

# Local Wisdom Based on the Social Science Literacy in Elementary Education

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**Abstract**—Local wisdom is one of the important competencies that must be possessed by students who support 21st-century skills. The formation of the local wisdom of students can be built by literacy skills on social science. The study of local wisdom and the literacy of social sciences in basic education are still beyond its chances. This study aims to reveal the profile of social literacy abilities that support the formation of local wisdom. The method used is participatory qualitative where the participants are 44-grade elementary school students in Bandung. The instrument used is a list of social knowledge literacy and triangulation by using interview techniques. The results showed that: (1) social literacy abilities that supported local wisdom varied based on gender and average social achievement scores in the previous class, (2) most students still had low social sciences literacy skills, and (3) literacy ability of students' social sciences from compulsory textbooks, social media and information from adults. This study concludes that social literacy skills and local wisdom in elementary school students in Bandung are still low.

**Keywords**—*elementary education; literacy social sciences; local wisdom*

## I. INTRODUCTION

Several studies on emotional intelligence and character influenced by knowledge in basic education that can influence the formation of the character of elementary school students have been widely carried out. The character formation of elementary school students is much influenced by early knowledge [1]. The students' initial knowledge is also reflected in their ability to master the knowledge of local character values. In addition to the value of local character values in social science learning, the ability of students about social literacy in the value of the local character is also determined by the introduction of education at home by parents in daily life [2]. It is known that the ability of local character social literacy shows that in terms of gender, social literacy ability is different where the female average score is higher than that of Male. Gender knowledge and literacy skills of local wisdom are influential [3].

The use of mother tongue as part of the ability of local wisdom social literacy is influenced by linguistic learning strategies in learning in school [4]. The role of the family in this case parents can form and create in upholding family discipline that will affect the ability of students in behavior [5].

To achieve the ability of knowledge and skills in shaping the character of students based on local wisdom needs to be implemented in incorporating the content of local wisdom in learning in elementary schools [6].

The study of the implementation of local wisdom that is based on knowledge literacy and social skills in basic education is focused on how to describe the ability of social education knowledge and skills in elementary education students. The first stage was mapping social literacy skills in 44 elementary school students using open question instruments. The second stage is processing and analyzing data. The third stage triangulates several students. The fourth stage is to interpret and draw conclusions and recommendations.

## II. METHODS

The research method used is participatory qualitative. Participants involved in the study were 44 students from Low Class Primary Schools in Bandung. The data used consists of: (1) ex post facto about social literacy skills, and triangulation related to aspects of local wisdom. The instrument used is in the form of an interview guide consisting of two questions about the local wisdom of mother tongue and three questions about the environment (plant names and watering habits).

## III. RESULTS AND DISCUSSION

Based on the data obtained from the question instrument students' social literacy abilities are obtained by gender distribution of participants and a description of local wisdom from triangulation results that can describe the local wisdom abilities of elementary school students.

### A. *Distribution of Students' Social Literacy Abilities*

Based on the instrument of social literacy ability in both groups of students based on gender can be shown in the figure 1.

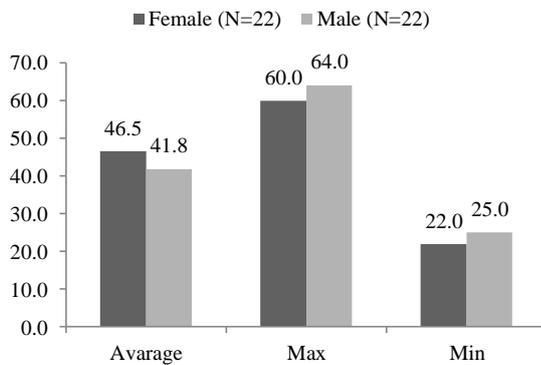


Fig. 1. Distribution of average maximal scores and minimum social literacy abilities.

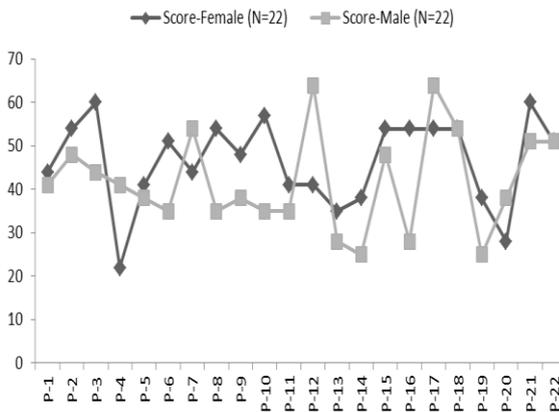


Fig. 2. Distribution of social literacy skills based on gender groups.

Figure 1 both groups of participants (each of 22 students) showed varied social literacy skills. The highest score was obtained by FM-2 (Women's Group) and the lowest score was obtained by FM-3 (Women's Group). Figure 2 shows the average score is 41.8 (Male); 46.5 (Female); the highest score is 64.0 (Male); 60.0 (Female); and the minimum score is 25.0 (Male), and 22.0 (Female). Figure 1 and 2 show that gender, social literacy ability is different where the female average score is higher than that of Male.

Some studies have concluded that in a group of people gender affects their social abilities. More visible types of local wisdom are habits in the immediate environment [7]. The home and school environment supports the development of social literacy. Because the home and school environment can be a source of local wisdom understanding [7]. Local wisdom related to technological literacy occurs also in basic education [8]. Different from technology literacy, other studies have concluded that women's groups are better at mastering the local wisdom of language aspects. This shows that the results of research on social literacy skills in elementary school students are still simple.

**B. Profile of Social Literacy**

Social literacy profiles are distributed as illustrated in the table 1.

TABLE I. PROFILE OF SOCIAL LITERACY

Score	Qualification	F	%
65 and higher	Very High	0	0
55-64	High	5	11.4
45-54	Middle	15	34.1
35-44	Low	18	40.9
34 and below	Very Low	6	13.6

Table 1 shows the acquisition of social literacy skills scores of 44 students consisting of a group score of 55-64 of 5 people (11.4%); group scores 45 - 54 as many as 15 people (34.1%); the group scores 35 - 44 as many as 18 people (40.9%); group score 34 and below as many as 6 people (13.6%); and none of the students scored 65 or more. Based on the results of data processing the average score of social literacy skills is 44.2 (Low Qualification). Maximum and minimum scores are 64 and 22, respectively.

Most (88.6%) participants received moderate qualifications to very low levels. This shows that the social abilities of elementary school-age children are indeed still low. Some similar studies show that children's social abilities still need to get good stimulus from their environment [9,10].

**C. Description of Triangulation of Social Literacy**

Table 2 shows the results of interviews in order to triangulate data from participants about local wisdom (Sundanese language). Based on Table 2, students who have a positive perception of the use of Mother Language (Sundanese) only PPR with the reason they feel happy in using Sundanese without any difficulties. But the other three students (VSK, MAR, and AKP) find it difficult. Students who use Sundanese in their homes with all family members using Sundanese language are PPR and VSK. Students who use Sundanese in school are only PPR, which is their use with their friends.

TABLE II. TRIANGULATION LOCAL WISDOM (MOTHER LANGUAGE)

DESCRIPTION	PPR	VSK	MAR	AKP
How do you feel using mother tongue (example: Sundanese). does it feel difficult or not	Happy, not difficult	It's hard	Difficult	Difficult
Anyone in your home or environment who uses mother tongue (example: Sundanese)	All at home use Sundanese	All at home use Sundanese	Mother	Mother
At school you often use Sundanese	With friends (Arkan)	Never	Not	Not

Parents and friends can influence positive perceptions of a child's language skills. Other studies show similar things, namely some children who have difficulty in using language

[11]. The school environment can influence the use of children's language [12].

TABLE III. TRIANGULATION LOCAL WISDOM (*LIVING ENVIRONMENT*)

Description	PPR	VSK	MAR	AKP
Do you know the names of plants in Indonesian?	Do not know, only mango trees, aloe vera, and sapodilla	flowers , mango	knowing but a little	knowing but a little
Who often water the plants at your school?	Mr. Galih and Mr. Dani	Don't know	Mr. Dani	Mr. Dani
Who often water the plants in your house?	Sister	There are no plants	Mother	Mother

Table 3 shows that students who have the ability to know the names of plants in Indonesian, both PPR and VSK are able to name the plants around. Whereas MAR and AKP (Low Performance) are less familiar with plant names. This means that students are less sensitive. The three PPR students, MAR, and AKP) were able to mention educational staff or employees in the school who often watered the plants. The three students (PPR, MAR, and AKP) mentioned people who often watered plants at home. In other side, VSK does not mention watering because there are no plants in their house.

Some studies show that the surrounding environment influences the good habits of elementary school-age children [13]. Good communication of children with adults in school will help children in social literacy skills [14]. The home environment can positively influence children in developing social literacy skills [15-17].

IV. CONCLUSION

Social literacy skills that build students' local wisdom vary based on gender differences (gender). Female students are on average higher than male students. Social literacy skills can describe the ability of local wisdom in aspects of the use of mother tongue (Sundanese) and recognize and manage plants in the school environment and at home.

The results of this study recommend that a more contextual literacy program can be carried out. Students are introduced to information sourced from the environment in addition to strengthening the use of Mother tongue as the language of instruction in the lower classes.

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