

## INTEGRATION OF MADURA LOCAL CULTURE IN CLASS IV SCIENCE CONTENT THEME 2 BANYUAJUH 6 ELEMENTARY SCHOOL

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### ABSTRACT

*Local potential or local culture is a habit or view of residents in an area such as on the island of Madura and can be linked to existing learning in schools, especially science learning. This study aims to determine local potential in Madura which can be integrated into science learning. The method used is descriptive qualitative research. The results of this study indicate that the integration of local potential in learning in schools is very important. This besides being able to increase students' understanding of the material can also provide insight to students regarding local potential in their area so that student awareness will grow and be able to maintain local cultural potential in the future. Local potential integration can be included in science subjects. Some of the local potentials that are included in Banyuajuh 6 are such as Api tak Kunjung Padam which is geothermal and daul music which is a variety of sounds.*

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## **A. Introduction**

In this sophisticated era, education in every country has progressed quite rapidly, including in Indonesia. Gradually, education in Indonesia has almost been able to equate with developed countries. With the advancement of technology in education in Indonesia, many changes have been made. Among them is the lack of understanding of the importance of local culture in Indonesia, such as that on the island of Madura. Local culture has a very close relationship with the people in that environment (Naomi Dyah Budi Styaningrum, 2018: 102). Meanwhile, according to (I Made Ari Winangun, 2020: 68) local culture is positive human behavior related to nature and the surrounding environment which originates from values, customs and also natural phenomena.

In other words, local culture is everything that becomes a habit of the community and becomes a view for people in certain areas. Education cannot be separated from culture in the Law of the Republic of Indonesia 2003, which states that community-based education is the implementation of education based on the characteristics of religion, social, culture, aspirations and potential of the community as an embodiment of education from, by and for the community. To instill an understanding of the importance local culture there are several ways that can be done, such as connecting local culture with learning in schools, one of which is in science learning. Learning is an assistance provided by the teacher with the aim of the process of acquiring knowledge and knowledge, mastery, character and the formation of attitudes and confidence in students themselves, (Zakky, 2020). While science is a lesson related to the environment and knowledge about living things. The potential or local culture on the island of Madura is very diverse so it is appropriate to include it in activities or to be connected to subjects including science. In accordance with the 2013 curriculum, science learning in elementary schools is integrated with other subjects, the scope of science subjects in elementary schools has the scope of science, namely scientific work, as well as the work safety of living things and human, animal and plant life systems, science learning looks contextual therefore schools or teachers must be able to connect science learning with the surrounding environment and culture in regions in Indonesia, (I Made Ari Winangun, 2020: 68). This study aims to analyze material that can be related to culture on the island of Madura, as well as being able to introduce local culture or potential that exists on the island of Madura with learning in schools. This is very important to implement so that elementary school students

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know what local potential and local culture exist on the island of Madura and how it relates to the natural sciences being studied.

## B. Method

In this study using a qualitative research model, the research subjects were class IV theme 2 student books conducted at UPTD SDN Banyuajuh 6. The method used was descriptive method, by analyzing student books and observing local potential in Madura. , to be exact in Pamekasan and Bangkalan districts as well as mapping the basic competencies in the student books for class IV theme 2. The tool used in this study was a mobile phone as a documentation tool, then the instrument used was observation at the UPTD SDN Banyuaju 6 precisely in class IV.

## C. Result and Discussion



Picture 1. Daul Music



Picture 2. Api tak kunjung padam

**Table 1.** Integration of Local Culture in Basic Competence class IV Theme 2

Local Culture	Basic competencies
Musik Daul	3.6 Applying the properties of sound and its relation to the sense of hearing 4.6 Presenting the results of an experimental report on the properties of sound.
Api tak Kunjung Padam	3.5 identifying various sources of energy, changing forms of alternative energy such as water, wind, solar, geothermal, organic and nuclear fuels in everyday life. 4.5 Presenting reports on the results of observations and information tracking on various forms of energy changes.

Madura has a lot of interesting local potential, ranging from culture to natural potential, there are several local potentials that are taken and included in this research, namely the Api tak Kunjung Padam and the culture of daul music. Music daul is a native Madurese culture that uses music as its cultural icon, while the Api tak Kunjung Padam is a natural potential in Pamekasan, these two local potentials are included in the science content which discusses the hearing system and also geothermal energy, at SDN Banyuajuh 6 itself some students still don't know about the Api tak Kunjung Padam and Daul Music, so it is very suitable to be integrated into science learning while at the same time prohibiting or introducing culture in Madura. In learning science for class IV in the student book theme 2 there is material that discusses these 2 materials. on the material above on local wisdom or potential in Madura which has integration with existing material in class IV student books, the first is uldaul music which can be included in basic competencies 3.6 and 4.6, where in these basic competencies it focuses more on sound, while in uldaul music the sounds produced are varied, so that students can be more critical and sensitive to the nature of sound. Furthermore, the fire does not go out, this phenomenon is the result of geothermal energy which produces fire that cannot be extinguished, the fire that does not go out also has a connection with the basic competency class 4, namely KD 3.5 and 4.5 which discusses alternative energy and also geothermal energy. If we examine more deeply, there are many regional potentials that can be integrated into the content of natural sciences. Because it is still related to the environment and natural phenomena.

#### **D. Conclusion**

Integrating local potential in learning in schools is very important, in addition to students understanding the essence of the material being studied, students can also gain a deeper understanding of the local potential in their area so that student awareness will grow and be able to maintain local cultural potential in the future. In addition, the integration of local potential can also be linked to science learning, especially in class IV at the UPTD SDN Banyuajuh 6, such as the Api tak Kunjung Padam which is geothermal and daul music which is a variety of sounds. Hopefully, this research can provide an overview for educators so they can relate material that is right to be associated with local potential so that students not only understand the material but can also understand the local culture.

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