

Teaching Materials through Local Wisdom in Implementing Independent Curriculum to Improve Teaching Skills for Indonesian Pre-Service Teacher

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Article History: Received: October 7, 2022; Accepted: November 11, 2022; Published: November 30, 2022

Lecturers are essential in designing teaching materials because it determines the successful learning and learning process through teaching material. Teaching materials can also be interpreted as any systematically arranged that allow students to learn independently and are designed according to the applicable curriculum. The teaching material is unique and specific to achieve the learning objectives. Culture is a method for pre-service teachers to transform observation results into form and creative teaching material. The problem is appointed in designing the teaching material through local wisdom as a form of independent curriculum application used by pre-service teachers and lecturers in designing learning design that supports the independent freedom curriculum in the digital era. The research was classroom action research. The research data were a design of teaching material in the form of learning design. The data sources were pre-service teachers who took the Micro Teaching course with 20 pre-service teachers as a class of 2019 in the academic year 2021/2022. Culture is also considered as teaching material in the teaching and learning process. The application of E-PUB as the tool of teaching material. The data collection technique consisted of observation, documentation, and interview. The research instrument used two aspects such as skill in arranging lesson plans and learning practice. The indicators of success are (a) material understanding, (b) curriculum understanding, (c) learning practice, and (d) personality. The result of the cycle I showed that 75% was an insufficient category, so it needs to continue to the next cycle. The result of cycle II was 91,66% in the excellent category, 6,67 % in the good category, and only one student was in the pretty good category that was successful in cycle II in applying E-PUB.

Keywords: Design, Local Wisdom, Micro Teaching, Pre-Service Teachers, Teaching Material



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INTRODUCTION

A lecturer has a role in designing the teaching material that determines the success of the teaching and learning process. The unique and specific teaching materials and the culture implementation are used to transform the application of independent learning. The local wisdom of local culture becomes part of the teaching material as the media in teaching pre-service teachers in micro-teaching courses. Pre-service teachers can be given the theory, the

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experience, and the practice in the teaching process with their peers. The purpose of the learning is to introduce, maintain and conserve the Indonesian culture as realization of an independent curriculum.

The pre-service teachers also improve the ability to learn Indonesian language and culture. Language and culture are related in development. The seven items of knowledge through culture introduction can be used as teaching material. The design of digital learning supports the implementation of independent curriculum. The video of local wisdom becomes the unique teaching material and becomes the pride in conserving culture in public and can be seen by the future students. The development of micro teaching practice is to help pre-service teachers to develop their skills and to adapt the digital media in digital era as well. The process of micro teaching consists of: material mastery in designing lesson plan, understanding curriculum, learning practice, and social personality. The components are trained to the pre-service teachers as the preparation in teaching in real schools called as introduction of school fields (PLP) or commonly called as real teaching. They will collaborate with the teachers in the real teaching program chosen by the university. Therefore, the basic competencies and the adaption of the digital era are needed to help their difficulty in arranging lesson plans. The lesson plan consists of teaching material, media, strategy, approach, main activities, and evaluation.

The researchers' effort is to improve the pre-service teachers' professional competency through implementing the teaching material with local wisdom base, namely video of JOMBANG local wisdom input in the application of E-PUB. The application is implemented by the pre-service teachers who do not burden them by spending much money on internet quota but only need the big memory. The teaching skill is complex. By applying E-PUB, it is expected to find inspiration to create materials related to the Indonesian language in four language competencies. They are free to create their own teaching materials.

Literature review

Micro teaching is a type of integrated learning. Language and literary theories help pre-service teachers improve their teaching skills. Pre-service instructors are expected to have fundamental teaching abilities. The use of E-PUB can entice pre-service instructors to read e-books or engage in digital learning. They may learn both on and off the internet. They may learn (a) the theory of hearing script input in an E-PUB application and (b) the literary video of Jidor Sentulan's program and Ludruk Jombang.

The researchers used E-PUB to help them win the main prize of PDUPT Ristek DIKTI from 2019 to 2020. The result is created and disseminated through schools, colleges, and other sectors so that society may adapt to the digital instrument. Previous research has focused on the impact of Micro Teaching on preparation to teach in real-world settings (PPL) in the economic department while using E-PUB...; in educational research methods, the research procedure Procedure...; competency and practice educational research methods (Nugroho & Sutarto, 2017). It undoubtedly aids and facilitates the lecturer's collaboration with pre-service teachers to implement the autonomous curriculum. The use of digital media, digital innovation, local expertise, and creativity is a sign of success in the implementation of an

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autonomous curriculum. The lecturer and pre-service teachers are the driving forces behind the literacy movement.

The previous research has implemented independent learning about the supporting factors and policy in independent learning (MBKM) in Universitas Pelita Harapan (UPH) from the above management level. The result of the research gave input to the organizers of MBKM in UPH and other universities to create applications to make the MBKM program better, as mentioned in the vision and in supporting the learning process (Meilani, Y. F. C. P., Yugopuspito, P., Santyaputri, L. P., Tatimu, E. R., & Ronald, R. 2022). Banda, Doa, Wanggai, & Doi (2022) research about student understanding in MBKM has not been equal to less socialization. The students can learn about MBKM through social media through digital applications needed in the technology era (Mailin, 2021).

The research discussed in Raharjo (2020) for civic students normatively is developed in a dynamic and nomenclature way. Kholik et al., (2022) inform that the obstacle of MBKM implementation consists of four components: adaptation, curriculum, cost, partner exploration, and academic information system. The rights in taking the MBKM course is found in Supriyadi (2021) that the students have three semesters to choose the materials and universities. The learning model in the learning social course suits the local wisdom teaching with discovery learning in SMP Nusantara Makassar (Hasni & Said, 2020).

The expected objectives of MBKM are: to produce a teaching chart of arts and crafts with local content (Batak) as the Implementation of K13 for Middle Schools in Medan City in the form of an ISBN issued to publishers who have been registered as members of the Indonesian Publishers Association such as FBS UNIMED PRESS, revealing the validation, practicality, and effectiveness of teaching materials for arts and crafts with local content (Batak) as a K13 implementation for middle schools in Medan city, in this case, the value of module validation was at 93.75% achievement is in the very valid category, the value of module practicality by students being (Azis, Mesra, & Sugito, 2021).

The development of methods and media with a digital base to maintain the local wisdom in the learning process for the young generation BIMA district. The supporting and obstacle is the safety and tourism potency that is not well managed (Masjudin, 2017). The results showed that MKU increased student knowledge and skills outside the education field as the students enthusiastically embraced the Cirebon culture given at MKU. It can be concluded that MKU, based on local wisdom, can hone the skills of PGSD UMC students in improving their affective, psychomotor, and cognitive abilities. Thus, students were prepared to have holistic abilities compatible with the challenges of a new life. (Faiz & Soleh, 2021).

The implementation of local wisdom in the society of Sinar Resmi village Cisolok Sukabumi district in old culture South Banten. There are three components of local wisdom in creating the culture, namely the political system (cultural management), belief system, and religious system in ceremonies for ancestors (Pudjiastuti, Sutarjo, Nurhayati, & Fuadah, 2021) that can attract the food culinary and increase the income of fishermen in Sendang Biru beach. The quality improvement of Sendang Biru Beach can be made by conserving Sempu Island (Widiana & Wikantiyoso, 2018). The implementation of local wisdom of the fisherman in Bajo in saving coral reefs and the local wisdom called Tubadi katutuang as the prohibition in catching fish on a large scale with Parika as the department has chosen to determine the

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time and the place in catching fish (Hasrawaty, Anas, & Wisudo, 2017).

The research result (Studi, Bahasa, Indonesia, & Majapahit, 2022) positively influences students in building character through local wisdom values. It can help students to implement the theory of civics with a local wisdom base applied in 28 students in cycle II with good and excellent categories. The local wisdom can also be implemented in 30 pre-service teachers in Biology class with a score 93,33% in micro-teaching in semester V B in STKIP BIMA in the academic year 2017/2018 (Fahrudin, 2018).

METHODS

This research used Classroom Action Research (CAR) that involved the pre-service teachers using the E-PUB application to adapt the digital media and improve the ability to create lesson plans. There are four stages of action research on Kemmist and McTaggart (Kemmist, 1988): planning, implementing, observing/evaluating, and reflecting. The data source was the fifth semester of STKIP PGRI Jombang students in 2019 with 20 pre-service teachers in the academic year 2021/2022. The data collection techniques consisted of observation, documentation, and interview. The research instrument used two aspects such as skill in arranging lesson plans and learning practice. The success indicators consist of (a) material mastery, (b) curriculum understanding, (c) learning practice, and (d) personality and social.

RESULTS AND DISCUSSION

This research finds that cycle I through four stages: planning, implementing, observing, reflecting, and evaluating. For one semester, the learning process for pre-service teachers in micro-teaching in planning made lesson plans after being given examples by the lecturer and the rules based on achievement indicators. The researchers applied E-PUB in relating the curriculum, syllabus, and handle book. In the observation, the pre-service teachers were observed by the lecturer and the peer. The lecturer monitored the pre-service teachers in the evaluation to determine the indicator and the assessment. In cycle I, the category is in the sufficient score that there were 15 pre-service teachers in the reflective process and only five pre-service teachers with good scores.

Table 3.1 The Result of Observation of Teaching Skill for Pre-Service Teachers through Application E-PUB in Cycle I

The Number of Pre-Service Teachers	Fairly Score Category	Good Score Category	Classical Category
20	15	5	75 %

Table 3.1. describes the achievement in cycle I, the classical percentage from 20 pre-service teachers in micro-teaching was 75% with a fair score category. There was a less good category, so it needs to improve in the next cycle. By noticing the indicator of achievement,

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the lack of students to determine suitable teaching materials, so there was much confusion about the materials taught, the learning method, and the assessment indicator suggested by the lecturer.

Table 3.2 Observation Result of Teaching Skill by Using Application E-PUB in Cycle II

The Number of Pre-Service Teachers	Category			Classical Category
	Fairly Category	Score	Very Good Score Category	
20	1	2	17	91,66%

Table 3.2. describes the achievement in cycle II, the classical percentage achievement from 20 pre-service teachers in micro-teaching was 91,66% in the very good category and 6,67 % with the good category, and only 1 pre-service teacher in a fairly good category in 5% because of clumsy in applying technology and as an introvert person. In cycle II, it is stated that there was much improvement in teaching skill, good spirit, and enthusiastic in applying E-PUB. By noticing the achievement indicator in good categories, the pre-service teachers can determine the exact various teaching material in language and literature in a more creative and innovative way in teaching practice with teaching method and assessment indicator as well by determining the students' ability and character. The lecturer gave the example of literature book E-PUB, "Menulis Narasi Kreatif," (Darihastining, 2020), to the pre-service teacher and the lecturer gave score and strengthening the collaboration and the application of E-PUB in the next learning process and arranging the literature video of literature show in digital video and put in the application of E-PUB. It can be implemented in the example: <http://langkahporodisa.blogspot.com/2014/11/epub-buku-digital.html> (<http://langkahporodisa.blogspot.com/2014/11/epub-buku-digital.html>).

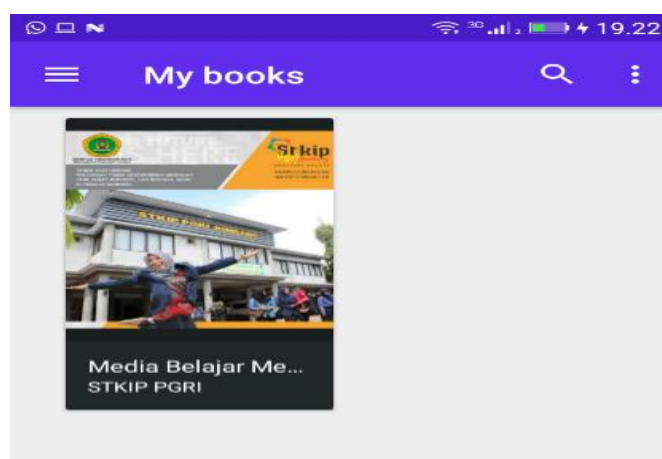


Figure 2.1 My Book in Lithium (Installed E-Pub in Mobile Phone)

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Figure 2.2 Teaching Video of Microteaching Report (Students' creativity using E-PUB application) <https://youtu.be/F0uxeE1RjQE>

The learning process using E-PUB for pre-service teachers was lesson planning, instructional planning each semester, and constructing teaching materials using inspiring E-PUB learning videos. The teaching media applied was utilizing the E-PUB. Cycle II was successful because this cycle proved the improvement of the pre-service teachers' innovation, creativity, and motivation in chasing their dreams and adapting to the Freedom Learning Curriculum, maintaining and preserving local wisdom through traditional local art that can be seen in the video of the E-PUB application. This result aligns with previous studies that digital media and digital influence on language and communication will be sustainable (Darihastining, Utomo & Chalimah, 2021).

Conclusion

The research result shows that teaching materials through local wisdom, and the representation of implementing Freedom Curriculum can enhance Indonesian Language pre-service teachers' (twenty students of STKIP PGRI Jombang) teaching skills. Moreover, this research encourages pre-service teachers to do innovation and creativity. Utilizing traditional local art videos in E-PUB application facilitates students to adapt to Freedom Learning Curriculum, maintaining and preserving local wisdom. Pre-service teachers have fulfilled teachers prototypes, namely adaptability to Learning Freedom Curriculum, and have a good relationship with the teachers in student orientation (PLP).

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