Development of Teaching Materials for Multicultural Education Literacy in Integrating Baduy Tribal Culture in International Elementary Schools

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Abstract

Subitizing, the ability to rapidly and accurately recognize small quantities of objects without counting, has become a primary focus in developing numeracy understanding in early childhood. The research uses a qualitative approach with literature study techniques. The study aims to provide a comprehensive overview of the concept of subitizing, learning trajectories, and recommendations for teaching it to young children, as well as concrete examples from research involving multidisciplinary approaches. The findings indicate that current research explores various aspects of subitizing, ranging from effective teaching strategies to learning trajectories appropriate for children's developmental stages. Effective subitizing instruction includes the use of relevant number concepts in everyday interactions, practicing naming small collections of objects with numbers, and repeated experiences in recognizing and naming groups of objects. Subitizing learning trajectories encompass developmental processes and the creation of task-supportive environments, ranging from unconscious number understanding to the ability to recognize quantities up to 10 objects. Various research outcomes also highlight the application of subitizing in technology development, such as subitizing games to enhance children's mathematical abilities and assistive software for children with dyscalculia. Studies in psychology and health fields reveal the complexity of the relationship between subitizing and cognitive functions, such as in children with specific conditions like Cerebral Palsy or brain injuries. With a multidisciplinary approach, current research continues to expand understanding of the benefits of subitizing and its implications in various contexts, from education to health, aiming to enhance children's learning and well-being holistically.

Keywords: literacy, primary school, baduy

Introduction

Education is a means to progress to a better position as well as a guarantee of future survival. Education is an absolute necessity for all individuals. Therefore, education is obtained not only through formal means, but also through practical experience. Primary school students undergo a comprehensive and integrated learning process tailored to their age. Education is a crucial sector in the development of a nation, as its progress is an indicator of the quality of a country as a whole. In the Indonesian context, characterized by a wealth of cultural diversity, cultural literacy should be incorporated into the curriculum, starting at the international primary school level. Indeed, international schools receive a diverse student body, consisting of both Indonesian citizens and foreign nationals who have temporarily moved to Indonesia for the purpose of settling down.

Based on the curriculum in international schools, Cambridge, Singapore and Chinese curricula are implemented at the primary level. Therefore, it is necessary to integrate Indonesian culture. The introduction to Indonesian culture will open students' minds to the reality and life in other countries. Not only that, learners have knowledge about Indonesian culture which can

strengthen the relationship between learners and this country. Preserving the culture and heritage of international learners can also be a positive agent of change in supporting the sustainability of traditional cultures in Indonesia.

International curriculum-based schools focus on global standards and international perspectives. While it is important to prepare students for global challenges, a balance with local cultural content ensures that students are also prepared to face and contribute to their home or region. By its very nature, culture knows no geographical boundaries but is universal and therefore interacts across cultures wherever one comes from and grows up. This balance supports the development of individuals who are globally minded but remain firmly rooted in local culture. Local content allows the international curriculum to be more relevant to the local context. Students will study material that is closer to their daily lives and understand local issues. For example, studying local customs and neighborhoods will make learning more meaningful and applicable to students. International curricula such as Cambridge do not fully cover important aspects of local culture and history. By adding local content, the curriculum becomes richer and more diverse, giving students a more holistic education. The integration of local content in schools based on international curricula such as Cambridge is crucial to ensure that students not only get an internationally standardized education, but also remain connected to their local culture.

Local content can only be applied to cambridge curriculum-based international schools in Indonesia. This is because in this case, there is a merger between the international curriculum and the independent curriculum which includes multicultural learning. This not only enriches their learning experience but also shapes them into balanced, globally minded individuals who still value their cultural roots. Learning local cultural content in international schools, where the students are foreign nationals, will make the subject matter more meaningful and applicable.

In relation to Indonesian language subjects, the Merdeka Curriculum explains that language is a carrier of knowledge. That is, language is a means of conveying knowledge. All students will need language skills as a learning tool to master various other subjects. It can be said that the success of student learning is greatly influenced by their ability to speak. This is because each subject basically aims to impart information to students, and that information is in the form of language.

Distribution in multicultural education in Indonesia is by promoting regional culture. In this description, the cultural object as a form of multicultural learning is learning about the customs of the Baduy tribe. Culture is an inseparable part of Indonesia's cultural diversity. The Baduy people, who live in Banten Province, maintain their traditions and values firmly, even in the midst of increasingly strong modernization. The existence of Baduy culture is not only a valuable cultural heritage for Indonesia, but also a rich source of knowledge of local wisdom values. Currently, the literacy about Baduy is quite increasing in national schools from elementary to high school level. However, the introduction and understanding of Baduy culture is still limited among International School students, especially at the elementary level. Therefore, the development of teaching material methods in international schools that have a curriculum concept focusing on Baduy cultural literacy should be developed and distributed into international school education. Multicultural education in elementary schools has a significant role in shaping students' understanding and attitude towards cultural diversity from an early age. However, there is still a gap in the provision of relevant and contextual teaching materials that can accommodate the diversity of local cultures in Indonesia. Although Baduy culture is rich in noble values and local wisdom that can be taught to students, it is often less exposed in the formal education curriculum, especially in international schools.

In line with the explanation above, this research is supported by relevant research conducted by Ratih Salviana (2021) in her writing entitled Development of Flipbooks Based on Tolerance and Mutual Cooperation Characters in Class IV SD. Researchers conducted this research in response to the lack of resources for educators to help foster students' tolerance

and cooperation capacity. This is because educators have not been creative in utilizing resources to foster moral development in their students. One of the similarities among these studies is the use of the ADDIE model in the creation of teaching materials; furthermore, to collect data, experts in the field were asked to fill out a validation questionnaire on the feasibility of the flipbook, and both teachers and fourth graders were asked to rate the practicality of the online course. The effectiveness of the flipbook was assessed by giving it to fourth grade students. The flipbook was declared practical, practical, and effective to use in learning in grade IV SDK Marga Bhakti Malang City, the effectiveness test results reached an average score of 92 with a high category.

This research is also relevant to research conducted by Septiadi Pendi (2022) entitled Development of Elementary School Thematic Flipbooks Containing Local Wisdom of the Baduy Tribe Using Website Book Creator at SDN 1 Ciparasi, Lebak Regency. The purpose of the study was to develop teaching materials in the form of Thematic flipbooks for elementary schools with local wisdom content of the indigenous people of the Outer Baduy tribe of Lebak Regency. This research uses the Research and Development (R&D) model of the Brog and Gall model. The subjects of this research were fourth grade students at SDN 1 Ciparasi, Lebak Regency. The instruments used are flipbook feasibility instruments, product effectiveness instruments and student response instruments. The results of measuring product feasibility based on material aspects and multimedia aspects obtained an average value of 90% with a very feasible category. Overall, the flipbook developed is very feasible to use as teaching material for grade IV elementary school students.

Based on several relevant studies, these studies share similarities in the teaching material development model. Some of them are Research and Development (R&D) ADDIE models. The process of obtaining product validation or teaching materials also has the same subject, namely elementary school students. What is an update on the subject is that the researcher chose to integrate this multicultural-based teaching material in an international elementary school which incidentally has bilingual students between foreign nationals and Indonesian citizens. Even though international elementary schools use foreign curriculum globally, this research is expected to be able to become teaching materials that reinforce the introduction of traditional cultures in Indonesia.

The gap between regular and international school teaching materials raises important questions: How can teaching materials that integrate Baduy culture be developed to support multicultural education literacy in international elementary schools? The lack of integration of local culture in teaching materials not only ignores the richness of existing cultures, but also has the potential to undermine efforts to form national identity and respect for diversity among students.

Therefore, this research is important to fill the gap by developing teaching materials that not only teach literacy skills, but also instill multiculturalism values through the introduction of Baduy culture. Thus, students in international primary schools can learn to appreciate and respect cultural diversity from an early age, as well as understand the importance of preserving local culture in the midst of globalization.

Metode

This study uses the Research and Development research model to produce or develop certain products, either from products that have been created or create new products. The product goes through certain stages and processes by testing the effectiveness of the product. Thus researchers can produce solutions or innovations that are better, more effective, and in accordance with the needs or problems faced. This model also allows researchers to conduct research with a structured and systematic approach. So the development research model used in this research is the ADDIE development model, namely analyze, design, develop, implement, evaluate. The description of the stages of the ADDIE development model is as follows:
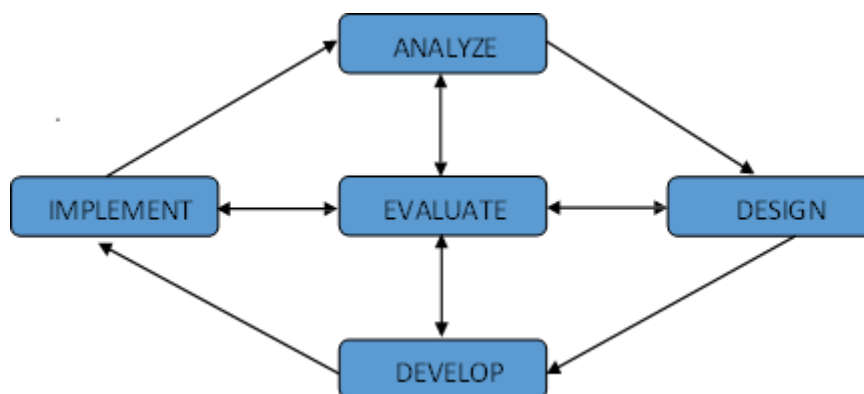
The ADDIE development research model was chosen because the ADDIE model is programmatically arranged in a systematic sequence that is used to solve learning problems in accordance with the characteristics and needs of students related to learning resources (Branch, 2009: 2). In addition, ADDIE has stages that are easy to understand and apply to develop teaching products, multimedia and so on. At each stage of the development process, researchers have the opportunity to evaluate. Based on this, the calculation of the average value can be formulated as follows: $\Pi = \sum x \div (n \times a)$. A set of criteria based on an evaluation scale (with scale 1 as the lowest scale and scale 4 as the highest scale) was used to ensure the significance of the findings of the mean score analysis. The subjects selected in this study were 27 fourth grade students at Hilaris School in Tangerang City.

Results and Discussion

Based on the results of data collection in the form of observation and documentation, the results of the classification of Banten Baduy cultural integration in international primary school teaching materials were found. The description of the results and discussion are as follows.

Analysis

The analysis carried out by researchers at this stage is to conduct a needs analysis. The process carried out is through interviews, observation and documentation activities carried out before conducting research. Researchers analyzed the characteristics of students who would be the subject of the development of Baduy multicultural literacy flipbook teaching materials at Hilaris School Elementary School, Tangerang City. While the material analysis refers to the demands of learning outcomes that students have for the products developed. This adjusts the components in the Flow of Learning Objectives and the needs of literacy learning at Hilaris School Elementary School Tangerang City. In accordance with the development stage of the ADDIE model, in this analysis the researcher will also conduct an evaluation in the form of combining the suitability of the material with the learning level of the students.

Design

This design stage is where researchers begin to plan learning products. In the planning stage, there are three focuses of discussion including; selection of materials tailored to the characteristics of students and competency demands, strategies in implementing product development, and assessment and evaluation methods used. The selection of materials in addition to adjusting to the characteristics of students and the demands of the Learning Outcomes (CP), researchers also compiled literacy-based questionnaires. Researchers designed Baduy multicultural flipbook teaching materials in the form of: (1) Baduy cultural material, (2) Baduy cultural context, (3) quiz on multicultural literacy context in the form of multiple choice, match, fill in the blank, hotspot.

Development

This development stage aims to produce new products through several processes, namely the first process of assessing media experts and material experts who are tasked with validating. Validation is carried out to two experts, namely media experts and material experts. So that the results of validation by experts can be used as material for improving the products developed as well as to find out whether the media products that have been developed are worth testing. Media products in this research are teaching materials through Baduy culture. Furthermore, the second process is the trial of products that have been developed, this process aims to get the maximum assessment and results from the flipbook developed so that it is feasible to use. Data on the results of validation assessed by design and material experts can be seen in the table below.

Table 1.

Design Expert Assessment Data

Aspect	Design expert score I	Design expert scoreII
Suitability of cover design with learning materials on teaching materials	4	4
Image layout on the cover of teaching materials	4	5
Image layout on learning materials	4	5
The suitability of the selection of images and fonts on each instruction in teaching materials	4	4
Appropriateness of the selection of fonts used in teaching materials	4	4
used in teaching materials	4	4
Appropriateness of the selection of font size	4	4
used in teaching materials	4	4
The suitability of the image on the display of teaching materials	4	5
Accuracy of image placement in teaching materials	4	4
Appropriateness of the use of images in teaching materials	4	4
Accuracy of image size in teaching materials	4	4

Table 2.

Data Recapitulation of Design Expert Validation Results

Validation	Average	Description
Design Expert Validation I	4	Valid
Design Expert Validation II	4,2	Invalid
Total	8,2	
Average	4,1	Valid

The result of design expert I's validation was 4 out of 5 indicating a "valid" status, and the result of design expert II's validation was 4.2 out of 5 indicating a "Very valid" status. As a result of the design experts restating the validation data, an average "valid" score of 4.1 was achieved. Some parts were rated as excellent, and the validation findings were obtained from 12 assessment criteria with an average of good answers. The validator also provided suggestions on how to improve the design-based teaching materials, such as using one typeface, using bright colors that are appropriate for children's age, and changing the font size depending on its position.

Table 3.
Material Expert Research Data

Aspect	material expert score
Suitability of material with basic competencies	4
The suitability of learning objectives with indicators	4
Suitability of learning material with learning objectives	3
Suitability of exercises with learning materials	4
Suitability of instructions in teaching materials	4
Completeness of learning material	4
Clarity of learning material	4
Depth of learning material	3
The collapse of learning material	5
Ease of understanding learning materials	4
Accuracy of coverage of learning materials	4
Suitability of brief information with learning material	4
Suitability of summary with learning material	3

Table 4.
Data Recapitulation of Material Expert Validation Results

Validation	Rata-rata	Keterangan
Validasi Ahli Materi	3,8	Valid

The average score obtained was 3.8 with the category "valid" based on the validation results provided by the subject matter experts. Using an average of good responses on 13 evaluation criteria, the validation results found; one of the criteria, namely material stability, was very strong, and the other three criteria were adequate but could possibly be improved. The validators provided feedback on how to improve the picture story-based teaching materials. The feedback was in the form of suggestions to make the material more in line with the KD, learning objectives, and indicators, as well as clarifying and expanding the content of the material.

Implementation

At this stage, researchers conduct trials directly in the field to find out the response of students, as well as the teacher's response to the literacy flipbook through Baduy culture. So that from the results of the teacher's response, shortcomings or weaknesses can be found as evaluation material which will then be improved by the researcher. The response that researchers want to know is the response of students and teachers to the feasibility of multicultural literacy flipbooks that have been developed as a supporting tool in literacy learning that adjusts the Learning Outcomes (CP) of the Merdeka Curriculum Indonesian language at Hilaris School Elementary School, Tangerang City by using a type of literacy-based quiz. At the implementation stage, it is adjusted to the following Indonesian Learning Implementation Plan.

I.	**INFORMASI UMUM**
	IDENTITAS BAHAN AJAR

Satuan Pendidikan : LKM Hilaris Primary School

Fase/Kelas   : B/4

Mata Pelajaran   : Bahasa Indonesia

Tema   : Indahnya Kebersamaan

Waktu   : 35 menit x 2JP

CAPAIAN PEMBELAJARAN

Pada akhir fase B, Peserta didik mampu menjelaskan ide pokok dan ide pendukung dari sebuah teks yang terus meningkat sesuai jenjangnya.

KOMPETENSI AWAL

1. Mencermati gagasan pokok dan gagasan pendukung yang diperoleh dari teks lisan, tulis, atau visual
2. Menata informasi yang didapat dari teks berdasarkan keterhubungan antar gagasan ke dalam kerangka tulisan

PROFIL PELAJAR PANCASILA

1. Mandiri

   Melalui cara melatih peserta didik untuk tidak bergantung kepada teman saat melaksanakan kegiatan pembelajaran.

2. Bernalar kritis

   Melalui cara melatih peserta didik dengan pertanyaan dalam peristiwa kehidupan sehari-hari yang berhubungan dengan topik materi.

3. Kreatif

   Melalui cara melatih peserta didik berinovasi dalam mengajukan ide yang berhubungan dengan topik materi.

TARGET PESERTA DIDIK

Peserta didik kelas IV reguler (bukan berkebutuhan khusus)

MODA PEMBELAJARAN

Tatap Muka

PENDEKATAN, MODEL, DAN METODE PEMBELAJARAN

Pendekatan : Scientific
Model   : Problem Based Learning (PBL)
Metode   :Penugasan, Pengamatan, Tanya Jawab, Diskusi dan Ceramah

II. KOMPETENSI INTI
TUJUAN PEMBELAJARAN

1. Melalui kegiatan menyimak pengertian ide pokok dan ide pendukung yang disajikan dalam media pembelajaran flipbook, peserta didik dapat menganalisis pengertian ide pokok dan ide pendukung dalam bacaan dengan benar. (C4)
2. Melalui kegiatan menyimak pengertian ide pokok dan ide pendukung yang disajikan dalam flipbook, peserta didik dapat menyeleksi perbedaan ide pokok dan ide pendukung dalam bacaan dengan benar. (C4)
3. Melalui kegiatan diskusi bersama guru, peserta didik dapat menemukan ide pokok dan ide pendukung pada setiap paragraph dalam bacaan dengan benar. (C4)

4. *Melalui kegiatan diskusi kelompok, peserta didik dapat menyampaikan hasil kerja kegiatan diskusi kelompok di depan kelas dengan percaya diri. (P5)*
5. *Melalui kegiatan literasi "Jendela Suku Baduy", peserta didik dapat menemukan ide pokok dan ide pendukung pada setiap paragraph dalam bacaan dengan benar. (C4)*
6. *Melalui kegiatan mengamati gambar yang disajikan dalam media pembelajaran flipbook, peserta didik dapat menyusun ide pokok dan ide pendukung berdasarkan gambar dengan benar. (C6)*

Capaian Pembelajaran:

Peserta didik mampu memahami ide pokok (gagasan) suatu pesan lisan, informasi dari media audio, teks aural (teks yang dibacakan dan/atau didengar), dan instruksi lisan yang berkaitan dengan tujuan berkomunikasi. Peserta didik mampu memahami ide pokok dan ide pendukung pada teks informatif.

MATERI PEMBELAJARAN
Gagasan Pokok
Gagasan Pendukung
Paragraf
Teks tulis dan visual
Mencermati gagasan teks tulis dan visual

SARANA DAN PRASARANA
Media elektronik flipbook "Jendela Suku Baduy"
Internet

KEGIATAN PEMBELAJARAN

KEGIATAN	DEKSKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	1. Siswa memulai kegiatan dengan berdoa. 2. Siswa diajak guru untuk mencermati *flipbook* Jendela Baduy	10 menit
Kegiatan Inti	1. Siswa mengamati teks tulis 2. Siswa membaca informasi mengenai paragraf, gagasan pokok, dan gagasan pendukung 3. Siswa mencermati gagasan pokok dan gagasan pendukung yang diperoleh dari teks tulis dan visual 4. Siswa berlatih menemukan gagasan pokok dan gagasan pendukung pada setiap paragraf dalam teks *flipbook* 5. Siswa berlatih mencermati keterhubungan antar gagasan yang didapat 6. Siswa praktik menyajikan hasil pengamatan tentang keterhubungan antargagasan ke dalam tulisan secara berkelompok	50 menit
Kegiatan Penutup	1. Siswa membuat kesimpulan kegiatan hari ini. 2. Siswa menuliskan refleksi dari kegiatan yang telah dilakukan.	10 menit

ASESMEN

Penilaian Pengetahuan

Instrumen penilaian: tes tertulis (skala 1—100)

Rubrik Kegiatan Menyajikan Keterhubungan Antar Gagasan

No	Kriteria	Baik Sekali 4	Baik 3	Cukup 2	Perlu Bimbingan 1
1.	Kemampuan menyebutkan gagsan pokok dan gagasan pendukung	Siswa mampu meyebutkan gagasan pokok dan seluruh gagasan pendukung.	Siswa mampu meyebutkan gagasan pokok dan 2 gagasan pendukung.	Siswa mampu meyebutkan gagasan pokok dan 1 gagasan pendukung.	Siswa mampu meyebutkan gagasan pokok atau 1 gagasan pendukung.
2.	Kerja sama kelompok	Seluruh anggota kelompok berpartisipasi aktif.	Setengah atau lebih anggota kelompok berpartisipasi aktif.	Kurang dari setengah anggota kelompok ber partisipasi aktif.	Seluruh anggota kelompok terlihat pasif.

Evaluation

The next step, after testing, is to assess the product by having instructors and students fill out surveys regarding the course materials. Teachers and students were asked to fill out surveys that measured their level of satisfaction with the lesson plans developed and implemented. Instructors and students were each given a survey to complete in relation to the course content. The results of the student and teacher responses can be seen in the table below:

Table 5.
Data on Student and Teacher Responses

Inquiry	Average	Description
Learners	3,6	Very Practical
Teacher	3,4	Very Practical

To conduct the evaluation, 27 students were given a questionnaire to complete regarding their thoughts on the subject matter. With an average score of 3.6, this survey showed that students had a positive reaction to the subject matter. Only two of the twenty-seven students who participated in this survey gave the Baduy culture-based lesson a good grade, while the other twenty-five students gave it an excellent grade. The evaluation was conducted at the same time as attaching the survey to the teacher on the subject matter. The teacher gave the lesson plan an average score of 3.4 which is classified as very good. Five parts of the evaluation process contributed to this finding. The teaching tool is good because it simplifies knowledge transfer, is aesthetically pleasing because it is rooted in Baduy culture, and helps students understand the material better through the use of visual stories. While this is the case, the Baduy culture ensures that the product is easy to understand and use, and the language is clear.

Development Process

According to Branch as cited in Sugiyono (2019) developing learning design with the ADDIE approach which is an extension of analysis, design, development, implementation and evaluation. Researchers use the ADDIE model of analysis, design, development, implementation, and evaluation to create learning plans. The research took inspiration from the Baduy culture to create educational resources. Here is the flow of the development process.

Chart 1.
Teaching Material Development Process
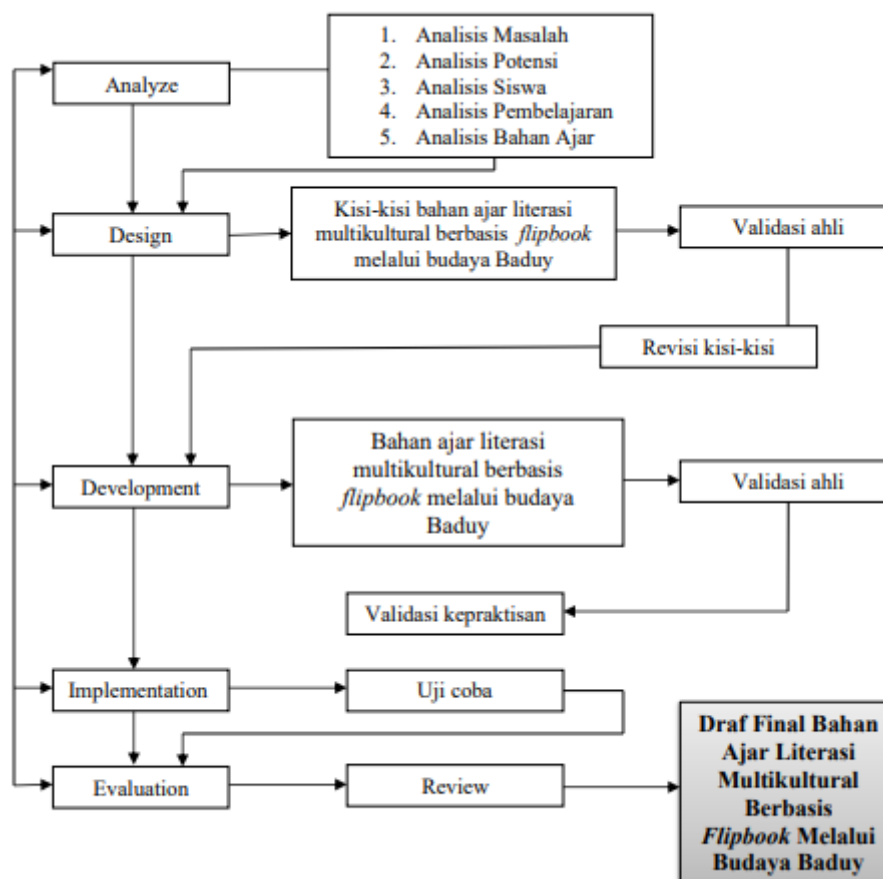
There is only one execution of the validation stage. Based on the validation results, we can determine the level of validity related to the design. Valid with various improvement suggestions from the validator, such as the need for brighter colors, consistent fonts, and a cover that matches the content delivered. While in terms of material, we have determined the level of validity, which is valid with many development notes, including clarifying the suitability of the material with the KD and its objectives. When it was time for implementation, researchers distributed the lesson plans that had been approved by both validators. For both students and teachers, the implementation process was only done once. Two groups of twenty-seven students were divided for the implementation procedure. The researcher examined how students and instructors reacted to the learning resources based on picture stories during the evaluation stage. Data collected from student and teacher surveys regarding their experiences with the subject matter were used to inform the evaluation process. The evaluation was conducted by 27 students and a teacher using data collected from the response questionnaire attached to the course materials.

Validity Level of Teaching Materials

To ensure the validity of educational resources containing Baduy culture, validation is conducted through expert validators, especially design and material experts. The validation results of this research show the validity of visual story-based teaching materials. This research uses feasibility test as its validation. The purpose is to ensure the final item is good enough to be used in the classroom. The material components should be based on current knowledge (content validity) and all components should be consistently linked to each other (construct validity).

Validation conducted by design and material experts in this study confirms that Baduy culture-based teaching material products are valid and ready to be tested. Aulani et al. (2021) found that the results of media expert validation showed that the product in the form of a Baduy culture-

based reading literacy book with character values developed by researchers was suitable for use with a result of 4.65 with a very good category. This also gives confidence in the findings of this validation.

Level of Learner Response to Teaching Materials

Students were then asked to test the teaching materials that had been approved by the validators. Student and teacher responses to the teaching materials are needed to determine their suitability. By using a survey that asks students and teachers about their experience with Baduy culture-based lesson plans, we can determine how responsive students are to these resources.

The pilot test conducted as part of this research showed that students and instructors gave positive responses to the product, indicating that it is ready for use. With a response rate of 94.5 percent, it was clear that students were enthusiastic about the idea of incorporating elements of Baduy culture into their education.

Conclusion

Results from product validation, research with fourth grade students at Hilaris School in Tangerang City, and overall data analysis indicate that this Baduy-themed educational resource is worth testing, and both students and instructors gave it high marks. This brings us to the following specific findings: (1) With an average score of 4.1, the validity level of Baduy culture teaching materials is considered "Valid" according to the validation results obtained from design experts. This level of validity indicates that Baduy culture-based educational resources are acceptable for use in assessment. (2) With an average score of 3.8, Baduy culture teaching materials are declared "Valid" according to the validation results of material experts. This level of validity indicates that Baduy culture-based educational resources are acceptable for use in assessment. (3) Students' response to the Baduy culture teaching materials is rated as "very good" with an average score of 3.6. Teacher response to the materials was rated "very good" with an average score of 3.4.

The extent to which students and instructors gave positive responses to the course materials indicates that the materials are effective. Based on the results, the benefits for educators are that this research is expected to be an innovation for support in teaching so that it can attract students' interest in learning and motivation for students to achieve the best learning outcomes. This research can be an inclusive tool to broaden teachers' horizons in integrating multiculturalism in the curriculum. Teachers can use this flipbook to teach students about cultural diversity. This research can experience novelty for future researchers by increasing the correlation between the follow-up study on the impact of multicultural literacy learning to be a starting point for further studies on the impact of multicultural literacy learning on students' understanding of cultural diversity, their attitudes towards other cultures, and their literacy skills in general. Future researchers can utilize the findings and methodology that has been developed to expand the understanding of the importance of developing flipbooks that are more authentic and relevant to the cultural context.

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