Development of Local Wisdom-Based Modules on Pancasila Education Learning of Our Right to Play and Speak for Grade I Primary Students

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ABSTRACT

The role of a teacher in designing or compiling teaching materials determines the success of the teaching and learning process through teaching materials. Researchers use the Research and Development. The research design is the ADDIE research model. The research data are primary data and secondary data. The techniques used by researchers to collect primary data are interviews, design expert validators, language expert validators, and material expert validators. Secondary data of this research was obtained from books, journals, and theses. The data sources are validators from experts related to validity testing, namely, design, language, and material experts. Based on the research results conducted on the development of local wisdom-based learning modules on the material Our Rights to Play and Speak at SDN 151 Pekanbaru, it can be concluded that the validation results by the three validators for the modules obtained an average percentage of 80% and above with the criteria "Very Eligible". The teacher's response to the module reveals positive results. This is proven by the percentage of questionnaires obtained, 86% and 85.8%, with the criteria "Very Good".

Keywords: development, learning module, local wisdom, Pancasila education

INTRODUCTION

In the learning process, of course, there is something called 'support' for the achievement of the purpose of learning. One of the supports for this learning is teaching materials. Widodo and Jasmadi (in Eny, 2020: 1), teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations and ways of evaluating that are designed systematically and interesting in achieving the expected goals, achieving competencies or subcompetencies with all their complexities.

Meanwhile, according to the Directorate of Vocational High School Development (in Magdalena, 2020: 312), teaching materials themselves are all forms used to assist teachers in carrying out learning activities. Teaching materials can also be interpreted as any form of materials that are systematically arranged that allow students to learn independently and are designed in accordance with the applicable curriculum.

Meanwhile, according to the Directorate of Vocational High School Development (in Magdalena, 2020: 312), teaching materials themselves are all forms used to assist teachers in carrying out learning activities. Teaching materials can also be interpreted as any form of materials that are systematically arranged that allow students to learn independently and are designed in accordance with the applicable curriculum. The ability of teachers to design or arrange teaching materials is very important in determining the success of the learning and learning process through a teaching material. One of the teaching materials used by educators is modules.

According to Surahman (in Prastowo, 2015: 105) modules are the smallest learning program units that can be learned by students individually (self instructional). Meanwhile, according to Prastowo (2015: 106) a module is a printed teaching material that is systematically arranged in a language that is easy for students to understand according to their level of knowledge and age, so that they can learn on their own (independently) with minimal help or guidance from educators. Nurdyansyah (in Maulida, 2022: 131)

Teaching modules are learning tools or learning designs based on the curriculum that are applied with the aim of achieving the competency standards that have been set. Teaching modules have a major role to support teachers in designing learning. The development of fun modules and instilling moral values for students is indispensable. This is to improve the quality of students in the realm of knowledge, skills and attitudes that are the core of the curriculum. Students can learn anytime and anywhere, can learn according to their own speed using existing teaching materials, students can learn based on the order they choose themselves, can help students' potential to learn independently, as a guideline in directing learning activities.

Based on the results of an interview conducted by the researcher on January 18, 2023, the teacher said that the obstacles faced by teachers when carrying out learning, especially when using local wisdom-based media, are found in the facilities and infrastructure that are still limited in the school. Teachers stated that it often requires infocus to display learning materials through powerpoint, but due to the small number of infocus in the school, it requires alternating with teachers in other classes. In addition, at the time of the interview, the learning material being studied is about local wisdom, then when the teacher gives questions related to the local wisdom material, many students who were just silent did not answer the teacher's questions. This is because there is still a lack of knowledge of local wisdom, especially those in their own area.

Local wisdom itself is a tradition or form of Indonesian cultural heritage that has developed for a long time. Local wisdom has a very close relationship with traditional culture in a place, in local wisdom it contains many views or rules so that people have more foothold in finding an action such as daily community behavior. Local wisdom is also human intelligence possessed by certain ethnic groups that is acquired through community experience. This means that local wisdom is the result of a certain community through their experience and is not necessarily experienced by other communities. These values will be very strongly attached to a certain society and these values have gone through a long period of time, throughout the existence of that society. So that in teaching, local wisdom really needs to be introduced and taught to children from an early age. But of course, in the introduction process, it will definitely not experience a smooth path.

Local wisdom is one of the important parts given to the educational unit so that students do not lose their basic cultural values, do not lose their historical roots and have insight and knowledge on the disclosure of social and environmental realities culturally. However, currently there are still many shortcomings in the integration of local wisdom in learning. Many children do not know about local wisdom, even though local wisdom is a dynamic source of knowledge, developed and passed on by a certain population that is integrated with an understanding of the surrounding culture. The integration of local wisdom in subjects can be designed in such a way in several subjects. For example, in the subject of Pancasila Education.

Pancasila Education Learning has the goal of preparing students to be smart and good citizens. The learning objectives of Pancasila Education are (1) citizens who know knowledge, (2) have skills, (3) develop attitudes and values. One of the materials taught in PKN learning is material on Pancasila. Pancasila learning emphasizes the cultivation of the values contained in Pancasila. Pancasila contains basic human values and natural values that are inherent in every individual human being accepted by the Indonesian nation.

Local wisdom can be understood as local ideas that are wise, full of wisdom, and good values that are embedded and followed by members of the community. The spirit of Indonesian local wisdom such as helping each other, respecting differences, and living together in diversity, the values of local wisdom are basically the core of Pancasila. Sumardjoko (in Zamzami, 2021) explained that the Pancasila Education learning model with local wisdom is based on: (a) the integration of local wisdom sourced from Pancasila values and character values, (b) to prepare students as intelligent and good citizens.

In addition to conducting interviews, the researcher also conducted initial observations by going directly to the field, namely at SDN 151 Pekanbaru, observations were made when teachers carried out learning in class. From this field observation, another problem that arises is the limitation of learning media and modules. The modules that have been used by teachers are only limited to modules provided by the

government, so that learning activities seem monotonous. The teacher also stated that sometimes there are some children who do not bring media if the teacher directs the child to make media at home.

Based on this problem, teachers should be able to develop their own modules in accordance with the material presented, according to examples related to the student environment so that the expected goals in the learning process can be achieved. In the preparation of learning tools, namely modules, the important role is the teacher, the teacher is honed in thinking skills to be able to innovate in the teaching module. Therefore, making teaching modules is a teacher's pedagogic competence that needs to be developed, this is so that teachers' teaching techniques in the classroom are more effective, efficient, and not out of discussion from achievement indicators.

In this regard, it is necessary to prepare signs for the selection and use of teaching materials to help teachers to be able to choose learning materials or teaching materials and use them appropriately. The signs in question include the concept and principles of selecting learning materials, determining the scope, sequence, criteria and selection steps, utilization treatment, and sources of learning materials.

From the problems that have been described, the researcher wants to contribute to providing solutions to solve problems by developing teaching modules based on local wisdom in order to create an effective learning process and the goals of learning can be achieved optimally. The researcher took the research at the 151 Pekanbaru State Elementary School because it was felt that learning activities were still not running optimally, due to the problem of teachers who carried out learning in a way that was not too creative, the lack of availability of media and school infrastructure facilities so that the researcher wanted to carry out research which developed modules based on local wisdom to support learning activities. This research discusses local wisdom because when problems arise, what is learned is about local wisdom. And the research was carried out in class I because the problems that arise are in class I.

This is also in line with the research that has been conducted by Safitri in her research entitled "Development of Local Wisdom-Based Teaching Materials for Elementary/MI Grade IV Theme 9 My Food is Healthy and Nutritious Subtheme 1 My Food is Healthy and Nutritious. In his research, there are problems in learning such as students who do not understand the material in the student book, students still do not understand the local wisdom that exists in their respective regions, the teaching materials used by teachers and students are only one, namely the Teacher Book and the Student Book obtained from the government. So this research was carried out to develop more creative teaching materials to lead to a more optimal learning process. And because the learning media presented by teachers in learning activities is not optimal and not yet interesting, therefore the researcher is interested in taking the research title "Development of Local Wisdom-Based Modules on Pancasila Education Learning Material Our Right to Play and Speak for Grade I Students of State Elementary School 151 Pekanbaru", with the intention of finding a solution by developing teaching modules for the optimal learning process.

LITERATURE REVIEW
Development

Definition of development According to Putra (in Arif, 2018: 102) development is the use of technical sciences in order to produce new materials or equipment. Production and services are substantially improved for a new process or system, before the start of a commercial production system substantially increases what is already in production. The understanding of development can be concluded by researchers that development is an expansion or internalization of a learning material so as to produce a product. Furthermore, Mulyatiningtyas (2017: 19) explained that development is a research, usually used in education called development research. Educational and development research, which we better know as Research & Development (R&D). This research and development is sometimes referred to as research-based development or also called research-based development.

Sugiyono, (2015: 5) stated that development means deepening and expanding existing knowledge. In essence, development is an effort to educate both formal and formal education that is carried out consciously,

planned, directed, orderly and responsibly in order to introduce, grow, guide, and develop a balanced, whole, harmonious, knowledge, skills in accordance with talents, desires and abilities, as a provision for one's own initiative to add, improve, and develop oneself towards the achievement of dignity, quality optimal human ability and independent personality. From some of the expert opinions above, it can be concluded that development research is an effort that is carried out consciously, planned, and directed to make or improve a product that is increasingly useful, to improve quality and create better quality.

Teaching Materials

Prastowo (2018: 81) Teaching materials are a set of materials that are arranged systematically, whether written or not, so as to create an environment or atmosphere that allows students to learn. Furthermore, Widodo (in Safitri, 2021:10) argues that teaching materials are a set of learning tools or tools that contain learning materials, methods, limitations and ways of evaluating that are designed systematically and attractively in order to achieve the expected goals. learning implementation. Widodo and Jasmadi (in Kusumam, 2016: 29) stated that teaching materials are a set of learning facilities or tools that contain learning materials, methods, in order to achieve the expected goal, namely to achieve competence or subcompetence with all complexities. From several views on the meaning of teaching materials, researchers can conclude that teaching materials are all materials (both information, materials, tools and texts) that contain systemically arranged subject matter used by teachers in the teaching and learning process.

Characteristics of Teaching

Materials Teaching materials can be said to be good if they have met the predetermined provisions. These provisions are then used as the characteristics of a teaching material or subject matter. The characteristics of good teaching materials according to the Ministry of National Education (2004) are "the substance of the material is accumulated from the competency standards or basic competencies contained in the curriculum, easy to understand, have attractiveness, and are easy to read".

The UPI Curriculum and Learning MKDP Development Team (in Arsanti, 2018: 75) provides a benchmark in choosing teaching materials for educators, which must be considered are criteria that include, "(1) relevance (psychologically and sociologically), (2) complexity, (3) rational/scientific, (4) functional, (5) up-to-date, and (6) comprehensive/balance".

Based on this opinion, it can be concluded that in selecting, determining, and developing a teaching material or teaching material, it must pay attention to the criteria or characteristics of the teaching material. In this case, educators must pay attention to four criteria that must be met in the teaching material, namely (1) content coverage, (2) presentation, (3) readability, and (4) graphic. These four criteria must be met so that the material selected or developed can be said to be good or suitable for use as a source of information in learning.

Types of Teaching Materials

Sadjati (2012: 16) stated that the grouping of teaching materials based on their type is carried out in various ways by several experts and each expert has its own justification when grouping them. For this reason, there is a grouping of the types of teaching materials into 5 major groups, namely:
1. non-projected teaching materials such as photographs, diagrams, displays, models;
2. projected teaching materials, such as slides, filmstrips, overhead transparencies, computer projections;
3. audio teaching materials, such as cassettes and compact discs;
4. video teaching materials, such as videos and movies;
5. teaching materials (media) computers, for example Computer Mediated Instruction (CMI), Computer based Multimedia or Hypermedia.

Arsanti (2018: 74) quotes Majid's explanation of the types of teaching materials that are grouped into four, namely:

a. Printed materials include handouts, books, modules, student worksheets, brochures, leaflets, wallcharts, photos/drawings, models/mockups;
b. audio teaching materials such as cassette, radio, vinyl records, and audio CDs;
c. audio-visual teaching materials such as video CDs,
d. movies; interactive teaching materials such as interactive CDs."

Based on the description of the types of teaching materials or teaching materials, it can be concluded that the types of teaching materials vary from the form, nature, and function that a teacher is needed when he wants to carry out learning.

Benefits of Teaching Materials

Aisyah (2020: 63) There are three main functions of teaching materials in relation to the implementation of the learning and learning process. The three functions are as follows:

a. Teaching materials are guidelines for teachers who will direct all activities in the learning and learning process, as well as the substance of competencies that should be taught/trained to students.
b. Teaching materials are guidelines for teachers who will direct all activities in the learning and learning process, as well as the substance of competencies that should be taught/trained to students.
c. Teaching materials are a tool for evaluating achievement/mastery of learning outcomes. As an evaluation tool, the teaching materials delivered must be in accordance with the indicators and basic competencies that teachers want to achieve. These basic indicators and competencies have been formulated in the subject syllabus.

In addition, teaching materials have benefits for teachers and students. This is in line with what is explained by (Wahyudi, 2022: 59-60) regarding the benefits or usefulness of teaching materials in their acquisition for educators and students. Educators have the following benefits in the development of teaching materials: (1) students obtain needs according to the demands that have been determined by the curriculum; (2) reduced dependence on textbooks, which is uncertain; (3) students gain knowledge obtained from various reference sources contained in teaching materials; (4) teachers provide additional knowledge and experience and knowledge after making teaching materials; (5) teachers and students develop communication and build learning effectiveness; (6) the implementation of learning assisted by teaching materials becomes more efficient.

The development of teaching materials has benefits for students, including: (1) learning activities become more interesting and make students excited; (2) participants become more creative and have independent learning opportunities directed and guided by teachers; (3) to make it easier for students to understand the material from the subject that they have not mastered. From the explanation above, it can be concluded that teaching materials have many benefits, both benefits obtained by teachers, and those obtained by students. Where these benefits have an impact on the quality of learning that runs even more optimally.

Function of Teaching Materials

The function of teaching materials has several groupings according to those stated by (Rachmawati, 2012: 4-5) as follows:

1) The function of teaching materials according to the parties who use the teaching materials:
   a. The functions of teaching materials for educators include saving educators' time in teaching, changing the role of educators from a teacher to a facilitator, improving the learning process to be more effective and efficient, as a guideline for educators who will direct all their activities in the learning process and are the substance of competencies that should be taught to students.
   b. The functions of teaching materials for students include that students can learn without having to have an educator or other students' friends, students can learn anytime and anywhere they want, students can learn at their own pace, students can learn in the order they choose themselves, helping students'

potential to become independent students, as a guideline for students who will direct all their activities in the learning process and is the substance of competencies that should be learned or mastered.

2) The function of teaching materials according to the learning strategies used:

a. The functions of teaching materials in classical learning include as the only source of information as well as supervisors and controllers of the learning process and as supporting materials for the learning process that is held.

b. The functions of teaching materials in individual learning include as the main medium in the learning process, as a tool used to compile and supervise the process of students in obtaining information, and as a support for other individual learning media

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d. From this explanation, the function of teaching materials is based on several things. Namely from the parties who use it, these parties are educators and students. Second, according to the learning strategy used by the educator.

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Modules

Susilo (2016: 51) Learning modules are the smallest unit of teaching and learning programs, which are learned by students themselves individually or taught by students to themselves self-instructionally. Basri (in Rahmi, et al., 2021: 50) Modules are learning facilities in printed form that are systematically arranged, contain learning materials, methods, learning objectives based on basic competencies or indicators of competency achievement, instructions for self-instructional learning activities, and provide opportunities for students to test themselves through the exercises presented in the module. Furthermore, according to Darmiyatun (in Sirate, 2017: 319) Modules are teaching materials that are systematically designed based on a certain curriculum and packaged in the form of the smallest learning unit and allow learning independently in a certain unit of time so that students master the competencies taught.

In another sense, Dharma (in Aditia, 2013: 7-8) Modules are learning tools or means that contain materials, methods, limitations and ways of evaluating that are systematically and interesting designed to achieve the expected competencies according to the level of complexity. Modules are learning tools or means that contain materials, methods, limitations of learning materials, instructions for learning activities, exercises, and ways of evaluating that are designed in a systematic and interesting way, to achieve the expected competencies and can be used independently.

Based on some of the experts' presentations above, it can be concluded that the module is a means of learning in written or printed form that is systematically arranged, containing learning materials, methods, learning objectives based on basic competencies or indicators of competency achievement, instructions for self-instructional learning activities, and providing opportunities for students to test themselves through the exercises presented in the module.

Module Functions

As a form of teaching material, modules have functions according to Prastowo (2015:107) as follows:

a. Independent teaching materials, that is, the use of modules in the learning process functions to improve students' ability to learn on their own without depending on the presence of educators or teachers.

b. Replacing the function of educators or teachers, that is, modules as teaching materials that must be able to explain learning materials well and be easily understood by students according to their level

of knowledge and age. Therefore, the use of modules can function as a substitute for the function or role of facilitator/educator.

c. As an evaluation tool, that is, with the module, students can measure and assess their own level of mastery of the material learned because in the module there is already an answer key. Therefore, modules can also be said to be evaluation tools.

Benefits of Modules

According to Ashfahani (2016: 15), the benefit of learning modules is that they can make it easier for students to learn, because even without a teacher, modules can be used as guidelines in learning. This is because the module has contained the most important core of the material to be delivered and is accompanied by examples and practice questions. Thus, students will tend to be more independent and creative in learning.

Furthermore, the Director General of PMPTK (2008) also stated the benefits of the module as follows:

a. Increase the effectiveness of learning without having to go through face-to-face regularly, due to geographical, socio-economic, and community conditions;

b. Determine and set a learning time that is more in line with the needs and learning development of students;

c. Knowing the weaknesses or competencies that students have not achieved based on the criteria set in the module, so that the teacher can decide and help students to improve their learning and do remedies.

From this explanation, it can be seen that the module is very useful for both educators and students. In addition to making it easier for teachers to carry out learning, modules can also be a benefit for students whose impact will tend to make students independent and creative in their learning process.

Module Characteristics

Modules have characteristics, the characteristics of modules according to Anwar (in Sunantri, 2015: 109) are: (1) Self instructional, students are able to learn themselves, independent of other parties; (2) Self contained, all learning materials from one competency unit studied are contained in one complete module; (3) Stand alone, the developed module should not be used in conjunction with other media; (4) Adaptive, the module should have a high adaptive power to the development of science and technology; (5) User friendly, the module should also meet the rules of familiarity or familiarity with the user; (6) Consistency, consistency in the use of fonts, spacing, and layout.

Module Components

According to Vembriarto (in Septora, 2017: 89) the main stages that need to be available in the module are subject review, introduction, learning activities, exercises; Practice answer signs, summaries, formative tests, and formative test answer keys. According to Ibrahim (in Rahmi, 2021: 52) the components of the learning module are as follows; 1) The existence of learning objectives; 2) Teaching Materials; 3) Exercises presented to apply the skills and competencies being learned; 4) Feedback that is an indicator of the quality of the training carried out by the learner.

In the development of a module, there are several important components that must be considered in the creation of a learning module. According to Daryanto (2013:25-26) the module consists of three main components, namely: Introduction consisting of titles, forewords, concept maps, instructions for use, table of contents, SK and KD, Learning consisting of learning objectives, description of learning materials, summaries, assignments., Evaluation of this component consists of a student assessment sheet which covers the assessment of students' knowledge, attitudes and skills in studying the material arranged in a module. In accordance with the expert opinion above, it can be concluded that the content/components of the module are in the form of teacher/instructor guidelines, activity sheets, worksheets, answer keys, test sheets, and test sheet answer keys.

Steps to Prepare the Module

Prastowo (in Nely, 2018: 118), stated that in compiling a module there are four stages, which are as follows:

a. Curriculum Analysis. Namely determining which material is from the results of mapping competency standards, basic competencies and indicators, as well as a network of themes that require modules as teaching materials.
b. Module Title Mapping. Educators must refer to the basic competencies or subject matter in the curriculum.
c. Module Code. This makes it easy for educators to manage modules.
d. Module writing, formulation of the basic competencies mastered, determining evaluation or assessment tools, arrangement of materials, teaching order and structure of teaching materials (modules).

Furthermore, Lexstiani (2020: 21) in his research explained the steps for preparing this module to make it easier for students to understand the materials contained in the module. In the preparation of this module, it is divided into three parts, namely:

1. Opening Section
    a. The title of the module is interesting and gives an idea of the material being discussed and describes the content of the material.
    b. The table of contents presents the topics to be discussed.
    c. An information map in the form of links between the topics discussed.
    d. List of competency objectives.
    e. Initial tests.
2. Core Parts
    a. Introduction/overview of the material.
    b. Relationship with other material or lessons.
    c. Description of the material.
3. Cover Parts
    a. Glossary or Glossary
    b. Final Test
    c. Index

Local Wisdom

Local wisdom is a form of original knowledge in society that originates from the noble cultural values that exist in people's lives, where this local wisdom also aims to regulate the order of people's lives. Local wisdom or "local genius" is a term introduced by Ayatrohaedi (in Safitri, 2021: 13), namely "the sum of the cultural characteristics which the vast majority of apeople have in common as a result of their experiences in early life". Indonesia places the word wisdom on par with virtues, policies, wisdom and local wisdom in foreign languages is often conceived as local policy, local knowledge or local intelligence. Fajarini (in Purwanto, 2017: 13) Local wisdom is a view of life and science as well as various life strategies in the form of activities carried out by local communities in answering various problems in meeting their needs. In foreign languages, it is often also conceptualized as local wisdom or local knowledge or local knowledge or local genius.

Wibowo (2015: 17) local wisdom is the cultural identity or personality of a nation that causes the nation to be able to absorb, even process culture from outside/other nations into its own disposition and ability. The identity and personality certainly adjust to the view of life of the surrounding community so that there is no shift in value values. Local wisdom is one of the means in cultivating culture and defending oneself from foreign culture that is not good. Based on the opinions of the experts above, researchers can conclude that local wisdom is an idea that arises and develops continuously in a society in the form of customs, rules/norms, culture, religion, language, beliefs, and daily habits.

Local Wisdom in Riau

One of the traditions of the Malay people to maintain environmental balance is to farm in swampy areas, they have the habit of planting tassels on the edge of the fields. Local wisdom is legitimized in legislation, namely in Law Number 32 of 2009 concerning Environmental Protection and Management. In article 1 number 30 which reads, local wisdom is a noble value that applies in the community life system to, among other things, protect and manage the environment in a sustainable manner.

a. Track Racing in Riau

(Mardison, 2022) on its website states that Pacu Jalur is a type of traditional rowing competition typical of the Kuantan Singingi (Kuansing) area which still exists and is developing in Riau Province. In fact, the Kuantan Singingi traditional route race was named the most popular tourism in Indonesia at the Anugerah Pesona Indonesia (API) event.

This tradition of local wisdom is unique because it is held every year, which is around August. This Track Race Festival is a cultural event of the local traditional community in Kuantan Singingi Regency. The competition is called Pacu Jalan, where rowing competitions are carried out on the river using long boats made of Tree Wood. Usually the length of the boat reaches 25 to 40 meters, with a width of about 1.3 meters to 1.5 meters.

Suwardi (in Hasbullah, 2015: 178) The tradition of trail racing which is held once a year was originally intended as an event to commemorate Muslim holidays, such as Eid al-Fitr, Eid al-Adha, Prophet's Birthday, or the commemoration of the Hijri new year. During the Dutch colonial period, the track race event was used as an activity to commemorate the birthday of Ratu Wihelmina (Queen of the Netherlands). It is usually held in November every year. However, after Indonesia's independence, this track race festival was intended to celebrate the Independence Day of the Republic of Indonesia.

From the explanation above, it can be concluded that the tradition of track racing is an inseparable part of Indonesian culture that has existed hundreds of years ago, the culture has been held by the Kuansing people until now. This festival is the largest annual festival for the people in the Kuansing Regency area, especially Kuantan Taluk.

b. Koba Tradition in Riau

Koba is an oral tradition of a type of story which is conveyed in a sung style. Where for Koba Perpetrators it is called Tukang Koba. in Koba's appearance can be displayed by men or women/women. Koba as a local wisdom in Riau is developing in the country along the coast and inland of the Rokan River. Which is now Rokan Hulu and Rokan Hilir Regencies, and Mandau which is now Bengkalis Regency. In Malay accent Rokan accent and Malay accent Sakai. Syefriani (2021: 85)The oral traditions in Rokan Hulu are dhikr, Burdah, Barzanji, Marhaban, Onduo and Bukoba. Bukoba is one of the traditional arts that is predicted to have existed since the 1600s and still exists today.

Meanwhile, according to Setah quoted by Nidawati (in Syefriani, 2021: 86), a person chanting or koba aims to: (1) personal entertainment, (2) communal entertainment, (3) sacred purposes, (4) family education media (in shooting infant and teaching children). (5) learning media and cultural socialization. (6) entertainment while working, (7) strengthening social relationships. (8) nostalgic pilgrimage media, and (9) antidote or medicinal function.

From the explanation above, it can be said that koba or bukoba as an oral tradition is an art in conveying messages that are closely related to educational values, religious values, social values and traditional values as identities or characters that must be developed and maintained.

c. Batobo Mancokau Tradition in Riau

This local wisdom is a fish harvest in Lubuk Larangan. Where this local wisdom is very much awaited for local residents. Or outside the region to come to witness this unique tradition. This tradition is carried out on the basis of the agreement of Ninik Mamak while still paying attention to the weather conditions when

entering the dry season. This tradition, Batopo is in the Kampar Regency area, and Batobo is in Kuantan Singingi Regency, Riau Province.

Ferlania (2020: 4) The tradition of Banning Lubuk Fish Mancokau is carried out once a year, and has lasted for about seven generations. The implementation of this tradition is carried out depending on weather conditions and also the river itself. Mancokau means catch which comes from the Ocu language. Lubuk larangan is the location where the tradition of fishing takes place. This tradition is in the form of community culture whose activity is to catch fish together in the lubuk larangan area. The types of fish in the haram are belida, kapiek, baung, tobang alan, tapa, and singarek and so on. From the explanation above, it can be concluded that this tradition of fishing is an activity of catching fish in a predetermined location. This tradition has been carried out for many years by the local community.

Material on Our Right to Play and Speak Grade 1 Elementary School

The material on Our Rights to Play and Speak was obtained by researchers from teacher books and student books. This material is not in accordance with the basis of local wisdom because the local wisdom has not been brought up too much in the material. The material presented is still national. Therefore, teachers who teach must make teaching materials or additional modules related to the characteristics and local wisdom that exist in their area. The following researcher summarizes, especially Basic Competencies and Indicators as well as material on the material Our Right to Play and Speak.

METHOD

The researcher uses a type of research, namely research and development. According to Sugiyono (2019), development research is a research method used to develop, produce and validate products to be developed. The research design used in this study is ADDIE research design. This research was conducted in grade I of SDN 151 Pekanbaru, which is located on Jl. Wonosari, Central Tangkerang, Marpoyan Damai District, Pekanbaru City, Riau 28125. The procedures in this study are as follows:
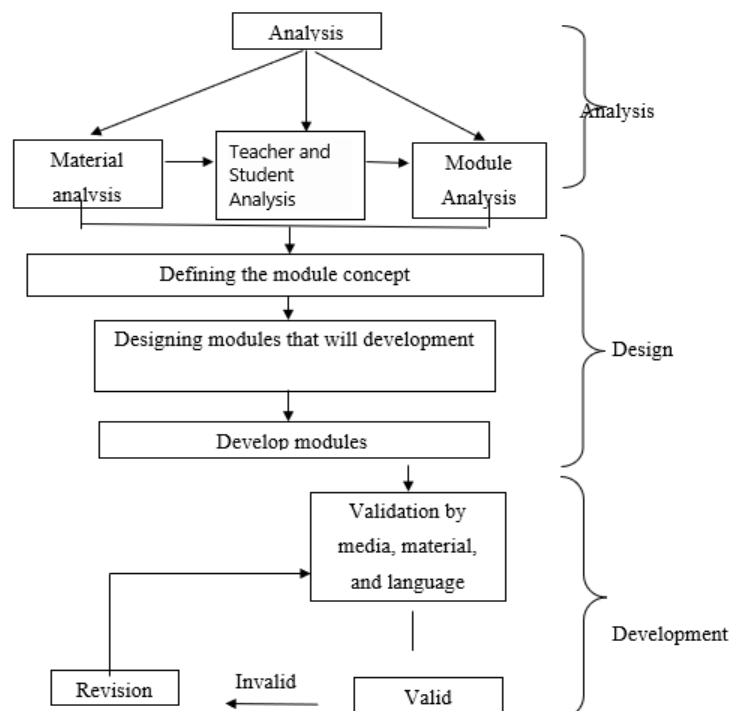

Figure 1. research procedures

The data in this study is in the form of primary data and secondary data. The techniques used by the researcher to collect primary data are interviews, design expert validators, subject matter expert validators, and material expert validators. Secondary data from this study were obtained from books, journals, and theses. The data sources in this study are validators from experts related to the validity test, namely practitioner experts, lecturers, and expert teacher practitioners. The criteria as a validator are in accordance with the field of expertise. Data collection techniques by means of interviews, documentation and validation.

RESULTS AND DISCUSSION
Result
This research is a research and development that produces a product in the form of a learning module based on local wisdom. The development of this learning module based on local wisdom refers to the ADDIE (Analysis, Design, Development, Implementation and Evaluation) model. This research was conducted at SDN 151 Pekanbaru. The instruments used in this study were validation sheets and teacher response questionnaires.

1. Data Presentation
a. Analysis
The first stage carried out in this study is analysis, analysis is carried out to find out how necessary it is to develop learning modules in the learning process. The stages of analysis that have been carried out by the researcher are by conducting interviews with subject teachers and using a needs questionnaire. Based on the results of the researcher's interviews with teachers, it was stated that in the learning process, teachers used more teaching materials in the form of package books and LKPD, this was due to the limited availability of teaching materials. The low interest in reading of students is also influenced by the presentation of package books that are difficult for students to understand except with the help of teachers.
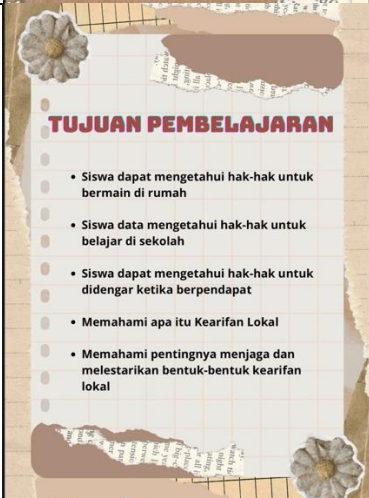
b. Design
Based on the results of the analysis that has been carried out, the next stage is design. The design stage is the second stage in module development. The results at the design stage of this module include: module cover, foreword, table of contents, module description, module usage instructions, core competencies, basic competencies, competency achievement indicators, learning objectives, concept maps, learning materials, summary, bibliography of practice questions and answer keys.

The first step taken by the researcher is to design the cover of the learning module as attractive as possible. The module cover is designed using the powert point application which contains the title of the learning module, the name of the author, the name of the supervisor, the subject and the university logo. The researcher also added several images to the cover that are characteristic of the module.

c. Development
This development stage is an advanced stage of the design stage to develop modules. At this stage, the module is developed based on the draft module that has been prepared. Researchers search and collect materials related to revelatory sources such as books and journals. For the development of modules, the following researchers list in Table 1.

Table 1. Module Development

Stages	Information
	In the early stages, of course, the researcher designed the cover of the module very attractively combined with colors that reflect local wisdom.
	After the cover is sketched, the researcher lists the learning outcomes that will be achieved in teaching and learning activities.
	After listing the learning outcomes, the researcher also listed the objectives of the learning to be carried out.

After listing some of the important points above, the researcher made material related to the customs or traditions of the area where he lived as local wisdom. By adding images related to the customs or traditions that are being discussed.
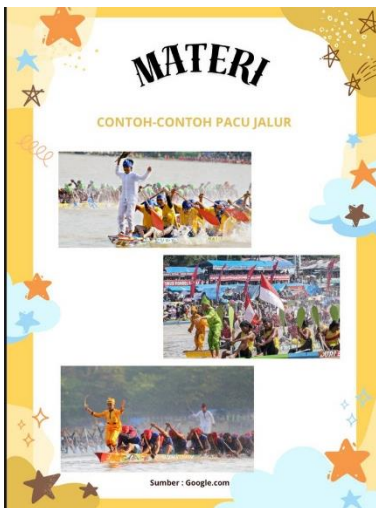
Then at the end, the researcher inserted a glossary into the module. The glossary contains words that students may not understand.

d. Implementation

After the learning module is developed and then validated and revised according to the input of the validator, the next stage is to conduct a trial for teachers and students at SDN 151 Pekanbaru. The questionnaire sheet provided contains 10 lists of statements with an assessment scale of 1 (strongly disagree), 2 (disagree), 3 (disagree), 4 (agree) and 5 (strongly agree). The data obtained through this questionnaire is then processed based on assessment criteria. The provision of questionnaires to teachers and students aims to see user responses to the developed modules. The results of teachers' responses to the developed learning modules can also be seen in the following Table 1.

Table 2. Results of the Teacher Response Questionnaire

Aspect		Material Suitability	Serving	Benefit	Sum
Number of Indicators		7	2	5	
Score	Guru 1	24	6	17	47
	Guru 2	24	7	17	48
Total Score					95
Maximum Score					112
Percentage					84,8%
Category					Excellent

Table 3. Results of the Comparison Questionnaire of 2 Teacher

	Teacher 1	Teacher 2
Material Suitability	86%	86%
Serving	75%	88%
Benefit	85%	85%
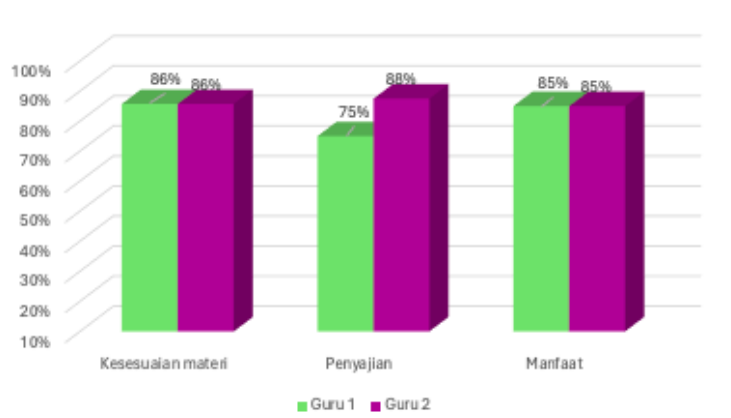
Figure 2. Diagram of Teacher Response Results

From the data above, it shows that the teacher's response score obtained an average score of 86% and above. At this stage, an evaluation is also carried out, namely based on the results of the responses of teachers and students as well as the results of the readability of the learning module. The results of the evaluation showed that the response of teachers and students as well as the results of the module evaluation were very good.

e. Evaluation

The evaluation stage has been carried out at each stage of ADDIE development, at the analysis stage an evaluation is carried out on the results of needs analysis, at the design stage an evaluation is carried out based on the supervisor's suggestions on the design of making modules, the development stage is evaluated based on suggestions and inputs from validators and supervisors so that better modules are produced and at the implementation stage an evaluation is carried out based on the results of teacher and student responses and results Module Readability.

2. Data Interpretation

Table 4. Validity Test of Subject Matter Experts

Assessment Aspect	Jumlah Indikator	Material Score	Expert
Material	12	41	
Benefit	1	4	
Sum		**45**	
Maximum Score		**52**	
Percentage		**86,5%**	
Category		**Highly Valid**	

Based on the results of the quantitative assessment obtained, it can be seen that the validation test conducted by the lecturer who is an expert in the local wisdom-based learning mode obtained a qualification percentage of 86.5% and the qualification is included in the Very Valid category. This material expert validation test also received a qualitative assessment from a lecturer who is an expert in the form of suggestions for improvement for learning modules based on local wisdom. The suggestion for improvement is to develop more clearly the local wisdom material in Riau by adding photos related to customs or traditions in Riau and changing sentences to short sentences so that they are easy to understand. Based on this assessment, the researcher made improvements to the learning module based on local wisdom in accordance with the suggestions for improvement provided by the media expert lecturer.

Table 5. Linguist Validity Test

Assessment Aspect	Jumlah Indikator	Linguist Score
Language Compatibility	7	24
Communicative	1	4
Fit With Student Development	2	7
Sum		**35**
Maximum Scrore		**40**
Percentage		**87,5%**
Category		**Highly Valid**

Based on the results of the quantitative assessment obtained, it can be seen that the validation test conducted by linguists on learning modules based on local wisdom obtained a percentage of eligibility of 87.5% and the eligibility was included in the Very Valid category. This linguist validation test also received a qualitative assessment from linguists, namely that learning modules based on local wisdom are suitable for use in trials for grade I elementary school students.

Table 6. Design Expert Validity Test

Aspect	Number of Items	Design Expert Score
Manufacture	11	44
Governance	2	8
Norm	3	12
Sum		**64**
Maximum Score		**64**
Percentage		**100,0%**
Category		**Highly Valid**

Based on the results of the quantitative assessment obtained, it can be seen that the validation test conducted by the design expert lecturer on the learning module based on local wisdom received a feasibility percentage of 100.0% and the feasibility was included in the Very Valid category. At the module validation stage, there are several suggestions or inputs from validators to be able to improve the learning module. Based on the results of the validation that has been carried out by 3 validators in tables 3, 4 and 5, an average percentage score of 86.5% was obtained for subject matter experts with the Very Valid category. Furthermore, the results are interpreted in table 4, namely the results of the validation of linguists with a percentage of 87.5% with the Very Valid category and finally the results of the validation test of the design experts with a percentage of 100.0% with the Very Valid category, so that the "Very Feasible" criteria are obtained in the learning modules that the researcher has created.

The module is said to be feasible and can be used in the learning process if the score obtained is between 61-100%, if the score obtained is between 41-60% then the module must be revised or improved first and if the score obtained is between 0-40% then the module must be rearranged. In addition, the teacher's response showed positive results. This can be seen in table 1, the total percentage obtained is 84.8%. These results are then interpreted so that the "Very Good" criterion is obtained. This indicates that teachers support with teaching materials in the form of modules that can be used in the learning process.

Discussion

This research and development refers to the ADDIE model which has 5 stages, namely analysis, design, development, implementation, and evaluation. In this case, the development of learning modules based on local wisdom aims to help students understand the learning material. Before developing a product, a needs analysis is first carried out. Based on the stages of needs analysis that have been carried out, the researcher develops a product in the form of a module. The module was developed to be a guide for independent learning resources by students, especially in the material Our Rights to Play and Speak. This is in accordance with Ferlania (2020) that the use of modules in learning can increase students' motivation to learn, overcome limitations of time, space, and sensory power because modules can be used by students anywhere, both at school and at home as a source of independent learning.

The design stages in the development of this module are one of the development principles that provide direction and stages in the preparation of the module. The modules are designed to be as attractive as possible and are equipped with relevant images. The display of modules is an important part of attracting students' interest in learning. On the display of the module there is a title, class, author's name, supervisor's name and university logo.

This module also contains an introduction, table of contents, module description, instructions for using the module, core competencies, basic competencies, indicators of competency achievement, learning objectives, concept maps, learning materials, summaries, bibliographies, practice questions, and answer keys.

The answer key needs to be given to students as a guideline to find out the correctness of the answers that have been chosen by students.

The modules that have been completed are then consulted first with the supervisor to obtain suggestions and input. After being revised based on suggestions and input from the supervisor, the module is then validated to experts. This validation is carried out by 3 validators. The validation results by the three validators showed an average percentage of 80% and above with the criterion of "Very Feasible". In accordance with the criteria of the module with a percentage of 81-100% feasible for testing. Thus, the module can be tested for teachers and students at SDN 151 Pekanbaru.

CONCLUSIONS AND RECOMMENDATION

Based on the results of the research that has been carried out on the development of learning modules based on local wisdom in the material Hak Kita Beplay and Speak at SDN 151 Pekanbaru, it can be concluded that the results of validation by the three validators for the developed modules obtained an average percentage of 80% and above with the criterion of "Very Feasible". The response of teachers and students to the module showed positive results, this is evidenced by the percentage of questionnaires obtained respectively of 86% and 85.8% with the criterion of "Very Good".

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