

Optimizing Learners' Development Through Ubrug Banten Learning with an Ethnopedagogical Approach

Encep Andriana ✉

Universitas Sultan Ageng Tirtayasa

Suroso Mukti Leksono

Universitas Sultan Ageng Tirtayasa

Ujang Jamaludin

Universitas Sultan Ageng Tirtayasa

Asep Muhyidin

Universitas Sultan Ageng Tirtayasa

✉ andriana1188@untirta.ac.id

Abstract

This study aims to examine how Ubrug Banten learning can optimize learners' development. Ubrug Banten is a cultural practice that originated and evolved within the community of Banten. The research adopts a descriptive qualitative methodology with an ethnographic approach. It seeks to illustrate the Ubrug Banten phenomenon and its potential contributions to education in Indonesia. The study employed interviews, observations, and documentation as data collection methods. The data were analyzed using

reduction, presentation, and decision-making techniques. The findings indicate that Ubrug Banten aligns with the criteria of ethnopedagogy. Additionally, this cultural practice holds valuable lessons that can be imparted to learners. Based on these insights, the researchers proposed ways to integrate Ubrug Banten into ethnic-based learning to optimize learners' development. This integration can be achieved through role-playing methods and incorporating 21st-century competencies.

Keywords

Optimization, Learners' Development, Ethnopedagogical Learning

Introduction

The development of learners is a critical focus for teachers, as it significantly impacts the learning process. According to Ulfah and Arifudin (2021), in the context of learning, learners' development affects cognitive, affective, and psychomotor domains, which in turn influence learning outcomes. Therefore, it is essential to consider providing appropriate stimuli to support learners' development.

Teachers can optimize the provision of developmental stimuli through well-structured learning activities. Beyond conventional methods involving books and chalkboards, teachers can incorporate specific activities that enhance learners' cognitive, affective, and psychomotor abilities. Such activities act as stimuli, fostering the three domains to achieve better learning outcomes.

One example of an effective stimulus, as explained by Simanjuntak and Siregar (2022), aligns with Jean Piaget's theory, which divides stimulus provision into the concrete operational and formal operational stages. In the concrete operational stage, learning is based on tangible experiences,

while in the formal operational stage, it can involve abstract concepts. This approach significantly impacts learners' cognitive development.

Extracurricular activities also serve as valuable stimuli, as noted by Samadi, Nurishlah, and Mariam (2023). These activities enhance learners' affective capabilities, such as building healthy peer relationships, demonstrating empathy, collaborating effectively, and resolving conflicts.

Furthermore, project-based learning provides another form of effective stimulus. Khasanah and Darsinah (2022) highlight that project-based activities, which involve task completion requiring problem-solving skills, contribute to the development of learners' psychomotor abilities.

In addition to these methods, ethnic learning serves as a potent stimulus for learners' development. Sugara and Sugito (2022) explain that ethnic learning provides valuable experiences, fostering learners' growth. It involves understanding and appreciating Indonesia's cultural diversity, which stimulates psychological, social, cultural, and educational aspects of learners' development.

Ethnic learning presents a substantial opportunity, given Indonesia's vast cultural diversity, spanning from Sabang to Merauke, with over 300 distinct cultural variations. Introducing this rich cultural heritage in the learning process offers tangible examples to explore learners' cognitive, affective, and psychomotor development.

One such cultural heritage is Ubrug Banten, a theatrical tradition representing the lives of local communities. Ubrug Banten embodies noble values and can be integrated into ethnic learning.

Based on these considerations, this study aims to examine how Ubrug Banten, as a form of ethnic learning, can optimize learners' development through an ethnopedagogical approach.

Method

This study employs a descriptive qualitative research design with an ethnographic approach. As explained by Fadli (2021), qualitative research is a process aimed at understanding various phenomena in human or social contexts in their natural state, without the influence of hypotheses from the researcher. The qualitative method was chosen to explore and capture the cultural phenomenon of Ubrug Banten as it exists in society.

The descriptive method is also utilized for data presentation. Yuliani and Supriatna (2023) describe descriptive research as a way of presenting data by describing phenomena, events, or occurrences experienced by the researcher. This method was selected to ensure the findings can be clearly illustrated based on the data obtained.

Additionally, the study adopts an ethnographic approach. According to Sari, Kusuma, Hidayatullah, and Afgani (2023), ethnographic research delves deeply into the culture of a community, often observed through their daily activities. This approach is expected to provide valid and comprehensive data for presentation.

Data collection techniques in this research included interviews, observations, and documentation. The collected data were then analyzed using the Miles and Huberman framework, which involves data reduction, data display, and conclusion drawing.

Result and Discussion

Ethnopedagogical Criteria in Ubrug Banten

Ethnic learning presents a significant opportunity to stimulate learners' development. However, selecting a cultural practice to be incorporated into ethnic learning must be done carefully and based on specific criteria. Ubrug Banten, as a cultural tradition, represents the values of the Banten community, which are religious and harmonious with nature, expressed through theatrical performances. To ensure its suitability for ethnopedagogical learning, certain criteria must be fulfilled.

The following table summarizes the ethnopedagogical criteria met by Ubrug Banten:

Table.1 Ethnopedagogical Criteria in Ubrug Banten

Ethnopedagogical Criteria	Explanation
Based on experience	Ubrug Banten originated from the life experiences of the Banten community, dating back to the Sultanate era and continuing to the present day.
Proven through centuries of use	Ubrug Banten has existed since the Sultanate of Banten and has been practiced for centuries.
Adaptable to contemporary culture	Ubrug Banten performances have adapted to modern media, such as television

	and social platforms like YouTube.
Integrated into community practices	Historically performed for joyous events at the Sultanate, Ubrug Banten continues to be a key feature of similar celebrations within the community today.
Dynamic in nature	Initially performed during Sultanate ceremonies, Ubrug Banten has evolved to be part of weddings, circumcisions, and other celebratory events.
Widely practiced in the community	Ubrug Banten remains a common and well-recognized tradition among the people of Banten.
Connected to belief systems	Ubrug Banten reflects the deeply religious nature of the Banten community, highlighting relationships between humans and God, humans and nature, as well as interpersonal connections.

Pedagogical Values in Ubrug Banten

A cultural tradition must possess pedagogical values to be integrated into the learning process. According to Prawiyogi, Dwimarwati, and Afryanto (2022), pedagogical

values refer to the principles taught during learning activities to achieve educational objectives. Auliyah (2022) further categorizes pedagogical values into several types, as shown in the table below:

Table.2 Pedagogical Values in Ubrug Banten

Pedagogical Value	Explanation
Theological Values	Ubrug Banten performances involve rituals, such as offerings to ancestral spirits, as part of its theological elements.
Moral Values	Ubrug Banten incorporates humor (bobodor), songs (tembang), and theatrical roles (lakon), all of which convey moral teachings.
Social Values	Ubrug Banten emphasizes social relationships, symbolized by the meaning of "Ubrug" itself, which translates to "togetherness."

Integrating Ubrug Banten into Primary School Learning

To integrate Ubrug Banten into the learning process for primary school students, it is essential to determine an effective method that aligns with their developmental characteristics. One suitable method is role-playing, which actively involves students in specific roles and provides them with hands-on, immersive experiences. This approach allows students to engage directly with the material in a meaningful and interactive manner.

In addition to selecting an appropriate method, integrating Ubrug Banten as ethnic learning to optimize students' development requires meeting the four core competencies of 21st-century learning: communication, critical thinking, creativity, and collaboration. Communication skills can be enhanced as students interact with peers and the audience during performances, fostering their ability to convey and exchange ideas effectively. Critical thinking is developed as students analyze and address real-life issues creatively, presenting them in the form of humor that is respectful and thoughtful. Creativity is fostered through improvisation and innovative expression in their theatrical acts, allowing students to explore and develop unique ideas. Collaboration is cultivated as students work together to produce cohesive and engaging performances, building teamwork and a sense of shared responsibility.

By integrating these elements, Ubrug Banten becomes an effective medium for ethnic learning in primary schools. It not only promotes cultural understanding and appreciation but also supports the holistic development of students in cognitive, affective, and psychomotor domains, preparing them for the challenges of 21st-century education.

Conclusion

Student development is crucial to consider, as it significantly influences their learning outcomes. Various strategies can be implemented to stimulate student development through educational activities, one of which is by incorporating Ubrug Banten into the learning process. Ubrug Banten learning is a form of ethnic education based on the ethnopedagogical approach, rooted in the cultural profile of the Banten community.

However, integrating ethnic learning through Ubrug Banten cannot be done arbitrarily; careful consideration is required to ensure its effectiveness in optimizing student development. Ubrug Banten must be analyzed against ethnopedagogical criteria and pedagogical values. From the perspective of ethnopedagogical criteria, Ubrug Banten meets the standards as it is based on lived experiences, has been practiced for centuries, can be adapted, is integrated into community practices, is dynamic in nature, is widely recognized, and is connected to belief systems. Regarding pedagogical values, Ubrug Banten embodies theological, moral, and social values that are teachable and beneficial for learners.

Once these considerations are addressed, Ubrug Banten can be integrated into primary school education. This integration is best implemented through role-playing methods while focusing on 21st-century competencies, such as communication, critical thinking, creativity, and collaboration. By aligning these elements, Ubrug Banten learning has the potential to effectively optimize students' development across cognitive, affective, and psychomotor domains.

References

- Auliyah, U. U. (2022). Transformasi Nilai Pedagogis Tradisi Nyadran Sidoarjo Sebagai Model Pembelajaran Generasi Alpha. *Jurnal Pendidikan Geosfer*, 1. 7(1).
- Fadli, M. R. (2021). Memahami Desain Metode Penelitian Kualitatif. *Humanika, Kajian Ilmiah Mata Kuliah Umum*, 36. 21(1).
- Khasanah, S. U., & Darsinah. (2022). Implementasi Pembelajaran Berbasis Proyek dalam Perkembangan Psikomotorik Peserta Didik Usia Sekolah Dasar. *Jurnal Pendidikan Dasar Flobamorata*, 286. 3(1).
- Prawiyogi, A. G., Dwimarwati, R., & Afryanto, S. (2022). Nilai Pedagogis dalam Ritual Domyak. *Pantun Jurnal Ilmiah Seni Budaya*, 1. 7(1).
- Samadi, M. R., Nurishlah, L., & Mariam, S. (2023). Strategi Pengembangan Ekstrakurikuler Untuk Meningkatkan Kemampuan Afektif Siswa Sekolah Dasar. *Ta'dib: Jurnal Pendidikan Agama Islam*, 83. 1(2).
- Sari, M. P., Kusuma, A., Hidayatullah, B., A, R., & afgani, M. W. (2023). Penggunaan Metode Etnografi dalam penelitian Sosial. *Jurnal Pendidikan Sains dan Komputer*, 84. 3(1).
- Simanjuntak, K., & Siregar, R. S. (2022). Perkembangan Kognitif Peserta Didik dan Implementasi dalam Kegiatan Pembelajaran. *Jurnal Riyadhah*, 120. 1(1).
- Sugara, U., & Sugito. (2022). Etnopedagogi : Gagasan dan Peluang Penerapannya di Indonesia. *Jurnal Pendidikan dan Kebudayaan*, 93. 7(2).
- Ulfah, & Arifudin, O. (2021). Pengaruh Aspek Kognitif, Afektif dan Psikomotor Terhadap Hasil Belajar Peserta Didik. *Jurnal Al - Amar*, 1. 2(1).
- Yuliani, W., & Supriatna, E. (2023). *Metode Penelitian Bagi Pemula*. Bandung: Widina Bhakti Persada.