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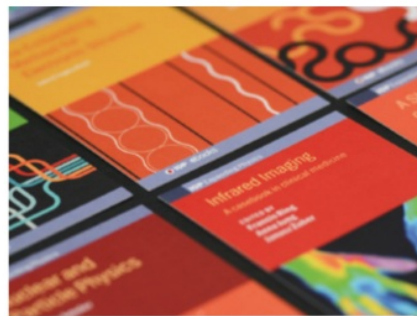
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The Development of Movie Scenario on Thematic Learning Process Based on Local Culture

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Abstract. This research aims to produce the thematic learning scenario based on local culture focussed on occupation theme. The development of movie scenario thematic learning purpose to give direct learning experience, the learning scenario used local culture around the students. The research method used in this research was research method and development with 4-D model by using descriptive analysis technique as the analysis technique. The development of learning movie scenario was only on stage of define, design, and develop. The define stage was the basic competence analysis of occupation theme and local culture material. The design stage was the stage that design the lesson plan and teaching material for all kinds of occupation based on local culture, then designed thematic learning movie scenario based on the local culture. The develop stage was the stage that developed the learning scenario by involving the experts of curriculum 2013 thematic learning, local culture material, learning media, learning movie, teachers, and conducting limited trials. The result of the research showed that the scenario of learning movie was very decent to be used which the validation from the experts of thematic learning, local culture material, learning media, and learning movie.

1. Introduction

These This research is conducted because of the needs of movie scenario in the process of the making of learning movie as a learning media for some lectures at Primary School Teacher Education Study Program which related to class management such as in some lectures as PAKEM, Microteaching, and teaching practice at the school. The making of learning movie leads to Curriculum 2013 thematic learning with the purposes to give example or visible description and also to give a better understanding to the students of PGSD as teacher candidate in the implementation of thematic learning in the class which is appropriate with curriculum 2013 in elementary school.

Thematic learning which is developed on the making of learning movie integrates the local culture as purposed to the reinforcement of character education. The integration is based on the research from Abidin which explains that there are two main problems of education in Indonesia, the first problem is about the quality of the process and the result of the education process. The second problem is about the weakness of the character education [1]. Therefore, it is essential to integrate the character education



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with the learning. The integration of local culture in the thematic learning, in the constructivist social approach was able to influence children's way of thinking. [1] Every individual was stated as reaching the perfect adult character if there is a proportional balance among the live maturity, age, attitude, and behaviour which is suitable with the surrounding environment. Based on those researches, it was essential to integrate the local culture elements in the learning process. Culture is a collection of values, certainty, attitude, and habit of groups that are being studied and which are brought down from one generation to another [2](Kartikawangi, D, 2016). People learn appropriate cultural behavior from a variety of means including through parents, teachers, elders, media, and religions [3](Lorraine J. Guth & Kimberly K. Asner-Self, 2017).

Until now, there are no many developments of the thematic learning movie based on local culture as the learning media. So, it is crucial for the university as one of the education developments to develop the movie as a learning media. Definition of film is a work of art and culture that is a message communication media - lyrics made based on cinematographic asses[4]. The film can be used to describe actions clearly and carefully when thematic learning based on local culture. Film in its essence is a new discovery in teaching and learning interactions that combine two kinds of senses at the same time [5]. The use of movie as a learning media gave the influence in the achievement of students' higher thinking skill [6]. As a learning media, a movie can give more obvious and realistic description so it was expected that thematic learning movie can develop higher thinking skill and the improvement of PGSD students' class management skill. In the making of the learning movie, it needs a movie scenario which is a script or storyline which describes the setting, plot or dialogue that are orderly arranged. The movie scenario which is developed to make thematic learning movie based on local culture in this research. The learning scenario [1] is an order of story in a learning activity which contains:

1) main issue focus, 2) the identification of main issue factors, 3) the identification of social-economic factors which becomes a power in the effort of power achievement, 4) the identification of uncertainty of social-politic-economic, 5) arranging scenario logic, and 6) to reinforce the opinion of the experts in arranging the scenario. Those six factors become the guidance in developing thematic learning movie scenario based on local culture and this writing focus on the development of thematic learning movie scenario based on local culture.

2. Research Method

This research used research method and development model 4-D consisted of four stages, they were: define, design, develop and disseminate. From those four stages of 4-D model, the development of learning movie scenario was only in the three stages. Define stage is the main competence analysis and basic competence of elementary school's thematic learning. The theme developed to movie scenario was related to the occupation at grade four of elementary school. The local culture developed on this theme was adapted from the local culture of every occupation at Juwana.

The design stage was to design the implementation of a lesson plan and teaching material with occupation theme based on local culture. The media used in supporting thematic learning based on local culture was storybook and concrete thing. The validation assessment aspect based on the experts of learning. The validation assessment aspect based on the experts of learning movie consisted of characterization, setting, plot, theme, moral value, the diction and the dialogue used. The assessment from the experts used scoring which can be seen from the table below:

Table 1. Scoring

Score	Formulation	Score	Classification
5	$X > 4,2$	A	Very Decent
4	$3,4 < X \leq 4,1$	B	Decent
3	$2,6 < X \leq 3,3$	C	Decent Enough
2	$1,8 < X \leq 2,5$	D	Less Decent
1	$X \leq 1,7$	E	Very Less Decent

The further stage is a limited trial. The trial was conducted on SD Bakaran Kidul 01 Juwana by involving teacher and students of Grade IV.

3. Finding and Discussion

At the define stage, it was conducted the analysis of main competency and basic competency and also the analysis of local culture which define a theme for occupation and juwana local culture which had the uniqueness of east pantura culture. Juwana culture integrated on thematic learning of every kind of occupation adapted folklore of Nyai Sabirah which was also well known by the society as Nyai Ageng Bakaran, the founder of Bakaran Juwana Village. The basic competency and the indicator of thematic learning based on local culture were developed as follow:

Table 2. Basic Competency and Indicator

Basic Competency	Indicator
Indonesian	
3.4 Exploring the information from an adventure story text about the environment and natural resources with the help of teacher and friends by using the spoken and written Indonesian by selecting and using the standard vocabulary.	■ Students can find information about Batik Bakaran and the making process through the reading activity
4.4 Presenting an adventure story text about the environment and natural resource by using the oral and written Indonesian by selecting and using standard vocabulary.	■ Students can serve the short story about the process of the making of Batik Bakaran after the reading activity
Science	
3.7 Describing the relationship between natural resources and the environment, technology and society.	■ Students can explain the natural resources in a region and connect it with the types of occupation
4.7 Presenting a report on the observation about the technology used in the daily life and the easeiness gained by the society by utilizing the technology	
Social Science	
3.5 Understanding the people in a dynamic interaction with the natural, social, cultural and economic environment.	■ Students can identify the types of occupation based on the geographical condition where the students live
4.5 Telling people in the dynamic of interaction with the natural, social, cultural and economic environment.	■ Students can explain the relation of occupation types with geographical condition of the environment where the students live through the map reading activity
Arts	
3.1 Knowing the two and three dimensional creations based on the observation.	■ Students can draw the design of Juwana Batik based on the given instruction
4.1 Drawing based on the theme.	

The design stage which was a stage to design the learning implementation plan and theme teaching materials as various occupation based on local culture, both of the researches became the materials in designing learning thematic learning movie based on local culture. The procedures in designing the learning based on local culture used some steps [7] such as: 1) the identification of *Juwana's* local culture related to the themes of various kinds of occupation, 2) designing the local culture program, 3) the collaborative learning was to create partnership to implement the learning based on local culture which in this research, researched was in associated with SDN Bakaran Wetan 01 and Batik Tjokro Juwono, and 4) evaluation.

The learning implementation plan was designed by integrating the reinforcement of character education, literacy, 4C, and Higher Order Thinking Skill (HOTS) and also with the adjustment with Minister of Education and Culture Regulation Number 22 Year 2016 [8] about the standard process of primary and middle level education which mentioned that as the graduate's competency standard [8], the coverage of the learning target was in the development of attitude, knowledge, and skill. The implementation of KKP used three approaches, they were: class-based approach, school culture, and society. The kind of literacy used in this study was a storybook "The Origin of Batik Bakaran". The storybook told about Nyai Sabirah also well known as Nyai Ageng Bakaran, who was the founder of Bakaran Village and the creator of Bakaran Batik. The excellent character of Nyai Ageng Bakaran was applied to the five values of the main character of PPK, they were: religious, nationalist, independent, cooperation, and integrity. Minister of Education and Culture Regulation of the Republic of Indonesia Number 20 Year 2018 about the Strengthening of Character Education in the Formal Education Unit stated that PPK as a part of the Mental Revolution Movement (GNRM) became the basis for the development of the storybook in this research. The implementation of thematic learning of various occupation on this research used student active learning model with scientific approach which led to the skill of 21st century which was well known as 4C (Creative, Critical Thinking, Communicative, and Collaborative) and integrated *Higher Order Thinking Skill* (HOTS) which was a high-level thinking ability consisted of critical thinking, logic, reflective, metacognitive, and creative thinking.

The development of lesson plan and teaching material of thematic learning based on the local culture at this research can be seen on learning activities below:

Table 3. Learning Activities

Pre –Activity

Teacher greets students and asks them to pray according to their religion and belief, Teacher checks the students' presence, Informing the theme "*various kind of occupation*", PPK clap

While –Activity

Students tell the condition of their living place and the types of occupation around there, Students observe the map about Pati Regency, Students predict the types of occupation in Juwana, Teacher asks students to sing "Ampar-Ampat Pisang" by changing its lyric into a kind of occupation, Students read silently story about the origins of Batik Bakaran, Students mention the occupations which are existed in the story and write the process of the making of Batik Bakaran at the provided assignment sheet, Every group presents the process of the making of Batik Bakaran, Students are asked to go outside the class for observing the making process of batik, Students draw the design of batik, Students write their own experience of learning about the material taught at school such as the relationship between someone's jobs with their location of living

Post-Activity

Together with students in concluding/ summarizing of learning result, The teacher gives chance to students to utter their opinion about the learning process, The teacher asks all students in the class to pray according to their religion and belief (to end the learning activity)

The description of learning activity becomes the developmental pattern of thematic learning based on local culture with duration 1,5 hour.

Table 4. Learning Film Scenario

Plot	Location	Audio
The teacher entering the classroom to the teacher table to put teaching equipment. Besides that, the teacher goes to the front of the class and stand up while greeting the students. The teacher takes the map of Pati Regency from the teacher table and shares it with students. One map is for one table. Then, the teacher asks students to observe that map to know the	Outside the class (sequence to the class)	Music illustration & atmosphere of classroom
	The scene in the class	
	The scene in the class	

districts in the area of Pati Regency and students are expected to know the location where the students living.		
While pointing the fingers to the map, students count the numbers of the district in the area of Pati Regency in the map. Then, students mention some districts at Pati Regency although some students answer incorrectly.	The scene in the class	
The teacher walks to the teacher table to take <i>Juwana's</i> Batik Bakaran, brass, soya sauce, <i>Juwana's</i> shrimp paste (<i>terasi</i>), <i>Kerupuk</i> Ikan, Mangut Ndas Manyung and <i>Bandeng Presto</i> . Then teacher shows those things to the students.	The scene in the class	
After question and answer about local excellence, teacher directs students to the individual tasks. The task is students are asking to tell the condition of their living place and the types of occupation there, and write them in the book	The scene in the class	
Teacher asks one student to present the findings in front of the class. After the student presents the findings, the teacher will ask the student to sit back in his desk and thanks the student, and then gives a review.	The scene in the class	
Student answer various types of occupation that have not been mentioned by the other students who present their Findings.	The scene in the class	
After that, the teacher will go to the teacher's desk to take storybook about Batik Bakaran and distributed it to the students. Students read the story then teacher asks students to write down the process of the making of Bakaran Batik		
Each group presents the process of the making of batik by responding to other groups	The scene in the class	Music illustration & atmosphere
Teacher asks students to leave the classroom to observe the process of the making of batik at Tjokro Juwono Batik Store. Students line up from front to back while putting their hands on the shoulders of other students and form the formation of a train. The teacher directs students to walk slowly and carefully so that the train circuit that students make is not interrupted.	The scene in the class sequence outside of the class in the school environment	of condition of the environment outside the classroom
Teacher asks students to go to the school field to draw the unique batik patterns of Juwana. Students observe the examples of batik's patterns and Batik Bakaran carefully. After students have done enough observation, the teacher asks students to describe their batik patterns using pencil, krecek paper, mori cloth, and batik tools that have been provided	Hall or school's yard	
After making a batik design, the teacher asks the students to return to the classroom. Arriving at the class, the teacher instructs students for pasting the batik design result to the batik gallery display that has been provided in the class.	Scene in the hall or school's yard sequence to the class	
The teacher and the students make conclusions / summaries of learning results that are followed by a question and answer session about the material that has been studied.	Scene in the class	atmosphere of classroom condition
The teacher also gives the opportunity for students to express their opinions about the learning that has been followed.		
The learning process is ended by pray together. The teacher asks the class leader to lead the prayer. After praying, the class leader closed the prayer. The teacher gives a message to	Scene in the class	

students to be careful on the road when they go home, then give greeting to the end of learning activity.

The validation result of the expert as shown in the table below:

Table 5. Validation Result

Expertise Area	Validation Result	Explanation
Thematic Learning	4,2	Very Decent
Movie and Scenario	3,9	Decent
Local Culture Content	4,25	Very Decent
Learning Media	4,08	Decent
Teacher	4,3	Very Decent

The result of validation showed that learning movie scenario which was decent to be used although there was revision at the part of the early illustration, movie duration, and the end illustration. After the validation result was obtained, the next step was to conduct a limited test of movie scenario conducted at SDN Bakaran Wetan 01 by involving students of grade IV.

4. Conclusion

It was obtained the product of movie scenario based on Juwana local culture by adapting the story of Batik Bakaran for the thematic learning of various occupations at the elementary school. The story adapted for the thematic learning was valid and decent according to the experts whether from the content/material, learning media, and movie scenario with the duration of 90 minutes. The result of the limited trial also showed that learning movie scenario which was decent to be filmed

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