



Ethnopedagogy as an approach to primary education

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ABSTRACT

Ethnopedagogy is one of the approaches implemented in learning. An approach that prioritizes the cultural value of local wisdom in learning and is an approach that recognizes cultural diversity and local knowledge as important resources in the learning process. The aim of this research is to examine and understand how values, norms and traditions in the ethnopedagogical approach are based on concepts, learning and strengthening ethnopedagogical values. This research uses a type of literature study. The results of the literature study showed that the ethnopedagogical concept is a holistic, culture-based learning practice. The implementation of ethnopedagogy in basic education can be integrated into classroom subject learning such as science, social studies, as well as languages and arts. However, it cannot be denied that other materials can be implemented in basic education. There are several strengthening local wisdom values that can be implemented with an ethnopedagogical approach such as a multicultural approach, teacher training, and integration in the curriculum. In the future, the concept of an ethnopedagogical approach in basic education can be studied in more detail regarding its implementation and obstacles. Practical implications of this research include developing pedagogy that is more responsive to the needs of students from diverse cultural backgrounds, as well as strengthening the relationship between formal education and local knowledge in building more inclusive and sustainable societies.

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INTRODUCTION

Indonesia's local wisdom and cultural values are very diverse. Introduction to values and culture is very important for students (Gunardi, A., Anriani, N., & Ariestika, 2023). This aims to make them know and understand this. One approach that can teach this is through ethnopedagogy. In the context of basic education, ethnopedagogy is still very relevant to students, because it is still in the development stage. Apart from that, the connection between learning materials can increase understanding that takes into account culture and social context, which is the essence of the term ethnopedagogy. Ethnopedagogy is the actualization of learning oriented towards the cultivation and implementation of local wisdom (Haag, 2012). In simple terms, ethnopedagogy is learning that focuses on culture both as a learning source and as a medium. Implementation that originates from

culture is a form of transformation of education. According to (Nopiyanto, 2016), content, process and contextual aspects are several forms of transformation in education using an ethnopedagogical approach. Achieving cultural elements with and reconciling them is one of the goals of ethnopedagogy (Hidayat et al., 2023). Local wisdom makes a positive contribution to education and other groups in educational innovation (Kusyadi & Indonesia, 2021). In the current era of globalization, local wisdom culture is increasingly being abandoned because society tends to be strong towards global culture wrapped in modernity (Desyandri et al., 2019). Human resources must be capable and responsive in responding to current global challenges by providing quality education and being aware of local culture (Atilas & Pinholster, 2019). Quality education will help students in the process of developing all potential, abilities and skills that lead to character values that can strengthen national identity (Selasih & Sudarsana, 2018).

Research in the realm of ethnopedagogics is still very new. There are several ethnopedagogical research results, based on literature reviews and the results of the implementation of ethnopedagogics in several areas at the junior secondary level (Selwyn & Oliver, 2019). Ethnopedagogical studies in the Aceh region introduce the potential of each culture which is integrated into mathematics learning (Suarmika & Utama, 2017), with ethnopedagogical studies the material taught has high relevance in real daily life. The implementation of ethnopedagogy that has been implemented in several regions currently still gives rise to some of the same interpretations as multicultural education, which actually has a different meaning from ethnopedagogy. Education and culture are two things that are directly proportional, but have different meanings and concepts. Education is a process of instilling values in students in both formal and non-formal school environments that starts from an early age (Mulyani & Haliza, 2021). Culture is an object that must be preserved among society so that it can be studied from generation to generation. This preservation process is carried out through education. Education that uses an ethnopedagogical approach sees the value of local wisdom as decision making in activities in community life. The cultural approach to learning is still not implemented optimally by teachers. By paying attention to this, it is hoped that it will produce or create students who respect local culture.

There is research by Fakhroh (2020) showing that ethnopedagogy as a learning approach implemented through learning activities that present local wisdom-based media is more effective. The use of local excellence-based media is often accompanied by various play activities, thus creating active, creative, effective and enjoyable learning. This shows that ethnopedagogy can be successfully applied to learning in elementary schools if the implementation is presented with innovative learning activities such as media based on local wisdom.

Apart from that, research by shows that Afriyanto et al (2018) the reflection of the Pancasila values contained in the Sumba indigenous community can be used as an ethnopedagogical-based learning approach in learning Pancasila and citizenship education and Social Science Education in elementary schools as well as a means of inheriting the local culture of Indigenous communities. Sumba through education. Thus, the integration of ethnopedagogy in local wisdom in the Merdeka curriculum is supported by the existence of learning outcomes (CP) which provide learning flexibility that can be linked to the student's environment (Muzakkir, 2021). A more flexible CP can be developed with local wisdom and potential integrated into learning with elements of ethnopedagogy. This local wisdom can be taught to students in several ways, namely by being integrated with other subjects, integrated with the Pancasila student profile project theme, or it can stand alone as a special subject (Fadilah et al., 2023). The demand for the Merdeka curriculum to integrate local wisdom in learning creates a gap, namely the lack of research related to culture in the Indonesian region with scientific studies and analysis of the Merdeka curriculum with ethnopedagogy (Sriyati et al., 2023).

In basic education it is still not implemented optimally even though the Merdeka curriculum has been implemented indirectly. The theme of ethnopedagogy is still relatively new to be implemented. Based on the background stated by the author, the aim of this research is to provide an understanding of the concept of ethnopedagogics, the implementation of ethnopedagogic-based education, as well as strengthening character values in ethnopedagogics.

RESEARCH METHODOLOGY

This research uses a literature study method. Literature study or library research is a process of studying theories related to research topics (Davies et al., 2013). Analysis in this research uses descriptive analysis. The data collection technique is by collecting several studies and research results that support this research. The data that has been collected is then analyzed according to the research objectives. The results obtained will later be drawn into a conclusion to answer the question.

The stages of this research are determining keywords, the search process according to the criteria, and article analysis. Data for the literature study was collected with the help of Publish or Perish software. The access used to search for articles studied used the Google Scholar and Scopus databases with a time span of the last 10 years.

RESULTS AND DISCUSSIONS

Ethnopedagogical Concept

Ethnopedagogy comes from the Greek words *ethos* and *paidagogeos* which means knowledge and guidance. In language it can be interpreted as the science of guiding students based on culture. The concept of ethnopedagogy itself refers to an educational approach that takes into account and respects certain ethnic cultures and traditions in the learning process. There are several important concepts in ethnopedagogical studies including: a) Multiculturalism, this term emphasizes embracing and appreciating cultural diversity. Recognition of each entity group as having distinctive beliefs, values, and educational practices. Apart from that, this term also pays attention to the regulation of diversity in education; b) Cultural context, placing this cultural context recognizes that culture also influences the way individuals learn, whether studying or being taught or guided. It is the educator's obligation to understand students' cultural background and consider the cultural context in planning learning; c) Community involvement, the meaning of community involvement is that it involves cooperation between students' parents, local community leaders, and other community members in strengthening relevant education for students. This community involvement can be included in learning in the classroom and outside the classroom; d) Experience-based learning, learning that uses an ethnopedagogic approach that encourages direct experience and traditional practices. Some examples that can be implemented include visiting historical sites, participating in traditional ceremonies, practicing traditional skills. From these activities, it is hoped that students will understand more deeply about their own culture without ignoring the concepts of the material provided; e) Holistic approach, a holistic approach refers to the recognition that in the field of education it is mandatory to pay attention to individual aspects in the cognitive, emotional, social and physical domains. This ethnopedagogical approach tends to integrate all these aspects. This implementation allows students to develop a comprehensive understanding of their world and develop skills that are appropriate to the culture around the students. f. Collaborative learning. This ethnopedagogy encourages collaborative learning, where students build a shared understanding of lessons and solve problems together. The values listed in this approach include cooperation, tolerance, and respect for different perspectives.

Ethnopedagogy itself is a practice in learning based on local wisdom. In the current flow of globalization, local wisdom is receiving special attention to advance the nation and contribute to

building national character. Ethnopedagogy is an educational approach used to examine the dimensions of pedagogy through the perspective of the sociology of pedagogy (Kadyrovna, 2021). From this understanding, ethnopedagogy is part of the discipline of pedagogy. There is a close relationship between pedagogy and the social and cultural life of society which is represented based on cultural aspects in the learning context in the classroom. The concept of *entopegagi* itself is used to prepare teaching staff with developed pedagogical competencies (Kasih et al., 2019). The aim of implementing ethnopedagogy itself is to form students' self-awareness regarding their respective cultural interpreters. Applications like this in the classroom are implemented to avoid assimilation in multi-cultural learning conditions (Ardiawan, 2018). In Indonesia, the application of the ethnopedagogical approach is not yet mature because teacher competence is still lacking (Rahmawati et al., 2020). The concept of ethnopedagogy in Indonesia itself is still broad in scope, covering socio-cultural, philosophical and psychological foundations. The renewal train-review strategy used in ethnopedagogical learning is centered on learning. Ethnopedagogy views local wisdom as a source of skills and innovation that can be exploited and used by society. This local wisdom is related to how skills are produced, applied, stored, managed and passed down from generation to generation. As an approach, ethnopedagogy offers social reconstruction through the field of education. There are three concrete stages in the principles of ethnopedagogy (Korniawati & Rahim, 2024): a) Providing tolerant, humanistic, ethical and non-indoctrination values to educators, b) Learning using ethnopedagogy is designed in an interesting, interactive, dialogical atmosphere, and is open to self-development activities, c) Create environmental conditions that remain conducive, so as to create culture-based education that is able to develop in schools. The ethnopedagogical approach is a reflection of local content in learning. According to Utari, Degeng, and Akbar (2016), the characteristics and functions of local content include, 1) a marker of the identity of a community, 2) an element of social cohesion, 3) as a cultural element that grows from below, develops and exists in society, 4) serves to provide a color of togetherness for certain communities, 5) changes thought patterns and reciprocal relationships between individuals and groups, 6) is able to encourage the development of togetherness. Ethnopedagogy is reflected in the learning that is introduced in preserving local culture to students. Local wisdom has ideas that are wise, wise, have good values that are embedded in society.

Ethnopedagogy-based education in Elementary Education

Local wisdom can now help in the process of self-development and strengthen identity in Indonesian education. The challenges in the era of revolution 4.0, where technological developments are developing very rapidly which gives rise to concerns about the erosion of local wisdom and cultural values in Indonesia, it is hoped that involvement through ethnopedagogy can be a shield for students in the process of providing education. Lack of clear boundaries between local and foreign culture can occur in learning, so education through an ethnopedagogical approach is the answer to this problem and can be applied at the basic education level. Basic education is an important level in forming the character of students at that age (Rozy et al., 2022). The learning planning process is important in preparation, integrating local wisdom values and local culture. In the context of integrating local wisdom values and local culture, learning planning becomes even more important. This allows educators to design learning experiences that respect and utilize students' cultural richness and local wisdom. Planning lessons, educators must consider the cultural context and locality of their students. This includes a deep understanding of the values, traditions, and cultural practices that exist in the community in which students live. In this way, learning materials can be engineered to more accurately reflect students' realities and needs. Integrating local wisdom and local cultural values in learning can be done in various ways, such as choosing culturally relevant reading materials or resources, inserting stories or examples from daily life that illustrate cultural values, and involving local communities in learning process.

Implementing ethnopedagogy in basic education can utilize media and technology (Gustiawati et al., 2019). Ethnopedagogy involves using an approach that considers students' local culture and context in the learning process. When supported by the right media and technology, this approach can become more dynamic and more accessible. The application of media in ethnopedagogy is able to strengthen national identity and introduce values and culture to students in the surrounding environment (Fakhiroh & dkk, 2020). Students' spatial competence will also indirectly increase in line with their learning results. In basic education, it is synonymous with thematic learning which can be implemented using games to support ethnopedagogical implementation. The value of local wisdom in thematic learning is able to provide understanding regarding the concepts of learning material, as well as literacy (Afriyanto et al., 2018). Through this effort, students can understand the culture of those in their environment as well as understand the material being taught. Matter This increase is an effort to preserve local wisdom (Subrata & Rai, 2023). By utilizing media and technology, basic education can become more inclusive and relevant to students' lives, while still strengthening their cultural identity and local wisdom. Integration between ethnopedagogy and science can create more meaningful learning experiences and increase student engagement. Ethnopedagogy includes understanding and applying learning practices that are rooted in students' culture and social context. Meanwhile, science provides a framework for understanding natural phenomena and developing problem-solving skills. Understanding in this case is a form of meaningful learning in the environment in which it is occupied (Irsani et al., 2022). The application of ethnopedagogy and science not only studies the concepts, but also their relationship to local culture (Korniawati & Rahim, 2024). In basic education, implementing learning using an ethnopedagogical approach can be implemented in several subjects, including.

Science Learning

Based on Purniadi's research (Subrata & Rai, 2023), material with the theme of my home environment can be implemented using an ethnopedagogic approach that utilizes the surrounding natural environment such as traditional play discoveries. The song Pahpah Pisang is used as the opening, the song indicates harmony and prosperity, togetherness and unity, prudence and wisdom, and traditional values. Apart from the pahpah banana song, the theme of events in life can use the theme "pak saloi", the theme of unity in diversity which can be seen in the lives of the Sambah Malay people who easily tolerate anyone. The ethnopedagogical approach in science teaching will further encourage students and all parties to love themselves. Apart from that, there is a theme regarding natural resources written in the basic science competency regarding understanding the importance of efforts to balance and preserve natural resources in the environment (Oktaviani, 2018). The integration of ethnopedagogy with science can provide meaningful learning, as well as emphasize cultural awareness for students. Students learn in the context of the environment they live in (Suarmika & Utama, 2017). They not only learn science concepts, but are also able to implement science concepts that are integrated with local culture. Findings from Supriyadi (2019), a contextual science curriculum in the Papua region that contains traditional knowledge and provides a more meaningful learning impact as well as efforts to preserve local wisdom.

Social Studies Learning

In social studies learning that uses an ethnopedagogic approach, material such as livelihoods can be implemented in learning. As in the Banjar area, cultural information is conveyed in the field of business or work. This story comes from ancestors to their grandchildren to provide information about the work they have been skilled at since childhood. In Banjar language, Bahuma means farming. This work is one of the livelihoods of the Banjar Community. From this farming material, students will learn about land processing, how to produce food sources for the community.

Language and Arts Learning

Ethnopedagogy can start with activities that are creative and interesting for students and directed towards the ethnic culture around them. The developments chosen in arts learning include music, dance, or folklore. Examples of implementing arts learning using an ethnopedagogic approach are performing arts and oral literature. As Jar said, urang pamali mahantak entong kai panic pamasakan. This speech provides information that there was a saying in ancient times that forbade hitting entong into cooking panic. The word at the beginning of the speech is pamali.

Strengthening Local Wisdom Values through Ethnopedagogy

Ethnopedagogy offers social and cultural reconstruction through education, especially emphasizing local cultural aspects. Strengthening local wisdom values in an ethnopedagogical context involves efforts to respect, maintain and strengthen local values, traditions and knowledge in the educational process. Integrating curriculum values in the curriculum can be enriched with local values, stories and knowledge that are relevant to certain ethnic cultures. By integrating it into the curriculum, it is possible to develop a deeper understanding of the surrounding culture and cultural diversity. There are several ways to strengthen the value of local wisdom through ethnopedagogy, including: a) Ethnopedagogic experience-based learning encourages learning based on direct experience and traditional practices. Through activities such as visits to historical places, participation in traditional ceremonies, or practicing traditional skills, students can deepen the values of local wisdom; b) Use of local source materials, teachers can use local source materials such as folklore, traditional songs, and Traditional games as a tool for teaching academic concepts. This not only strengthens students' cultural identity, but also makes learning more interesting and relevant; c) Community involvement, collaboration between schools and local communities is very important in strengthening the value of local wisdom. Teachers can invite community figures or community members to share their knowledge and experiences with students. This strengthens the relationship between school and community and enriches students' learning experiences; d) Multicultural approach The ethnopedagogic approach emphasizes the importance of recognizing and appreciating cultural diversity. In this context, students are taught to respect and understand the values of different cultures, thereby strengthening inter-ethnic relations and promoting intercultural tolerance; e) Teacher training, teachers need to be equipped with the knowledge and skills necessary to implement ethnopedagogical approaches effectively. Teacher training that includes an understanding of local culture, culturally sensitive teaching strategies, and collaboration with communities can help strengthen the value of local wisdom in education.

CONCLUSION

Conceptually, the ethnopedagogical approach is learning that is based on local wisdom and cultural values and emphasizes psychology and social culture. The implementation of ethnopedagogy in basic education is still not implemented optimally. There are several concepts and reinforcements to be implemented in learning. Implementation of an ethnopedagogical approach to include learning such as science, social studies and language arts. However, this does not rule out the possibility of other implementations. There are several strengthening values of local wisdom in the ethnopedagogical approach, one of which is curriculum integration. The ethnopedagogical approach relates to teachers as mediators in conveying knowledge who must have more knowledge about local culture or local wisdom so that it is easy to relate it to learning in the classroom. Students who are constantly introduced to their own culture will have a sense of love for the region and respect for the indigenous people.

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