

The Concept of Locally Contained Independent Learning Model: Glocalization in Elementary School Indonesian Language Learning in the Coastal Area of Southwest Papua

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Abstract

This study describes the concept of an independent learning model as a demand for 21st century learning that is aligned with local wisdom content. Through the concept of glocalization in learning, it will be able to increase the cognitive potential of students more optimally. This study aims to help improve the quality of learning to read and write for elementary school students in grade 1 in remote coastal areas of Southwest Papua. This study uses a descriptive qualitative method to present in a structured manner the concept of an independent learning model with local content in learning Indonesian (beginning reading and writing). Data collection techniques and instruments in this study use observation, interview, and documentation techniques. The results of this study are 1) a description of the syntax concept of an independent learning model with local content; 2) a description of the stages of glocalization of Indonesian language learning; and 3) a description of the value of student learning outcomes. The conclusion of this study is that through glocalization of Indonesian language learning in elementary school children, it will be able to improve the ability to read and write very effectively through five syntax models of independent learning with local wisdom content.

Keywords : *Independent Learning, Local Content, and Glocalization*

Introduction

Language is an important tool in people's lives as a means of communication, both verbally and in writing. Language in general can be interpreted as a system of arbitrary sound symbols (as you like) produced from the human oral process which is characterized by dynamics, conventions, and universals. This is in line with the opinion of (T. Putra & Sumadi, 2020) , which states that language is the main tool used by its users in every activity of their lives, both as individual and social beings.

As social beings, humans are required to continue to develop and develop their potential and be able to actualize themselves in the midst of social society. The position of language in this case is as an image of the mind formed from thoughts, or a form of language spontaneously and individually imitating or following the form of thoughts or ideas (T. Putra & Sumadi, 2020) . In the context of learning, language is one of the important subjects that is the main foundation that is useful for the learning process of students in understanding other sciences, or it can be said that Indonesian language

subjects are the spearhead of knowledge that directs students to have optimal cognitive competence.

The life of students in learning in general psychologically has needs in the process. Through the fulfillment of these needs, humans can interact well. The theory of humanist psychology initiated by Abraham Harold Maslow (Sumadi et al., 2023) states that humans must fulfill five basic needs, the first need is physiological needs, the second is the need for security, the third is the need for love, the fourth is the need for self-esteem, and the fifth is the need for self-actualization.

The main and most important factor in all levels of human needs is that each need is interrelated and related to each other, so that a pattern of social interaction is formed that binds humans as individual beings in the midst of social society. The phenomenon that emerged in the midst of the current social environment, in the era of increasingly sophisticated technology in the 21st century, the pattern of human interaction has shifted to a pattern of robotic and technological interaction which also has an impact on the world of education. There are several studies, one of which is in (Rawung et al., 2021) which explains that the goal of education in the era of the industrial revolution 4.0 is to bring humans to a better civilization. However, the more sophisticated the education system that is running is not yet commensurate with the level of early literacy of children in Indonesia in general.

The main phenomenon in this study is the level of quality of early reading and writing literacy depicted in Indonesia still has a gap. In one area the quality of children's reading and writing literacy is already very superior, but in one area the quality of children's reading and writing literacy is still very low. This is what then causes learning difficulties in it (TY Putra, 2024).

From the phenomena explained above, many studies have been conducted related to the development of literacy models for children. The following are some relevant previous studies conducted by (Mboka et al., 2021), (Mutji & Suoth, 2021), (Widiade, 2020), (Ifadah, 2020), (Gusti, 2020) which emphasize the main objective of developing literacy models with different forms and containing high innovative values to increase children's interest in reading and writing in Indonesia.

The phenomenon in this study is in line with several previous relevant studies related to the development of reading and writing learning models for children. The following are several previous relevant studies conducted by (Valéria Moro Labs & Escame Gimiliani, 2022), (Hafid & Sirojjudin, 2020), (Yarmi & Wardhani, 2020) (Marlina, 2020), (Ramadhani & Yunus, 2021), (Widiade, 2020), (Suarti et al., 2022) which have similarities and research focus in improving children's writing and reading skills through various innovative learning media.

This study has several similarities and differences with the previous studies mentioned above. The similarity of this study with the relevant previous studies lies in the focus of the research which is equally focused on the development of a reading and writing literacy model. While the substantial difference between this study and previous studies lies in the value of novelty. This study has a value of *novelty* in the field of patterns and strategies for glocalization of Indonesian learning which is associated with the local wisdom of coastal children in Sorong Regency, West Papua who have the characteristics of stone games which are then used as the latest strategy from the concept of an independent learning model.

The concept of independent learning model can be placed as a process of individual progress in learning activities resulting from a pattern of permanent changes related to knowledge and skills through the process of experience or practice (Lalitha & Sreeja,

2020) . Furthermore, the practicality of the independent learning model can be used as an innovative strategy to improve students' adaptive abilities and activeness in acquiring knowledge (Himawanto et al., 2022) . Theoretically, the independent learning model refers to the process of increasing knowledge, skills, achievements, or personal development that is chosen and produced by a person with his own efforts independently (Gibbons, nd, 2002) .

Through the implementation of the independent learning model, each child will involve his/her thoughts in producing decisions in the process of creating his/her learning experience. This background encourages the author to conduct research related to the concept of the independent learning model as one of the effective efforts in the 21st century learning strategy to determine its influence on improving the reading and writing literacy skills and interests of elementary school children in grade 1 in West Papua.

Method

This study uses a descriptive qualitative method (Sugiyono, 2015) . It is explained that qualitative research is research that focuses on the description of phenomena in depth and researchers as *key instruments*. The data sources in this study were grade 1 students in elementary schools in the coastal area of Sorong Regency, West Papua. Data collection techniques and instruments in this study used observation, interview, and documentation techniques. Data analysis techniques in this study were carried out by covering two stages of research, namely needs analysis as a preliminary stage and model design as a further stage. The analysis technique used in both stages is qualitative analysis with an interactive analysis model (Miles and Hubberman) which includes four steps: (1) data reduction; (2) data presentation; (3) conclusions; and (4) verification.

Results

Syntax Concept of Independent Learning Model Containing Local Wisdom

The fully implemented independent learning model provides an opportunity for students to play a role in determining goals, choosing lesson content, and how to learn it. This will be able to develop interests and values of independence for students so that they are able to compete in their learning environment. The following are important points in the syntax of the independent learning model as well as the results of its application in the field. The syntax that can be done by teachers to carry out learning with the independent learning model includes the following. Student activities, including independent activities in the learning process through **games** that are relevant to learning materials such as recognizing symbols and letter symbols and knowledge of syllables and words. in the development of the independent learning model is based on **the acceleration of the child's learning process** not always using and optimizing the brain alone but also the involvement of the whole body/mind with all its emotions, senses, and nerves. Furthermore, activities facilitate students to independently carry out learning activities to build their skills and knowledge.

Student activities include **activities independent practice** through the process of working on worksheets and assisted by educational media to support students' initial reading and writing knowledge. students are free to explore their initial reading and writing literacy skills, in the picture above, students are training their motor concentration in understanding letter symbols.

There are three important points in the concept of independent learning that have been mentioned above, including 1) the importance of educational games applied in the syntax of the independent learning model; 2) the acceleration of the learning process of students through the syntax of the independent learning model; and 3) the existence of independent practice activities carried out directly by students. Based on these three important points. The essence of implementing the independent learning model in Indonesian language learning is able to develop students independently and actively. There are six stages in independent learning, including the following; 1) Setting the learning atmosphere; 2) growth and development of skills through games; 3) independent practice; 4) appreciating performance; 5) evaluation; 6) feedback.

The first syntax, namely setting the learning atmosphere is the stage of teacher activity in diagnosing learning needs and ensuring that students are ready to learn. At this stage, the student's activity is to ensure that he is ready to follow the teaching and learning process in the classroom. The following is the result of the first syntax image in the field.



Figure 1. Setting the learning atmosphere

The second syntax, namely the growth and development of skills through games. This stage is the stage where the teacher provides games that are relevant to learning. While the activities of students in this stage are actively following all the game instructions given. In this syntax, the role of the teacher is very important in providing assistance to the systematics of the game that will be carried out. The following are the results of student learning treatment in understanding letters and letter symbol systems through the traditional *kadende game*. This game is very popular with students in coastal areas, through the glocalization of this game students will train their sensory and motor skills simultaneously, concentration, and self-motivation of students play a very active role in increasing interest in learning and accelerating the growth and development of their cognitive skills.



Figure 2. Skills Development

The third syntax is independent practice, the activity at this stage is entirely the students. Students carry out the stages of practicing reading and writing letters, syllables and words from the game that has been done previously. At this stage, the teacher takes control as a facilitator and companion in the process of student work.



Figure 3. Independent reading and writing practice

The fourth syntax in the independent learning model is the stage of appreciating performance. Teachers and students carry out fun activities to give appreciation for the learning process of students with clapping or happy singing in class.



Figure 4. Rewarding learning performance

The fifth syntax in the independent learning model is evaluation. This activity is carried out by the teacher individually to measure the learning achievement of each student.



Figure 5. Evaluating skills in recognizing letters, syllables, and words

The last syntax is feedback, the teacher carries out the feedback process from the learning outcomes that have been carried out by students in the classroom. Through feedback activities, teachers can observe weaknesses or obstacles in learning so that they will become evaluation materials in the next learning process.



Figure 6. Feedback activities

Description of the Stages of Glocalization in Indonesian Language Learning

Glocalization of learning through independent learning models is designed through three core stages, including the following. **Stage I: (Preparation)** In the preparation stage, important things that are directly related are preparing all the media needed to support the implementation of the model. **Stage II: (Incubation)** In the incubation or mechanism stage, there is a combination or pairing of the literacy stages with the types of games typical of children in coastal areas. **Stage III: (Illumination)** In this illumination stage, a concept or method for pairing at the incubation stage is born. The concept that was born was a literacy concept or model that emphasized the local wisdom of coastal children's games. The following are the results of a form of glocalization of Indonesian language learning in the form of a local game for Sorong Regency children called *kadende Sorong*.

The type of game designed is the Kadende Sorong Alphabet game. The Kadende Sorong game is a typical game of coastal children, the original game procedure is by playing throwing and pushing stones with one foot until they reach the finish line. The general benefits of this game are to improve concentration and balance. Usually, this game begins with the activity of choosing the order of players in a unique way. In coastal areas this game is one of the games that still exists, but is no longer very popular among children.

The main objective of designing a literacy model for children in the coastal areas of Sorong Regency, West Papua, is to gain experience and knowledge about early reading and writing literacy. Both of these objectives are equally important, but for elementary and junior high school levels, the objective of gaining experience must be prioritized. If a child has been able to successfully gain this experience, then he will have the motivation to learn new things related to his experience.

The following is a form of game that is applied in learning to read and write beginning for grade 1 elementary school children.

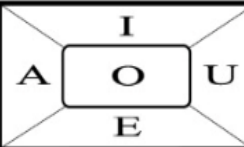
START	
1	8
2	7
3	6
4	5

Figure 7. Sketch of the Kadende Sorong game board

After the reconstruction of this game and associated with literacy activities. The game system changes to the following.

- Participants are introduced to the sounds of letters in a guided manner.
- After the participants are familiar with the letter sounds, then 1 participant takes 2 consonant stones at random (up to you)
- Then the participants play and choose the order of the players.
- Participants play in order
- Participants place 1 consonant stone on the START line
- Participants lift 1 leg and push the consonant stone past each number box 1 to number box 5.
- Participants lower their feet for a moment (rest) in box number 5.
- Then the participant takes a consonant stone and places it in the number 6 box
- Participants lift their legs back and push hard against the consonant stone while directing it towards the vocal chambers /a/, /i/, /u/, /e/, /o/
- When the consonant stone successfully stops in one of the vocal chambers without touching the line, the participant continues to jump with one foot past the number 7 and number 8 boxes, then the participant takes the consonant stone with his hand.
- If you touch the line, the game is declared a failure and you have to switch to the next participant in the sequence.
- Participants hold the sambal stone and remain standing on one foot, passing the box backwards starting from the numbers 8 - 7 - 6 - 5 - 4 - 3 - 2 - 1 (then jump out of the box without touching the START box)
- Then participants write pairs of consonant and vowel letters in the letter space provided

- n. The game is played in turns until meaningful words are produced
- o. Joint evaluation and providing reinforcement
- p. Conduct feedback.

Student Learning Outcome Values

Through the application of the syntax of this local independent learning model, it is able to improve student learning outcomes, based on the following observation results, the student learning outcomes are described in 8 aspects of initial reading and writing skills, including; 1.2) reading and writing vowels; 3.4) reading and writing consonants; 5.6) reading and writing syllables; and 7.8) reading and writing words.

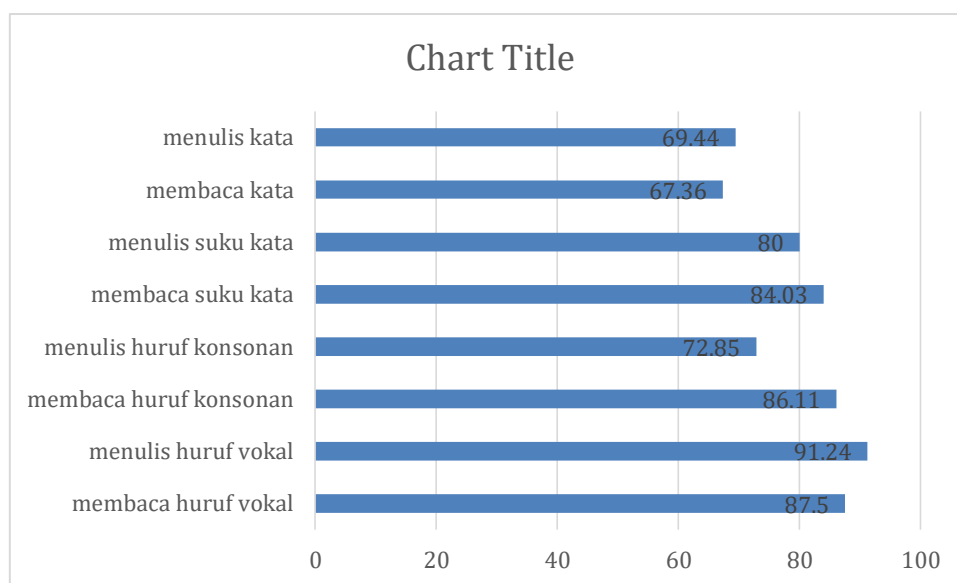


Figure 8. Learning Outcomes

Based on the diagram above, the highest score is the aspect of writing vowels with an average learning score of 91.24 and the lowest score is the aspect of reading words with an average learning score of 67.36. While for the aspect of reading vowels it is 87.5, reading consonants with a score of 86.11, writing consonants with a score of 72.85, reading syllables with a score of 84.03, writing syllables with a score of 80, and the aspect of writing words with a score of 69.44. It can be concluded that there is an effective increase through the application of the concept of a local independent learning model.

Discussion

The form of local wisdom that can be optimized for integration into the learning process of students is local games. Exploring cultural values based on *local wisdom* is a strategic step in building community character in the era of globalization (Anatasya et al., 2023). Referring to the benefits of playing for children's growth and development, it is the main foundation in developing a learning model based on local wisdom games (Kurniati et al., 2017).

A fun learning strategy must be able to attract students' interest to be actively involved in the learning process so that efforts to achieve the set learning objectives can be maximized. This concept is in line with the *joyful learning strategy* which is explained as a strategy for an exciting and meaningful learning process (Sufiani & Marzuki, 2021). A fun learning process can certainly take place without being fixated on one place, the

learning facilities provided to children must be reviewed for their meaningfulness in supporting children's self-development (Baiti, 2020) . Application of an independent learning model can support the implementation of fun and happy learning for children in the independent learning process so that the learning atmosphere for reading and writing literacy can be more effective and communicative. Fun learning through the implementation of the BM- *TBS model* has basic principles that are apparent through the implementation of the independent learning model is the active involvement of students in carrying out early literacy learning activities. Student involvement greatly influences the level of success of a learning model. The learning and teaching process should be implemented through principles related to *maintaining students' interest in learning* so that the process of transferring knowledge and information provided by teachers to students can be established in a comfortable atmosphere (MUnirah, 2018). The atmosphere obtained from the implementation of the independent learning model will give birth to a visible psychological principle, namely the emergence of student comfort in carrying out their learning activities, because the psychological principle focuses on the development of student progress which is a benchmark for their success (Pratiwi & Dwinata, 2023) .

Student learning success through the implementation of independent learning models loaded with local wisdom, namely this model can facilitate students to be more active in interacting with teachers, teaching materials, media, and especially interacting with themselves as individuals who have competence in a conducive and collaborative classroom atmosphere. The independence approach to learning in general requires students to play their role in the success of learning (Scheel et al., 2022) .

Overall, the development of the independent learning model development model containing local wisdom in Indonesian language learning has been effective in improving the literacy skills of early reading and writing students. Recommendations for further researchers on the aspect of applied learning media, can further explore the diversity of media that can be easily found and recognized by more varied students who can support early reading and writing literacy learning.

Conclusion

The conclusion of this study is that there are three important points in the concept of independent learning that have been mentioned above, including 1) the importance of educational games applied in the syntax of the independent learning model; 2) the acceleration of the learning process of students through the syntax of the independent learning model; and 3) the existence of independent practice activities carried out directly by students. Based on these three important points. The essence of implementing the independent learning model in Indonesian language learning is able to develop students independently and actively. There are six stages in independent learning, including the following; 1) Setting the learning atmosphere; 2) growth and development of skills through games; 3) independent practice; 4) appreciating performance; 5) evaluation; 6) feedback. In the process of glocality, Indonesian language learning is carried out through three stages, namely 1) preparation stage; 2) incubation stage; and 3) illumination stage. Through the process of glocality, Indonesian language learning with the concept of independent learning is said to be very effective in improving student learning outcomes.

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