DEVELOPMENT OF SOCIAL LITERACY SKILLS OF ELEMENTARY SCHOOL STUDENTS BASED ON THE LOCAL WISDOM OF REJANG LEBONG

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ABSTRACT

The development of social literacy skills in learning appears to meet the need to improve students' knowledge based on local wisdom. This study aims to develop students' social literacy skills in social science lessons based on local wisdom at Elementary School 88 in Rejang Lebong. The research method used a Research and Development (R&D) approach adopted from ADDIE, that includes the stages of analysis, design, development, implementation, and evaluation. The samples were the teachers and fifth-grade students. The data collection techniques were interviews, questionnaires, and documentation. The qualitative data was analyzed through data collection, interpretation, verification, and conclusions. The quantitative data was analyzed using the percentage formula with intervals adopted from Hake. The research findings show that teachers and students need the development of social science leaning model based on local wisdom. The resulting material is suitable for use, and the test of the effectiveness of the learning model through small-group trials indicates that the model is effective in increasing the social literacy of elementary school students.

Keywords: elementary school; local wisdom; social literacy skills

INTRODUCTION

Integrating local wisdom in teaching materials is necessary in the teaching of 21st-century learning. Students are required to be able to communicate, collaborate, be critical, solve problems, and be creative in work.[1,2,3,4] This has challenged teachers to present an innovative-contextual learning process to improve students' critical thinking skills -

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[1] Hanan Aifan, "Implementing a Project-Based Collaborative Learning Approach Using PowerPoint to Improve Students' 21st-Century Skills," *E-Learning and Digital Media* 19, no. 3 (May 2022): 269–70, https://doi.org/10.1177/20427530211030642.

[2] Sumayya Saleem et al., "Understanding 21st Century Skills Needed in Response to Industry 4.0: Exploring Scholarly Insights Using Bibliometric Analysis," *Telematics and Informatics Reports* 13 (March 1, 2024): 100124, https://doi.org/10.1016/j.teler.2024.100124.

[3] T. S. Cristea et al., "Do 21st-Century Skills Make You Less Lonely? The Relation between 21st-Century Skills, Social Media Usage, and Students' Loneliness during the COVID-19 Pandemic," *Heliyon* 10, no. 3 (February 15, 2024): e25899, https://doi.org/10.1016/j.heliyon.2024.e25899.

[4] Halah Ahmed Alismail, "Teachers' Perspectives of Utilizing Distance Learning to Support 21st Century Skill Attainment for K-3 Elementary Students during the COVID-19 Pandemic Era," *Heliyon* 9, no. 9 (September 1, 2023): e19275, https://doi.org/10.1016/j.heliyon.2023.e19275.

(HOTS).[5,6,7] Therefore, teachers as professional educators can re-construct learning in a contextual direction by creating an active, creative, pedagogical, critical learning atmosphere and strengthening students' literacy in harmony with the learning atmosphere or students.[8] Students' social literacy skills are important to develop since the elementary school level.[9,10] These skills go beyond the ability to read or write, which are acquired through social interactions with other children and adults in both the formal and informal curricula.[11] The urgency of literacy for elementary school students is supported by the Ministry of Education and Culture program through the launch of the school literacy movement. The program encourages literacy in various fields of learning, including reading, writing, science, and social/cultural literacy. Syahza et al. stated that, according to the 2020 data from Program for International Student Assessment (PISA), the literacy skills of elementary school students in Indonesia ranked 64 th out of 65 countries.[12] This shows that literacy activities among elementary school students are still minimal. Research conducted by Dewi et al. found that students equipped with literacy skills have high thinking power.[13] Therefore, teachers can present learning methods that can increase student literacy.

[5] Duden Saepuzaman et al., "Can Innovative Learning Affect Student HOTS Achievements?: A Meta-Analysis Study," *Pegem Journal of Education and Instruction* 11, no. 4 (October 6, 2021): 301–2, https://doi.org/10.47750/pegegog.11.04.28.

[6] Yan Ma, "Exploration of Flipped Classroom Approach to Enhance Critical Thinking Skills," *Heliyon* 9, no. 11 (November 1, 2023): e20895, https://doi.org/10.1016/j.heliyon.2023.e20895.

[7] Claudia Viviana Angelelli et al., "Developing Critical Thinking Skills through Gamification," *Thinking Skills and Creativity* 49 (September 1, 2023): 101354, https://doi.org/10.1016/j.tsc.2023.101354.

[8] Zhi Hong Wan, Shui Lan Wan, and Ying Zhan, "For Harmony and Democracy: Secondary Students' Views on the Value of Developing Critical Thinking in a Confucian Heritage Context," *Thinking Skills and Creativity* 44 (June 1, 2022): 101031, https://doi.org/10.1016/j.tsc.2022.101031.

[9] Merfat Ayesh Alsubaie, "Distance Education and the Social Literacy of Elementary School Students during the Covid-19 Pandemic," *Heliyon* 8, no. 7 (July 1, 2022): 6–7, https://doi.org/10.1016/j.heliyon.2022.e09811.

[10] Merfat Ayesh Alsubaie, "Distance Education and the Social Literacy of Elementary School Students during the Covid-19 Pandemic," *Heliyon* 8, no. 7 (July 1, 2022): e09811, https://doi.org/10.1016/j.heliyon.2022.e09811.

[11] Clancy Blair, Rachel D. McKinnon, and M. Paula Daneri, "Effect of the Tools of the Mind Kindergarten Program on Children's Social and Emotional Development," *Early Childhood Research Quarterly* 43 (April 1, 2018): 53–54, https://doi.org/10.1016/j.ecresq.2018.01.002.

[12] Almasdi Syahza et al., "Utilization of Peatlands Based on Local Wisdom and Community Welfare in Riau Province, Indonesia," *International Journal of Sustainable Development and Planning* 15 (November 13, 2020): 119–1120, https://doi.org/10.18280/ijsdp.150716.

[13] Citra Ayu Dewi, Pahriah Pahriah, and Ary Purmadi, "The Urgency of Digital Literacy for Generation Z Students in Chemistry Learning," *International Journal of Emerging Technologies in Learning (iJET)* 16, no. 11 (June 4, 2021): 89, https://doi.org/10.3991/ijet.v16i11.19871.

Conceptually, social literacy is the ability of students to integrate and apply knowledge and skills, including the attitudes and values they believe in social life.[14,15,16] Social literacy forms students to be able to interact, maintain, and build good relationships with others and represents students' and teachers' capacities to optimize the benefits of feedback in learning.[17,18] In addition, social literacy is the ability of students to interpret and understand various social problems that must be faced in everyday life.[19] Therefore, critical students with high social literacy skills will be able to analyze, assess, and build social contexts in their environment proportionally.

The rapid development of technology and information is a constraint on students to preserve local wisdom values. Even though local wisdom is a product of people's thoughts, awareness, actions, and beliefs, it becomes the basis and guidelines for generations practiced by the community within their social sphere;[20] in reality, integrating local wisdom into learning tools will increase student competency.[21,22] Therefore, local wisdom, a symbol of the identity of the Indonesian nation in almost every region, that

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[14] Sumarmi Sumarmi, Muhammad Aliman, and Tuti Mutia, "The Effect of Digital Eco-Learning in Student Worksheet Flipbook to Environmental Project Literacy and Pedagogic Competency," *Journal of Technology and Science Education* 11, no. 2 (June 16, 2021): 358, https://doi.org/10.3926/jotse.1175.s

[15] Nawalinsi Nawalinsi et al., "Social Literacy in Social Studies Learning for Junior High School Students in Lahat City," *JETL (Journal of Education, Teaching and Learning)* 9, no. 1 (February 29, 2024): 21–27, https://doi.org/10.26737/jetl.v9i1.4855.

[16] Ella Masita, "The Effect of Pandemic Era to Students' Social Literacy Skills," *Jurnal Scientia* 10, no. 1 (August 29, 2021): 207–10.

[17] Leyla Dönmez, "Map Literacy Skill in Social Sciences Curriculum of Turkey: The Gap between Theory and Practice," *Review of International Geographical Education Online* 11, no. 2 (April 25, 2021): 456–457, https://doi.org/10.33403/rigeo.899631.

[18] Hafni Resa Az-Zahra, Sarkadi Sarkadi, and Ishak Gary Bachtiar, "Students' Social Literacy in Their Daily Journal," *Mimbar Sekolah Dasar* 5, no. 3 (December 26, 2018): 162–73, https://doi.org/10.53400/mimbar-sd.v5i3.12094.

[19] Az-Zahra, Sarkadi, and Bachtiar, 172.

[20] Juliana Juliana et al., "Acceleration of Community-Based Tourism Village Development in West Java Province," *Jurnal Pariwisata Pesona* 7 (June 15, 2022): 1279–1280, https://doi.org/10.26905/jpp.v7i1.7368.

[21] Rosita Madjis Mudjid et al., "Development of Android Physics Learning Tools Based on Local Wisdom Traditional Game Bola Boy as a Learning Source," *International Journal of Interactive Mobile Technologies (iJIM)* 16, no. 06 (March 22, 2022): 92, https://doi.org/10.3991/ijim.v16i06.27855.

[22] Asmayawati, Yufiarti, and Elindra Yetti, "Pedagogical Innovation and Curricular Adaptation in Enhancing Digital Literacy: A Local Wisdom Approach for Sustainable Development in Indonesia Context," *Journal of Open Innovation: Technology, Market, and Complexity* 10, no. 1 (March 1, 2024): 100233, https://doi.org/10.1016/j.joitmc.2024.100233.

reflects the attitude, behavior, and values of the community as a cultural product should be included in school learning. [23,24]

Several weaknesses are found based on the preliminary analysis, including the teaching material of local wisdom-based social literacy in the curriculum concepts and elementary school learning materials that remain minimal. At the same time, preserving the values of Rejang Lebong's local wisdom can improve students' social literacy and create an active, challenging, creative, and meaningful learning atmosphere because they lead students directly in learning. In addition, Hasnadi stated that local wisdom-based learning can change the monotonous learning system and culture to become active,[25] and active learners are able to simulate various cultural events through various learning.[26] This points to the need to further maintain and preserve the values of local wisdom by applying to learning materials.

For that reason, it is necessary to develop the Social Sciences Learning (SSL) model to shape students into good citizens and citizens of the world. Through social studies subjects, students are invited to learn different ideas, beliefs, values, and cultures that contain lessons on values and attitudes. It is further expected to increase the social literacy and learning outcomes of the students at elementary school level. The research hypothesis is that the social literacy skills based on the local wisdom of Rejang Lebong can improve students' knowledge.

RESEARCH METHODS

This study used the research and development method with the ADDIE development model. The development model consists of five main stages: analysis, development, design, implementation, and evaluation. The Research and Development

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[23] Dewa Agung Gede Agung et al., "Local Wisdom as a Model of Interfaith Communication in Creating Religious Harmony in Indonesia," *Social Sciences & Humanities Open* 9 (January 1, 2024): 100827, https://doi.org/10.1016/j.ssaho.2024.100827.

[24] Robert Sibarani, Peninna Simanjuntak, and Echo J. Sibarani, "The Role of Women in Preserving Local Wisdom *Poda Na Lima* 'Five Advices of Cleanliness' for the Community Health in Toba Batak at Lake Toba Area," *Gaceta Sanitaria*, The 3rd International Nursing and Health Sciences Students and Health Care Professionals Conference (INHSP), 35 (January 1, 2021): S533–36, https://doi.org/10.1016/j.gaceta.2021.10.086.

[25] Hasnadi Hasnadi, "Integrated Education System: A Local Wisdom-Based Education Model for Building Student's Character," *International Journal of Educational Research and Social Sciences (IJERSC)* 4, no. 3 (June 28, 2023): 549–550, https://doi.org/10.51601/ijersc.v4i3.662.s

[26] Agustinus Hermino and Imron Arifin, "Contextual Character Education for Students in the Senior High School," *Contextual Character Education for Students in the Senior High School* 9, no. 3 (June 3, 2020): 1019–1021.

(R&D) model was adopted from ADDIE with the research phase starting from the analysis stage consisting of literature and field studies. The literature study described the theories that would be developed, including analysis of the model theory, social studies learning, local wisdom, and students' social literacy. The researchers conducted a field study before developing the social studies learning model based on the local wisdom of Rejang Lebong. In the first stage, the researchers conducted a needs analysis through interviews, questionnaires, and documentation.

The instruments involved the aspects of teaching and learning, teaching material, learner involvement, and learning assessment. Furthermore, the model design stage started with analyzing content standards, compiling indicators, and designing syllabus products, lesson plans, teaching materials, and instruments. The development stage was conducted to compile product models and validate the models to experts. The implementation stage was carried out by individual trials (one-to-one try-out) and small-group try-outs. The evaluation phase was carried out by testing the implementation of the developed model.

The research data consisted of quantitative data and qualitative data. The quantitative data came from the product needs analysis questionnaire results, material experts, graphic and graphic design experts, linguists, and instrument evaluation experts. The qualitative data was obtained from the results of interviews, observations, and documentation. In detail, the data types, sources, and collection techniques of this study are presented in the following table.

Table 1
Data Types, Sources, and Collection Techniques

No.	Data type	Data source	Data collection technique
1	Quantitative	Obtained during pre-research	
		Product needs	interview guidelines
		Obtained during model validation	
		Material expert assessment	Questionnaire/questionnaire
		Assessment from image and graphic design experts	Questionnaire/questionnaire
		Linguist assessment	Questionnaire/questionnaire
		Test instrument expert assessment	Questionnaire/questionnaire
		Obtained during model testing	
		Teacher assessment	Questionnaire/questionnaire

No.	Data type	Data source	Data collection technique
		Student assessment	Questionnaire/questionnaire
2	Qualitative	**Obtained during pre-research**	
		Teacher interview results	Interview guidelines
		Student interviews	Interview guidelines
		Obtained after the implementation of the model	
		Teacher interview results	Interview guidelines
		Student interviews	Interview guidelines

Source: Personal Documents

The instrument used was an observation of students' social literacy. It was arranged as an observation sheet using the Likert scale with answer options 1-5. Observed indicators of students' social literacy skills included: intellectual abilities in analyzing local values in learning, students' ability to socialize with friends when studying, students' skills in collaboration, and attitudes in applying social values.

Table 2
Instrument Grilles of Student Social Literacy

Aspects of Social Literacy Ability	Frequency	Percentage
I. Intellectual skills		
Ability to identify and define issues		
Make a hypothesis based on the information		
Analyze and synthesize data		
Distinguish facts and opinions		
Formulate causal factors		
Presenting opinions from different perspectives		
Make value judgments in making decisions		
Total Intellectual Skills		
II. Social skills		
Coexist and cooperate, respect the rights of others, have social sensitivity		
Learn to control yourself		
Exchange thoughts and experiences with others		
Total Social Skills		
III. Teamwork Skills		
Take a role in the group		
Participate in group discussions		
Participate in making group decisions		
Total Cooperation Skills		
IV. Attitudes and social values		
Knowing the general values prevailing in society		
Make decisions based on value judgments		

Aspects of Social Literacy Ability	Frequency	Percentage
Know human rights		
Develop loyalty as a citizen		
respect national aspirations and heritage		
Develop a sense of brotherhood among human beings		
Total Social Attitudes and Values		
Total Aspects of Social Literacy		

Source: Jenny, Cook;[27] Nancy Pickering Thomas, Sherry R, Crow;[28] Az-Zahra et al.;[29] Bearne.[30]

The data analysis was carried out in a descriptive-quantitative manner by describing the average score of each component results. The category interval used to examine the effectiveness of the Social Sciences model in increasing students' social engagement is adopted as follows.[31]

Table 3
Score Intervals of Literacy Participants

Intervals		Category
$(g) > 0.7$	:	Tall
$0.7 > (g) > 0.3$	:	Currently
$(g) < 0.3$	:	Low

Source: [32]

RESULTS AND DISCUSSION

The results of developing social literacy skills based on the local wisdom of Rejang Lebong were obtained using the ADDIE model. The ADDIE model consists of 5

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[27] Jenny Cook-Gumperz, *The Social Construction of Literacy* (Cambridge: Cambridge University Press, 2006), 15–18.

[28] Nancy Pickering Thomas, Sherry R. Crow Ph.D, and Lori Franklin, *Information Literacy and Information Skills Instruction: Applying Research to Practice in the 21st Century School Library*, 3rd edition (Santa Barbara, Calif: Libraries Unlimited, 2011), 169–170.

[29] Az-Zahra, Sarkadi, and Bachtiar, "Students' Social Literacy in Their Daily Journal," 165–166.

[30] Eve Bearne, "Rethinking Literacy: Communication, Representation and Text," *Reading* 37, no. 3 (2003): 99–101, https://doi.org/10.1046/j.0034-0472.2003.03703002.x.

[31] Richard R Hake, "Analyzing Change/Gain Scores" (American Educational Research Association's Division D, Measurement and Research Methodology, USA, 1999), 1–2.

[32] Jufrida Jufrida et al., "Scientific Literacy and Science Learning Achievement at Junior High School," *International Journal of Evaluation and Research in Education (IJERE)* 8, no. 4 (December 1, 2019): 630, https://doi.org/10.11591/ijere.v8i4.20312.

stages, namely analysis, design, development, implementation, and evaluation.[33,34,] The descriptions of the stages are as follows.

In the first stage, the researchers conducted a needs analysis to determine the learning process and the need for developing a social studies learning model based on the local wisdom of Rejang Lebong. The data was obtained using interviews and questionnaires with 8 teachers and 30 students selected through purposive sampling. The data collected through interviews indicated that the social studies learning process was still conventional, the only learning resource used was social studies books published by Erlangga, the students had not been actively involved in the learning process, the teaching materials used by the teachers had not integrated the values of local wisdom of Rejang Lebong, the examples presented in learning were still national, and the teaching modules used had not integrated social literacy.

Meanwhile, the data of questionnaires from 8 elementary school teachers showed an average score of 74.18%, indicating that the teachers need a social studies learning model based on the local wisdom of Rejang Lebong. The results of the needs analysis questionnaire distributed to 30 participants showed that the students need the development of a model of social studies with an average of 72.75%. In addition, from the results of the documentation search, it was found that the teachers only had one teaching material, namely the social studies book published by Erlangga.

Based on the data obtained from the needs analysis of the teachers and students in Rejang Lebong, the researchers then designed a social studies learning model based on local wisdom to improve students' social literacy using the 2013 curriculum approach. The elements of the social studies learning model design based on the local wisdom of Rejang Lebong contained syntax, reaction principles, social systems, and supporting factors tailored to the needs of grade 5 elementary school students.

The design of the learning model to developed social studies learning based on the local wisdom of Rejang Lebong to improve the students' social literacy is as follows.

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[33] Razali Sharifah Nadiyah and Shahbodin Faaizah, "The Development of Online Project Based Collaborative Learning Using ADDIE Model," *Procedia - Social and Behavioral Sciences*, World Conference on Technology, Innovation and Entrepreneurship, 195 (July 3, 2015): 1803–12, https://doi.org/10.1016/j.sbspro.2015.06.392.

[34] Zehra Ozdilek and Edward Robeck, "Operational Priorities of Instructional Designers Analyzed within the Steps of the Addie Instructional Design Model," *Procedia - Social and Behavioral Sciences*, World Conference on Educational Sciences: New Trends and Issues in Educational Sciences, 1, no. 1 (January 1, 2009): 2046–50, https://doi.org/10.1016/j.sbspro.2009.01.359.
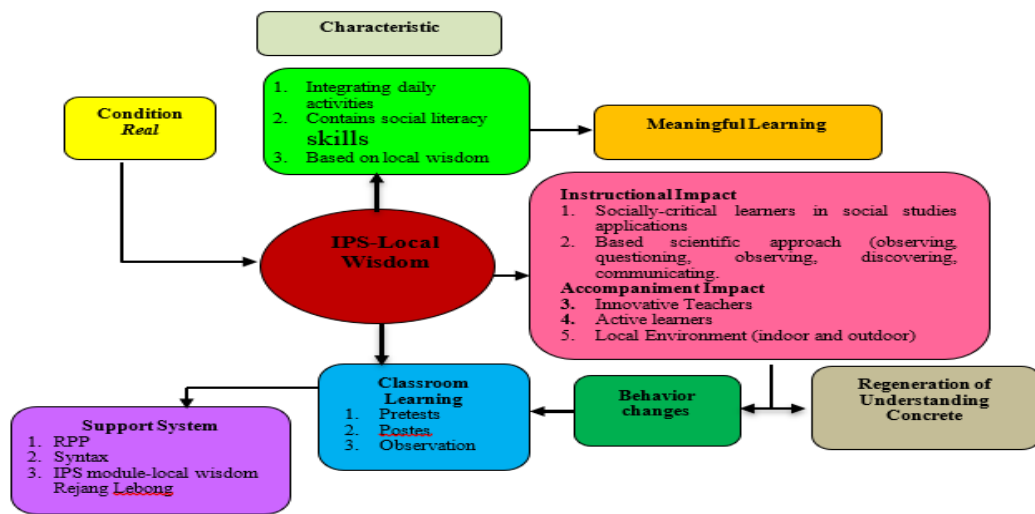
Figure 1
Design model of social studies learning based on the local wisdom of Rejang Lebong
Source: Personal Documents

The development of a social studies learning model based on Rejang Lebong's local wisdom to improve students' social literacy was designed as follows; The learning syntax consisting of activities: seeking information, identifying, processing data, communicating, and reflecting; The reaction principles emphasized in this model: learning containing daily activities, learning materials of Rejang Lebong's local wisdom, learning materials integrated with social literacy values, and regenerating concrete knowledge; The social system in this model: honing the ability to work together, strengthening the collaboration of students, demanding the activeness of students, and reflection on learning.; The supporting factors needed in the development of this model: social studies syllabus based on the local wisdom of Rejang Lebong, social studies lesson plan based on the local wisdom of Rejang Lebong, contextual teaching modules integrated with daily activities, HOTS-based test instruments integrated with the local wisdom values of Rejang Lebong in strengthening students' social literacy.

The development output produced a social study learning module with Rejang Lebong's local wisdom. The module product is shown in Figure 2.
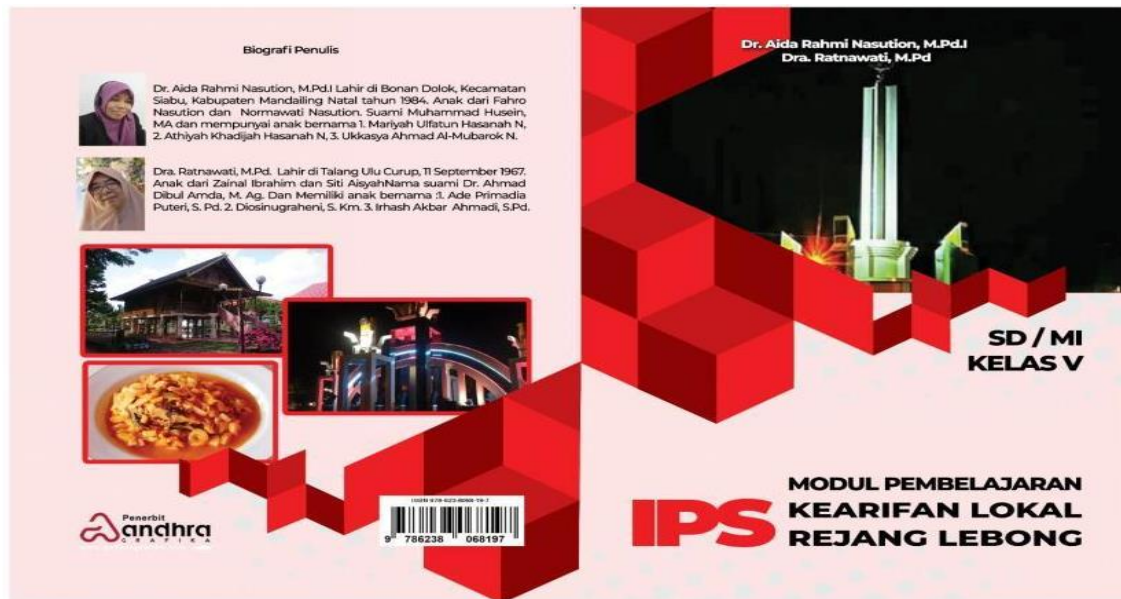
Figure 2
Cover Module Product
Source: Personal Documents

Furthermore, the learning syntax and teaching materials produced from the development of local wisdom-based social studies model can be seen in Figure 3.
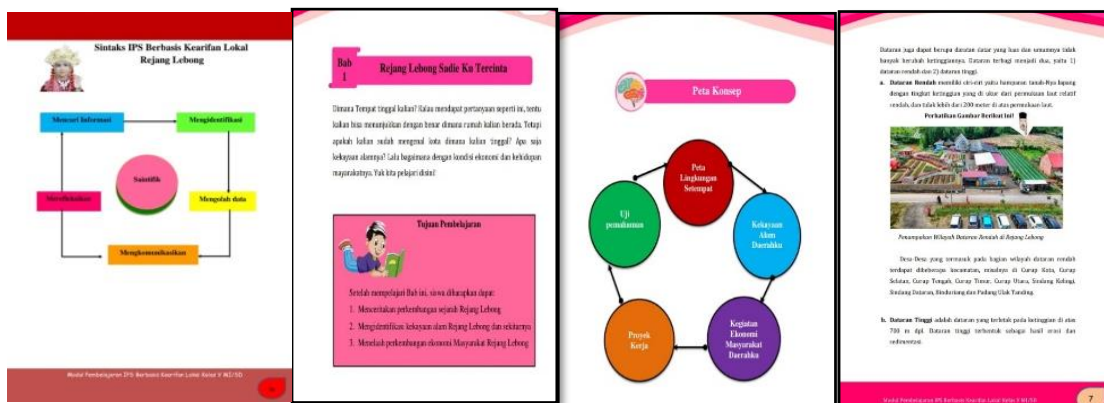

Figure 3
Content of Social Sciences Learning Material

Source: Personal Documents

The model of social sciences learning was developed to improve students' social literacy skill based on local wisdom. Furthermore, validation was carried out by several experts to the development of learning model. Each validator provided criticism and suggestions from the results of the validation. The validation of social studies learning model based on the local wisdom of Rejang Lebong aimed to look at the quality of the resulting learning in terms of the learning syntax, social system, reaction principles, interactional impact, and support systems.

The social studies learning model based on local wisdom was further validated theoretically through expert judgment (expert validation) for the learning model and product. The expert validation consisted of teaching material, design, and language experts. The assessment instrument by expert validators totaled 28 items of question. The learning model validation involved the learning syntax, social system, reaction principles, interactional impact, and support systems experts. The model product validation consisted of the teaching material, teaching media, and linguistic aspect. The teaching material was validated using a Likert scale questionnaire version 1-5. The teaching material expert assessed the content feasibility, module presentation, module limitations, and module layout/view. The design expert examined the layout and display of the module. The linguistic expert assessed the language use and information clarity.

Based on the validation from several experts, the development of social studies learning (SSL) model obtained an overall average score of 3.82 with good categories. These results show that the validity from several aspects is feasible for the development of SSL model based on the local wisdom of Rejang Lebong. The module was ready to be tested one-to-one and in small-group tests in classroom learning. The graph of the results of the validation analysis of the Rejang Lebong's local wisdom-based social science learning model can be seen in the following figure.
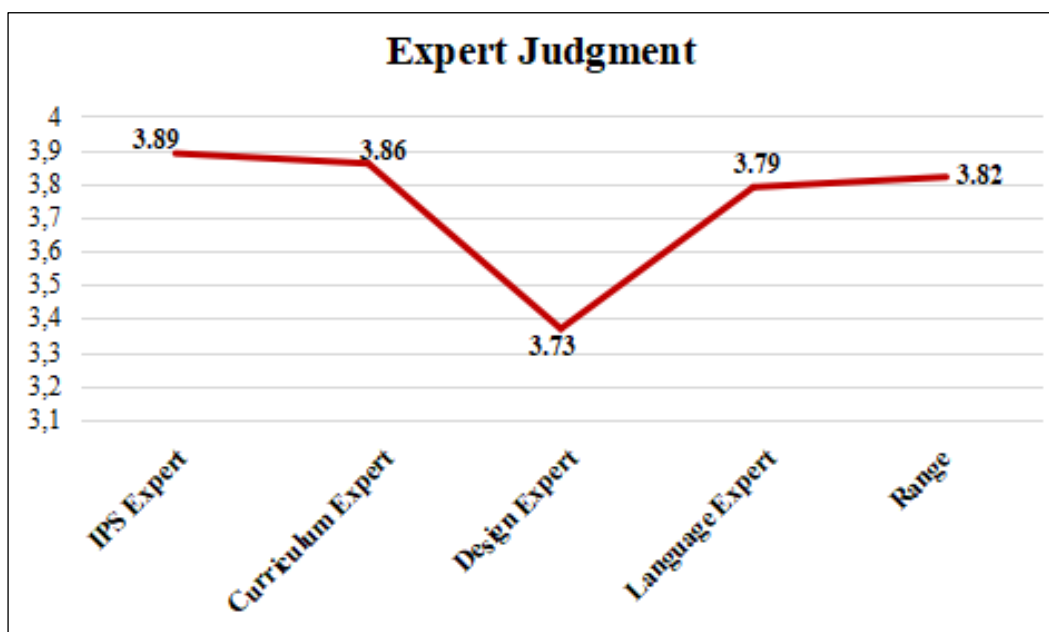

Figure 4
Expert Judgment
Source: Personal Documents

The social studies learning model trial based on the local wisdom of Rejang Lebong was conducted at SDN 88 Rejang Lebong. The trials were carried out twice, namely one-to-one trial on three students and then small-group trial on ten students. The following graphs present the one-to-one trial and small-group trial.
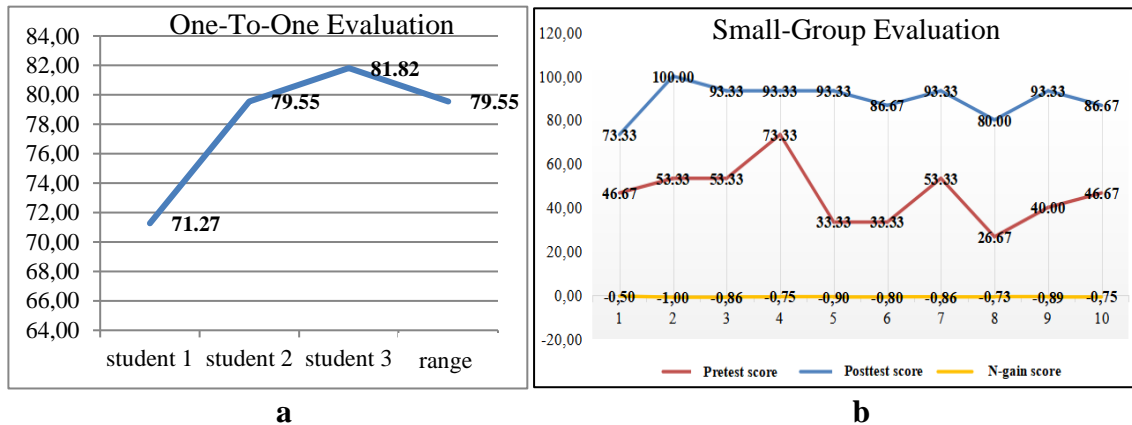
a

b

Figure 7

One-to-one evaluation (a) and small-group evaluation (b)

Source: Personal Documents

The implementation of social studies learning model based on the local wisdom of Rejang Lebong aimed to improve students' social literacy. Furthermore, the empirical trials were carried out in two stages namely, one-to-one trial and small-group trial. The one-to-one trial was conducted on 3 elementary school students. The results of the one-to-one trial showed an average score of 79.55. The category of this module was "good category" as shown in Figure 7a. Then a small-group trial was carried out on 10 students. The average pretest of students before using the social sciences local wisdom module showed that 46.00% of the participants were unable to socially literate in social studies learning. After the treatment for 4 meetings, the students experienced significantly improved social literacy in learning activities with a percentage of 89.33%. The students having high social literacy level are included in "good category" as shown in Figure 7 (b).

In the final stage of this study, the researchers evaluated the results of one-to-one trials and small-group trials. The next stage is testing for large groups, but in this study the researchers did not test in large groups because of the limited funding and time.

This study shows that the development of social studies literacy skill based on the local wisdom of Rejang Lebong is valid, practical, and effective in increasing students' social literacy. This finding supports several previous studies. It is important for students

to be provided with access to local wisdom materials by teachers to increase positive attitudes and behavior in utilizing local wisdom values as a social study learning resource in schools.[35] In line with a study by Rokayah et al.[36] the results show that the social literacy skills that support local wisdom vary based on gender and the average social achievement score in the previous class, most students still have low social studies literacy skills, and students' literacy skills are improved. Based on the needs analysis results, students are more likely to have an interest in learning based on daily activities and environment when studying. The local wisdom-based social sciences learning model was designed to interest students because the material was applicable to the social life of their environment. This is in line with the results of research by Rahmah in that contextual-based learning of the material can facilitate students to observe the intended object directly.[37]

The SSL model based on Rejang Lebong's local wisdom can also increase students' social literacy in the intellectual aspect.[38] Then, students who study in the closest environment can improve their reasoning abilities and analyze and decide on problems better.[39] Developing an SSL model based on local wisdom can also increase students' social literacy in the aspect of attitudes and social values in everyday life. This is due to the social aspects of students, such as the procedures for socializing as the customs of Rejang Lebong people, procedures for respecting the services of Rejang Lebong heroes, the values of cooperation that apply in the Rejang Lebong community, values in neighbors, how to care for the environment, and applying values in the family and society.

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[35] I Putu Sriartha, I Ketut Putrajaya, and Ni Km. Wahyuni, "Teacher's Attitude to Subak as A Social Studies Learning Source in Junior High School," in *Proceedings of the 4th International Conference on Law, Social Sciences, and Education, ICLSSE 2022, 28 October 2022, Singaraja, Bali, Indonesia* (Proceedings of the 4th International Conference on Law, Social Sciences, and Education, ICLSSE 2022, 28 October 2022, Singaraja, Bali, Indonesia, Singaraja, Indonesia: EAI, 2023), 8, https://doi.org/10.4108/eai.28-10-2022.2326356.

[36] Rokayah Rokayah and C. Rochman, "Local Wisdom Based on the Social Science Literacy in Elementary Education," in *Proceedings of the 3rd Asian Education Symposium (AES 2018)* (3rd Asian Education Symposium (AES 2018), Atlantis Press, 2019), 150–151, https://doi.org/10.2991/aes-18.2019.35.

[37] Rahmah Rahmah, Mahmudah Hasanah, and Mutiani Mutiani, "The Integration of Local Content on Action Materials-Economic Principles Related to Human Needs," *The Innovation of Social Studies Journal* 2, no. 2 (March 10, 2021): 143, https://doi.org/10.20527/iis.v2i2.3067.

[38] Nadia Mirela Florea and Elena Hurjui, "Critical Thinking in Elementary School Children," *Procedia - Social and Behavioral Sciences*, The 6th International Conference Edu World 2014 "Education Facing Contemporary World Issues", 7th - 9th November 2014, 180 (May 5, 2015): 565, https://doi.org/10.1016/j.sbspro.2015.02.161.

[39] Az-Zahra, Sarkadi, and Bachtiar, "Students' Social Literacy in Their Daily Journal," 167–68.

In addition, local culture-based learning models can improve students' socio-cultural literacy.[40,41]

The SSL model based on Rejang Lebong's local wisdom is designed to be easily applied by teachers because it is equipped with syntax and learning tools that encourage student independence in learning. The results of this research indicate that learning that is developed innovatively and actively can encourage student learning independence in obtaining knowledge, especially local culture.[42,43] Delivering material will be more meaningful for students if it is equipped with learning activities that students can do to build independent experiences even though they are not face-to-face.[44] The research has a limitation in that it only used the scope of small-group trials (small-field evaluation).

CONCLUSION

The purpose of this study is to develop a learning model of social literacy to improve students' knowledge based on local wisdom. This model is designed through 5 stages consisting of analysis, development, design, implementation, and evaluation. The results of developing a Rejang Lebong's local wisdom-based social studies model contribute to the presentation of appropriate learning modules to improve the knowledge of elementary school students. It was observed from the post-test scores, which increased by 89.33%, that there was an improvement in student literacy level after integrating local wisdom into the teaching of social studies. This model would be useful for teaching elementary students, especially in improving social studies literacy. The Rejang Lebong's local wisdom-based social studies learning can increase students' awareness of preserving local cultural values. Therefore, a learning model based on local wisdom is considered as a solution to improve students' literacy competence. This teaching material will be one of

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[40] (Setiawan et al., 2017),

[41] Erliany Syaodih, Endang Komara, and Dede Komara, "Local Culture-Based English Education in Fostering the Social Attitudes of Learners at SMP Negeri 1 Cisarua," *Journal of Positive School Psychology*, July 2, 2022, 7411–21.

[42] Nahid Zarifsanaiey et al., "The Effects of Digital Storytelling with Group Discussion on Social and Emotional Intelligence among Female Elementary School Students," *Cogent Psychology* 9, no. 1 (December 31, 2022): 14, https://doi.org/10.1080/23311908.2021.2004872.

[43] Parmin Parmin et al., "The Prospective Science Teachers' Skills in Reconstructing Indigenous Knowledge of Local Culture on Breast Milk Using Pare (*Momordica Charantia*)," *International Journal of Educational Research Open* 3 (January 1, 2022): 100193, https://doi.org/10.1016/j.ijedro.2022.100193.

[44] Glenda Agra et al., "Analysis of the Concept of Meaningful Learning in Light of the Ausubel's Theory," *Revista Brasileira de Enfermagem* 72 (February 2019): 254, https://doi.org/10.1590/0034-7167-2017-0691.s

the tools to support the teaching and learning process based on essential competencies in the curriculum. Furthermore, the results of this development of a learning model are helpful for other researchers to carry out further research to combine, design, and develop materials based on the local culture of each region in the teaching and learning process in elementary schools.

DECLARATION OF CONFLICTING INTERESTS
The authors declare that there are no potential conflicts of interest with respect to the research, authorship, and/ or publication of this article.

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