
Ananalysis of Validation of Social Sciences Teaching Materials Based on Songket of Malay Siak Weaving

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Abstract This research was motivated by the low understanding of students about local culture, especially clothing culture, especially clothing about Songket of Siak weaving. Considering that in social studies learning in elementary school class IV that is the theme of learning, namely the beauty of togetherness with the sub-theme of national cultural diversity. The purpose of this research is to produce the product in the form of social studies of elementary school teaching materials for class IV. The method used in this research was the 4-D method proposed by Thiagarajan et al (Mulyatiningsih, 2011) consists of 4 stages namely; (1) definition; (2) design; (3) development. (4) deployment. In this research, it was only carried out at stage D3, namely the development stage by testing of experts and practitioners. The test results obtained excellent assessments both from experts and education practitioners. It was shown by the results of the validation of the RPP by experts and practitioners-got a score of 90.45% with a very good category. Meanwhile, the results of the validation of teaching materials from experts and practitioners got a score of 90.2% with a very good category Then it can be concluded that the development of IPS teaching materials based on Malay of Songket weaving for grade IV elementary school is feasible to use.

Keywords: IPS elementary school teaching material, Malay of Songket weaving, development

1. Introduction

Social sciences of elementary school education contributes to the development of social and cultural life for students. This means that social studies education cannot be separated from cultural studies because one of the objectives of social education is care for the culture. However, the development of culture is in line with the progress of education or conversely education always changes with the development of culture. There should be a balance and harmony that the implementation of education must be based on cultural theories and the next turn of educational theories must be sourced from a view of the community concerned between education and culture

The introduction of culture to students is certainly a very important thing. Bearing in mind the increasingly swift currents of globalization entering the Indonesian where foreign cultures will certainly erode the culture of the nation. The numbers of foreign cultures become a serious matter and challenges for education. These conditions today most students no longer understand their own values and culture, but they more understand about other people's cultures. The occurrence of globalization which is marked by advances in information technology that has penetrated all aspects of human life resulted in Indonesian people forget and begin to abandon their culture. It also happens in the world of education, where most students no longer know their own culture, but they know and understand more about outside cultures. This is caused by the changes in life styles, both positive and negative which cannot be done from an effect of the advancement of information technology

The changes in society are associated with a global era full of competition implicitly in these behaviors gave rise to the term globalization. Changes occur in various aspects of human life such as

social, economic, political, cultural, legal, educational and others in global life. To answer this challenge, it is necessary to make changes especially in learning and even curriculum as a result of research from Muslim, (2011) which says that education will emphasize students "think globally and act locally," as well as renewing the meaning of essence, i.e not as simple - eyes are economic, but they include harmony with the environment, solidarity and kindness for all. It is needed to orient and introduce students to the regional cultures so that they know and understand their own culture. Based on Muslim's research, (2011) it means that education needs to be oriented towards regional culture so that students know and understand. For this reason, the development of learning needs to be linked and directed at the local culture so that they know and understand the culture and culture can be sustainable. One of the cultures that need to be preserved is Songket of Siak weaving. Considering the Songket of Siak is a culture of Riau Malay society which is of high value and has sacred values. However, times and technological advances, the existence of Songket weaves has undergone many changes as the results of Guslinda's research, (2016) concerning changes in the Form, Function and Meaning of Riau Malay Songket Weaving in which there is a change of Songket itself namely in terms of shape, there was a shift, which in the old days the kingdom of Songket woven fabric was made only for clothing but now it has been made in the form of souvenir objects.

In addition, there is also a change in function, which is the weaving of Songket Siak which was used for the clothes of royal people and big events. But now the Siak songket weaving has been used for various purposes and the changes also occur in the meaning of songket weaving which is influenced by: 1). change in perspective, 2). economic , and 3) people's lifestyles.

The rapid changes that occur in culture, especially in Riau Malay culture, while in learning the teacher is less uplifting about local culture. The teacher is more inclined to only teach what material is contained in a textbook or theme and is less developed. For this reason, it is necessary to develop teaching materials that can develop from the culture of the local area, namely Malay Riau so that students are able to know and understand it in detail and are real so that the emergence of feelings of pride in their own culture.

Based on the explanation above, it is necessary to develop teaching materials especially the development of Songket weaving materials for fourth grade students of elementary school.

2. Research Method

This research is development, according to Sukmadinata (2010: 164) development research is a process or steps to develop a new product or improve an existing product. In this research, the development of social studies teaching materials for elementary school class IV is based on Malay Songket weaving. This teaching material will discuss the theme of "The Beauty of Togetherness" with the sub theme "The Beauty of Diversity in My Nation's Culture".

The development method used is referring to the 4D model raised by Thiagarajan (Mulyatiningsih, 2011) which consists of 4 stages, namely (define) definition, (design) design, (develop) development; and (disseminate) dissemination. In this research, it was only carried out up to three stages, namely: the defining stage, the design, and the Development stage as shown in figure 1

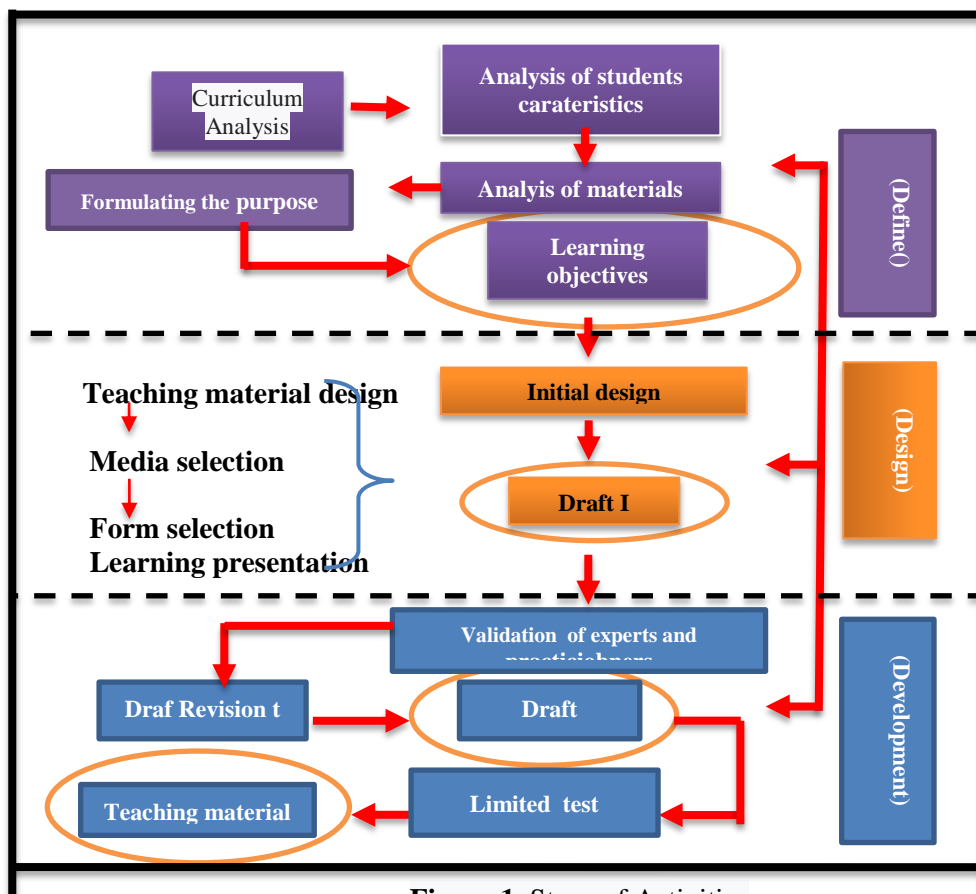


Figure 1. Stage of Activities

This research was carried out through the development because this research only produced products in the form of social studies elementary school teaching materials that are suitable for use in the learning process of grade IV of elementary schools. This research was carried out in two places, namely Elementary School Teacher Education Study Program (PGSD) and at SD Negeri 02 Kampung Dalam Siak district in Semester 1 of the 2019/2020 Academic year. The object and research subjects were social studies teaching material with a cooperative model based on the Malay Songket for grade IV elementary school which was developed from basic competencies and social studies learning in the 2013 curriculum.

Data analysis techniques performed by providing responses and assessments by the validator. The aspects of validation assessed by the validator are made in the form of a rating scale. The type of scale used is the Liker Scale. According to Suprananto (2012: 221) is a method of scaling a statement of attitude that uses the distribution of answers as a basis for determining the scale value. This Likert scale gives breadth to the validator in assessing teaching materials that researchers develop. Questionnaire validation is determined by the average score that was given by the validator with a predetermined score of 1-4. The ccategorical assessments that was given validator shown in the following table

Table 1. Rating categories by validator

Rating Score	Category
4	Very good (SB)
3	Good (B)
2	Fair (KB)
1	Bad (TB)

The guidelines for calculating the percentage validator questionnaire scores are as follows: $Ps = \frac{n}{N} \times 100\%$ (Imanuelau in Amanah, 2012)

Remarks :

- Ps* = Percentage of Scores
- n* = Total Scores Obtained
- N* = Maximum number of scores

The criteria for making a decision in the validation of teaching materials with a cooperative model based on MalaySobngket weaving can be seen in table 2.

Table 2. The percentage of criteria for the validity of teaching materials

Average interval scores (%)	Categories
81 – 100	Very decent
61 – 80	Worthy
41 – 60	Decent enough
21 – 40	Inadequate
0 – 20	Not feasible

Sources : Modifikasi Riduwan in Widoretno (2014)

3. Finding and Discussion

The results of the research that have been developed are IPS teaching material based on Malay of Siak Songket for grade IV elementary school. Development was carried out in three stages namely; 1) defining (2), 2) Design (Design) and, 3) development (Develop). From the results of this development, a lesson plan and lesson material for elementary school social studies based on Malay Siak Songket weaving were produced. Based on these three stages, it can be described the development that has been carried out, namely:

Define

At the defining stage, several analyzes were carried out namely; **First** curriculum analysis. In the analysis of this curriculum the researchers determined the curriculum used, namely the 2013 curriculum and continued by setting themes, sub themes, core competencies and indicators of achievement of competencies and learning objectives. Furthermore, researchers develop in the form of syllabus, lesson plans and teaching materials. **Second**, the analysis of student characteristics, the analysis of student characteristics is done as a consideration of researchers, namely the academic ability of fourth grade students of elementary schools. In relation to the development of this teaching material, the academic ability of grade IV elementary school students needs to be known to compile

teaching material that is in accordance with the ability of the level of thinking level of grade IV elementary school students. **Third**, material analysis was carried out to identify the main material that is developed, collect, and select relevant material, and reorganize it systematically. The material that the researchers chose to use in the development of IPS teaching materials based on the Malay Siak Songket woven is related to the Malay Siak Songket weaving, the form of Songket weaving, and the function of Malay Siak Songket weaving. **Fourth**, formulating objectives, at this stage the researchers converted the results of the analysis at the material analysis stage into a more specific goal, namely developing social studies teaching material based on Malay Songket woven weaving for grade IV elementary school students.

Design

At this stage the IPS teaching material design based on the Malay Songket weaving was carried out. The thing to do at this stage is first to arrange the pretest test questions as the first action to find out the students' initial abilities and the posttest questions to find out the students' understanding after learning. Second, selecting media that is in line with the objectives, namely IPS teaching material based on Malay Siak Songket, which the author developed, namely teaching material. Researchers made the initial design of IPS teaching materials based on the Malay Siak Songket. The product which was the initial design of teaching material is called draft I. The three choices for the form of presentation of learning, in this case learning activities were carried out by following the developed lesson plans.

Develop

The activities were carried out at this stage validating the product designs that have been developed. Validation is done to get the feasibility of the teaching material developed. In this research, the validation was carried out by four people, namely two people from the expert, namely the lecturer of PGSD FKIP UNRI and two from the elementary school teacher who taught grade IV. The results of the validation from the validators served as the basis for the development of teaching materials in order to obtain appropriate teaching materials.

Validation Results

The validation of teaching materials aims to obtain the feasibility of the development that has been carried out so that it is appropriate and appropriate for use in primary schools. Teaching material products were validated by the validator are learning tools consist of lesson plans (lesson plans) and teaching materials that are still in the form of draft I in the development of learning plans and teaching materials. The product was validated by a validator using a score sheet or validation sheet. Then the analysis consists of analysis of lesson plans and analysis of teaching materials.

RPP Validation

Analysis of the lesson plan is seen from several criteria developed in the form of a questionnaire. the criteria in RPP assessment are eight criteria, namely: 1) identity, 2) formulation of indicators, 3) formulation of learning objectives, 4) selection of teaching materials, 5) selection of methods, 6) selection of media, 7) arrangement of learning activities, and 8) assessment.

Based on the results of the validation of the validators, both from experts and practitioners, it can be said that the lesson plans are valid and feasible to be used in learning as shown by the results of recapitulation in table 3.

Table 3. Recapitulation of Total Results of RPP Validation

No	Indicators	Total Rating from Validator				Total	Validation Score
		V1	V2	V3	V4		
1	Identity	8	8	8	8	32	100
2	Formulation of Indicators	14	16	14	15	59	92
3	Learnig formulation	10	11	10	12	43	89,5
4	Teaching materials selection	6	12	10	11	39	81
5	Methods of selection	8	8	7	8	31	96,8
6	Selection of Media	12	12	10	12	46	95,8
7	Design learning activities	10	10	10	12	42	87,5
8	Assesment	7	11	10	11	39	81
Total Score						723,6	
Average Score						90,45	
Category						Very Decent	

Based on table 3, it shows that the development of lesson plans (RPP) have been developed from the component aspects assessed namely are identity, formulation of indicators, learning objectives, selection of teaching materials, methods, media, preparation of learning activities, and assessment of "very feasible ". This refers to the technical guidelines for the preparation of RPP (2013).

As a whole, the development of the lesson plan (RPP) is very feasible to be used in primary schools as the average of the validators is 90.45%. Although there are still weaknesses. The inputs from the validator is used to revise the lesson plan. Suggestions from the validator are: 1) formulation of learning objectives, 2) Selecting teaching materials, 3) preparation of learning activities and 4) assessment. From some suggestions and input from the validator, it is used as a reference to revise it to be the better.

Teaching Materials Validation

The results of the analysis of teaching materials are also not much different from the lesson plan, where after validation by the validator and practitioner, input was obtained to revise it for the better. The validation of teaching materials was carried out using a validation or assessment sheet containing four indicators namely content eligibility, linguistic, presentation and graphic as shown in table 4.

Table 4. Total Recapitulation of Teaching Material Validation

No	Indicators	Jumlah Skor Penilaian dari Validator				SUM	Validation Score
		V1	V2	V3	V4		
1	Content Feasibility	20	20	15	20	75	93,7
2	Linguistics	12	14	20	14	60	93,7
3	Presentation	16	18	17	19	70	87,5
4	Graphics	12	14	14	15	55	86
Total Score							360,9
Average Score							90,2
Criteria							Very Decent

Based on table 4, the results of the validation from experts and practitioners show that the development of teaching materials is in accordance with the guidelines of BSNP (2006) which requires that teaching materials must meet the component contents of material, language, presentation and graphics. This is shown by the average overall score obtained which is 90.2 with very decent criteria so that teaching materials can be continued for limited scale testing, namely to grade IV elementary school students. Although there are a number of suggestions and input from the validator to input so that the developed teaching material is getting better. Among the suggestions and input is the display, especially the select font model that is easily recognizable to children, pay attention to the brightness of the colors and use paper that is rather thick for good print results.

The development of teaching materials were carried out systematically will certainly be able to help teachers and students in learning as Sudrajad (Sri Kantun and Yayuk Sri Rahayu Budiawati, 2015) explains that teaching materials are a set of materials that are arranged systematically both written and unwritten so as to create an environment / atmosphere which allows students to study. This means that the development of teaching materials that are in accordance with the guidelines will certainly be able to help teachers and students in social studies learning on the theme of the beauty of diversity with the sub-theme of cultural diversity that my nation developed. With the validation done by the validators, it means that IPS social teaching materials based on Malay Songket weaving can be further tested on a wider scale.

4. Conclusion and Suggestions

Teaching material products that have been developed in this research are IPS teaching materials based on Malay Siak Songket for grade IV elementary school students. Teaching materials that have been developed systematically and validation tests have been conducted by a validator consisting of experts and practitioners assessing very feasible but there are some inputs to the perfection of teaching materials, namely appearance, especially the selective font model that is easily recognizable to students, color brightness and thickness of the paper used to print teaching materials so that the printed output is good.

Based on input from the validator, improvements were made to get better teaching materials so that testing can be done on a broader scale, namely in elementary schools. This is consistent with the data exposure that has been explained. So it can be concluded that teaching materials that have been developed and have been validated by experts and practitioners are declared to be very feasible and can be used at grade IV elementary school students.

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