

ANALYSIS OF THE SUBJECT MATTER OF ART AND CULTURE CLASS III MI/SD, CONFORMITY OF CHARACTERISTICS, HOTS, AND 4C

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Abstract: The analysis of the subject matter of Cultural and Arts and MI / Elementary Workshops conducted by the author aims to find out the relevance of the subject matter contained in the Thematic Book of teachers and class III students of the 2013 revised 2018. The method used is the type of library research. Collection and review of reference indicators for the analysis of the subject matter of Art and Culture and Grade III elementary / MI. The research method used is the type of library research. The results of the analysis state that the relevance of the scope of Culture and Arts and Crafts in Permendikbud number 21 2016 on Basic and Secondary Education Content Standards with the 2013 Revised 2018 Curriculum Student Book is considered to be relevant. Characteristics of Cultural Arts and MI / Elementary Workshops include aspects of fine arts, aspects of music, aspects of dance and aspects of skills. Characteristics of student development are in a concrete operational stage. Hots Distribution (Critical Thinking 24%, Problem Solving 9%, and Creative Thinking 67%). 4C distribution (Critical Thinking 23%, Communication 6%, Collaboration 8%, and Creativity 63%). Cultural and citizenship literacy as well as character education are listed in the subject matter of Cultural Arts and the Revised Workshop of 2018 books of teachers and class III students. The innovations offered in the learning of Arts and Culture and MI / SD Crafts are using interactive multimedia that is relevant to the development of science and technology in the era of the industrial revolution 4.0.

Keywords: teaching materials, thematic textbooks, the subject matter of art and culture materials.

INTRODUCTION

The three Javanese kratons that are still influential today, namely the Yogyakarta Kraton, the Surakarta Kraton, and the Cirebon Kraton, which usually still hold the sekaten culture for up to a full month, are proof of cultural influence with national civilization, even Islam has entered the

archipelago through acculturation of arts and culture. Traditions that have existed in the past are not simply eliminated, but saints incorporate Islamic values into the traditions and culture of the people of the archipelago. Cultural arts have a very big influence on social life, therefore since education the education curriculum in Indonesia also includes Cultural Arts and Crafts.¹

Cultural Arts and Crafts are also often abbreviated as SBdP, which are the main subjects required in the 2013 curriculum. Some of the aspects in it include aspects of fine arts, aspects of music, aspects of dance and aspects of skills. Even the main material in Cultural Arts and Crafts is not only material but also a part that has a role in shaping the personality of a child as the basis for the formation of good morals and good personality. Among the functions and goals of Cultural Arts and Crafts, namely being able to develop student attitudes, abilities possessed by students, and enthusiasm for work so as to create creative generations and able to think critically in facing this digital era.²

The material presented in Cultural Arts and Crafts also varies so that various kinds of intelligence that can be obtained by children, such as intelligence in self-understanding, imagination intelligence, musical intelligence, language intelligence, and others. Talking about intelligence, someone who has the skills to think is able to apply his knowledge to solve existing problems. However, if the problems are often encountered, it certainly requires the ability to think at a higher level in order to be able to solve everyday problems. It is necessary to conduct an in-depth analysis of whether the material in Cultural Arts and Crafts has been presented to students with their needs, namely higher-order thinking skills.

In this century, the development of technology and information has had a profound influence on humans. Competence for decent living depends on the skills needed in this century, including critical thinking, creativity, ability to collaborate and ability to communicate.³ The question is whether the material in Cultural Arts and Crafts presented to students is in accordance with the needs of this century, namely the ability to think critically, creativity, the ability to collaborate and the ability to communicate?

¹ Sutiyo, *Pribumisasi Islam melalui Seni Budaya Jawa*, (Yogyakarta: Insan Persada, 2010): 9.

² Awaluddin Muin, "Keterampilan Berbasis Multimedia Interaktif Pada Pembelajaran Seni Budaya Di Sekolah Dasar", *Jurnal Penelitian INSANI* 20, no. 2 (2017): 133-135.

³ Ridwan Abdullah Sani, *Pembelajaran Berbasis HOTS*, (Tangerang : Tira Smart, 2019): 52.

Public life in the current era is marked by the development of science, art, and technology which requires people to have basic abilities in order to survive, these basic abilities are also known as basic literacy.⁴ Basic literacy is highly emphasized by the government because it follows the demands of the times, the basic literacy in question includes literacy, numeracy, scientific literacy, digital literacy, financial literacy, as well as cultural and civic literacy. Not to forget also the character education that continues to be voiced in order to form a smart personality and have good character. Have all these aspects been included in the subject matter of Cultural Arts and Crafts?

The problems that arise in learning Cultural Arts and Crafts include, not all students pay attention or interest in the material, student difficulties in understanding the material that has been taught, lack of good time management, besides that not all teachers' backgrounds are qualified in terms of cultural arts and crafts.

Based on the explanation above, the author feels the need to conduct an in-depth and detailed analysis of the subject matter of Cultural Arts and Crafts to find out whether the material provided by the teacher is suitable for consumption by students or not, whether it is in accordance with the guidance of current needs or not, as well as innovation. in learning cultural arts and crafts today.

RESEARCH METHODS

This research uses library research method, which is research conducted in the library in the form of scientific books and writings related to the discussion that is being carried out. Literature study is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation under study to obtain empirical truth as well. The data used in this study are secondary data, namely the thematic books of the 2018 revision of class III teachers and students, books related to the material being studied, and written documents. Apart from that, articles taken from national journals are also used.

⁴ Suhendra Yusuf, Bahrul Hayat, *Benchmark Internasional Mutu Pendidikan*, (Jakarta: Bumi Aksara, 2010): 24.

FIND AND DISCUSSION

Substance and Scope of Class III MI/SD Main Material

Cultural Arts and Crafts Education or commonly abbreviated as SBdP is given in schools because of the uniqueness, meaning and benefits of the development needs of students, which lies in providing aesthetic experiences in the form of expressive / creative and appreciative activities through the approach: "learning with art" and learning about art". This role cannot be given by other subjects.⁵

The arts and crafts subjects aim to lay the foundation for intelligence, knowledge, personality, noble morals, and skills to live independently and follow further education.

Cultural Arts and Craft subjects aim to make students have the following abilities:⁶

1. Understand the concept and importance of Cultural Arts and Crafts.
2. Showing an attitude of appreciation for Cultural Arts and Crafts.
3. Showing creativity through Cultural Arts and Crafts.
4. Presenting participation in Cultural Arts and Crafts at the local, regional and global levels.

Cultural Arts and Crafts are one of the subjects studied at the basic education level. Since the implementation of the 2013 curriculum, Cultural Arts and Crafts have been integrated with other subjects and do not stand alone as one subject. According to Permendikbud Number 21 of 2016 concerning Basic and Secondary Education Content Standards, the scope of material Cultural Arts and Crafts for MI/SD is as follows:⁷ Creation and appreciation of fine art works, creation and appreciation of musical art works, creation and appreciation of dance arts, appreciation and craft creations.

The analysis of the scope of the material for Cultural Arts and Crafts for MI/SD class III themes 1 to 8 is described in table 1 below:

⁵ Dita Hendriani, *Pengembangan Seni Budaya dan Keterampilan*, (Yogyakarta: Penerbit Ombak, 2016): 112.

⁶ Dita Hendriani, *Pengembangan Seni Budaya dan Keterampilan*.

⁷ Menteri Pendidikan dan Kebudayaan, Peraturan Menteri Pendidikan dan Kebudayaan Nomor 21 Tahun 2016 Tentang Standar Isi Pendidikan Dasar dan Menengah, ditetapkan Tanggal 6 juni 2016.

Table 1. Analysis of Class III Thematic Book Material Conformity with Permendikbud No. 21/2016

Class III					
Theme	Sub Themes	Learning	Theory	Scope	P
1	1	1 and 3	A1, B1	B	3-4, 26-27
	2	1 and 3	C1	C	55-58, 68-69
	3	1 and 3	D1, E1	A	100-102, 116-117
	4	1 and 3	F1, G1	D	147-148, 163
2	1	1 and 3	A2, B2	B	9, 20
	2	1 and 3	C2	C	63-64, 74
	3	1 and 3	D2	A	118, 133
	4	1 and 3	E2, F2	D	165, 177-178
3	1	1 and 3	A3, B3	B	8-10, 27-28
	2	1 and 3	C3	C	68-69, 87
	3	1 and 3	D3, E3	A	130, 145-146 183-184, 207-208
	4	1 and 3	F3	D	
4	1	1 and 3	A4	B	6-9, 24
	2	1 and 3	B4, C4	C	52-55, 65-66
	3	1 and 3	D4, E4	A	100-103, 114-116 143-144, 156-157
	4	1 and 3	F4	D	
5	1	1 and 3	A5, B5	B	9-10, 24-25
	2	1 and 3	C5	C	57-60, 83-85 128-130, 144-145
	3	1 and 3	D5	A	185-187, 201-203
	4	1 and 3	E5	D	
6	1	1 and 3	A6, B6	B	6-8, 28-30
	2	1 and 3	C6	C	58-60, 76-78
	3	1 and 3	D6, E6	A	107-109, 124
	4	1 and 3	F6	D	155-157, 169-171
7	1	1 and 3	A7, B7	B	3-5, 24-25
	2	1 and 3	C7	C	70-73, 88
	3	1 and 3	D7, E7	A	121-122, 136-139 173-175, 188-190
	4	1 and 3	F7	D	
8	1	1 and 3	A8	B	2-4, 21-23

Class III					
Theme	Sub Themes	Learning	Theory	Scope	P
	2	1 and 3	B8	C	60-63, 80-82
	3	1 and 3	C8	A	118-120, 133-134
	4	1 and 3	D8	D	168-169, 187

The results of the analysis of the scope of the material for MI / SD Cultural Arts and Crafts according to Permendikbud Number 21 of 2016 can be drawn one outline that all scope material has been delivered at the MI / SD grade III level according to the learning activities and competencies to be developed. The percentage of fulfilling the scope of material for Cultural Arts and Craft MI / SD class III can be seen in the following pie / pie chart:

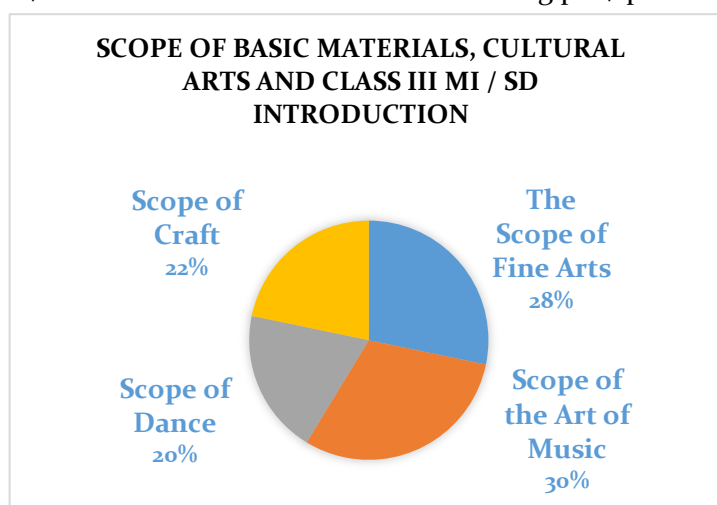


Figure 1. Circle Diagram Category Scope of Class III Cultural Arts and Craft Material

Based on these data, it can be concluded that the distribution of the Scope of Cultural Arts and Crafts in Class III Teacher Books and Student Books is as follows: Art creation and appreciation (a) 28%, music art creation and appreciation (b) 30%, creation and appreciation of dance works of art (c) 20%, appreciation and craft creations (d) 22%.

From the diagram above, it is known that all the material has referred to the content standard of Permendikbud number 21 of 2016, so the thematic teaching material books (teacher books and student books) are relevant or have met the scope of material listed in Permendikbud number 21 of 2016.

Characteristics and Development of Main Material Arts and Culture and Craft MI/SD

1. In the 2013 curriculum, in the subject of Cultural Arts and Crafts, there are several characteristics related to the development of MI/SD Cultural Arts and Craft material.
2. Characteristics seen from the Main Material Aspects
3. Several aspects in the main material of Cultural Arts and Crafts, namely:⁸
4. Fine arts
5. Includes skills, values and knowledge in creating works of art in the form of carvings, paintings, sculptures, and others.
6. The art of music
7. Includes the ability to master sound processing and the ability to use musical instruments.
8. The art of dance
9. Covers movement skills by combining audio, dance, and feeling and appreciation of dances.
10. Drama
11. Includes skills in combining music, dance and fine arts in performances.
12. Skills
13. Includes skills in life skills.
14. Characteristics of Development and Implications for Teaching Arts

The development characteristics and their implications for teaching art for grade 3 students are described in the table below:⁹

Table 2. Categories of Developmental Characteristics and Implications for Teaching Arts

Developmental characteristics in grade 3	Implications for art teaching
Improvised hand and eye coordination.	Students will draw peer shapes as models.
The use of small muscles has been better.	Students will draw clothes.
Become aware of each person's differences.	Students will show the difference between figures and objects in their work.
In general, learning becomes	Students will share experiences, share,

⁸ Novi Mulyani, *Pendidikan Seni Tari Anak Usia Dini*, (Yogyakarta: Gava Media, 2014): 30.

⁹ Dita Hendriani, *Pengembangan Seni Budaya dan Keterampilan*.

Developmental characteristics in grade 3	Implications for art teaching
responsive, organized, and cooperative.	and collect art materials.
Already starting to sort out forms based on gender.	Provide motivation to work for male and female students based on their interests.
It is possible to start working with a gang or group.	Students will describe their friends and their work. Teachers can use peer approval to modify their behavior.
Loves comic books.	Students will create comic and superhero characters.
Growth and ability to critique, self-evaluate, and evaluate others.	Students will use the learning objectives to evaluate their work.
The ability to concentrate on this period for longer.	Working on the project may take longer if new goals are identified.
Develop an interest in traveling (travel).	Students will describe how the relationship between working stories and culture.
The life processes of plants and animals are of interest to them.	Students will draw from life, make models by filling in animal skins, draw flora and fauna, and describe how they draw specifically about plants and animals.
Develops a feeling of humor.	Students will discuss issues of beauty that arise from cartoons.
Has a penchant for collecting.	Students will discuss the work they collected in critical activities.

Relevance of Main Material Arts and Culture and Craft MI/SD

1. Curriculum structure for MI / SD Modern Arts and Crafts
 - a. Table 3 is a table of subject structure and learning load in integrative thematic learning that is carried out in elementary schools / madrasah ibtidaiyah.

Table 3. Categories of Time Allocation per Subject in Thematic Learning

Subjects study	Allocation of time per week					
	1	2	3	4	5	6
Group A						
1. Religion and Character Education	4	4	4	4	4	4
2. Pancasila and Citizenship Education	5	6	6	4	4	4
3. Indonesian	8	8	10	7	7	7

4. Math	5	6	6	6	6	6
5. Natural Sciences	-	-	-	3	3	3
6. Social Sciences	-	-	-	3	3	3
Group B						
1. Cultural Arts and Crafts (including local content)	4	4	4	6	6	6
2. Physical Education, Sports, and Health (including local cargo)	4	4	4	3	3	3
Allocation of time per week	30	32	34	36	36	36

- b. Group A is a study group whose content is developed by the center. Whereas group B is a subject whose content is developed by the center and is complemented by local content developed by the local government. The study load is expressed in hours of study each week for the study period for one semester. The learning load for MI / SD grades I, II, III are 30, 32, 34 respectively. Meanwhile, for grades IV, V, VI is 36 hours per week. The duration of study for the MI / SD level is 35 minutes.¹⁰
- c. Core Competencies and Basic Competencies in the subject of Cultural Arts and Craft MI / SD Class III are as follows:¹¹

Table 4. Core Competency Categories for Cultural Arts and Crafts Class III MI / SD

Core Competencies
Accepting, implementing, and respecting the teachings of the religion they adhere to.
Demonstrate honest behavior, discipline, responsibility, courtesy, care, self-confidence, in interacting with family, friends, teachers and neighbors, and love the country.
Understand factual, conceptual, procedural, and metacognitive knowledge at the basic level by observing, questioning, and trying based on curiosity about himself, God's creatures and their activities, as well as the objects they encounter at home, at school, and at play.
Demonstrates creative, productive, critical, independent, collaborative

¹⁰ Menteri Pendidikan dan Kebudayaan, Peraturan Menteri Pendidikan dan Kebudayaan Nomor 57 Tahun 2014 Tentang Kurikulum 2013 Sekolah Dasar/ Madrasah Ibtidaiyah, ditetapkan Tanggal 2 Juli 2014.

¹¹ Menteri Pendidikan dan Kebudayaan, Peraturan Menteri Pendidikan dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar dan Pendidikan Menengah, ditetapkan Tanggal 6 juni 2016.

and communicative thinking and action skills. In clear, systematic, logical and critical language, in aesthetic works, in movements that reflect healthy children, and in actions that reflect children's behavior according to their stage of development.

Table 5. Basic Competency Categories of Cultural Arts and Crafts
Class III MI / SD

Basic Competencies	
3.1	Knowing the elements of fine art in decorative works.
3.2	Knowing the shape and variation of rhythm patterns in songs.
3.3	Knowing the dynamics of dance movements.
3.4	Knowing cutting, folding and joining techniques.

d. Core competencies and basic competencies based on the attachment to Permendikbud number 24 of 2016 are relevant to the core competencies and basic competencies used in the teacher thematic textbook and the thematic textbook for grade III revised 2018 students.

2. Conformity of MI / SD Student Development Characteristics

Every human being must experience changes in himself, both physically and psychologically. So it is with children. This needs to be understood by educators. After discussing the characteristics of the MI / SD cultural arts and crafts education, the author will discuss the developmental characteristics of students. Characteristics and phases of child development:¹²

The period of childhood (middle childhood) that lasts between the ages of 6-12 years. This period is often called the school period, which is the ripe period for learning or the ripe period for school. At this time, they want to master the new skills that can be provided by the school.

Based on the results of the study, it was found that several characteristics of the behavior of children at this age based on gender showed that boys were more aggressive, active, dominant, and impulsive in their behavior. They have the ability to observe space and quantitative understanding is stronger and better than girls. Meanwhile, girls were more likely to have anxious behavior. However, they have better verbal skills than boys.

¹² Dita Hendriani, Pengembangan Seni Budaya dan Keterampilan.

At the age of 6-12 years, boys are different from girls' drawing objects. This was emphasized by Fisher, that in general, girls will draw landscapes equipped with animals, trees, flowers, buildings, people, and the sun. Meanwhile, the boys draw the atmosphere of war, cars, boats and cartoons.

According to Jane Piaget, the stages of children's cognitive development are divided into four, namely children aged 0-2 years at the motor sensory stage, for children aged 2-7 years at the pre-operational stage, for children aged 7-11 years are at the concrete operational stage, and children aged 11 years to adulthood are at the formal operational stage.¹³

Grade 3 students are generally at the concrete operational level. Where at this level students already understand things that are concrete, but have not been able to deal with things that are abstract. Therefore, the books used in the learning process of Cultural Arts and Crafts must pay attention to these things.

The characteristics of these children need attention in the preparation of textbooks. Analysis of student and teacher textbooks based on student characteristics can be seen in the table below:

Table 6. Categories of MI / SD Student Development Characteristics

Class	III (Three)
Language / Vocabulary	The sentences are communicative and use simple and easy to understand language.
Print layout	Horizontal rectangular book shape with a size of 210-297 mm.
Text Content Production	The type of font used is Sans serif and align left. The ratio of reading with illustrated images is 40%: 60%.
Image illustration	The material is accompanied by pictures, thus provoking children's learning motivation. The cover image illustration represents the theme to be discussed and is suitable for presentation to children Image presentation: iconic Printed on white paper, so that it provides an attractive visual effect.
Content and	Text is presented from a cocktail to an abstract.

¹³ Martini Jamaris, *Orientasi Baru dalam Psikologi Pendidikan*, (Bogor: Ghalia Indonesia, 2013): 26.

Higher Order Thinking Skill (HOTS)

1. Currently, there are many problems that develop in life, including these problems arise because of differences between needs and the solutions offered. The solutions offered are not sufficient to solve all the problems that are developing in society today. Therefore, Higher Order Thinking Skill or what is commonly abbreviated as HOTS is required, namely the skill to think at a higher level.
2. Higher Order Thinking Skills are related to problem solving, critical thinking and creative thinking skills.¹⁴ HOTS is different from HOT (high order thinking). Referring to Bloom's revised taxonomy, higher order thinking (HOT) is related to cognitive analysis, evaluation, and creation.
3. The relevance of the main subject matter of Cultural Arts and Crafts class III Teacher Books and Student Books with HOTS (Higher Order Thinking Skills) can be seen in the following phi / pie diagram:

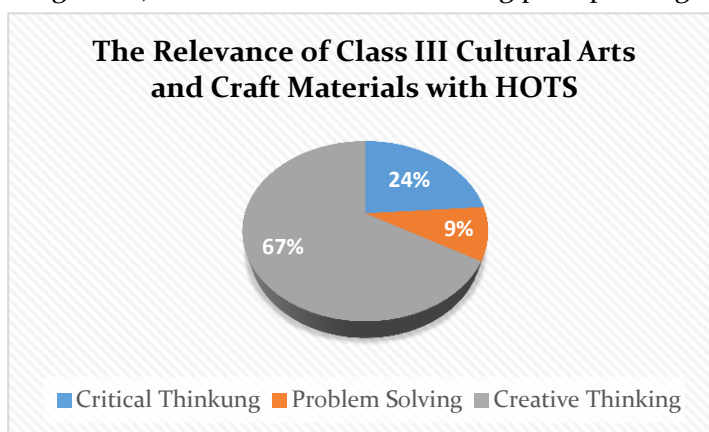


Figure 2. Pie Chart of Class III Cultural Arts and Crafts Relevance Categories with HOTS

Critical Thinking: 24%, problem Solving: 9%, creative Thinking: 67%. The subject matter of Class III Cultural Arts and Crafts has started to include questions that lead to higher-order thinking skills or what is commonly known as HOTS (Higher Order Thinking Skill), but with a low percentage of

¹⁴ Ridwan Abdullah Sani, *Pembelajaran Berbasis HOTS*, (Tangerang : Tira Smart, 2019): 90.

33%. Meanwhile, the remaining 67% still lead to LOTS (Low Order Thinking Skill) questions.

4C (Creative, Critical Thinking, Communicative, and Collaborative)

21st century learning is required to be based on technology to balance the demands of the millennial era with the aim, that later students will get used to life skills in the 21st century. According to Anies Baswedan these skills include:

1. Critical Thinking (critical thinking), namely the ability of students to think critically in the form of reasoning, expressing, analyzing and solving problems. In the reform era, critical thinking is used to filter out radical ideas that don't make sense.
2. Communcation (communication), namely the ability to convey ideas both in writing and orally.
3. Collaboration (collaboration), namely the ability to work together as a solid team in overcoming a problem.
4. Creativity (creativity), namely the ability to produce something new that has never been known before for solutions to new problems.

The relevance of the main material for Class III Cultural Arts and Crafts from Teacher Books and Student Books with 4C (Critical Thinking, Communication, Callaboration, and Creativity) can be seen in the following phi / pie diagram:

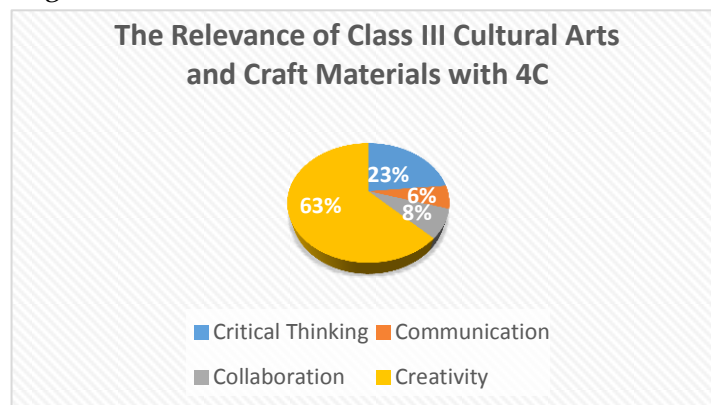


Figure 3. Pie Chart of Class III to 4C of Class III with 4C of the Relevance of Main Material Cultural Arts and Crafts

Critical Thinking: 23%, communication: 6%, collaboration: 8%, creativity: 63%. The main material for Class III Cultural Arts and Crafts has begun to

lead to 21st century learning by including all 4C components which are dominated by Creativity skills, because in the subject of Cultural Arts and Crafts, students can develop their creativity in creating and appreciating art.

Cultural and Citizenship Literacy

Cultural literacy is the ability to behave and understand the culture in Indonesia to show national identity. Meanwhile, civic literacy is the ability to understand the rights and responsibilities that must be obeyed as a citizen. So cultural and citizenship literacy is the ability of individuals and communities to behave towards their social environment as part of a culture and nation.¹⁵

Judging from the description above, cultural and civic literacy can be developed in learning Cultural Arts and Crafts. For example: Demonstrating dance moves accompanied by traditional songs. This can provide basic knowledge for students in the field of cultural and civic literacy.

Table 7. Categories of Cultural Literacy and Citizenship Data Class III Thematic Curriculum 2013 Revised 2018

Theme	Sub Themes	Learning	Indicator	TB Page	SB Page
4	2	1	Students are able to demonstrate weak and strong leg movements in a dance accompanied by folk songs.	63	52-55
4	2	3	Students are able to form leg movements into dance movements accompanied by traditional songs.	75	65-66

From the table above, it can be concluded that not all themes have aspects of cultural and civic literacy, according to the author's analysis there is one theme that applies cultural and civic literacy, namely theme 4. So it can be said that there has been no effort to strengthen or foster cultural and civic literacy. in the thematic book of the 2013 revision of the 2018 curriculum for class III MI / SD.

¹⁵ Gerakan Literasi Nasional, *Materi Literasi Budaya dan Kewargaan*, (Jakarta: KEMENDIKBUD, 2019).

1. Character Education

Character education is a system for instilling character values in school members, Aan Hasanah.¹⁶ In addition, character education is also defined as an effort made to instill intelligence in thinking, behaving and behaving in accordance with the noble values that become his identity, manifested in interactions with God, himself, society and the environment.¹⁷ Dedi Rosala (2017, 16 -25). Most of the character values have been applied in class III thematic textbooks. Character education in the learning materials for Cultural Arts and Crafts can be further developed by teachers by applying character education values.

Table 8. Categories of Character Education Implementation in the Main Material of Cultural Arts and Crafts in the Integrated Thematic Package Book

No.	Character Value	Theme	Sub Themes	Learning
1	Religious	-	-	-
2	Honest	4	1	1
3	Tolerance	5	3	1
4	Discipline	4	2	3
5	Hard work	1	2	3
6	Creative	1	1	1
		1	4	3
		2	4	3
		4	4	3
		6	4	3
7	Independent	3	4	3
8	Democratic	-	-	-
9	Curiosity	4	3	1
10	National Spirit	8	1	1
11	Love the Motherland	2	3	3
		4	2	1
		5	3	3
12	Rewarding Achievements	-	-	-
13	Friendship / Communicative	1	2	1
		4	3	3

¹⁶ Aan Hasanah, *Pendidikan Karakter Berperspektif Islam*, (Bandung: Penerbit Insan Komunika, 2017): 44.

¹⁷ Dedi Rosala, "Pembelajaran Seni Budaya Berbasis Kearifan Lokal Dalam Upaya Membangun Pendidikan Karakter Siswa Di Sekolah Dasar", *Ritme 2*, no. 1 (2017): 16-25.

14	Love peace	-	-	-
15	Like to read	-	-	-
16	Environmental care	2	1	1
		7	1	1
17	Social care	5	3	1
18	Responsible	-	-	-

2. Main Material Innovation for Cultural Arts and Crafts MI / SD

Based on the various problems that have been mentioned and the results of the researcher's analysis of the main material of Cultural Arts and Crafts in the teacher's books and class III student books of the 2018 Revised Curriculum, it is necessary to provide an innovation so that learning Cultural Arts and Crafts is more meaningful, including using interactive multimedia. Interactive multimedia is multimedia that is equipped with a controller that can be operated so that it is able to carry out instructions back to the user to carry out an activity.¹⁸ Interactive multimedia is also referred to as a combination of various media (audio, graphics, text, video, images) used to control commands.¹⁹

The teaching materials developed have many benefits, including finding teaching materials that are in accordance with the needs of the curriculum, not only depending on textbooks, more comprehensive teaching materials, adding knowledge, being able to build effective communication, learning process activities more interesting, students having more opportunities to explore their knowledge, and students find it easier to learn the material.²⁰

CONCLUSION

The conclusions of this study are: a. All material has referred to the standard content of Permendikbud number 21 of 2016, then thematic teaching material books (teacher's books and student books) are relevant or have met the scope of material listed in Permendikbud number 21 of 2016, including the following: creation and appreciation of fine art works, creation / recreation and appreciation of music works of art, creation / recreation and

¹⁸ Awaluddin Muin, "Keterampilan Berbasis Multimedia Interaktif Pada Pembelajaran Seni Budaya Di Sekolah Dasar".

¹⁹ Andi Prastowo, *Pengetahuan Kreatif Membuat Bahan Ajar Inovatif*, (Yogyakarta: Diva Press, 2012): 329.

²⁰ Andi Prastowo, *Menyusun Rencana Pelaksanaan Pembelajaran Tematik Terpadu*, (Jakarta: Prenadamedia Group, 2015): 197.

appreciation of dance works, appreciation and craft creations, and the competencies of some of the main subjects of Cultural Arts and Craft MI / SD can be described as follows: Attitude Competence, Competence Knowledge, Skills Competence. In general, the textbooks of class III MI / SD students, both teacher books and student books are relevant to the scope of Cultural Arts and Craft MI / SD. b. The characteristics of the main material for MI / SD Cultural Arts and Crafts include characteristics seen from the aspect of the main material, and the characteristics of its development and implications for teaching arts. c. The relevance of the main material for MI / SD Cultural Arts and Crafts, includes the curriculum structure of MI / SD Cultural Arts and Crafts, Characteristics of the development of students, HOTS (Critical Thinking: 24%, Problem Solving: 9%, and Creative Thinking: 67%), however with a low percentage of 33%, while the remaining 67% still point to LOTS (Low Order Thinking Skill), 4C (Critical Thinking: 23%, Communication: 6%, Collaboration: 8%, and Creativity: 63%), Cultural and civic literacy, and character education. d. Main material innovation for MI / SD Cultural Arts and Crafts using interactive multimedia.

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