

Etno-social knowledge: How does knowledge of basic school teachers in Indonesia?

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ABSTRACT

Etnososial is learning that integrates culture and local wisdom into social learning. Indonesia is very rich with a variety of cultures and local wisdom. These cultural values and local wisdom must be used by the teacher as a material and source of learning. So from that, the purpose of this study is to know the ethnosocial knowledge of elementary school teachers and the obstacles in applying it. This research uses quantitative design with survey research design. This study used 30 teachers as respondents. The instruments used were questionnaires and interviews. The results of this study are about the knowledge of ethno-social elementary school teachers in Indonesia in good condition. It is known that the ethno-social knowledge of teachers in Bajubang District is 6.7% included in the very bad category. While 30.0% are in a bad category, 43.3% are in a good category and 20.0% are in the very good category. The teacher applies ethno-social knowledge through various methods, learning strategies, using simple learning media and using the environment as a learning resource. While the obstacles faced by teachers are the ability of different students, media and learning resources that are lacking, lack of knowledge and experience of ethno-social teachers.

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1. INTRODUCTION

The teacher has a position as a professional. As a professional, teachers are required to have 4 compulsory competencies, namely pedagogic competence, professional competence, social competence and personality competencies. Pedagogic competence becomes a very important competency for a teacher. In addition, the teacher has an important role in preparing the young generation to face the future. According [1, 2] "Teachers have crucial roles to play in preparing young people not only to face the future with confidence to build it with purpose and responsibility". Pedagogic competence and professional competence of teachers are closely related to the extent of teacher mastery of subject matter. According [3, 4] Pedagogical knowledge is not exactly the same as knowledge of subject matter. However, they have never been intimately connected. Due to the mastery of teachers and the use of pedagogical knowledge in the classroom will show the depth of their competence in using their knowledge of subject matter.

Periodically the Indonesian government maps teacher mastery in the field of pedagogic and professional competencies through the Teacher Competency Test (UKG). According to the Minister of Education and Culture of the Republic of Indonesia No.57 of 2012 that teacher Competency Test (UKG) is a test of mastery of professional and pedagogic competencies in the cognitive realm as the basis for establishing continuing professional development activities and part of teacher assessment [5]. The results of the UKG teacher Batanghari in 2016 per level are still low, namely the elementary school reaches 50.4,

the SMP is at 56.83, the SMA is at 6.12 and SMK is at 57.99. In general, the UKG results of teachers in the Batanghari district are at 53.57. This figure is still below the national average of 56.69. The data shows that pedagogic competence and professional competence of teachers in Batanghari District are low.

The curriculum in Indonesia today, requires teachers and prospective elementary school teachers to instill the values of community culture in their learning. The need for creative, innovative, and effective generations through the integration of attitudes, abilities, and knowledge with life skills [6-9]. Therefore the educational institutions in the country establish competencies as goals of curriculum objectives [10, 11]. In addition, lecturer education practitioners agree that lecturer education aims to educate high-quality lecturers who will be successfully integrated into the education system [12-14]. Future global competencies of elementary school teachers are expected to include the knowledge base, skills, and attitudes they need to effectively carry out their professional duties in schools and function profitably in changing and interdependent societies [15]. In accordance with current teacher competencies, lecturers must have full perceptions, interpretation and decision making skills [16]. Because the teacher is an important instrument in realizing good learning. Good learning can be supported by good teacher competence. Competence as the ability to perform tasks in certain situations, such as class situations, in a flexible and adaptive way [17]. Teacher competencies that must be mastered are pedagogical, professional, personality and social competence. According to Law No. 14 of 2005 article 10 "compulsory teacher competencies for lecturers include pedagogical competencies, personality competencies, social competencies and professional competencies obtained through professional education". Teachers who have good competence will produce students who are successful in learning [18].

The importance of teacher's pedagogical and professional competencies, the improvement of teacher competence in the pedagogical and professional fields is absolutely necessary. Development of professional knowledge and skills to develop teaching knowledge and skills in working on developing knowledge and skills to work on knowledge and skills to develop insight knowledge [19]. In addition, the improvement of teacher's pedagogical and professional competence can be done through the teacher's understanding of the culture and local wisdom in the surrounding environment of teaching. So the teacher must master the pedagogical competence in the ethno field. According to [20] Ethno cultural education is an education directed at keeping ethno cultural identity of the person by familiarizing to native language and culture at the same time with values of world culture development. [21] Ethno pedagogy is derived from the word Ethnic and Pedagogy, which means the process of teaching and learning in the context of ethnic or particular nation in order to maintain its national identity.

Bajubang Subdistrict Batanghari Regency is a region that is very rich in local culture and wisdom. Bajubang District is rich in natural resources, oil palm and rubber plantations, petroleum sources and various inhabiting tribes. The indigenous Jambi tribe, the Suku Anak Dalam or often referred to as Orang Rimba and the Bathin Sembilan tribe lived and still lives in Bajubang. This shows that Bajubang Subdistrict is rich in culture, customs, social interaction between communities and biodiversity. This local culture and wisdom must be utilized into learning through the integration of culture and local wisdom into teacher learning [21, 3, 5]. Education cannot be separated from the social and cultural aspects, as knowledge is generated, stored, applied, maintained and passed on from generation to generation. The local culture, wisdom and it's indigenous should be passed to the following generation through educational institutions or social practices.

The purpose of this study was to find out whether elementary school teachers in Bajubang have the ability of ethn-osocial knowledge in themselves and to know the constraints that the teacher has in elementary school. The questions in this study are:

- a. How is the Knowledge of Primary School Teachers About Etnosocial in Bajubang District, Batanghari District?
- b. What are the obstacles encountered by teachers in the implementation of ethn-osocial values in learning elementary schools in Bajubang District?

2. RESEARCH METHOD

The research design used by researchers is quantitative research that uses the research design is survey research. Survey research is a procedure in quantitative research where researchers administer surveys to a sample or to the entire population used to describe population attitudes, opinions, behaviors, or special characteristics [22]. The design of this study was applied because it was in accordance with the objectives of the study, where the aim was to find out the Attitudes of High School Students to the Subjects of Physics.

The sample that the researchers used came from 30 teacher in elementary school. In this study, the researchers used purposive sampling. Purposive sampling is a sampling technique based on the criteria of the researcher [23]. The criteria of the researchers are Accredited Schools..

This study uses a questionnaire, and interview instrument, questionnaire using a 4 (four) Likert scale (for positive statements Strongly Disagree having a score of 1, Disagree having a score of 2, Agree having a score of 3 and Very Agree 4. For negative statements Strongly Disagree has a score of 4, Disagree has a score of 3, Agree has a score of 2 and Strongly Agree has a score of 1). Interviews use semi-structured interview types.

Data analysis, in this study using quantitative analysis data using the SPSS program to look for descriptive statistics, descriptive statistics are a description or presentation of large amounts of data, in this case in the form of summary frequencies, for example mode, mean, median, minimum, maximum and standard deviation [24].

3. RESULTS AND DISCUSSION

Questionnaires were given to 30 teachers in Bajubang District as respondents. The questionnaire given directly by the respondent and the results of the questionnaire obtained were processed using SPSS 21 and displayed in Table 1.

Table 1. The result of ethnosocial knowledge in Bajubang elementary school

Interval	M	F	Classification Category	Total	Mean	Min	Max	%
0.0 – 44.0	1	1	Not very good	2	82.2	17.0	174.0	6.7
45.0 – 77.0	4	5	Not good	9				30.0
78.0 – 110.0	3	10	Good	13				43.3
143.0 – 176.0	0	6	Very good	6				20.0
TOTAL	8	22		30				100

From Table 1, which came from 30 respondents from elementary school in Bajubang, it was considered good for many teachers and for women as many as 10 teachers with good categories, and after processing and obtained the results using SPSS 21 program application, obtained for ethno-social knowledge of elementary school teachers in bajubang has a good category of 43.3% for 13 teacher from 30 total teacher, not good at 30.0% for a total of 9 teachers from 30 total teacher, very good 20.0% for 6 teacher from 30 Total teacher and very bad at 6.7% for 2 teacher of 30 total teachers. Of the 30 teachers, the Mean value is 82.2, Maximum value is 174, and Minimum value is 17.

Based on the results and interviews that have been conducted, it was found that the majority of elementary school teachers in Bajubang District, Batanghari District, Jambi Province had never heard the term Ethno-social. Ethno-social is a term that is foreign to them. However, based on the results of the questionnaire, the teacher already has good ethno-social knowledge, which is 43.3%. 20.0% is very good, 30.0% is not good and only 6.7% is not good. The impact of the good ethno-social knowledge possessed by the teacher will make the teacher use various learning methods in teaching Etnosocial knowledge into learning in the classroom. The use of varied learning methods will make it easier for students to understand the material presented. Through learning to use products from information and communication technology various can be easily transferred multimedia services, such as audio, video, high-resolution graphics and the thought process can lead to thinking [25, 26]. Student learning attitudes and attitudes are increased significantly. Students become not bored in learning activities. The learning models can be contextual, quantum, integrated, problem-based, and cooperative [27]. The use of various methods by the teacher also shows that the teacher has carried out professional competence. The use of learning media and the provision of real examples by utilizing the surrounding environment. The use of learning media can facilitate teachers in the learning process. The new education system puts more emphasis on outcomes which are known to be statements about knowledge, understanding, skills and attitudes and values that should show as a result of learning. Learning media is a tool for teachers to provide a real picture of a problem or material. In addition, the teacher provides real examples that exist in the surrounding environment. These examples include local culture and local wisdom in the form of traditional houses, traditional clothes, traditional weapons, patterns of community interaction, natural resources such as oil, oil palm and rubber plantations. Environmental media is used to construct children's knowledge through environmental facilities. Without such tool teaching remains teacher-centered and not learner-centered [28]. By making use of infographics in forms of videos, experiments, plays/simulations of learners are actively involved and learn to think critically.

Primary school teachers in Bajubang experienced 36.7% for 11 out of 20 elementary school teachers. This is because the teacher does not apply ethno-social knowledge due to the lack of abilities of different students. Basically, students have a unique character and distinguish between one another. In addition, students in elementary school are children who are still in the concrete operational stage.

Students still have a childish nature and love to play. This means that in the process of playing the child conducts learning activities. According to [29] Increased duties and demands on time, low pay, and disruptive students have a significant impact on teachers' attitudes toward their jobs. Lack of learning resources and media. Learning resources and learning media make it easier for teachers in the learning process. However, the lack of school budgets and the creativity of teachers has resulted in a lack of learning resources and learning media. the lack of learning resources and learning media resulted in a lack of good learning about ethno-social learning. Finally, the teacher simply implements simple ethno-social learning, namely using media images and giving simple examples around the environment. According to [30] mentions the number of attitudes in classroom management, learning management and classroom systems. These attitudes, which are important for increasing student achievement. Therefore, an efficient teacher becomes the teacher who owns the classroom learning management and classroom organization that appears on the performance of students.

The experience and knowledge of teachers about ethno-social are still very low. The teacher becomes an important instrument in the learning process. So that the ability and knowledge of the teacher reflect what the teacher will explain and the learning process. According to [31] noted several barriers and challenges, including lack of technical support, outdated technologies, inability to sustain interest in particular lessons, a lack of opportunities for rigid collaboration structure and short time periods allocated to instruction. The lack of experience and knowledge of ethno-social teachers makes learning that integrates the values of ethno-social knowledge less than optimal. [32-36] good knowledge of the subject matter helps the teacher to teach the learners correctly. This in turn leads to the achievement of objectives and consequently interest of the learners' to continue in the learning process. This scholar adds that it has been established that there is a high correlation between teachers and what they teach.

4. CONCLUSION

Learning by integrating ethno-social values into learning aims to create learning that is close to the students because it is based on culture and local wisdom that is in the place of residence of students. Besides learning by integrating ethno-social knowledge values can also be used to strengthen students in maintaining and loving their nation's culture.

Seeing the importance of ethno-social knowledge, it is necessary to cooperate with all parties in the implementation of ethno-social knowledge learning. Teachers, students, parents, and the government must carry out their respective roles so that ethno-social learning runs optimally and the objectives to be achieved are achieved. What we can see from the results is that elementary school teachers have good ethno-social abilities of 43.3%, and only have an obstacle of 36.7% because the teacher cannot fully implement his abilities and makes the teacher not interested in exploring the ethno-social abilities he has.

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BIOGRAPHIES OF AUTHORS



Asrial is professor in the study of indigenous knowledge chemical field. This knowledge can be applied to 21st Century learning at the elementary, junior and senior high school levels. And preparing teacher candidates to understand the value of local wisdom to improve competence pedagogical. By applying education based on local wisdom it is hoped that it will be able to create education that gives meaning in the learning process for students. So that education is able to create young generations who are able to preserve and love their own culture. In addition, education must be able to shape human character with high integrity and great character and dignity in accordance with the spirit of education which is humanizing humans. Asrial is the chair of the research group ethnoconstructivism and that group is aimed at analyzing all the values of local wisdom to serve as a medium and source of learning.



Syahrial is an associate professor in the study of indigenous knowledge language and linguistic field. Language as a cultural product of local wisdom is one of the markers of civilization. Ethnic language (local) has an important function and role as important as the national language and international language as a bridge in global communication. Decreasing the vitality of ancestral languages will affect the safeguarding of local wisdom values. Noble advice contained in culture will stop being inherited as language skills fade. So from that, the value of local wisdom must be maintained, explored and developed for students. This is intended so that later the development of culture and science becomes the basis for human resource development. Syahrial is a member of the research group ethnoconstructivism and works at the Elementary Teaching and Education Program, Universitas Jambi.



Dwi Agus Kurniawan is a lecturer and member of the ASPS Group Research (Attitude Towards Science and Science Processing Skills). His research interest includes E-Assessment and Evaluation specially in Attitude Towards Physics and Science Processing Skills. The age level of a child will experience very much difference, both in the form of his mindset, his skills, his relationships, and his attitude as a student. For teachers, it is very useful to know the differences in the mindset of their students, and about their daily interactions, and the behavior of their students. Benefits that can be obtained are: can create the right classroom for students, can provide innovative and varied learning methods, can provide lessons on deep moral aqidah, and explain the consequences for those who violate certain rules. He works at Science Education Program, Jambi University Indonesia.



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Rahmat Perdana is a graduate student at universitas Jambi and member of the ASPS Group Research (Attitude Towards Physics and Science Processing Skills). The current research is Attitude Towards Physics E-Assessment. Student learning attitudes will manifest in the form of feeling happy or not happy, agree or disagree, like or dislike those things. This attitude will affect the process and learning outcomes achieved. In learning physics studies, good learning outcomes will be obtained if in delivering subject matter, the teacher can apply learning methods that are in accordance with the characteristics of students. Because the attitude towards science is very important for life now, students who have the attitude of science are needed in the present because modern society is very dependent on science.