
INTEGRATED TEACHING MATERIALS OF ISLAMIC VALUES AND LOCAL WISDOM USING POP-UP BOOKS

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Abstract:

Teaching materials are an important part of the success of student learning. The teaching materials used must meet certain standards or criteria to be interesting. This study aimed to describe the use of pop-up book teaching materials in learning Islamic values and local wisdom. This research was descriptive qualitative with a case study type. The subject was the 4th-grade teacher of MI Filial in Pontianak City. The instruments were direct interview guidelines and pop-up book documentation. The data were analyzed using four steps: data collection, data reduction, data presentation, conclusion, and verification. The result indicated that integrating Islamic values and local wisdom using Pop-up books fostered student learning activities.

Abstrak:

Bahan ajar merupakan bagian penting dari keberhasilan belajar siswa. Bahan ajar yang digunakan harus memenuhi standar atau kriteria tertentu agar menarik. Penelitian ini bertujuan untuk mendeskripsikan penggunaan bahan ajar pop-up book dalam pembelajaran nilai-nilai keislaman dan kearifan lokal. Penelitian ini bersifat deskriptif kualitatif dengan jenis studi kasus. Subjek penelitian adalah guru kelas 4 MI Filial Kota Pontianak. Instrumen yang digunakan adalah pedoman wawancara langsung dan dokumentasi buku pop-up. Analisis data menggunakan empat langkah: pengumpulan data, reduksi data, penyajian data, penarikan kesimpulan, dan verifikasi. Hasil penelitian menunjukkan bahwa pengintegrasian nilai-nilai keislaman dan kearifan lokal dengan menggunakan buku Pop-up mendorong aktivitas belajar siswa.

Keywords:

Teaching Materials, Pop-Up Books, Islamic Values, Local Wisdom

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INTRODUCTION

Learning in schools carried out by students cannot be separated from teaching materials. It must be adapted to each level of education. The goal is that the teaching materials follow the needs of students, teachers, and the curriculum that has been determined (Febriani, 2012). Teaching materials also have an important role in teaching and learning activities to make it easier for teachers to be more systematic in providing

material to students so that all competencies are achieved (Krisnayanti, Hodidjah, & Kusdiana, 2018). Teaching materials are all materials used to assist teachers or instructors in teaching and learning activities in class (Akbar, 2017).

Teaching materials are an important part of the success of student learning. The teaching materials used must meet certain standards or criteria so that they are interesting and fun for students, leading to effective learning success (Syafrijal, 2019). Teaching materials considered in learning topics include teaching materials adopted by schools, notes about teachers, classroom and extracurricular activities, projects, and field trips (Liu, Yang, & Shiau, 2020). The teaching materials used refer to teacher and student handbooks issued by the government. Even though a book is only an initial guide in developing support teaching materials that follow students' needs and environment. In Madrasah Ibtidaiyah, teaching materials should be designed by integrating Islam and local wisdom so that in the learning process, internalization of the inculcation of Islamic values can shape the character of students and form a generation that understands the local wisdom and potential they have.

Islamic integrated learning materials integrate Islamic values with the local wisdom adapted to the content of the material studied by students. This integration is necessary for learning (Azizah, 2021 & Siregar, 2014). Islam, integrated into learning, aims to develop intellectual abilities in line with the spiritual abilities of students (Mahfud, 2019; Arif, 2019; Hanafie, Halik, & Amaluddin, 2016; Nurdyansyah & Arifin, 2018). The linkage of local wisdom is also needed as a contextual part that must be introduced to students (Insiroh, Hariani, & Mubaroq, 2020; Nurcahyono & Novarina, 2016). The integration of local wisdom provides opportunities for students to get to know and understand the culture and potential of the region as a culturally literate generation (Kadek M., 2018; Muharom Albantani & Madkur, 2018; Suprpto, Prahani, & Cheng, 2021).

Creative and innovative thinking is needed to develop local cultural results so that they can be accepted and studied as a whole. In implementing education, it is necessary to unite local cultural wisdom to form students' character according to their ancestors' identity. Creating an educational atmosphere supports the process of cultural inheritance. A management strategy, teaching materials support, and appropriate learning activities are needed. Learning resources introduce local culture through learning activities by streamlining students' teaching materials. The use of teaching materials should be an effort to preserve local culture in the world of education. Therefore, it is necessary to determine teaching materials that the current generation can accept by reviving local culture in the era of globalization.

Local wisdom is habits firmly entrenched in certain communities' lives that contain elements of high cultural values. Local wisdom is local knowledge used by the community to survive in an environment that is integrated with belief systems, norms, and culture and is expressed in traditions and myths adhered to for a long time. Local wisdom is a product of a past culture that should be continuously used as a way of life. Local wisdom is part of the life of the local community, passed down from generation to generation.

Local wisdom is part of the community to survive according to environmental conditions, needs, and beliefs that have roots and are difficult to eliminate.

A teacher needs to choose information media so that learning can be interesting, active, easy to remember the material and not boring. Learning media is a tool used to make communication and interaction more effective between teachers and students in the teaching and learning process at school. Using media will make learning more fun for students, and the learning process can run effectively. The media can provide students with real descriptions and examples of local wisdom materials. Media suitable for use are media with clear delivery of material and interesting pictures for students, one of which is Pop-up Book. This media is used as an effective learning tool to optimize the learning process because there are several aspects, including it being easy to present in the learning process and it is more able to attract students' attention. Pop-up book media based on local wisdom interest students in the learning process and make it easy to understand and remember. According to Safri, Sari, & Marlina (2017), pop-up book media is considered to have a charm for students because it can present visualizations with forms that are made by folding, moving and appearing to surprise and amaze students when they open the page. Pop-up book media has very useful benefits: teaching students to appreciate books more and treat them better, developing their creativity, stimulating their imagination and knowledge, and using media that is easy for both educators and students.

RESEARCH METHOD

This study is qualitative descriptive research through a case study (Rasimin, 2018). This case study was conducted at MIN Filial Pontianak, a branch school of MIN 1 Pontianak located in East Pontianak, with most students coming from the Kadariyah Palace, Pontianak. Data sources were from an informant, the 4th-grade teacher, and a pop-up book document used by the teacher and applied to 30 students. Data collection related to integrated teaching materials of Islam and local wisdom was conducted by interviewing a teacher of MIN Filial Pontianak. The instrument used was an interview guideline covering the implementation of Pop-up books and teaching materials of integrated Islamic values and local wisdom. In addition, researchers also analyzed the teaching materials used and documented them. The data were analyzed using qualitative research steps starting from data collection, data reduction, data presentation, conclusion, and verification.

RESULTS AND DISCUSSION

Content of Pop-Up Book

The pop-up book used by the teacher during the learning process is a pop-up book that is a remembrance of the results of collaborative research between faculty and Elementary School Teacher Education IAIN Pontianak students. This book contains material on the theme of harmony.

"The pop-up book used is a memento from the results of collaborative research by lecturers and students of the Ibtidaiyah Madrasah Teacher Education study program, IAIN Pontianak, which contains subject matter, there is Islam in it and is close to Pontianak's local wisdom," said AA, a teacher of the 4th-grade students.

This pop-up book integrates Islamic values related to moderation and tolerance of differences, especially religious and ethnic differences. The inculcation of these values is given so that students understand differences well and can implement them in everyday life (Anggraini, Nurwahidah, & Asyhari, 2019). In addition, Amalia & Setiyawati (2020) stated that pop-up books support the teaching process by helping students visualize abstract displays. The implementation of this pop-up book supports the characteristics of Madrasah Ibtidaiyah students who are still in the concrete operational category. They will be able to see the real forms of local wisdom in Pontianak.

Historically, West Kalimantan has had several inter-tribal conflicts, and the biggest tragedy was the Dayak and Madura ethnic conflicts (Sholeh, 2019; Yunan, 2015). This history is a black record that should not be repeated in the future. One of the efforts made is to provide an understanding of religious moderation and tolerance for differences which refers to *Bhineka Tunggal Ika*.



Figure 1. The appearance of the Majority Ethnicity in Pontianak

Figure 1 displays the ethnic majority in Pontianak, which shows the Dayak, Chinese, Malay, and Madurese ethnic groups. This ethnicity becomes the main character in the pop-up book displayed in their respective traditional clothes.



Figure 2. Display of Eid al-Adhadisplay of Eid al-Adha

Figure 2 shows the prayers and the slaughter of sacrificial animals. In this material, students are invited to understand the concept of tolerance through Eid al-Adha commemoration, in which the slaughtered sacrificial animals have been distributed to Muslims and non-Muslims. This is a form of moderation and religious tolerance to understand and understand each other.



Figure 3. Ethnic and religious diversity in Pontianak City

Figure 3 shows the diversity of ethnicities and religions in Pontianak City. In the pop-up book, it can be seen that the city of Pontianak consists of residents who are diverse in ethnicity, religion, and culture but still get along well together on the commemoration of the anniversary of the City of Pontianak.



Figure 4. Bloody Ketupat Monument

The bloody Ketupat monument in Figure 4 is a world-famous witness to the tragedy of the ethnic war in West Kalimantan. This monument was built to warn residents not to repeat the same tragedy, to respect each other, respect and tolerate differences instead of making differences as triggers that can trigger conflict.



Figure 5. Display The Pop Up Book

The Equator monument is known as a landmark of the city of Pontianak that is not owned by other cities in Indonesia. Every year there is a culmination phenomenon where no shadow is formed because the sun is directly above the heads of people/objects in Pontianak. One can erect an egg in this phenomenon because the earth has a greater gravitational force. This phenomenon can be associated with the greatness of Allah as the creator of everything in the universe. Teach students to recognize and understand the greatness of God through the phenomenon of culmination.

Implementation of Integrated Islamic Values and Local Wisdom Using Pop-Up Book

Based on the data obtained, the application of Pop-Up Book media integrated Islamic values with local wisdom, making students more motivated to learn and reducing boredom in the learning process. The teacher mastered Pop-up book media well when teaching and learning activities occur. This Pop-up book media was very suitable for teaching and discovering the extent of students' knowledge about learning Islamic values and local wisdom.

The teacher carried out the learning process by integrating Islamic values and local culture by dividing learning activities into three: initial, core, and closing. The teacher opened the lesson in the early learning activities by greeting and asking students to lead a prayer reading. Then checked student attendance, conducted apperception and conveyed the learning objectives achieved in basic competencies so that students knew which direction to take the learning.

The core activities were divided into exploration, elaboration and confirmation. In exploration, the teacher delivered material related to integrated Islamic values and local wisdom. The next learning activity was when the teacher introduced Pop-Up Book media and explained its use steps. Before learning continued, the teacher provided an opportunity to ask if there was anything they did not understand. The next activity was elaboration. The teacher facilitated students to perform the work produced in front of the class. In implementing this learning, the teacher acted as a facilitator in the teaching and learning process using Pop-up book media. If there were students who had difficulty could ask directly to the teacher. Next, in confirmation activities, the teacher provided feedback and reinforcement.

In closing activities, the teacher and students concluded the lesson. They also evaluated and reflected on the activities that have been carried out. The teacher provided feedback on the learning process results, planned follow-up activities in learning, and assigned assignments individually according to student learning outcomes .

These activities are in line with Hunt's theory cited by Wati (2020), that the implementation or activities of teachers in classes include the following five stages: 1) Review is the initial part of the implementation of learning. In this case, the teacher can use about 5 minutes to review the previous material. This stage aims to allow the teacher to know students' level of knowledge, ability and experience. 2) Overview is the second step in learning. At this stage, the teacher conveys the learning program that will be studied that day. 3) Presentation is the stage of delivering learning material. At this stage, the teacher explains important materials related to learning objectives. In delivering

material, teachers need to use various strategies. 4) Exercise is a stage to provide opportunities for students to do exercises. The exercise in question is applying the material by doing something. 5) Summary is the final stage of the implementation of learning. In this stage, a teacher concludes from the material studied that day. In this case, it concludes the results of the students' discussions.

CONCLUSION

Integrating Islamic values and local wisdom using pop-up books fostered student learning activities. This is because students are homogeneous and come from one religion only, so any learning must still be integrated with Islam in terms of values to Islamic etiquette. So that the generation born from madrasas becomes a reflection of future generations who are civilized, tolerant, and have good knowledge and skills for life in the future. This research is recommended for Islamic elementary teachers to be able to develop their teaching materials following the needs of students to obtain holistic and meaningful knowledge.

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