
NEEDS ANALYSIS OF PROPS BASED ON THE LOCAL CULTURE FOR THE THEMATIC LEARNING IN ELEMENTARY SCHOOL

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Abstract. This research aims to analyze the need of the props based on the local culture in the thematic learning of Elementary School in Kudus Regency. The research method used in this research was a qualitative descriptive method. The data were collected through the questionnaire, interview and, observation with triangulation as the data validity technique. Qualitative data analysis technique used interactive analysis. The result showed that the teacher was already using props but was limited, so the teacher often utilized the teachers' book and the students' books of thematic learning. The unavailability of the props based on the local culture made teacher less to introduce the local cultural concept in the thematic learning. In conclusion, it was necessary to develop and produce the props based on the local culture for the thematic learning in elementary schools.

Keywords: *Props, Local Culture, Thematic Learning*

INTRODUCTION

The regulation of Ministry of Education and Culture Number 22 Tear 2016 about the process standard of primary education and middle education mention that the learning process at the education unit is conducted in an interactive, inspiring, enjoyable, challenging activity and motivating students to actively participate in the class and also giving enough space to develop the creativity and independence which is appropriate with gift, interest, and the physical and psychological development of students. Based on the regulation, teacher as the primary facilitator in the learning activity should be able to design a learning activity which can motivate students to develop their ability in many aspects such as in knowledge aspect, attitude aspects, or skill aspect.

In creating a learning activity which can motivate students in studying, a teacher is expected to use the props. As cited in Darsono (2007:1), the quality and the success of the learning are influenced by the ability and the foresight of teacher in selecting the props used in the learning process. The props are needed to clarify the materials. This citation shows that the props become one of the factors that

determine the success of the learning process and also becomes the aspect that affects the quality of the learning, so teachers need to know and design the props related with the materials taught in the class. Furthermore, in the elementary school where the learning implements a thematic learning concept, the presence of props is essential to deliver the concept of some materials of thematic learning. Besides as a media in delivering the concept of materials taught in the class, the function of props is also to help students in experiencing a meaningful learning process.

In selecting and using the props for a thematic learning, the teacher should also notice the elementary students' thinking development stages which are characterized as a concrete, integrative, and hierarchical thinking. What is meant by concrete thinking in this context is a learning process that utilizes the environment where students are faced to the real occurrence and situation.

Related to the characteristics of concrete learning by using the props used by the teacher in a thematic learning can be directed to the props based on the local culture. Besides giving valuable experience to the students, the utilization of local culture

concept as the props used in teaching and learning activity also becomes the way to maintain and develop the local culture.

The study which supports the necessity to include the components of local culture in a thematic learning has been conducted by Utari, Degeng, and Akbar (2016:40). The research stated that the meaningful and joyful thematic learning was realized by relating the materials taught in the class with the objects around the students in their daily environment. The daily environment in this context is the local culture. The purposes in introducing the local culture to students are to maintain the local culture and to help students in facing the real life's challenge. So, the principle of the learning based on local culture emphasized in the learning process is *think globally, act locally*.

The characteristic of the integrative and hierarchical learning, in this case, is the concept of some materials taught thematically and gradually starts from the pure material concept to the most complex material. In the thematic learning at elementary school, a teacher can utilize the props which can be used to relate the thematic materials taught in the class. Based on those three characteristics, this research focusses on the need analysis of the props in the thematic learning which is oriented to the local culture especially in the elementary schools at Kudus.

METHOD

This research was a descriptive qualitative research. As cited in Nazir (2003:54), a descriptive research was a method in researching the status of a group of people, a set of condition, a thinking system, or the occurrence in the recent day. This research described the fact in the field about the use of the props based on local culture for the thematic learning in elementary school.

The design of qualitative research used in this research was a survey research aimed to obtain the facts about the use of the props based on Kudus' local culture for the thematic learning in the elementary school. The subject of this research was some elementary schools at Jekulo district, Kudus Regency which was randomly selected to be the sample of the research. The schools that were selected to the sample of the research were elementary school 3 Hadipolo, elementary school 3 Sadang, and elementary school 1 Pladen. The subject of this research was the teachers and the students of grade IV. This research was conducted in January until June 2018.

The method of collecting data consisted of the questionnaire, interview, and observation with the data validity technique by using triangulation based on the source of data by comparing and re-checking the level of trust of the data which were obtained in the research.

The collecting of the data was conducted by observing the implementation of the thematic learning at grade IV for the need analysis of the props in the thematic learning activity. The second collecting of the data was conducted by using questionnaires to the teachers and students at grade IV of elementary school. The last collecting of the data was conducted through the interviews.

All data obtained were based on questionnaire, interview, and observation which were analyzed using interactive analysis that consisted of some stages, they were: the collecting of the data, the reduction of the data, the serving of the data, and the conclusion.

RESULT AND DISCUSSION

The results of observation in elementary school 3 Hadipolo, elementary school 3 Sadang, and elementary school 1 Pladen showed that the thematic learning process was conducted as the procedure and guidance as instructed in teachers' guidance book and students' guidance books. Besides maximizing teachers' guidance book and students' guidance books, the source of the other thematic learning studies was the learning source from internet, the props, and the surrounding environment. The percentage of the using of thematic learning sources at those three schools as showed by the diagram below:

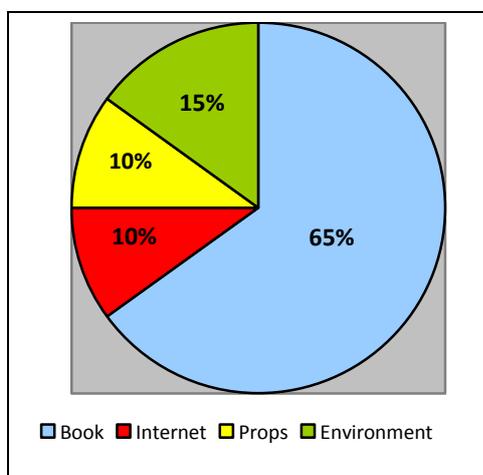


Diagram 1. The Source of Thematic learning study

Diagram 1 showed that the majority of thematic learning sources was sourced from the teachers' guidance book and students' guidance books. The other learning sources such as learning sources from the internet, the props, and the learning sources from the environment were still very lack.

The result of the observation showed that the use of the props was still limited in the form of LCD, map, some general pictures such as the symbol of Pancasila, the figures of hero/heroine, animals, plants, parts of the body and human's sense, the picture of planets, mathematics formula, and the picture of geometry. The limited use of the props based on the interview showed that the limitation of the cost from the school in making the props and also the limitation of the time and the ability of teachers in making the props.

The other learning sources such as internet and environment at the thematic learning were still not used optimally and still did not relate the learning process with the students' local culture. The result of the observation and the interview showed the problem of thematic learning that was the teacher who did not explore and innovate the thematic learning which was suitable with the environment as presented in the teachers' guidance book and students' guidance books. The utilization of the cultural content in the students' environment was not explored optimally for the thematic learning. The use of the props was still limited and the props based on the culture around the students' environment was also not provided.

The study about the importance of local culture to be introduced to the students was delivered by Ridwan (2014:105) who stated that to maintain and develop the culture, young generations should optimize the abilities that they had such as intelligence, attitude, behaviour, and social skill. This research showed that teaching local culture content to the students was very important and necessary to be done as an effort to maintain and develop the local culture.

The result of the analysis based on the data from the questionnaire from teachers which was about the needs of the props based on the local culture in the thematic learning in the elementary school as presented in the table below:

Table 1. The result of the need analysis questionnaire of the props based on local

culture for the thematic learning for the elementary school teachers.

No	Question Indicator	Students' answer analysis	Problem Identification
1	Teachers' understanding of the 2013 curriculum thematic learning	Teacher understood the 2013 curriculum thematic learning	The thematic learning did not optimally utilize the learning source based on the environmental culture around the students
2	The using of learning method	The teacher used the learning method as the learning scenario in the teacher's book	The teacher did not optimally innovate or develop the thematic learning method
3	The local culture content at the thematic learning	The teacher was not optimum in teaching the local culture content in the thematic learning	The thematic learning for the students of grade IV had the environmental content around the students' living place and teacher should innovate the thematic learning based on the local culture
4	The importance of local culture content to be taught to the students	The teacher realized the importance of the local culture to be taught to the student which was still limited	The lack of learning sources based on the local culture
5	The availability of the props for the thematic learning activity	Still limited only in some specific materials in the available thematic learning	The props were needed to activate the learning, interest, and the students' learning experience
6	The importance of the props for the thematic learning	The teacher realized the importance of the props in the thematic learning	The limitation of the cost, time, and also the ability of teachers in providing or in the making of the props
7	The props used by teachers in the thematic learning.	The picture and the learning source which were available on the teachers' book and	The props used by teachers in the thematic learning was still limited

	students' book, drawing equipment, paper and the material for the making of collage in the content of arts.	
8	The utilization of the props in the school for the thematic learning	Teachers were aware of the inefficiency of the props in the school for supporting the thematic learning.
9	Teachers' opinion about the props based on the local culture	Teachers agreed on the use of the props based on the local culture for the thematic learning
10	The making of the props based on the local culture	Teachers felt essential to make the props based on the local culture

The need analysis result of the props based on the local culture for teachers showed that the thematic learning needed the culture content of the environment around the students. One of the ways to introduce students to the local culture was by the utilization of the props based on the local culture in the teaching and learning process.

The result of the need analysis questionnaire of the props based on the local culture in the thematic learning at elementary school showed that for the first indicator there was 72% of students already understood the thematic learning, but there was 28% of students did not understand about the thematic learning.

For the second indicator, 90% of teacher's learning method directed to the active learning which was in the form of answer question activity, discussion, and the assignment for individuals or groups, whereas 10% of students considered that teaching's learning method was annoying because it only used speech method.

For the third indicator, 70% of students already knew about some local cultures of Kudus such as *Bulusan*, *Menara*, and *Dandangan*. Students recognized those cultures from the family and the society around their living place, while the introduction and the explanation about the local culture content of Kudus in the thematic learning was still lack.

For the fourth indicator, 100% of students considered that the introduction and the lesson about local culture were critical to be included in the thematic learning. It also to maintain the local cultures and to prevent other countries to claim them.

For the fifth indicator, 70% of students argued that there were a little of the props used by the teacher in a thematic learning activity. Otherwise, the use of the book was more dominant. For the sixth indicator, 100% of students considered that the learning activity by using the props was easier to understand the materials taught in the class. It was in line with a research conducted by Dale which estimated that the acquisition of learning result through the eyes was 75%, through the ears was 13%, and through the other senses was 12% (Arsyad, 1997:9). From the learning which utilized the props, it was expected that students obtained the maximum learning results.

For the seventh indicator, the props that ever been used in the learning process in the class was the picture but it was not as often as the use of the book. For the eighth indicator about the utilization of the props in the learning activity, 70% of students argued that the learning activities in the class were dominated by the use of books and worksheets.

For the ninth indicator, 100% of students considered that the learning based on local culture was more interesting by props. While, for the tenth indicator about the making of the props based on the local culture, 100% of students agreed with the making of the props based on local culture for the thematic learning.

The result of this research showed that the props based on the local culture in the thematic learning was still lacking so the making of the props based on on the local culture for the thematic learning needed to be developed.

The necessity of the props in the learning process according to Arsito (2003:10) was used to illustrate the fact, concept, principle, or a specific procedure to make the

learning became more real or concrete. So, it was vital to use the props in the learning process to deliver the materials clearly to the students and also gave them a meaningful experience.

According to the Indonesian constitution Number 14 Year 2005 about teacher and lecturer and the regulation of government Number 19 Year 2005 required the educators to always improve the quality of the learning. Based on the problem analysis showed that in the making of the props based in the local culture, the teacher needed the support in the form of the availability of the learning facilities. Therefore, the activity such as training was needed to support teachers for making the props based on the local culture. The training in the making of the props was expected as a way to improve the quality of learning.

CONCLUSION

The thematic learning in the elementary school more utilizes learning sources taken from teachers' book and students', while the utilization of the props was still low caused by the limited availability of the props in the school. The thematic learning was not in the context of the local culture and caused the limited reference of the local culture. The solution was teachers needed to be given the facilities in developing and making the props based on the local culture. Therefore, the training in making the props based on the local culture was needed as a way to equip teachers in making and

developing the props based on the local culture.

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