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Application of a Learning Model Based on Local Wisdom to Improve Students Cognitive Abilities in Social Sciences Learning

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ABSTRACT

This research examines the effect of integrating local wisdom in social studies learning to improve students' cognitive abilities. This research explores the instructional and nurturing effects of instilling cultural values within an educational framework. A quantitative approach uses the Design-Based Research (DBR) methodology, which involves the stages of problem identification, design, repeated testing, and evaluation. This research uses a quantitative approach with the Design-Based Research (DBR) method, which focuses on implementing a learning model that incorporates local wisdom, which is applied to 71 students from 4 schools in Sidoarjo Regency. Findings showed significant improvements in students' cognitive scores, shifting from the reasonably good to the good category after the expanded testing phase. This increase underscores the relevance of culturally enriched education in fostering a deeper understanding of social concepts. This research highlights the importance of using familiar cultural contexts to engage students effectively, which promotes academic success and personal development. Future research should investigate the impact of the model in various socio-cultural settings to validate and expand these findings.

Keywords: Cognitive Enhancement, Design-Based Research, Education, Local Wisdom, Social Studies Learning.

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INTRODUCTION

Education, in general, is a process of instilling national values and character in every citizen. Education is essentially a process of personal change in humans who can recognize themselves and explore their potential, including changes in knowledge, attitudes and behavior, as well as understanding the realities of real life around them, locally, nationally and globally (Rosidi, 2016). Education as a cultural transformation becomes a cultural instillation from generation to generation to maintain national identity and culture. Indonesia is known as a country rich in resources, ethnicity, and race (Yuristia, 2018). Thus, education is part of the cultural process in the sense that through education, humans are mature; through education, they learn knowledge, receive valuable education, and several competencies as provisions for facing life in the future.

Educational goals can be achieved through various activities, one of which is Social Sciences learning activities, where the aim of social studies lessons is to know concepts related to social life and the environment, have the essential ability to think logically and

critically, curiosity, inquiry, problem-solving, and skills in social life, have a commitment and awareness of social and human values, and have the ability to communicate, collaborate and compete in a pluralistic society, at the local, national and global levels (UU No 20 Tahun 2003, 2003). Apart from that, according to Sukirno (2015), the scope of social studies learning is none other than the social life of society, not only discussing knowledge but also increasing students' knowledge to develop and apply knowledge values from society. These values include tolerance and "tepo sliro", concern for others and the environment, discipline, obedience, orderliness, work ethic, etc. This aligns with the theme that the curriculum standard for the NCSS version of the social studies program includes cultural study experiences and cultural diversity in learning (Brugar & Whitlock, 2018). Students are educated to explore and describe the similarities and differences in how different groups, societies, and cultures address human needs and concerns. Examines how individuals from various cultural backgrounds think about and respond to the social and physical situations of their communities and environments (Brugar & Whitlock, 2018). The learning process is good if all related elements and components, teachers, students, and teaching materials, can be fulfilled. Mastery of learning strategies, models and methods is important for successful teaching and learning activities in educational units.

There are two learning objectives: instructional effect and nurturant effect. The instructional effect, namely the goals achieved through specific learning, usually comes from knowledge and skills. Meanwhile, the nurturant effect is a learning objective that is more of a by-product of learning outcomes, achieved because students face a certain learning environment system. For example, students are able to think critically, are open to accepting other people's opinions, are creative, disciplined and so on because students appreciate the experience of group or class discussions.

Schools are expected to have a significant role in forming higher quality and valuable human resources to achieve these goals. This is confirmed by the research results of Kurniawan & Toharudin (2017) that the development of learning models can undergo a process of adoption, modification and even creativity to create a new (innovative) learning model. Advances in science and technology should be utilized optimally to design and develop innovative learning models. In this case, it is clear that innovation is not rigid; innovation can be born from various combinations, namely adoption, modification and even the creativity of the innovator.

However, several obstacles cause social studies learning to run less well. Based on the results of observations and interviews conducted by researchers in several schools, several factors are causing this, including: (1) teachers still experience difficulties in delivering material that is not in their scientific field, (2) lack of access and alternative reading sources that can be used for integration, and (3) weak mastery of teachers in applying learning methods based on local culture or the surrounding environment.

These social studies learning problems impact students' low cognitive scores. Based on the needs analysis results in this research, learning outcomes tend to be low below the "KKM," with an average percentage below 75%. Social studies lessons in junior high schools aim to achieve cognitive and practical targets. Cognitive emphasizes mastery of subject matter, and practical emphasizes the development of students' skills, attitudes and behavior in solving problems in everyday life. However, at the level of reality, when teaching social studies in schools, teachers are often trapped in conventional methods that impact learning outcomes (Nurfadilatin, 2013; Surahman & Mukminan, 2017). These problems in social studies learning can be overcome by implementing a learning approach designed and developed based on learning theories appropriate to the student's developmental stage and age. One approach that can be used for social studies learning is social learning theory or social cognition theory. The social cognitive learning theory developed by Albert Bandura is an extension of traditional behavioral learning theory (Albert Bandura, 2018; Alwisol, 2006; Baron & Byrne, 2005). Social cognitive learning theory adopts some of the learning principles developed by behavioral learning theory but emphasizes signs of behavior

change and internal mental processes. Social cognitive learning theory describes how external reinforcement and internal cognitive abilities can be used to understand how students learn from others.

Thus, the urgency of this research suggests that the social cognitive approach is one approach that can help develop social studies learning to improve student learning outcomes and the nurturant effect. With a social cognitive approach, students can learn by observing and imitating the models presented by the teacher. Observation and imitation will help students analyze, identify, evaluate and reflect (Ozer, 2022; Schunk & DiBenedetto, 2020b; Stewart & Krivan, 2021; Syaodih, 2007).

The social studies learning process is integrated with local wisdom values in the environment around students to support the effectiveness of learning outcomes. Integrating local wisdom values in social studies learning has an effective role. It provides strong, non-verbal intellectual and emotional apperception material with the student's social environment because it has a good emotional bond, making it possible for total learning to occur (Noor, 2019; Saphira, 2022; Suciati, 2023; Sugiantoro et al., 2022). Tilaar (2015)) also explains that local wisdom has pedagogical value for regulating behavior that is beneficial to the common interests of society.

On the basis of the description above, the author is interested in designing research that focuses on the construction of social cognition based on local wisdom values in social studies learning to determine the instructional effect and nurturant effect. This research is directed at developing the social cognition learning theory initiated by Bandura (2012; Schunk & Pajares (2002) and using local wisdom in social studies learning in junior high schools. With this idea, the author tries to provide a new perspective on implementing social studies learning, which is carried out using the principles of Albert Bandura's social cognition and integrating them with local wisdom values. In this case, the main principle that the author developed is that integrating local wisdom values in learning activities must align with the principles of social development experienced by students.

METHOD

This research uses a quantitative approach with the Design-Based Research (DBR) method adopted from the Reeves model (McKenney & Reeves, 2018, 2021). It aims to measure the instructional effect of implementing a learning model based on local wisdom values. The DBR process involves four stages, including (1) identifying and analyzing problems by researchers and practitioners; (2) developing a solution design based on theoretical benchmarks and existing design principles (3) carrying out an iterative process to test and improve the solution practically; (4) having reflection to produce design principles and improve practical implementation of solutions (Vanderhoven et al., 2016, 2018). The research subjects were 71 class VIII students from four schools (Islamic junior high school with boarding, Public Junior High School 1, Islamic Junior High School and Public Junior High School 2), who were selected using purposive sampling. The research instrument uses a multiple-choice test to measure the instructional effect, validated through trials. Data was collected through tests, questionnaires, observations and semi-structured interviews, while data analysis was carried out quantitatively (t-test and ANOVA). This iterative process aims to perfect local values-based learning solutions while producing design principles relevant for implementation in a broader scale.

FINDINGS AND DISCUSSION

This section presents the main findings from the research conducted, both at the limited trial and expanded trial stages, and analyzes how the application of the learning model affects students' cognitive abilities. The results of this research are compared with previous research findings and interpreted in the context of relevant theories to assess the effectiveness of the applied learning model. This discussion also highlights the implications

of the research results for educational practice and policy and provides directions for further research in the future.

Findings

Instructional Effect

a. Limited Trial

The limited trial was conducted at one school in Sidoarjo Regency, Public Junior High School 1. Students were asked to work on questions (performance tests) using multiple-choice questions totaling 20 to measure their cognitive abilities after implementing the model. Two expert validators had previously validated the questions, and both agreed to declare all the questions relevant because they were in accordance with basic competencies, indicators, main material, and cognitive aspects and were suitable for use.

Values are given based on the number of correct answers. The assessment categories consist of Very Good (range 81-100), Good (range 61-80), Fairly Good (range 41-60), Poor (range 21-40) and Very Poor (range 1- 20). The following formula for calculating the score for evaluation questions is (number of correct answers x 5). The evaluation results for measuring the cognitive abilities of limited trial students are in the table below.

Table 1. Evaluation Results of students' cognitive abilities in limited trials at Public Junior High School 1

	Student Cognitive Abilities					Average
	VG	G	FG	P	VP	
Number of Students (%)	0%	42,85%	0%	57,14%	0%	54,64%

Source: processed data

The results of performance tests in limited trials show that the average student score is 54.64 (fairly good category). Moreover, the majority of students (57.14%) were in the poor category in terms of their cognitive abilities, and 42.85 were in the good category in limited trials. This shows that students' cognitive abilities have not shown maximum results.

b. Expanded Trial

The expanded trial was conducted at 4 schools in Sidoarjo district, including Islamic junior high school with boarding, Public Junior High School 1, Islamic Junior High School and Public Junior High School 2. At the end of the lesson, the teacher performs a test on an extended trial to measure students' cognitive abilities after implementing the model. Students are asked to work on questions (performance test) whose question form is the same as during the limited trial using 20 multiple-choice questions. Two expert validators had previously validated the question items. Both agreed that all the questions were relevant because they followed the Basic Competencies, Indicators, primary material, and cognitive aspects and were suitable for use.

Values are given based on the number of correct answers. The assessment categories consist of Very Good (range 81-100), Good (range 61-80), Fairly Good (range 41-60), Poor (range 21-40) and Very Poor (range 1- 20). The following formula for calculating the score for evaluation questions is (number of correct answers x 5). The following are the evaluation results to measure students' cognitive abilities in the expanded trial.

1. Islamic junior high school with boarding

Table 2. Evaluation Results of Students' Cognitive Abilities in the Expanded Trial at Islamic junior high school with boarding

	Student Cognitive Abilities					Average
	VG	G	FG	P	VP	
Number of Students (%)	30,43%	65,22%	4,35%	0%	0%	76,30%

Source: processed data

Based on the results of performance tests (tests) in limited trials show that the average student score is 76.30 (good category). Moreover, the majority of students (65.22%) were in the good category in terms of their cognitive abilities, (30.43%) were in the excellent category, and (4.35%) were in the excellent category in the expanded trial. This shows that students' cognitive abilities have increased compared to the results of performance tests (tests) in the limited trial cycle.

2. Public Junior High School 1

Table 3. Evaluation Results of Students' Cognitive Abilities in the Expanded Trial at Public Junior High School 1

	Student Cognitive Abilities					Average
	VG	G	FG	P	VP	
Number of Students (%)	28,57%	71,43%	0%	0%	0%	76,43%

Source: processed data

The results of performance tests (tests) in limited trials show that the average student score is 76.43 (good category). Moreover, most students (71.43%) were in the good category regarding their cognitive abilities, (28.57%) were in the excellent category in the expanded trial. This shows that students' cognitive abilities have increased compared to the results of performance tests (tests) in the limited trial cycle.

3. Islamic Junior High School

Table 4. Evaluation Results of Students' Cognitive Abilities in the Expanded Trial at Islamic Junior High School

	Student Cognitive Abilities					Average
	VG	G	FG	P	VP	
Number of Students (%)	31,82%	59,09%	9,09%	0%	0%	77,50%

Source: processed data

The results of performance tests (tests) in limited trials show that the average student score is 77.50 (good category). Moreover, the majority of students (59.09%) were in the good category in terms of their cognitive abilities, (31.82%) were in the excellent category, and (9.09%) were in the exceptionally good category in the expanded trial. This shows that students' cognitive abilities have increased compared to the results of performance tests (tests) in the limited trial cycle.

4. Public Junior High School 2

Table 5. Evaluation Results of Students' Cognitive Abilities in the Expanded at Public Junior High School 2

	Student Cognitive Abilities					Average
	VG	G	FG	P	VP	
Number of Students (%)	33,33%	66,67%	0%	0%	0%	78,75%

Source: processed data

Based on the results of performance tests (tests) in limited trials show that the average student score is 78.75 (good category). Moreover, most students (66.67%) were in the good category regarding their cognitive abilities, (33.33%) were in the excellent category in the expanded trial. This shows that students' cognitive abilities have increased compared to the results of performance tests (tests) in the limited trial cycle.

Table 6. Recapitulation of Evaluation Results of Students' Cognitive Abilities on Tests Try Expanding to Four Schools

No.	School	Student Cognitive Abilities					Average
		VG	G	FG	P	VP	
1	Islamic junior high school with boarding	30,43	65,22	4,35	0,00	0,00	76,30
2	Public Junior High School 1	28,57	71,43	0,00	0,00	0,00	76,43
3	Islamic Junior High School	31,82	59,09	9,09	0,00	0,00	77, 50
4	Public Junior High School 2	3,33	66,67	0,00	0,00	0,00	78,75
	Amount	94,15	262,41	13,44	0,00	0,00	231,48
	Average	23,54	65,60	3,36	0,00	0,00	77,16

Source: processed data

The table above shows the development of students' cognitive abilities, the results of the performance test (test) in the first learning evaluation meeting (limited trial) compared with the results of the performance test in the expanded trial. The average cognitive ability of students in the expanded trial increased from 54.64 (fairly good category) to 77.16 (good category). Based on the ability category, there appears to be an increase in students' cognitive abilities. The number of students in the limited trial showed that most students' cognitive abilities were in the poor category (57.14%). In contrast, in the expanded trial, most students increased to (65.60%) in the good category. The limited trial showed that students' cognitive abilities were in the excellent category at (54.64%), while in the expanded trial, it decreased to (13.44%). Furthermore, in the expanded trial, students' cognitive abilities in the excellent category were 23.54%, whereas previously, there were no students in that category in the limited trial. This means that this shows that students' cognitive abilities have shown promising results

Discussion

The research results clearly show a significant increase in students' cognitive abilities after implementing a new learning model designed to improve the quality of learning processes and outcomes. At the limited trial stage at Public Junior High School 1, students' cognitive abilities were assessed using an instrument in the form of 20 multiple-choice questions that experts had validated. As a result, the average student score reached 54.64, which is quite good. However, the distribution of results shows that most students (57.14%) are in the poor category, while 42.85% of students can reach the good category. There are

no students in the excellent category. This indicates that at the limited trial stage, the learning model applied was not yet fully capable of significantly increasing cognitive abilities.

In the next stage, expanded trials were carried out in four schools in Sidoarjo Regency: Islamic Junior High School with boarding, Public Junior High School 1, Islamic Junior High School, and Public Junior High School 2. The evaluation results show much better improvement compared to limited trials. The average cognitive ability of students increased to 77.16, which is included in the good category. The distribution of expanded trial results shows that most students (65.60%) are in the good category, while 23.54% of students reached the excellent category. No students were in the poor or very poor category, which shows the success of implementing the learning model in improving the quality of student learning.

In detail, each school shows positive results. At Islamic Junior High School with boarding, the average cognitive ability of students is 76.30, with 65.22% of students in the good category and 30.43% in the excellent category. At Public Junior High School 1, the average score increased to 76.43, with 71.43% of students in the good category and 28.57% in the excellent category. At Islamic Junior High School, the average score reached 77.50, with 59.09% of students in the good category, 31.82% in the excellent category, and 9.09% in the excellent category. Meanwhile, at Public Junior High School 2, the results were higher, with an average score of 78.75, where most students (66.67%) were in the good category and 33.33% in the excellent category.

Overall, comparing the restricted trial's results to the expanded trials showed significant improvement. This increase shows that the learning model implemented has improved student learning outcomes individually and collectively. In addition, the expanded trial's success confirms this learning model's potential to be applied more widely, especially in improving students' cognitive abilities systematically and measurably. These findings contribute to developing innovation-based learning strategies that suit students' needs in various educational contexts.

This research supports previous findings stating that applying innovative learning models can improve student learning outcomes, especially in cognitive aspects. Research by Kurniawan & Toharudin (2017; Ramdani (2018); Rosala (2016) Kurniawan & Toharudin (2017) emphasizes the importance of developing innovation-based learning models to overcome the weaknesses of conventional methods. In this context, the results of this research prove that learning models relevant to students' needs can significantly improve their cognitive abilities.

In addition, these results are consistent with Bandura's social cognitive learning theory, which emphasizes that external reinforcement and internal cognitive abilities play an important role in the learning process (Bandura, 2003; Rustiana, 2013; Schunk & DiBenedetto, 2020a). This research proves the working hypothesis that the application of a theory-based learning model appropriate to student development will improve cognitive abilities.

This research has important implications for educational policymakers in improving the quality of learning. These findings can be used to advocate for teacher training focused on implementing innovation-based learning models. The training is designed to strengthen teachers' understanding of results-oriented learning strategies while improving their skills in implementing them in the classroom. Apart from that, supporting policies such as procuring relevant teaching materials and providing technological facilities also need attention. With a structured policy approach, a sustainable positive impact on the quality of national education can be achieved.

In addition, this research demonstrates that integrating local values into learning models has significant potential to enhance the relevance of education for students. Values such as cooperation, responsibility, and traditional wisdom can be employed as essential components in learning, aiming not only at academic achievement but also at character

development. Students can connect their study material to their daily social environments by incorporating the socio-cultural context into the learning process. This approach not only reinforces the relationship between education and social realities but also fosters individuals who are adaptive, empathetic, and responsible members of society (Rambaree et al., 2023)

If done consistently, applying local values in education can create a generation with a deep understanding of local culture and global insight. This integration allows education to bridge tradition and modernity, creating a balance between cultural preservation and the ability to compete globally. Therefore, education policies that support the development of learning models based on local values must be a priority to create a relevant, inclusive and sustainable education system.

CONCLUSION

This research proves that applying an innovation-based learning model has a significant positive impact on increasing students' cognitive abilities. The results of limited trials show that the average cognitive ability of students is in the excellent category, with an average score of 54.64, while most students are in the poor category. However, in the expanded trial, the average score increased to 77.16, which is in the good category, with the majority of students in the good category and many students reaching the excellent category. This confirms the effectiveness of the learning model applied in improving the quality of learning following the expectations proposed in the introduction to this research.

These findings also support Bandura's social cognitive learning theory, which emphasizes the importance of external reinforcement and internal cognitive abilities in learning. In addition, these findings make a real contribution to existing literature, showing that integrating local values into learning models can increase the relevance of learning to students' lives. Integrating local cultural values, such as cooperation, responsibility and traditional wisdom, not only supports academic achievement but also forms students' characters who are adaptive and care about their environment.

Future research prospects include testing this learning model in a broader scale and in different socio-cultural contexts to enrich the findings. In addition, future research can explore the impact of this model on non-cognitive aspects such as students' social and affective skills. Thus, this research not only offers insights into improving students' cognitive abilities but also opens up opportunities for further development that can sustainably enrich educational practice and policy.

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