

The Effect of Ethnopedagogy Learning Model on Student Character Development in the Pandemic Era

Fira Astika Wanhar¹, Ainul Marhamah Hasibuan²

^{1,2}Sekolah Tinggi Keguruan dan Ilmu Pendidikan Amal Bakti, Indonesia
astikawanhar07@gmail.com

Abstract

This study aims to identify differences in the character development of students taught by ethnopedagogy methods compared to conventional learning models. The method used in this research is quasi-experimental. The research was carried out at SD Negeri 101777 which is located at the Village of Saintis, Percut Sei Tuan District, Deli Serdang Regency. The population of this study were all students of SD Negeri 101777. The sample used was 32 students in class V, consisting of 16 students in class V/a as the experimental class and 16 students in the control class V/b. The data collection technique is the student character development test. The data analysis technique used an independent sample t test with a significant level of 0.05. The results showed that: the character development of students who were taught with the ethnopedagogical learning model was higher than the students who were taught using the conventional learning model.

Keywords

ethnopedagogical model;
student character; learning in the
pandemic era



I. Introduction

The purpose of National Education as stated in Law number 20 of 2003 is to make people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic and responsible. Based on this, the government issued a policy regarding the implementation of education in schools that must be based on character education (Setiawan & Qomariyah, 2016). However, the government's efforts to create a young generation of character are judged to have not lived up to expectations. Today's facts show that the character of the younger generation in the current era of globalization is declining very sharply (Halawati & Firdaus, 2020). This is reinforced by various criminal cases that occur almost all the time ranging from cases of corruption, murder, pornography, sexual harassment, prostitution, drug abuse to acts of violence (Sukirman et al., 2017).

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is a conscious effort made by adults for human maturity which is carried out in the process of teaching and learning activities, both formally and informally. Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018).

The Ministry of Education and Culture said that the current focus of education apart from literacy and numeracy skills, there are important things that the government must solve, namely the implementation of education that is able to improve the character of students. In response to this, new innovations in learning are needed, especially in elementary schools, namely by developing learning models that are able to instill the values of local wisdom in students so that in the long term they can produce young generations of character while maintaining the values of local wisdom. . Because local culture is a reference guide (blue print) in social life (Yoesuf, 2015).

Based on this, several problems can be formulated behind this research, including: (1) the decline in student character in the pandemic era; (2) the low ability of teachers in designing learning patterns that are able to improve the character of students in the pandemic era; (3) the teacher's lack of knowledge about learning models that can improve students' character; and (4) the absence of new innovations developed by teachers in learning patterns during the pandemic.

The urgency of this research is the need to create new innovations in learning patterns that are able to create generations of character by inculcating local cultural values. Because if this is not resolved immediately, the whole order of social life will be replaced by western habits which tend to develop more rapidly. Therefore, the specific objectives to be achieved in this study are to analyze (1) the differences in the character development of students who are taught using the ethnopedagogical learning model compared to the conventional model; (2) differences in the character development of students who have high social skills compared to students who have low social skills; and (3) the interaction between learning models and social skills on students' character development.

II. Review of Literature

2.1 Ethnopedagogy-Based Learning Model

The ethnopedagogy-based learning model is a process of creating a learning environment and designing learning experiences that integrate local culture as part of the learning process (Yusrizal, 2020). The form of ethnopedagogy-based learning is integrating culture as a tool for the learning process to motivate students to apply knowledge. Culture-based learning can be divided into four types, namely learning about culture, learning with culture, learning through culture, and learning cultured (Putra, 2017). Learning about culture places culture as a field of science, culture is studied in special study programs, about culture and for culture. Learning with culture occurs when culture is introduced to students as a way or method to learn a particular subject.

The use of local (ethnic) culture in ethnopedagogical-based learning is very beneficial for the meaning of the process and student character, because students get contextual learning experiences and apperception materials to understand the concept of science in their local culture. Culture is integrated as a tool for the learning process to motivate students to apply knowledge, work cooperatively, and perceive the interrelationships between various subjects (Syasmita et al., 2019).

In another view, the purpose and method of educating the younger generation is not only influenced by the conditions of society and its culture, but is also seen as influencing the needs of the community and its culture. This means that in a multicultural society, various educational agents, especially schools, are concerned with issues, problems, and needs that arise because of the relationship between dominant and minority needs. The relationship between culture and education is something that cannot be separated. Traditionally, studies of education and teacher education programs have placed more

emphasis on psychology than on the socio-cultural dimensions of the teaching and learning process. If this cultural potential becomes an important part of national education, the hope of becoming a nation with identity will soon be realized by humanizing development, preventing cultural (cultural) poverty.

The centralization of education that has occurred so far has created awareness of the value of modernity about the spirit of uniformity and has begun to eliminate the uniqueness of students as human beings with a "unique" nature from the greatness of God who creates different humans even though they are identical twins. Ethnopedagogy by emphasizing the cultural approach is felt to be more down to earth, if it can carry out its function in building education with an Indonesian identity with cultural potential that is diverse but has one unified ideal of building a dignified nation through education.

2.2 Student Character Development in the Pandemic Era

Character is a person's character that is directly driven by the brain (Salim et al., 2018). Character can also be interpreted as human potential that must be developed and practiced (Abdusshomad, 2020). In the era of the pandemic, the whole order of life has changed, including in the field of education. The teacher at this time acts more as a facilitator. The task that has been fully held by teachers to provide learning to students now has to share tasks with parents in order to keep learning going during the pandemic. The responsibility for children's character education is fully given to parents and the environment.

Based on the reality on the ground that is currently happening, many students use distance learning as an opportunity to be lazy at home. Students' new habits during the pandemic are difficult to control, for example, (1) students tend to be apathetic at this time; (2) the intensity of playing becomes higher, causing low motivation to learn; and (3) due to the busyness of parents, students' interactions with cyberspace are not controlled. Therefore, the character of students during the pandemic must be made a top priority in building education in the pandemic era.

III. Research Methods

This type of research is a quasi-experimental with a 2x2 factorial design. This research was conducted at SD Negeri 101777 which is located at the Village of Saintis, Percut Sei Tuan District, Deli Serdang Regency. The population of this study were all students of SD Negeri 101777. The sample used was 32 students in class V, consisting of 16 students in class V/a as the experimental class and 16 students in the control class V/b. Data collection techniques are social skills questionnaires and student character development tests. The data analysis technique used the independent sample t test.

IV. Results and Discussion

4.1 Results

a. Data Description

1. Character Development of Students Taught with Ethnopedagogical Learning Model

Based on the data obtained and the results of statistical calculations, it is known that the Character Development of students who are taught with the Ethnopedagogy Learning Model get the lowest score of 76, and the highest score of 100, with an average of 87; variance of 80.20 and standard deviation of 8.96. The frequency distribution of the

Character Development scores of students who are taught with the Ethnopedagogical Learning Model can be visually shown in the following histogram image:

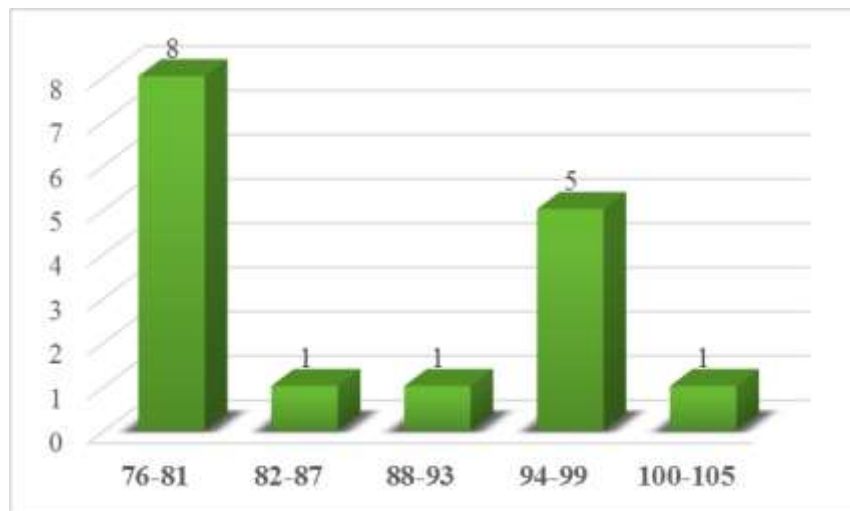


Figure 1. Histogram of Character Development of Experiment Class Students

From Figure 1 it is clear that the Character Development of students who are taught with the Ethnopedagogy Learning Model the highest frequency is in the interval class 76-81, while the lowest frequency is in the interval class 82-87, 88-93, and 100-105.

2. Character Development of Students Taught with Conventional Learning Models

From the data obtained and the results of statistical calculations, it is known that the Character Development of students who are taught with the Conventional Learning Model get the lowest score of 65, and the highest score of 90, with an average of 79; variance of 38.27 and standard deviation of 6.19. The frequency distribution of the Character Development scores of students who are taught using the Conventional Learning Model is visually shown in the following histogram image:

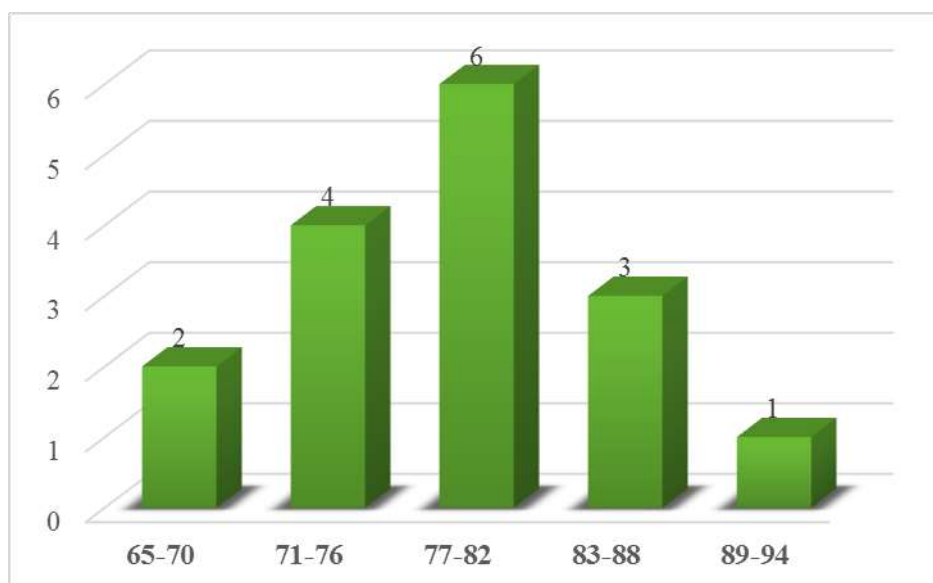


Figure 2. Histogram of Character Development of Control Class Students

From Figure 2 it is clear that the Character Development of students who are taught with the Conventional Learning Model has the highest frequency in the interval class 77-82, while the lowest frequency is in the interval class 89-94.

b. Prerequisite Test

1. Normality Test

Table 1. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Standardized Residual for Character_Development	,129	32	,188	,964	32	,351

a. Lilliefors Significance Correction

Based on the table, it can be seen that the results of the data normality test with the Shapiro-Wilk test obtained a probability value or significant value of $0.351 > 0.05$, thus it can be concluded that the data is normally distributed.

2. Homogeneity Test

Table 2. Tests of Homogeneity

Levene's Test of Equality of Error Variances ^a			
Dependent Variable: Character Development			
F	df1	df2	Sig.
2,225	3	28	,107
Tests the null hypothesis that the error variance of the dependent variable is equal across groups.			

Based on the table shows that the data homogeneity test obtained a probability value or significant value of $0.107 > 0.05$, thus it can be concluded that the research data group is relatively the same or homogeneous.

c. Hypothesis Test

Table 3. Output SPSS Hypothesis Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Character Development	Equal variances assumed	4,005	,052	3,025	44	,002	7,391	2,444	2,466	12,316
	Equal variances not assumed			3,025	38,852	,002	7,391	2,444	2,448	12,335

Table 4. Comparison of Student Development
Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Character Development	Experiment	16	83,70	6,609	1,378
	Control	16	76,30	9,679	2,018

Based on the calculation of the SPSS output in table 1, it can be seen that the Fcount value is 4.005 and the significant value is 0.002 with $\alpha = 0.05$. Then it can be seen that the significant value is $0.004 < 0.05$ so that the hypothesis testing rejects H_0 and accepts H_a . Thus it can be concluded that there is a significant difference between the Character Development of students who are taught by the storytelling learning method compared to conventional learning methods.

By paying attention to Table 2 regarding the comparison of the average character development of students, it is found that the character development of students who are taught using the storytelling learning method is 83.70. While the average character development of students who are taught using conventional learning methods is 76.30. Thus it can be concluded that the average character development of students taught by the storytelling learning method is higher than the conventional learning method with a Mean Difference value of 7.40.

4.2 Discussion

Russell Williams illustrates the character as a “muscle”, which will be soft and stiff if never trained, but will be strong if used often. Thus, the nature of character is human potential that must be developed and practiced (Abdusshomad, 2020). The sophistication of smartphones provides convenience in accessing the internet, social media and online games. The unpreparedness of the knowledge of the children in filtering western culture as if all western cultures should be imitated. This is what causes the moral degradation of elementary school age children (Prihatmojo & Badawi, 2020). The purpose of National Education as stated in Law number 20 of 2003 is to make people who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, democratic and responsible. Based on this, the government issued a policy regarding the implementation of education in schools that must be based on character education (Setiawan & Qomariyah, 2016). However, the government's efforts to create a young generation of character are judged to have not lived up to expectations. Today's facts show that the character of the younger generation in the current era of globalization is declining very sharply (Halawati & Firdaus, 2020). This is reinforced by various criminal cases that occur almost all the time ranging from cases of corruption, murder, pornography, sexual harassment, prostitution, drug abuse to acts of violence (Sukirman et al., 2017).

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V. Conclusion

Based on the results of research and discussion, it can be concluded that the character development of students taught using the ethnopedagogical learning model is higher than the character development of students taught using conventional learning models.

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