

## EFFECTIVENESS OF LOCAL WISDOM-BASED TEACHING MATERIALS (FLOATING MARKET) ON GRADE IV SOCIAL STUDIES LEARNING OUTCOMES

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**Abstract:** The importance of teaching materials that are in accordance with the student environment while acquiring knowledge. It is expected providing teachers with the ability to apply local wisdom-based teaching materials that are around students. With This investigation is intended to explore the differences in teaching and learning sessions conducted earlier and later the application of learning content derived from local cultural values floating market to support students' achievement in social studies outcomes. The study follows a fieldwork approach with a research design based on the one-group pre-test-post-test model. This research involved a population of students from grade IV SDN Kuin Selatan 1 Banjatmasin which amounted to 43 people. The learning results obtained in this study one can conclude that the substance of educational resources reflecting local traditions of the floating market is effectively used in social studies learning. This is known from the findings of the observation of the educational process activities in which a lot of students are active while the teaching and learning is taking place and outcomes of learning utilizing educational content based on local cultural values floating market category "Good".

**Keywords:** Learning Results, Local Wisdom, Teaching Materials.

**Abstrak:** Pentingnya sumber belajar yang berhubungan dengan keadaan lingkungan siswa dalam proses pembelajaran. Diharapkan guru mampu menerapkan bahan ajar berbasis kearifan lokal yang ada di

sekitar siswa. Dengan penelitian ini bertujuan untuk mengetahui perbedaan kegiatan belajar Pengajaran dilakukan pada tahap pra dan pasca penerapan bahan ajar yang berbasis kearifan lokal pasar terapung, dengan tujuan meningkatkan pencapaian belajar siswa dalam mata pelajaran IPS. Penelitian ini bersifat lapangan dan menggunakan desain eksperimen one group pre-test post-test. Sebanyak 43 siswa kelas IV di SDN Kuin Selatan 1 Banjarmasin menjadi populasi dalam penelitian ini. Kesimpulan dari penelitian ini menyatakan bahwa penerapan bahan ajar yang mengangkat kearifan lokal pasar terapung mampu mendukung efektivitas pembelajaran IPS. Berdasarkan observasi terhadap proses pembelajaran, dapat dilihat bahwa banyak siswa yang menunjukkan keterlibatan aktif, dan Pencapaian hasil belajar siswa menggunakan bahan ajar yang berfokus pada kearifan lokal pasar terapung termasuk dalam kategori "Baik".

**Kata Kunci:** Bahan Ajar, Hasil Belajar, Kearifan Lokal.

## **Introduction**

Education is important to upgrade the quality of human workforce. Through quality education, it will produce quality resources as well. Permendikbud Regulation No. 28/2016 on the framework for ensuring quality in primary and secondary education explains that the process of organizing education must be in accordance with established quality standards. Improving the quality of education requires quality learning.<sup>1</sup> According to Wijiningsih, Wahjoedi, and Sumami, learning activities must also involve elements that support learning. These elements consist of students, teachers, learning resources, facilities, infrastructure, and others that support and influence each other to achieve learning quality.<sup>2</sup>

Learning resources are a supporting element in learning. Learning resources that become a reference for learning are teaching materials. Lestariningsih stated that a teacher should prepare

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<sup>1</sup> Kementerian Pendidikan dan Kebudayaan, *Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 28 Tahun 2016 Tentang Sistem Penjaminan Mutu Pendidikan Dasar Dan Menengah* (Jakarta: Kemendikbud, 2016).

<sup>2</sup> Wijiningsih N, Wahjoedi, and Sumarmi, "Pengembangan Bahan Ajar Tematik Berbasis Budaya Lokal," *Jurnal Pendidikan* Vol. 2 No. 8 (2017), <https://doi.org/10.17977/jptpp.v2i8.9760>.

teaching materials needed for learning before learning takes place.<sup>3</sup> Good teaching materials are teaching materials that are close to the student's environment, good learning is the teaching and learning process, keeping in mind the students' requirements surroundings and characteristics created by the teacher, so that the educator has the ability to encourage students and direct them to construct their own knowledge.<sup>4</sup> It can be determined that the best educational materials are those that align with the learning objectives that contain things that are around the student.

Based on learning by adjusting the environment and characteristics of students, in using teaching materials the content delivered pays attention to the needs of children. According to Piaget, the intellectual progression in children aged At 11 to 12 years old, Children are experiencing the concrete operational stage of cognitive development. This means that children will expand their ability to think reasonably with regard to concrete or real objects. This is also related to experiences that are concrete in nature. Being concrete means that the material contained in the teaching material is real and close to students both psychologically and physically. Psychologically close means that the study material in teaching materials is easily understood by cognitive abilities and digests information that is appropriate for the age of the students. While physically close means that the content of the study is found in the school environment and where students live. Learning will be more meaningful if the examples that will present students come from real life and are contextualized.<sup>5</sup>

The many regions of Indonesia make each region have different characteristics or traits. Each region upholds the regional wisdom specific to each locality. The wisdom of the region is closely associated to culture or customs, where all activities related to this

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<sup>3</sup> Lestariningsih and Novi, "Pengembangan Bahan Ajar Tematik-Integratif Berbasis Kearifan Lokal Untuk Meningkatkan Karakter Peduli Dan Tanggung Jawab,," *Jurnal Pendidikan Karakter* Vol. 1 No. 1 (2017), <https://doi.org/10.21831/jpk.v7i1.15503>.

<sup>4</sup> Divan Stefanus, "Pengembangan Bahan Ajar Tematik Berbasis Budaya Lokal Untuk Siswa Kelas IV Sekolah Dasar,," *Jurnal Kajian Teori Dan Praktik Kependidikan* Vol. 1 No. 3 (2018), <https://doi.org/http://journal2.um.ac.id/index.php/jktpk/article/view/4433>.

<sup>5</sup> Yonanda, Devi Afriyuni, and Krisna Anggraeni, "Efektivitas Bahan Ajar Berbasis Kearifan Lokal Dalam Model Pembelajaran Teknik Jigsaw Terhadap Keterampilan Menulis Deskripsi,," *Jurnal Visipena* Vol. 9 No. 2 (2018), <https://doi.org/10.46244/visipena.v9i2.467>.

wisdom are actually aimed at protecting the environment and existing resources. These activities lead to a noble goal, namely community welfare.<sup>6</sup>

The phenomenon that occurs now is that many children do not know the local wisdom that is around them because in the learning process teachers rarely link learning with local wisdom, as is the case in elementary schools that will later be researched, after preliminary observations were made by asking a little to the elementary school teacher the teacher said that indeed now children are very lacking in knowing things that are characteristic of their own city because children now prefer to find out things that exist outside their area.

In this study, the researchers aim to measure the effectiveness of the impact of using teaching materials based on local wisdom (floating market) on the teaching and learning activities, examining whether a substantial difference is observed in the teaching process and student participation in social studies.<sup>7</sup> The term 'social studies' started to gain recognition in Indonesia in the 1970s, following the agreement of the academic community, and was formally implemented in the national education system through the 1975 Curriculum. According to the curriculum document, social studies is listed as a subject at both primary and secondary education levels. Social studies is an integrated field that incorporates subjects such as History, Geography, Economics, and various other social science areas.<sup>8</sup>

The word effectiveness in KBBI is defined as something that brings results or works. Effective can also mean an action that is appropriate or achieves the desired goal. The effectiveness referred to in this paper is focused on determining the effectiveness of strategies based on local wisdom teaching materials (floating market) on students' social studies learning outcomes.

Learning outcomes refer to the skills and knowledge acquired by students following their participation in educational activities, typically

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<sup>6</sup> Ayukhaliza and Dinda Asa, *Urgensi Tauhid Dalam Menyikapi 'Tradisi' Yang Dianggap Sebagai Local Wisdom (Kearifan Lokal)* (Medan: Universitas Islam Negeri Sumatera Utara, 2018).

<sup>7</sup> Huriyah, *Kearifan Lokal Kota Seribu Sungai. Banjar* (Banjar: Arlan Media, 2020).

<sup>8</sup> Sapriya, *Pendidikan IPS* (Bandung: PT. Remaja Rosda Karya Offset, 2014).

reflected in the test scores assigned by teachers at the end of each lesson. These outcomes are considered a critical component of the learning process. Essentially, learning outcomes represent observable and measurable changes in the behavior of an individual, covering cognitive and affective areas, and psychomotor domains.<sup>9</sup>

Local wisdom constitutes an integral aspect of a community's culture, inherently linked to its language. It is traditionally transmitted orally from one generation to the next and continues to be preserved by specific customary law communities in certain regions to this day. The author uses local wisdom, especially the floating market in this study, which aims to make students still know the local wisdom around them. Because over time local traditions and wisdom will become extinct and the fear is that future generations will not know at all what diversity exists in their own area. Local wisdom has several main functions, namely as a fortress to maintain existing culture in society, as a filtration against foreign cultures that are likely not in accordance with the values or norms that develop in Indonesia, and as a tool used to maintain brotherhood between generations.

The culture that exists in Indonesia is increasingly almost lost due to the times as stated by Alex Hastie and Robert A. Saunders who read, "Whilst we might agree that popular culture is defined by its low barriers to entry, we ought not to be bound by these distinctions and hierarchies of taste, particularly in an age where all kinds of culture are more open and accessible (though still unevenly) owing to the ubiquitous nature of digital technology".

According to Alex Hastie and Robert A. Saunders, each region has a different hierarchy of cultural tastes, especially in a time when various forms of culture are more readily available and visible, though not equally, as a result of the pervasiveness of digital technology.<sup>10</sup> Research that is aligned in solving this problem is

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<sup>9</sup> Sudjana Nana, *Penilaian Hasil Proses Belajar Mengajar* (Bandung: Remaja Rosdakarya, 2009).

<sup>10</sup> Hastie, Alex, and Robert A Saunders, "(Em)Placing the Popular in Cultural Geography," *Social and Cultural Geography* Vol. 00 No. 00 (2023), <https://doi.org/10.1080/14649365.2023.2289987>.

research conducted by Mimin Ninawati, Nur Wahyuni entitled "The Effectiveness of Local Wisdom-Based Teaching Materials on Writing Literacy Skills of Elementary School Students" which states that A considerable difference can be seen with respect to students literacy in writing before and after applying educational resources based on local cultural knowledge. The local wisdom- The teaching materials designed with a foundation in local wisdom Aid in the development of students' progress moral values and the advancement of their writing literacy skills in primary education.<sup>11</sup>

### **Research Method**

In this study using the type of field research, namely conducting research directly into the field to determine the success of teaching materials derived from local wisdom floating market in class IV SDN Kuin Selatan 1 Banjarmasin. A quantitative approach is utilized in this study which means that the implementation of this research by first collecting some data containing numbers, then the data will be analyzed in order to get something information that you want to see behind the numbers.<sup>12</sup>

This research uses a pre-experiment method which means a method where the principle of implementation is only carried out once in each group and does not control the validity of the internal and external groups. The pre-experiment method is also called the treatment method.<sup>13</sup> The model designed here is the a research model using one group measured before and after treatment. The design of the model consists of one group (without a control or comparison group).

All students from class IV A and IV B at SDN Kuin Selatan 1 Banjarmasin made up the population of this study. With a total population of 43 students. This study uses a purpose sampling

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<sup>11</sup> Ninawati, Mimin, and Nur Wahyuni, "Efektivitas Bahan Ajar Berbasis Kearifan Lokal Terhadap Kemampuan Literasi Menulis Siswa Sekolah Dasar," *Jurnal Pemikiran Dan Pengembangan Sekolah Dasar* Vol. 5 No. 1 (2020), <https://doi.org/10.22219/jp2sd>.

<sup>12</sup> Martono and Nanang, *Metode Penelitian Kuantitatif Analisis Isi Dan Analisis Data Sekunder* (Jakarta: PT. Raja Grafindo Persada, 2010).

<sup>13</sup> Yusuf Muri, *Metode Penelitian Kuantitatif, Kualitatif Dan Penelitian Gabungan* (Jakarta: Kencana, 2014).

technique.<sup>14</sup> Researchers chose IVA class which amounted to 23 people as samples in this study. Data collection involved the use of tests, observations, interviews, and document analysis. The data analysis involved the use of descriptive statistics, incorporating the mean, standard deviation, variance, and N-Gain Score.

The following table demonstrates the criteria for the N-Gain value, derived from Meltzer Ramdhani's framework:<sup>15</sup>

**Table 1. N-Gain Index Criteria**

Gain Score	Criteria
$0,70 \leq n \leq 1,00$	High
$0,30 \leq n < 0,70$	Medium
$0,00 \leq n < 0,30$	Low

## Results and Discussion

The research conducted shows that educational materials inspired by the local wisdom of the floating market are effectively used to improve the educational outcomes of students in social studies subjects at SDN Kuin Selatan 1 Banjarmasin. The effectiveness of the teaching materials is evaluated based on educational outcomes of students and through the observation of the learning process during instruction. Learning is deemed effective if at least 70% of the students in the class obtain scores of 70 or more, meeting the KKM criteria, and is assessed using the N-Gain value to measure effectiveness.

The following table presents the scores obtained by fourth-grade students on the pre- and post-tests at SDN Kuin Selatan 1 Banjarmasin from the research conducted:

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<sup>14</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R & D* (Jakarta: Alfabeta, 2013).

<sup>15</sup> Ramdhani et al., "Efektifitas Modul Elektronik Terintegrasi Multiple Representation Pada Materi Ikatan Kimia," *Journal of Research and Technology* Vol. 6 No. 1 (2020).

Tabel 2. Pre-test

Score	Pre-test		Post-test		Description
	Frequency	Percentage (100%)	Frequency	Percentage (100%)	
87-100	2	9,1%	3	13,6%	Excellent
73-80	3	13,6%	14	63,6%	Good
60-67	2	9,1%	0	0%	Fair
40-53	13	59,1%	5	22,8%	Poor
0-33	2	9,1%	0	0%	Very poor
	22	100%	22	100%	

Table 2 outlines the performance in the pre-test for grade IV A as follows:

Tabel 3. Students Score Completion Result

KKM	Completi on	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
≥ 70	Completed	5	22,7%	17	77,3%
< 70	Incomplete	17	77,3%	5	22,7%

Based on Table 3, among the 22 students, 5 attained the KKM or higher on the pre-test, while the remaining 17 scored below the benchmark. The pre-test results show an average score for students in SDN Kuin Selatan 1 Banjarmasin was 54.59 which is in the Very Poor qualification. This shows that the level of student completeness in the initial test is ineffective because it has not reached  $\geq 75\%$  of students who score  $\geq 70$ . Meanwhile, out of the post-test results, 17 students achieved scores Obtained scores equal to or greater than the KKM, while 5 students scored less than the KKM, with an average score of 71.95. This demonstrates that the level of student completion in the post-test is effective qualification because it reaches  $\geq 75\%$  of students who achieve a score of  $\geq 70$ .

After getting afterward, the N-Gain Score test was conducted using SPSS Version 24 on these results, and the following outcomes were obtained were obtained:

**Tabel 4. -Gain Score Test Calculation Results**

<i>N-Gain Score</i> –	Mean	Minimum	Maksimum
	0,34	-1,35	1,00

Mean, minimum, and maximum derived from the test result based on N-Gain Score calculations shows an average score of 0.34, placing it in the moderate category, showing a score distribution from -1.35 to 1.00. This reveals that the adoption of local wisdom-based teaching materials on student learning outcomes in social studies-focused IPAS subjects in class IV A SDN Kuin Selatan 1 Banjarmasin is declared effective with the effectiveness criteria in the medium criteria.

By analyzing the data collected in this study, the initial abilities of the students are evident before being given treatment from the pre-test score, which has an average score of 54.59 which is in the very poor category, with the number of students who obtained scores  $\geq$  KKM was 5 students and 17 students obtained scores  $<$  KKM. The highest student the initial ability test results showed the lowest recorded score was 20, while the highest was 87. Before conducting a pre-test to see students' initial abilities, first conduct a first meeting without using treatment to see how student and teacher interactions occur in the classroom. The observation results obtained during the first meeting students were less enthusiastic and eager to actively join in classroom learning. Then the class was given treatment during learning, namely the use of educational content based on the local traditions and knowledge of the floating market in learning. The treatment was carried out as much as 1 practice for 2x30 minutes. After being given treatment, the researcher then conducted a post-test to students to determine their understanding ability.

Analysis of the data generated in the post-test, it was found that the average score of 71.95 was under the 'Good' category, with the amount of students who obtained a score  $\geq$  Minimum Completeness Criteria (KKM) was 17 students and 5 students obtained a score  $<$  KKM. The final ability test results showed a maximum score of 100 and a minimum score of 47.

To measure the learning progress, the N-Gain Score was utilized to compare the outcomes of the pre-test and post-test and to determine the effectiveness of the use of pedagogical materials reflecting community-based cultural insights of the floating market in the learning process. From these calculations, the N-Gain value obtained reached 0.3403, which is in the Moderate category. This states that there is a significant difference between students' pre-test and post-test scores and learning is declared effective with Moderate criteria.

Drawing upon the results obtained from the research on the learning process of students' social values in IPAS learning focused on social studies in the material of how to get all the needs of students after being given material that is associated with local wisdom, students are very enthusiastic in responding to the teacher and there are even some children who are very excited to tell their journey when going to the floating market to buy fruit and traditional pastries of South Kalimantan and almost all students have dared to express their opinions about the material that has been explained by the teacher, and all students have been able to explain again about the material that has been explained by the teacher by equally linking to the floating market and even students throw questions to each other about their activities when going to the floating market, the student response is very good even when the teacher explains the students are cool listening to the material presented by the teacher and not infrequently they ask the teacher about what they do not understand.

From the results of this study's analysis, it is known that many students have increased their social assessment seen from the learner enthusiasm and interactive involvement throughout instruction. This is because local wisdom-based teaching materials provoke students' enthusiasm and positive attitude toward acquiring knowledge. Additionally, the use of this teaching material content can train students in expressing opinions during the learning process.

So it can be concluded, that the content of local wisdom-based teaching materials specifically floating markets in IPAS subjects focused on social studies material on how to get all our needs in Class IV SDN Kuin Selatan 1 Banjarmasin is effectively used.

## Conclusion

Student learning outcomes in IPAS subjects focused on social studies material on how to get all our needs in class IV A SDN Kuin Selatan 1 Banjarmasin after using teaching material content based on local wisdom of the floating market obtained an average score of 71.95 and was classified in the good category as much as 77.3%. The learning outcomes of students who scored Very Good obtained 3 students 13.6%, Good obtained 14 students 63.6%, and Less obtained 5 students 22.8%. Student learning outcomes after learning using instructional materials developed in accordance with the local wisdom of the floating market experienced a significant increase from the learning outcomes before receiving treatment, namely 54.59. The improvement in student academic performance prior to and following learning reached a value of 17.36.

The use of pedagogical materials inspired by the local traditions of the floating market in IPAS lessons focused on social studies material on how to get all our needs in class IV A SDN Kuin Selatan 1 Banjarmasin is effectively used to improve student educational outcomes. This can be observed through the percentage of their performance after employing educational resources informed by indigenous wisdom of the floating market has increased the mean values of the pre-test and post-test scores, namely 54.59 to 71.95. Subsequently, the N-Gain Score analysis was performed using SPSS Version 24, yielding an average N-Gain value of 0.34, which falls within the medium range.

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