

## Development of Thematic Teaching Materials Based on Historical Sites in Learning Reading Comprehension Skills

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### Abstract

*This research is to find out the Development of Thematic Teaching Materials Based on Historical Sites for Learning Reading Comprehension Skills for Grade IV Elementary School Students. Research and Development research design consisting of 10 steps; Research and Information Collecting, planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, Dissemination and Implementation. The population is fourth grade elementary school students. Sampling technique with purposive sampling . Research instruments in the form of interviews, observations, questionnaires, tests, and product validation instruments. Quantitative and qualitative data analysis is descriptive. The results of observations of teacher learning did not use learning media, all children were less interested and less active. Student observations showed a lack of understanding of the material presented, less active. Teacher observation , not using easy material, not using coherent media ,. Development of teaching materials compiling materials, measures, steps for using teaching materials, compiling basic competencies (KD), core competencies (KI) and indicators. The feasibility test with media expert validation obtained a score of 95.8%, in the valid category. Material expert validation obtained a score of 17.5 with a valid category. The results of the teacher's questionnaire showed 92% in the very like category. The results of the child's response questionnaire showed 136 or 85% with the very like category. Development of Historical Site-Based Thematic Teaching Materials for Learning Reading Comprehension Skills for Grade IV Elementary School Students meets needs analysis, development meets feasible and valid requirements..*

**Keywords:** *Thematic Teaching Materials, Historical Sites, Reading Comprehension Skills*

### Abstrak

Penelitian ini bertujuan untuk mengetahui Pengembangan Bahan Ajar Tematik Berbasis Situs Sejarah untuk Pembelajaran Keterampilan Membaca Pemahaman Siswa Kelas IV Sekolah Dasar. Desain penelitian Research and Development yang terdiri dari 10 langkah yaitu Research and Information Collecting, Planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, Dissemination and Implementation. Populasi penelitian ini adalah siswa kelas IV Sekolah Dasar. Teknik pengambilan sampel dengan purposive sampling. Instrumen penelitian berupa wawancara, observasi, angket, tes, dan instrumen validasi produk. Analisis data kuantitatif dan kualitatif bersifat deskriptif. Hasil observasi pembelajaran guru tidak menggunakan media pembelajaran, semua anak kurang tertarik dan kurang aktif. Hasil observasi siswa menunjukkan kurangnya pemahaman terhadap materi yang disampaikan, kurang aktif. Hasil observasi guru, tidak menggunakan materi yang mudah, tidak menggunakan media yang runtut,. Pengembangan bahan ajar menyusun materi, langkah-langkah, langkah-langkah penggunaan bahan ajar, menyusun kompetensi dasar (KD), kompetensi inti (KI) dan indikator. Uji kelayakan dengan validasi ahli media memperoleh skor 95,8%, dalam kategori valid. Validasi ahli materi memperoleh skor 17,5 dengan kategori valid. Hasil angket guru menunjukkan 92% dalam kategori sangat suka. Hasil angket respon anak menunjukkan 136 atau 85% dengan kategori sangat suka. Pengembangan Bahan Ajar Tematik Berbasis Situs Sejarah untuk Pembelajaran Keterampilan Membaca Pemahaman Siswa Kelas IV Sekolah Dasar memenuhi analisis kebutuhan, pengembangan memenuhi persyaratan layak dan valid.

**Kata Kunci:** Bahan Ajar Tematik, Situs Sejarah, Keterampilan Membaca Pemahaman



## INTRODUCTION

To improving the quality of human resources cannot be separated from the educational aspect. Education has an important role in changing the world. This is due to the process of improving the quality of continuous education with the process of improving the quality of human resources itself. The quality of education at the basic level is demanded to always be better to keep up with world developments. The government has made various efforts to improve the quality of education in Indonesia. Efforts made by the government are the enactment of the 2013 Curriculum. The 2013 curriculum is different from the KTSP curriculum. In the 2013 curriculum, learning is integrated with other subjects, meaning that this curriculum uses an integrative thematic model. Integrative thematic means learning that integrates several competencies and subjects into a theme (Kemendikbud, 2018:24) .

Indonesian is one of the learning content that is learned at the basic education level. Learning Indonesian consists of four language skills, namely listening, speaking, reading, and writing skills. These four skills have their own roles, but in using language as a communication process, one skill cannot be separated from another (Nafi'ah, 2018). Reading skill is an aspect of skill contained in the learning curriculum. Reading is a process used by the reader to get the message the writer wants to convey through the medium of words or spoken language. Reading skills are the main foundation in language learning and learning other subjects (Dalman, 2014) .

The ability to read is the key to success, for that learning to read is important. The importance of teaching early reading is a concern in various countries. The development of reading and writing skills is one of the focuses for early childhood teachers (Elliot, 2012) . Reading activities need to be used as a necessity and become fun for students. Reading is done anywhere and anytime as long as there is desire, passion and motivation (Tarigan, 2014) . This reading ability cannot be obtained naturally, but through a learning process which is partly the responsibility of the teacher. It is necessary to develop teaching materials to assist the learning process, especially in reading comprehension activities (Hamdani, 2012) .

To improve reading skills , in the implementation of learning, teachers must choose teaching materials that are appropriate to the characteristics of students in class (Guslinda and Kurnia, 2018) . Based on the Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 22 of 2016 reveals that the learning process in educational units is carried out in an interactive, inspiring, fun, challenging manner, motivating students to participate actively and providing sufficient space for initiative, creativity and independence according to talents, interests , and the development and psychology of students. According to the explanation of the government regulation, it requires all educational units to organize active and fun learning by applying concepts from the 2013 curriculum (Regulation of the Minister of Education and Culture, 2017) .

The problems that are often found related to the 2013 curriculum learning tools are teacher and student books where empirical findings show that there are several problems in the teacher's and student's books. Some learning activities directed in books are still not in accordance with the learning characteristics of children so that reading skills do not meet competence. In reading comprehension learning, students are given a reading text and then asked to read silently and continue by answering questions related to the reading text that is already available in the book. With reading topics that are far from the student's environment, it makes students quickly get bored in participating in learning activities and loses student concentration. This causes the material presented by the teacher and the books they read to be difficult for students to accept, which results in low students' ability to understand reading (Fitriyah, 2020) .

Teaching materials developed on the basis of local historical sites will be easily recognized by students so that they will increase motivation in learning and reading.

Themes that are already known by history-based students will be easy to understand which will improve reading comprehension skills. Previous research by Divan with the title Development of Local Culture-Based Thematic Teaching Materials for Grade IV Elementary School Students through R&D design found that the development of local culture-based thematic teaching materials had high effectiveness based on student activity during the learning process and the achievement of learning objectives as measured classically through the completeness of student learning outcomes (Divan, 2015) .

Fitriyah's research (2020) with the title Development of Locally-Based Thematic Teaching Materials to Improve Reading Comprehension Ability of Grade IV B Students at SDN Wates 01. This study uses a development research (R&D) approach adapted from Sugiyono's development model with 8 steps namely potentials and problems, data collection, product design, design validation, design revision, product testing, product revision, and usage trials. The results showed that local-based thematic teaching materials were feasible to use with a percentage of media experts 80.55 % , material experts 78.30%, and linguists 82.14%. Local-based thematic teaching materials are effectively used in learning, it is known based on learning outcomes with an average difference through the t test of -10.578 and an average increase (gain) of 0.535 which is based on the interpretation of the gain index which is classified as moderate.

Wijiningisih's research with the title Development of Local Culture-Based Thematic Teaching Materials found that there was a significant difference in the average final test scores between classes that learned to use teaching materials based on local culture and classes that used teaching materials available at school (Wijiningisih 2018) . Susanti's research entitled Development of Teaching Materials Using a Contextual Approach Based on Historical Sites to Improve Character Education . The results of this study found that there was a significant difference in the results of the pretest and *posttest scores* . The results of this study indicate that the teaching materials based on historical sites that have been developed are effective in improving student character (Susanti, 2020) .

The results of observations of students at SD N Jatisari-Sluke on Monday, 26 July 2021 found that the reading comprehension skills of grade IV children were still not in accordance with basic competencies. From the results of observations on students, it is known that the level of enthusiasm of students is lacking. Based on the results of observations of teachers on Monday, July 26, 2021, teachers had difficulties in developing teaching materials. The use of historical site-based teaching materials will increase student motivation so that it will improve reading comprehension skills. Based on this reason, the authors were motivated to conduct research entitled Development of Historical Site-Based Thematic Teaching Materials for Learning Reading Comprehension Skills for Grade IV Elementary School Students.

The problem of this research is that the students' reading comprehension ability has not met the expected target, reading comprehension learning media is less interesting so that children are bored, learning is still centered on the teacher even though they have used the 2013 Curriculum, teacher creativity in making or determining teaching materials does not suit children's interests, the learning method used in improving reading comprehension skills and does not attract students' interest, the teaching materials used by teachers and students are only one, namely the Teacher's Book and Student's Book from the government because teachers still have difficulty developing teaching materials, teachers have not been able to maximize children's short concentration power with effective learning makes children's reading comprehension skills not yet optimal, lack of student motivation when participating in learning activities on reading comprehension skills. Based on this problem, it is necessary to develop

teaching materials to attract children's attention so that they are more enthusiastic about learning so that it will improve students' reading comprehension skills.

Based on the problems and needs analysis, researchers develop Historical Site-Based Thematic Teaching Materials for Learning Reading Comprehension Skills at SDN Jatisari. Researchers make teaching material products, then carry out validation and due diligence so that they are expected to be able to improve students' reading skills. The research is to description of Development of Thematic Teaching Materials Based on Historical Sites for Learning Reading Comprehension Skills for Grade IV Elementary School Students.

### **METHOD**

Research and Development research design consisting of 10 steps; Research and Information Collecting, planning, Develop Preliminary Form of Product, Preliminary Field Testing, Main Product Revision, Main Field Testing, Operational Product Revision, Operational Field Testing, Final Product Revision, Dissemination and Implementation. The population of this study were grade IV elementary school students who were divided into 2 experimental groups (SDN 1 and 2 Manggar Sluke) and 1 control group (SDN Jatisari-Sluka). Sampling technique with purposive sampling. Research instruments in the form of interviews, observations, questionnaires, tests, and product validation instruments. Quantitative and qualitative data analysis is descriptive.

### **RESULT AND DISCUSSION**

The results of research on needs analysis were obtained through interviews and observations. The results of the interviews showed that 10 children were interested if teaching materials helped improve their reading skills with the help of material on historical sites where they lived, 10 children needed teaching materials containing historical sites where they lived, 10 children needed materials that facilitate reading related to historical sites in their area of residence, 8 students need teaching materials related to the site where they live, 6 people say the teaching materials are presented in a less coherent way, 10 students say the existing teaching materials need to be improved, 8 people answer that textbooks are not interesting to study and 10 people answer pictures that don't match reality. The results of interviews with 5 teachers showed that so far the teachers did not use appropriate teaching materials and only used existing books. The teacher needs learning media when teaching, the teacher explains the themes studied with lectures, the teacher needs thematic companion teaching materials that contain regional sites, the teaching materials are not suitable for improving reading skills, the media used has not been able to develop reading skills. Teachers have difficulty making learning media to improve reading skills. By not using interesting teaching materials, and only in the form of explanations using teaching materials from the government, the teacher is less able to stimulate students' reading skills.

In the needs analysis stage, it was found that students preferred media or teaching materials that were presented visually with attractive pictures and color combinations, so that students were happy and not bored in the ongoing learning process (Samadhy 2020) . In the early stages of development, a needs analysis was carried out with an assessment of students' reading abilities, this was intended to find out what students really needed in learning to read. The assessment was carried out by means of an integrated observation test, reading ability test, visual perception ability test and auditory perception ability test. Students make reading mistakes by adding or removing letters in words. In reading sentences, students often do not pay attention to intonation. Students read quickly so that they often do not pause when reading a sentence. Difficulties in intonation can occur because children with learning difficulties do not understand the meaning of punctuation marks (Khairisofa 2017) .

The first stage of development research is the stage of identifying needs to formulate goals. To identify needs, interviews were conducted, distributing questionnaires and questionnaires, and observing the availability of critical reading teaching materials. interviews were conducted with reference to the aspects of the questions: (1) critical reading teaching materials, and (2) the application of character values in learning to read. The results of interviews with 3 Indonesian language teachers revealed that critical reading skills were not presented in writing in the curriculum and were not taught directly by teachers in classroom learning. Teachers teach indirectly in the classroom by training students to determine the author's purpose and identify facts and opinions in the text. Another thing that was found in the interviews was the limitations of teaching materials, especially character-based reading materials. Teachers suggest developing alternative teaching materials to practice critical reading skills that integrate character values (Primary 2018) .

The results of learning observations obtained the teacher's answers using lecture and conventional methods (3 people), 2 teachers did not use learning media, 2 teachers did not review the material, all children were less interested and children were less active in learning to read. Observations of student activity showed that only 3 children understood the material presented, 3 children actively asked questions, a small number of children showed pleasure in the media used by the teacher in increasing children's interest in reading, the media used had little impact on improving children's reading skills. Observations from 5 teachers, only 4 teachers use easily accepted material, 2 teachers use material that can increase student enthusiasm, 1 teacher uses coherent media, 2 teachers use fun learning, 1 teacher uses a method that facilitates learning, 1 teacher does evaluation, 1 teacher prepared media with pictures for learning, 2 teachers used easy-to-use media, 2 teachers used teaching materials with clear letters and 2 teachers used teaching materials that can improve reading skills.

Research shows that the analysis phase carried out is initial observation and interviews with fourth grade teachers, identifying learning problems that arise but have not found a solution and must be addressed immediately. From the existing problems it was accommodated to find solutions immediately by identifying student learning needs that could increase achievement while increasing character, then the development of teaching materials using a contextual approach based on historical sites (Samadhy 2020) . Preliminary study observations showing the condition of children's interest in reading is very lacking. This is evident from the enthusiasm of the children who are not visible, the children do not like to leaf through books and the children do not dare to ask questions. The initial analysis becomes a reference for developing appropriate learning media (Susilowati 2020) .

Needs analysis based on observations of the teaching materials used shows that there are no teaching materials that specifically train students' critical reading skills. There are two teaching materials used by students, one of which is an Indonesian language textbook published by the Ministry of Education and Culture. The results of the analysis of available teaching materials show that critical reading skills are not taught explicitly in these teaching materials, but critical reading skills are taught in parts in these teaching materials. Critical reading materials studied in these teaching materials include: (1) finding the author's purpose based on the type of text, (2) finding sentences of facts and opinions in the text, and (3) finding the author's arguments in the text (Primary 2018).

The initial stage for development is through interviews and observations which show that teaching materials are less interesting and confuse students. The teacher provides suggestions for developing effective teaching materials for learning to read students (Suryani 2020). Previous research obtained teaching materials from the Ministry of Education and Culture which did not increase student interest. The material in it is still general in nature, not related to the local wisdom of the student's area of



residence. As a result of the interviews, the researcher wanted to help develop teaching materials that could help overcome the deficiencies contained in the textbooks published by the Ministry of Education and Culture. It is hoped that the developed student book will introduce students to local wisdom (Melihayatri 2021).

The characteristics of students are that they understand better with concrete objects that are interesting and varied so that they don't just imagine the material without seeing the concrete objects, as in the interview that the teaching materials needed are real teaching materials according to local culture (Fitriyah 2020 ). The development of the characteristics of grade IV elementary school students has been able to argue, listen critically, think more advanced, and already have an environmental language structure and are able to practice various grammatical rules correctly (Kemendikbud 2017). Grade IV students prefer concrete material that is easy to find in their surroundings (Marhamah, Ramadan, Zaka, Hadikusuma and Putra 2018). Based on the stages of analysis that have been carried out by researchers, then provide solutions that are expected to be effective and creative to help problems that are known from the analysis stage, namely developing teaching materials based on local wisdom (Melihayatri 2021).

The results of the study found that the development stage begins with planning, namely analyzing the RPPH, collecting materials, measurements, steps for using the teaching materials that are made. Development is also carried out by compiling basic competencies (KD), core competencies (KI) and indicators. The development of this teaching material consists of an initial section, a core section and an ending section. The researcher determines the theme, objectives, learning resources and the size of the teaching materials. The graphic aspect consists of the cover being prepared on 210 gr of paper art paper and determining the cover design according to the contents of the book. Content design (*typography*) is prepared by media starting from cover pages, prefaces, competencies and indicators, table of contents, contents, bibliography and biographies. Writing using *Comic Sans font MS* with size 12. The program used in the manufacture is *Corel Draw X7*. The final stage, this book is bound using stapler binding. This development stage can be seen in the following figure;

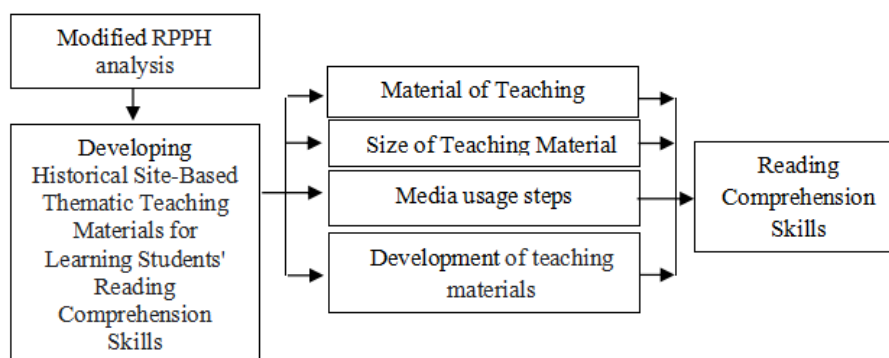


Figure 1. Teaching Material Development Plan

Previous research stated that the Design stage was carried out by designing teaching materials based on local wisdom. Designing teaching materials based on local wisdom is carried out in two stages, namely product design I and product design II. Product design I was carried out by researchers in the form of making a design framework from cover and content. This product design uses *Microsoft Word*. After making the product design framework I, the researcher then carried out the product design stage II. Product design II is done using *coreldraw* and *microsoft word* applications. In product design stage II, researchers carry out advanced designs by

perfecting the design framework. Next is editing the teaching materials, integrating the cover design that has been made with other components. Incorporate images that will be included in teaching materials that support development (Melihayatri 2021).

Samadhy in his research stated that the development of teaching materials produces products with a contextual approach based on historical sites. The teaching material products developed are in the form of printed teaching *materials*. The size of teaching materials refers to the paper size standard set by ISO, namely A4 (210 x 297 mm). The type of paper used for the cover is art carton paper with a weight of 210 gsm and for the content of teaching materials using A4 size HVS with a paper weight of 80 gsm. The font type used in the teaching materials is Arial Black for the title and *Arial narrow* for the content with a font size of 12-14 pt. Making teaching materials using graphic design standards, namely *Adobe Corel Draw* (Samadhy 2020). Development of teaching materials using an attractive design that includes reading and practice questions related to local conditions with real pictures in each reading text (Fitriyah 2020).

Research states that development is carried out by designing specially designed student teaching materials by applying the chosen learning (Suryani 2020). The developed teaching materials have indicators of facts, concepts, principles, procedures, and attitudes. Facts are things that have the form of reality and truth, including names of objects, historical events, and so on. The concept has meaning as all new meanings that arise as a result of understanding, including; definition, special features, characteristics and so on. Principles are the main things, and have an important position, including; details, formulas, etc. Procedure is a systematic action in doing an activity. Attitude is the result of learning aspects of behavior, for example the value of honesty, enthusiasm, and others (Arsanti 2018).

Primary research found that the teaching materials developed produced module products by presenting critical reading material using an adapted direct instruction model, which included four stages, including: (1) orientation, (2) material description, (3) activity, and (4) independent practice (Primary 2018). The design of teaching material formats is determined based on several criteria, including the results of learning analysis and student characteristics, elaboration of ability goals, and the initial design of reading teaching materials. These criteria indicate that the teaching materials used are very effective for learning. Teaching materials are said to be good must meet the characteristics of good teaching materials. Teaching materials in the form of textbooks should meet four criteria, including: 1) material in accordance with the curriculum, 2) meet learning principles, 3) language and readability are good, and 4) book design or attractive graphics (Prastowo 2016).

The results of the study found that the development of the materials had been compiled, then a validity test was carried out on media experts to determine the feasibility level of the teaching materials that had been designed in the learning process, and revisions were made to improve the modules that had been designed. The assessment carried out by experts aims to find out whether the product is feasible to be tested. Media expert validation includes appearance, form and learning aspects. Assessing media experts, the result was that the total score had reached 95.8 %. These results, when read in the media expert score table in the validation results table, are classified as valid. The material expert's assessment resulted in a total score of 17.5 which indicated that the media expert's score in the validation results table was classified as valid.

Previous research obtained local-based thematic teaching materials for grade IV that were developed that met the eligibility criteria based on the assessment of media experts and material experts with a percentage of 80.55% in the graphic feasibility component, 78.0% in the content and presentation components, and 82.14% on the language component (Fitriyah 2020). This is also supported by research obtained from

the material expert validator in the first validation which is 78% with valid criteria. Material experts provide comments and suggestions on the product to improve the concept of the material attached to the product. After obtaining comments and suggestions from material experts, the researcher made improvements to the material concept so that it was precise and correct so that it was obtained from the material expert validator in the second validation of 89% with very valid criteria. The results of the linguist validator in the first validation were 54.6 % with quite valid criteria. Linguists provide comments on the product to improve the language in the product of teaching materials based on local wisdom and obtain a second score of 86.9% in the valid category (Melihayatri 2021).

Research states that the next stage is *expert review*, namely teaching material products are assessed by the validator, namely material experts and media experts based on the questionnaire that has been made. Teaching materials get an assessment from material experts of 83.1 %, so they can be categorized as meeting very good criteria. In addition, the assessment of media experts was 89.81 % with very good criteria. The expert validation process is carried out through a revision process for product perfection (Samadhy 2020). The quality of learning tools developed must meet valid criteria, learning tools must be based on content validity and construct validity. If it meets content validity and construct validity, then the learning device developed can be said to be valid (Sapto 2019).

The assessment of teaching materials refers to the BSNP teaching materials assessment standards, including aspects of material feasibility and aspects of eligibility of teaching materials. Other aspects designed for module assessment are: (1) exposure aspect of the direct instruction model, (2) character value aspect (3) evaluation aspect of critical reading. The results of the assessment of 4 experts and 3 practitioners of learning Indonesian obtained an average score of 72% with sufficient criteria. The results of expert and practitioner validation show an average score of 96%, individual trials with a score of 92%, and field trials of 89%. Revision of teaching materials by taking into account comments and expert responses regarding the initial design of teaching materials (Primary 2018).

The research obtained the results of a questionnaire by the teacher regarding the application of the Trial Development of Historical Site-Based Thematic Teaching Materials for Learning Reading Comprehension Skills for Grade IV Elementary School Students showing that the number of positive responses was 46 out of 50 points, which means the percentage was 92% in the very like category. The results of the questionnaire about children's responses showed positive responses obtained by 136 or 85% with the very like category. This is certainly very good for children's learning in improving reading comprehension skills in students. The results of the percentage of teacher and student responses can be concluded that the Development of Thematic Teaching Materials Based on Historical Sites for Learning Reading Comprehension Skills for Grade IV Elementary School Students is really needed by teachers and children to support learning.

Previous research has received student and teacher responses that teaching materials based on local wisdom are an additional supplement for teachers in learning activities, especially increasing students' knowledge of local wisdom, apart from increasing student knowledge it is hoped that it can create a sense of pride in students (Melihayatri 2021) . The development of learning media is validated by content/material experts, design experts, and learning experts. From the results of the material expert validation, 96% were included in the "very valid" category. The illustrated validity of the results of the design expert's assessment was 80% which was included in the "valid" category. Learning expert validation obtained a percentage of 94% in the "very valid" category. The validation results from all experts show that the development of thematic teaching materials based on local wisdom is feasible to use. Learning outcomes,



thematic teaching materials based on local wisdom show a positive response from students. The results of student responses to the use of thematic teaching materials obtained a percentage of 93% in the "very interesting" category or received a positive response from students (Safitri 2021).

### CONCLUSION

Needs analysis by means of interviews and observations showed that students needed the development of effective Historical Site-Based Thematic Teaching Materials for Learning Reading Comprehension Skills in Students. The development stage begins with planning, namely RPPH analysis, collecting materials, measurements, steps for using teaching materials that are made, developing basic competencies (KD), core competencies (KI) and indicators. The development of this teaching material consists of an initial section, a core section and an ending section. The researcher determines the theme, objectives, learning resources and the size of the teaching materials. The graphic aspect consists of the cover being prepared on 210 gr of paper art paper and determining the cover design according to the contents of the book. Content design ( *typography* ) is prepared by media starting from cover pages, prefaces, competencies and indicators, table of contents, contents, bibliography and biographies. The feasibility test for validation by media experts obtained a score of 95.8%, in the valid category. The material expert's assessment obtained a score of 17.5 which showed that the media expert's score in the validation results table was classified as valid. The results of the teacher's questionnaire show that the percentage is 92% in the very like category. The results of the questionnaire about children's responses showed positive responses obtained by 136 or 85% with the very like category.

The recommendations of this study are historical site-based thematic teaching materials that can be used to increase student interest and activity by adding variations that can stimulate student stimulus for more mature learning and development. Teachers should also be able to develop teaching materials based on historical sites in other, more varied forms such as locally based teaching materials packaged in technology so that student learning outcomes and understanding can increase.

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