Implementation of the Angkola Culture-Based Experiential Learning Model in the Technological Era

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Abstract

The learning system in Indonesia began to transform to technology due to the demands of the times. The emergence of the COVID-19 pandemic is the reason for online learning. Technology-based learning is the prima donna today and is believed to be able to facilitate educators in transferring knowledge. This study aims to improve student learning outcomes (SLO) on Pancasila subjects and civic education. This study used Kurt Lewin's three-cycle model for the study Research findings show that in each cycle, SLO increases. SLO at pre-cycle was 35.71%. In cycle 1, there was an increase in SLO, namely by 50%. In cycle 2 SLO increased to 71.42%. In cycle 3, SLO increased to 92.85%. This increase in SLO is due to the integration of the EBA (Experiential Based Angkola) learning model with technology during learning.

Keywords: *Angkola Culture, Experiential Learning Model, Technological Era.*

INTRODUCTION

The emergence of the COVID-19 pandemic was the reason for implementing completely online learning. Education in Indonesia is starting to transform to digital. Digitalization-based learning is currently the favorite and is believed to be able to make it easier for educators to transfer knowledge remotely. However, the situation did not dampen the enthusiasm for learning from students and teaching educators. Even though learning is carried out remotely, there is still technology that can be a solution to overcome problems. Learning carried out with the help of technology can create a more active, constructive and cooperative learning experience (Selvaraj et al., 2021). Many applications support it, such as Kahoot and others. Students can also use technology to create learning content such as videos about Batak Angkola culture, so that everyone can know. The use of digital video to engage and record ways of experience and knowledge (Lubis & Rasyid, 2023; Pamungkas et al., 2023; Pink et al., 2016).

The process of education is crucial to the growth of human understanding. Education is related to the total process of learning and human education by providing knowledge and applying discipline to the mind or the process of character training (Azhar, 2022). The National Education System Law of the Republic of Indonesia Number 20 of 2003 states that education is a deliberate attempt to pass along cultural heritage from one generation to the next. Students have the potential to develop themselves to have good religion, self-regulation, good personality, intelligence, and skills for themselves and society, which are formed in the learning environment (Azhar & Megahati, 2022). Humans strive to obtain education to grow physically and religiously through cultural values in society (Megahati S, 2022; Pamungkas et al., 2021). Education aims to help people reach their full potential physically and spiritually by instilling in them the ideals of their community and culture (Khaimuldina et al., 2023; Pamungkas et al., 2024).

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Angkola Batak culture is a culture that originates from the South Tapanuli area, North Sumatra, Indonesia. According to (Iqbal et al., 2022; Kholil et al., 2021) The Angkola Batak have main cultural values, such as kinship, religion, hope for a long life and many descendants, a passion for learning, and upholding respect, and respect in society by maintaining the family's good name. Angkola Batak culture has exemplary, authority, and leadership spirit, being a society that respects truth and what is, is sensitive to problems, resolves conflicts, and helps each other like (shelter) philosophy. Therefore, Angkola Batak culture must be integrated into ILC learning. The ILC is the latest curriculum implemented in Indonesia, issued by the Minister of Education, Culture, Research and Technology of the Republic of Indonesia with Number 262/M/2022.

For educators and learners alike, the ILC is a game-changer, transforming education into something far more engaging, in-depth, and relevant. To provide students ample time to investigate ideas and hone their learning competencies. The ILC grants teachers and students autonomy throughout the learning process (Safar & HE Mulyasa, 2022). In the ILC order to provide students ample time to investigate ideas and hone their learning competencies, ILC gives teachers and students the freedom to use learning methods, media, and models. A learning model grounded in local wisdom is the EBA learning model. Local wisdom is the ability to respond to and empower local cultural values (Pamungkas et al., 2023). The EBA learning model consists of five stages, namely perception of Angkola culture, reasoning, liking the culture, communicating the culture, and doing (doing the culture, doing the assessment, and doing the reflection) (Azizan et al., 2023). Angkola Batak-based learning focuses on creating a dynamic learning environment by showing the relevance between concepts and culture, customs, language, living equipment, social organizations, religion, and art.

Previous researchers who have integrated the EBA learning model into the learning process, namely research (Harahap et al., 2020) show that the integration of the EBA can improve SLO in counseling learning. Likewise, the research results (Pulungan et al., 2022) it is evident that incorporating the EBA learning model might enhance students' cognitive processes related to learning perception. It is evident from the findings of earlier studies that the EBA learning model, which is based on the ILC, has not yet been implemented in the classroom, particularly in the disciplines of Citizenship Education and Pancasila in elementary schools. This study aims to improve student learning outcomes (SLO) in Pancasila and Citizenship Education subjects. The EBA learning model based on the ILC is the first research to integrate the EBA learning model with the ILC. The EBA learning model based on the ILC can encourage quality improvement and recovery from the learning crisis experienced by students.

METHODS

Research Design

This kind of study employs the Kurt Lewin model of action research in the classroom. The four phases of the research process in this approach are planning, acting, observing, and reflecting (Kemmis et al., 2014). The relationship between the four stages of Kurt Lewin's model is seen as a cycle (Figure 1).

The research begins by conducting a pre-cycle and continues with cycles 1 and 2. If in cycles 1 and 2 there has been no improvement in SLO, then it continues with cycle 3. Each cycle consists of presenting material, implementing the EBA learning model, and carrying out evaluations.
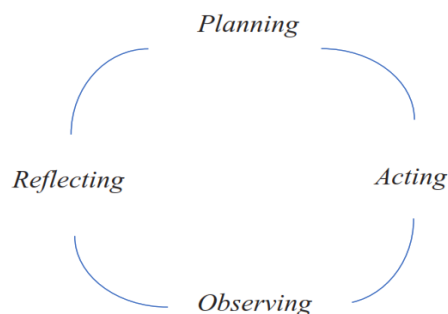
Fig. 1. Kurt Lewin model

Participants

The research subjects were 14 fourth-grade students at Padangsidimpuan State Elementary School, South Tapanuli, North Sumatra, Indonesia. This study focuses on citizenship education and Pancasila, particularly as it relates to Indonesia's diverse ethnic, social, and cultural landscape, which is united by shared values

Data Collection

Tests and observations are how the data is gathered. Tests, specifically tools designed to gauge pupils' level of knowledge (Jacob et al., 2020; Rivers, 2021; Tania et al., 2023). The test uses technological tools in the form of Kahoot. Ten questions make up the restricted description format of the test. To see the research object, observations are made. This observation pertains to all learning activities that take place during the process of making improvements. While the class teacher observed the researcher, the researcher examined the students. The value ranges of 80-100 (very good), 66-79 (good), 56-65 (fair), 40-55 (poor), and < 30 (very poor) are mentioned in the criteria for obtaining scores. The techniques used in data collection are literature studies, observation techniques, and tests. Data analysis is carried out by reviewing and breaking down the data to produce conclusions.

Data Analysis

Both qualitative and quantitative data analysis was employed as the method of data analysis in this research. Reducing data involves categorizing data into predefined qualities and picking data based on succinct descriptions. Based on the outcomes of all the data that was gathered through data reduction, conclusions are made. Reflections on pre-cycles and cycles serve as a summary of improvements or changes that have occurred, and quantitative data analysis is used to give an overview of how well students have understood the course material.

RESULTS

SLO through the integration of the EBA learning model in the ILC in the pre-cycle show that 5 students (35.71%) obtained SLO in the very good category, 9 students (64.28%) in the good category (Table 1).

Table 1. Frequency of SLO in the pre-cycle

Value	Frequency	Percentage	Category	Mastery learning
80-100	5	35,71%	Very good	Complete
66-79	9	64,28%	Good	Not complete
56-65	0	0%	Enough	
40-55	0	0%	Less	
< 30	0	0%	Very less	
Total	14	100%		

Based on Table 1, students' learning completeness is visible in that of the total of 14 students 5 students had completed (35.71%) and 9 students had not completed (64.28%) so this research was continued in cycle 1. In cycle 1, the action taken is to use learning modules and apply the EBA learning model. Next, reflection was carried out which aimed to evaluate the success of the EBA learning model (Table 2).

Table 2. Frequency of SLO in Cycle 1

Value	Frequency	Percentage	Category	Mastery learning
80-100	7	50%	Very good	Complete
66-79	7	50%	Good	Not complete
56-65	0	0%	Enough	
40-55	0	0%	Less	
< 30	0	0%	Very less	

Total	14	100%		

Out of a total of 14 students, 7 finished (50%) and 7 did not complete (50%) (Table 2). In cycle 1, it was seen that there was an increase in SLO, but it had not yet reached the minimum learning completeness target. Furthermore, the research continued in cycle 2 (Table 3), it can be seen that 10 students (71.42%) obtained SLO in the very good category and 4 students (28.57%) in the good category.

Table 3. Frequency of SLO in Cycle 2

Value	Frequency	Percentage	Category	Mastery learning
80-100	10	71,42%	Very good	Complete
66-79	4	28,57%	Good	Not complete
56-65	0	0%	Enough	
40-55	0	0%	Less	
< 30	0	0%	Very less	
Total	14	100%		

Out of a total of 14 students, 10 finished (71.42%) and 4 did not complete (28.57%), according to the results of the SLO analysis (Table 3). Cycle 2 has increased by the goal, specifically reaching the lowest limit for learning completeness. However, it is necessary to improve SLO in cycle 3. Apart from using learning modules, learning videos, and comics, EBA learning models are also used and motivate students in the form of rewards. The SLO frequency in cycle 3 is shown in Table 4.

Table 4. Frequency of SLO in Cycle 3

Value	Frequency	Percentage	Category	Mastery learning
80-100	13	92,85%	Very good	Complete
66-79	1	7,14%	Good	Not complete
56-65	0	0%	Enough	
40-55	0	0%	Less	
< 30	0	0%	Very less	
Total	14	100%		

Out of a total of 14 students, 13 finished (92.85%) and 1 did not complete (7.14%) (Table 4). At that time, learning in cycle 3 had improved. Upon observation, students demonstrated a strong enthusiasm for learning, especially when rewards were given. It turns out that in the learning process motivation or appreciation is needed by students as a form of motivation to achieve goals, namely maximum learning outcomes (Figure 2). Figure 2 shows the increase in SLO from pre-cycle to cycle 3. In pre-cycle, the SLO was 35.71% (5 students completed and 9 did not). In cycle I there was an increase in SLO, namely 50% (7 students completed and 7 did not). In cycle 2, there was an increase in SLO, namely 71.42% (10 students completed and 4 did not). Cycle
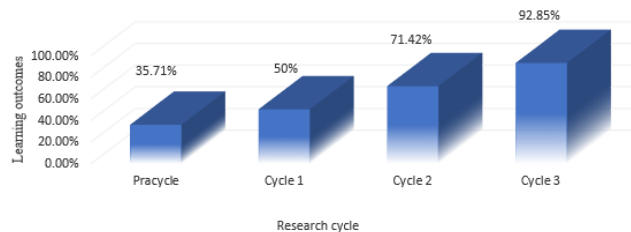
3 increased with SLO, namely 92.85% (13 students completed and 1 did not).

Figure: 2 Student learning outcomes

DISCUSSION AND CONCLUSION

Students' surroundings, both internal and external, have an impact on SLO. Internal elements include attitudes, perspectives on life, emotions of happiness and sadness, routines, and experiences of the pupils. External factors are stimulation from outside the student through his senses, especially hearing and sight (Purba & Sukmayadi, 2021). Students learn through a repeated process of concrete experience, direct observation, conceptual, and explorative (Biabani & Izadpanah, 2019; Falloon, 2019; Martono, 2020; Parahakaran, 2017; Radović et al., 2023). Proof has been carried out by (Khoirunnisa et al., 2021) has been discovered that integrating interactive graphics, student-participation activities, and abstract learning content can result in extremely positive responses from students.

Formal education plays an important role in internalizing cultural values so that students' experiences of encountering cultural values in everyday life will make them grow into children who have good thoughts and mentalities when they grow up (Azizan et al., 2023). This is proven by his research (Gay, 2002) that students' academic achievement will increase if they are taught through local culture or wisdom and their own experiences. Local wisdom reflects human intelligence in a particular tribe which originates from the experiences of that community (Rasyid et al., 2023). Local wisdom responses need to focus on teaching (Solano-Flores, 2019). Improving the standard of cultural life involves preserving local knowledge and culture during the educational process (Chandra et al., 2023). As has been implemented with Padangsidimpuan elementary school students in integrating culture, it has been proven to make them gain valuable experience when they can maintain cleanliness in the surrounding environment. According to (Priatmojo et al., 2023) that, there was an increase in students in waste management and environmental cleanliness.

Teachers can take advantage of this learning project to increase the profile of Pancasila pupils and apply it as an alternative to classroom instruction to raise students' knowledge of environmental issues. Therefore, the ILC is believed to be a curriculum that is liberating for all parties. One of the learning principles in the ILC is that the goal of teaching and learning is to help students develop into lifelong learners. This is as stated (Ahmetović et al., 2020; Andrade, 2020) teachers must prepare students for lifelong learning. A new paradigm in learning is prioritized by the ILC's deployment, not in the sense of presenting completely new learning concepts and principles, but rather to ensure the creation of student-centered learning practices.

Thus, the EBA learning model based on the ILC is the first research to integrate the EBA learning model with the ILC. The EBA learning model based on the ILC can encourage quality improvement and recovery from the learning crisis experienced by students. The research results show that student SLO increases in each cycle. SLO in the pre-cycle was 35.71% (5 students completed and 9 did not complete). In cycle 1 SLO increases, namely 50% (7 students completed and 7 did not). In cycle 2, SLO increased to 71.42% (10 students completed and 4 did not). In cycle 3, SLO increased, namely 86.95 or 92.85% (13 students completed and 1 did not). The increase in SLO is due to the integration of the integration of EBA learning model in the ILC during learning.

CONFLICT OF INTEREST

We declare there is no conflict of interest in this study

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