respondents which was selected based on characteristic of a population and the objective of the study (Mertens, 2014; Palys, 2008). The study was taken in west part of Central Java. The school characteristics are:
1. Schools were drawn from the public sector.
2. Schools were selected as pioneer schools in implementing Curriculum of 2013.
3. Schools was accredited "A" by The National Accreditation Board of Madrasah.

4. All classes used were fourth grade class, it adjusted because there were content about "My Living Area" at second semester in theme eight which strongly integrated with local wisdom. The total of participants are 165 participants, the data of participants detail can be found in Table 1.

Table 1: The study participants

School Name	Total no of teachers	Total no of students
Alpha		25
Bravo	One person of fourth grade teahcer from each school	28
Charlie		30
Delta		25
Echo		29
Foxtrot		28

3.3 Data Colletion

There were two data collection phases in the study. The data were collected through questionnaire and interview. Two open-ended interviews were used to collect data from teacher and student perspective. Open ended question was chosen because it allowed participant to express an opinion without being influenced by researcher (Reja et al., 2003). Teacher interview were conducted on six teachers, which one classroom teacher from each school. The core of teacher interview can be found in table 2.

Table 2: The Core of Interview Question with Teacher

No.	Core of Question
1	Learning process using Curriculum of 2013
2	Feasibility of teaching material
3	The component of teaching material
4	Availability of teaching material based the local wisdom
5	Student nationalism
6	The need of movable book based the local wisdom as a text book

Whereas, student interview was conducted on 12 students of which two students participated from each school. Moreover, the core of student interview can be found in Table 3.

Table 3: The Core of Interview Question with Student

No.	Core of Question
1	Learning preparation
2	Text book as main teaching material
3	Learning obstacle
4	Student knowledge about local wisdom in their area

In other hand, questionnaire was used as a follow up from interview data. Questionnaire was given to 165 students to collect the necessary data from student perspective. The core of data collection in questionnaire can be found in Table 4.

Table 4: The Core of Interview Question with Student

No.	Core of Question
1	The need of text book as a teaching material
2	Content of text book

3.4 Data Analysis

The answers were collected from interview in which data were recorded and transferred into textual data. Therefore both data collected from interview and questionnaire were analyzed using descriptive and descriptive statistical procedures. Figures and tables were used to discern patterns in the data.

4 RESULTS AND DISCUSSION

4.1 Results

The section will elaborate the availability of teaching materials and local wisdom-based teaching material used in Curriculum 2013 learning process. The findings about students' nationalism and their understanding about local wisdom in their area as well as the need of developing local wisdom-based teaching materials will be outlined.

4.1.1 Availability of Teaching Materials and Local Wisdom-Based Teaching Materials Used in Curriculum 2013 Learning Process

In order to find out the availability of teaching materials used by teacher in learning process, all the research questions were expanded to be several deep questions. The interview process was done separately between teachers and students. It was conducted to one teacher from each school, whom was the 4th grade class room teacher. Meanwhile students' interview was conducted to two representative students from each school with high and low academic ability based on the teacher advice.

Furthermore, after the interview process was completed, questionnaires then distributed to 165 students as an interview follow up to complete the result data from student representatives. The results indicate that there was teaching materials used in learning process which are generally in the form of text book, and teacher find it difficult to create and develop they own text book that represent teaching material based the students' environment.

Table 5: The Data about availability of teaching material

Core of Question	Conclusion of Participants Answer
Teacher Answer	
Learning process using Curriculum of 2013	- Teachers were implemented curriculum of 2013 in learning process. - Teachers found a little complicated to implementing the curriculum of 2013, the learning obstacle faced is in providing teaching material based on student environment.
Feasibility of teaching material	- Teachers used several types of teaching materials to help them deliver learning contents to students. - Teachers mention that the most dominant teaching material is text book.
The component of teaching material	- The most teaching content in text book already accordance with core and basic competence in curriculum of 2013, but there were some competencies need to be developed adjusted to student environment.
Student Answer	
Learning preparation	- Preparing the equipment use in learning process.
Text book as main teaching material	- Text book is used as the main teaching material in the classroom.

The result in Figure 1 shows that a large number of textbook used in learning process was published by the government, small number of it was published by the publish publisher, and none of it was developed by teachers.
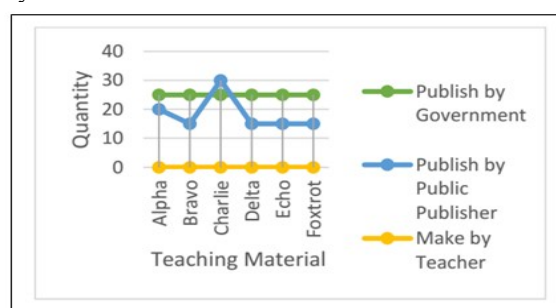

Figure 1. Publishers of Teaching Material

4.1.2 Student Nationalism and their Understanding about Local Wisdom in their Area

The development of affective skills in curriculum of 2013 is focusing on student nationalism. The data collected by the teachers shows that their students still did not understand about what nationalism is. Students get bored with the text books. The learning content in textbook was not based on the local wisdom in student environment, it results in the lack of student knowledge about local wisdom in their area and it triggered the lack of student nationalism.

Table 6: Students Nationalism

Core of Question	Conclusion of Participants Answer
Teacher Answer	
Student nationalism	- Student found it difficult to to understand what nationalism it looks like.
Student Answer	
Learning obstacle	- Text book used are less interactive. - Student get bored very quickly with two dimensions text book. - Two dimensions text book does not motivated student to read. - Activity or teaching material in text book based the local wisdom is rare to found.
Student knowledge about local wisdom in their area	- Student do not know about the local wisdom in their area.

4.1.3 The Needs of Teaching Material Based the Local Wisdom to Develop Student Nationalism

Teachers interview data showed that teachers do not have enough time and skill to develop their own teaching material specially text book with the content of local wisdom which develop student nationalism in it. In other hand, teachers realize that they need teaching material based the local wisdom to develop students' nationalism, and students also need an interactive teaching material which can motivate them to read.

The result in Table 8 shows that 100% of participants need text book in learning process. Therefor most of participants like colorful picture book. Participants also need three dimensions and movable book as a text book.

Table 7: The Needs of Text Book as a Teaching Material

Core of Question	Conclusion of Participants Answer
Student	
The need of text book as teaching material	- Students said that text book is important in learning process.
Content of text book	- Students like to read a color full textbook. - Students like to read a text book which has lots of picture in it. - Students need three dimensions textbook. - Students need a movable book.
Teacher	
Text need of movable book based the local wisdom as a textbook	- Teacher do not have enough time and skill to develop their own text book. - Teachers find it difficult to make three dimensions text book.

Table 8: Student Needs of Teaching Material

No.	Core of Question	Percentage
1.	Importance of text book	100
2.	Students like color full book	90
3.	Students like picture book	86
4.	Students need 3D book	89
5.	Students need movable book	90

4.2 Discussion

Based on the analysis of the data collected, the six teachers had already implemented curriculum of 2013 in learning process. In practice, teachers used some teaching materials to support the implementation of the learning process. There are several kinds of teaching materials that can be used by teacher such as printed teaching materials, audio teaching materials, visual teaching materials and multimedia teaching materials (Newby et al., 2000). The data showed that all of the teachers mentioned textbook as a common teaching material used in learning process. The most teaching content in text book already accordance with core and basic competence in curriculum of 2013, but there were some competencies need to be developed adjusted to student environment. The Regulation of Province Central Java Indonesia Number 4 Year 2012 Section 4 about the implementation of excellence based education that focuses on the provision of learning material based on local wisdom in

community. The policy indicates that schools are required to facilitate learning process based the local wisdom in each region of Indonesia especially in Central Java. Pornpimon at al., (2014) is important for teacher to facilitate learners interact with local wisdom in their area. Therefore, student can participate to conservation the local knowledge of them self.

Teacher and student mention that they need teaching material in form of text book based the local wisdom. Figure two shows that 100% of student need text book in learning process. The advantage of using text book for students are text book provide a syllabus which representing the aim of curriculum, text book provide security for students to stay learning on the right path, text book provides a set of readings, visuals, and visual activity which might motivate students to read, text book provides an evaluation tools (Basturkmen, 2010; Graves, 2000). Other than that, students love to read a color full text book which has a lot of picture in it. One of strategy to for getting students to read is give student text book filled with picture. Students also need three dimensions and movable text book. Crupi (2016) presented movable book as a handcrafted book made for various purposes such as playing, teaching, and storytelling which encourages reader interaction. There are several benefits in using movable book such as creating an effective learning, creating interaction and able to motivate students. Three dimensions graphic of images on movable book might help students visualize the material content. Through the actives pulling tabs and turning the wheel will create more meaning full learning for student (Abrahamson & Stewart, 1982). Therefore, there are need the development of movable books to support students learning process.

5 CONCLUSIONS

A natural learning environment can provide by teacher as teaching material in form of local wisdom-based textbook especially for primary students. It is not only important to encourage young people like primary students to take pride and recognize in their local wisdom, but also to make the students participate in the conservation of local knowledge to strengthen their nationalism.

This study of Indonesian primary school teachers and students needs of teaching materials found that there were several teaching materials used in learning process, most of teaching materials used is text book, but then teaching materials based the

local wisdom which can develop primary student nationalism were not found yet. This is turn impacted negatively about the lack of primary student nationalism and the lack of their understanding about local wisdom in their area. Teachers showed that they need an additional teaching material in form of text book based the local wisdom which can deliver learning material very well and help them to develop student nationalism. The students shows that they need an interactive text book which motivate them to read such as color full and three dimensions book (e.g. movable book). Finding suggest that government, schools and teacher need to provide and develop three dimensions movable book based the local wisdom which can be used by primary student to increase their nationalism in learning process.

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