

The Effect of Flashcard Media with Local Wisdom of Jepara on Students' Socio-Cultural Character

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Abstract

This study aims to determine the effect of the socio-cultural character of 4th-grade students of SD N 3 Banyumanis before and after using flashcards with Jepara local wisdom and how much the effect is. This research is quantitative. The experimental research design used was the Pre-experimental One Group Pretest-Posttest Design. This research was conducted on grade 4 students at SD N 3 Banyumanis with 22 students. The data in this study were collected using a questionnaire. The data will be analyzed using the T-test. Based on the data obtained, the average value can be seen from the average value, where the pretest obtained an average score of 226.13 while the post-test obtained an average score of 235.36. Then, the T-test obtained a significance value of $0.000 < 0.05$. So, H_a is accepted, and H_0 is rejected, which means that there is an effect of using flashcards based on Jepara local wisdom to improve socio-cultural character in grade 4 SD N 3 banyans.

Keywords: flashcard media, jepara local wisdom, socio-cultural character

INTRODUCTION

Education is developing knowledge, skills, attitudes, and other qualities through participation in specific procedures to benefit oneself, family, country, community, and nation. According to Sukatin, dkk. (2023), education is an integral part of human life that has never been abandoned. Then Dewi, et al.(2023) argue that education affects every individual to build morals in everyday life. Education is the process of developing knowledge, skills, attitudes, and other qualities through participation in specific procedures to benefit oneself, family, country, community, and nation. Therefore, education has an influential use in improving the qualifications of society. Learning activities in education form a relationship between teachers and students.

Local culture-based learning media has an important role in the educational process, especially in the context of teaching in areas with diverse cultural richness. Some of the reasons for the importance of local culture-based learning media are increased student understanding, preservation and recognition of local culture, cultural identity and pride, improvement of social and cultural abilities and adaptive learning innovation (Soltani & Izquierdo, 2019).

The use of local culture in learning media helps students understand the material more easily because the material is presented in a context that is close to their daily lives. This increases students' connection to the lesson (Samri et al., 2020; Syafii et al., 2022). Local culture-based learning media helps preserve existing traditions, customs and local wisdom. It is also a way to introduce culture to learners, so that they can better appreciate and

maintain their cultural heritage. When students see aspects of local culture in learning, children feel more proud of their cultural identity. This is important for building confidence and a sense of community in a multicultural society (Parkhouse et al., 2019). Teachers can create more creative and interesting learning media by using elements of local culture, such as folklore, traditional arts, or traditional games, so that learning becomes more dynamic and interactive (Puspitarini & Hanif, 2019). The use of local culture-based learning media is not only a means of transferring knowledge but also a medium for preserving local cultural heritage.

In line with this, Nidawati (2019: 14) explains that children's character can be formed because of an education that is embedded in children from an early age. Character is an individual's moral and mental attributes formed by their environment (socialization or education-nurture) and innate factors (nature). According to Kurniawan (2015), Character education is a conscious and planned effort to shape a person's character or personality based on the values that exist in society. In addition, Hilyana & Hakim (2018) argue that character education is a conscious effort by teachers to teach character values to students. Rofiah, et al. (2023) also say that character education is a system of naming character values that include components of knowledge, awareness or willingness, and action to implement these values, both towards God Almighty, self, others, the environment, and nationality. Humans are born with the capacity for good character, but that capacity needs to be continuously filled with values through early socialization and education. Children need to start socialization and

education early to develop their character because learning occurs throughout life.

Socio-culture, according to Suarmini et al. (2016), refers to the two main aspects of human life together, namely the social element (society) and the cultural aspect (culture). As a condition of survival, humans must deal with the environment. Based on this, humans must cooperate. The ability of a society to survive depends on four main components. Social structure: To create a harmonious life, it is essential to understand the values of togetherness, tolerance and responsibility when living in a group. Improving socio-cultural character includes developing empathy, tolerance, cooperation, respect for others, and adapting and appreciating cultural differences. This is a critical foundation in forming individuals who have a strong awareness of the values inherited by their culture and can interact with society positively and meaningfully.

The use of flashcards has several positive impacts on student interest in learning, namely increasing the interest and involvement of the five senses experienced. Students will always be enthusiastic in learning material that may look boring with conventional methods. The use of flashcards encourages more active learning and stimulates curiosity and student involvement in the learning process (Matruty & Que, 2021). Students can easily learn and repeat the material quickly and frequently, which helps students remember information longer. Student learning motivation can affect concentration in a learning process that is not boring. Learning using flashcards for independent learning, because the media can be used outside of class hours, either at home

or in other environments. It can give students the freedom to learn at their own pace in increasing interest in learning (Wahyuningtyas et al., 2023).

Knowing the local wisdom of the area around you is also a form of growing socio-cultural character. Because local wisdom is a cultural heritage from ancestors that must be maintained and preserved. According to Fajrie (2012), local culture has wealth that needs to be considered and handled carefully, especially when entering the development of the globalization era. Local wisdom can also be translated as the work of reason, deep feelings, character, temperament, and recommendations for human glory.

METHODOLOGY

This study used a quantitative approach with a pre-experimental experimental design, One Group Pretest-Posttest Design. This design was chosen to evaluate the effect of using flashcard media with Jepara local wisdom on the socio-cultural character of 4th-grade students of SD N 3 Banyumanis. The following is the design pattern of One Group Pretest-Posttest Design:

Table 1. *One Group Pretest-Posttest Design*

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O ₁	X	O ₂

Description:

O1: Questionnaire testing before treatment

X: Treatment using flashcard learning media

O2: Questionnaire testing after treatment

In this design, measurements are taken twice, namely before (Pretest) and after (post-test), when the treatment is given. The treatment in question is using flashcards with Jepara local wisdom in learning. The population in this study were all grade 4

students at SD N 3 Banyumanis, while the sample used was 22 grade 4 students. The sample was selected using a saturated sampling technique, where all population members were used as research samples. This technique was chosen based on the relatively small population size that allowed the entire population to be sampled in this study.

The instrument used in this research is a questionnaire prepared based on the indicators of socio-cultural character to be measured. This questionnaire consists of a series of statements that students must answer on a Likert scale, ranging from strongly agree (5) to disagree (1) strongly. Before being used, this questionnaire was tested for validity and reliability to ensure that the instrument was suitable for use in research.

This research was conducted through several stages: Preparation, which involves applying for research permits to schools and preparing and testing research instruments.

Pretest: Initial data collection was done by administering a pretest questionnaire to all Grade 4 students to measure their socio-cultural character before treatment. Treatment: For several sessions, students were given learning using flashcard media based on Jepara's local wisdom. Each learning session was designed to introduce and deepen students' understanding of the socio-cultural values contained in Jepara's local wisdom. Post-test: After the treatment, a post-test questionnaire was administered to students to measure changes in their socio-cultural character. Data Analysis: Data obtained from the pretest and post-test post-test were analyzed using a T-test to determine the significance of the difference between the two measurements. This analysis aims to

determine whether using flashcards with Jepara local wisdom significantly affects students' socio-cultural character.

Data collected through pretest and post-test questionnaires will be analyzed using paired t-tests with the help of statistical software. The paired t-test is used to compare the average pretest and post-test scores to see if there is a significant difference after treatment. The significance value used in this study is 0.05. If the p-value < 0.05 , it can be concluded that there is a substantial difference between the pretest and post-test scores, which means that the use of flashcards with Jepara local wisdom influences improving students' socio-cultural character.

The research method applied in this study was designed to effectively evaluate the effect of flashcard media based on Jepara local wisdom on the socio-cultural character of grade 4 students at SD N 3 Banyumanis. By using a pre-experimental design and appropriate statistical analysis, this study is expected to provide a clear picture of the effectiveness of the learning media in improving students' socio-cultural character.

RESULT AND DISCUSSION

1. Normality Test

The purpose of the normality test is to determine whether the data obtained is usually distributed or not. The normality test was carried out using the Shapiro-Wilk formula. The decision-making criteria are based on a significant level. Sig (2-tailed) > 0.05 , then the residuals are normally distributed; Sig (2-tailed) < 0.05 , then the residuals are not normally distributed. The results of the

Normality Test using SPSS V.23 are as follows:

Table 1. Normality Test Results

Tests of Normality				
Karakter	Kelompok	Shapiro-Wilk		
		Statistic	df	Sig.
Sosial Budaya	Pretest	.936	22	.161
	Posttest	.933	22	.163

*, This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Based on the test results in the table, the significance value on the pretest was obtained at 0.161 ($0.161 > 0.05$), which means H_0 is accepted and H_a is rejected. Then, the post-test was obtained at 0.163 ($0.163 > 0.05$), so H_0 is accepted and H_a is rejected.

2. Hypothesis Test

Hypothesis testing used in this study is hypothesis testing using the partial t-test. This was done because, in this study, the research only used one group as an experimental class. The t-test calculation in this study used SPSS v.23. this test aims to test the average value before and after treatment to determine whether there is a significant effect. The following are the results of the t-test output using SPSS v.23

Table 2. Paired Sample Test Results

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Karakter Sosial Budaya Siswa	-10.50000	5.09668	1.08662	-12.75974	-8.24026	-9.663	21	0.000

Based on the results of hypothesis testing with the paired sample T-Test test formula, the significance value is obtained < 0.05 , namely $0.000 < 0.05$, so H_0 is rejected, and H_a is accepted. So, it can be concluded that there is an influence on the results of the concept of understanding value before and after being given flashcard media with Jepara local wisdom on socio-cultural character.

This Flashcard media successfully overcomes students' difficulties in identifying and understanding various elements of Jepara culture, thus helping them better recognize and appreciate their cultural heritage. According to Hulfa et al. (2023), combining learning media with local culture will better impact learning. After using Flashcard media, students who were initially confused about various aspects of Jepara culture showed better understanding and knowledge. According to Nawafilaty (2018), flashcards can affect children's ability to think, which can be seen from the child's score before and after treatment.

The results of this study are also supported by several previous studies in which similar results were found. Shafa et al., (2022) explained that the results of the small-scale trial showed a very positive response to flashcard media, as shown by the highest percentage of 92%, and the large-scale trial obtained a high rate of 97%; it can be said that flashcard

media can improve student learning outcomes. Then, Muryanti, 2019 also explained that the study's results showed that flashcards could affect beginning reading skills, as seen from the average experimental class of 82.2, while in the control class, 74.8.

The influence of Flashcard media based on Jepara local wisdom on socio-cultural character for students is an important component in interactive learning. Flashcard media is used as a visual medium that helps learning in a fun and easy to understand way for students. Flashcard media based on local wisdom can be an effective strategy in instilling students' social and cultural character. Learning materials sourced from local culture in the Jepara Regency area as a content of local community wisdom (Bulkani et al., 2022).

Jepara Regency is one of the regions in Indonesia that is rich in culture and history, has a lot of local wisdom values that can be taught to students. This local wisdom includes various aspects such as traditions, carving, customs, language, and mutual cooperation attitudes that are closely related to the socio-cultural life of the community. The local wisdom of Jepara district in learning media using flashcards allows students not only to learn academic material, but also to understand and appreciate the nation's local culture (Yusuf, 2023). Flashcard media developed based on Jepara's local wisdom can contribute significantly to the formation of

students' social and cultural character. The impact of these learning outcomes are (1) Increased awareness of local culture; (2) Planting locality values for students; (3) Strengthening students' moral character and (4) Training students' abilities in critical and creative thinking.

Flashcard media contains images, symbols, or information about the culture of Jepara Regency so that students will be more familiar with and understand the cultural heritage of their region. This is very important to build a sense of pride and awareness of identity as part of the community. The local wisdom of Jepara Regency has requirements for social values, such as mutual cooperation, tolerance, and hard work. The implementation of Flashcard media that contains stories, pictures, or symbols that describe the social activities of the people of Jepara Regency can help students learn about the importance of cooperation, respect for differences, and concern for others. The interpretation of the local cultural wisdom of Jepara Regency has ethical and moral elements, namely respect for parents, protecting the environment and doing good with others. The use of flashcard media for students can be familiarized to apply these values in everyday life, thus forming the character of integrity and responsibility of students (Habib et al., 2023; et al., 2019).

Flashcard media developed interactively and based on local wisdom can encourage students to

think more critically and creatively. When students are invited to learn about their local culture, they will also be accustomed to appreciating the uniqueness in other cultures and being able to adapt to social change. The use of flashcard media based on local wisdom of Jepara Regency is effective in fostering students' socio-cultural character. Implementation of several implementation strategies, namely: material contextualization, collaborative learning, self-integrity and assisting teacher assistance in the process of developing other media in learning (Fitania & Puspitarani, 2019).

Flashcard media has been designed by incorporating local elements, such as images of typical Jepara carvings, local folklore, or Jepara cultural symbols that are easily understood by students. The use of flashcards can be accompanied by group activities to encourage students' social interaction, so they learn to work together and discuss (Khairunnisa et al., 2022). Each step of the learning procedure through flashcards not only functions as a cognitive teaching tool, but also contains moral messages or social values that are relevant to students' daily lives. Teachers must actively provide explanations and discussions about the values contained in flashcards, so that students can truly understand and apply them.

The use of flashcard media based on Jepara local wisdom can have a positive influence on the formation of students' socio-cultural character.

This media not only makes it easier for students to understand lessons, but also instills rich local cultural values (Safira, 2021). Thus, students not only become academically intelligent, but also have a strong social character, appreciate their own culture, and are able to live harmoniously in a multicultural society.

Based on the results of this study and previous research, the use of flashcard media containing Jepara local wisdom significantly impacts the development of socio-cultural character at the elementary school level. In addition, various positive effects were also found from the use of flashcards on the socio-cultural character and learning outcomes of Pancasila and Citizenship Education (PPKN). In particular, flashcards with Jepara local wisdom positively influenced the socio-cultural character of grade 4 students at SDN 3 Banyumanis.

CONCLUSION

This study shows that using flashcards with Jepara local wisdom significantly improves the socio-cultural character of grade 4 students at SD N 3 Banyumanis. The increase in the average score from the pretest to the post-test, supported by the T-test results showing a significance value of $0.000 < 0.05$, indicates that this learning media effectively internalizes the noble values of local culture in students. Integrating local wisdom in learning makes the material more relevant and exciting, strengthens cultural identity, and shapes students' characters rooted in traditional values. This finding confirms the importance

of curriculum development incorporating aspects of local wisdom to create a generation of academic achievers with noble character.

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