THE EFFECT OF ETNOPEDAGOGY APPROACH AND SOCIAL SKILLS ON LEARNING OUTCOMES OF SOCIAL SCIENCE STUDENTS IN CLASS V OF STATE ELEMENTARY SCHOOL 167643, TEBING TINGGI CITY

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Abstract

The purpose of this research for: (1) Mknowing the differences in social science learning outcomes of students who are taught with an ethnopedagogical approach compared to students who are taught with a direct approach; (2) Knowing the difference in learning outcomes of students who have high social skills compared to students who have low social skills; (3) Knowing the interaction between learning approaches and social skills in influencing students social science learning outcomes. The sample in this study was the fifth grade students of the State Elementary School 167643 Tebing Tinggi City for the 2020/2021 academic year as many as 54 students. Collecting data in this study through social skills questionnaires and social science learning outcomes tests. Hypothesis testing is done by using the Two Way Anova test. The results showed that: (1) The social science learning outcomes of students who were taught using the ethnopedagogical approach were higher than those with the direct approach ($F_{count} = 7.750$ and sig. $0.008 < 0.05$); (2) The social science learning outcomes of students who have high social skills are higher than those of students who have low social skills ($F_{count} = 5.097$ and sig. $0.028 < 0.05$); and (3) There is an interaction between the learning approach and social skills in influencing students social science learning outcomes ($F_{count} = 6.268$ and sig. $0.016 < 0.05$).

Keywords: *Learning Approach, Social Skills, Social Science Learning Outcomes*

A. Introduction

Social science teaching in elementary schools is aimed at fostering students to understand their potential and role in various ways of life, to live up to the necessity and importance of socializing with a full sense of togetherness and kinship, and to be skilled at playing a role in their environment as social persons and good citizens. For this reason, social science teaching must be able to bring students to the real reality of life that can be lived by them. The purpose of teaching social sciences is to foster the attitude of citizens who are sensitive to social problems that help children to recognize human relationships with the surrounding environment and social skills through social science lessons. In line with that Subekti (2017), in the contents of the book discusses social science subjects about economic activities found in the provinces of Bali, Banten and Central Java. So we need a new way of delivering teaching material in a contextual manner according to where the students live. Basically the subject matter related to the area where I live should be studied starting from concrete things which can then be followed by abstract things gradually according to the development of students.

Susanto (2014:42) social skills are a skillful ability that appears in action, able to search, sort and process information, able to learn new things that solve everyday problems, have communication skills both oral and written, understand, appreciate and able to cooperate with other people who are diverse, able to transform academic abilities and adapt to the development of global society.

In today's global era, local culture and wisdom are increasingly

being abandoned because people have a strong tendency towards global culture with a tantalizing modernism package. In this regard, efforts to prepare human resources capable of responding to global challenges can only be answered by providing quality education (Yusrizal, 2020). Quality education will be able to produce quality resources, have expertise, are skilled, creative, productive, have positive behavior and always love the culture of the homeland and nation. (Syasmita et al., 2019). Quality education will be able to help students in the process of self-development, namely the development of all their potential, abilities, skills and personality characteristics towards positive character values that will strengthen their national identity and identity. (Yusrizal, 2017).

Culture can be described as the cumulative knowledge, practices and beliefs, about the relationship of living things (including humans) to one another and to the environment. Develops with an adaptive process and is hereditary by cultural transmission (Berkes in Purniadi, 2017: 18). Culture is synonymously equated with local wisdom. According to Gondwe and Nancy in Purniadi (2017: 18) culture is a complex concept system, which includes; values, norms, beliefs and practices are shared, created and passed down from generation to generation. Cultural systems include ways of seeing, interpreting and understanding the world. Culture is built and passed on by group members through a process of socialization and representation.

Local culture-based learning is the creation of a learning environment and the design of learning experiences that integrate local culture as part of the learning process (Suparmini et al., 2014). Local culture-based learning, culture is integrated as a tool for the learning process to motivate students to apply knowledge. Suastra in Putra (2017:

19) says that the values adopted by indigenous people are full of wisdom values (local genius).

Learning with culture includes the use of various forms of cultural embodiment. Learning with culture is culture and its manifestation becomes a medium of learning in the learning process, becomes the context of examples of concepts or principles in a subject, and becomes the context of the application of principles or procedures in a subject. Learning through culture is a strategy that gives students the opportunity to demonstrate the achievement of understanding or meaning created in a subject through a variety of cultural manifestations. Learning to be cultured is a form of embodiment of that culture in the real daily behavior of students.

The use of local (ethnic) culture in culture-based learning is very beneficial for the meaning of learning processes and outcomes, because students get contextual learning experiences (goat footbridge) and apperception materials to understand the concept of science in their local (ethnic) culture. In addition, the model of integrating culture in learning can enrich the local (ethnic) culture which in turn can also develop and strengthen the national culture which is the pinnacle of local culture and developing ethnic culture. According to Sutarno (2008:21) culture is integrated as a tool for the learning process to motivate students in applying knowledge, working cooperatively, and perceiving the interrelationships between various subjects.

B. Method

This type of research is a quasi-experimental study with a 2x2 factorial design. This research was conducted in State Elementary School 167643 Tebing Tinggi City. The sample in this study is class V students

consisting of 2 classes with each class totaling 27 students. Data collection techniques used observation sheets on social skills and student social science learning outcomes tests. The data analysis technique used is descriptive and inferential statistical techniques. Hypothesis testing was carried out with the Two Way Anova test with a significant level of 0.05. Before the Two Way Anova test was carried out, the analysis requirements were first tested, namely the normality test and the data homogeneity test. The normality test was carried out by the Kolmogorov-Smirnov test, while the homogeneity test was carried out by the Levene test with a significant level of 0.05.

C. Finding and Discussion

1. Result

a. Social Science Learning Outcomes of Students Taught with an Ethnopedagogical Approach

Based on the data obtained and the results of statistical calculations, it is known that the social science learning outcomes of students who are taught with an ethnopedagogical approach get the lowest score of 67, and the highest score of 100, with an average of 85; mode of 87; the median is 87; variance of 73.73 and standard deviation of 8.59. The frequency distribution of students social science learning outcomes scores is shown in the following histogram image:

Figure 1. Histogram of Social Science Learning Outcomes of Students Taught with an Ethnopedagogical Approach

b. Social Science Learning Outcomes of Students Taught with a Direct Approach

From the data obtained and the results of statistical calculations, it is known that the social science learning outcomes of students who are taught with the direct approach get the lowest score of 67, and the highest score of 97, with an average of 80; mode of 77; the median is 83; variance of 51.57 and standard deviation of 7.18. The frequency distribution of students social science learning outcomes scores is shown in the following histogram image:

Figure 2. Histogram of Social Science Learning Outcomes of Students Taught with a Direct Approach

c. Social Science Learning Outcomes of Students with High Social Skills

From the data obtained from statistical calculations, it is known that the social science learning outcomes of students who have high social skills get the lowest score of 67, and the highest score of 100, with an average of 85.07; variance of 83.44 and standard deviation of 9.13. The frequency distribution of students social science learning outcomes scores is shown in the following histogram image:

Figure 3. Histogram of Social Science Learning Outcomes of Students with High Social Skills

d. Social Science Learning Outcomes of Students with Low Social Skills

From the data obtained and the results of statistical calculations, it is known that the social science learning outcomes of students who have low social skills get the lowest score of 67, and the highest score of 93, with an average of 80.92; variance of 48.33 and standard deviation of 6.95. The frequency distribution of students social science learning outcomes scores is shown in the following histogram image:

Figure 4. Histogram of Social Science learning outcomes of students who have low social skills

e. Normality test

The normality test of the data was carried out by the Kolmogorov-Smirnov statistical test. Normality test can be seen in the following table:

Table 1. Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statisti cs	df	Sig.	Statisti cs	df	Sig.
Standardized Residual for Hasil_Learn	,970	5	,18	,154	54	,00
a. Lilliefors Significance Correction		4	5			3

Based on the table, it can be seen that the significant value is $0.455 > 0.05$, thus it can be concluded that the data is normally distributed.

f. Homogeneity Test

A summary of the homogeneity test calculation can be seen in the following table:

Table 2. Testing the Homogeneity of Post-test . Data

Dependent Variable: Learning Outcomes				
F	df1	df2	Sig.	
1,840	3	50	,152	
Tests the null hypothesis that the error variance of the dependent variable is equal across groups..				
a. Design: Intercept + Class + Social_Skills + Class * Social_Skills				

Based on the table shows that the homogeneity test obtained a significant value of $0.152 > 0.05$, thus it can be concluded that the research data is relatively the same or homogeneous.

g. Hypothesis test

Hypothesis testing in this study uses two-way ANOVA with 2x2 factorial, hypothesis testing is calculated with the help of SPSS version 23. Hypothesis testing data can be seen in the following table:

Table 3. SPSS Output ANOVA Calculation Results Tests of Between-Subjects Effects					
Dependent Variable: Learning Outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	936.564a	3	312,188	5,890	,002
Intercept	370921,087	1	370921,087	6998,582	,000
Learning approaches	410.737	1	410.737	7,750	,008
Social_Skills	270,145	1	270,145	5.097	0.028
Approach_Learning *Social_Skills	332,210	1	332,210	6,268	0.016
Error	2649,973	50	52,999		
Total	374763,000	54			

Corrected Total	3586,537	53
a. R Squared = ,261 (Adjusted R Squared = ,217)		

Table 4. Comparison of Social Science Learning Outcomes Based on Approach Learning

1. Learning Approach				
Dependent Variable: Learning Outcomes				
Learning approaches	mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Ethnopedagogical Approach	85,933	1,410	83.102	88,765
Direct Approach	80,398	1,402	77.582	83.214

Table 5. Comparison of Social Science Learning Outcomes Based on Social Skills

2. Skills Social				
Dependent Variable: Learning Outcomes				
Social Skills	mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
High Social Skills	85,410	1,457	82.483	88,337
Low Social Skills	80.921	1.353	78,204	83,638

Table 6. Comparison of Social Science Learning Outcomes Based on Learning Approach and Social Skills

3. Learning Approach * Social Skills					
Dependent Variable: Learning Outcomes					
Learning approaches	Social skills	mean	Std. Error	95% Confidence Interval	
				Lower Bound	Upper Bound
Ethnopedagogical Approach	High Social Skills	90.667	2,102	86,446	94,888
	Low Social Skills	81,200	1,880	77,424	84.976
Direct	High Social Skills	80,154	2.019	76.098	84.209

Approach	Low Social Skills	80,643	1,946	76.735	84.551
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- **First Hypothesis**

The statistical hypotheses tested were:

$$H_0 : A1 A2$$

$$H_a : A1 > A2$$

Based on output SPSS in Table 3 about social science learning outcomes based on the learning approach, it is obtained that the value of $F_{count} = 7,750$ dan the probability value or significant value of the learning approach is $0.008 < 0.05$. Thus, it can be said that there is a significant difference between the average social science learning outcomes of students who are taught using the ethnopedagogical approach compared to the direct approach. Furthermore, based on the output of SPSS on the comparison of social science learning outcomes based on the learning approach in Table 4, it is found that the average social science learning outcomes of students who are taught with an ethnopedagogical approach are 85,933. While the social science learning outcomes of students who were taught with the direct approach were 80.398. So that the hypothesis testing rejects H_0 and accepts H_a .

- **Second Hypothesis**

The statistical hypotheses tested were:

$$H_0: b1 b2$$

$$H_a : b1 > b2$$

Based on the SPSS output in Table 3 regarding social science learning outcomes based on social skills, it is obtained that the $F_{count} = 5.097$ and the probability value or significant value is $0.028 < 0.05$. Thus it can be said that there is a significant difference between the average learning outcomes of students who have high social skills compared to the learning outcomes of students who have low social skills. Furthermore, based on the output of SPSS on the

comparison of social science learning outcomes based on students social skills in Table 5, it is found that the average social science learning outcomes of students who have high social skills are 85,410. While the social science learning outcomes of students who have low social skills are 80,921. So that the hypothesis testing rejects H_0 and accepts H_a . With the conclusion that the social science learning outcomes of students who have high social skills are higher than students who have low social skills.

- **Third Hypothesis**

The statistical hypotheses tested were:

$$H_0 : A \times B = 0$$

$$H_a : A \times B \neq 0$$

Based on the SPSS output in Table 3, it is obtained that $F_{count} = 6.268$ and a significant value of 0.016 with $\alpha = 0.05$. Then it can be seen that the value of $sig. 0.016 < 0.05$ so that the hypothesis testing rejects H_0 and accepts H_a . With the conclusion that there is an interaction between the learning approach and students social skills in influencing student learning outcomes.

2. Discussion

Social science teaching in elementary schools is aimed at fostering students to understand their potential and role in various ways of life, to live up to the necessity and importance of socializing with a full sense of togetherness and kinship, and to be skilled at playing a role in their environment as social persons and good citizens. For this reason, social science teaching must be able to bring students to the real reality of life that can be lived by them. The purpose of teaching social sciences is to foster the attitude of citizens who are sensitive to social problems that help children to recognize human relationships with the surrounding environment and social skills through social science lessons. In line with that Subekti (2017), in the contents of the book discusses social science subjects about economic activities found in the provinces of Bali, Banten and [642]

Central Java. So we need a new way of delivering teaching material in a contextual manner according to where the students live. Basically the subject matter related to the area where I live should be studied starting from concrete things which can then be followed by abstract things gradually according to the development of students.(Ramadan, 2020). Susanto (2014:42) social skills are a skillful ability that appears in action, able to search, sort and process information, able to learn new things that solve everyday problems, have communication skills both oral and written, understand, appreciate and able to cooperate with other people who are diverse, able to transform academic abilities and adapt to the development of global society.

The ideal conditions that are expected from the results of social science learning in schools are considered not in accordance with expectations, because student activities in learning social science are very necessary because in principle learning is doing. Acting to change behavior by doing activities. Activity is a very important principle or principle in teaching and learning interactions, both teacher and student activities and also the existence of learning resources that support the implementation of teacher and student activities. However, in reality, student activity during learning takes place is very low, resulting in low social science learning outcomes(Prastyawati & Hanum, 2015).

In today's global era, local culture and wisdom are increasingly being abandoned because people have a strong tendency towards global culture with a tantalizing modernism package. In this regard, efforts to prepare human resources capable of responding to global challenges can only be answered by providing quality education. Quality education will be able to produce quality resources, have expertise, are skilled, creative, productive, have positive behavior and always love the culture of the homeland and nation. Quality education will be able to help students in the process of self-development, namely the development of all their potential, abilities, skills and personality

characteristics towards positive character values that will strengthen their national identity and identity.

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D. Conclusion

Based on the discussion that has been described previously, several conclusions can be drawn including the following:

1. Results study social science students who were taught with an ethnopedagogical approach were higher than the conventional approach (Fcount = 7.750 and sig. 0.008 <0.05).
2. Social science learning outcomes of students who have high social skills more high compared to students who have low social skills (Fcount = 5.097 and sig. 0.028 <0.05).
3. There is an interaction between learning approach and social skills in influencing students social science learning outcomes (Fcount = 6.268 and sig. 0.016 <0.05).

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