DEVELOPMENT OF SOCIAL LITERACY SKILLS OF ELEMENTARY SCHOOL STUDENTS BASED ON THE LOCAL WISDOM OF REJANG LEBONG

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ABSTRACT

The development of social literacy skills in learning appears to meet the need to improve students’ knowledge based on local wisdom. This study aims to develop students’ social literacy skills in social science lessons based on local wisdom at Elementary School 88 in Rejang Lebong. The research method used a Research and Development (R&D) approach adopted from ADDIE, that includes the stages of analysis, design, development, implementation, and evaluation. The samples were the teachers and fifth-grade students. The data collection techniques were interviews, questionnaires, and documentation. The qualitative data was analyzed through data collection, interpretation, verification, and conclusions. The quantitative data was analyzed using the percentage formula with intervals adopted from Hake. The research findings show that teachers and students need the development of social science learning model based on local wisdom. The resulting material is suitable for use, and the test of the effectiveness of the learning model through small-group trials indicates that the model is effective in increasing the social literacy of elementary school students.

Keywords: elementary school; local wisdom; social literacy skills

INTRODUCTION

Integrating local wisdom in teaching materials is necessary in the teaching of 21st-century learning. Students are required to be able to communicate, collaborate, be critical, solve problems, and be creative in work.¹,²,³,⁴ This has challenged teachers to present an innovative-contextual learning process to improve students’ critical thinking skills -

Therefore, teachers as professional educators can re-construct learning in a contextual direction by creating an active, creative, pedagogical, critical learning atmosphere and strengthening students’ literacy in harmony with the learning atmosphere or students. Students’ social literacy skills are important to develop since the elementary school level. These skills go beyond the ability to read or write, which are acquired through social interactions with other children and adults in both the formal and informal curricula. The urgency of literacy for elementary school students is supported by the Ministry of Education and Culture program through the launch of the school literacy movement. The program encourages literacy in various fields of learning, including reading, writing, science, and social/cultural literacy. Syahza et al. stated that, according to the 2020 data from Program for International Student Assessment (PISA), the literacy skills of elementary school students in Indonesia ranked 64th out of 65 countries. This shows that literacy activities among elementary school students are still minimal. Research conducted by Dewi et al. found that students equipped with literacy skills have high thinking power. Therefore, teachers can present learning methods that can increase student literacy.

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Conceptually, social literacy is the ability of students to integrate and apply knowledge and skills, including the attitudes and values they believe in social life.\textsuperscript{14,15,16} Social literacy forms students to be able to interact, maintain, and build good relationships with others and represents students’ and teachers’ capacities to optimize the benefits of feedback in learning.\textsuperscript{17,18} In addition, social literacy is the ability of students to interpret and understand various social problems that must be faced in everyday life.\textsuperscript{19} Therefore, critical students with high social literacy skills will be able to analyze, assess, and build social contexts in their environment proportionally.

The rapid development of technology and information is a constraint on students to preserve local wisdom values. Even though local wisdom is a product of people's thoughts, awareness, actions, and beliefs, it becomes the basis and guidelines for generations practiced by the community within their social sphere;\textsuperscript{20} in reality, integrating local wisdom into learning tools will increase student competency.\textsuperscript{21,22} Therefore, local wisdom, a symbol of the identity of the Indonesian nation in almost every region, that


\textsuperscript{19} Az-Zahra, Sarkadi, and Bachtiar, 172.


reflects the attitude, behavior, and values of the community as a cultural product should be included in school learning.\textsuperscript{23,24}

Several weaknesses are found based on the preliminary analysis, including the teaching material of local wisdom-based social literacy in the curriculum concepts and elementary school learning materials that remain minimal. At the same time, preserving the values of Rejang Lebong’s local wisdom can improve students’ social literacy and create an active, challenging, creative, and meaningful learning atmosphere because they lead students directly in learning. In addition, Hasnadi stated that local wisdom-based learning can change the monotonous learning system and culture to become active,\textsuperscript{25} and active learners are able to simulate various cultural events through various learning.\textsuperscript{26} This points to the need to further maintain and preserve the values of local wisdom by applying to learning materials.

For that reason, it is necessary to develop the Social Sciences Learning (SSL) model to shape students into good citizens and citizens of the world. Through social studies subjects, students are invited to learn different ideas, beliefs, values, and cultures that contain lessons on values and attitudes. It is further expected to increase the social literacy and learning outcomes of the students at elementary school level. The research hypothesis is that the social literacy skills based on the local wisdom of Rejang Lebong can improve students' knowledge.

**RESEARCH METHODS**

This study used the research and development method with the ADDIE development model. The development model consists of five main stages: analysis, development, design, implementation, and evaluation. The Research and Development

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\textsuperscript{26} Agustinus Hermino and Imron Arifin, “Contextual Character Education for Students in the Senior High School,” \textit{Contextual Character Education for Students in the Senior High School} 9, no. 3 (June 3, 2020): 1019–1021.
(R&D) model was adopted from ADDIE with the research phase starting from the analysis stage consisting of literature and field studies. The literature study described the theories that would be developed, including analysis of the model theory, social studies learning, local wisdom, and students’ social literacy. The researchers conducted a field study before developing the social studies learning model based on the local wisdom of Rejang Lebong. In the first stage, the researchers conducted a needs analysis through interviews, questionnaires, and documentation.

The instruments involved the aspects of teaching and learning, teaching material, learner involvement, and learning assessment. Furthermore, the model design stage started with analyzing content standards, compiling indicators, and designing syllabus products, lesson plans, teaching materials, and instruments. The development stage was conducted to compile product models and validate the models to experts. The implementation stage was carried out by individual trials (one-to-one try-out) and small-group try-outs. The evaluation phase was carried out by testing the implementation of the developed model.

The research data consisted of quantitative data and qualitative data. The quantitative data came from the product needs analysis questionnaire results, material experts, graphic and graphic design experts, linguists, and instrument evaluation experts. The qualitative data was obtained from the results of interviews, observations, and documentation. In detail, the data types, sources, and collection techniques of this study are presented in the following table.

<table>
<thead>
<tr>
<th>No.</th>
<th>Data type</th>
<th>Data source</th>
<th>Data collection technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quantitative</td>
<td>Obtained during pre-research</td>
<td>interview guidelines</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Product needs</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Obtained during model validation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Material expert assessment</td>
<td>Questionnaire/questionnaire</td>
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<tr>
<td></td>
<td></td>
<td>Assessment from image and</td>
<td>Questionnaire/questionnaire</td>
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<tr>
<td></td>
<td></td>
<td>graphic design experts</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Linguist assessment</td>
<td>Questionnaire/questionnaire</td>
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<tr>
<td></td>
<td></td>
<td>Test instrument expert assessment</td>
<td>Questionnaire/questionnaire</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Obtained during model testing</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Teacher assessment</td>
<td>Questionnaire/questionnaire</td>
</tr>
</tbody>
</table>
The instrument used was an observation of students' social literacy. It was arranged as an observation sheet using the Likert scale with answer options 1-5. Observed indicators of students' social literacy skills included: intellectual abilities in analyzing local values in learning, students' ability to socialize with friends when studying, students' skills in collaboration, and attitudes in applying social values.

Table 2
Instrument Grilles of Student Social Literacy

<table>
<thead>
<tr>
<th>Aspects of Social Literacy Ability</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. Intellectual skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to identify and define issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make a hypothesis based on the information</td>
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<td></td>
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<tr>
<td>Analyze and synthesize data</td>
<td></td>
<td></td>
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<tr>
<td>Distinguish facts and opinions</td>
<td></td>
<td></td>
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<tr>
<td>Formulate causal factors</td>
<td></td>
<td></td>
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<tr>
<td>Presenting opinions from different perspectives</td>
<td></td>
<td></td>
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<tr>
<td>Make value judgments in making decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Intellectual Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>II. Social skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coexist and cooperate, respect the rights of others, have social sensitivity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learn to control yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange thoughts and experiences with others</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Social Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>III. Teamwork Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Take a role in the group</td>
<td></td>
<td></td>
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<tr>
<td>Participate in group discussions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in making group decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Cooperation Skills</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>IV. Attitudes and social values</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowing the general values prevailing in society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make decisions based on value judgments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aspects of Social Literacy Ability</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------</td>
<td>------------</td>
</tr>
<tr>
<td>Know human rights</td>
<td></td>
<td></td>
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<tr>
<td>Develop loyalty as a citizen</td>
<td></td>
<td></td>
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<tr>
<td>respect national aspirations and heritage</td>
<td></td>
<td></td>
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<tr>
<td>Develop a sense of brotherhood among human beings</td>
<td></td>
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</tbody>
</table>

**Total Social Attitudes and Values**

<table>
<thead>
<tr>
<th>Total Aspects of Social Literacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Source: Jenny, Cook;27 Nancy Pickering Thomas, Sherry R, Crow;28 Az-Zahra et al.;29 Bearne.30</td>
</tr>
</tbody>
</table>

The data analysis was carried out in a descriptive-quantitative manner by describing the average score of each component results. The category interval used to examine the effectiveness of the Social Sciences model in increasing students' social engagement is adopted as follows.31

<table>
<thead>
<tr>
<th>Intervals</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g) &gt; 0.7</td>
<td>Tall</td>
</tr>
<tr>
<td>0.7 &gt; (g) &gt; 0.3</td>
<td>Currently</td>
</tr>
<tr>
<td>(g) &lt; 0.3</td>
<td>Low</td>
</tr>
</tbody>
</table>

**RESULTS AND DISCUSSION**

The results of developing social literacy skills based on the local wisdom of Rejang Lebong were obtained using the ADDIE model. The ADDIE model consists of 5

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stages, namely analysis, design, development, implementation, and evaluation. The descriptions of the stages are as follows.

In the first stage, the researchers conducted a needs analysis to determine the learning process and the need for developing a social studies learning model based on the local wisdom of Rejang Lebong. The data was obtained using interviews and questionnaires with 8 teachers and 30 students selected through purposive sampling. The data collected through interviews indicated that the social studies learning process was still conventional, the only learning resource used was social studies books published by Erlangga, the students had not been actively involved in the learning process, the teaching materials used by the teachers had not integrated the values of local wisdom of Rejang Lebong, the examples presented in learning were still national, and the teaching modules used had not integrated social literacy.

Meanwhile, the data of questionnaires from 8 elementary school teachers showed an average score of 74.18%, indicating that the teachers need a social studies learning model based on the local wisdom of Rejang Lebong. The results of the needs analysis questionnaire distributed to 30 participants showed that the students need the development of a model of social studies with an average of 72.75%. In addition, from the results of the documentation search, it was found that the teachers only had one teaching material, namely the social studies book published by Erlangga.

Based on the data obtained from the needs analysis of the teachers and students in Rejang Lebong, the researchers then designed a social studies learning model based on local wisdom to improve students’ social literacy using the 2013 curriculum approach. The elements of the social studies learning model design based on the local wisdom of Rejang Lebong contained syntax, reaction principles, social systems, and supporting factors tailored to the needs of grade 5 elementary school students.

The design of the learning model to developed social studies learning based on the local wisdom of Rejang Lebong to improve the students’ social literacy is as follows.

The development of a social studies learning model based on Rejang Lebong's local wisdom to improve students' social literacy was designed as follows: The learning syntax consisting of activities: seeking information, identifying, processing data, communicating, and reflecting; The reaction principles emphasized in this model: learning containing daily activities, learning materials of Rejang Lebong’s local wisdom, learning materials integrated with social literacy values, and regenerating concrete knowledge; The social system in this model: honing the ability to work together, strengthening the collaboration of students, demanding the activeness of students, and reflection on learning.; The supporting factors needed in the development of this model: social studies syllabus based on the local wisdom of Rejang Lebong, social studies lesson plan based on the local wisdom of Rejang Lebong, contextual teaching modules integrated with daily activities, HOTS-based test instruments integrated with the local wisdom values of Rejang Lebong in strengthening students' social literacy. 

The development output produced a social study learning module with Rejang Lebong's local wisdom. The module product is shown in Figure 2.

Figure 1
Design model of social studies learning based on the local wisdom of Rejang Lebong
Source: Personal Documents

The development of a social studies learning model based on Rejang Lebong's local wisdom to improve students' social literacy was designed as follows: The learning syntax consisting of activities: seeking information, identifying, processing data, communicating, and reflecting; The reaction principles emphasized in this model: learning containing daily activities, learning materials of Rejang Lebong’s local wisdom, learning materials integrated with social literacy values, and regenerating concrete knowledge; The social system in this model: honing the ability to work together, strengthening the collaboration of students, demanding the activeness of students, and reflection on learning.; The supporting factors needed in the development of this model: social studies syllabus based on the local wisdom of Rejang Lebong, social studies lesson plan based on the local wisdom of Rejang Lebong, contextual teaching modules integrated with daily activities, HOTS-based test instruments integrated with the local wisdom values of Rejang Lebong in strengthening students' social literacy. 

The development output produced a social study learning module with Rejang Lebong's local wisdom. The module product is shown in Figure 2.
Furthermore, the learning syntax and teaching materials produced from the development of local wisdom-based social studies model can be seen in Figure 3.

The model of social sciences learning was developed to improve students' social literacy skill based on local wisdom. Furthermore, validation was carried out by several experts to the development of learning model. Each validator provided criticism and suggestions from the results of the validation. The validation of social studies learning model based on the local wisdom of Rejang Lebong aimed to look at the quality of the resulting learning in terms of the learning syntax, social system, reaction principles, interactional impact, and support systems.
The social studies learning model based on local wisdom was further validated theoretically through expert judgment (expert validation) for the learning model and product. The expert validation consisted of teaching material, design, and language experts. The assessment instrument by expert validators totaled 28 items of question. The learning model validation involved the learning syntax, social system, reaction principles, interactional impact, and support systems experts. The model product validation consisted of the teaching material, teaching media, and linguistic aspect. The teaching material was validated using a Likert scale questionnaire version 1-5. The teaching material expert assessed the content feasibility, module presentation, module limitations, and module layout/view. The design expert examined the layout and display of the module. The linguistic expert assessed the language use and information clarity.

Based on the validation from several experts, the development of social studies learning (SSL) model obtained an overall average score of 3.82 with good categories. These results show that the validity from several aspects is feasible for the development of SSL model based on the local wisdom of Rejang Lebong. The module was ready to be tested one-to-one and in small-group tests in classroom learning. The graph of the results of the validation analysis of the Rejang Lebong’s local wisdom-based social science learning model can be seen in the following figure.

![Expert Judgment](image)

**Figure 4**  
Expert Judgment  
Source: Personal Documents
The social studies learning model trial based on the local wisdom of Rejang Lebong was conducted at SDN 88 Rejang Lebong. The trials were carried out twice, namely one-to-one trial on three students and then small-group trial on ten students. The following graphs present the one-to-one trial and small-group trial.

The implementation of social studies learning model based on the local wisdom of Rejang Lebong aimed to improve students' social literacy. Furthermore, the empirical trials were carried out in two stages namely, one-to-one trial and small-group trial. The one-to-one trial was conducted on 3 elementary school students. The results of the one-to-one trial showed an average score of 79.55. The category of this module was "good category" as shown in Figure 7a. Then a small-group trial was carried out on 10 students. The average pretest of students before using the social sciences local wisdom module showed that 46.00% of the participants were unable to socially literate in social studies learning. After the treatment for 4 meetings, the students experienced significantly improved social literacy in learning activities with a percentage of 89.33%. The students having high social literacy level are included in "good category" as shown in Figure 7 (b).

In the final stage of this study, the researchers evaluated the results of one-to-one trials and small-group trials. The next stage is testing for large groups, but in this study the researchers did not test in large groups because of the limited funding and time.

This study shows that the development of social studies literacy skill based on the local wisdom of Rejang Lebong is valid, practical, and effective in increasing students' social literacy. This finding supports several previous studies. It is important for students...
to be provided with access to local wisdom materials by teachers to increase positive attitudes and behavior in utilizing local wisdom values as a social study learning resource in schools.\textsuperscript{35} In line with a study by Rokayah et al.\textsuperscript{36} the results show that the social literacy skills that support local wisdom vary based on gender and the average social achievement score in the previous class, most students still have low social studies literacy skills, and students’ literacy skills are improved. Based on the needs analysis results, students are more likely to have an interest in learning based on daily activities and environment when studying. The local wisdom-based social sciences learning model was designed to interest students because the material was applicable to the social life of their environment. This is in line with the results of research by Rahmah in that contextual-based learning of the material can facilitate students to observe the intended object directly.\textsuperscript{37}

The SSL model based on Rejang Lebong’s local wisdom can also increase students' social literacy in the intellectual aspect.\textsuperscript{38} Then, students who study in the closest environment can improve their reasoning abilities and analyze and decide on problems better.\textsuperscript{39} Developing an SSL model based on local wisdom can also increase students' social literacy in the aspect of attitudes and social values in everyday life. This is due to the social aspects of students, such as the procedures for socializing as the customs of Rejang Lebong people, procedures for respecting the services of Rejang Lebong heroes, the values of cooperation that apply in the Rejang Lebong community, values in neighbors, how to care for the environment, and applying values in the family and society.


\textsuperscript{39} Az-Zahra, Sarkadi, and Bachtiar, “Students’ Social Literacy in Their Daily Journal,” 167–68.
In addition, local culture-based learning models can improve students' socio-cultural literacy.\textsuperscript{40,41}

The SSL model based on Rejang Lebong’s local wisdom is designed to be easily applied by teachers because it is equipped with syntax and learning tools that encourage student independence in learning. The results of this research indicate that learning that is developed innovatively and actively can encourage student learning independence in obtaining knowledge, especially local culture.\textsuperscript{42,43} Delivering material will be more meaningful for students if it is equipped with learning activities that students can do to build independent experiences even though they are not face-to-face.\textsuperscript{44} The research has a limitation in that it only used the scope of small-group trials (small-field evaluation).

CONCLUSION

The purpose of this study is to develop a learning model of social literacy to improve students’ knowledge based on local wisdom. This model is designed through 5 stages consisting of analysis, development, design, implementation, and evaluation. The results of developing a Rejang Lebong’s local wisdom-based social studies model contribute to the presentation of appropriate learning modules to improve the knowledge of elementary school students. It was observed from the post-test scores, which increased by 89.33\%, that there was an improvement in student literacy level after integrating local wisdom into the teaching of social studies. This model would be useful for teaching elementary students, especially in improving social studies literacy. The Rejang Lebong’s local wisdom-based social studies learning can increase students’ awareness of preserving local cultural values. Therefore, a learning model based on local wisdom is considered as a solution to improve students’ literacy competence. This teaching material will be one of

\textsuperscript{40} (Setiawan et al., 2017).
\textsuperscript{41} Erliany Syaodih, Endang Komara, and Dede Komara, “Local Culture-Based English Education in Fostering the Social Attitudes of Learners at SMP Negeri 1 Cisarua,” \textit{Journal of Positive School Psychology}, July 2, 2022, 7411–21.
the tools to support the teaching and learning process based on essential competencies in the curriculum. Furthermore, the results of this development of a learning model are helpful for other researchers to carry out further research to combine, design, and develop materials based on the local culture of each region in the teaching and learning process in elementary schools.

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DECLARATION OF CONFLICTING INTERESTS

The authors declare that there are no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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