

The Implementation of Social Science Learning Model Based on Local Wisdom in The Inclusive Class of Elementary Schools

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Abstract: *The purpose of this study is to develop teaching materials for social science education in primary schools based on local wisdom. The teaching materials can be used as a reference or supplement by teachers in social science education learning in Grade IV of Elementary School of Kalukuang III Makassar. Type of approach used in this research is Educational Research and Development. This research uses two approaches namely qualitative and quantitative approaches with the pattern of "the dominant-less dominant design." There are four stages in conducting in this study. They are preliminary study, preparation of teaching materials, development of teaching materials, and implementation of teaching materials. Data were collected using some techniques namely interview, questionnaires, observation, documentation and test. To perform data analysis, so that the data can be accounted scientifically, examined the validity of data is conducted by using data triangulation techniques and simple statistical analysis. To obtain the meaning of the data of the phenomenon found, the analysis was conducted using descriptive qualitative explanation approach. In the descriptive analysis techniques, the steps taken are organizing data in the form of images, photos, documentation in the form of reports, biographies, articles, manuals and so on. During the research process, a series of processes are taken namely data collection, reduction, and presentation and verification process. There is also interpretation and giving meaning to the phenomenon found, and then concluding. This study found that teaching materials of social science education assist teachers in developing and connecting learning materials in social science subjects with the potential of the local area of Bugis. Moreover, these teaching materials help students to understand the content of the material and improve the achievement of learning outcomes in social science.*

Keywords - Social Science, Learning, Local wisdom, Inclusive Class

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I. Introduction

The development of Local Wisdom-based Social Sciences Education gives attention to the knowledge and policies of local communities by utilizing the surrounding natural environment. It initiates those who are passed down from generation to generation. It is in accordance with [1] "Local wisdom is the knowledge of the provincial gained through their experience and initiation as well as that one that has been passed down from generation to generation. This opinion is consistent with the statement expressed by, [2] "Local wisdom is the accumulation of experiences that are used in daily life and are transmitted from generation to generation."

The foundation of the development of local wisdom-based learning is ethno pedagogy which implements the knowledge and policy of local communities in various aspects of life. Ethno pedagogy views local knowledge or local wisdom as a source of innovation and skills that can be empowered for the welfare of society. The practice of education based on local wisdom exists in various domains such as medicine, martial arts, environment, agriculture, economy, government, dating system and others. Therefore, local wisdom deserves to be the basis of education and culture. Regarding the importance of local potential, It is explained that the introduction of local culture (including local potential) to learners is needed so that they can live their culture and themselves [3]. Social science learning in elementary schools based on local wisdom through ethno pedagogy approach will provide meaningful enrichment to support the national educational goals of the Nation's identity. Therefore, ethno pedagogy became the foundation for the development of social science learning based on local wisdom. It is because the learning can bring teachers and students closer to the concrete situation they face to understand their own culture better. Therefore, it can grow and pay attention to the maintenance and utilization of the surrounding natural environment.

Empirical facts show that in the learning process of social science in elementary school does not link and develop the concept material taught with excellence or local wisdom. It only tends to focus on the existing textbooks. Based on the results of preliminary observations and interviews conducted at the State Elementary School Kalukuang III Tallo District Makassar City, it is obtained that in the process of social science learning, teachers play a role as the only source of information (teacher centered). The teaching materials used are

focused on ready-made textbooks (textbooks whose material does not adopt local excellence or local wisdom). Therefore, the process of learning does not initiate local wisdom and ultimately does not foster interest and needs of students based on attention to the maintenance and utilization of the surrounding natural environment.

Inclusive education is to include children with special needs at regular schools in order to fulfill their rights as citizens, protected by the Indonesian constitution. The essence of inclusive education instills a sense of solidarity, respect for diversity and differences in the spirit of democracy. It is in accordance with the concepts proposed by [4]. He reveals that inclusive education is to recognize human rights as an act of justice and equality in society. It means that the implementation of education the teacher must arrange a teaching program that accommodates the difference ". Furthermore, it is stated that inclusive education is planning and implementation in the development of schools, classrooms, programs and educational activities to enable students with different learning abilities to participate and get equal rights opportunities in public schools [5].

Furthermore, the inclusive class in this research is a process to strengthen the educational system capacity of all learners. Therefore, it can be understood the key strategy of education for all capacity. In the setting of the service model, the inclusive class includes children with special needs in the regular class. This policy is the realization of Indonesia's commitment to fundamental human rights for a just and equal society. It is in accordance with the opinion of [6]. Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA. As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society. Thus, the inclusive class in this study is to include children with special needs in the regular class. Finally, there is a diversity of social interactions in the classroom. It can provide an opportunity for social science learning innovation in regular schools. The implementation of the inclusive education system adheres to guidelines or toolkits compiled and established by the government (Ministry of Education and Culture). It is in accordance with the Inclusive Education on Disability Toolkit compiled by the World Health Organization reports in 2011. Inclusion in the educational context is based on the idea that all children must learn together, regardless of differences or disabilities. Inclusive education begins with the premise that all learners have unique characteristics, interests, abilities and learning needs. Furthermore, the learners with special educational needs should have equal access and accept, accommodate individual needs in the general education system. Inclusive education accepts diversity affirmatively, recognizing the value of the differences and learning opportunities offered based on the diversity.

Thus, the principles of implementation in the teacher and school inclusion classes design a learner-friendly teaching program, recognizing differences and upholding solidarity within democracy condition. Finally, there is no difference between rights and obligations between students and the needs of normal students. Both have similarities and equality, which distinguish only those programs tailored to the needs of students with special needs. The social science subjects are structured systematically and comprehensively in the learning process towards maturity and success in life in society. In the community, there is a culture and local wisdom that been rooted in hereditary. Social science material discusses the social interaction between people, political institutions, and the community environment. In this study, the researchers focused on social science subjects related to society. It is in line with what Fricker [7] says. In his article entitled Social Science Education explains that: "Social science education is a study of people and their interactions with one another, with their socio-political institutions and the community environment." Furthermore, it is explained that the government interprets local wisdom as a policy in the implementation of education that acquires or takes over 65% local policies in the form of educational programs and infrastructure [8]. It is confirmed by [9] which explains that social knowledge education materials are developed based on government policy in education which is required every education unit to develop a program based on local wisdom and culture before pursuing social knowledge globally. It deals with economic, social, cultural and political knowledge. Therefore, the knowledge of social education can be internalized individually.

Thus, social science education materials study the interaction between human beings, the relationship of socio-political institutions and society. Internalization of social education materials should accommodate local wisdom and the proportion set by the government.

The learning objectives of social science according to [10] in his book entitled "Elementary Social Studies" covers several things. It knows the concepts related to the life of society and its environment. It has basic skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life. It has commitment and awareness of social values and humanity. It can communicate, cooperate and compete in a pluralistic society, locally, nationally, and globally.

This research focuses on the development of teaching materials of social science learning based on local wisdom in the fourth grade of elementary school in the first semester, on the standard of competence to understand the history, the appearance of nature and the diversity of ethnic groups in Makassar. Based on this statement, the purpose of this study is to develop social science teaching materials in primary schools based on local wisdom in inclusive settings to be used as a reference or supplement by teachers in social learning.

II. Method

Type of research used is Educational Research and Development. This research uses two approaches namely qualitative and quantitative approaches to the dominant-less dominant design. The researchers adopt Borg and Gall (1996) which consist of four stages, namely preliminary study, preparation of teaching materials, development of teaching materials, and the implementation of teaching material. Data are collected using some techniques namely interview, questionnaire, observation, documentation, and test. To perform data analysis so that that data can be scientifically accounted, the data validity was conducted using data triangulation technique and simple statistical analysis. To obtain the meaning of the data or the phenomenon found or collected, the analysis with descriptive qualitative explanation approach is conducted. Verification activities are conducted to enrich further and validate the interpretation made. At this stage, experimental treatment in class IV Elementary School of Kalukuang III District Tallo in Makassar is also conducted to see how much students understand the developed teaching materials, conducted by measuring the magnitude of pretest and posttest increase, using the following formula:

$$g = \frac{\text{Post-test Score} - \text{Pre-test Score}}{\text{Maximum Score} - \text{Pre-test Score}}$$

III. Results

3.1 Preliminary Study

The preliminary study was conducted through the analysis of material substance teaching materials of social science education developed from standard competence at the first semester in inclusive class. It is then continued by exploring the potential of the research area through literature review and literature study in the area of Makassar City to obtain information about the condition and potential of the region. After conducting literature study, the next step is to perform an in-depth survey with interview technique and questionnaire given to the teacher, through School Curriculum Development Team at Elementary School of Kalukuang III. It is conducted to obtain data about the needs analysis about the development of teaching materials based on local wisdom. The next step is to conduct interviews with local community leaders to obtain data on local conditions and potentials. Therefore, systematic development of teaching materials of social science based on local wisdom at the inclusive class in primary school in the first semester is obtained. The data can be seen in the table 1.

Table 1. Analysis of Competency Standards, Basic Competencies and Substance of material Development of Social Science Based on Local Wisdom at the Inclusive Class in Elementary School III Kalukuang Makassar

Competency Standards: Understanding the history, the appearance of nature and the diversity of ethnic groups in Makassar City, South Sulawesi province		
Basic Competencies	Substance of material Development	Substance of Materials Based on Local Wisdom
Appreciating the various historical relics in the local environment (City, province) and keeping sustainability	Historical relics in the local neighbourhood	Historical relics of the Sultanate of Tallo Makassar
Reading the local neighbourhood map (town) using a simple scale.	Reading the local neighbourhood map	The geographical location of Makassar City division of Makassar city
Describing the appearance of nature within the City and the province and its relation to socio-cultural diversity.	The appearance of nature in the local environment	Sightseeing, land and water in Makassar
Showing the type and distribution of natural resources and their utilization for economic activities in the local environment.	The type and distribution of natural resources in the local environment	Natural resources, natural resource management, and conservation of natural resources in Makassar
Appreciating the diversity of tribes and local culture (city and province).	Appreciating the diversity of tribes and local cultures	Customs, traditional clothes, art, typical food in Makassar

3.2 Preparation of Social Science Teaching Materials Based on Local Wisdom

At this stage, social science teaching materials based on Local Wisdom at the inclusive class for Elementary School are prepared. The preparation phase of teaching materials is conducted based on the preliminary study. The results of this preliminary study serve as a guide in the preparation of teaching materials. Therefore, at this stage initial draft of social science teaching materials based on local wisdom in the inclusive

classroom in the Elementary School has compiled for further development. The composition of social science teaching materials based on local wisdom can be seen systematically in the following table.

Table 2. Preparation of Social Science Teaching Materials Based on Local Wisdom at the First Semester of the Inclusive Class in Elementary School

Cover Page of Teaching Materials	The cover page is designed by providing pictures relating to the condition and potential of the existing area in the Regency, i.e., with the image of the Bugis palace, the photo of the Bugis king with his Empress.
Substance of Material	History of the Bugis Sultanate (material substance in teaching material is, about the genealogy and history of the Bugis sultanate, starting from the first king to the last king). The appearance of Nature of Bugis Regency (material substance in teaching materials is about district area, tourism object that exist in regency, geographical location of district, plain of district, waters in district) Natural Resources (material substance in teaching materials is about natural resources, natural resource management and conservation of natural resources in districts in South Sulawesi)
Student worksheet	The student worksheet is structured to provide assistance to the students to understand the concepts and materials presenting in the teaching materials.

3.3 Development of Social Science Teaching Materials Based on Local Wisdom

The development stage of teaching materials is the stage of analyzing and assessing the feasibility of teaching material draft that has been prepared to be used in learning. The researchers perform some activities. The first is conducting discussions with the research team. The second is asking for input from experts about the systematic, depth of content, and the suitability of substance developed from competence standard and basic competence with potential owned by the local area. The third is revising the social science teaching materials based on local wisdom that has been given input by experts and the Curriculum Development Team. The fourth is conducting limited trials, to representatives of fourth graders of Elementary School of Kalukuang III, to provide input to the researchers about the ease of understanding the contents of teaching materials based on local wisdom that has been prepared. The last is doing revisions to refine, then compiling the teaching materials, then validating the application of experimental studies in the classroom. The following table is systematic teaching materials of social science based on local wisdom as the result of the development process.

Table 3. Social Science Teaching Materials Based On Local Wisdom for the Fourth Grade at the Inclusive Class in Elementary School

Teaching Material Components	Description	Revisions
Cover Page of Teaching Materials	The cover page is designed by providing pictures relating to the condition and potential of the existing area in Gowa Regency, ie with pictures of Hasanuddin palace, Twin bridge (Sultanah Latifah bridge), and the photo of sultan Hasanuddin with his empress, emerald lake, and rice.	There is no improvement and significant, only in the layout and suitability of the image size
Material Substance	History of the Sultanate of Hasanuddin (material substance in teaching material is about the genealogy and history of Hasanuddin sultanate, starting from the first to the last king).	There are some improvements made to the material substance. The first is improving the vocabularies and sentences that are considered ambiguous with the official literature on the genealogy and history of the Hasanuddin empire. The second is adding the role and function of the four datuk who became adviser to the sultan of Tallo Makassar. The third is adding pictures of each sultan of Tallo Makassar. The fourth is adding photos and places buried from each sultan of Tallo Makassar. There are some improvements made to the material substance. The first is the improvement of the drawing layout. The

	<p>The appearance of Nature of Makassar City (material substance in teaching materials is about the area of Makassar City, the existing attractions in the city of Makassar, geographical location of Makassar, plains in the city of Makassar, the waters of Makassar)</p> <p>Natural Resources (material substance in teaching materials is about natural resources, management of natural resources and conservation of natural resources in Makassar)</p> <p>Makassar Regional Culture (material substance in teaching materials is about customs, custom clothes, art, food typical in Makassar)</p>	<p>second is improving the map of Makassar City by adding the position of the sub-district in Makassar. The third is adding some additional attractions along with photos. The fourth is adding the function and profit of the position of Makassar as a growth triangle.</p> <p>There are some improvements made to the material substance. The first is adding a map image to the location where the natural resources are located. The second is adding the abstinence of prohibited study in the management and preservation of natural resources.</p> <p>There are some improvements in material substance. The first is adding a brief description of the implementation of customs in the city of Makassar. The second is adding pictures about the variety and form of Malay traditional clothes and the value contained. The third is adding pictures about the variety of art and the value contained in it. The fourth is replacing a typical food type that is not originated from Makassar. The fifth is adding the procedures for making a typical food of Makassar City and the value contained in it.</p>
Students' Worksheet	The student worksheet is structured to provide assistance to the students to understand the concepts and materials presenting in the teaching materials.	There is no change
Competency Test	This competency test is used to find out how far the students understand the teaching materials.	There is improvement made in terms of improving and adding the substance of the problem because there is an extension of the material.

3.4 The implementation of social science teaching material based on local wisdom

At this stage, teaching materials based on local wisdom are implemented in the fourth grade of Elementary School of Kalukuang III Makassar in which the number of students is 26 students using the pre-experiment method that is by comparing between pretest score and posttest score. This experimental method is carried out by starting with a pretest question. Then teaching materials are implemented through Social Science Education and ending with posttest. The instrument is given to measure the improvement. The measurement of this improvement is conducted by using a gain index formula with increasing criteria using the criteria of Hake [11].

In the implementation, data about improving students' understanding of social science teaching materials based on local wisdom are obtained, and the data can be seen in the table below.

Table 4. Improvement and Categories of Students' Understanding of Social Science Teaching Materials Based On Local Wisdom

Average score of Pre Test	Average score of Post Test	Average of N-Gain	Improvement Category
31.73	53.85	0.33	Medium

Table 4 above shows that there is an increasing understanding of students in learning the teaching materials of social science education based on local wisdom. It is seen in the average score that increases from 31.73 in the pre-test to 53.85 in the post-test score with the mean gain index of 0.33 in the medium category. This improvement is because the teaching materials are designed in such a way to make it easier for the students to learn the materials by adding the image to some substance of the material. Therefore, it makes the students interested to learn the materials.

IV. Discussion

Social sciences education in elementary education in this research is based on local wisdom. It knows the concepts related to the life of society and its environment. It has basic skills for logical and critical thinking, curiosity, inquiry, problem solving, and skills in social life. It has commitment and awareness of social values

and humanity. It has the ability to communicate. It cooperates and competes in a pluralistic society, locally, nationally, and globally. Therefore, social science education in elementary school is essential for students because it instills a way of critical thinking, positive thinking, having a commitment in realizing social awareness, communicative behavior in accordance with the norms and social values of society, both local, regional and global.

The results of this study found that the achievement of fourth-grade students in the Elementary School in learning social science based on local wisdom increased. It shows the improvement of the average score from 31.73 in the pretest score to 53.85 in the posttest score with the average gain index of 0.33 in the medium category. This improvement is because the teaching materials are designed in such a way according to the principles of local wisdom in order to facilitate the students to learn it. Adding pictures about local wisdom or culture on some substance of material make students are interested in learning the material. In other words, the researcher believes that with this improvement the students are assumed to understand about the condition and potential that exist in the area in this research of Bugis culture. It is the principle of ethno pedagogy as the theory described by [2] on cognitive wisdom and local wisdom.

It is similar to the theory proposed by [1] explaining that "Local wisdom is the knowledge of the provincial gained through their experience and initiation as well as that one that has been passed down from generation to generation." The basis of the implementation of the development of social science teaching materials based on local wisdom is based on ethno pedagogy. It has implications in the knowledge perspectives or local knowledge and local wisdom as a source of innovation and skills that can be empowered for the welfare of the community. Therefore, it is reasonable results because this study indicates an increase in student achievement. Moreover, the existence of social science teaching materials based on local wisdom has some additional contributions. It assists teachers in developing social science learning materials. There is the emergence of respect and tolerance. It provides knowledge and understanding of students in maintaining and restoring the condition and potential of the surrounding area. Furthermore, the social science teaching materials based on local wisdom provides an additional contribution to assisting teachers. Thus, the teaching social science in elementary school based on local wisdom gives the positive contribution to the improvement of students' learning and to make teachers develop the teaching materials.

V. Conclusion

In this research, the following conclusions are as follows. First, social science teaching materials based on local wisdom help teachers in developing and connecting learning materials in social studies subjects with local potential in Bugis. Second, social science teaching materials based on local wisdom help students in understanding the contents of the material and improve the achievement of learning outcomes in social science.

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