PROBLEM-BASED LEARNING MODEL FOR EXPLORING LOCAL WISDOM VALUES IN THE SUBJECT OF ETHNIC DIVERSITY IN ELEMENTARY SCHOOL SOCIAL STUDIES LEARNING

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Abstract

This local wisdom-based learning is expected to be able to bridge students to understand and know the customs, culture, values and norms that apply in the region or ethnic group. This study aims to explore the values of local wisdom in elementary social studies learning using a Problem based learning model. The research design uses a descriptive research model. The data collected in the form of quantitative data through formative tests, analysis of observation sheets, and document analysis. The number of research subjects consisted of 35 students divided. This research was conducted in a public school located in Cimahi City. The results of the study indicate that the implementation of the PBL model to explore the values of local wisdom in elementary social studies learning can be selected and used as one of the appropriate methods or innovations to be applied by teachers in the online learning process.

Keywords: Values of Local Wisdom, Elementary Social Studies Learning, Problem Bases Learning

INTRODUCTION

The digital technology of the Industrial Era 4.0 is changing people's views to be more concerned with the development of information and communication technology and people are slowly forgetting the local culture that has been embedded for a long time (Tanfiziyah et al., 2021). Weak public understanding of the values of local wisdom has an impact on the mindset, attitudes, and actions of individuals and groups. People seem to be more concerned with things related to the times and forget the values of local wisdom that have been formed from the time of the ancestors of this nation(Fajarini, 2014)(Desyandri, 2018). The weakening of local wisdom values has the potential to create conflicts that occur in the community. When the values of local wisdom are not maintained, it will hurt our young generation. The values of local wisdom that are starting to be forgotten or neglected in the lives of students today are an important issue that is discussed in social studies learning. Because indirectly social studies learning will be directly related to the social life of students in the community. The strategies that can be applied by educators in the process of implementing local wisdom in schools according to Asmani, (2012) include, 1) the inventory stage of local advantages; 2) the stage of analyzing the readiness of the education unit; 3) the stage of determining the theme and types of local advantages, and 4) the field implementation stage. (Imam Gunawan, n.d.) (Pramuki et al., 2021)

Talking about IPS and future challenges, enable IPS to answer future challenges and contribute to overcoming various kinds of social problems that exist today. Social studies can be regarded as a study of the interrelation of social sciences and humanities in studying integrated social phenomena and problems in society. (Nurfurqon et al., 2021)(Wijayanti, 2015)(Purnomo et al., 2016). The study material concerns events, a set of facts, concepts, and generalizations related to actual issues and social problems. Through social studies education and learning, students are directed, guided, and taught to become citizens who have sensitivity, and the ability to understand, examine and participate in solving social and national problems, as well as inheriting and developing the noble values of the nation's culture. (Nurfurqon, 2020)(Arga et al., 2020)(Purnomo et al., 2016).

The world of education, especially elementary schools, is a suggestion that plays an important role in maintaining the existence of wisdom as an educational medium to instill the values of local wisdom. Sumayana (2017) revealed that local wisdom is a way of life and life strategies in the form of activities to carry out community activities in social life. Local wisdom is also known as community identity which can be recognized as the wealth of a nation or region in the form of values, norms, customs, and culture. (Intan Budiarti, 2019). According to Rahyono dalam Fajarini, (2014) is the result of certain societies through their experiences that are not necessarily shared and experienced by other societies. With this local wisdom-based learning, it is hoped that it will be able to bridge students understand and know the customs, culture, values, and norms that apply in the region or ethnic group. As expressed by Suyitno,

(2012) What is meant by learning based on local or environmental wisdom is a learning strategy that utilizes the student's environment as a means and source of student learning that can be used to solve a problem related to the subject matter at school.

The nature of social studies in elementary schools according to Jauhar, (2017) is to provide basic knowledge and understanding to students which aims to be able to instill a sense of love for the homeland as early as possible in students. Because social studies education does not only provide knowledge but is more than character education, developing critical thinking skills, and attitudes and emphasizing the abilities and skills of students who are based on the reality of social life in the community.

PROBLEM BASED LEARNING MODEL

The learning model can be interpreted as an approach taken by the teacher from the beginning to the end of the learning process which is used as a guide in planning learning in the classroom. With this learning model, it is hoped that students will be able to increase their interest in talent and enthusiasm for learning teaching materials. In addition, the implementation of appropriate and appropriate learning models will be able to improve student's abilities and understanding in mastering teaching materials, when compared to the traditional learning process(Jurnal et al., 2021)(Umbara et al., 2020).

The learning model is basically a form of learning that is illustrated from the beginning to the end of the lesson that will be implemented by the teacher during the learning process (Tanjung, 2020). This is in line with what was described by Suprijono, (2014) who argues that "the learning model is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve goals". (Jauhar, 2017)

According to Arends (2013) "revealing that the core of the Problem Based Learning model is a learning process that presents authentic and meaningful problem situations so that students can develop their knowledge and skills". (Intan Budiarti, 2019). Meanwhile, according to Priansa (2019), the Problem Based Learning model is an effective learning model in honing and improving higher-order thinking skills for students. (Jurnal et al., 2021). This is in line with Abidin's opinion in Setyosari, (2017) revealed that the Problem Based Learning model is a learning model that provides authentic learning experiences that encourage students to learn actively by implementing learning contexts with students' real lives. In order for the implementation of the PBM model to be carried out properly and systematically, educators or teachers need to know the syntax or steps of the PBM model according to Rusman (2012) in(Nanik, dkk) As follows:

Table 1: Problem Based Learning Syntax

No	Stage	Teacher's Behavior
1	Stage 1 Student orientation on problems	Explain the learning objectives and motivate students to be involved in the problem-solving process
2	Stage 2 Organizing students to study	Helping students to define and organize problems to be solved by students.
3	Stage 3 Guiding individual/group investigations	Guiding or assisting students in carrying out investigations or experiments based on the problems that have been given.
4	Stage 4 Develop and present the work	Assist students in planning and preparing reports from problems given by the teacher.
5	Stage 5 Analyze and evaluate the problem solving process	Assist students in the evaluation process of the investigations that have been carried out.

In addition to the syntax of the Problem Based Learning model, it also has various characteristics including students can gain direct and real experience in the problem-solving process, students can develop their activeness and curiosity in the learning process and students can hone critical thinking patterns in problem-solving. In line with these characteristics, there are several advantages of this Problem Based Learning model as expressed by Navyaningsih, (2019) including 1) challenging students' abilities, 2) providing satisfaction to students, 3) increasing learning activities, 4) helping the transfer process of students to understand problems in everyday life, and 5) and creating a pleasant learning environment.

Based on the understanding of the learning model that has been described, we can understand that the proper implementation of the learning model plays an important role in the success of the learning process that will be experienced by students(Nanik Istika Wati, Sri Utaminingsih, n.d.). This is because students will act as learning subjects and the role of teachers who are able to carry out and apply each syntax or steps of various kinds of learning models(Asyhari, 2017)(Hakim et al., 2018)(Septia Dila Wirayanti, 2017).

The implementation of the Problem Based Learning model in thematic learning must be designed and prepared according to the needs of students in its use which can be based on the characteristics of regional wealth. Therefore, the Problem Based Learning model must be packaged and developed by local wisdom which is expected to be able to assist students in implementing learning values in real life. Thus the Problem Based Learning learning model will

support the ability and understanding of students' concepts, especially in the implementation of social studies learning in elementary schools(Intan Budiarti, 2019)(Navyaningsih et al., 2019).

VALUES OF LOCAL WISDOM

Indonesia is an archipelagic country consisting of various ethnic groups in it. One of them is the culture that develops in Indonesian indigenous peoples which can be used as national wealth. However, whether we realize it or not, there are a lot of traditional values embedded in Indonesian society that can be used as content for values, norms, and character education. These traditional values are expected to become local wisdom possessed by every Indonesian nation even though they come from different ethnic groups(Setyaningsih, 2017)(Prastowo, 2018)(Intan Budiarti, 2019).

Sumayana (2017) revealed that local wisdom is a way of life and life strategies in the form of activities to carry out community activities in social life. Local wisdom is also known as community identity which can be recognized as the wealth of a nation or region in the form of values, norms, customs, and culture. (Intan Budiarti, 2019). According to Rahyono in Fajarini, (2014) is the result of certain societies through their experiences that are not necessarily shared and experienced by other societies.

Acorrding to Eko (2017) Local wisdom has an open nature that can be practiced directly by each resident of the Indonesian ethnic group. So that the values of local wisdom are embedded and inherent in each one. Whereas Efendi (2014) said that local wisdom is the ability to absorb culture from other tribes or nations that come selectively while still paying attention to local conditions or conditions. The values of local wisdom that are starting to be forgotten or neglected in the lives of students today are an important issue discussed in social studies learning. Because indirectly social studies learning will be directly related to the social life of students in the community. The strategies that can be applied by educators in the process of implementing local wisdom in schools according to Asmani, (2012) include, 1) the inventory stage of local advantages; 2) the stage of analyzing the readiness of the education unit; 3) the stage of determining the theme and types of local advantages; and 4) the field implementation stage. (Imam Gunawan, n.d.)

With this local wisdom-based learning, it is hoped that it will be able to bridge students understand and know the customs, culture, values, and norms that apply in the region or ethnic group. As expressed by Suyitno, (2012) What is meant by learning based on local or environmental wisdom is a learning strategy that utilizes the student's environment as a means and source of student learning that can be used to solve a problem related to the subject matter at school.

METHODS

This research is a qualitative descriptive research method. The subjects in this study were fourth-grade students at a public elementary school in Cimahi with a total of 35 students consisting of 20 male students and 15 female students. The stages in this research consist of 3 stages, namely; 1) the introduction of learning objectives, 2) the implementation of online learning using a problem-based learning model, and 3) analyzing and evaluating the problem-solving process. Data collection techniques in this study are in the form of tests, observation sheets, questionnaires, or attitude scales. The test is in the form of an objective test consisting of test questions consisting of 10 pg questions and 5 essay questions to measure students' understanding of the material on Indonesian Ethnic Diversity. The results of the instrument analysis calculated the value of validity, reliability, level of difficulty, and distinguishing power. From the results of the analysis of the validity and reliability of the questions, there are 7 valid pg questions and 5 valid essay questions. While the observations in this study were conducted to observe the teacher's actions in implementing online learning using the Problem Based Learning model. The data analysis technique in this study used descriptive analysis techniques using Microsoft excel.

RESULTS AND DISCUSSION

Results

The quality of the instrument based on validity, reliability, discriminatory power, and level of difficulty obtained the following data:

1. Validitas

Validity is calculated using the product-moment correlation formula. The number of students who worked on this test instrument was 33 students, so it was known that n = 33, and the value of the r table showed the number 0.3440. Based on the analysis of the instrument questions, it can be seen that from the 10 pg questions tested, 7 valid questions were obtained. And of the 5 description questions tested, the five questions were included in the valid category. The distribution is as follows:

Table 1. Results of Calculation of the Validity of Test Questions

No Question	r count	r table	Categoryi	Interpretation
1	0,52		Valid	Enough
2	0,63		Valid	Good
3	0,42	0,344	Valid	Enough
4	0,70		Valid	Good
5	0,41		Valid	Enough

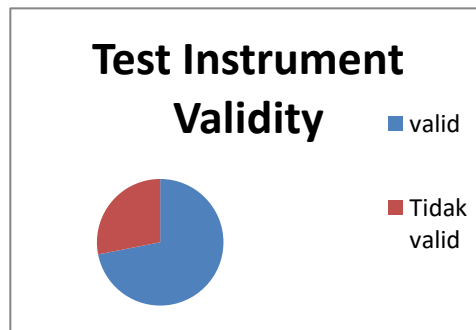| No Question	r count	r table	Categoryi	Interpretation
6	0,32		Invailid	Low
7	0,20		Invailid	Low
8	0,42		Valid	Enough
9	0,51		Valid	Enough
10	0,20		Invailid	Low

Figure 1. Pie Diagram of Test Instrument Validity Analysis

1. Realibiltas

The results of the reliability analysis using Microsoft Excel obtained the following results:

Table 2. Reliability Calculation Results

No Question	Item Variant	Status	Interpretation
1	0,21		Worn
2	2,56		Worn
3	2,85		Worn
4	3,04	Reliabel	Worn
5	349		Worn
8	4,24		Worn
9	5,03		Worn

2. Distinguishing Power

The analysis of discriminating power is calculated using the help of Microsoft Excel, the following results are obtained:

Table 3. Results of Calculation of Distinguishing Power

No Question	Distinguishing Power	Interpretation
1	0.3	Enough
2	0.6	Good

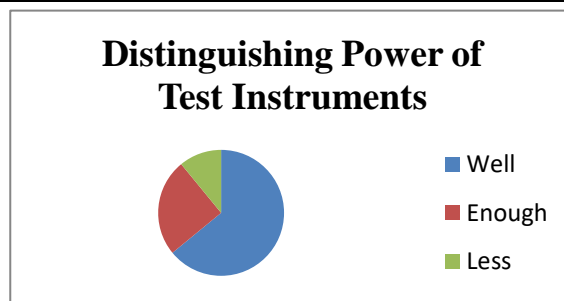| No Question	Distinguishing Power	Interpretation
3	0,4	Good
4	0,3	Enough
5	0,1	Kurang
6	0,1	Kurang
7	0,1	Kurang
8	0,2	Enough
9	0,2	Enough
10	0,1	Kurang

Figure 2. Figure 2. Distinguishing Power Analysis Pie Diagram
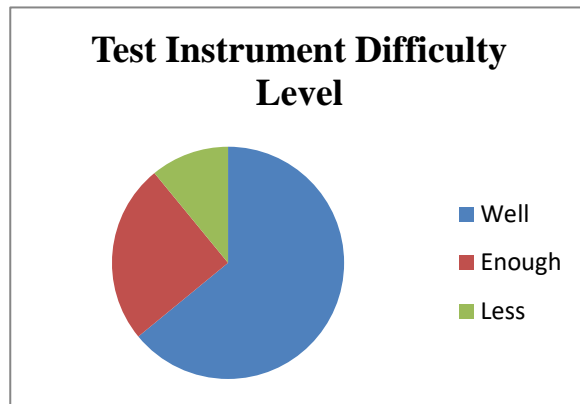
3. Difficulty Level
   Analysis of the level of difficulty using Microsoft Excel obtained the following results:

Table 4. Result of Difficulty Level Calculation

No Question	Difficulty Index	Interpretation
1	0,52	Currently
2	0,58	Currently
3	0,24	Easy
4	0,76	Hard
5	0,94	Hard
6	0,97	Hard
7	0,97	Hard

Figure 3. Pie Diagram Drawing of Difficulty Level Analysis

In this section, the calculation results from working on the test instrument questions will be presented after the implementation of online learning using the Problem Based Learning model. The beginning of this research was carried out by introducing learning objectives, implementing online learning using the Problem Based Learning model, then giving a final test to assess students' understanding in understanding the subject matter that had been delivered using the Problem Based Learning model. The following is the result of the calculation of the final test scores for the material on the diversity of Indonesian ethnic groups in fourth-grade elementary school students.

Table 5. Calculation Results of Final Test Questions

Size Type	Information	Value
Data Center Size	Average	62,33
	Mean	60,00
	Median	60,00
Size Variation of Data	Range	75,00
	Rangeg antar Kuartil	28,75
	Quartile Deviation	14,38
	Average Deviation	17,16
	Standard Deviation	21,44
	Varians	459,9
	Coefficient of Variance	34,40
Data Location	1st Quartile	50,00
	2nd Quartile	60,00
	3rd Quartile	78,75

Size Type	Information	Value
	1st decile	34,00
	5th decile	60,00
	7th decile	75,00
	9th decile	90,50
	1st percentile	20,00
	10th percentile	34,00
	50th percentile	60,00
	99th percentile	95,00

From the table above, the data for the size of the data concentration is obtained which includes the average value of the given questions of 62.3, the score of 60, and the value of the media of 60. Meanwhile, if it is calculated based on the size of the data variation, it includes a range value of 75, the value of the range between quartiles is 28.7, the quartile deviation is 14.4, the average deviation is 17, the standard deviation is 21, the variance is 460 and the coefficient of variance is 34.4. Meanwhile, if it is calculated based on the location of the data which includes the value of the 1st quartile of 50, the value of the 2nd quartile of 60, the value of the 3rd quartile of 78.75, the 1st decile of 34, the 5th decile of 60, the 7th decile of 75 and the decile of the 7th decile. The 9th percentile is 9. In addition, the values for the 1st percentile are 20, the 10th percentile is 34, the 50th percentile is 60 and the 99th percentile is 95.

DISKUSI

The PBM model research to explore the values of local wisdom in the material of ethnic diversity in elementary social studies learning was carried out in 4 meetings based on three research stages. At the 1st meeting the researchers provided an understanding of the learning objectives that would be implemented, at the 2-3rd meeting the researchers implemented an online learning process based on the syntax of the Problem Based Learning model, and at the 4th or final meeting the researchers gave a final test question that must be done by the researcher. all fourth grade students. All stages in this study were carried out by researchers and students at their respective homes by utilizing communication tools in the form of devices assisted by the WhatsApp Group platform.

In addition, the activities and participation of students in online learning for the diversity of Indonesian ethnic groups using the Problem Based Learning model can be seen in the results of the questionnaire or the student attitude scale. In the calculation of the results of the questionnaire obtained data showing that the fourth-grade elementary school students have good enthusiasm and participation in the process of implementing online learning. The processing of data from the calculation of student questionnaire scores is as follows:

Table 6. Calculation of Student Questionnaire Score

No	Student's name	Questionnaire Score	Persentase	Interpretation
1	S1	27	60%	Pretty good
2	S2	34	76%	Good
3	S3	37	82%	Very Good
4	S4	38	84%	Very Good
5	S5	27	60%	Pretty good
6	S6	31	69%	Good
7	S7	34	76%	Good
8	S8	23	51%	Pretty good
9	S9	28	62%	Good
10	S10	28	62%	Good
11	S11	30	67%	Good
12	S12	31	69%	Good
13	S13	29	64%	Good
14	S14	25	56%	Pretty good
15	S15	36	80%	Good
16	S16	30	67%	Good
17	S17	32	71%	Good
18	S18	28	62%	Good
19	S19	36	80%	Good
20	S20	25	55%	Pretty good
21	S21	34	76%	Good
22	S22	38	84%	Very Good
23	S23	25	56%	Pretty good
24	S24	30	67%	Good
25	S25	34	76%	Good
26	S26	35	78%	Good
27	S27	33	73%	Good
28	S28	25	56%	Pretty good
29	S29	3	67%	Good
30	S30	33	73%	Good
	Average	**29,97**	**68,6%**	**Good**

Based on the tables and diagrams above, we can see the interpretation of the questionnaire scores obtained by students by looking at the table of criteria for calculating the questionnaire scores as follows:

CONCLUSION

Based on the results of the research and discussion above, it shows that the implementation of the PBM model to explore the values of local wisdom in the material of ethnic diversity in elementary social studies learning can be selected and used as one of the appropriate methods or innovations to be applied by teachers in the online learning process. It aims to foster student understanding and knowledge which is carried out independently during the online learning process from home. In addition, the conclusions in this study can be formulated as follows:

1. The results of the calculation of the test instrument obtained a validity test value which showed that of the 10 questions tested, only 7 questions obtained valid criteria, while the other 3 questions obtained invalid criteria. Meanwhile, if it is calculated based on the reliability value, the instrument questions given are reliable.

2. The results of the final test scores on the PBM model to explore the values of local wisdom in the material of ethnic diversity in elementary social studies learning obtained an average score of 62.33 and a mean value of 60.00.

3. he use of varied and innovative learning models in this online learning period is very much needed by students. because it will make students more enthusiastic to learn and provide a different experience for students

4. The results of the calculation of the questionnaire score or the attitude scale of fourth grade elementary school students towards the PBM model to explore the values of local wisdom in the material of ethnic diversity in elementary social studies learning obtained an average value of 68.6% which indicates that the fourth grade student response achieve Good Interpretation.

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