



# Humanistic Literacy Diagnosis in the Implementation of Javanese Local Wisdom-Based Learning Models for Elementary School Students

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## ABSTRAK

Salah satu permasalahan dehumanisasi yang terjadi pada siswa sekolah dasar yaitu merosotnya nilai budi pekerti luhur, adil, jujur, empati, rasa hormat, cinta tanah air, rendah hati, kesederhanaan, dan pengampun. Tujuan penelitian adalah untuk mendiagnosis literasi humanistik siswa sekolah dasar dengan menerapkan model pembelajaran berbasis kearifan lokal Jawa. Metode penelitian yang digunakan dalam penelitian ini adalah quasi eksperimental design. Rancangan penelitian yang dipilih adalah pre-eksperimental dengan design model one-shot case study. Populasi penelitian yaitu siswa sekolah dasar. Jumlah subjek uji coba instrumen yaitu sebanyak 35 siswa kelas V sekolah dasar. Sampel penelitian yaitu lima sekolah dasar. Teknik sampling dalam penelitian ini yaitu Purposive sampling. Jumlah subjek penelitian yaitu 165 siswa kelas V sekolah dasar. Metode pengumpulan data yaitu Non Tes. Instrument pengumpulan data dengan kuesioenr. Teknik analisis data penelitian ini yaitu Uji T (One Sample T-Test). Hasilnya menunjukkan bahwa model pembelajaran integratif berbasis kearifan lokal Jawa memiliki pengaruh terhadap literasi humanis siswa sekolah dasar. Implikasi dari penelitian ini adalah model pembelajaran berbasis kearifan lokal Jawa berpengaruh terhadap peningkatan dehumanisme yang terjadi pada siswa sekolah dasar pasca pandemi Covid 19. Kondisi ini nampak dari peningkatan indikator literasi humanistik pada siswa meliputi kolaborasi, komunikasi, berpikir kritis, dan kreatif. Disimpulkan bahwa penerapan model pembelajaran integratif berbasis kearifan lokal Jawa memiliki dampak yang signifikan terhadap literasi humanis siswa sekolah dasar.

## ABSTRACT

One of the problems of dehumanization that occurs in elementary school students is the decline in the values of noble character, fairness, honesty, empathy, respect, love of the country, humility, simplicity and forgiveness. The aim of the research is to diagnose the humanistic literacy of elementary school students by applying a learning model based on local Javanese wisdom. The research method used in this research is quasi experimental design. The research design chosen was pre-experimental with a one-shot case study model design. The research population is elementary school students. The number of test subjects for the instrument was 35 fifth grade elementary school students. The research sample was five elementary schools. The sampling technique in this research is purposive sampling. The number of research subjects was 165 fifth grade elementary school students. The data collection method is non-test. Data collection instrument with questionnaires. The data analysis technique for this research is the T Test (One Sample T-Test). The results show that the integrative learning model based on local Javanese wisdom has an influence on the humanist literacy of elementary school students. The implication of this research is that the learning model based on local Javanese wisdom has an influence on the increase in dehumanism that occurs in elementary school students after the Covid 19 pandemic. This condition can be seen from the increase in humanistic literacy indicators in students including collaboration, communication, critical thinking and creativity. It was concluded that the application of an integrative learning model based on local Javanese wisdom had a significant impact on the humanist literacy of elementary school students.

## 1. INTRODUCTION

Quality education is a benchmark for the progress of a nation. A quality education system is able to create quality human resources who are ready to compete in facing global flows and are able to contribute to nation development in all aspects of the field. Elementary school level education is the foundation for laying down the concepts needed in life (Ilham, 2019; Wulandari, 2022). Quality education basically encourages students to go through enjoyable learning, so that meaningful learning outcomes are obtained. Learning in the 21st century is associated with literacy that is adapted to current developments (Firdaus et al., 2021; Rakhmawati & Mustadi, 2022). Literacy has many types, one of which is humanist literacy or also known as human literacy. Several attitudes such as noble character, fairness, honesty, empathy, respect, love of the country, humility, simplicity and forgiveness are closely related to a person's attitude, which is an indicator of humanist literacy (Muflikhah et al., 2022; Wandasari, 2017). Good literacy is carried out by teachers in learning by emphasizing moral values rather than the learning process itself. The element of soft skills or individual character development is an attitude that must be possessed in order to collaborate, be adaptive, and become a wise human being in the era of globalization which is part of humanist literacy. In Indonesia, humanist literacy has become a new literacy which contains components of communication, good morals and creative thinking (Hasanah et al., 2022; Wandasari, 2017).

However, the reality is that the humanist literacy abilities of elementary school students are currently experiencing a decline or dehumanism. Many dehumanization seminars are taking place today as discussion material which is the impact of technological developments, giving birth to Foucault as the death of the subject (Asnawi et al., 2022; Mardiana, 2023). This process gives the meaning that there is the presence of electronic space, such as computers and the internet, cellphones, and email as a substantial substitute for face to face communication. The presence and rapid development of technology cannot be denied that individuals are separated from their social groups (Dewi, 2019; Xiao, 2018). This condition is what encourages dehumanization, a transformation into the decline of the values of truth, goodness, beauty and holiness which will increasingly replace human resources which only focus on material things (ownership of wealth), hedonism (physical pleasure) and prestige (prestige).

The results of observations and interviews at five elementary schools in Trenggalek Regency obtained data showing that dehumanism occurred. This humanistic degradation is shown by several students' attitudes including (1) when they are in an uncomfortable situation, students are unable to control their anger, so they often have arguments with other friends, (2) students use Ngoko Javanese with the teacher when speaking, (3) students use Ngoko Javanese with the teacher when speaking, (4) students often argue if they are advised by the teacher, (5) there are some students who prefer to play or do activities alone rather than playing with other friends or doing group assignments, (6) when completing group assignments or projects, students' creativity looks poor, and (7) students are less able to convey ideas or present the results of individual or group work.

Based on the results of the field study above, it shows that students' humanistic literacy is low in five elementary schools in Trenggalek Regency. The results of interviews with teachers show that teachers in the learning process only apply the lecture method, teachers still do not understand how to use learning models. Choosing the right learning model can solve learning problems. Apart from that, the learning process carried out still focuses on achieving competency indicators and has not yet developed students' humanist literacy. In fact, this humanist literacy is really needed by students in facing global challenges. The data obtained is that the facilities in five elementary schools in Trenggalek Regency are classified as adequate, both classrooms and school infrastructure. Apart from that, in the human resources aspect, all fifth grade teachers in the five elementary schools have been certified as professional educators. So that there are no obstacles in implementing the learning model in increasing students' humanist literacy, both in terms of human resources and learning support facilities. One way to manage learning by teachers is by implementing an integrative learning model. This model can train understanding and develop students' critical thinking skills. When students are in a position dealing with real relationships and unification of opinions, students can interpret and find solutions to problems found in students' real lives (Batubara, 2017; Lesilolo, 2019). The learning carried out must be adapted to students' knowledge, experience and daily life so that learning is more effective, efficient and meaningful through an integrative learning model and incorporating stages of local wisdom.

Current developments in information and technology influence various aspects of life. However, local wisdom still exists and cannot be eliminated. The implementation of local wisdom actually functions to answer the challenges of the times and the existence of wisdom will continue to exist (Puspita, 2022). One way to equip society to be able to face the changes and challenges of the times is to use the basis of local wisdom so that education policies can run effectively. The way to strengthen national identity and identity requires promoting local wisdom values in education so that education is quality (Aries, 2022; Fetra Bonita Sari, Risda Amini, 2020). One of the ceremonies that includes local wisdom is the Ider-Ider Ceremony. The Ider-Ider ceremony is one of the Javanese traditions. The Ider-Ider ceremony has been carried out for a long time and its existence is still in

the community's traditions. The Ider-Ider ceremony is usually called the rice picking ceremony which is carried out after the rice harvest season (Nafsiyah & Susilo, 2022; Puspita et al., 2021).

The Ider-Ider ceremony contains three meanings, namely (1) as an expression of thanks and gratitude to God for the abundant harvest and being given sustenance and safety, (2) The Ider-Ider ceremony is also a protection so that you are always given safety and avoid disasters when cultivating rice. to God, and (3) The ider-ider ceremony is used as a preservation that must be preserved and its existence as the nation's cultural heritage. One of the integrations of local wisdom in education is through the internalization of local wisdom with learning models. The steps for the Ider-ider ceremony include (1) preparing the umborampe, (2) preparing the takir, (3) a procession of residents carrying offerings to the rice fields, (4) shamans/traditional leaders welcoming the procession of residents carrying offerings, (5) ) The offerings are arranged and prayers are read led by the shaman/community figure, (6) the incense and incense are burned and the prayers are read by the shaman/community figure, (7) The shaman/community figure places the offering on and is inserted while water is poured in every corner of the rice field where the rice will be harvested while prayers and mantras are read, (8) at the end of the ritual, takir containing complete food and side dishes is distributed to residents who attend the celebration event, and (9) Rice that is it has been cut using ani-ani and tied with thread, then the takir students are taken home for another celebration through reading prayers and the takir is distributed to the people present (Nafsiyah & Susilo, 2022; Puspita et al., 2021).

A learning model based on local wisdom is useful for answering and responding to learning problems. One way to improve the quality of learning is through learning models obtained from indigenous knowledge or local geniuses from community traditions which are the noble values of a culture. Humanistic literacy has a positive effect of 44% on the quality of the learning model. When a learning model based on local wisdom is implemented in the learning process, it will have a significant effect on learning outcomes. An effective learning model where the application of this learning has a significant impact on learning outcomes, character and love of local wisdom. The local wisdom-oriented learning model is effective for improving 21st century skills, one of which is communication skills which is an indicator of humanistic literacy (Fadli, A., 2020; Ramdiah et al., 2020).

Based on observations and interviews at five elementary schools in Trenggalek Regency, it shows that 4 indicators of humanistic literacy, namely collaboration, communication, critical thinking and creativity, show the low category. Optimizing or strengthening new literacy at the elementary school level is very important, where activities can be focused on growing and processing data, utilizing technology, and strengthening character (humanistic) without ignoring the old literacy movement (reading, writing and accounting) (Asnawi et al., 2022; Muliastri, 2020). Humanistic literacy has a very important role in facing the Industrial Revolution 4.0. Literacy is needed in various conditions, so that understanding literacy can be useful in life. The development of the technological era, in stage 4 of the Industrial Revolution, abilities related to literacy were developed, namely: data literacy, technological literacy and human literacy (Indriani & Al-Faqih, 2020; Sholikin & Fatmawati, 2019). All components of the Industrial Revolution created opportunities for the development of strategic policies and programs to improve the quality of human resources.

The aim of this research is to diagnose the humanistic literacy of elementary school students by applying a learning model based on local Javanese wisdom. The sub-goals of this research include (1) to identify an increase in students' humanist literacy using a learning model based on local Javanese wisdom. An increase in humanist literacy can be seen if there is an increase in students' humanist literacy before and after implementing the local wisdom-based learning model (2) testing the influence of the Javanese local wisdom-based learning model on students' humanist literacy in elementary schools. There is a high category of Humanistic Literacy determination in the constructivist learning model for Ganesha Guru Polytechnic students at 44% (Sanjaryanti, 2018). Humanist literacy is something that is very important in surviving in this era, the goal is so that humans are able to function well in the human environment and can understand interactions with fellow humans (Asnawi et al., 2022; Mardiana, 2023). The novelty of this research is the integration of the steps of the ider-ider ceremony with a learning model based on local wisdom which aims to increase the humanistic literacy of elementary school students. The steps contained in the Ider-ider Ceremony were adopted as a learning model based on local wisdom.

## 2. METHOD

The method used in this research is quasi experimental design. The research design chosen was pre-experimental with a one-shot case study model design (Ingtiyasningsih, Puji, 2022; Mayuni, Komang Ratna, 2019). The paradigm in this research model means that one group is given treatment and then the results are observed in the form of a final test. The treatment is the independent variable and the results are the dependent variable. Research procedures are stages of collecting data in the field as an answer to the research problem formulation. These stages include (1) Preparation Stage, namely carrying out observations and interviews at five schools in order to identify problems and school characteristics. Next, the researcher prepares a research

instrument that will be useful for collecting data. (2) At the implementation stage, the research instrument is tested for validity and reliability before being used to collect data. If the test results show that the research instrument is valid and reliable, it can be used for research in the field. Next, hypothesis testing is carried out, and (3) Data analysis and data interpretation stage, after the data is obtained, data analysis is carried out and the data is described and linked to relevant theory or research.

The research target population was elementary school students in Trenggalek Regency. Meanwhile, the research sample was five elementary schools in Trenggalek Regency. The sampling technique in this research is purposive sampling, namely for the reason that it has good supporting facilities and human resources but has problems, namely low humanist literacy. The number of research subjects was 125 students.

The research data collection method uses the non-test method. The instruments for this research are interview guidelines, observation sheets, and also questionnaire sheets. Interview guidelines were used to obtain data on student characteristics and needs, as well as learning conditions from teachers. The observation sheet is used as an observation sheet for student activities during learning. Questionnaire sheet to collect data about students' humanist literacy. The questionnaire instrument grid is presented in [Table 1](#).

**Table 1.** The Questionnaire Instrument Grid

No.	Variable	Indicators/Aspects	Aitem		Amount
			Favorite	Non-Favorable	
1	Humanistic Literacy	Communicative	6	6	12
		Collaboration	8	8	16
		Critical Thinking	8	8	16
		Creative	5	5	10
		Innovative	4	4	8

The questionnaire created consisted of two variables to obtain information about humanistic literacy after implementing the learning model. which contains closed questions for respondents, alternative answers are also provided for each question so that respondents do not just choose one answer that is correct or in accordance with reality. The questionnaire sheet that has been developed is then tested for validity. The validity used to test the instrument is construct validity. The construct validity test was carried out through factor analysis with the help of SPSS 25 software. Apart from the validity test, a reliability test will be carried out to measure the reliability of the research instrument. Instrument reliability testing uses the Cronbach's Alpha formula.

Before testing a hypothesis, prerequisite tests must be met. Data analysis prerequisite tests are used to determine whether hypothesis testing data analysis can be continued or not. This prerequisite test consists of a normality test and a homogeneity test. Hypothesis testing was used to determine differences in students' humanist literacy levels before and after being given treatment in the form of a learning model based on local Javanese wisdom. The gain level category is if  $g > 0.7$ , then the significant level of gain is stated in the high category, if  $0.05 \leq g \leq 0.7$ , then the gain level is stated in the medium category and if  $g < 0.3$ , then the gain level is in the low category. Apart from that, to test the differences in humanistic literacy of elementary school students before and after using a learning model based on local Javanese wisdom, we used a different test. The data analysis technique for this research is the T Test (One Sample T-Test) with the help of SPSS 25.0 software.

### 3. RESULT AND DISCUSSION

#### Result

The learning model applied and tested in this research is a learning model based on local wisdom. The steps of this local wisdom-based learning model were adopted based on the steps in the *ider-ider* (*methik Pari*) ceremony. The application of the Javanese local wisdom-based learning model consists of six learning steps which include (1) Modeling Phase (Exemplification), In this phase the teacher focuses students' attention, provides motivation to students, conveys the competencies that students will achieve, learning objectives, and conveys learning activities that will be carried out during the lesson, as well as the teacher explaining the character that must be instilled in students, (2) Questioning Phase, in this phase the teacher asks questions and answers with the students. The purpose of this Javanese question is to guide, direct and develop students' initial knowledge before students learn new knowledge. Characters that can be taken in this phase include respecting friends, listening to friends who ask questions or answering, and being able to accept answers from friends. The modeling and questioning phase is carried out at the beginning of learning or pre-learning, (3) the Describe Phase, in the Describe Phase. The teacher carries out the learning process using local wisdom-based learning media and local wisdom-based textbooks. Apart from that, the textbooks used contain material that is

integrated with local Javanese wisdom, thus helping students in developing student character in elementary school, (4) Compare Phase, in this phase students discuss in groups, then students compare their friends' answers with other groups. At the end of this phase students conclude the results of the discussion, (5) Explain phase, students are encouraged to have critical thinking skills in learning. Students are given assignments that stimulate students to think critically, (6) Generalize Phase (Giving General Statements), in this phase students summarize the subject matter studied by students. Then students make one or more statements related to the learning process that has been carried out by students.

The results of research on the application of a learning model based on local Javanese wisdom are described as follows. The results of the N-gain test for the use of local wisdom-oriented teaching materials show that the average N-gain is 64.75% or 65%, which is in the effective category, with a minimum N-gain value of 13.64 and a maximum value of 100.00. It can be concluded that the use of a learning model based on local Javanese wisdom is able to increase the literacy of elementary school students. The research was continued with a one sample t-test which can be seen from [Table 2](#).

**Table 2.** The Hypothesis Test Results

	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of The Difference	
					Lower	Upper
Humanist Literacy	25.649	14	0.000	108.66667	99.5800	117.7534

Based on [Table 2](#), it shows that the results of the one sample t-test are obtained if t count is 25.649 > t table 1.76131. The results show that the learning model based on local Javanese wisdom has an influence on the humanist literacy of elementary school students, so Ho is rejected. The results show that the Javanese local wisdom-based learning model has an influence on the humanistic literacy of elementary school students in Trenggalek Regency. The results of this research show that the application of an integrative learning model based on local Javanese wisdom has a significant impact on the humanist literacy of elementary school students. The local wisdom-based learning model is able to increase the humanistic literacy of elementary school students and there are differences in the humanistic literacy of elementary school students before and after the implementation of the Javanese local wisdom-based learning model.

**Discussion**

The learning model based on Javanese local wisdom has the following objectives: (1) increasing the humanistic literacy of elementary school students and (2) testing differences in the humanistic literacy of elementary school students before and after implementing the learning model based on Javanese local wisdom. Each step of the learning model based on local Javanese wisdom is able to foster six indicators of humanistic literacy. The use of a learning model based on local Javanese wisdom can increase the literacy of elementary school students. Learning through a learning model based on local Javanese wisdom combines four synergistic phases that focus on ways of thinking and strategies to increase motivation ([Aries, 2022](#); [Fetra Bonita Sari, Risda Amini, 2020](#)). This integrative learning model based on local Javanese wisdom has the function and benefits of developing students' knowledge and character. One of the interesting things in Indonesia is how to educate character, ethics and morals ([Mimin, 2023](#); [Saidek et al., 2016](#)). This local wisdom contains a person's views on attitudes and actions to respond to social and cultural changes ([Atmajawati & Utomo, 2018](#); [Mimin, 2023](#)). So that local wisdom which contains good values becomes the basis for social life in society.

The quality of human resources is determined by high social personality. Good human literacy skills are an educational effort to develop quality human resources ([Santoso et al., 2023](#); [Suragangga, 2017](#)). One of the functions of human literacy is to help humans filter the impact of technology and restore true human function ([Anggraeni et al., 2019](#); [Sholikin & Fatmawati, 2019](#)). Humanist literacy is really needed because it is a way to explain an interest, a view of life, and a goal which contains social values ([Asnawi et al., 2022](#); [Mardiana, 2023](#)). Students are still far behind other countries, so basic education requires strengthening literacy skills. Humanistic literacy is related to the ability to communicate, work together, think creatively, and be innovative. The problems mentioned above are in line with these findings. Human resources are not competitive due to a lack of humanist literacy.

Increasing human literacy capabilities will produce competent human resources in the ability to collaborate, leadership, entrepreneurship and cultural maturity ([Anggraeni et al., 2019](#); [Sholikin & Fatmawati, 2019](#)). Apart from that, it is necessary to add curriculum components to foster high human literacy, namely (1) students' critical thinking skills, (2) innovation and creativity, (3) communication skills and behavioral competence, and (5) self-confidence. All of these skills are included in the human literacy indicators. Human literacy is related to how humans interact with their environment ([Rakhmawati & Mustadi, 2022](#); [Wandasari, 2017](#)).

Human literacy is a skill that needs to be instilled in every individual. Human literacy describes a person's abilities, attitudes and actions to be able to respond to conditions faced by oneself or the environment, consisting of the ability to collaborate, care and build good communication in solving social problems (Sandra & Zuhroh, 2021; Suragangga, 2017). A person who has human literacy skills will be able to withstand adversity in society's social life. Someone who has high human literacy abilities will be able to take attitudes and decisions in certain conditions. Moreover, in the 21st century, elementary school students need to be equipped with literacy skills to face the increasingly strong currents of globalization in the 4.0 era, including (1) the ability to solve comprehensive problems, (2) the ability to think critically, (3) the desire to be creative, (4) the ability to managerial, (5) able to work together, (6) have good emotional intelligence, (7) able to provide judgment and make the right decisions, (8) good service, (9) negotiation skills, (10) cognitive flexibility skills (Ardani, 2000). Because good humanist literacy is very important for communicating with people from various cultures and countries quickly and without face to face in the era of the industrial revolution 4.0.

The advantages of the Javanese local wisdom-based learning model are (1) The Javanese local wisdom-based learning model is adapted from the syntax of the Ider-ider Ceremony, at each stage of the Ider-Ider ceremony it contains noble values, morals and character, (2) the learning model is based on Javanese local wisdom can be implemented in all subjects, (3) Each stage of this learning model can be adapted to the characteristics and needs of elementary school students, and (4) a learning model based on local wisdom can be used to foster humanistic literacy and emotional literacy. These two literacies intersect and are related in developing students' positive character. The learning model applied from an early age is able to develop early childhood language and instill character (Indriani & Al-Faqih, 2020; Mimin, 2023).

The implications of implementing a learning model based on local Javanese wisdom are (1) For future researchers, the learning model developed can be used as reference material, comparison, and consideration in developing other learning models according to problems and needs in the field, (2) For teachers, This learning model is used by teachers as a tool in improving learning outcomes and student character, and (3) For schools, the results of this research are a guide in developing literacy and positive character for elementary school students. The Guided Inquiry learning model based on local wisdom is practical to be applied in learning management (Khusniati, 2014; Mimin, 2023).

The limitation of this research is that the learning model based on local Javanese wisdom can only be used in offline learning. Apart from that, this learning model was adopted only from the Ider-Ider ceremony. There are several syntaxes in the Ider-Ider Ceremony that are not integrated into the Javanese local wisdom-based learning model. The recommendation of this research is that this learning model should not only be developed for humanistic literacy, but for other literacies. This learning model still has many shortcomings, so it is hoped that a learning model based on local Javanese wisdom can be developed based on the shortcomings of this learning model. Before using this learning model, it is adjusted to the needs and characteristics of students with the aim of selecting relevant learning media and resources.

#### 4. CONCLUSION

The application of an integrative learning model based on local Javanese wisdom has a significant impact on the humanist literacy of elementary school students. Human literacy is a skill that needs to be instilled in every individual. Human literacy describes a person's abilities, attitudes and actions to be able to respond to conditions faced by oneself or the environment, consisting of the ability to collaborate, care and build good communication in solving social problems. So, through an integrative learning model based on local wisdom. This integrative learning model based on local Javanese wisdom has the function and benefits of developing students' knowledge and character. This research only tests humanistic literacy with an integrative learning model based on local Javanese wisdom. Future researchers should also research other literacies, so that students' literacy skills in elementary schools can increase significantly.

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