Development of Teachbook Based On Surabaya's Local Wisdom Using the *Microsoft Sway Application* Theme 3 Healthy Food Subtema 1 in Class V Students of Sdn Pacar Keling V / 186 Surabaya

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Abstract: *The developed textbook on local wisdom. The textbook aims to describe the local wisdom possessed by each region, especially Surabaya to inspire students to be able to strive for its preservation from generation to generation to the next generation, and to inspire the human spirit in appreciating a difference in terms of the diversity of customs, religions, ethnicities, and foods. typical. The purpose of this research is to create a textbook as a complement to learning. This type of research uses the Research and Development (R&D) model of the Borg and Gall (in Masyud, 2016:227). Data collection techniques using interviews and student response questionnaires. The research instrument used was in the form of a test, namely a pre-testand post-test , as well as validation result sheet. The conclusion of this study is that textbooks based on Surabaya local wisdom can improve student learning outcomes and textbooks are declared good or suitable for use in the learning process.*

Keywords*: Textbooks, Surabaya local wisdom.*

INTRODUCTION

Learning is a learning activity that aims to provide changes in behavior and knowledge of students. Based on the learning curriculum, describes the level of competence that needs to be achieved by students as a form of success in carrying out education. The learning process cannot be separated from the use of textbooks, learning media, and systematic assessment. The series of important aspects become a systematic unified pattern in the implementation of learning. It is better if the learning process is carried out optimally and follows the alignment of policy development that demands an update, so that it has a good impact on the development of education. The realization of a learning process that gives a meaningful impression to participants is a form of supporting aspect in improving learning achievement.

Learning that was carried out during the COVID-19 emergency, could not run normally as usual. However, students must still get proper learning when face to face. Therefore, there is a big demand for schools to carry out learning activities during the pandemic, even though students are studying from home. The implementation of learning at home aims to anticipate the level of delay in the acquisition of knowledge for students. It is possible that the pandemic condition ends, students return to face-to-face learning, so that the learning process only remains to continue the next learning material from learning activities during the pandemic. The learning process expects students to be able to have high active participation and enthusiasm for learning at home. The achievement of learning success can be achieved maximally, although the learning process requires a structured strategy to support it.

In the current condition, there must be obstacles experienced by educators, namely the lack of success in the process of delivering textbooks for students. However, the current conditions do not allow the delivery of teaching materials that are delivered directly, so as an option it is done online. The process of delivering textbooks does not give the impression of being easy and understanding for students. Thus, students do not get a meaningful impression during the learning process, and lack contextual experience to inspire themselves in improving learning achievement. The obstacle that occurs is the need for a solution to a new policy in terms of developing teaching materials by paying attention to varied impressions, delivered online, and has a successful level of understanding for students.

The development of textbooks is structured to support the achievement of student learning competencies and alignment with basic competencies. Basic competencies are contained in the learning curriculum. The development of textbooks is not carried out without a standard and systematic basis for standardization. The developed textbook on local wisdom. The textbook aims to describe the local wisdom possessed by each region, especially Surabaya to inspire students to be able to strive for its preservation from generation to generation to the next generation, and to inspire the human spirit in appreciating a difference in terms of the diversity of customs, religions, ethnicities, and foods. typical. The local wisdom possessed by each region does not just disappear over time. Rationally, it is necessary to preserve the value of local wisdom that is more effective, so that students do not forget the local wisdom of the region which makes the uniqueness or selling point of the local wisdom of a region. In the learning process, it is necessary for students to understand local wisdom in the area where they live and strive for learning conditions from home that contain the latest information, as a form of supporting additional scientific insights and real benefits for students.

The textbook listed in theme 3 healthy food, sub-theme 1, how the body processes food, learning 3, explains about the advertisement "containing cassava per 100 grams". Lesson 4 explains the advertisement "peace exists, when we want to accept differences" which describes the diversity of religions in Indonesia and the charm of Tana Toraja. Thus, it is necessary to develop

teaching materials that seek students to be able to preserve the local wisdom of their region. The form of textbook development can be done in learning 3 by adding advertising material "Surabaya typical food", so that students are able to write advertising sentences, keywords, and observations of advertising images. Also, they can give assignments to make advertisements from Surabaya specialties that previously identified keywords, observed images, and students' advertising sentences had understood them. Learning 4 can be in the form of a brief description of the typical food of Surabaya, which previously was the charm of Tana Toraja.

The results of observations made in schools at the end of the KKPLP on the textbooks above describe the evidence of local wisdom in the Surabaya area, namely the typical food of Surabaya. The typical food of Surabaya has various types, namely: cingur salad, clover, lontong racing, mixed tofu, and rawon devil. Considering that typical Surabaya food contains balanced nutrition with the composition of ingredients from vegetables and meat. Vegetables and meat contain fiber and increase the immune system which is very good for the body, and is included in the category of healthy food. Humans consume a lot of vegetables and meat can have a positive impact on their lives and are useful for maintaining a balanced nutritional intake. Vegetables and meat processing can be a food that has a legendary taste and is used as a typical food of Surabaya. In introducing Surabaya specialties, it is usually done through the Surabaya festival as a form of commemoration of "Surabaya City Anniversary". During the learning process, you can insert important information related to typical food preparations in the form of learning materials. Thus, the local wisdom of Surabaya specialties can be recognized by the wider community and inspire students to love their local wisdom more.

Based on the results of the identification of problems that occurred in class V at SDN Ayah Keling V / 186 Surabaya, the textbooks used were still textbooks published by the Government, so they needed additional textbooks as a complement to the learning process. The materials used are still related to the local wisdom of Toraja charm which is a form of additional knowledge, but students must be more familiar with the local wisdom of Surabaya. This, influenced by the learning process must be contextual, so that the learning process is close to the environment around students. Constraints that occur to students are obtained from the provision of teaching materials only online, so that students find it difficult to meet face-to-face with educators and result in obstacles in communicative interaction. Educators strive to achieve maximum basic competencies for students, in order to obtain a complete level of success during the learning process.

Regarding the basic competencies in theme 3 healthy food, sub-theme 1, how the body processes food, there are two domains, namely the cognitive and psychomotor domains. Basic competence in cognitive domain 3.4 analyzing information conveyed by exposure to advertisements from print or electronic media. Meanwhile, in the psychomotor domain, 4.4 Re-demonstrating the information conveyed by advertising exposure from print or electronic media with oral, written, and visual assistance. By reviewing the alignment of problem identification with basic competencies, it is necessary to innovate new textbooks that include local wisdom. This is useful to inspire students to be able to explore real evidence of local wisdom owned by the area where they live. The acquisition of learning outcomes from writing skills emphasizes that students are able to identify keywords in advertisements through oral and written information. Thus, the learning process has the potential to realize a contextual experience and a meaningful impression for students.

RESEARCH METHODS

This research uses the type and design of development research with the aim of producing a product in the context of a particular field. Related to this context selection is the field of education. In general, development research is evocative of new innovations from the point of view of creativity as the basis for solving educational problems. This research was conducted at SDN Boyfriend Keling V/186 Surabaya in the even semester of the 2020/2021 academic year. The important reasons for choosing SDN Ayah Keling V/186 Surabaya as a development test site are because there are no Surabaya local wisdom-based textbooks at SDN Boyfriend Keling V/186 Surabaya, and the need to inspire students' understanding of SDN Paddy Keling V/186 Surabaya on the image of local wisdom. Surabaya.

The operational definition in this study is related to local wisdom-based textbooks which were developed in the form of textbooks containing material descriptions on the theme 3 Healthy Food, sub-theme 1 How the Body Processes Food (learning 1, learning 2, learning, 3, and learning 4) which provides teaching for students about healthy food advertisements from typical foods that reflect Surabaya's local wisdom. Typical food from Surabaya, namely cingur salad, clover, lontong racing, mixed tofu, and rawon devil. Also, the results of the development of textbooks can be studied from several aspects, namely aspects of product validity, student learning outcomes, and student responses to product development.

The research design for the development of evaluation of learning outcomes is the development of *research and development (R&D)* of the Borg and Gall model with 10 stages, namely: (1) Preliminary research, (2) Product development planning, (3) Initial product design development, (4) Design validation product, (5) Initial product revision, (6) Use trial, (7) Development product revision, (8) Product effectiveness test, (9) Final product and mass product, (10) Product dissemination and implementation. However, in this study only used 8 stages that can be studied scientifically.

The literacy process is carried out by looking for relevant research journals related to local wisdom of Surabaya, reading nutritious food recipes that are related to the typical food of the city of Surabaya, and observing the nutritional content contained in typical food of the city of Surabaya which is an important aspect in assessing and collaborating. with healthy food. Researchers

visited places selling typical food in the city of Surabaya by looking in detail at places of sale that were healthy, the raw materials used were still fresh, and the feasibility of consumers consuming typical food from the city of Surabaya as a healthy food category.

RESEARCH RESULTS AND DISCUSSION

Based on the Surabaya local wisdom-based textbook products, there are components in it, namely:

No.	Product Design Component Contents	Amount
1.	Cover of the front page of teaching materials.	1 Page
2.	Foreword	1 Page
3.	introduction	1 Page
4.	list of contents	1 Page
5.	Core Competencies	1 Page
6.	Basic Competency Mapping	1 Page
7.	Learning 1	15 Pages
8.	Learning 2	11 Pages
9.	Learning 3	7 Pages
10.	Learning 4	17 Pages
11.	Bibliography	1 Page

The front cover of the textbook contains identities, such as: textbook title, textbook description, theme, sub-theme. The cover design of the textbook contains pictures: typical Surabaya foods, namely: rujak cingur, mixed tofu, clover, lontong racing, and rawon devil. Foreword page, there are flower decorations and ribbons as a sweetener for the introductory display, which is useful for attracting the attention of students. The table of contents contains the important sections in the textbook. The introduction contains the intent and purpose of making textbooks. The core competencies contain detailed explanations related to the competencies of the affective, cognitive, and psychomotor domains. This aims to describe the expected competency achievements from the learning process of students. Basic competencies include indicators of basic competencies that contain the knowledge and skills that students need to achieve during the learning process. The learning objectives start from basic competency indicators which contain detailed aspects of the achievement of learning competencies. The task sheet contains practice questions that must be done by students in order to achieve learning objectives. Task sheets in each lesson are closely correlated with basic competencies (KD) and basic competency indicators in each lesson.

Lesson 1 explains about advertisements about rujak cingur and clover Surabaya advertisements which are evidence of Surabaya's local wisdom and include healthy foods that are rich in fiber content. The advertisement about the typical food is a form of introduction to students to maintain immune health by consuming vegetables. The assignment in learning 1 contains the information obtained after observing the advertisement image of rujak cingur and clover Surabaya. Learning 2 is related to the lontong racing advertisement and students are encouraged to write down the contents of the advertisement, who is the target, the meaning of the advertisement, the reason for making the advertisement. Writing this information, students are asked to create it in the form of *mind mapping* . Thus, students easily understand the information in the advertisement.

Lesson 3 is related to the advertisement of rawon devil's special food. The main ingredient in rawon devil is meat. Meat can improve the immune system for the body and is indispensable for consumption in the current pandemic era. Thus, starting from the rawon devil advertisement which urges the whole community to consume meat, it can be done through rawon devil. Learning assignment sheet 3 contains the identification of advertising elements, namely: advertising sentences, keywords, and image observations. Learning 4 short descriptions of the typical food of Surabaya, namely mixed tofu. The assignments in learning 4 are related to discussing with family members typical foods that they have encountered before other than the typical foods that have been described and comparing them with typical foods that have been encountered by friends. The bibliography contains reference materials for making textbooks that are used as a reference source.

The results of the validity of the development of Surabaya local wisdom-based textbooks from 3 validators, namely:

$$\text{Valpro} = \frac{srt}{smt} \; x \; 100$$
$$= \frac{88,27}{95} \; x \; 100 = 92,91$$

Based on the calculation of product validity, the Surabaya local wisdom-based textbooks achieved a score of 92.91 and were categorized as very feasibl based on the reference to the textbook validation criteria. This is because the scores of the 3 validators are in the score range of 81-100. The results of the validation of the *pre-test questions* , namely:

$$\text{Valpro} = \frac{srt}{smt} \; x \; 100$$
$$= \frac{37}{40} \; x \; 100$$
$$= 92,5$$

Based on the calculation of the validation of the *pre-test questions* reached a score of 92.5. The validation *of the pre-test* questions states that *the pre-test* items can be categorized as very feasible to be tested. This is because the scores of the 2 validators are in the score range of 81-100. In addition, the results of the validation of *post-test questions* , namely:

$$\text{Valpro} = \frac{srt}{smt} \; x \; 100$$
$$= \frac{37,5}{40} \; x \; 100$$
$$= 93,75$$

Based on the calculation of the validation of the *post-test questions,* it reached a score of 93.75. Post *-test questions* can be categorized as very feasible to be tested. This is because the scores of the 2 validators are in the score range of 81-100. The effectiveness of Surabaya local wisdom-based textbooks in this study was seen from the percentage of learning outcomes and student response questionnaires to the development of textbooks. The percentage of learning outcomes obtained from the test scores before learning (*Pre-test*) and learning outcomes (*Post-test*), while student responses to textbooks were obtained from data from filling out questionnaires in the form of *checklists* through *forms* carried out by students. The number of research subjects is 38 students. Data on learning outcomes can be seen in appendix 9. The following is the total completeness of student learning outcomes.

Table 4.1 Completeness Data on Student Learning Outcomes

Category of Learning Outcomes	Total
Complete	33
Not Complete	5
Amount	38

Based on these data, an analysis of the percentage of students' complete learning outcomes can be carried out, as follows.

$$E =$$

$$=$$
$$= 86.84\%$$

The results of the analysis above obtained the percentage of students' learning outcomes completeness, which is 86.84% and is declared very good because it occupies a value range of 81-100 on the learning outcomes criteria. In addition, in the calculation using the t-test in table 4.2, as follows.

Table 4.2 Test Calculation – t.

Paired Sample Statistics

		mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	71.45	38	15,063	2.444
	Posttest	84.08	38	12,727	2,065

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	38	.268	.104

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-12,632	16,915	2,744	-18,192	-7.072	-4.603	37	.000

Based on the data analysis above, the *paired samples statistics* show descriptive statistical results from both samples or *pre-test* and *post-test data* . *The mean* indicates that there is a significant difference in the average score between *the pre-test* and *post-test* with a sample of 38 students. *Paired samples correlations* show that there is a correlation or relationship between the two data or variables, namely the pre-test and post-test in the correlation test. This correlation uses *the person product moment* . It is known that the significance value is .104, which means that the value is greater than 0.05. The results of the decision-making correlation test stated that there was no relationship between the *pre-test* and *post-test* which was influenced by the results of a significance greater than 0.05. *Paired samples test* shows whether or not there is a difference between *pre-test* and *post-test* which we can observe from the basis of decision making, as follows.

1. If the value of *Sig.* (*2-tailed*) < 0.05, then there is a significant difference between learning outcomes in *pre-test* and *post-test data* .

2. If the value of *Sig.* (*2-tailed*) > 0.05 then there is no difference between learning outcomes in *pre-test* and *post-test data* .

Thus, decision making based on the value of *Sig.* (*2-tailed*) of 0.000 <0.05, it can be concluded that there is a significant difference between learning outcomes in *pre-test* and *post-test data* . Therefore, through textbooks based on Surabaya local wisdom, it shows an increase in student learning outcomes.

In addition to the percentage of learning outcomes, the effectiveness of textbooks can be seen from the responses of students, namely the positive responses of students to the textbooks presented from the data from the results of filling out student response questionnaires. The development of textbooks can be said to be positive if the percentage of student responses reaches a minimum score of 61% or is in the interested category. The results of student responses can be seen in table 4.3.

Table 4.3 Tabulation of Student Responses to Surabaya Local Wisdom-Based Textbooks

No.	Question	Answer Yes		Answer No		Description
		F	%	F	%	
1.	Do you think that Surabaya local wisdom-based textbooks can make it easier for you to understand the concept of the material?	38	100%			Very good
2.	Do you understand the language used in the Surabaya local wisdom-based textbooks?	38	100%			Very good
		F	%	F	%	
3.	Are you happy if learning Indonesian is combined with local wisdom?	38	100%			Very good
4.	Can the use of Surabaya local wisdom-based textbooks be a new innovation in learning Indonesian?	38	100%			Very good
5.	Can the use of Surabaya local wisdom-based textbooks inspire learning motivation?	38	100%			Very good

No.	Question	Answer Yes		Answer No		Description
		F	%	F	%	
6.	Can the use of Surabaya local wisdom-based textbooks provide an understanding of keyword material in advertisements?	38	100%			Very good
7.	Does the existence of local wisdom textbooks make classroom learning effective?	38	100%			Very good
8.	Are you interested in the design of Surabaya local wisdom-based textbooks on *Microsoft Sway* ?	38	100%			Very good
9.	Are you interested in the design of Surabaya local wisdom-based textbooks (covers, writings, pictures, and illustrations)?	38	100%			Very good
10.	Is there a close relationship between learning materials and pictures used in local wisdom-based textbooks?	38	100%			Very good

Based on the results of filling out the tabulated questionnaire above, the textbook product can be said to get a positive response because at each *point* it gets a score of 100%. Analysis of the percentage of student responses to textbooks, as follows:

$$P =$$

$$=$$
$$= 100\% \text{ (Very Good)}$$

CONCLUSIONS AND SUGGESTIONS

Based on the results of the research "Development of Surabaya Local Wisdom Based Textbooks Using the *Microsoft Sway Application* Theme 3 Healthy Food Subtheme 1 for Class V Students at SDN Ayah Keling V / 186 Surabaya" can be concluded, as follows:

1. The product development of textbooks based on local wisdom in Surabaya using the *Microsoft Sway application,* theme 3, healthy food, sub-theme 1, in class V, is formed coherently and systematically. Surabaya local wisdom-based textbooks consist of (1) the front cover page of the textbook; (2) preface; (3) Table of contents; (4) Introduction; (5) Core Competencies and Basic Competencies; (6) Learning Objectives; (7) assignment sheet; (8) Bibliography.

2. The results of the validity of the development of Surabaya local wisdom-based textbooks using the *Microsoft Sway application* in grade 5 theme 3 healthy food sub-theme 1 SDN Ayah Keling V / 186 Surabaya showed very good and valid results. The results of the validation of Surabaya local wisdom-based textbooks by 3 validators reached a value of 92.91 with a very decent category. The acquisition of student learning outcomes is 86.84% with a minimum score of 75. All students give a positive response with a percentage of 100% to the Surabaya local wisdom-based textbooks. The effectiveness of textbooks can be seen from the decision making based on the value of *Sig* . (*2-tailed*) of 0.000 <0.05, it can be concluded that there is a significant difference between learning outcomes in *pre-test* and *post-test data* . Therefore, through textbooks based on local wisdom Surabaya can improve student learning outcomes and textbooks are declared good or suitable for use in the learning process.

5.2 Suggestions
Suggestions that can be given based on research are as follows.

1. For teachers, it is hoped that it can inspire teacher motivation in creating learning innovations that can provide enthusiasm for learning to students.

2. For school principals, being able to provide motivation and innovation to teachers to create the development of textbooks that are more contextual to the environment around students.

3. For other researchers, the results of this study are expected to be used as a reference source in developing textbooks

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