



Development of Local Content Teaching Material for the History of Wajo

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Abstract: This study aims to develop local content reading books for the history of Wajo in an effort to add insight for educators and students from aspects of local history in Wajo Regency. The development of reading books follows 3 (three) stages from 4 (four) stages of development in the Four D development model. The research subjects consisted of validators as media experts and material experts, two history teachers as practitioners, and 60 students as a test subject. Data collection techniques used questionnaires and interviews, which were analyzed qualitatively and quantitatively. The results of the study showed that: students needed interesting history learning and motivated students to learn more about history so there was a need for reading books that support learning the history of local content in the Wajo Region. Local history was seen as more interesting because it was more contextual than national history. The development of teaching material for the history of Wajo was realized into a digital book (e-book) through the stages of validation and testing to determine the level of practicality. The validity of reading books was carried out by validation by teaching material experts, media experts and Wajo historians. The practicality of this reading book reaches 75.22% in the good category so that it is suitable for use and does not need revision.

Keywords: history of wajo, local content, reading books

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INTRODUCTION

Indonesia consists of various types of ethnic groups and tribes that have multicultural diversity (such as customs, culture, religion, procedures, language, arts, crafts, regional skills, and others). This diversity is a characteristic that enriches the values of Indonesian life. Culture was born from a society that has paradigms, ideas, behaviors, and created works. A cultured society distinguishes itself from other societies in various forms, such as; various systems of religion, society, knowledge, language, arts, livelihoods, and technology. Culture is a compass in the dynamics of human life as a whole, both as a guide to behavior and patterns of life, how cultural inheritance is carried out properly, namely by maintaining its sustainability (Minkov & Hofstede, 2011; Eptiana et al., 2021). Cultured people have their own characteristics according to the culture they have.

The people of South Sulawesi, especially the Buginese Wajo as a cultured society, have customs that are not the same as the Buginese generally even though they are part of the Bugis tribe. Wajo has a diversity of arts, culture, customs, and traditions as well as relics of the previous kingdom. Preserving the culture in Wajo is the responsibility of all Wajo residents, especially for the children and youth groups who must preserve and remember it as further generation. Preservation can be done in culture-based learning in schools. Historical education in general is as a process of internalizing historical values, knowledge and skills from a series of events designed and structured in such a way as to influence and support the learning process of students (Ministry of Education and Culture, 2017). Regarding local historical content teaching material, Thorp (2014) stated the scope of local content in detail covering local conditions and needs. Teaching material are materials that will be in the form of books as a learning reference. There are three main criteria for the material or content of books that need to be considered in writing of reading books, namely: (1) In accordance with the purpose of education; (2) adapting to the development of science, and (3) developing reasoning abilities (Kusmana, 2009). One of the benefits of teaching material according to Fuad (2013) is to enrich knowledge, because it is developed with various references

The introduction and development of the cultural environment through education is directed to support the improvement of the quality of human resources and ultimately is directed to improve the abilities of students. Based on the description above, it is very necessary to develop teaching materials based on regional history to help students appreciate cultural heritage through character values in local culture. Teaching material are all forms of materials used to assist teachers or educational instructors in carrying out teaching and learning

activities in the classroom (Majid, 2005; Akhiruddin et al., 2020). Through learning local history, this can be an educational effort as an effective tool to maintain cultural heritage values and develop national identity (Soedijarto, 1998). History as a branch of science that systematically examines the overall development of the process of change and dynamics of people's lives with all aspects of their lives that occurred in the past (Kuntowijoyo, 1995).

Fauziah et al. (2014) in his research entitled Development of Temple Site-Based Interactive Media in Central Java to Improve Learning Outcomes and Awareness of Cultural Diversity of Students at MAN 1 Magelang, has a difference with this study. Meanwhile, the research focused on SMA Negeri 5 Waji about the local content of the history of Wajo. Nofrianni and Banking (2019) explained about the development of teaching materials to read that students are not directed to train so that they are accustomed to thinking critically, afraid to express their opinions and not to be accountable themselves. It means that when it is associated with research, in developing teaching materials, educators or teachers need to give students the freedom to think critically and have opinions according to their respective understandings in order to further develop themselves. According to Putra and Taufina (2019) in the International Journal of Educational Dynamics that "education is an element that cannot be separated from humans, and to improve the quality education is needed a learning strategy with an expectation". This means that education is something that cannot be separated from humans and teaching materials in education require strategies in order to carry out quality development.

The results of an interview with the principal of SMAN 15 Wajo regarding local content learning "The History of Wajo", he stated that there were no subjects or materials that discussed on the history of Wajo. The results of the analysis carried out by the researchers in class X science, it can be concluded that the local content of "the History of Wajo" is not well understood by the students of class X science because the historical material taught in senior high schools is very broad, even far from the life of the local community. The observations and interviews were carried out in December 2019 in Wajo Regency, precisely at SMAN 15 Wajo. The author still found some students who did not know the origin of Wajo, popular figures in Wajo, the original arts of Wajo, and many things that are not yet known. This is also reinforced by the statement of one local community, "Kids now do not know about Wajo's beginning. Ade' ade'na Wajo. So, I want to know more about the games that were trending in the beginning." Therefore, the researcher took the initiative to integrate these subjects in the class X history subject because this material is relatively new. So, in this study, teaching material in the form of reading books will be developed as a guide for students to learn. Research results (Khotimah et al., 2016) stated that the development of teaching material categorized as valid and practical has a potential effect on students' ability to solve problems (Cahyono et al., 2018). Character education based math pocket book is also worth using and Muktadir (2018) stated that the folklore-based mulok teaching material that were developed also effective so they were suitable for use in the learning process. It is very necessary to teach local content at SMAN 15 Wajo in class X IPA using teaching material in the form of books or E-books that can function as evaluation tools, so that researchers are interested in developing teaching material that raise the History of the Wajo Region in Wajo Regency. This study aims to describe the need for reading books, to describe the development of reading books and to describe the level of validity, practicality of reading books with local content in the history of Wajo at SMAN 15 Wajo.

METHODS

Research and Development Method is research method used to produce certain products, and test the effectiveness of the resulting products (Sugiyono, 2012). This research was a development research that was called Research and Development (R&D) which aimed to develop local content reading books on the history of Wajo in the effort to add insight for educators and students from aspects of local history in Wajo Regency. The development model used in this research was the 4D development model (Thiagarajan, 1974) which was adapted into 3D, namely defining, designing, and developing. Define consisted of frontend analysis, learner analysis, concept analysis, task analysis, and formulation of learning objectives (specifying instructional objectives).

The design consisted of: (1) preparation of test standards (criterion-test construction), (2) selection of media (media selection) in accordance with the characteristics of the material and learning objectives, (3) selection of formats (format selection), namely reviewing formats existing teaching material and determine the format of the teaching material to be developed, and (4) make an initial design according to the selected format. Development was carried out in two steps, namely: (1) expert appraisal followed by revision, (2) developmental testing. The purpose at this stage of development was to produce the final form of the product after going through revisions based on input from experts/practitioners and test data (Trianto, 2010).

RESULT AND DISCUSSION

This research was a research on the development of local content reading books on the history of Wajo area using the 4D development model by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel which was adapted into three stages, including the stages of define, design, and develop. This development aimed to develop reading books containing local history of the Wajo area in an effort to add insight to educators and students from aspects of local history in Wajo Regency at SMAN 15 Wajo. The result of this research and development was to develop textbook for local history, to obtain valid and practical teaching material applied in learning. Reading books were evaluated by experts through validation instruments. The validation instrument was intended to validate the reading book determining whether the teaching material was appropriate or not. The components of the validated book were: cover, preface, introduction, systematic content, language, illustrations, fonts, writing fonts, cover and sources or references. In view of the Covid-19 pandemic, teaching materials are also compiled in the form of e-books so that the validated components were added, namely the appearance of the application, menu, ease of use, and completeness of features. Validation was carried out by historians and media experts using the provided instruments. Validation of the assessment aspect of the book or e-book obtained a total score of 50 in the range of scores of 43-56. The reading book expert's assessment showed that the teaching material was suitable for learning. So as, teaching materials in the form of e-books were considered very feasible so that they can be applied in schools. The validation of the media assessment aspect obtained a total score of 22 in the score range 19 – 27.

The media expert's assessment showed that the media was suitable for use for learning. Likewise, teaching materials in the form of e-books were considered worthy. Students through students' questionnaires in small group trials assessed the practicality of teaching materials. The practical value of the e-book reading history of Wajo kingdom reached 75.22%, in the range of 75% - 89%. It was in the good category, so that the e-book did not need to be revised. teaching materials in the form of e-books are considered eligible. Students through student questionnaires in small group trials assessed the practicality of teaching materials. The practical value of the e-book reading history of the Wajo Kingdom reaches 75.22%, in the range of 75% - 89%, it is in the good category, so that the e-book does not need to be revised. Teaching materials in the form of e-books are considered eligible. Students through student questionnaires in small group trials assessed the practicality of teaching materials. The practical value of the e-book reading history of the Wajo Kingdom reaches 75.22%, in the range of 75% - 89%. It was in the good category, so that the e-book did not need to be revised.

History learning in schools had been considered unattractive, boring, and was perceived only as a series of facts in the form of a sequence of years, characters and events ([Henke et al., 2015](#); [Höttecke et al., 2011](#)). In addition, the facts presented were far from the daily lives of students so that there was no strong emotional with the context of the life of local community where students lived. History books did not raise historical facts at the local level. The position of local history was very urgent in history learning, and it is hoped that there will be continuity in the thinking of students so that they can feel that themselves and their environment were part of a wider life, namely the unitary state of the Republic of Indonesia. The existence of the local history of Wajo needed to be appointed to make it easier for teachers to grow historical awareness in students. In this case, teaching materials were needed that support learning the history of local content in the Wajo Region. Local history was seen as more interesting because it was more contextual than national history. This meant that students will be more interested in studying local history. Interest was an important affective factor in carrying out intellectual functions that greatly affect how a person selected and was involved in processing information. According to Rast, Harmin & Simon Interest is an important affective factor in carrying out intellectual functions that greatly affect how a person selects and is involved in processing information. According to Rast, Harmin & Simon in [Mulyati \(1998\)](#) stated that in that interest there were main things including: (1) there was a feeling of pleasure in oneself that pays attention to certain objects, (2) there was an interest in certain objects, (3) there was activity on certain objects, (4) there was the tendency to try to be more active, (5) the object or activity was seen as functional in life and (6) the tendency to direct and influence individual behavior. The locality aspect of historical material of Wajo had the potential to bring up the main things in learning interest.

The Development of Historical Instruction/Teaching Material in Senior High School Based on Local History With SOI Approach is research [Djono \(2013\)](#) that the development of historical materials based on local history will give students an understanding of the historical values that occur in their environment so that the understanding level of historical values will more achieve the target in the historical learning objectives. [Susilowati and Hasan \(2019\)](#) explained that interactive learning media developed can be used in studying the Indonesian history subject. In this case, it showed that the development of teaching materials can be done in various ways, one of them was learning using interactive media. In the School Literation Movement Strategy In Improving the Student Reading Interest At SMA Negeri 4 Padang concluded that to improve literacy activities in needed to make the students interested before and giving is one way to continue to increase the student motivation and enthusiasm ([Susanti, 2019](#)).

SMA N 15 Wajo required a strategy if you want to be more developed in applying teaching materials, and this can be done by making it attractive to students in order to be more effective in understanding the teaching materials so that it required criteria for teaching materials such as good reading books. The main thing was to attract attention. At least attracting the reader's attention was one of fundamental. Who would be interested in the contents of the book when it did not attract attention. In addition, teaching materials were also required to be able to provide motivation to readers through presenting teaching material. A good teaching material presented interesting illustrations. In this case, it was enough to add illustrations that was very helpful for students in capturing the message that the author conveyed. Reading books can be used as the teaching material when consisting of some criteria such as (Hamdani, 2011). 1) assist students in learning something, 2) provide various teaching materials, and 3) make learning activities more interesting. Teaching materials into e-book reading books clearly help students learning at home via Android. The e-book also presented features illustrations in the form of pictures of historical locations. The developed reading book in the form of e-book presents information visually, auditory, and kinesthetically so that it was more interesting. Visual information in the form of images including moving images connected to YouTube. Information in auditory form could be seen from YouTube which was connected to the e-book.

The graph on the side illustrated the practicality of small group trials in which the results were obtained from the ideal value of the e-book in each aspect as much as 60 (ideal answer was 4 times the number of subjects 15 students) so that the total ideal score for ten aspects reached 600. The closer score given to students with the ideal score, the more practical the e-book will be. The total score of 10 aspects assessed by 15 students reached 448 of an ideal score of 600. Judging from the process of capturing and processing information, there were three learning styles, namely visual, auditory and kinesthetic (DePorter et al., 2015). Every child has these three styles so that the approach in teaching needs to use the three styles, namely visual, auditory, and kinesthetic. However, there were also children who only had one learning style so that it was difficult to adapt to their learning environment. By total number of students, 30% of students have only one style. They were often included or considered as stupid children (Rose et al., 2002). The process of receiving information became much easier when the information was conveyed through visualization, auditory or sound, and involved both mental and practical (kinesthetic).

Percentage of trial practicality for a small group

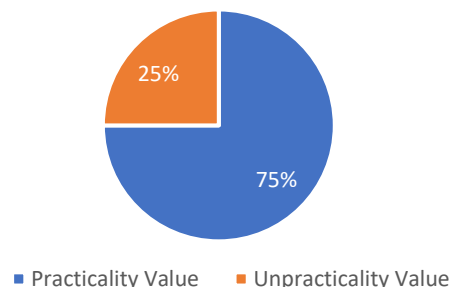


Figure 1. Chart of percentage of trial practicality for a small group

The percentage of practicality of large group trials obtained from the accumulation from the ideal value of the e-book in each aspect was 180. The score given by students was closer to the ideal score, the more practical the e-book will be. The total score of 10 aspects assessed reached 1354 from the ideal score of 1800. The table on the right side reached 75.22%, which the range of 75%-89% categorized as a good category so that the e-book did not need to be revised. (Sudjana, 2005) showed that students agree to use the reading books in the form of e-books. From ten aspects assessed, there were three aspects that were considered less practical, namely "e-books attract me to read more", "e-books attract my attention to reading other sources that reveal the history of the kingdom", and "e-books can help students to study independently." Each of these three aspects achieved a score of 134 of 180 as an ideal score for each aspect. The practicality of each aspect that was considered to be lacking as much as 74% categorized as sufficient category. In other words, although reading books in the form of e-books as a whole were in the good category, they still have shortcomings.

Percentage of trial practicality for a large group

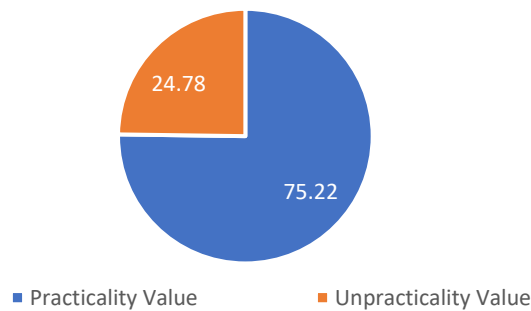


Figure 2. Chart of percentage of trial practicality for a large group

The development of teaching materials have strategies as (Degeng, 1997) stated that learning strategies were defined as structuring ways, so that a sequence of procedural steps can be used to achieve the desired learning outcomes (Sujarwo et al., 2019) so that different strategies would provide different outputs or results and this strategy needed to be adapted to teaching materials and student learning styles. As for previous research on teaching materials for local content in the history of the Bima region using a scientific approach. It was because the effectiveness of understanding the 2013 Curriculum put more emphasis on the personal experience of students, module of teaching materials were basically teaching materials that systematically used language and was not complicated or easily understood by students in accordance with level of knowledge and age so that they can learn independently or without minimal guidance from the teacher (Nilasari et al., 2016). However, it was different from SMA Negeri 15 Wajo, where this was because it was in accordance with the diverse learning styles of students. The development of teaching materials at SMA Negeri 15 Wajo can be said to be feasible and there is no need for revision, this provides benefits for students and teachers.

Students of SMA Negeri 15 Wajo would be easier to understand if teaching materials for local history were practiced effectively according to student learning styles in order to the students not only understand history but also had an awareness of the importance of local history of Wajo. This referred to the statement that historical consciousness becomes a hermeneutic concept that deals with the totality of history and historical understanding; it take a meta-perspective on history and individual's conceptions of history (Thorp, 2014) The meaning of the statement is that we will be aware of the importance of a history if we explore it as a whole so that the purpose of learning history can be obtained. As stated by Kochhar (2008) namely: a) Developing an understanding of oneself, b) Providing an accurate picture of the concepts of time, space, and society, c) Making people able to evaluate the values and results that have been achieved by their generation, d) Teaching tolerance, e) Instilling intellectual attitude, f) Broaden intellectual horizons, g) Teach moral principles, h) Instill orientation to the future, i) Provide mental training, j) Train students to handle controversial issues, k) Help find solutions to various problems social and individual, l) strengthen the sense of nationalism, m) develop international understanding, and n) develop useful skills.

There are students' learning styles that tend to be dominated by visual style. For example, children are easy to understand a lesson if it is done by looking directly at the object being studied. Teaching materials that are presented digitally needed by students so they can study anywhere. Teaching materials can be accessed at any time regardless of place and time. Digital Book (Digital Book) or also known as Electronic Book (E-book) is a form of book that can be opened electronically via computer, laptop or smartphone. A digital book is a publication consisting of text, images and sound and published in digital form that can be read on computers or other electronic devices. The advantages of Digital Books include easy access and do not require large storage space. This digital books can be stored or accessed on a PC (Personal Computer), laptop, smartphone, tablet, or electronic device that is specifically provided for storing and reading digital books. Furthermore, digital books are also nature friendly and support the paperless movement.

CONCLUSION

The results of research and discussion on the development of teaching materials in the form of reading books on the history of the Wajo can be drawn the following conclusions. Students need interesting history learning and motivate students to study further history. Therefore, a local content teaching material is needed that has a strong emotional bond with the life context of the local community where students live. The existence of the local history of Wajo Regency needs to be appointed to ease for teachers to grow historical awareness in

students. In this case, reading books are needed that support learning the history of local content in Wajo. Local history is seen as more interesting because it is more contextual than national history. Development of Teaching Materials for Local History of Wajo. The development of teaching materials for the history of Wajo is realized in the form of a digital book (e-book). The development of this reading book uses a 4D model starting from 1) Define which includes: Front-End Analysis, Learner Analysis, Concept Analysis, Specifying Instructional objectives. 2) Design includes: Media Selection, Format Selection, Initial Design. 3) Develop includes: Expert validation and trial phase in which there are small group and large group trials, followed by compiling teaching materials and evaluating teaching materials by conducting validation tests and practicality tests. 4) Disseminate, at this stage the product is distributed by giving it to teachers and students, then uploading it on the Playstore. The validity and practicality of local content teaching material for the history of Wajo The validity of the teaching materials was validated by teaching material experts, media experts and wajo historians (wajo historians). Experts of teaching materials assessed that the teaching material entitled History of the Wajo Kingdom was worthy of being used as teaching material. Based on the student's assessment, the practicality of this teaching material reached 75.22% in the good category so that it was feasible to use and there was no need for revision.

SUGGESTIONS

It is better to use this teaching material as a reference in conveying the local history of Wajo, it is better to use this teaching material as a source of learning the local history of Wajo. To learn more about history, you should visit directly at historical heritage sites in the Wajo Regency and for further researchers, it is better to examine more deeply the history of Wajo from another perspective, such as social and cultural aspects, so that teaching materials for the local history of Wajo will variety.

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