

Improving Students' Creativity through Development of Teaching Material Lampung Local Wisdom Search, Draw, and Make-Based

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Abstract

The objective of the study was to realize of Lampung local wisdom teaching materials Search, Draw, and Make-based that were feasible and effective to use to improve the creativity of students. The study was conducted at IV.A SDN 2 Gedong Tataan totaling 10 students. The study was a Research and Development (R&D) carried out by referring to the Borg & Gall design model with a simplification of 8 steps. The results of this study were in accordance with the results of the feasibility test for the development of human resource-based Lampung local wisdom teaching materials using material experts reaching a percentage of 78%, media experts reaching a percentage of 76%, linguists reaching a percentage of 79% and the results of effectiveness were proven by pre-test results 64.5% and post test 86.5%. This indicates that the effect of using Lampung local wisdom teaching materials Search, Draw, and Make-based is proven to improve the creativity of students in the aspects of fluency, flexibility, originality, and elaboration.

Keywords: *Teaching material, Lampung local wisdom, feasible and effective*



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INTRODUCTION

Educators carry out their main duties and functions as teachers in an effort to educate the nation's generation. In this case, educators serve as examples, role models, motivators, catalysts, and facilitators for their students in learning knowledge in primary schools. The objective of the efforts is none other than to provide as much experience as possible to students so that they have the ability and skills to live life in their world. In line with UNESCO (Daryanto & Karim, 2017) presents 4 pillars of the education corridor, they are learning to know, learning to do, learning to be, and learning to live together. Along with its development, the fourth pillar is further developed into learning to live together in peace and harmony. Sadiman (2009) suggests three phases or stages of the learning process, they are the information, transformation, and evaluation (knowledge assessment) phases. In this case, the role of the educators as a motivator, catalyst and facilitator is needed by students. primarily, all students have multiple intelligences, it is just that sometimes the individual has not been able to be touched by educators in conveying information related to the material being taught. There are several things that influence it, including the learning styles of students. This learning style is like the habits of students in gaining information, for instance students who are easy to gain information by reading, listening, and even reading while listening. Then the delivery of information is often not able to facilitate all the diversity of these students. This is also due to the lack or limitation of the media used. The importance of developing creativity and the ability to think creatively through creative activities in learning will generate many useful ideas

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in finding solutions to problems. In line with this, the learning process is required to provide learning resources that can facilitate student learning activities, one of them is teaching materials. Therefore, the availability of quality teaching materials can make the learning process more effective, efficient, and can improve the quality of learning (Ikhsan, 2018).

The implementation of a new paradigm in the form of teaching and learning materials that are adopted from outside and adapted in schools, requires students and educators to change their teaching and learning behavior. Constructive interactions between students and their friends, students and educators, students-problem-educators are uneasy to be conditioned. This is due to conventional teaching which conditions students to passively gain knowledge. The teaching materials used must match the criteria so that it will create to effective and fun learning (Kobayashi, 2019).

Through the Search, Draw, and Make method, students will more freely find their ideas and implement them according to their respective creativity and help the learning process is fun. The more precise the methods used by educators in teaching, it is hoped that more effective the achievement of learning objectives will be (Fathurrohman & Sutikno, 2019). Local wisdom-based learning can be used as a medium to preserve regional potential (Nadlir, 2014). By its reason, it is necessary to create teaching materials that are able to facilitate a variety of characteristics to generate creativity in an effort to build knowledge and skills.

The essential of education based on local wisdom for students is to teach students to face concrete situations in daily life, besides being critically challenged to develop life skills based on empowering skills and can be used as a medium for preserving local potential in each region. Besides the values of local wisdom have a strategic function and meaning for the formation of character and identity that creates a sense of pride, an independent attitude, full of inspiration and creativity in the era of modernization.

LITERATURE REVIEW

Students's Creativity

The essential of developing creativity and the ability to think creatively through creative activities in learning will generate many useful ideas in solving the problems. The learning process is required to provide learning resources that can facilitate student learning activities, one of them is teaching materials. Therefore, the availability of quality teaching materials can make the learning process more effective, efficient, and can improve the quality of learning (Ikhsan, 2018). Tohir argues that in creative thinking, a person will go through the stages of synthesizing ideas, building ideas, planning the application of ideas, and implementing these ideas to produce something or new products. Creative thinking also includes four aspects, namely fluency, flexibility, originality, and elaboration (Tohir, 2019).

Students' creative thinking skills can be improved in various ways that educators can do. For example, by using learning models, strategies, methods, and learning media that can attract the attention of students during the learning process (Puspita, Supriadi, & Pangestika, 2018). In relation to students' creativity, Trianggono and Yuanita found that everyone has different creative potentials, both from their point of view and from their creative thinking characteristics. One's creative thinking skills are influenced by personal characteristics, problem characters, and point of view. One can develop the creative potential that exists in him by first knowing the characteristics of what creative thinking skills stand out to him. In relation to students' creativity, Trianggono and Yuanita found that everyone has different creative potentials, both from their point of view and from their creative thinking characteristics. One's creative thinking skills are influenced by personal characteristics, problem characters, and point of view. One can develop the creative potential that exists in him by first knowing the characteristics of what creative thinking skills stand out to him (Trianggono & Yuanita, 2018). Trianggono and Yunita also mentioned that men and

women in general have comparable creative thinking characteristics, but in particular have differences in various aspects of their creative thinking skills. Men excel at certain aspects, while women also excel in other aspects. Each individual has the same potential to develop, so there needs to be a comprehensive form of learning as a forum to hone their creative thinking skills.

Teaching Materials

Teaching materials become a very important factor in the success of the quality of education. Ediyani and Munip mentioned that teaching materials can be sourced from anywhere, such as mass media, textbooks, cassettes, CDs, VCDs, the internet, and so on (Ediyani & Munip, 2017). Teaching materials can be anything as long as it is related to the topic of learning. Erviana suggests that teaching materials become all information materials that are systematically arranged and display the fullness of competencies that will be mastered by students and adapted to the objectives. Teaching materials can also be textbooks, audio, interactive teaching materials, and so on (Erviana, 2018).

The fulfillment of teaching materials needs to adjust to the characteristics of students and subjects. Arsanti mentions various considerations that must be done in providing teaching materials, namely psychological and sociological relevance, complexity, rational / scientific, functional, up to date, and comprehensive/balance (Arsanti, 2018). In line with Arsanti, Aini, et al. presented criteria in the selection of teaching materials, namely conformity with the purpose of learning, form and level of difficulty of teaching materials in accordance with the needs of students; teaching material is really good in its factual presentation; teaching materials describe the background and atmosphere that suits the student; teaching materials are easy to use; the teaching materials match the student's learning style, and there must be a similarity between the environment and the type of media used (Aini, Zainuddin, & Mahardika, 2018).

Local Wisdom in Learning

The implementation of local wisdom in learning is one of the strategies that can be carried out by educators, particularly in elementary schools by incorporating local elements that can create an active and enjoyable learning situations, besides one way to maintain local wisdom so that it can still be enjoyed by the nation's next generation. In this study, local wisdom teaching materials for making collages by including Lampung siger and filter which are typical icons of the Lampung area (Sagita, 2019). Local wisdom-based learning can be used as a medium to preserve regional potential (Nadlir, 2014) so that it is necessary to create teaching materials that are able to facilitate a variety of characteristics to bring out creativity in an effort to build knowledge and skills. So that creativity allows students to improve their quality of life by finding new ideas, new discoveries, and technology.

Local wisdom is formed as a cultural excellence of local people that occurs due to geographical factors. Local wisdom is also a product of the culture of the past that is continuously used as a handle on life by the community (Huda, Siswoningsih, & Nuvitalia, 2020). Thus, local wisdom can be understood as local ideas that are wise, full of wisdom, good value, which are embedded and followed by the community. Wise teachers should be able to slip the value of local culture in the process of learning science or non-science so that the resulting learning is also meaningful because it is close to the students so as to make students have a greater opportunity in understanding a concept (Rahmatih, Maulyda, & Syazali, 2020).

RESEARCH METHOD

Research Method

This study uses the type of Research and Development (R&D). According to Sugiyono (2013) research and development functions to produce certain products and test the effectiveness of these products. Research and development carried out refers to the design model of Borg & Gall (1983). This research was conducted on the grade 4 students at SDN 2 Gedong Tataan in cluster 7 region 6, Gedong Tataan District, Pesawaran Regency, in the Academic Year of 2020/2021 second semester. The condition of the Covid-19 pandemic where the learning process can only do in a network (online), the researchers only conducted face-to-face trials while still applying health protocols to small groups of 5 students and large group trials of 10 students.

Research Procedure

Data collection techniques were carried out through observation, questionnaires, tests, and documentation. The development of Lampung local wisdom teaching materials on Search, Draw, and Make-based in Cultural Arts and Crafts subjects with collage art work material in the grade 4 SD adapted the R&D steps of Borg and Gall, but the development procedure was carried out by simplifying from 10 steps to 8 steps, they were: 1) Research and data collection; 2) Planning; 3) Product development; 4) Initial product revision; 5) Initial trials; 6) Revised initial trial results; 7) Field trials; 8) Revision of the final product. Preliminary research was carried out on 12 to 19 October 2020 to look for data on assessing the creativity of students and analyzing the needs of educators.

Related Studies

Based on the related study above, there are similarities and differences to the research carried out. The similarity is that the type of product produced is teaching materials based on Lampung local wisdom using the Research and Development (R & D) type of research. Whereas the difference is, in this study developing local wisdom teaching materials, the material for making collage art works. Referring to these similarities and differences, the researchers focused on "Development of Lampung local wisdom teaching materials Search, Draw, and Make-Based to improve the students' creativity ". Based on the results of related study and an analysis of the needs of educators, the researcher designed the development of local wisdom teaching materials Search, Draw, and Make-Based to improve the students' creativity. This local wisdom teaching material is designed with the Search, Draw, and Make method, which consists of 3 ways that students do, namely search, draw and make. This local wisdom teaching material aims to explore the potential and provide opportunities for students to implement their ideas or ideas in an effort to achieve the expected competencies, one of which is the creativity of students.

Data and Analysis

The results obtained regarding the assessment of the creativity of students in the grade 4 at the time of observation included aspects of fluency, flexibility, authenticity, and detail in thematic learning, especially the subject matter of Cultural Arts and Crafts. The data showed that the creativity of most grade 4 students had not yet reached learning completeness, namely grades below 70 with an assessment of 4 aspects of creativity including 58%, fluency, 54.16%, flexibility, 66.67%, authenticity, and 75.00% detail. This is caused by the teaching materials used by educators as a learning resource were still limited to student books, educator books, and did not bring out the creativity of students. In addition to the teaching materials used, it could not stimulate students to think creatively. The learning methods used by educators were less varied. The teaching materials used were only general in nature and were not associated with local wisdom. Local wisdom teaching materials are needed to be developed in order to increase the creativity of students.

FINDINGS AND DISCUSSION

Results

The results showed that the learning methods used by educators were less varied and the teaching materials used were only general in nature and not associated with local wisdom. Therefore, local wisdom teaching materials are needed to be developed in order to increase the creativity of students, because in this condition it results in low learning outcomes and students do not have inner creativity that can be developed related to local wisdom. Thus providing teaching materials such as collages Search, Draw, and Make-Based can make new teaching materials that can be practiced by every student, and can invite students to innovate independently.

Students can gain a lot of information about collage materials Search, Draw, and Make-based understand collage material that has been developed in Lampung local wisdom teaching materials by combining Lampung local wisdom teaching materials with text, illustrations and image captions, this can improve the enthusiasm for learning and reading interest of students. In addition, students are interested in the combination of colors found in Lampung local wisdom teaching materials that make children want to use them again. So that this Lampung local wisdom teaching material can increase the mastery of educators and students and can be used to learn independently even without educator guidance.

Feasibility Test

The feasibility test for the development of human resource-based Lampung local wisdom teaching materials was carried out using a validation sheet of material experts, media experts, and linguists as well as educators as users with a total of 15 respondents. The data obtained were measured using a Likert scale. The score obtained is calculated using an equation with the following results:

Table 1. The results of the content feasibility test by the experts

Indicator	Score
1. Teaching materials are in accordance with standard competency standards (SK) and basic competencies (KD).	50
2. Teaching material according to the level of development of students.	49
3. Present the covers.	42
4. Presents a foreword.	43
5. Presents a table of contents.	43
6. Presents a list of references.	52
7. The material presented contains a discussion of collage artwork with the steps <i>Search, Draw, and Make</i> .	46
8. The material presented is in accordance with the local wisdom of Lampung Province.	48
9. The presentation of the material reflects the value of local wisdom.	43
10. The material used is in accordance with the level of development of students	50
11. Presentation of material can arouse interest in learning and attention of students	48
12. The material presented clearly allows students to learn independently / in groups	47
Score	561
Total Score	720
Percentage	78%

Based on the Table 1, the results of the feasibility test for the development of human resource-based Lampung local wisdom teaching materials using material experts reached a percentage of 78%. Based on the existing conversion table the percentage is in the very feasible

category and can be used with revisions according to the comments and suggestions of material expert validator.

Table. 2 The results of the feasibility test display by the expert

Indicator	Score
1. Presenting good viewing angles	44
2. The composition and size of the layout of the title, author, illustration, logo, etc.) are proportional, balanced, and in tune with the layout of the content.	41
3. Color combinations, attractive layout elements according to the characteristics of students.	42
4. The cover illustration of Lampung local wisdom teaching materials illustrates the content of the material.	42
5. The cover design of teaching materials is attractive and clear.	45
6. The size of the title of the teaching material used is attractive and easy to read.	45
7. Clarity in organizing the contents of Lampung local wisdom teaching materials	52
8. Be consistent in the use of spacing in the title, subtitles, and typing of the material.	46
9. Teaching materials do not use a lot of letter combinations.	45
10. The placement of the page numbers is adjusted according to the layout pattern.	54
11. The illustrations that are displayed are in harmony with the elements of the material / content of the book.	44
Score	500
Total Score	660
Percentage	76 %

Based on the Table 2, the results of the feasibility test for the development of human resource-based Lampung local wisdom teaching materials using media experts reached a percentage of 76%. Based on the existing conversion table the percentage is in the very feasible category and can be used with revisions according to the comments and suggestions of material expert validators.

Table 3. The results of the language feasibility test by the experts

Indicator	Score
1. The use of sentences in local wisdom teaching materials represents the objective of content	4 6
2. Use simple and easy to understand sentences	4 2
3. Consistency in using words or terms	41
4. The message that is presented in a language is attractive, clear, right on target, and does not cause multiple meanings.	4 3
5. The language used evokes a sense of pleasure when students read it and encourages students to study local wisdom teaching materials thoroughly.	4 5
6. The language used directs students to be active in learning	4 6
7. The language used forms the interaction of students	56
8. The language used is easy to understand by students.	47
9. The language used is in accordance with the level of development of students.	4 9
10. The language used is in accordance with the characteristics of grade IV SD students.	59
11. Writing sentences according to General Guidelines for Indonesian Spelling or PUEBI	42
12. Writing sentences in accordance with good and correct sentence structure.	45
13. Writing sentences according to the level of understanding of students.	50
14. The use of symbols is in accordance with the provisions.	44
15. Consistency in the use of symbols or icons in teaching materials.	57
Score	712
Total Score	900
Percentage	79 %

Based on the Table 3, the results of the feasibility test for the development of HR-based Lampung local wisdom teaching materials using linguists reached a percentage of 79%. Based on the existing conversion table the percentage is in the very feasible category and can be used with revisions according to the comments and suggestions of the linguist validator.

Effectiveness

The effectiveness trial aims to identify the differences in the results of the pre-test and post-test, this is tested on students in the learning process which is taken pre-test and post-test data from the learning results with the teaching materials developed. The data is analyzed with a gain score formula which is matched with the criteria on the effectiveness aspect as follows

Table 4. The results of the effectiveness test with SPSS

		Paired Differences					t	df	Sig. (2-tailed)
Pair	PRETEST - POSTTEST	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1		-22,000	12,065	3,815	-30,631	-13,369	-5,766	9	,000

Based on table 4 , the results of the output of paired samples test, it is identified that the Sig. (2tailed) value is 0.000 <0.05, then H0 is rejected and Ha is accepted. So it can be concluded that there is an average difference between the pre-test and post-test learning outcomes, which means that there is an effect of using Lampung local wisdom teaching materials Search, Draw, and Make-based which are effective and feasible to use to improve the creativity of students.

CONCLUSION

Based on the results of the research and discussion, development of teaching material lampung local wisdom search, draw, and make-based is feasible to use to improve students' creativity. This is in accordance with the results of the feasibility test for the development of human resource-based Lampung local wisdom teaching materials using material experts reaching a percentage of 78%, media experts reaching a percentage of 76%, linguists reaching a percentage of 79%. Based on the existing conversion table, the percentage is in the very feasible category and can be used with revisions according to the comments and suggestions of the expert validator. The second is to identify Lampung local wisdom teaching materials Search, Draw, and Make-based which are effectively used to improve the creativity of students. This is in accordance with the teaching material material in accordance with the established competency standards (SK) and basic competence (KD) and the teaching material according to the level of development of students which has an effect on increasing student interest and effectiveness. This is evidenced by the results of the pre test 64.5% and post test 86.5%, so that in this stage there is a change in student learning outcomes.

The teaching materials in this study are effective to increase students' creativity. However, this research is limited to local wisdom in Lampung and elementary school students only. Therefore, in similar future research, it is necessary to add more that the teaching materials based

on local wisdom of any region can be combined with other learning resources that are more varied. Thus, the concept of The Search, Draw, and Make-based can be more meaningful for students. The Search, Draw, and Make method, at this stage students carry out activities to find and find information from various sources (books, internet, and so on); Draw, at this stage students carry out activities to write, draw, or tell the information that has been obtained; and Make, at this stage students carry out activities to create, modify or conclude what has been done with the information obtained in the previous stage. By choosing the appropriate method, it can facilitate the development of intelligence and self-potential of students, not only their cognitive potential, but also the development of soft skills of students that can be implemented in social life. The linkage in implementation in community life is the teaching materials for Lampung local wisdom as a set of subject matter containing information, tools, and texts are systematically arranged in the form of cultural values, customs, beliefs, and daily habits to make it easier for students to obtain information as source of knowledge.

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