

Integrative Thematic Module with Ethnopedagogic-Based Blended Learning Model in Grade 1 Elementary School

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Abstract. The development of the 2013 curriculum with integrative thematic learning carries literacy in achieving learning success. In addition, the use of teaching materials with ethnopedagogic concepts contained in each basic competency in the subject is intended to make learning meaningful. Its implementation is difficult considering the low literacy rate that students have and teaching materials are relevant to current learning conditions that demand the use of blended learning as a result of the pandemic. Research to develop teaching material products in the form of modules with the Ethnopedagogic-Based Blended Learning model. This type of research is Research and Development (R & D) using the Dick and Carrey model. data collection techniques were carried out through interviews and questionnaires. The data analysis technique uses the percentage value of the score obtained. The results showed that: 1) The module in terms of validity was categorized as valid with a percentage score of 88%; 2) Modules seen from practicality are categorized as practical, individual student responses with a percentage of 89% while small group student responses with a percentage of 87%. It can be concluded that the Integrative Thematic module with the Ethnopedagogic-Based Blended Learning model in Grade 1 SD semester 1 meets the valid and practical criteria and can be used in learning.

Keywords: Blended Learning, Ethnopedagogic, Module, Integrative Thematic

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INTRODUCTION ~ Integrated thematic becomes the basic concept in the implementation of learning in the 2013 curriculum. Cross-subject learning that contains the content of a lesson by looking at the interrelationships between subjects and connecting them with the themes that exist in each class. (Faqih Hakim Hasibuan, 2021) Integrative Thematic Learning is basically integrated learning that combines various subjects or field of study using a particular theme. (N Ain, 2018) Thematic learning is integrated learning that uses a theme to connect several branches of knowledge to provide meaningful experiences The theme used certainly has characteristics and is adapted to the class level and adapted to the environment in which the students are located. grade 1 in the student and teacher book with the theme

Myself, My hobbies, My activities, and my family. This shows that the teacher in teaching the material must connect the material with the environment or local wisdom around the students, this is in line with the regulation of the Minister of Education and Culture of the Republic of Indonesia No. 37 of 2018 that teachers should be able to become agents of cultural promotion for their students so that they love local cultural heritage by integrating local wisdom contained in it in learning. (Marzhangul A. Kusainova, 2021) Ethnopedagogics allows to consider the national and cultural features of teaching and raising children in the process of forming their knowledge and skills

According to (Alwasilah, 2009) that "local wisdom is the process of how knowledge

is generated, stored, applied, managed and inherited." Meanwhile, (Wibowo, 2015) argues that "Local wisdom is the cultural identity or personality of a nation that causes the nation to be able to absorb, even cultivate culture that comes from outside/other nations into its own character and abilities". Identity and personality are of course adapted to the views of the surrounding community so that there is no shift in values. However, as a form of conclusion from the integration of local wisdom into existing themes or materials according to (Komara E, Yudikusyadi, 2021) The integration of local wisdom values in learning is very dependent on the creativity of the teacher in developing the syllabus and Learning Implementation Plan (RPP) as well as the accuracy in choosing learning strategies and media.

Theoretically, the 2013 curriculum adopts competency-based learning which is divided into 4, covering aspects of affective, knowledge and skills. Therefore, seeing the complexity of the implementation of learning, there are many teachers who are unable to apply integrative thematic learning. Based on the results of curriculum identification, the main concern in implementing the 2013 curriculum is literacy in the form of the ability to see, listen, speak, read, and create. PISA results released on Tuesday, December 3, 2019 show that Indonesia is ranked 72 out of 77 for reading scores, 72 out of 78 countries for math scores, and ranked 70 out of 78 countries for science scores. This is a measure that the quality of Indonesian education is still below the standards of the global market needs and we must immediately fix it.

Digital Literacy skills are essential to develop as independent learners in the digital age (Abdul Jalil Toha Tohara, 2021). Literacy activities are now changing the concept to digital literacy. It is characterized by mastery of skills, abilities, and intellectual attitudes in using computer systems to be utilized in competing at the global level. (Churiyah, 2020) In the educational field, managing students' learning activities has been transformed with distance learning using technology and the internet (M Aina, 2013) states that the Ministry of Education and Culture has a strategic plan regarding strengthening and expanding the use of ICT in education, including to facilitate teaching and learning processes such as e-Learning. Utilization of computer-based e-Learning that can be developed is digital multimedia. (Mayer R E, 2003) state that multimedia plays a role in creating a more meaningful learning process. Meaningful learning can help students to acquire knowledge that can be stored in long-term memory and can be applied to real, new and different conditions. (Yustika G P, 2020) Found the need to improve digital skills, especially communication. The rationale behind this is that digital literacy can affect the output of learning outcomes on students' academic achievement

Citing data from the Indonesian Teachers Association (IGI) in 2020, it was revealed that based on the implementation of Distance Learning, it was noted that 60% of teachers had very poor skills in the use of information technology when teaching. This shows the unpreparedness of the teachers in dealing with changing times. To deal with, having the ability to adopt technology is required for individuals or well-known as digital literacy ability

(Phuapan, 2016). Teachers are required to be able to package innovative and integrated learning. using learning models such as Blended Learning that are integrated between subjects will involve activities where students access, sort, process, interpret, and utilize digital information, both offline and online. (Kaye Thorne, 2003) Blended Learning is a learning model that combines conventional learning models with digital-based learning models or face-to-face learning with bold learning. (Singh, 2021) Blended learning combines multiple delivery media that are designed to complement each other and promote learning and application-learned behavior.

Based on the development of the problems above, the solution that can be done is to develop an Integrative Thematic Module with an Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School by involving activities where students access, sort, process, interpret, and utilize digital information, both offline and online. in elementary school thematic learning. The problem in this research is, How is the design of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School? and how to develop an Integrative Thematic Module with an Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School that is valid and practical? This study aims to design an Integrative Thematic Module with an Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School and develop an Integrative Thematic Module with an Ethnopedagogic-Based Blended

Learning model in Grade 1 Elementary School which is valid and practical.

METHOD

The method used is research and development with the final result in the form of a module. The development model in this study is the Dick & Carey model, chosen because of its suitability in module development. (Dick W Carey L, 2015) includes 10 stages that were adapted and grouped into 4 stages, namely preliminary study, design, development, and evaluation and revision. The components and stages of the DICK model and Carey are more complex when compared to other learning models such as Morrison, Ross, & Kemp (Dick and Carey, 2001). (Johanes Sapri, 2018) design issues, it namely the stages of analysis, design, development, implementation and evaluation. The Dick and Carey model components including; learners, students, material, and environment.

The research instrument used in this study was an observation sheet on learning activities in grade 1 at the elementary school level at Integrated Islamic Elementary School Raudhatul Jannah Lubuklinggau, a survey sheet filled out by 3 homeroom teachers in room A, room B, and room C and 6 students who consists of 2 students from each class. The module assessment sheet is divided into two, namely a validation sheet filled out by 3 experts (1 language expert, 1 media practitioner expert, and 1 material expert) and a module assessment questionnaire filled out by grade 1 students as research subjects. This study involved research subjects for individual trials as many as 3 students with different

linguistic abilities, 9 students in small group trials also with different abilities.

This study uses a qualitative and quantitative approach. Qualitative data in the form of responses, suggestions, and criticisms from the results of expert validation. Data were also obtained from individual, small group, and field trials. While quantitative data obtained from the results of assessments conducted by experts. Assessments were also given by subjects from individual, small group, and field trials. The data obtained will be analyzed to determine the feasibility level of the developed module.

RESULTS

The Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School that has been made requires a validation process before being tested. the module is validated by providing a validation sheet to each validator. Validation is carried out to provide an assessment of the module made and to get input and suggestions. The next module was revised based on input and suggestions from the validator which was then tested on 9 students by filling out a student response questionnaire by giving a score for each assessment item using the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School.

Media Expert

The results of the media expert's assessment of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School which has been developed through the questionnaire data that has been presented consisting of

20 statement items. the eligibility percentage is 88%. It can be seen from table 1 that the feasibility of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model is in very good qualification or is suitable for use with several revisions.

LINGUIST

The results of the linguist's assessment of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School which has been developed through the questionnaire data that has been presented consisting of 14 statements. The percentage of eligibility is 86%. It can be seen from table 1 that the results of the assessment of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model are in very good qualification or suitable for use with several revisions.

Material Expert

The results of the material expert's analysis of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School which has been developed through the questionnaire data that has been presented consists of 20 statement items, the percentage of eligibility is 90%. It can be seen from table 1 that the feasibility of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model is in very good qualification or is suitable for use without revision.

Table 1. Expert Assessment Results

Research Subjects	Eligibility Percentage	Interpretation Validity
Media Expert	88	Very good
Linguist	86	Very good
Material Expert	90	Very good

One to one Results

The test was conducted to determine the practical value of the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School.

Based on the assessment of the questionnaire obtained through a one to one test on the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School, it is categorized as "good" with a percentage of 85%. Through the results of the assessment, it was found that the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model was practical and could be tested in small groups with revisions.

Small Group Test Results

Small group test was conducted to determine the practical value of the

Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School. This test involved 9 students of grade 1 integrated Islamic elementary school Raudhatul Jannah Lubuklinggau. This individual practicality sheet contains an assessment of the practicality of the module, which consists of 10 statements. Based on the assessment of the questionnaire obtained through the small group test on the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School, it is categorized as "very good" with a percentage of 88%. Through the results of the assessment, it was found that the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model is practical and can be tested in large groups with or without revision.

Table 2. One to One and Small Group Test Results

Test	Percentage	Category
One to One	85%	Good
Small Group	88%	Very good

DISCUSSION

The Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School is

said to be "valid" as shown from the validation results of linguists, materials and media experts. Each Validator provides an assessment through a questionnaire, provides criticism and

suggestions on the Integrative Thematic Module with the Ethnopedagogic-Based Blended Learning model. Furthermore, the module was revised according to the validator's criticisms and suggestions. The Integrative Thematic module with the Ethnopedagogic-Based Blended Learning model is said to be "valid" with an average validation result of 88% or very good. Based on the results of the analysis of each validator, the Integrative Thematic module with the Ethnopedagogic-Based Blended Learning model is valid and can be tested by improving suggestions and input given by the validators.

The Integrative Thematic module with the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School was declared "practical" as indicated by the results of the practicality test which was measured using a student response questionnaire given to grade 1 students at integrated Islamic elementary school Raudhatul Jannah Lubuklinggau. The practicality of the Integrative Thematic module with the Ethnopedagogic-Based Blended Learning model tested one to one is said to be practical or good with a practicality percentage of 85%. Furthermore, the practicality of the Integrative Thematic module with the Ethnopedagogic-Based Blended Learning model with a small group trial was said to be practical with a practicality percentage of 88% or very good which was tested on 9 grade 1 students of integrated Islamic elementary school Raudhatul Jannah Lubuklinggau, each student was given a questionnaire to measure the practicality of the module. has been developed.

Integrative Thematic module with Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School according to the problems faced by students and teachers related to the availability of teaching materials relevant to the pandemic situation at integrated Islamic elementary school Raudhatul Jannah Lubuklinggau. It aims to provide teaching materials intended for meaningful learning to increase students' enthusiasm for learning, make students think critically by raising local wisdom or ethnopedagogics in Lubuklinggau and its surroundings. Provide students with learning experiences with modules based on blended learning models. Relevant to the literacy problems that exist in students and the availability of teaching materials in the face of a pandemic at integrated Islamic elementary school Raudhatul Jannah, (Rika Triwinda, Satinem Satinem, 2021) also stated that teaching can make it easier for students to understand the material. Teaching materials are designed with attractive pictures and full color so that it creates enthusiasm and interest in students in participating in learning activities. (Yulia Fatmianeri, Erry Hidayanto, 2021) Learning with e-modules for learning Blended Learning is used to increase students' interest in learning mathematics, so that students' mathematics learning outcomes on the subject of Relations and Functions also increase. (Caroline E Morton, 2106) Blended learning was generally regarded as both acceptable and interesting for students but only if it was highly structured (as discussed below) and delivered in the right way (for example, using high quality animations and interactive quizzes).

CONCLUSION

Ethnopedagogic-Based Blended Learning Module is designed using 5 types of letters, namely Junnete, Bray Note, Friendly Schoolmat, Dashing Unicorn, Letter for Learner. A4 paper with a thickness of 75gsm. The module is accompanied by material, student worksheets and evaluation questions that are in accordance with the material in the first semester of class I. The selection of high-resolution, bright images and colors motivates students in learning.

The validity of the Ethnopedagogic-Based Blended Learning Module shows valid results. Based on the validation results, it is known that the Ethnopedagogic-Based Blended Learning Module is categorized as very good with a percentage of 88% so that the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School is categorized as valid.

The practicality of the Ethnopedagogic-Based Blended Learning Module was measured by two stages of trials which included individual trials and small group trials. Individual trials are categorized as good with a practical percentage of 85%, while small group trials are categorized as very good with a percentage of 88%. Based on the test results, it is known that the Ethnopedagogic-Based Blended Learning model in Grade 1 Elementary School is practical or easy to use.

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