

Feasibility of the Ethno Social Learning Model for Elementary Children

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ABSTRAK

Kearifan budaya lokal perlu dipertahankan lantaran menandakan ciri khas suatu wilayah, termasuk bidang sosial. Budaya sosial setiap daerah sangat unik dan berbeda. Keunikan budaya sosial disetiap daerah selalu menganut ajaran positif dan patut untuk dilestarikan. Tujuan dari penelitian ini adalah untuk menghasilkan model pembelajaran etnososial yang sesuai untuk digunakan dalam proses pembelajaran. Penelitian dilakukan dengan pendekatan R&D. Subjek penelitian yaitu siswa, guru, dan kepala sekolah dasar. Instrumen yang digunakan adalah kuesioner. Hasil penelitian menunjukkan bahwa pelibatan etnososial dalam proses pembelajaran ilmu pengetahuan sosial di sekolah dasar sangat rendah. Proses pembelajaran cenderung memberikan contoh khasus sosial secara umum. Bahkan yang sering terjadi justru memberikan contoh sosial budaya di daerah lain ke dalam pembelajaran di sekolah dasar. Untuk itu, perlu diciptakan model pembelajaran etnososial agar ada upaya dalam memperhatikan etnososial di lingkungan sendiri. Salah satu upaya yang dapat dilakukan, yaitu mengembangkan model pembelajaran etnososial di sekolah dasar. Model pembelajaran etnososial yang diciptakan dinyatakan layak untuk diterapkan di sekolah dasar. Keunggulan model pembelajaran etnososial, yaitu model ini memperhatikan perkembangan sosial anak yang disesuaikan dengan budaya lokal sekitar..

ABSTRACT

Local cultural wisdom needs to be maintained because it indicates the characteristics of a region, including the social field. The social culture of each region is very unique and different. The uniqueness of social culture in each region always adheres to positive teachings and deserves to be preserved. The purpose of this research is to produce an ethnosocial learning model that is suitable for use in the learning process. The research was conducted with an R&D approach. The research subjects were students, teachers, and principals of elementary schools. The instrument used is a questionnaire. The results showed that elementary school ethnosocial involvement in the social science learning process was shallow. In fact, what often happens is to provide examples of socio-culture in other areas of learning in elementary schools. This incident occurred without any intentional element and was in accordance with what was thought when the social science learning process took place. For this reason, it is necessary to create an ethnosocial learning model so that there is an effort to pay attention to ethnosocial in their own environment. One of the efforts that can be done is to develop an ethnosocial learning model in elementary schools. The ethnosocial learning model that was created was declared feasible to be applied in elementary schools. The advantage of the ethnosocial learning model is that this model pays attention to the social development of children which is adapted to the local culture.

1. INTRODUCTION

Social science learning is one of the important processes learned by students in elementary school. The social sciences learned can shape and pattern students' attitudes by social patterns that are acceptable to the surrounding environment (Fatonah, 2019; Hendy, 2020). The attitude pattern of the surrounding community appears in the diversity of local cultures (Asrial et al., 2019; Schlein et al., 2016).

Students need to prepare themselves through social learning at school to be ready to face the patterns of the surrounding community that is influenced by local culture.

Shifts in local cultural values have occurred in people's daily lives. Local cultural values are starting to be neglected in today's life (Suharianta et al., 2014; Suyitno, 2012; Zuriyah. N, 2011). In addition, there is an erosion of the noble values of the nation's culture, replaced by foreign cultures which are often contrary to the culture adopted by students (Efendi, 2014; Lionar & Mulyana, 2019). As a result, many students experience moral degradation. The emergence of attitudes of individualism, materialism, pragmatism, and hedonism in the life of the Indonesian people, among others, is a form of moral degradation. People seem to forget the noble cultural values that already exist and are the hallmark of Indonesianness (Ramdani, 2018; Sudirman et al., 2020). The findings show that the problem is caused by the negative influence of technological developments (Efendi, 2014; Ramdani, 2018; Suharianta et al., 2014; Suyitno, 2012).

Technology continues to develop rapidly in the era of industrial revolution 4.0. Education must be able to follow the changes that occur, including in the social science learning process in elementary schools (Astuti et al., 2019; Avando Bastari et al., 2021; Lawrence et al., 2019). Responding to technological developments, it is necessary to bring back the local culture. Ethnosocial is a special concern at this time. Blended learning-based learning is important to be applied in the ethnosocial learning process to rebuild the local culture of the alpha generation in elementary schools (Asrial et al., 2019; Sadovoy & Ovchinnikov, 2021). Ethnosocial studies and blended learning are topics of urgency to be studied today. This is in accordance with the Universitas Negeri Padang Research Development Master Plan.

The advantages of blended learning-based ethnosocial learning models are (1) students are able to position themselves in their environment. (2) Students are free to study the subject matter independently by utilizing the materials available online. (3) Students can have discussions with teachers or other students outside of face-to-face hours. (4) Learning activities carried out by students outside of face-to-face hours can be managed and controlled properly by the teacher. (5) Teachers can add enrichment materials through internet facilities. (6) Stimulate learning and provide a more collaborative learning experience (Hima, 2017; Okaz, 2015; Sofiana, 2015; Wardani et al., 2018).

In responding to these problems, a solution is needed that can rebuild the local culture in build the morals of the nation's children. The solution that has been offered is a contextual learning model based on local wisdom (Rahmatih et al., 2020; Ramdani, 2018). However, looking at the current environmental conditions, namely the contextual learning model based on local wisdom, it is not suitable to be implemented optimally. It needs reforms that can rebuild the local culture of the alpha generation in elementary schools (Prahmana & D'Ambrosio, 2020; Tohri et al., 2022). The solution offered is to rebuild the local culture of the alpha generation in elementary schools, namely the development of an ethnosocial learning model based on blended learning. The purpose of this research is to produce an ethnosocial learning model based on blended learning that is feasible to apply and can bring together local culture and technology in one learning process.

2. METHOD

The steps of R&D development are as follows: (1) research and information collecting; (2) planning; (3) develop preliminary form of product; (4) preliminary field testing; (5) main product revision; (6) main field testing; (7) operational product revision; (8) operational field testing; (9) final product revision; and (10) dissemination and implementation (Aka, 2019; Hamimah et al., 2020; Putra et al., 2020). The stage of developing an ethnosocial learning model based on blended learning and electronic storybooks to rebuild the local culture of the alpha generation in elementary schools. The stages of developing an ethnosocial learning model based on blended learning and electronic storybooks developed steps can be seen in Figure 1. The stages of development are: First, research and information collecting, including the steps taken in this stage are library research and field studies. (a) Literature study. (b) Field studies. Second, planning. The planning stage includes: (a) Determining the goals and benefits of making literacy electronic reading books using social science stories (b) Determining core competencies and basic competencies (c) Making research instrument grids. (d). Making research instruments. Third, develop a preliminary form of the product. (a) Prepare material, namely social science stories. (b) Designing learning resources based on social science stories by preparing story ideas, and making synopsis, scripts, and storyboards. Creating characters, backgrounds, background music, and merging the contents of everything.

Fourth, preliminary field testing. The next step after developing the initial product form is validation by material experts, science experts, and science teachers. Validation is the process of

evaluating products by appropriate experts in their fields. The validation process aims to determine the feasibility of learning resource products. Literacy electronic reading books are declared eligible for production if they get a good minimum score (B). Fifth, play product revision. Phase I product analysis and revision aims to get good literacy reading books before field trials are carried out. Sixth, main field testing. At this stage, individual trials of 3-5 respondents were conducted, while limited trials were conducted on 10-15 respondents. Data were collected and analyzed. The test on students aims to determine the level of attractiveness of literacy in electronic reading books.

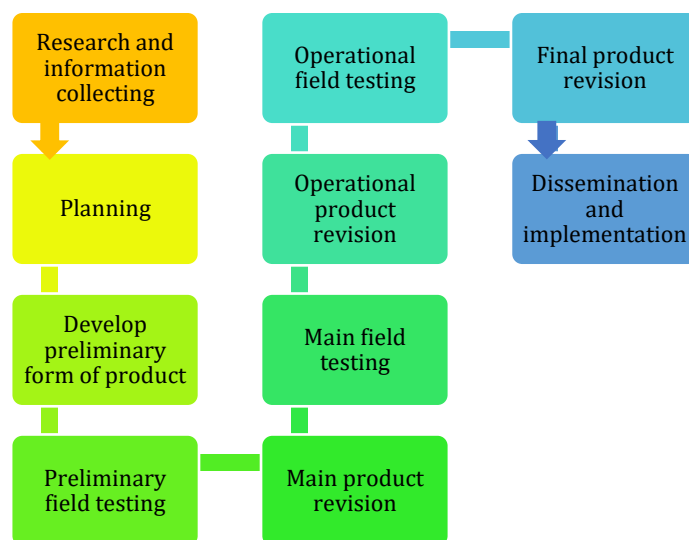


Figure 1. Ethnosocial Learning Model Development Flow Using Steps from Borg & Gall

Seventh, operational product revision. Phase II product analysis and revision were carried out after conducting individual trials and limited trials, and the results of the trials were used to make improvements. Field trials were conducted with 30-36 respondents. Field trials were conducted to find out how attractive the product made. In this study, electronic literacy reading books as learning resources for the alpha generation were tested by being displayed in front of the class, then the researchers gave a questionnaire to find out the attractiveness of literacy electronic reading books as a learning resource. Literacy electronic reading books are stated to be interesting to use by obtaining a good minimum score. Eighth, final product revision. Dissemination and implementation. The final result is an electronic literacy reading book as a learning resource for the alpha generation packaged in the form of a CD that is ready to be used to support learning.

3. RESULT AND DISCUSSION

Result

The results of the research on the development of blended learning-based ethnosocial learning models and electronic storybooks to rebuild the local culture of the alpha generation in elementary schools in the first year describe the results of research that have been carried out in stage (1) Research and information collection stage, including this is a literature study and field study. (a) Literature study. (b) Field studies. (2) Planning. The planning stage includes: (a) Determining the objectives and benefits of making blended learning-based ethnosocial learning model books and electronic story books (b) Determining core competencies and basic competencies (c) Making research instrument grids. (d) Making research instruments. (3) Develop the initial product form. (a) Prepare materials, namely blended learning-based ethnosocial learning models and electronic storybooks. (b) Designing learning resources for blended learning-based ethnosocial learning models and electronic storybooks by preparing electronic storybooks, and making synopsis, scripts, and storyboards. Creating characters, backgrounds, background music, and merging the contents of everything.

The initial stage of the research, namely conducting a preliminary analysis of the needs of students and teachers in elementary school as well as a literature review related to the needs of students and teachers. Literature studies were carried out, namely: learning models, types of social learning models, pioneers of social learning models, ethnosocial, ethnosocial in learning in elementary school, blended learning models, development of fourth-grade elementary school children, and ethnosocial

learning models. The planning stage includes: (a) Determining the goals and benefits of making blended learning-based ethnosocial learning model books and electronic story books (b) Determining core competencies and basic competencies (c) Making research instrument grids. (d) Making research instruments. Developing the initial product form includes: (a) Preparing materials, namely blended learning-based ethnosocial learning models and electronic story books. (b) Designing learning resources for blended learning-based ethnosocial learning models and electronic storybooks by preparing electronic storybooks, and making synopsis, scripts, and storyboards. The results of the validation of the development of blended learning-based ethnosocial learning models and electronic story books can be seen in Table 1.

Tabel 1. Ethnosocial Learning Model Validation

Item	Indicator	Score	Category
1	Rationale	5	Very valid
	Group Investigation Theory		
	Blended Learning Model Theory	5	Very valid
	Ethnosocial Theory	5	Very valid
2	Model Syntax	5	Very valid
	1. Analysis of social problems		
	2. Formulation of social hypothesis	5	Very valid
	3. Discussion on solving social problems	5	Very valid
	4. Social Culture Analysis	5	Very valid
	5. Solution evaluation report	5	Very valid
3	Social System	4	Valid
4	Reaction Principle	4	Valid
5	Support System	5	Very valid
6	Instructional Impact and Accompaniment	4	Valid
	Instructional Impact		
	Accompaniment	4	Valid
Total		85	
Rata-rata		4,72	Very valid

The rationale for developing an ethnosocial learning model is based on group investigation theory. Blended Learning learning model theory, local wisdom theory, and the theory of developmental characteristics of children aged 10 years. Group investigative theory (John Dewey) focuses more on efforts to (1) develop social systems based on and created by democratic procedures. (2) Conduct scientific research on the nature of social life and its processes. (3) Using research to solve social problems or interpersonal problems. (4) Provide experiential learning situations. The theory of the Blended Learning learning model is of particular concern in underpinning the ethnosocial learning model, namely: (1) The model directs students to search for information from various available information sources. (2) Interpreting and elaborating information personally and communally. (3) The model directs students to reconstruct knowledge through the process of assimilation and accommodation starting from the results of analysis, discussion, and formulation of conclusions from the information obtained. While the Local Wisdom Theory pays more attention to the process of constructing culture into the social sciences and fostering the caring character of students' social culture.

The syntax of the ethnosocial learning model, namely: (1) Analysis of social problems, (2) Formulation of social hypotheses, (3) Discussion of social problem solving, (4) Social culture, and (5) Solution evaluation report. The syntax of the ethnosocial learning model can be applied to the blended learning process. Analysis of social problems and the formulation of social hypotheses can be done online (in the network). While the discussion process for solving social problems, social culture, and evaluation reports on solutions can be carried out offline (outside the network). Pay attention to the syntax chart image and a description of the activities that must be carried out in each syntax.

The social system formed in the learning process, namely cooperative learning based on local wisdom about social culture. The ethnosocial learning model directs the learning process to be carried out in groups so that students can design solutions to social problems and convey the reasons for choosing social solutions. The teacher's role in the ethnosocial learning process is as a friendly counselor, consultant, and critic. The ethnosocial learning model directs the teacher to guide students to form groups. The ethnosocial learning model directs the teacher to confront students with various social problems that can be found in the surrounding environment. The ethnosocial learning model directs teachers to direct students to develop their own methods or strategies for solving social problems. The

ethnosocial learning model directs the teacher to direct students' thinking to analyze the possible difficulties they will face in the research process later.

The support system in the ethnosocial learning model, namely: student worksheets, lesson plans, and teacher manuals using the ethnosocial learning model. The instructional impact of the ethnosocial learning model is the ability to interpret social problems and the existence of social control. While the impact of the accompaniment of the ethnosocial learning model, namely the existence of collaborative skills learning, getting used to being responsible and getting used to solving social problems. The results of the validation of the ethnosocial learning model that was created show that the ethnosocial learning model is feasible to be used and tested in elementary schools.

Discussion

The research findings have answered the research question, namely the feasibility test of the ethnosocial learning model. The ethnosocial learning model is the latest learning model that pays attention to the existence of local wisdom so that all the effects of technological developments do not too influence the alpha generation. The ethnosocial learning model not only pays attention to local wisdom but also applies technology in the form of blended learning. The ethnosocial learning model is the latest learning model that combines technology with local culture in one learning.

The ethnosocial learning model was developed based on ethnosocial theory, group investigation theory, Blended Learning learning model theory, local wisdom theory, and 10-year-old child development theory (Listiyana Dwi, 2019; Merintika. L et al., 2021; Rosmaya, 2018). The objectives of conducting group investigations in a democratic process are: (1) To develop a social system based on and created by democratic procedures. (2) Conduct scientific research on the nature of social life and its processes. (3) Using research to solve social problems or interpersonal problems. (4) Provide experiential learning situations. Group investigative theory simultaneously emphasizes social development, academic skills, and personal understanding of social (Akram Budiman Yusuf & Muhammadd Dahlan, 2021; Aminullah, 2020; Rukmini, 2018; Setyaningsih, 2014). This shows that the theory of group investigation is one of the strong foundations for creating an ethnosocial learning model.

The second theory that underlies the ethnosocial learning model is the Blended Learning model. The Blended Learning learning model familiarizes teachers with guiding students to work on student worksheets in group discussions to inventory information, interpret, and elaborate concepts towards understanding the topic being studied (Cronje, 2020; Hrastinski, 2019). The teacher confronts ideas or ideas that already exist in students' minds with the results of interpreting information/knowledge from various available sources (Kumar et al., 2021; Shamsuddin & Kaur, 2020). The teacher encourages and facilitates students to communicate the results of the interpretation and elaboration of ideas face-to-face. The teacher assigns students to elaborate mastery of concepts through the provision of open and rich questions (Long & Van Hanh, 2020; Macaruso et al., 2020). The teacher justifies the results of the exploration and acquisition of concepts academically, and together the students conclude the concepts being studied. The teacher helps students synthesize knowledge in their cognitive structures. The teacher accompanies students in constructing/reconstructing concepts through the process of accommodation and assimilation starting from the results of analysis, discussion, and formulation of conclusions on the information learned (Cronje, 2020; Hrastinski, 2019; Macaruso et al., 2020).

The third theory that underlies the ethnosocial learning model is local wisdom. The integration of social values of local wisdom into the social context of learning is called ethnosocial (Asrial et al., 2019; Sadovoy & Ovchinnikov, 2021). Ethnosocial is learning with the context of local wisdom on social aspects that are arranged based on values and applied based on the experience of students. Ethnosocial is more centered on how humans position themselves with their environment (Madyukova, 2021; Poteet & Simmons, 2016). Because humans are part of nature, holistic and sustainable balance. Humans treat nature mechanically and are forged infinitely to be dominated through instrumental-rationalization (Oseev et al., 2018; Sushchy, 2021). Ethnosocial is very useful in today's social life. Especially useful for neutralizing the influence of outside culture which is very easy to enter through technological sophistication. Ethnosocial will shape the character of the people who apply it (Magomedkhan & Sadovoy, 2021; Oseev et al., 2018; Sadovoy & Ovchinnikov, 2021).

The local wisdom in question is in the form of social habits that have been built in a place and are continuously applied in that area. Ethnosocial society in Indonesia, one of which can be seen in the Minangkabau community in the province of West Sumatra. The Minangkabau people are used to and familiarize themselves with ethnosocial politeness which is commonly referred to and known as "*Kato Nan Ampek*". The Minangkabau people are taught how to have manners and manners in speaking with the other person, both towards older people, respected people, peers, and even smaller people (Manaf et al., 2001; Yuspita, 2021). The speech culture of the Minangkabau people regulates the pattern of community

language manners, as stated in the word style which is the daily manners of speaking between each other, according to their respective social status. The language style is one form of communication interaction in relation to Minangkabau culture (Efrianto & Afnita, 2019; Roosyidah, 2018). There are four styles of words in the Minangkabau language, namely: (1) *kato mandaki*, which is the language used by people whose social status is lower than the person they are talking to; (2) *kato manurun*, namely the language used by people whose status is higher than the other person's; (3) *kato malereang*, namely the language used by people in the same position, who respect each other; and (4) *kato mandata*, which is the language used among people of the same social status and close relationships (Syamsuarni & Eliza, 2020; Yuspita, 2021).

The implications of this research provide an overview of the application and benefits of the ethno social learning model for elementary children. This research will be very useful for educators, especially elementary school teachers as a reference in implementing appropriate learning models. The limitation of this research lies in the scope of the research which is still limited to taking subjects in one area only. It is hoped that future research will be able to deepen and broaden the scope of research related to the application of the ethno social learning model.

4. CONCLUSION

The result of ethnosocial learning model has a positive influence on the world of education, especially in social science learning in elementary schools. Students can study social science directly from two sides, namely local wisdom and technological developments. The ethnosocial learning model is considered feasible to be used in elementary schools. The ethnosocial learning model must be tested to prove its feasibility of the model in the learning process in elementary schools. The ethnosocial learning model has a syntax that pays attention to the existence of local culture in the community. Teachers can apply ethnosocial learning models in the classes they teach. Teachers can adapt the concept of culture to the surrounding community.

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