



Thematic Teaching Materials Based on Riau Local Wisdom

Nina Ardianti Dewi^{1*}, Zaka Hadikusuma Ramadan² 

^{1,2} Primary School Teacher Education Program, Riau Islamic University, Riau, Indonesia

ARTICLE INFO

Article history:

Received May 29, 2021

Revised June 01, 2021

Accepted July 01, 2021

Available online August 25, 2021

Kata Kunci:

Bahan Ajar Tematik
Kearifan Lokal Riau

Keywords:

Thematic Teaching Material
Riau Local Wisdom

ABSTRAK

Bahan ajar saat ini yang digunakan oleh guru masih sangat memperhatikan dimana bahan ajar yang digunakan sama dengan buku siswa dan bahan ajar yang digunakan oleh siswa dan guru masih bersifat umum atau nasional yang dimana belum terintegrasi kearifan lokal. Hal ini menyebabkan siswa kesulitan memahami materi yang berdamoak terhadap hasil belajar. Tujuan penelitian ini adalah menciptakan bahan ajar tematik berbasis kearifan local Riau. Jenis penelitian yang dilakukan adalah R&D dengan model ADDIE. Namun hanya 3 tahapan (analize, Design, and Development) yang dilakukan. Subjek penelitian ini adalah 6 ahli, yang terdiri atas 2 ahli materi, 2 ahli bahasa dan 2 ahli desain serta siswa kelas IV SD. Metode pengumpulan data yang dilakukan adalah wawancara dan lembar validasi. Analisis yang dilakukan adalah analisis kualitatif dan kuantitatif dari data wawancara dan lembar validasi. Hasil penelitian menyatakan bahwa bahan ajar tematik berbasis kearifan local Riau layak dilihat dari aspek materi, Bahasa, dan desain dengan skor rata-rata 89,33% dengan kataori sangat valid. Jadi, bahan ajar tematik berbasis kearifan local Riau layak digunakan.

ABSTRACT

The current teaching materials used by teachers are still very concerned where the teaching materials used are the same as student books and the teaching materials used by students and teachers are still general or national in nature which has not been integrated with local wisdom. This causes students to have difficulty understanding the material that affects learning outcomes. The purpose of this research is to create thematic teaching materials based on Riau's local wisdom. The type of research conducted is R&D with the ADDIE model. However, only 3 stages (analyze, Design, and Development) were carried out. The subjects of this study were 6 experts, consisting of 2 material experts, 2 linguists, and 2 design experts, and fourth-grade elementary school students. Data collection methods used are interviews and validation sheets. The analysis carried out is a qualitative and quantitative analysis of interview data and validation sheets. The results of the study stated that thematic teaching materials based on Riau's local wisdom were feasible from the aspect of material, language, and design with an average score of 89.33% with very valid categories. So, thematic teaching materials based on Riau local wisdom are feasible to use.

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © Universitas Pendidikan Ganesha. All rights reserved.



Introduction

Learning is the process of interaction between students and learning resources. A good learning process allows students to learn more independently and provides opportunities for students to learn more actively in making their annual learning. Good learning will provide an experience that participants in daily life can use. This kind of learning is meaningful learning. Meaningful learning will be generated if students gain experience and can develop emotional intelligence, and the learning process is done with a contextual approach (Angela, 2014; Kostianen et al., 2018). Children can obtain experience through activities or problem-solving activities conducted by a scientific process to prove the learning process in the form of backgrounds used in community life. Currently, learning is experiencing tremendous challenges during the Covid-19 pandemic wave. The impact of this pandemic is strongly felt by students in both elementary, junior high, high school, and college. The learning process conducted face-to-face must be shifted with online learning to prevent the spread of Covid-19 (Khachfe et al., 2020) as well as all activities such as seminars, workshops, co-ordinations, and other activities postponed and even canceled (Mishra et al., 2020; Oyedotun, 2020; Patricia, 2020; Sahu, 2020). But during this condition, the learning process is still required to run as it can; therefore, one of the solutions offered is online learning.

Online learning is learning done with the help of the internet both in sync and asynchronously that provides the opportunity for interaction of learners with learning resources both educators/environment and peers without any space and time limits and more flexible (Dong et al., 2020; Hwang et al., 2020; Kkese, 2020; Lage-Cala et al., 2020). Online learning will not run well is significantly determined by the ability of educators and students because the ability to use technology will be beneficial to create a more conducive learning atmosphere so that a good social interaction is formed (Andel et al., 2020). In addition to online learning should also pay attention to the financial condition of students and facilities and infrastructures that support online learning (Rusli et al., 2020). One of the essential learning facilities in the learning process is teaching materials. Teaching materials become one of the essential factors in learning (Hidayah & Priscylio, 2019). The existence of teaching materials allows teachers to convey the material well to students (Martha & Andini, 2019). Teaching materials are knowledge, skills, and attitudes that must be learned to achieve the standard of competency that has been determined (Asriani et al., 2017), as well as teaching materials can attract students in learning because it has an attractive design and image (Gustiawati et al., 2020). The importance of teaching materials in the learning process, demanding teachers can develop teaching materials that are in line with the needs of students, curriculum demands, not dependent on textbooks and government aid package books, as well as in line with the characteristics of learners (Andani & Yulian, 2018; Cloonan & Fingeret, 2020; Weriyananti et al., 2020). The appropriate teaching materials with curriculum, needs and characteristics will increase the motivation of students and students to obtain learning following the development of science and technology (Suzuki et al., 2020). In addition, teaching materials can increase the creativity of learners (Tsai et al., 2017). So, the presence of quality teaching materials will impact the motivation, interests, and creativity that result in learners' learning outcomes.

However, at this time, the students' learning results can not be said to be successful, based on the observations obtained that the percentage of student learning outcomes in the sub-theme Of Beautiful Cultural Diversity of My Country in the previous school year that reached the value of KKM or complete is 62%. Unfinished students are 38% of 35 students. This means that the students who achieved KKM score as many as 22 students during the incomplete as many as 13 students. One of the causes of this is the teaching materials used by students and teachers are still general or national, which has not integrated local wisdom. So sometimes, teachers have difficulty associating material with the student's surroundings. Currently, the teaching materials have not been able to develop the courage and skills of students in raising questions and opinions (Weriyananti et al., 2020). Currently, the learning process only uses teaching media that is a student book, which needs to be supervised and added materials that are in line with the needs of students. Teachers mostly use teaching materials from package books combined with general history reading books (Putri, 2020). If this condition is left to greatly impact learners' ability to understand the material being studied, this certainly has an impact on learning outcomes. One solution that can be offered is to develop teaching materials based on local wisdom.

The thematic teaching materials based on local wisdom were developed to overcome the difficulties experienced in schools, namely, the availability of teaching materials according to local environmental conditions is not adequate (Alba et al., 2019; Stool et al., 2017). Integrating culture in the learning process will be positive for students and for cultural ness—teaching materials based on local wisdom to preserve cultural values (Hest et al., 2021). Local load-based teaching materials can improve learning outcomes. This is because teaching materials are more exciting and make learners learn more actively (Faisal & Sulkipani, 2016). Some research on teaching materials that have been developed states that local content-based teaching materials / local wisdom can make participants more enthusiastic in the following learning both at the elementary and college levels (Hutama, 2016; Kormasela et al., 2020; Nurafni et al., 2020; et al., 2018). The development of local wisdom-based teaching materials can improve the writing skills of learners (Owon, 2017), hone the language skills of learners (Saidah & Damariswara, 2019), motivated them to learn more actively (Lestariningsih & Suardiman, 2017). So, it can be said that the development of teaching materials based on local wisdom will be favorable to the learning process. from some of these studies, some cultures that are elucidated in the learning process, especially teaching materials are Maluku culture, west java, east java and many more.

Currently, no one has developed teaching materials based on local wisdom Riau, so the purpose is to develop teaching materials based on local wisdom Riau as an alternative learning resource. The teaching materials developed are different from the existing teaching materials where Matari's beautiful cultural diversity will be integrated with Riau culture. This teaching material was developed by paying attention to the needs of learners to the learning resources that are in line with the environment in which they live. The front cover design of teaching materials consists of the logo of Riau Islamic University (UIR), the name of the author, the title of the book is Tema 7 The Beauty of Cultural Diversity of My Country, there are several illustrations related to Riau such as people who are dancing Zapin dance. These people are wearing traditional clothes, playing Gambus typical musical instruments of Riau and Riau traditional house called Salaso Jatuh Kembar. While on the back cover, there is the identity of the author. In the content section of the book, there are prefaces, table of contents, book building team, book usage guide, basic competencies and core competencies, the identity of the book owner, learning 1 to learning 6 and every end of learning there are evaluation questions and bibliography. The

development of teaching materials will be expected to increase the education of students about culture and can preserve the culture.

Method

This research used a development research design with qualitative and quantitative approaches. A qualitative approach was used to obtain information from interview results, validation sheets, and documentation. Quantitative approaches were used to acidify the validity of the developed teaching materials. The products that will be produced in this study are teaching materials in the form of books. In this study, researchers used the ADDIE model development model with Analysis, Design, Development and Evaluation. Still, this research was adapted from the ADDIE development model consisting of five steps, but this research was limited to the Development stage in its implementation. Analysis Stage: Researchers analyze several things, namely curriculum analysis and characteristic analysis of grade IV elementary school students. In curriculum analysis, three things were analyzed, namely material, KI and KD, while in the needs analysis, two things were analyzed, namely the needs of teachers and students. At the design stage, several things were done by researchers, namely preparing references related to the sub-theme Of Beautiful Cultural Diversity of My Country and also designing the design of teaching materials. At this stage, the design that has been designed at the design stage will be developed and conduct validity tests and revisions. This validity test aimed to assess the validity level of the teaching materials that have been developed. After the first validation process was completed, it will be continued with revisions. The validation process was complete until the materials developed were valid so that they were worth using. The validity test process will be accompanied by revisions that improve the teaching materials following the validators' assessment, suggestions, and comments.

This research would be conducted at SDN 017 North Tambusai in the North Tambusai subdistrict of Rokan Hulu district. This research was started from December 2020 to May 2021. The data sources obtained from 3 sources, namely primary, secondary, and data sources in this study, were material validation experts, linguists and design experts, and principals and teachers of SDN 017 North Tambusai. The primary data in the study was obtained from interviews with the principals and teachers of SDN 017 Tambusai Utara and experts, namely 2 material experts, 2 linguists and 2 essayists. The techniques and instruments in data collection in this study were validation sheets and documentation. Validation sheets were used to obtain data related to experts' assessment of advanced teaching materials. The results of this expert assessment will underlie the improvement of teaching materials. This validation sheet was filled by material experts, design experts, and linguists and measured on a Likert scale with alternative answers: excellent (SB), good (B), enough (C), less (K) and very less (SK). The documentation used by the researchers in this study was a camera to take pictures during validity tests. The data analysis techniques used in this study use qualitative data analysis and quantitative data. Qualitative data were obtained from the advice and criticism of material experts, design experts, and linguists on the validation sheet. Qualitative data analysis was used as a reference to improve products developed by researchers, namely teaching materials based on local wisdom Riau. Quantitative data in this study in the form of the results of validity analysis of teaching materials developed. Quantitative data in this study was the validation of material experts, linguists and design experts. The data on the validation sheet will be converted into interval data as product analysis was developed. To determine the percentage of validity of the developed teaching materials. Determination of the validity of teaching materials was seen in table 1.

Table 1. Product Validation Level

Percentage (%)	Valid Category
0-20	Not Valid
21-40	Less Valid
41-60	Valid Enough
61-80	Valid
81-100	Very Valid

(Sourcer: [Riduwan & Sunarto, 2019:29](#))

Result and Discussion

Result

The products produced in this study were teaching materials in the form of thematic books based on the local wisdom of Riau. This teaching material was designed as a companion book of thematic books that the Ministry of Education and Culture has published. This research was conducted using the ADDIE model, consisting of 5 steps: Analysis, Design, Development, Implementation, and Evaluation. But in its implementation, this research only comes down to the resilience of Development (Development). Some of the

study results include the analysis stage. At this stage, the analysis was conducted between curriculum analysis, student analysis, and needs. This curriculum analysis was done to determine the curriculum that is being applied in elementary schools, namely the 2013 curriculum, thematic learning and books used by students, and thematic books published by the Ministry of Education and Culture. In this curriculum analysis, there were 2 things: material In this material analysis. Researchers analyzed the material contained in the thematic books used by students, namely the thematic books published by the Ministry of Education and Culture. Based on the interview with the parents of grade IV.A SDN 017 Tambusai Utara obtained information that the teaching materials used by students only thematic teaching materials published by the Ministry of Education and Culture where this teaching material presented were still general had not referred to the local wisdom of Riau. In this analysis, researchers analyzed the KI in grade IV elementary school and KD in the sub-theme Of Beautiful Cultural Diversity of My Country to adjust the material presented in teaching materials with KD. The KI and KD in grade IV elementary school theme Of Beautiful Diversity in My Country sub-theme Of Beautiful Cultural Diversity of My Country can be seen in table 2.

Analysis needs to obtain interview results stating that students will be more interested in reading books if pictures, images that attract students' attention, and color can increase students' knowledge about local wisdom in Riau. In addition to selecting images, it was also worth noting that the typeface was easy to read, and the font size was not too small and not too large. So students will be more interested in colored teaching materials and not dull for students when reading books. Furthermore, the thing to note was good language and following elementary school students, especially for grade IV students in the textbook

Table 2. Basic Competency Table (KD)

Basic Competencies of Sub-theme of The Beauty of My Country's Cultural Diversity			
Bahasa			
3.7	Explore new knowledge contained in the text.	4.7	Convey new knowledge of nonfiction text into writing in its language.
Science			
3.3	Identify various styles: muscle force, electric force, magnetic force, gravitational force, and friction force.	4.3	Demonstrate the benefits of style in everyday life, e.g. muscle force, electrical force, magnetic force, gravitational force, and friction force.
Art and Culture			
3.3	Know the dance moves of regional creations.	4.3	Demonstrate the dance moves of regional creations.
Social			
3.2	Identify the social, economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation as well as its relation to the characteristics of space.	4.2	Presenting the results of identification on social, economic, cultural, ethnic, and religious diversity in the local province as the identity of the Indonesian nation; and its relation to the characteristics of the.
Civic			
1.4	Grateful for various forms of ethnic, social, and cultural diversity in Indonesia bound by unity and unity as a gift of God Almighty.	2.4	Showing the attitude of cooperation in various forms of ethnic, social, and cultural diversity in Indonesia bound by unity and unity
3.4	Identify various forms of ethnic, social, and cultural diversity in Indonesia bound by unity and unity.	4.4	Presenting various forms of ethnic, social, and cultural diversity in Indonesia are bound by unity and unity.

The design stage, at this stage, was done by preparing references and Compose the design of textbooks. Considerations related to the sub-theme Of Beautiful Cultural Diversity of My Country in books, journals and google. Prepare this reference to find the materials contained in the book ranging from learning materials 1 to learning materials 6. Next was to find an image that matches the material and design an animated image. Researchers created the design of this product to get an idea of the design of teaching materials to be developed. The design of this product consists of the cover and the contents of the teaching materials. The front cover design of teaching materials consists of the logo of Riau Islamic University (UIR), the name of the author, the title of the book was Tema 7 The Beauty of Cultural Diversity of My Country, there were several illustrations related to Riau such as people who were dancing Zapin dance. These people wore traditional clothes, playing

Gambus typical musical instruments of Riau and Riau traditional house called Salaso Jatuh Kembar. While on the back cover, there is the identity of the author. In the content section of the book, there are prefaces, table of contents, book building team, book usage guide, basic competencies and core competencies, the identity of the book owner, learning 1 to learning 6 and every end of learning there are evaluation questions and bibliography.

Development Stage. Teaching materials developed at this stage were following the design that has been designed at the design stage. Which was where this teaching material consists of front cover, foreword, table of contents, book composing team, a guide to the use of books, basic competencies and core competencies, the identity of book owners, learning 1 to learning 6 and every end of learning there are evaluation questions and bibliography and back cover. More details about teaching materials could be seen in figures 1, 2, and 3 as follows Test validity and revision of teaching materials that have been developed previously will be tested validity by material experts, linguists, and design experts. This validity test was conducted to determine the validity level of the teaching materials developed and revised according to the suggestions and comments of the validators. To obtain data from this validity test, researchers used a validation sheet that contains statements by aspects assessed using a Likert scale with 5 scales, namely 5 (very good), 4 (good), 3 (enough), 2 (less) and 1 (very less). In addition, there was also room for validators to write suggestions as well as comments on the validation sheet. The validity test in this study was declared complete or stopped if the percentage obtained was categorized as very valid without revision. So in this study, the validity test was conducted twice.



Figure 1. The front design of thematic teaching materials based on local wisdom



Figure 2. teaching material design in learning



Figure 4. evaluation teaching material design and Library list

Media validation was done by 6 experts from material experts, linguists and design experts. Validation results obtained, **First** material experts, data validation results on aspects of the material found that the percentage obtained from validator 1 by 69% with a valid category with revisions while the percentage obtained from validator 2 by 87% with a category was very valid with revisions so that a percentage of validation results obtained 1 on the material aspect of 78% with a valid category with revisions. The inputs include; 1) Reproduced materials or images related to local wisdom Riau to further highlight the focus of the study on local wisdom. 2) In writing should be added body note or footnote. 3) The source in the library list should be added again. And the question of evaluation must be made well. After the validation test phase 1, the researchers make revisions or improvements according to the suggestions and comments of validator 1 and validator 2. Further validation of stage 2 was carried out to reassess the revised teaching materials by the researchers. The results of the second validation test obtained that the percentage obtained in the validation of stage 2 of validator 1 by 80% with a category was very valid without revision while the percentage obtained from validator 2 was 92% with a category that was very valid without revision so that a percentage of stage 2 validation results obtained on the material aspect of 86% with a very valid category without revision. So the validation test on the material aspect was declared completed in validation phase 2 because the results obtained have been categorized as very valid without revision. Following the provisions, the researchers have determined that the validation test was declared complete if the percentage obtained was very valid without revision.

Second, the test results of Linguists, validation results on the language aspect were presented stated that the percentage on the language aspect obtained from validator 1 was 89% with a very valid category with revisions while the percentage obtained from validator 2 was 55% with a category very valid enough with revisions so that the percentage of validation results of stage 1 on the language aspect was 72% with a valid category with revisions. The input was given among others 1) was considered back in the writing of paragraphs, in a paragraph still consists of 2 sentences. And 2) In writing a paragraph at the beginning of the sentence should jut out backward. After the validation test phase 1, the researchers made revisions or improvements according to the suggestions and comments of validator 1 and validator 2. Information obtained that the percentage obtained in the validation of stage 2 of validator 1 was 92% with a very valid category without revision while the percentage obtained from validator 2 was 83% with a category was very valid without revision so that the percentage of validation results of stage 2 on the language aspect was 87.5% with a very valid category without revision. So the validation test on the language aspect was declared completed in validation phase 2 because the results obtained have been categorized as very valid without revision. Following the provisions, the researchers have determined that the validation test was declared complete if the percentage obtained was very valid without revision.

Third, test the validation of design and revision experts. Validation results on the design aspect obtained information that the percentage obtained from validator 1 by 92% with a category was very valid with revisions, while the percentage obtained from validator 2 was 89% with a very valid category with revisions. The input given was 1) Preferably on the cover of the rainbow illustration was removed. 2) Elements / visual elements were more noticed, try each picture/illustration every beginning of learning was different. 3) In this book still found images that were still blurry, so it should be replaced because the other images were very good and clear. And 4) Should not cover was not themed animation because grade IV students were too not too consuming cartoons. And for the cover was not changed according to the suggestion validator 2 because the animated image contained on the cover was adapted to the animated image of the content of the teaching material at the beginning of each learning. Using the original image (not animated) the researcher did not have a private document image that matches the predetermined cover theme. While the validation results of phase 2 obtained information that the percentage obtained in the validation of stage 2 of validator 1 by 97% with a

category were very valid without revision while the percentage obtained from validator 2 of 92% with a category was very valid without revision so that the percentage of validation results of stage 2 on the aspect of the design was 94.5% with a very valid category without revision. So the validation test on the design aspect was declared completed in validation phase 2 because the results obtained have been categorized as very valid without revision. Under the provisions, the researchers have determined that the validation test is declared complete if the percentage obtained was very valid without revision. More details were presented on table 3.

Table 3. Validity Result of Step 1 and 2

No.	Aspect	Validity Result of Step 1 (%)	Validity Result of Step 2 (%)
1.	Material	78%	86%
2.	Language	72%	87,5%
3.	Design	90,5%	94,5%
Total		80,16%	89,33%

Based on table 3 it is known that the validation result of material aspect in validation stage 1 was 78% with valid category with revision while in validation stage 2 obtained percentage of 86% with very valid category without revision. In the language aspect, the validation result obtained in stage 1 validation was 72% with a valid category with revisions, while in the validation stage 2 was obtained a percentage of 87.5% with a very valid category. In the design aspect, the validation result obtained from the validation of stage 1 was 90.5% with a very valid category with revisions while in the validation stage 2 of 94.5% with a very valid category without revision. So that overall, the validation results of teaching materials based on local wisdom Riau in the category very valid.

Discussion

The study results stated that the thematic teaching materials based on Riau local wisdom in the sub-theme of The Beauty of Cultural Diversity of My Country for grade IV elementary school students were declared worthy of use. As such, this teaching material was not eliminated from the development measures carried out. The analysis stage provided an overview of how the teaching materials were needed in the learning process. The results of the analysis of the desired teaching material consisted of interesting images and following the material. Teaching materials with interesting images will make students more motivated and interested in reading (Afifah et al., 2016). In addition, the results of the analysis of needs were also obtained. What is needed by students today was teaching materials that make it easier for students to understand the materials that were being taught and teaching materials that students indeed find in their daily lives for that reason. The importance of teaching materials in the learning process, demanding teachers can develop teaching materials that were in line with the needs of students, curriculum demands, not dependent on textbooks and government aid package books, as well as in line with the characteristics of learners (Andani & Yulian, 2018; Cloonan & Fingeret, 2020; Mayarnimar & Taufina, 2017; Weriyaniti et al., 2020). With the appropriate teaching materials with curriculum, needs and characteristics will increase the motivation of students and students to obtain learning by the development of science and technology (Suzuki et al., 2020). In addition, teaching materials can increase the creativity of learners (Tsai et al., 2017). So, the existence of quality teaching materials will impact the motivation, interest, and creativity that results in the learning outcomes of learners. Developing materials through teaching materials became the most relevant solution when considering the diversity of competencies, creativity, and teaching patterns of teachers in various schools (Prihandoko et al., 2017). The thematic teaching materials based on local wisdom were developed to overcome the difficulties experienced in schools, namely, the availability of teaching materials according to local environmental conditions is not adequate (Alba et al., 2019; Stool et al., 2017). Integrating culture in the learning process will be positive for students and for cultural ness—teaching materials based on local wisdom to preserve cultural values (Hest et al., 2021). Local load-based teaching materials can improve learning outcomes. This is because teaching materials are more exciting and make learners learn more actively (Faisal & Sulkipani, 2016). So, it can be said that the development of teaching materials based on local wisdom will be favorable to the learning process. from some of these studies, some cultures that were edified in the learning process, especially teaching materials were Maluku culture, west java, east java and many more.

At this stage of the textbook, the design stage is presented with existing materials and integrated with the local culture of Riau. This design certainly did not take away from the learner's character by paying attention to the students in designing a teaching material will help students more easily understand the material. In addition, the selection of colors, letters, and characters in a teaching material will affect students' understanding. Color, font size, the typeface should be made more attractive (Riwu et al., 2018), which will make the materials that are divided more feasible to use. Development of teaching materials that are following the demands of the curriculum with the needs of students, namely teaching materials that are by the characteristics and environment

of students (Mayarnimar & Taufina, 2017; Weriyantri et al., 2020). The images on the teaching materials in line with the material can attract students' attention in the learning process (Firdaus & Mukhaiyar, 2021). Image media feed can motivate students (Dewi et al., 2018; Nurjannah, 2018). The color, font size of the material developed determines the feasibility of teaching material.

Riau declared valid both in terms of materials, language, and design at this stage of teaching materials based on local wisdom. Teaching materials are good if they meet the requirements of the material, easy-to-understand language, and design that is in line with the character of the students and fascinating (Irman & Waskito, 2020; Lestar, 2021). Teaching materials with good content, easy-to-understand language, and attractive design can help students understand the material (Estuwardani & Mustadi, 2016) add insight, and encourage students to learn more actively and independently (Yati & Amini, 2020). The results of this study strengthen the research that stated that the teaching materials that have been developed state that local content-based teaching materials / local wisdom can make participants more enthusiastic in following the learning both at the elementary and college levels (Hutama, 2016; Kormasela et al., 2020; Nurafni et al., 2020; et al., 2018). The development of local wisdom-based teaching materials can improve the writing skills of learners (Owon, 2017), hone the language skills of learners (Saidah & Damariswara, 2019), motivated them to learn more actively (Lestariningsih & Suardiman, 2017). Thematic teaching materials based on local wisdom in elementary schools that have an impact on learning outcomes (Stool et al., 2017), thematic teaching materials in poetry subjects (Wibowo et al., 2017), on the theme of "ayok cintai Lingkungan di SD" (Indrawini et al., 2017). Teaching materials based on the cooperative model of tournament type applied in elementary schools are feasible, practical, and effectively used (Yati & Amini, 2020). The development of thematic-integrative teaching materials based on local wisdom improves the character of care and responsibility (Lestariningsih & Suardiman, 2017). Development of Integrative Thematic Learning Module Sub-theme of Living Things Relationship In Scientific Approach Ecosystem (Arum & Wahyudi, 2016). So, the teaching materials developed are worth using and effective to improve learning outcomes and motivate students to learn.

The effectiveness of using teaching materials was one of the reasons, thematic teaching materials based on local wisdom Riau were developed. This developed teaching material was different from the existing teaching materials where Matari's beautiful diversity of my country's culture will be integrated with Riau culture. This teaching material was developed by paying attention to the needs of learners to the learning resources that were in line with the environment in which they live. The front cover design of teaching materials consists of the logo of Riau Islamic University (UIR), the name of the author, the title of the book is Tema 7 The Beauty of Cultural Diversity of My Country, there are several illustrations related to Riau such as people who are dancing Zapin dance. These people were wearing traditional clothes, people who were playing Gambus typical musical instruments of Riau and Riau traditional house called Salaso Jatuh Kembar. While on the back cover, there is the identity of the author. In the content section of the book, there are prefaces, a table of contents, book building team, book usage guide, basic competencies and core competencies, the identity of the book owner, learning 1 to learning 6, and every end of learning there were evaluation questions and bibliography. This material will be integrated with Riau's local artistry. Local wisdom was a form of environmental wisdom that exists in the life of society somewhere and was the legacy of ancestors in the value system of life that is integrated into the form of religion, culture, and customs (Dharmawibawa, 2019). The existence of local wisdom in learning will provide agreement to students to develop their characters (Khaerunnisa & Pamungkas, 2018; Sudarmiani, 2013). In addition, the existence of local wisdom will give a real picture of what students will learn (Sutarto, 2016). This teaching material is expected to increase the understanding of students, aka the material given, and able to preserve the culture of Riau.

Conclusion

Thematic teaching materials based on local wisdom Riau declared valid with a category that is very worthy of judging from the material aspects, language, and design so that this teaching material can be used as a learning resource. Teaching materials with good content, easy-to-understand language, and attractive design can help students understand the material. The thematic teaching materials produced are feasible, so it is worth using as a learning resource for students.

References

- Afifah, E., Triyono, T., & Hotifah, Y. (2016). Pengembangan Media Letter Sharing Untuk Meningkatkan Keterampilan Komunikasi Siswa Introvert. *Jurnal Kajian Bimbingan Dan Konseling*, 1(2), 27–32. <https://doi.org/10.17977/um001v1i12016p027>.
- Alba, A. P., Akbar, S., & Nurhasanah, N. (2019). Bahan Ajar Tema Daerah Tempat Tinggalku Berbasis Kearifan Lokal. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 4(4), 421–426.
- Andani, D. T., & Yulian, M. (2018). Pengembangan Bahan Ajar Electronic Book Menggunakan Software

- Kvisoft Flipbook Pada Materi Hukum Dasar Kimia di SMA Negeri 1 Pantou Reu Aceh Barat. *Jurnal IPA & Pembelajaran IPA*, 2(1), 1–6. <https://doi.org/10.24815/jipi.v2i1.10730>.
- Andel, S. A., de Vreede, T., Spector, P. E., Padmanabhan, B., Singh, V. K., & Vreede, G. J. de. (2020). Do social features help in video-centric online learning platforms? A social presence perspective. *Computers in Human Behavior*, 113(April), 106505. <https://doi.org/10.1016/j.chb.2020.106505>.
- Angela, T. (2014). Challenges to Meaningful Learning in Social Studies – The Key Competences as an Opportunity to Students’ Active Participation. *Procedia - Social and Behavioral Sciences*, 128, 192–197. <https://doi.org/10.1016/j.sbspro.2014.03.142>.
- Arum, T. S., & Wahyudi, W. (2016). Pengembangan Modul Pembelajaran Tematik Integratif Subtema Hubungan Makhhluk Hidup Dalam Ekosistem Pendekatan Saintifik Untuk Kelas 5 Sd. *Scholaria : Jurnal Pendidikan Dan Kebudayaan*, 6(3), 239. <https://doi.org/10.24246/j.scholaria.2016.v6.i3.p239-250>.
- Asriani, P., Sa’dijah, C., & Akbar, S. (2017). Bahan Ajar Berbasis Pendidikan Karakter Untuk Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(11), 1456–1468. <https://doi.org/http://dx.doi.org/10.17977/jptpp.v2i11.10160>.
- Cloonan, M., & Fingeret, A. L. (2020). Developing teaching materials for learners in surgery. *Surgery (United States)*, 167(4), 689–692. <https://doi.org/10.1016/j.surg.2019.05.056>.
- Dewi, A., Dewi, L., & Setiawati, L. (2018). Efektivitas Penggunaan Media Gambar Karikatur Terhadap Peningkatan Motivasi Belajar Siswa Pada Mata Pelajaran Sejarah. *Edutechnologia*, 2(1), 1–12.
- Dharmawibawa, I. D. (2019). Kearifan Lokal Masyarakat Desa Seloto dalam Pengelolaan Sumberdaya Alam Di Danau Lebo. *Abdi Masyarakat*, 1(1), 29–35. <https://doi.org/10.36312/abdi.v1i1.941>.
- Dong, C., Cao, S., & Li, H. (2020). Young children’s online learning during COVID-19 pandemic: Chinese parents’ beliefs and attitudes. *Children and Youth Services Review*, 118(August), 105440. <https://doi.org/10.1016/j.childyouth.2020.105440>.
- Estuwardani, N. A., & Mustadi, A. (2016). Pengembangan Bahan Ajar Modul Tematik-Integratif Dalam Peningkatan Karakter Peserta Didik Kelas I Sekolah Dasar. *Jurnal Pendidikan Karakter*, 0(2), 157–172. <https://doi.org/https://doi.org/10.21831/jpk.v0i2.8620>.
- Faisal, E. El, & Sulkipani, S. (2016). Pengembangan bahan ajar berbasis muatan lokal pada mata kuliah Pendidikan Kewarganegaraan. *Jurnal Civics: Media Kajian Kewarganegaraan*, 13(2), 113–126. <https://doi.org/10.21831/civics.v13i2.12721>.
- Firdaus, & Mukhaiyar, R. (2021). Buku Ajar Berbasis Masalah untuk Mata Pelajaran Dasar Listrik dan Elektronika di SMK. *Jurnal Pedadidaktika*, 4(1), 192–201. <https://doi.org/http://dx.doi.org/10.23887/jp2.v4i1.32394>.
- Gustiawati, R., Arief, D., & Zikri, A. (2020). Pengembangan Bahan Ajar Membaca Permulaan dengan Menggunakan Cerita Fabel pada Siswa Sekolah Dasar. *Jurnal Basicedu*, 4(2), 355–360. <https://doi.org/10.31004/basicedu.v4i2.339>.
- Hest, Y. A. L., Riyadi, Kamsiyati, S., & Purnamasari, V. (2021). Pengembangan Bahan Ajar Berbasis Muatan Lokal Keanekaragaman Motif Batik Ngawi sebagai Sumber Belajar di Kelas V Sekolah Dasar. *Jurnal Basicedu*, 5(2), 1060–1066. <https://doi.org/https://doi.org/10.31004/basicedu.v5i1.721>.
- Hidayah, D. N., & Priscylio, G. (2019). Pengembangan Bahan Ajar Mandiri Pokok Bahasan Suhu Dan Kalor Menggunakan Software Camtasia. *Journal of Teaching and Learning Physics*, 4(1), 50–64. <https://doi.org/10.15575/jotalp.v4i1.4093>.
- Hutama, F. S. (2016). Pengembangan Bahan Ajar Ips Berbasis Nilai Budaya Using Untuk Siswa Sekolah Dasar. *JPI (Jurnal Pendidikan Indonesia)*, 5(2), 113. <https://doi.org/10.23887/jpi-undiksha.v5i2.8359>.
- Hwang, G. J., Wang, S. Y., & Lai, C. L. (2020). Effects of a social regulation-based online learning framework on students’ learning achievements and behaviors in mathematics. *Computers and Education*, 160, 104031. <https://doi.org/10.1016/j.compedu.2020.104031>.
- Indrawini, T., Ach. Amirudin, & Widiati, U. (2017). Pengembangan Bahan Ajar Tematik Subtema Ayok Cintai Lingkungan Untuk siswa SD. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(11), 1489–1497.
- Irman, S., & Waskito, W. (2020). Validasi Modul Berbasis Project Based Learning pada Mata Pelajaran Simulasi dan Komunikasi Digital. *Jurnal Ilmiah Pendidikan Dan Pembelajaran*, 4(2), 260–269.
- Khachfe, H. H., Chahrour, M., Sammouri, J., Salhab, H. A., Makki, B. E., & Fares, M. Y. (2020). An Epidemiological Study on COVID-19: A Rapidly Spreading Disease. *Cureus*, 12(3). <https://doi.org/10.7759/cureus.7313>.
- Khaerunnisa, E., & Pamungkas, A. S. (2018). Pengembangan Instrumen Kecakapan Matematis Dalam Konteks Kearifan Lokal Budaya Banten Pada Materi Bangun Ruang Sisi Datar. *Kreano: Jurnal Matematika Kreatif-Inovatif*, 9(1), 17–27. <https://doi.org/10.15294/kreano.v9i1.11210>.
- Kkese, E. (2020). McGurk effect and audiovisual speech perception in students with learning disabilities exposed to online teaching during the COVID-19 pandemic. *Medical Hypotheses*, 144(July), 110233.

- <https://doi.org/10.1016/j.mehy.2020.110233>.
- Kormasela, D. A., Dawud, D., & Rofi'uddin, A. H. (2020). Pemanfaatan Kearifan Lokal Maluku dalam Pengembangan Bahan Ajar Menulis Teks Prosedur untuk Siswa Kelas VII. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(8), 1056–1065. <https://doi.org/https://doi.org/10.17977/jptpp.v5i8.13872>.
- Kostiainen, E., Ukskoski, T., Ruohotie-Lyhty, M., Kauppinen, M., Kainulainen, J., & Mäkinen, T. (2018). Meaningful learning in teacher education. *Teaching and Teacher Education*, 71, 66–77. <https://doi.org/10.1016/j.tate.2017.12.009>.
- Lage-Cala, S., Folgueras-Díaza, M. B., Alonso-Hidalgo, M., García-Menéndez, D., & Fernández-García, F. J. (2020). Investigation of the effectiveness of online learning tools for energy performance certificates preparation. *Energy Reports*, 6, 609–614. <https://doi.org/10.1016/j.egy.2019.09.034>.
- Lestar, W. (2021). Pengembangan Modul Pembelajaran Bahasa Inggris Berbasis Andragogi Pada Program Studi Pendidikan Biologi di Universitas Muhammadiyah Palembang. *Edunesia : Jurnal Ilmiah Pendidikan*, 2(1), 171–177.
- Lestariningsih, N., & Suardiman, S. P. (2017). Pengembangan Bahan Ajar Tematik-Integratif Berbasis Kearifan Lokal Untuk Meningkatkan Karakter Peduli Dan Tanggung Jawab. *Jurnal Pendidikan Karakter*, 7(1). <https://doi.org/10.21831/jpk.v7i1.15503>.
- Martha, N. U., & Andini, N. P. (2019). Pengembangan Bahan Ajar Mata Pelajaran Bahasa Indonesia Berbasis Cerita Rakyat Kabupaten Banjarnegara. *JINOP*, 5(2), 185–197. <https://doi.org/https://doi.org/10.22219/jinop.v5i2.9992>.
- Mayarnimar, & Taufina. (2017). *Validity Analysis of the VARK (Visual, Auditory, Read-Write, and Kinesthetic) Model - Based Basic Reading and Writing Instructional Materials for the 1st Grade Students of Elementary School*. 118, 870–874. <https://doi.org/10.2991/icset-17.2017.141>.
- Mishra, D. L., Gupta, D. T., & Shree, D. A. (2020). Online Teaching-Learning in Higher Education during Lockdown Period of COVID-19 Pandemic. *International Journal of Educational Research Open*, August, 100012. <https://doi.org/10.1016/j.ijedro.2020.100012>.
- Nurafni, A., Pujiastuti, H., & Mutaqin, A. (2020). Pengembangan Bahan Ajar Trigonometri Berbasis Kearifan Lokal. *Journal of Medives : Journal of Mathematics Education IKIP Veteran Semarang*, 4(1), 71. <https://doi.org/10.31331/medivesveteran.v4i1.978>.
- Nurjannah. (2018). Pengaruh Media Gambar Terhadap Motivasi Belajar Pelajaran Bahasa Indonesia Kelas Iii Sdn Pasi Pinang. *Bina Gogik*, 5(1), 71–78.
- Owon, R. A. S. (2017). Pengembangan Bahan Ajar Menulis Berbagai Jenis Teks Bertema Kearifan Lokal Sikka Bagi Siswa SMP. *Jurnal Inovasi Pembelajaran*, 3(1), 528–541. <https://doi.org/https://doi.org/10.22219/jinop.v3i1.4318>.
- Oyedotun, T. D. (2020). Sudden change of pedagogy in education driven by COVID-19: Perspectives and evaluation from a developing country. *Research in Globalization*, 2(October), 100029. <https://doi.org/10.1016/j.resglo.2020.100029>.
- Patricia, A. (2020). College Students' Use and Acceptance of Emergency Online Learning Due to COVID-19. *International Journal of Educational Research Open*, 100011. <https://doi.org/10.1016/j.ijedro.2020.100011>.
- Prihandoko, Y., Slamet, S. Y., & Winarno. (2017). Pendekatan Cognitive Moral Sebagai Kerangka Pengembangan Bahan Ajar Ppkn Di Sekolah Dasar. *Jurnal Kependidikan*, 1(2), 200–2013.
- Putri, A. E. (2020). Analisis Kebutuhan Bahan Ajar Berbasis Literasi Digital Nilai-Nilai Kearifan Lokal pada Tradisi Saprahan di Pontianak. *Yupa: Historical Studies Journal*, 3(1), 1–7. <https://doi.org/10.30872/yupa.v3i1.132>.
- Putri, I. H. N., Sholihah, U., Handayani, E. M., & Sumarmi, S. (2018). Pengembangan Suplemen Bahan Ajar Digital Pada Mata Pelajaran Geografi Dengan Topik Bahasan Sumber Daya Laut Berbasis Kearifan Lokal. *Jurnal Pendidikan Geografi*, 23(2), 78–84. <https://doi.org/10.17977/um017v23i22018p078>.
- Riwu, I. U., Laksana, D. N. L., & Dhiu, K. D. (2018). Pengembangan Bahan Ajar Elektronik Bermuatan Multimedia Pada Tema Peduli Terhadap Makhluk Hidup Untuk Siswa Sekolah Dasar Kelas Iv Di Kabupaten Ngada. *Journal of Education Technology*, 2(2), 56. <https://doi.org/10.23887/jet.v2i2.16182>.
- Rusli, R., Rahman, A., & Abdullah, H. (2020). Student perception data on online learning using heutagogy approach in the Faculty of Mathematics and Natural Sciences of Universitas Negeri Makassar, Indonesia. *Data in Brief*, 29, 105152. <https://doi.org/10.1016/j.dib.2020.105152>.
- Sahu, P. (2020). Closure of Universities Due to Coronavirus Disease 2019 (COVID-19): Impact on Education and Mental Health of Students and Academic Staff. *Cureus*, 2019(4), 4–9. <https://doi.org/10.7759/cureus.7541>.
- Saidah, K., & Damariswara, R. (2019). Pengembangan Bahan Ajar Materi Dongeng Berbasis Kearifan Lokal Jawa Timur Bagi Siswa Kelas III SD. *Premiere Educandum : Jurnal Pendidikan Dasar Dan*

- Pembelajaran*, 9(1), 73. <https://doi.org/10.25273/pe.v9i1.4320>.
- Sudarmiani, S. (2013). Membangun Karakter Anak Dengan Budaya Kearifan Lokal Dalam Proses Pembelajaran Di Sekolah. *EQUILIBRIUM: Jurnal Ilmiah Ekonomi Dan Pembelajarannya*, 1(1), 54–72. <https://doi.org/10.25273/equilibrium.v1i1.556>.
- Sutarto, D. (2016). Kearifan Budaya Lokal Dalam Pengutan Tradisi Malemang Di Tengah Masyarakat Modernisasi Di Sungai Keruh Musi Banyuasin Sumatera Selatan. *Jurnal Dimensi*, 5(3), 2–6. <https://doi.org/10.33373/dms.v5i3.54>.
- Suzuki, S. N., Akimoto, Y., Suzuki, K., Okada, A., Hirata, K., Kato, T., Yajima, K., Kanematsu, H., Fukumoto, T., & Yoshikawa, F. (2020). Development of A-txt system compatible introductory teaching materials for Electric Power Engineering using gaming simulation. *Procedia Computer Science*, 176, 1557–1566. <https://doi.org/10.1016/j.procs.2020.09.167>.
- Tinja, Y., Towaf, S. M., & Hariyono. (2017). Pengembangan Bahan Ajar Tematik Berbasis Kearifan Lokal Sebagai Upaya Melestarikan Nilai Budaya Pada Siswa Sekolah Dasar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(9), 1257–1261.
- Tsai, H. C., Jou, M., Wang, J. Y., & Huang, C. C. (2017). An empirical study on the incorporation of APP and progressive reasoning teaching materials for improving technical creativity amongst students in the subject of automatic control. *Computers in Human Behavior*, 75, 997–1007. <https://doi.org/10.1016/j.chb.2016.10.031>.
- Weriyaniti, W., Firman, F., Taufina, T., Taufina, T., & Zikri, A. (2020). Pengembangan Bahan Ajar Tematik Terpadu dengan Strategi Question Student Have di Sekolah Dasar. *Jurnal Basicedu*, 4(2), 476–483. <https://doi.org/10.31004/basicedu.v4i2.374>.
- Wibowo, R., Widiati, U., & Santoso, A. (2017). Bahan Ajar Tematik Materi Puisi Kelas V SD dengan Pemanfaatan Peta Pikiran dan Lingkungan sekitar. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 2(6), 743–750.
- Yati, W., & Amini, R. (2020). Pengembangan Bahan Ajar Dengan Pendekatan Cooperative Learning Tipe Turnamen Pada Siswa Kelas IV SD. *Jurnal Basicedu*, 4(1), 158–167. <https://doi.org/https://doi.org/10.31004/basicedu.v4i1.335>.