

37. Need Analysis of Ethnopedagogy Based Thematic Learning Modules Development for Grade V Elementary School Students in Pekanbaru

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NEED ANALYSIS OF ETHNOPEDAGOGY-BASED THEMATIC LEARNING MODULES DEVELOPMENT FOR GRADE V ELEMENTARY SCHOOL STUDENTS IN PEKANBARU

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ANALISIS KEBUTUHAN PENGEMBANGAN MODUL PEMBELAJARAN TEMATIK BERBASIS ETNOPEDAGOGI BAGI SISWA KELAS V SD DI PEKANBARU

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ABSTRACT

Abstract: The implementation of thematic learning in elementary schools is a new thing. One of the problems that occur in the implementation of thematic learning is the textbooks published by the Ministry of Education and Culture, which are compiled and used nationally, so it does not indicate the Ethno pedagogy of students' regions and students' knowledge about Indonesian culture, especially the culture in their regions that have still lack and educators do not have reference teaching materials that contain Ethno pedagogy-based thematic learning or instill local cultural values. Basically, thematic learning aims to introduce students to the environment that is closest to students. The purpose of this research is only to analyze and describe the need for the development of Ethno pedagogy-based thematic learning models for elementary school students in Pekanbaru so that the data used are qualitative data. The needs analysis of the development of Ethno pedagogy-based thematic learning modules includes curriculum analysis, student analysis, and teacher needs analysis. Various analyses were carried out to determine the need of developing a comprehensive Ethno pedagogy-based learning module based on the students' conditions, curriculum and teacher needs. A thorough and accurate needs analysis is expected to be developed for Ethnopedagogy-based thematic learning modules for grade V elementary school students in Pekanbaru that are based on the needs of the research field.

Keywords: needs analysis, thematic learning modules, ethno pedagogy

Abstrak: Pelaksanaan pembelajaran tematik di sekolah dasar merupakan hal yang baru. Salah satu permasalahan yang terjadi dalam pelaksanaan pembelajaran tematik adalah buku ajar yang diterbitkan oleh Kementerian Pendidikan dan Kebudayaan (Kemendikbud) yang disusun dan digunakan secara nasional, sehingga tidak memunculkan etnopedagogi daerah asal siswa, pengetahuan siswa tentang budaya Indonesia, khususnya budaya di daerahnya masih kurang dan pendidik tidak memiliki bahan ajar rujukan yang mengaitkan pembelajaran tematik berbasis etnopedagogi atau penanaman nilai-nilai budaya lokal. Pada dasarnya, pembelajaran tematik bertujuan untuk mengenalkan siswa pada lingkungan yang paling dekat dengan siswa. Tujuan penelitian hanya untuk menganalisis dan mendeskripsikan perlunya pengembangan model pembelajaran tematik berbasis etnopedagogi siswa sekolah dasar di Pekanbaru, sehingga data yang digunakan adalah data kualitatif. Analisis kebutuhan pengembangan modul pembelajaran tematik berbasis etnopedagogi meliputi analisis kurikulum, analisis siswa, dan analisis kebutuhan guru. Berbagai analisis dilakukan untuk mengetahui kebutuhan pengembangan modul pembelajaran berbasis etnopedagogi yang komprehensif sesuai dengan kondisi siswa, kurikulum, dan kebutuhan guru. Analisis kebutuhan yang menyeluruh dan akurat diharapkan dapat dikembangkan modul pembelajaran tematik berbasis etnopedagogi bagi siswa kelas V SD di Pekanbaru yang sesuai dengan kebutuhan di lapangan.

Kata Kunci: analisis kebutuhan, modul pembelajaran tematik, etno pedagogi

CITATION

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INTRODUCTION

Education as the key to all quality progress and development, because with education man can realize all his potential both as himself and as a society. This is in line with Marimba (deep Juwantara, 2019) that education is a guiding effort, which is carried out consciously by educators towards students with the aim of developing the potential of students to form a perfect personality. Basically, education encourages humans to develop their potential so that they are able to face any changes that occur due to advances in science and technology (Ponza et al., 2018). The existence of education began to be doubted due to the rapid cultural changes that exist in people's lives due to globalization (Saragih & Ramadan, 2021).

Globalization will create a new symptom, namely a global culture that covers the international level so that the impact will be a shift in existing local cultural values. (Larasati, 2018) suggests that globalization that has penetrated all aspects of life, both economic, political, and cultural, indicates that people living in this era inevitably have to be able to compete in all fields if they do not want to be left far behind. In this regard, it is hoped that the next generation of the nation will be able to carry out revolutionary movements for the progress of the nation in the future by maximizing all its potential. In the teaching and learning process, educators must design learning that relies on student characteristics and the culture in which students are located. To support learning activities in instilling cultural values, one of the facilities that educators can use is to use modules.

According to (Rahmawati et al., 2020) the module is one of the teaching materials that

is packaged as a whole and systematically which is independent, which contains a set of planned learning experiences and is designed to help students master specific learning goals independently and in accordance with the speed of learning each. The module is used as a tool / media to increase student knowledge (Suastika & Rahmawati, 2019) and support the success of the learning process (Simangunsong & Pane, 2021). (Puspita, 2019) states that the learning module includes material content, methods and evaluations that can be used independently to achieve the expected competencies. The existence of modules gives students the opportunity to remedial or correct students' weaknesses, mistakes or shortcomings and students can find for themselves the evaluation given kotinu (Herawati & Muhtadi, 2018).

Based on the results of preliminary studies conducted by researchers, interviews showed that there were several student problems. First, children's knowledge about Indonesian culture, especially the culture in their area, is still lacking, because there are some children who are more interested or very fond of boy bands or K-Pop culture so that there is a shift in cultural values in students. Second, educators do not have reference teaching materials that contain ethnopedagogy-based thematic learning or the cultivation of local cultural values. Third, thematic learning that instills cultural value is still little or less than optimal. One of the problems that occur in the implementation of thematic learning is published textbooks by the Ministry of Education and Culture (Kemendikbud) which are compiled and used nationally, so they do not appreciate the cultural wisdom of the students' regions. Basically, thematic learning

aims to introduce students to the environment closest to students (Masriani & Mayar, 2021). This is in line opinion with Akbar's (deep, Wijiningsih et al., 2017) which states that thematic teaching materials must be able to accommodate and use real life situations that occur in the student environment so as to make meaningful (functional) learning practices for student life.

Judging from the problems above, the ⁵ researcher seeks to analyze and describe the need for the development of ethnopedagogy-based thematic learning models in elementary school students in Pekanbaru¹¹. The theme chosen in this study was tema ⁴ "healthy is important" subtheme ¹ "my blood circulation is healthy". The choice of themes and sub-themes is due to several reasons. The first reason for choosing themes and sub-themes is because it is appropriate if it is integrated with ethnopedagogy. The second reason is that integrating ethnopedagogy in the learning is able to provide awareness of the development of students' attitudes that the potential of the area if utilized and preserved properly will be very beneficial for the community to improve welfare. ⁶

The analysis of the needs of developing ethnopedagogy-based thematic learning modules includes curriculum analysis, student analysis, and teacher analysis. Various analyses were carried out to determine the need for the development of a comprehensive ethnopedagogy-based thematic learning module in accordance with student conditions, curriculum, and teacher conditions. A thorough and accurate ⁶ needs analysis is expected to be developed ethnopedagogy-based thematic learning modules for grade V elementary school students in Pekanbaru that are in accordance with field needs.

THEORETICAL STUDIES

1. Learning Module ¹³

(Lasmiyati & Harta, 2014) a module is a learning teaching material whose content is

relatively short and specific that is compiled to achieve learning objectives. Modules usually have a well-coordinated series of activities related to ⁷ material and media as well as evaluation. The advantages of learning with modules are (a) modules can provide feedback so that learners know their shortcomings and immediately make improvements, (b) in the module clear learning goals are set so that student performance is directed towards achieving learning objectives, (c) modules that are designed to be attractive, easy to learn, and can answer needs will certainly cause student motivation to learn, (d) modules are flexible because module materials can be learned by students in different ways and speeds, (e) cooperation can be established because with modules competition can be minimized and between learners and learners, and (f) remedi can be done because modules provide sufficient opportunities for students to be able to find their own weaknesses based on the evaluation given.

2. Thematic Learning

According to Prastowo (2014) stated that thematic learning is integrated learning that involves students in the learning process. Thematic learning emphasizes active and also fun student engagement, students learn not only to know (learning to know), but also to learn to do (learning to do), and learn to be (learning to be), as well as learning to live together (learning to live together), so that learning activities become more meaningful for students

3. Etnopedagogi

Oktavianti (2018) said ethnopedagogy is the actualization of education oriented towards the cultivation of values. Like an approach, ethnopedagogy in elementary schools needs to be implemented with innovative educational strategies or media that can attract students' attention to master and apply local wisdom. Learning curriculum in Indonesia even though it has faced some curriculum changes, education is expected to

contain ethnopedagogy content where educational activities are required to emphasize the local wisdom of students. According to Syasmita (2019) the purpose of

ethnopedagogy is to provide opportunities for students to show the achievement of understanding or meaning created in a learning through various cultural embodiments.

METHODS

This research approach is a development research approach using the ADDIE model. The ADDIE model has five stages, namely analysis, design, development, implementation, and evaluation (evaluation) (Qondias et al., 2016). However, because the purpose of the study is only to analyze and describe the needs of developing ethnopedagogy-based thematic learning models in elementary school students in Pekanbaru, the research is only limited to the analysis stage of module development needs. In connection with one stage of the

development model carried out, the type of data used is qualitative data.

This research was conducted in the first week of September 2022 to the third week of September 2022. This research was conducted at SDN 17 Pekanbaru and SDIT YLPI Pekanbaru. The respondents to this study were 8 class teachers and 24 grade V students from SDN 17 Pekanbaru and SDIT YLPI Pekanbaru. Based on the research approach carried out, the researcher makes the following research procedures:

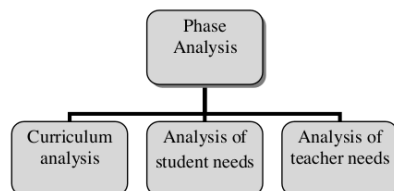


Figure 1. Research Procedures

Based on the picture above, it can be seen that the research procedure starts from conducting an analysis. The analysis carried out is the analysis of the curriculum, Analysis of student needs, Analysis of teacher needs. The data sources in this study were obtained from primary data sources and secondary data sources. Primary data sources are obtained from informants who are considered the most important in knowing in detail and clearly about the research focus. The informants were 8 teachers and 24 grade V students from SDN 17 Pekanbaru and SDIT YLPI Pekanbaru. Meanwhile, secondary data sources are obtained through observational studies on the

implementation of learning and documentation which includes KD mapping, syllabus preparation, teaching material documents used, photos of learning activities, and other supporting data.

RESULTS AND DISCUSSION

The purpose of this study is to analyze and describe the need for the development of ethnopedagogy-based thematic modules for grade V elementary school students in Pekanbaru, where the modules can support the thematic learning process in elementary school students. To answer the objectives of the study, researchers conducted an analysis based on

curriculum analysis and needs analysis. For needs analysis, teacher needs analysis and student needs analysis are carried out. The following will describe the analysis.

1) Curriculum Analysis

Curriculum analysis is carried out to find out the curriculum that the school is applying at this time. The curriculum applied in elementary schools where the research is located is the 2013 curriculum which is integrated into the independent curriculum. Class V students apply thematic learning and the process of implementing independent learning. In thematic learning, the compulsory books used are books from the Ministry of Education and Culture.

The theme and sub-theme used as research is Theme 4 "Healthy is Important" subtheme 1 "My Blood Circulation is Healthy". The selection of themes and sub-themes is used as research material because it is in accordance with the needs of the next learning material. Curriculum analysis of this research is competency analysis and material analysis

a. Analysis of competencies (Core Competencies and Basic Competencies) and indicators

The competency analysis carried out is the Core Competency (KI) analysis, Basic Competency (KD) analysis, and analysis of learning indicators theme 4 "Healthy is Important" subtheme 1 "My blood circulation is healthy". This analysis was carried out to adjust the material to be presented in an ethnopedagogy-based thematic module for grade V elementary school students in Pekanbaru. The Core Competencies (KI) developed in ethnopedagogy-based thematic learning modules are as follows.

Core Competencies

After KI is analyzed, the next step is the analysis of KD and indicators in class V learning theme 4 "Healthy is Important" subtheme 1 "My blood circulation is healthy" which is combined with the cultivation of local cultural values of the Riau Malay community. The following is the description of the KD analysis and indicators of this study:

Table 1. description of the KD analysis and indicators

Basic Competencies	Indicators
IPA 3.4 Explain the circulatory organs and their functions in animals and humans and maintain the health of the human circulatory organs. 4.4 Presenting works on circulatory organs in humans	<ol style="list-style-type: none"> 1. Explain the circulatory organs and their functions in humans 2. Drawing on how the human circulatory organs work 3. Explain the circulatory organs and their functions in animals (birds) 4. Writing down and drawing how blood circulation works in animals
Bahasa Indonesia 3.6 Unearthing the contents and mandates of rhymes presented orally and in writing with a view to pleasure. 4.6 Presenting rhymes of personal work with proper pronunciation, intonation, and expression as a form of self-expression.	<ol style="list-style-type: none"> 1. Menyemention the parts of the rhyme 2. Mentioning the characteristics of rhymes 3. Create a rhyme with a certain theme, then show the elements of the rhyme created
SBdP 3.2 Understanding scales 4.2 Singing songs on various scales with musical accompaniment	<ol style="list-style-type: none"> 1. Identifying scales in music 2. Mdescribes the characteristics of major and minor songs in tone. 3. Mmentions a variety of major and minor songs 4. Msings major and minor songs while

PPKn

1.2 Respect obligations, rights, and responsibilities as citizens and religious people in daily life.

2.2 Demonstrate an attitude of responsibility in fulfilling obligations and rights as citizens in everyday life.

3.2 Understand the meaning of responsibility as a citizen in everyday life.

4.2 Making joint decisions about responsibility as citizens in everyday life

IPS

3.2 Analyze the forms of human interaction with the environment and their influence on the social, cultural, and economic development of Indonesian society.

4.2 Presents the results of an analysis of human interaction with the environment and its influence on the social, cultural, and economic development of Indonesian society.

playing musical instruments as an accompaniment

1. Explain the meaning of rights, obligations, and responsibilities

2. Make a report on the implementation of decision making as a form of responsibility of community members

3. Make an observation report on human interaction with the surrounding environment

4. Identify community activities in an effort to improve social development

5. Make a report on the results of observations about the activities of the surrounding community in an effort to improve socio-cultural development

6. Explain the meaning of rhymes, parts of rhymes, and the characteristics of rhymes

7. Create a rhyme that contains advice and write down its meaning appropriately.

1. The meaning of responsibility as a citizen

2. Make a report on the results of observations in the surrounding environment about socio-cultural development efforts

3. Identify the types of rhymes

4. Identifying the activities of the surrounding community in socio-cultural development efforts

5. Identify scales in music

6. Determine Major and Minor Songs

7. With creative activities to make rhymes, students

b. Material Analysis

Material analysis is needed in development research to determine the materials to be presented in ethnopedagogy-based thematic learning modules. The material analysis carried out focuses on the themes and sub-themes that have been determined when the pre-research is carried out in elementary schools. Analysis of research materials is carried out based on the material contained in thematic books used by students. Based on the results of interviews with teachers at SDN 17 Pekanbaru and SDIT YLPI, information was obtained that the teaching materials used by students only used materials in books published by the Ministry of Education and Culture and Bupena published by Erlangga. The material in the two books is still general in

nature, not referring to local cultural values or Riau Malay cultural values. The material in this sub-theme is:

a. PPKn :

1. Definition of Rights, Obligations and Responsibilities

2. Differences in Rights, Obligations and Responsibilities

b. IPA :

1. Circulatory Organs in Animals and Their Functions

2. Health Benefits of the Human Circulatory System

c. Indonesian :

1. Understanding Rhymes

2. Characteristics of Rhymes

3. Types of Rhymes and Their Meanings

4. Pantun Mandate

5. Reading rhymes
- d. IPS :
1. Social Interactions
 2. Social Interaction in the Community Environment
- e. SBdP :
1. Scales
 2. Major and Minor Songs
 3. Sing Major and Minor Songs

Because the module developed is the ethnopedagogy module, the material that contains elements of ethnopedagogy is Indonesian material related to rhymes. For more details about the general material in subtheme 1 My Blood Circulation is Healthy, some of them are described as follows:

1. Material "Understanding Rhymes"

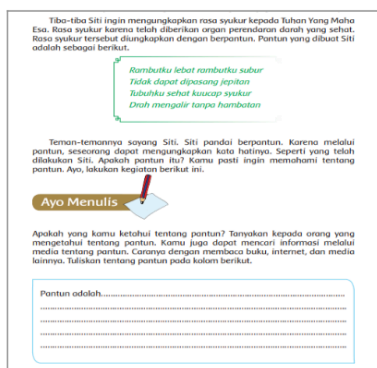


Figure 2. Rhyme material

In the Thematic book published by the Ministry of Education and Culture on learning 1 page 8, the material presented to students is rhyme material. From the rhyme material, in the ethnopedagogy-based thematic learning module, the Riau Malay pantun will be presented. Riau Malay pantun is the identity of the Malay community. In the ethnopedagogy-based thematic module book, rhymes will be made that attract the attention of students who describe riau malay culture, see this material students are asked to be able to define pantun, where pantun is the identity of the Malay community, one of which is Riau Malay. The material attracts students to be able to explain what rhyme means according to what they know.

Meanwhile, in the Bupena book published by Erlangga in Learning Companions 1 p. 6, this material is explained starting from the understanding of the rhyme itself and the explanation of its content and sampiran, then given an example of a rhyme where the rhyme will be read by students simultaneously.

2. Material "Characteristics of Rhymes and Types of Rhymes"

In the Thematic book published by the Ministry of Education and Culture in learning 2 pages 13 - 16, it can be seen that the discussion is about the characteristics and types of rhymes, this book is briefly explained about the characteristics of rhymes and then exemplified the rhymes according to their

types. After they understand the example of the rhyme they will be creative with the rhyme they made.

Meanwhile, in the Bupena published by Erlangga in Learning Companion 2 p. 8, this material is explained briefly and clearly and then students are asked to identify based on the material described in the book. Students are given 2 examples of rhymes that they will choose and then they identify the characteristics.

From this material, the ethnopedagogy elements contained are the characteristics of the rhyme described from existing sources in outline the same as the characteristics of the rhyme in Riau, then the types that exist also contain rhymes that are often used in the identity of the Malay community, such as pantun saran, which is often used in Malay community events, or witty rhymes used by the Malay community in formal and non-formal events such as weddings, and so on.

3. Material "Types of Rhymes and Their Meanings"

In the Thematic book published by the Ministry of Education and Culture in learning 3 pages 24 - 25, it can be seen that the discussion about the meaning of the type of rhyme presented by my mother is by giving an example of a rhyme and then explaining what its meaning is. In addition, students are also trained to be able to express the meaning of a rhyme. Where the student will make his own rhyme and explain his own meaning.

Meanwhile, in the Bupena published by Erlangga, this material is explained to the following submaterials, namely the types of rhymes based on age and content, while the meaning of rhymes is not explained in this book.

4. Material "Reading rhyme"

In the Thematic book published by the Ministry of Education and Culture in learning 4 pages 29 - 30, it can be seen that the discussion is about the practice of reading

rhymes that exist according to the types of rhymes exemplified. The rhymes presented in the book are children's rhymes, young rhymes, and old rhymes. In the example of the rhyme, it is explained which is the sampiran of the rhyme and which is the content of the rhyme.

In the Bupena published by Erlangga, this material is in each learning companion, in learning assistants 1-6 in each material, where every material is explained or presented there is a let's practice to test students' understanding where the understanding is given questions related to the material described and the tone of the rhyme example they will read after they identify the rhyme then they will be asked to read it too.

5. Material "Types of Rhyme"

In the Thematic book published by the Ministry of Education and Culture in learning 6 pages 44 - 47, it can be seen that the discussion is about the types of rhymes, namely the type of rhyme based on age and the type of rhyme based on. In addition, students are also asked to be creative in making rhymes that are identified based on their content and explain the meaning of the rhymes they have made.

In lesson 5 pages 40 - 41, you can see the discussion about the type of rhyme, namely witty rhymes. Where there are presented examples of witty rhymes and students are asked to identify the definition of witty rhyme itself according to their opinions. After defining the rhyme, they are also asked to be creative by making witty rhymes and then reading them out. Meanwhile, in the Bupena published by Erlangga in Learning Companions 4 p. 17, the discussion is about the types of rhymes based on age. And in Learning Companion 5 p. 21, you can see material about the types of rhymes based on the content of part 1, where the types of rhymes described are Pantun Advising and Witty Rhymes. Then in Learning Companion 6 p. 23, you can see the connection of material from the types of rhymes based on the content

of part 2. Where the types of rhymes described are Pantun Teka-Teki and Pantun Kiasan.

2) Student Needs Analysis

Analysis of student needs is carried out to determine student needs for

ethnopedagogy-based thematic modules to be developed. The instrument used for the analysis of student needs is by questionnaire. The statement given on the questionnaire relates to thematic learning. Here are the respondents' results:

Table 2. Results of student questionnaire respondents

Statement	Answer	
	Yes	No
The only books owned are books published by the Ministry of Education and Culture	73,4%	26,6%
Have a Bupena book	26,6%	73,4%
The teaching materials used do not have elements of Malay culture	92,24%	7,76%
The thematic modules used have interesting colors	30,4%	69,6%
The thematic module used contains images containing Malay elements	20,64%	79,36%
The material on the book is associated with malay culture	30,4%	69,6%

Based on table 1 above, it can be seen that students who answered **Yes** in the first statement (books owned only books published by the Ministry of Education and Culture) obtained a percentage of 73.4% while students who answered No in the first statement obtained a percentage of 26.6%. In the second statement (having a bupena book), students who answered Yes were 26.6% while those who answered No were 73.4%. In the third statement (the teaching materials used did not have elements of Malay culture), students who answered Yes were 92.24% while those who answered No were 7.76%. Then, in the fourth statement (the thematic module used has an interesting color), students who answered Yes were 30.4% while those who answered No were 69.6%. In the fifth statement (the thematic module used there are pictures containing Malay elements), students who answered Yes were 20.64% while those who answered No were 79.36%. Finally, in the sixth statement (the material in the book is associated with Malay culture), students who answered Yes were 30.4% while those who answered No were 69.6%.

Furthermore, based on the results of the interview, information was obtained that students are more enthusiastic about reading

books if the appearance of the book is attractive such as there are real pictures and illustrations that match the material. According to them, if the book is interesting, they will easily understand the content of the learning they are learning and by the time they read, they are not bored. So, the knowledge that students will get more and stick if the books or teaching materials used are interesting and there are pictures that make them not bored when reading them. Opinion Vygotsky (dalam Deviana, 2018) develop social constructivism which has the understanding that learning for children is carried out in interaction with their social and physical environment. Discoveries in learning are easier to obtain in the context of one's culture. With the direct experience gained by students, students will build their own understanding according to the experience they have gained. This statement is supported by the theory of meaningful learning from David P. Ausubel (deep, Tarmidzi, 2019) that in learning should the material learned be assimilated and connected with the knowledge that the student already has in the form of cognitive structures.

3) Teacher Analysis

Analysis of teacher needs is carried out to determine the teacher's needs for ethnopedagogy-based thematic modules to be developed. The instrument used for the analysis of teacher needs is by interview. Teacher field analysis requires teaching materials that can meet the learning needs of individual students as well as bathing but adapted to the student's surrounding environment. This is because so that students know the ethnopedagogy that exists in their area so that students are more in love and proud of the potential and culture of the region.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussions that the researcher has described, several conclusions were obtained, namely:

1. Based on curriculum analysis such as competency analysis, material analysis and analysis of teacher books and student books, it can be concluded that there are several examples of material given in student books and teacher books that are not explained in detail and are not in accordance with the student's surrounding environment.
2. Student analysis concluded that the majority ^[8] students revealed that they only had books published by the Ministry of Education and Culture, many students did not have bupena books, many students revealed that the teaching materials used did not have elements of Malay culture, then students did not like the thematic modules used because the modules did not have attractive colors and there were no pictures containing Malay elements. Finally, students also revealed that the material in the book they used was not associated with Malay culture.
3. Based on the analysis of teacher needs Teachers need modules that can meet the learning needs of individual students as well as bathing but adapted to the student's surroundings. This is because students

know the culture / ethnopedagogy that exists in their area so that students are more in love and proud of the potential and culture of the region.

Based on the results of research that has been carried out, the author provides the following recommendations:

1. Based on curriculum analysis, teachers should provide material examples based on the student's surroundings
2. Based on the analysis of student needs, it is recommended that the modules and textbooks used by teachers are textbooks and modules that are interesting in learning and in accordance with the student's environment and culture

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