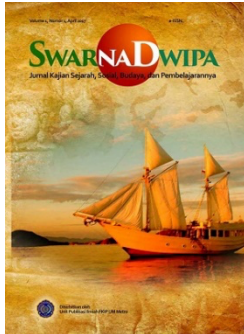


Culturally Responsive Teaching And Ethnopedagogy Approach To Improve The Study Of Local History Learning In High School

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Received: 05 July 2024
Revision: 11 July 2024
Accepted: 11 September 2024

Keywords:

Culturally Responsive Teaching,
Ethnopedagogy,
History learning, local history, local wisdom, Independent curriculum

Abstract

Local history learning in Senior High School (SMA) in the Merdeka curriculum is given the freedom to present material. The content of the material is adjusted to the needs and local history of the community. This opportunity does not seem to be something that is often applied by educators. Culturally responsive teaching (CRT) and ethnopedagogy approaches offer solutions to increase relevance and effectiveness in learning local history. This research aims to develop strategies in the use of local wisdom through CRT and ethnopedagogical approaches to enrich the study in learning local history in high school. The method used in this study is in the form of a conceptual method, involving a literature review and theoretical analysis of elements in CRT and ethnopedagogy. The analysis was focused on the best way to integrate local wisdom into the history curriculum. Thus, a more meaningful learning experience can be created for students. The results of this study show that these two approaches are relevant when used as an approach in history learning. The CRT and ethnopedagogical approach allows students to relate historical material to their cultural identity, increasing understanding and appreciation of local history. The implementation of this strategy also increases students' critical awareness of relevant social and historical issues in their society. This research offers a flow of local history learning strategies with CRT and ethnopedagogy approaches

Citation: Hafida, Mellina Nur (2024). Culturally Responsive Teaching And Ethnopedagogy Approach To Improve The Study Of Local History Learning In High School. *SWARNADWIPA*, 8 (2), 71-81.

<http://dx.doi.org/10.24127/sd.v8i2.3480>



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INTRODUCTION

History learning at the high school level has a strategic role in fostering historical awareness and shaping national identity (Martha et al., 2023). One form of historical awareness and national identity begins within the scope of local knowledge, this is to find out the self-identity of a student (Kusnoto & Minandar, 2017). Basically, in learning history, the historical position is not just a reconstruction of the past but an effort to shape national character and identity. National identity starts from the awareness of local identity (Hariyono, 2017). One of the studies in history subjects to answer this challenge in the scope of high school is local history.

Local history learning is a process in teaching and learning that is carried out by teaching material about history, culture and daily life of the community or tradition (Jumardi, 2022). The scope of the material presented only focuses on small scopes such as villages, sub-districts, districts, residences, ethnicities, and ethnic groups in an area and

several regions (Widja, 1989). This local scope determines the existence of a person's principles, habits and national identity. The potential of local history has not been widely utilized by an educator. Until now, there are still many problems that occur in history learning.

The problems that occur in history learning are related to the lack of usefulness of historical materials. This is triggered by the lack of relevance of the material taught by educators to the context of students' daily lives (Kuswono Et Al., 2021; Asril, 2022; Budiarta, 2023) . This condition often makes history lessons less interesting and less meaningful. In fact, currently in the Merdeka curriculum, there is a space for freedom to present material in a local context both in phase E and phase F (Kemdikbudristek, 2022). One of the elements of the approach to overcome this problem is by utilizing local history, local wisdom and culture of a region through the Culturally Responsive Teaching (CRT) approach and the Ethnopedagogy approach.

Culturally Responsive Teaching (CRT) and ethnopedagogy is an approach that pedagogically seeks to connect learning with the culture owned by students (Stoicovy, 2002; Hall, 1997). The basis of the CRT and ethnopedagogy learning approach uses the background and cultural elements of students as the basis for building learning. This approach seeks to understand the cultural context of learners, integrate their cultural experiences and perspectives in the curriculum, using teaching strategies that are appropriate to their learning style (Sugara & Sugito, 2022). Thus CRT not only increases students' participation and motivation to learn, but also helps them feel valued and recognized in an educational environment.

The main principles of the CRT approach and ethnopedagogy seek to recognize that each learner brings their unique culture and identity into the classroom environment. The concept of CRT and ethnopedagogy focuses on the use of culture as the strength of the teaching and learning process. Both of these approaches in the context of history learning allow students to see the relationship between the history they learn and their life experiences (Muzakkir, 2021) . The use of CRT and ethnopedagogical approaches allows students to learn about relevant local history in accordance with students' daily lives. The relevance to students' daily lives is expected to increase their understanding and appreciation of history (Lestari & Bahri, 2021). This approach utilizes local cultural values, norms, and practices as a learning resource and reference in curriculum development. This CRT and ethnopedagogical approach is expected to help educators develop richer and more meaningful learning materials, which not only improve students' understanding of the subject matter, but also help them appreciate and maintain their cultural heritage.

The CRT and ethnopedagogy approach is a step in learning local history in high school that is able to accommodate a number of benefits significantly. These two approaches seek to improve history learning to be more contextual and relevant for students (Fatmi & Fauzan, 2022). Relating subject matter based on and learner culture, educators can help them see the relevance of history in their daily lives. The CRT and ethnopedagogical approach seeks to provide opportunities for motivated learners to actively participate in the classroom (Ris Et al., 2022).. This is triggered when students feel that their culture and experience are valued in the learning process. This approach seeks to help strengthen students' identities and increase their sense of pride in their cultural identity. This is also relevant to the context of Indonesia, which has cultural diversity.

The application of CRT and ethnopedagogy in learning local history in high school can contribute to strategies in improving the quality of history learning, strengthening students' cultural identity and increasing students' historical awareness. By utilizing these two approaches in history learning, it not only makes history learning more interesting and meaningful, but also helps students to appreciate and maintain their cultural heritage. Utilizing local potential and wisdom, it is hoped that history education in high school can

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become more relevant and contextual, providing students with a broader insight into the history of their region and helping them to become well-rounded and strong-character citizens.

RESEARCH METHODS

This research uses a conceptual methodology, focusing on developing theoretical frameworks and models. The preparation and development of the theoretical framework is arranged based on literature analysis and relevant concepts (Majestic Prime Et Al. , 2019). This research is prepared by involving the collection of empirical data, and focuses on the synthesis of concepts to produce new insights that can be applied in local history learning in high school. The steps that the researcher will take include, first, the researcher conducts a literature review, the researcher collects several relevant literature on Culturally Responsive Teaching (CRT), ethnopedagogy, local wisdom and local history. The literature used is in the form of scientific journals, research reports, and Independent curriculum documents.



Picture 1 Research Flow

Source: Researcher's preparation, 2024

Second, conceptual analysis, researchers of core elements based on the main concepts, namely CRT, ethnopedagogy, local wisdom and concepts applied in learning local history. The concepts analyzed include the core elements of CRT, related to cultural relevance, student involvement and pedagogy. In conducting conceptual analysis, the researcher also identifies ethnopedagogical principles, such as the use of local traditions, folklore and cultural values in learning. From the core elements, the suitability between CRT and ethnopedagogical approaches to local wisdom for local history learning is analyzed.

Third, the development of a conceptual model of local history learning that integrates CRT and ethnopedagogy. At this stage, the researcher analyzes the curriculum that covers relevant local history topics. Furthermore, teaching methods, evaluation tools are prepared. The results obtained are in the form of the development of a CRT-based local history learning model and ethnopedagogy that is ready to be implemented in the learning of the Independent curriculum high school. Fourth, a theoretical evaluation process will be carried out based on the potential effectiveness of the learning model developed based on theoretical studies and literature reviews that identify best practices. The results of the theoretical evaluation are in the form of a framework that can be used by educators to increase students' understanding and appreciation of their local history and culture. Through these two approaches, it is hoped that inclusive, relevant and meaningful history learning can be created for students.

RESULTS AND DISCUSSION

The Potential of Local Wisdom as a Study in History Learning

Local wisdom is an integral part of the cultural identity of a society, which includes various forms of knowledge, practices, and values that are passed down from generation to generation. Local wisdom in history learning has an important role in providing a holistic and contextual perspective on past events (Yusran & Tati, 2024). The study of the representation of local wisdom values on historical relics has great potential to create an educational history learning. Historical relics can be a source of learning, cultural historical

values can be instilled effectively, so that they are suitable as guidelines for cultural preservation (Pramartha, 2022) . Local wisdom and historical heritage are important components in history learning that not only enrich understanding, but also support cultural preservation.

Integrating local wisdom into the history curriculum has a significant impact. First, enrich the material, make it more relevant to the local context, and increase students' interest in learning history (Asril, 2022) . Second, the presence of local history aims to enrich historical objects used in learning practices. The integration of local history can run well if it has a strong connection with Indonesian historical materials. This is important to be well designed in order to have a positive impact on the success of national education (Wijaya Et al., 2020). Integrating local wisdom and history into the history curriculum not only increases the relevance of learning, but also supports the success of national education as a whole.

The integration of local wisdom in history learning brings a number of significant benefits. First, it includes educational, recreative, inspiring, and instructive functions that maintain the relevance of history as an eternal science, which will not be eroded by the times (Prasetyo & Kumalasari, 2021). Second, the history learning process based on local wisdom is able to increase individual creations, tastes, and karsa according to the context of their locality. Third, this can be proven through historical relics that are the result of local wisdom thinking (Kochhar, 2008). Thus, history learning that integrates local wisdom is still feasible to be implemented in the history education system, both in the present and in the future (Pramartha, 2022). The integration of local wisdom into history learning is the right step to preserve historical relevance, improve students' learning experience, and enrich their understanding of local cultural identity.

Integrating local wisdom in education has a clear goal, namely to preserve endangered cultural heritage. Contextual history education plays an important role in ensuring that traditional knowledge and practices are not lost due to modernization. Local wisdom is not just a heritage, but also a foundation that maintains the cultural diversity and traditions of a region and country (Muzakkir, 2021). It gives the group an identity and shows the traits that are the basis of their identity. Protecting and celebrating local wisdom will strengthen the community's sense of interconnectedness to the cultural heritage inherited from previous generations. Local wisdom encompasses a wide range of practices, beliefs, languages, arts, and regional norms that collectively form cultural identity. By maintaining local wisdom, communities ensure that their unique and diverse cultural wealth remains alive and relevant. In the midst of globalization and modernization, preserving local wisdom has become increasingly important to maintain the uniqueness and authenticity of a nation's culture (Febrianty et al., n.d.). . The integration of local wisdom in education is not only about preserving cultural heritage, but also about strengthening cultural identity, maintaining diversity, and ensuring the continuity of a nation's culture in the midst of changing times.

Local wisdom can encourage innovation in learning methods through the use of folklore, traditional games, and field studies to local historical sites (Budiarta, 2023) . This initiative plays an important role in preserving cultural and historical values, as well as honoring the services of ancestors who have created and passed on these stories from generation to generation. The research conducted is related to the development of a learning model for the preservation of script vocabulary (PKA) through folklore learning resources (SCBR) as a form of respect and appreciation for cultural heritage that has existed since centuries ago (Wardani, 2024) . The younger generation can dig into their cultural roots and help understand the background and culture of our ancestors. The integration of local wisdom in education not only encourages innovation in learning methods, but also preserves cultural values, strengthens identity, and fosters the understanding of the younger generation of their ancestral heritage.

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Innovation in learning methods based on local wisdom is shown by the existence of an Action-Adventure game based on the folklore of Sultan Suriansyah. Players in this game play the role of Sultan Suriansyah who performs actions and missions according to adapted folklore. All features in this game are based on local wisdom and use the Banjar language. The results of Syahidi Et al., (2021) the study show that after playing this game, players have a better knowledge of Sultan Suriansyah's Folklore and an understanding of Banjar grammar. The results of the justification also showed that respondents agreed that the Sultan Suliansyah Game could be a medium to preserve folklore and improve understanding of Banjar grammar. The Banjar language is an identity and culture that must be preserved and not endangered. One of the history learning media is this game not only increases historical and language knowledge, but also preserves cultural identity so that it is not endangered.

CRT and Ethnopedagogy Approaches in Answering History Learning

History learning at the high school (SMA) level, faces various challenges, one of which is learning local history. There is a diversity of backgrounds and cultures, often students cannot see how they are reflected in the material taught in school learning (Febrianty et al., 2023). One of the main challenges is how to integrate local history into the school curriculum. It is hoped that the process of integrating local history will raise the attitude of students to want to appreciate and reflect local culture and wisdom. The Culturally Responsive Teaching and ethnopedagogy approach is a solution in responding to the challenges as well as the problems that occur. The concept of Culturally Responsive Teaching pedagogically focuses on appreciating, acknowledging and using the culture of students in learning. This approach aims to create an inclusive learning environment, respect cultural diversity, and strive to minimize the occurrence of educational gaps caused by cultural and social differences (Fatmi & Fauzan, 2022). The principle of the CRT approach in the realm of education is related to awareness of culture.

The concept of being aware of culture is related to the process of understanding related to the background and diversity possessed by students. The attitude of cultural awareness is followed by the recognition of, values, traditions, and beliefs that students bring into the classroom (Maskhanah Et Al., 2020). It is not enough with that, the efforts made are in accordance with the CRT, further related to integration in the curriculum. The learning materials presented in schools must reflect the diversity of students and relate the topics taught in the classroom according to cultural experiences. The principle of Culturally Responsive Teaching (CRT) encourages students to think critically in responding to social and cultural issues, as well as the process of history can affect their lives. In implementing this approach, educators and learners must have a strong, respectful relationship to create a safe and supportive environment, where learners feel valued and understood (Tanase, 2022).

The principle of collaboration with the local community, this occurs in the educational process to enrich the learning experience of students and make learning more relevant. The collaboration was carried out by inviting community leaders and cultural experts as supporting historical learning resources (Xie & Ferguson, 2022). With this collaboration process, it is hoped that there will be discussions and critical thinking. We often hear about the context of CRT, one of which is because there is an Independent curriculum. One of the aspects that seeks to be developed is related to character attitudes, and national identity. Before the popularization of learning using the CRT approach, many were already familiar with the ethnopedagogical approach.

The ethnopedagogical approach has relevance to the relationship between students directly in daily life and what they learn in class. This approach seeks to increase student engagement, as the material they learn is appropriate to their experience and background (Samuels, 2018). Thus, students can learn to appreciate and be proud of their cultural

heritage, as well as learn to appreciate the culture of others. Both the CRT and ethnopedagogical approaches seek to integrate the culture owned by students with the material presented in classroom learning. This effort is carried out so that there is a relevance felt by students to their lives. One of these challenges is also experienced by history subjects (Salma & Yuli, 2023) .. The problems that often arise are history subjects, subjects that present a lot of narratives, materials that must be memorized, only learning about the past. With this perspective on history learning materials, history subjects are less in demand because they cause boredom, lack of reference to life. The existence of this problem is important to make changes and approaches to learning.

The CRT and ethnopedagogical approaches both support the proximity of materials to culture, and local wisdom possessed by students. In learning local history, it combines CRT and ethnopedagogical approaches, allowing students to get a broader and deeper perspective on local history (Maskhanah et al., 2020). The historical context they understand can be seen from various perspectives, by appreciating the complexity of historical narratives. With this approach, it is able to help develop a more representative, inclusive curriculum that includes various experiences. This is important to create an active and fair environment. This approach can also help educators in developing pedagogical, adaptive and responsive skills to the diverse needs of students. The combination of these two approaches can help local history learning in high school be more interesting and relevant. In addition, through this approach, it is one of the steps to promote diversity and cultural understanding among students.

Design of the Flow of Strategies for the Utilization of Local Wisdom in History Learning

Contextual and relevant history learning has great potential to increase students' understanding and engagement. One of the manifestations to support the implementation of this learning is the learning of local history. In the Independent curriculum, the position of local history has a wide place and opportunity in phase E and phase F learning. With this opportunity, educators can freely develop learning materials in accordance with the local history in their environment and region (Ministry Education Culture , 2022). In the context of the Independent curriculum, the pattern that is tried to be carried out emphasizes the independence of learning, the relevance of the material, and the active involvement of students in discussions and collaboration. The Culturally Responsive Teaching and ethnopedagogy approach provides a strong framework for integrating local wisdom in history learning. As a guideline in integrating learning in the classroom, a strategic flow is needed to make it easier for educators. The following researcher presents a strategic flow design in the utilization of local wisdom in history learning using Culturally Responsive Teaching (CRT) and ethnopedagogy in the Independent curriculum in high school both in phase E and F:



Picture 2. Design of local history utilization strategy flow with CRT and ethnopedagogical approaches
Source: Researcher, 2024

1. Identifying Local Wisdom

The identification process is carried out by looking at the potential of local wisdom in the area or around the nearest environment. Next, identify the local culture from the elements of its elements. From here, educators can identify the relevance to the history material to be taught. The process of digging up local cultural information involves stakeholders related to several activities such as: a). Field research, involving educators and students by conducting research in the surrounding environment to collect information about traditions, customs, folklore, and local historical relics. b) Interviews with community leaders, involving someone who has in-depth knowledge, insight and understanding of local history and culture. c) Collaboration with related institutions that have data on local wisdom such as the cultural office, cultural preservation centers, museums, and several institutions that have data on local wisdom. This identification effort is carried out to ensure that local wisdom is relevant, authentic and can be integrated in history learning.

2. Integration with the curriculum

Integration in the history learning curriculum is carried out when the identification process of local wisdom is completed. This is done to ensure that data information about local wisdom can be accounted for in accordance with the characteristics of historical studies, namely containing facts. The integration process in the curriculum goes through several stages, including, a) Learning Achievement Mapping, adjusting local wisdom with learning outcome elements in accordance with and interrelated well in accordance with the goals of the Independent curriculum. b) Formulate learning objectives, the content prepared includes historical topics related to local wisdom, which reflects cultural values and perspectives. This formulation process is continued by compiling the flow of learning objectives (ATP.) c) Teaching Module, containing the learning implementation plan. Specifically, it contains a learning implementation plan by incorporating local wisdom in the process of learning activities. The process of integration with the curriculum is carried out to ensure that history learning is in accordance with the curriculum standards that apply nationally and are relevant to the cultural context of students.

3. Development of Teaching Materials

The teaching materials developed include local wisdom that is important to provide a thorough understanding to students. The teaching materials included the relationship of local wisdom with the context of national and international history. It is designed to actualize critical and contextual understanding. The teaching materials developed not only contain an understanding of the concept of usefulness, but also contain values that are useful for the community. The presentation of material can be done through digital sources and learning media. The process of developing this teaching material is carried out to ensure that students get access to information about the history and local wisdom they have.

4. Learning methods

The use of interactive and participatory learning methods is used to teach local wisdom. The methods used include field studies, discussions, projects, Role Play and so on. The selection of the methods used, ensures that history learning is useful, relevant, and interesting for learners, and helps to intitute local cultural values.

5. Evaluation and reflection

This process is carried out in every process of analysis and development of the strategy flow. This is done to ensure students' understanding with the effectiveness of learning. The evaluation and reflection process is carried out in several ways, including project assessments, written tests, presentations, and classroom reflections. Evaluation and reflection activities are carried out to ensure that students are limited to memorizing historical facts. But the most important thing is to understand and appreciate the cultural context and the values that underlie these historical events.

The design of the strategy for utilizing local wisdom is used to ensure that the history learning activities presented reflect an attitude of appreciating local culture. The application of the culturally responsive teaching and ethnopedagogy approach is carried out to encourage a critical analysis of the historical and social existence of events in the region.

CONCLUSION

History learning at the high school level has a strategic role in fostering historical awareness and shaping national identity. National identity begins within the scope of local knowledge, this is to find out the identity of a student. The scope of the material presented only focuses on small scopes such as villages, sub-districts, districts, residences, ethnicities, and ethnic groups in an area and several regions. It is this local scope that determines a person's national principles, habits and identity. The potential of local history has not been widely utilized by an educator.

The problems that occur in history learning are related to the lack of usefulness of historical materials. CRT and ethnopedagogy is an approach that pedagogically seeks to connect learning with the culture owned by students. CRT seeks to understand the cultural context of learners, integrate their cultural experiences and perspectives in the curriculum, using teaching strategies that are appropriate to their way of learning. Local wisdom is an integral part of the cultural identity of a society, which includes forms of knowledge, practices, and values that are inherited from generation to generation. Local wisdom in history learning has a holistic and contextual perspective on past events.

Integrating local wisdom in learning has a significant impact, namely forming a unique and diverse cultural identity that remains alive and relevant. Local advocacy can encourage innovation in learning methods through folklore, traditional games, and field

<http://dx.doi.org/10.24127/sd.v8i2.3480>

studies to local historic sites. Collaboration with the community occurs in the educational process to make learning more relevant.

SUGGESTION

Flow The combination model between the two approaches of CRT and ethnopedagogy discussed in this study is limited to the guidance of educators to apply it. The research subject is adjusted to the local wisdom that the educator wants to present. For this reason, it requires a trial stage to students as a continuation of the idea proposal contained in this study.

ACKNOWLEDGMENTS

Thank you to History Education State University of Malang for accommodating the concept of thinking of the research team in the presentation of courses on history learning.

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