

## Development Of Ethnopedagogy-Based Thematic Learning Modules For Elementary Students In The Independent Learning Curriculum

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### ABSTRACT

Education in Indonesia plays an important role in building the nation. Educational Efforts to make humans become better individuals. Through this training, teachers can instill the noble values of the Indonesian people in students at the school. Ethnopedagogy, or what is commonly known as education based on regional wisdom, is the use of local areas for education. In addition to learning about local wisdom around them, students can understand the learning conveyed in thematic learning activities with the help of information technology, such as the internet. Thematic learning activities can be referred to as discussion activities. In this thematic learning, more emphasis is placed on learning by doing or the application of the concept of learning by doing, so the teacher must organize and plan learning in such a way that it becomes a meaningful experience for students. This research data collection technique is very important because this method is used as a strategy to collect necessary data. Data collection techniques used in this study were observation, in-depth interviews and documentation. It can be seen that the thematic ethnopedagogy has a good effect on the learning outcomes of fifth grade students who receive more points than the KKM. The application of etopedagogy in thematic learning besides having a good effect on students' thematic learning outcomes, also has a good effect on students' attitudes. Learning is in line with material from several subjects in one topic.

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### INTRODUCTION

Education in Indonesia plays an important role in building the nation. Educational Efforts to make humans become better individuals. With educational assistance, teachers can also instill in students the

noble values of the Indonesian nation in every school. The learning atmosphere in education is an attempt to realize the process of learning activities so that students are more active in developing their potential in themselves by having a spiritual soul, self-control, wisdom, noble character, for the needs of themselves and their surroundings. and statuses. Due to the rapid cultural changes in people's lives due to globalization, the existence of education is starting to be questioned. Globalization will produce new symptoms that include global culture at the international level, the effect of which will be the transformation of existing local cultural values. It can be seen from the student textbooks used in schools, thematic learning that is guided by local cultural values in schools is still not optimal. In sub-theme 3, theme 7, about events in life related to increasing independence, including discussing activities to increase independence and intangible invitations to instill cultural values. Therefore, it is necessary to instill cultural values with teaching materials in the form of ethnopedagogy-based modules.

Ethnopedagogy or generally local wisdom education is education that uses and assumes local or regional as well as global interests in the fields of economy, language, human potential, art culture, information technology. Inclusion in the school curriculum, which is expected to be beneficial for the development of student skills and can be used by students in global competition. K13 (2013 Curriculum) Year 2014 Number 79 in the Ministry of Education and Culture of the Republic of Indonesia states that good education begins at the elementary level, then junior high school and continues with high school or vocational school. Local content is mandatory and this is a study unit subject that contains local wisdom content so that students can understand the wisdom, excellence and culture of the region.

In the recent era of globalization, there are many regional wisdoms that are appropriate and are the right efforts to build character in every nation. The implementation of ethnopedagogy in thematic learning in each school is carried out by matching subjects and materials from each subject, the original material comes from books developed by including or adding videos as an illustration of local wisdom in learning and educational activities. A type of local wisdom consists of values and norms, natural products/natural wealth, beliefs, cultural arts, and natural potentials that can be integrated into thematic learning. The positive impact obtained from the results of learning activities on student subjects, namely. fifth grade *students* achieve a perfect average or above the KKM, besides that the application of ethnopedagogy has a positive effect on *student attitudes*, for example increasing *students* character, can trigger a national attitude or an attitude of love for the motherland, students are invited to improve regional culture.

In ancient Greek, ethnopedagogy consists of two words, namely *ethos* which means "knowledge" and *paidagogeio* which means "guidance". Based on Sari & Gunansyah (2018: 1770), ethnopedagogy is a science that studies the culture of an area, its values and other contents that are used as learning resources. Also, according to Ramadhan (2019: 193) Ethnopedagogy is culture-oriented or culture-based learning. In the opinion of the experts above, ethnopedagogy is learning that uses the values contained in socio-culture as a source of student learning. Education is a word related to pedagogy, which is currently used to guide children in learning and guide children in various activities. Ethnopedagogy is an educational activity based on local wisdom, discussing various fields such as martial arts, medicine, the environment, agricultural economics, and other issues originating from the nation's cultural values which are the norms of behavior. Ethnopedagogy is seen from local knowledge or wisdom as a source of ideas and also skills that can be carried out for the sake of creating community welfare. Local wisdom is a fact, belief, concept, and story of the local community.

Ethnopedagogy or regional wisdom education is an educational activity that has a high relationship with survival and is based on skills and local blood. In an education, subjects must have meaning, content and are also very important to empower their lives based on the realities they

encounter in their lives. A carefully arranged curriculum is a curriculum that must be adapted to educational conditions, interest, environment and psychological condition. Ethnopedagogy can be used as an activity to enhance local or regional cultural outcomes.

Ethnopedagogy-based education has a very important role that must be carried out in education in Indonesia because Indonesia is a country that has various ethnic groups and ethnicities that differ from blood to blood. If this learning activity is not carried out early on in ethnopedagogy, then it is very likely that in the future this technology will shift regional wisdom right in the community sphere. This shift occurs when there are no clear walls or boundaries between local wisdom and foreign culture or foreign culture. Therefore, there is a need for ethnopedagogical-based learning activities in elementary schools.

In thematic learning, it has been described as a learning activity that combines material from several topics into one topic. According to Sutirijo and Sri Istuti Mamik quoted by B. Suryosubrt, Thematic Learning is an effort to combine knowledge, skills, values, and learning attitudes, and to use topics to think creatively. The purpose of carrying out thematic learning is to improve and improve the quality of education, especially in order to balance the density of subjects. Thematic learning activities will provide learning opportunities in an integrated manner with a greater focus on student participation in the learning process. Thematic learning places more emphasis on learning by doing or applying the concept of learning by doing, so the teacher must package and plan learning assignments so that they become meaningful activities for students. Thematic learning is very helpful for students in the development of their knowledge, because it is very suitable for the phase of the development of students' awareness overall. This study aims to determine thematic learning in ethnopedagogy in class V SDN Bulusidokare, study this is also very influential with curriculum 2013 Which emphasize about Pancasila values. In this case the teacher facilitates learning activities that involve a lot interactions between students, including teachers can provide learning outside of school by making observations at Dermo Sidoarjo Temple. From activities This can provide opportunities for students capable increase ability think critically , can apply character education in learning in accordance with the 2013 curriculum.

## **METHODS**

The method used in this study uses qualitative data. Using descriptive statistical research methods through a qualitative descriptive statistical approach. Data were collected through in-depth interviews and analyzed descriptively using the themes and sub-themes of Pancasila education teaching materials which include the character of students class V SDN Bulusidoare which is sourced from local wisdom sources in the Sidoarjo area , then detailed and described to obtain relationships that are observed systematically. Regarding KI, KD, indicators of achieving goals, learning sub-topic subjects and learning materials for Pancasila Education containing character education for Class V SDN Bulusidoare. the use of descriptive statistics aims to describe social phenomena by using the ability to process data with qualitative descriptive methods. (Hanyfah et al., 2022). Qualitative research is more descriptive in nature and the data collected is in the form of words or pictures so that qualitative research does not emphasize numbers. Like emphasizing process over results, data analysis is inductive and emphasizes meaning (observing the data behind it), etc. research subject. Thus describing the characteristics, characteristics, features, and phenomena models. In this study, using ethnographic models. The Ethnographic Model is the work of describing culture, and ethnographic research involves studying the world by people who study, see, hear, speak, think and act in different ways. The

ethnographic model sees all social research as based on human observations and For reflect observation the . Type This ethnographic model is used by researchers to deepen learning ethnopedagogical orientation in a thematic learning in grade V elementary school. The themes and sub-themes of Pancasila Education learning materials contain character education with local wisdom in the form of written qualitative messages from the ancestors of Dermo Temple which is located in the Dermo Temple area of Sidoarjo. Written qualitative information with a natural background and provided directly by the temple guards, who are believed to be very influential in this study of the themes and sub-topics of the material as well as local wisdom sources used as substitutes for Pancasila Education. Material with Character Education Topics and Subtopics. To answer the research questions, namely: how to design topics and sub-topics of Pancasila Education teaching materials that contain character education at SDN Bulusidoare level V with a local wisdom perspective, identify information from experts, and they use original books collected in-depth interview techniques for library sources. Data collection techniques using the "question-description-verification" technique.

Information about the themes and sub-themes of the Pancasila study material which includes character education from the perspective of local wisdom in Sidoarjo and original literature sources is described in short, descriptive, narrative, and presentation written texts. Sorting and building vocabulary in this activity is in language skills, for example: listening, paying attention, speaking, reading and writing. Themes and sub-themes based on Sidoarjo's local wisdom are used in character education according to KI, KD and indicators to achieve learning objectives. Character education theme and sub-theme analysis from the perspective of local wisdom.

Information on topics and sub-topics of Pancasila study materials from Sidoarjo's point of view, character education study materials and library sources are sorted and described in short written texts

### **Data collection technique**

This research data collection technique is very important because this method is used as a strategy to collect the necessary data. Data collection techniques used in this study were observation, in-depth interviews and documentation.

#### **1. Observation**

Observation is a data collection technique that is carried out through in-depth research and recording the results of observations. Observation is a method or way of analyzing and recording the results of observing behavior systematically. Immediately look and observe. With this method the situation in the field can be seen and observed directly, so that researchers can gain insight into the problems being studied. From this observation, information was obtained about the application of ethnopedagogy in thematic learning in class V SDN Bulusidokare.

#### **2. Interview**

Interview is a form of communication between two or more people, in which a person participates who wants to receive information from other parties. Ask questions based on the purpose of the observation. Interviews are used as a data collection technique when the researcher wants to conduct preliminary research to find research questions and when the researcher wants to get more information about the respondent. The objectives of this case interview are:

- a. Get the results of observations in the form of places, people, activities that are often carried out
- b. Get past information
- c. Get the results people want in the future
- d. Get the results of the relationship between the local culture of Sidoarjo in thematic learning.

In this study, researchers used in-depth interview techniques. The in-depth interview technique is based on formula question research, and obtain information Which more deep and detailed from respondent through ask answer, ie How pedagogy ethnicity is implemented in thematic learning and its effect on students' thematic learning outcomes.

### 3. Documentation

Documentation is a data collection technique that is not aimed at the object of research, but through documentation. A document is a written protocol whose contents are in the form of a written statement from a person or institution for the investigation of an event, which is useful as a source of information, as evidence which is difficult to find. and natural information that is hard to find. which opens up the possibility of expanding knowledge about something observed.

#### A. Data analysis technique

The form of qualitative research data analysis is the search for local cultural topics in the Sidoarjo region, namely through domain analysis and taxonomic analysis:

##### 1. Domain analysis

Domain analysis is information obtained from a general and comprehensive description of all research objects or the surrounding situations studied.

##### 2. Taxonomic Analysis

Taxonomic analysis is data analyzed to explain the selected indicators in more detail to determine their internal structure.

## FINDINGS AND DISCUSSION

### A. Analysis of the Implementation of Ethnopedagogy in Class V Thematic Learning at SDN Bulusidokare

Thematic learning is learning with a descriptive statistical approach by integrating different competencies from different subjects into subjects with meaningful learning processes that are also adapted to the environmental experiences of students. In thematic learning the emphasis is on student participation or students active in learning so that students can get hands-on experience and get training so that students can discover new knowledge of various studies. More lessons emphasize the application of the concept of learning by doing or learning. Therefore, the teacher must package and plan learning activities in such a way that it becomes a meaningful experience for students. According to the local wisdom dictionary, Indonesian English consists of two words, namely wisdom and loka (local). In other words, local wisdom has local thoughts, values and views that are wise, full of wisdom and valuable, permanent, guarded and followed by citizens. SDN Bulusidokare class V conducts ethnopedagogy thematic learning or educational practices based on local wisdom. Special topics based on ethnopedagogy are applied at SDN Bulusidokar for similar topics and materials, the source material comes from books and is further developed by incorporating local wisdom into the content of teaching and learning activities Local wisdom can be understood as values, rules, local insights that are valuable

and full of wisdom and followed by community members. Local wisdom can be in the form of agricultural products, works of art, cultural traditions, natural resources, human resources, which are regional interests.

The content of local wisdom included in thematic learning is based on the ethnopedagogy of SDN Bulusidokare which prioritizes character or moral education of students by paying attention to regional cultural content. In Pancasila education students are expected to be able to apply Pancasila values in everyday life, especially in the area where they live. For example someone who lives in the area of Java who has a high value of politeness. This can be applied. The value of tolerance is observed in Pancasila Education subjects, namely students always taught that we as Indonesian people must instill tolerance because Indonesia is a very diverse country, starting from those closest to us there is a diversity of religions or religions, apart from what is taught to students appreciating and respecting differences and diversity around students are also taught to always love local products so that local products are not pushed by foreign products or by foreign products. There is material on this topic in class V, namely special foods from various regions of Indonesia, in this material the class V teacher must first introduce students, for example, with regional specialties such as ote-ote porong, klepon, gethuk, wingko etc., which are well known in local area, the goal is for students to know and remember that there are special foods in their area that they should always love and develop.

In addition, the application of ethnopedagogy in thematic learning at SDN Bulusidoare aims to:

1. Forming learners for good character in accordance with the values and norms that apply in the local environment
2. Give students knowledge, skills and behavior according to the norms in the local environment
3. Educating learners about the importance of preserving and loving local culture to our area so that our culture is not consumed by foreign cultures not fully in accordance with local cultural values
4. Give students adequate picture of the state of the environment
5. Prepare students future.

The aim of implementing ethnopedagogy in the thematic studies of SDN Bulusidoare agrees with the thoughts expressed by Nadir in his diary entitled *The Urgency of Local Wisdom-Based Learning*, this is the goal of local wisdom-based education that needs to be explored and better known for the natural, social and cultural environment must provide skills and abilities as well as information that about the area for oneself and the environment in society in general, attitudes and behavior are in line with the noble values of local culture to support the development and development of the national area, while the advantages of ethnopedagogy or local wisdom-based education include giving birth to competent and valuable generations, reflecting cultural values, shape the character of the nation, promote the creation of cultural identity and preservation of national culture.

From the explanation above, it can be seen that the thematic ethnopedagogy has a good effect on the learning outcomes of fifth grade students at SDN Bulusidoare will receive more points than the KKM. The application of ethnopedagogy in thematic learning besides having a good effect on students' thematic learning outcomes, also has a good effect on students' attitudes, for example.

1. To improve student behavior

In the thematic studies, students are treated to noble values that have long been upheld in society, which really help strengthen themselves from the currents of globalization in today's

society, so that students become modern human beings, but also follow these values. and societal standards

2. Strengthen students' nationalism or love for their homeland

Subjects introduce and better understand the culture and local wisdom of the region, foster a sense of belonging to the local wisdom of the region, make students feel responsible for always loving and preserving the local wisdom of the region.

3. Learners invited to preserve local culture

As students gain knowledge about culture and local culture, students have a great opportunity to preserve their local culture. This can be seen when students are enthusiastic in learning.

## CONCLUSION

The results of this study regarding the development of ethnopedagogy-based thematic learning in the learning material of Pancasila Education themes and sub-themes. Based on the 2013 Curriculum, based on the 2013 Curriculum, character education contains the opinion that not all residents around the Dermo Temple are Hindus, most of them adhere to Islam. In a sense, all learning materials on the theme and sub-theme of Pancasila Education contain character education in the local wisdom of Sidoarjo, with the perspective of mutual respect between religious communities. As citizens of Indonesia, we do not discriminate on the basis of ethnicity, religion or race in this sense: all persons participating in the same activity may not be subject to culture, race, gender, religion, nationality, sexuality or other characteristics. In ethnopedagogical thematic studies, character education is in the same condition both in the curriculum (2013) and in the local wisdom of Sidoarjo. This study concluded that the local wisdom of the Archipelago in this study belongs to the local wisdom of Sidoarjo, namely the Dermo temple. The theme and sub-theme material obtained from the local wisdom of Sidoarjo can be introduced in the curriculum (2013) in thematic learning in class V SDN Bulusidokare. Character education with elements of Sidoarjo's local wisdom is good for students for elementary schools in Sidoarjo, from Dermo Temple it is very suitable for acculturation and good character development for students.

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