

# The Influence of Banjar Culture-Based Ethnopedagogical IPAS Learning Resources on Elementary Students' Engagement in Differentiated Instruction

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Keyword	ABSTRACT
Learning Resources; Ethnopedagogy; Student Engagement; Differentiated Instruction	Student engagement in differentiated instruction at SDN Berangas Barat 2 remains suboptimal. This is evident from students' low levels of comprehension, collaboration intensity, discipline, ability to express opinions, and sustained focus during learning activities. One of the main contributing factors is the limited use of culturally relevant learning resources. Ethnopedagogy, as a pedagogical approach, is believed to transform cultural knowledge into meaningful learning resources. This study aims to examine the influence of Banjar culture-based ethnopedagogical IPAS learning resources on elementary students' engagement in differentiated instruction. Employing a quasi-experimental method with a control group design, the study involved 46 sixth-grade students from SDN Berangas Barat 2, 23 students in Class VI A (experimental group) and 23 students in Class VI B (control group). Student engagement was measured using an observation instrument, and the collected data were analyzed using SPSS version 27, applying a two-tailed significance test with a threshold of $<0,05$ . The results showed a Sig (2-tailed) value of $<0,05$ . The results showed a Sig. (2-tailed) valued of $<0.001$ . It is therefore concluded that the use of Banjar culture-based ethnopedagogical learning resources significantly enhances student's engagement in differentiated instruction at the elementary school level.
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## INTRODUCTION

The Indonesian philosophy of education regards children as central and inseparable components in the process of guiding their innate potential toward the highest levels of safety and happiness. In this context, cultural background, social context, norms, and life values are essential factors that teachers must consider in shaping the foundational knowledge and skills of children aged 6-12. Elementary education serving this age group is expected to go beyond reading, writing, and arithmetic, and instead assume a fundamental role in trilogy of development the intellectual, emotional, and social formation of the child.

Differentiated learning in elementary schools is considered capable of playing a critical role in accommodating the unique characteristics of each student through diverse learning methods and resources. Various adaptations are required as an effort to meet the uniqueness and inclusivity of every child. In this way, differentiated learning contributes to improving learning outcomes, motivation, collaborative social skills, and increasing student engagement in independently constructing knowledge.<sup>1</sup>

The educational effort through differentiated learning aligns with the views of progressivism and constructivism as proposed by John Dewey. Dewey argues that meaningful learning occurs when the learning process allows for democracy, enabling individuals to construct essential knowledge based on their needs, talents, interests, and potential.<sup>2</sup> Furthermore, Article 12 Paragraph 1 (b) of the Indonesian National Educational System Law affirms that every student has the right to receive educational services according to their talents, interests, and abilities. Article 36 Paragraph 2 also emphasizes the importance of curriculum development based on the principle of diversification, adjusted to the conditions of educational institutions, regional potential, and student characteristics.

Ideally, meaningfulness in differentiated learning is viewed as an educational endeavor to create learning processes that engages students actively. By accommodating student uniqueness, education is believed to foster student engagement, reflected in students' tendencies to ask questions and express opinions, their enthusiasm for tasks, quality of effort and activity, responsibility for chosen assignment, eagerness to learn, awareness to interact with others, and their willingness to explore various forms of communication according to their own learning styles.

As a school that has independently implemented the Merdeka Curriculum over the past two years, SDN Berangas Barat 2 Barito Kuala has not yet demonstrated the ideal conditions expected from differentiated learning practices. Preliminary interviews reveal that the current implementation of differentiated learning by teachers has not been effective in primarily due to students' lack of interest in the topics being studied.

To verify the teachers' claims at SDN Berangas Barat 2 Barito Kuala, the researcher conducted direct classroom observation in classes VI A and VI B for approximately 15 minutes. Initial findings indicate that differentiated learning conducted by the teacher remains focused on fulfilling curriculum goals by adjusting to students' learning styles. Consequently, teaching activities are still dominated by efforts to vary instructional strategies and assessment methods based on learning styles, primarily as a form of knowledge transfer to students.

The learning activities observed at SDN Berangas Barat 2 Barito Kuala are initially assumed to be caused by the absence of learning resources that go beyond knowledge transfer and consider the development of values and character (transfer of value) as part of students' integration into social systems. This assumption is supported by observation that shows students appear unenthusiastic when asked questions or invited to inquire. In some study groups, students with access to learning resources tend to dominate, while those with limited access show less enthusiasm for group interaction. Furthermore, learning resources within each group often function only as a discussion accessory or are treated as play tools. In most cases, learning resources are used only when required to answer specific teacher-posed questions.

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<sup>1</sup> Ahmad Teguh Purnawanto, "Pembelajaran Berdiferensiasi," *Jurnal Pedagogy* 16, no. 1 (2023): 34–54.

<sup>2</sup> John Dewey, "Introduction: Dewey's Vision in Democracy and Education," ed. Nicholas Tampio (Columbia University Press, 2024), xv–lvi, <https://doi.org/doi:10.7312/dewe21010-003>.

A range of initial observation is considered sufficient to construct a preliminary assumption regarding the exiting problem. This assumption indicates that teachers have not yet maximized the use of learning resources in their instructional practices. Even when such resources are used optimally, their selection often fails to consider the cultural uniqueness of the students' environment. However, the integration of Banjar cultural ethnopedagogy as a learning resource holds significant urgency. Ethnopedagogy has the potential to encompass cultural values, practices, and local wisdom, which are proven effective in strengthening and deepening students' cultural identify. In this context, the school's primary purpose is perceived as a cultural-educational enterprise that encourages students to continuously develop their potential and creativity to face life's challenges.

As a social system, the school is expected to serve as a space for individuals with shared interests to develop themselves according to their unique potentials and life backgrounds.<sup>3</sup> Therefore, ethnopedagogy is believed to serve as a bridge between students' knowledge and experience with academic knowledge in a more contextual and profound manner. The absence of suitable learning resources results in teachers' inability to stimulate active student participation in differentiated learning at SDN Berangas Barat 2 Barito Kuala. This indicates a need for improvement, especially in teachers' ability to select appropriate learning resources, which plays a critical role in how differentiated learning is implemented.

Active student participation is a key indicator of effective and quality learning design, as it reflects the extent to which students are able to connect their knowledge and understanding with the content being studied. In other words, active students are characterized by their physical, emotional, and cognitive involvement in the learning process.<sup>4</sup> To address the issue at SDN Berangas Barat 2 Barito Kuala, teachers require a pedagogical approach capable of integrating local cultural values into the learning process. This study specifically examines the influence of Banjar cultural ethnopedagogy-based learning resources on the activeness of sixth-grade students at SDN Berangas Barat 2 Barito Kuala.

The concept of ethnopedagogy is considered a suitable solution to the problem. Ethnopedagogy serves as an effort to strengthen students' thinking capacity, critical reasoning skills, and active participation in constructing the internal foundations of their humanity.<sup>5</sup> Several studies demonstrate that the integration of ethnopedagogical concepts into learning resources affect student activeness. For example, Nugrahanta finds that the use of ethnopedagogy in Javanese script instruction enhance students' social intelligence and activeness.<sup>6</sup> Naden reports that ethnopedagogy as an approach significantly affects students' social skills.<sup>7</sup> Wulandari and Rosmiati argue that integrating problem-based learning models with ethnopedagogy improves fourth-grade students' historical understanding.<sup>8</sup>

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<sup>3</sup> A Chaedar Alwasilah, Karim Suryadi, and Tri Karyono, *Etnopedagogi: Landasan Praktek Pendidikan Dan Pendidikan Guru* (Kiblat Buku Utama, 2022).

<sup>4</sup> Wibowo Agus, "Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban," Yogyakarta: Pustaka Pelajar, 2012; Engkos Kosasih, *Pengembangan Bahan Ajar* (Bumi Aksara, 2021).

<sup>5</sup> Alwasilah, Suryadi, and Karyono, *Etnopedagogi: Landasan Praktek Pendidikan Dan Pendidikan Guru*.

<sup>6</sup> Gregorius Ari Nugrahanta et al., "Pengaruh Pembelajaran Etnopedagogi Untuk Aksara Jawa Berbasis Metode Montessori Terhadap Karakter Kecerdasan Sosial Siswa Sekolah Dasar," *Jurnal Studi Guru Dan Pembelajaran* 7, no. 1 (2024): 1–12.

<sup>7</sup> Selwen Naden, "Pengaruh Pendekatan Etnopedagogik Dan Keterampilan Sosial Terhadap Hasil Belajar Ilmu Pengetahuan Sosial Siswa," *TERPADU: Jurnal Ilmiah Pendidikan Dasar* 1, no. 1 (2023): 38–47.

<sup>8</sup> Eka Putri Wulandari and Rosmiati Rosmiati, "Pengaruh Problem Based Learning Berbasis Etnopedagogi Terhadap Pemahaman Sejarah Materi Kearifan Lokal Kelas IV SD," *Jurnal Review Pendidikan Dan Pengajaran (JRPP)* 7, no. 3 (2024): 8688–96.

Given these findings, ethnopedagogy can be used as a foundation for developing learning resources based on students' learning environments. Mukhibat also views ethnopedagogy as a form of local wisdom that can serve as a source of innovation in teachers' efforts to promote constructive thinking.<sup>9</sup> Therefore, the novelty of this research lies in the use of Banjar cultural ethnopedagogy in developing IPAS (Social and Natural Sciences) learning resources. This integration specifically benefits teachers by enhancing student engagement in IPAS learning in elementary schools.

In light of previous research, the present study seeks to investigate the influence of IPAS learning resources based on Banjar cultural ethnopedagogy on elementary students' activeness in differentiated learning. This choice is based on the belief that the ethnopedagogical approach enables teachers to design engaging learning resources. As a result, learning is not limited to knowledge transfer but also seeks to accommodate the diverse learning needs of students, needs that have often been overlooked. Therefore, the research questions guiding this study are: (1) Does the use of IPAS learning resources based on Banjar cultural ethnopedagogy in differentiated learning affect elementary students' activeness? And (2) How can the integration of IPAS learning resources based on Banjar cultural ethnopedagogy into differentiated learning influence elementary students' activeness?

## RESEARCH METHOD

To measure the extent to which ethnopedagogical learning resources based on Banjar culture influence elementary students' activeness in differentiated learning, this study employed a quantitative research approach using a quasi-experimental method. The research was conducted at SDN Berangas Barat 2, located in Barito Kuala. This site was selected for three main reasons: (1) over the past two years, the school has independently implemented the Merdeka Curriculum, indicating that teachers are expected to be familiar with differentiated learning approaches in the classroom; (2) the school's proximity to the Sewangi and Sugara island Cultural Villages provides an ideal setting for encouraging cultural collaboration and validating ethnopedagogical learning resources rooted in Banjar culture; and (3) the school's culture, which comprises 12 parallel classes, allowed the researcher to freely select appropriate samples.

In this study, classes VI A and VI B served as the research respondents. By employing total sampling,<sup>10</sup> the entire population of both classes was included in the study sample. These two classes were selected based on their number of students and preliminary observations, which revealed a general lack of student activeness. Students in these classes demonstrated low performance on key indicators such as problem comprehension, collaboration, discipline and effort, concentration, and the ability to express opinions or ask questions. Additionally, these classes reflect cultural diversity, which makes them suitable for representing a range of ethnic backgrounds. The demographic data of the respondents is presented in Table 1 below.

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<sup>9</sup> Mukhibat Mukhibat, "Memutus Mata Rantai Radikalisme Dan Terorisme Berbasis Studi Etnopedagogi Di PTNU Dalam Membentuk Keberagamaan Inklusif Dan Pluralis," *ISLAMICA: Jurnal Studi Keislaman* 10, no. 1 (2015): 222–47.

<sup>10</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, Alfabeta, Bandung, 2018.

**Tabel 1. Respondents Demographic**

Class	Gender		Ethnicity					Total Students
	M	F	Banjar	Berangas	Madura	Jawa	Bugis	
VI A	10	13	14	5	1	2	1	23
VI B	8	15	15	6	1	1	-	23
Total	18	28	29	11	2	3	1	46

The experimental activities in this study were carried out in accordance with the chosen research method and adjusted to the school's conditions. Each class was allocated two 35-minute learning sessions (2 x 35 minutes). The research design involved separating the classes into control and experimental groups. Class VIB was designated as the control group, while Class VIA as the experimental group. Class VIA was selected as the experimental class because its baseline level of student activeness was lower than that of Class VIB.

The study began with the teacher designing a lesson plan that incorporated various local learning resources directly from the surrounding school environment. These included community-based activities and cultural practices such as: river culture, traditional boat (*jukung*) making centers, lime craftsmen from Panginagan, Banjar agricultural practices (*bahuma*), Banjar performing arts such as *madihin* and *pantun*, traditional dances such as *Japón* and *Baksa Kambang*. Banjar cuisine and traditional cakes (40 types), and Banjar folk songs. In the final preparation stage, the researcher conducted expert validation of the lesson content with the school principal, local cultural figures, and traditional leaders from the Sewangi and Sugara island Cultural Villages.

The validated module was then piloted in the experimental class. To ensure that the observation process remained objective and unbiased, observations were carried out using the following instrument.

**Tabel 2. Student Activeness Observation Instrument**

Observation Aspect	Indicator	Scala
1. Level of students' ability to understand the problem. <sup>11</sup>	Clearly write both what is known and what has been learned, and explained the connection between them	4
	Wrote what is known and what has been learned, but without explaining the relationship	3
	Write only either what is known or what is asked in the question	2
	Did not write what is known or what has been learned	1
2. Level of student collaboration in	Discussed and collaborated independently, within the learning context, and efficiently used learning resources	4
	Discussed and collaborated independently, within the learning context, but did not efficiently use learning resources	3

<sup>11</sup> Rati Ismidiah Yustiara, Teddy Alfra Siagian, and Edi Susanto, "Analisis Kemampuan Pemecahan Masalah Matematis Siswa Kelas Vii Smpn 4 Kaur Pada Materi Perbandingan Berdasarkan Langkah Penyelesaian Polya," *JEMS: Jurnal Edukasi Matematika Dan Sains* 9, no. 2 (2021): 313–26; Moh Suardi, "Belajar & Pembelajaran" (Deepublish, 2018).

Observation Aspect	Indicator	Scala
discussion(participation) <sup>12</sup>	Collaborated under teacher guidance, and not within the learning context	2
	No observable effort to collaborate	1
3. Level of discipline/effort in problem-solving. <sup>13</sup>	Demonstrated full adhere to group rules and s strong sense of responsibility toward group commitments	4
	Demonstrated adherence to group rules with sufficient responsibility toward commitments	3
	Demonstrated adherence to group rules with limited responsibility	
	Demonstrated adherence to group rules with limited responsibility	2
	Did not demonstrate adherence to group rules or responsibility	1
4. Level of focus (concentration) in learning. <sup>14</sup>	Remained in place, listened attentively, stayed on topic, frequently asked questions, and showed enthusiasm in completing tasks	4
	Frequently moved around, listened well, stayed on topic, but often chatted and disturbed others	3
	Rarely moves in place, but does not listen, talks off topic, chats frequently, and disturbs other friends.	2
	Frequently moved, did not listen, talked off-topic, and disrupted peers	1
5. Ability to express opinions or ask questions. <sup>15</sup>	Expressed opinion that were appropriate, fluent, independent, clear, and coherent	4
	Expressed opinions that were appropriate, fluent, and clear	3
	Expressed opinions that were appropriate and clear	2
	Did not express any opinion	1

The student activity data collected through observation were then subjected to statistical analysis, including tests for normality and homogeneity, using SPSS Statistics version 27. The Shapiro-Wilk test of normality was employed with a significance level of  $\alpha = 0,05$ . Based on the results of the normality test, the data were further analyzed to test the following hypotheses:

1. Null Hypothesis ( $H_0$ ): Jika  $\mu^1 \geq \mu^2$ , then there is no significant difference between the pre-test and post-test scores in the experimental class, implying that the use of Banjar cultural ethnopedagogical learning resources had no impact on students activeness in differentiated learning at the elementary school level.

<sup>12</sup> Nana Sudjana, *Penilaian Hasil Proses Belajar Mengajar* (Remaja rosdakarya, 2021).

<sup>13</sup> Agus Wibowo, "Pendidikan Karakter: Strategi Membangun Karakter Bangsa Berperadaban," 2012.

<sup>14</sup> Purniadi Putra, Akbar Yuli Setianto, and Abdul Hafiz, "Etnopedagogic Studies in Character Education in the Millinreal Era: Case Study MIN 1 Sambas," *Al-Bidayah: Jurnal Pendidikan Dasar Islam* 12, no. 2 (2020): 237–52.

<sup>15</sup> Rafika Siregar, "Meningkatkan Kemampuan Mengemukakan Pendapat Siswa Menggunakan Model Time Token Pembelajaran IPS Kelas V Sekolah Dasar," *Meningkatkan Kemampuan Mengemukakan Pendapat Siswa Menggunakan Model Time Token Pembelajaran IPS Kelas V Sekolah Dasar*, 2018.

2. Alternative Hypotheses ( $H_a$ ): Jika  $\mu^1 \leq \mu^2$ , then there is a significant difference between the pre-test and post-test scores in the experimental class, indicating that the use of Banjar cultural ethnopedagogical learning resources had a significant effect on students activeness in differentiated learning at the elementary school level.

## FINDINGS AND DISCUSSION

### 1. Descriptive Data Analysis Results

#### a. Activities Learning in the Control Class (Class VI B)

Learning activities in the control class were conducted naturally, without any specific treatment or intervention from the teacher. The session began with the teacher stating the learning objectives. Following this, the teacher explained the flow of learning activities that students would go through. The teacher outlined the key points of each activity and presented a general cultural problem using various media such as videos, images, and PowerPoint slides.



**Figure 1. Learning Environment in the Control Class**

The teacher grouped students based on their interests in the types of culture presented in the government-provided textbooks, such as dance, music, customs, or traditional games, which the students found engaging to explore. The students engaged in three main activities: reading, writing, and performing and artistic presentation. At the end of the session, each group was invited to independently present the results of their literature study. To reinforce the learning, the teacher provided feedback and assigned homework the learning, the teacher provided feedback and assigned homework that required students to write a narrative about the legend of *Tangkuban Perahu*.

#### b. Learning Activities in the Experimental Class

Learning activities in the experimental class began with the teacher presenting the learning objectives. The teacher initiated the session with a guiding question regarding students' prior knowledge about culture. Then, the teacher briefly presented on cultural example. The teacher introduced Banjar cultural life and how the community utilizes rivers through a short film titled *Jendela Seribu Sungai* (The Window of a Thousand Rivers).





**Figure 2. Learning Environment in the Experimental Class**

Students were grouped based on their interest in cultural elements presented in the prepared learning materials. The students watched the film and took notes on the forms of Banjar culture features in the film. Students who were interested in learning about the *Babuma* agricultural customs of the Banjar people were taken to local rice field. There, they observed how the Banjar community uses plants as natural indicators of soil fertility. In groups, students conducted direct observation of the learning source.



**Figure 3. Field Observation in Experimental Class**

After the field visit, the teacher instructed the students to return to class and present their findings through group discussions. To conclude the activity, the teacher expressed appreciation for the students' efforts and provided follow-up instructions. The follow-up activity involved a performance-based task based on what students had learned during the session.

## 2. Statistical Test Data

To test the hypotheses based on the data collected from both classes, a sequence of statistical procedures was conducted. The first step involved a normality test, which aimed to determine whether the data were normally distributed. The results of this normality test are presented in Table 5.



**Tabel 5. Normality Test Data**

	Kolmogorov-Smirno <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic <sup>c</sup>	df	Sig.
<i>Control Class</i>	0.169	23	0.088	0.927	23	0.093
<i>Experimental Class</i>	0.144	23	0.202	0.935	23	0.139

Based on these results, it was confirmed that all data were normally distributed and appropriate for further analysis using the Paired Samples Correlations test. This second step was conducted to examine the relationship between pre-test and post-test variables in both the control and experimental classes. The correlations results are shown in Table 6.

**Tabel 6. Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	<i>Control Class</i>	23	0.286	0.186
Pair 2	<i>Experimental Class</i>	23	0.844	0.108

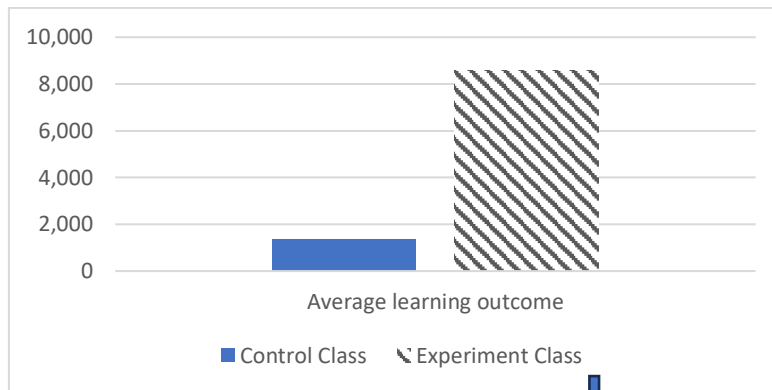
The Paired Sample Correlation in the control class showed a weak positive correlation that was statistically non-significant ( $p > 0.05$ ). This suggests that implementing differentiated instruction without the support of Banjar cultural ethnopedagogical learning resources did not result in a significant improvement in students' engagement. In contrast, the experimental class demonstrated a stronger and more meaningful correlation between pre-test and post-test scores.

In the final phase, a paired samples test was conducted to evaluate the effect of intervention applied by the teacher. The findings of this test are detailed in Table 7.

**Tabel 7. Paired Samples Test**

		Mean	Std. Devia tion	Std. Error Mean	95% Confidence Interval of the Diffrence		t	df	Sig. (2- tailed)
					Lower	Upper			
Pair 1	<i>Control Class</i>	-1.359	6.166	1.286	-4.025	1.308	-1.057	22	0.302
Pair 2	<i>Experimental Class</i>	-8.560	4.637	0.967	-10.565	-8.853	-8.853	22	<0.00 1

The data indicate that the difference in mean scores between the pre-test and post-test in the control class was not significant, while the experimental class exhibited a highly significant difference. This distinction is further illustrated in Figure 4, which compares the average pre-test and post-test scores.



**Figure 4. Average Pre-test and Post-test scores.**

This difference is supported by the Sig (2-tailed) value in the experimental class, which was  $< 0.001$ -substantially lower than the significance threshold of 0.05. The research design prepared by the teacher was coherent and well-aligned with the planned learning activities. This study thus served to evaluate the impact of Banjar cultural ethnopedagogical learning resources on student engagement.

The instructional design prepared by the teacher was appropriate and aligned with the intended learning activities. This study was necessary to evaluate the extent to which Banjar culture-based ethnopedagogical learning resources influenced student engagement. It also served to validate the teacher's role in implementing differentiated instruction supported by contextualized IPAS materials. However, in terms of time efficiency, the teacher when instructional activities involve outdoor environments, which require more coordination and class management.

The data show that student engagement improved in both the control and experimental classes after differentiated instruction was applied. This suggests that, in principle, differentiated instruction can enhance engagement when it accommodate students' characteristics. This supports the idea that differentiated instruction becomes an effective pedagogical strategy when implemented with attention to learners' individual differences.<sup>16</sup>

One key student characteristic addressed in this study is cultural diversity. When differentiated instruction was reinforced by ethnopedagogical learning resources grounded in Banjar culture, student engagement increased significantly by 9.6% across multiple observational indicators. This finding demonstrate the teacher's success in integrating local cultural values into the learning process.<sup>17</sup> Furthermore, the instructional impact of the learning resources was effective, as the teacher successfully adapted them to the students' varied learning needs. The ability to integrate ethnopedagogy as a form of local wisdom may thus be categorized as a pedagogical innovation.<sup>18</sup>

<sup>16</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, Alfabeta, Bandung, 2018.

<sup>17</sup> Rati Ismidiah Yustiara, Teddy Alfira Siagian, and Edi Susanto, "Analisis Kemampuan Pemecahan Masalah Matematis Siswa Kelas VII Smpn 4 Kaur Pada Materi Perbandingan Berdasarkan Langkah Penyelesaian Polya," *JEMS: Jurnal Edukasi Matematika Dan Sains* 9, no. 2 (2021): 313–26.

<sup>18</sup> Lucky Taufik Sutrisno, "Penerapan Pembelajaran Berdiferensiasi Sebagai Salah Satu Pemecahan Masalah Masih Kurangnya Keaktifan Peserta Didik Saat Proses Pembelajaran Berlangsung," *COLLASE (Creative of Learning Students Elementary Education)* 6, no. 1 (2023): 111–21.

The significant improvement in student engagement in the experimental class also confirms that ethnopedagogical learning resources stimulate active participation.<sup>19</sup> This was observed through students' increased confidence in asking questions, their creativity in seeking additional information, and their enthusiasm and focus in completing tasks. These behaviors indicate that ethnopedagogical resources can support students in actively constructing knowledge independently.

To optimize the effectiveness of such approaches, several considerations must be taken into account: student motivation, relevance of content, differences in learning needs based on students' environments, suitability of instructional modules, the need for multidirectional feedback, clarity of implementation procedures, and the opportunity for students to celebrate their learning progress.<sup>20</sup> These elements align with the findings of Fadhillah and Suriansyah, who argue that high-quality teacher activity significantly influences student motivation and engagement.<sup>21</sup>

The Sig (2-tailed) value of  $< 0.001$  in the experimental group provides further evidence that ethnopedagogical resources enable students to learn more contextually. This finding is consistent with Rukmi et al., who assert that process-based differentiated instruction supports the creation of learning environments that align with students' learning styles and interests.<sup>22</sup> In practice, the goal of creating such learning environments is supported by Abdurrahman, who states that ethnopedagogical positively contributes to students' physical, emotional, and communication development.<sup>23</sup> Furthermore, successful implementation of ethnopedagogy relies on preparing teachers with strong ethnopedagogical competence and reflective self-awareness.<sup>24</sup> This supports the recommendation by Selasih and Sudarsana, who promote learner-centered renewal strategies as effective tools in ethnopedagogical instruction.<sup>25</sup> Similarly, Binsa and Putri emphasize that active and contextual learning enhances the quality and meaningfulness of education.<sup>26</sup>

## CONCLUSION

Based on the result of the hypothesis test using the paired samples test, the Sig. (2-tailed) value for the pre-test and post-test in the experimental class was found to be  $< 0.001$ ,

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<sup>19</sup> Dwi Erna Susilaningtiyas and Yusuf Falaq, "Internalisasi Kearifan Lokal Sebagai Etnopedagogi: Sumber Pengembangan Materi Pendidikan Ips Bagi Generasi Millennial," *Sosial Khatulistiwa: Jurnal Pendidikan IPS* 1, no. 2 (2021): 45–52.

<sup>20</sup> I Komang Winata, "Konsentrasi Dan Motivasi Belajar Siswa Terhadap Pembelajaran Online Selama Masa Pandemi Covid-19," *Jurnal Komunikasi Pendidikan* 5, no. 1 (2021): 13.

<sup>21</sup> Akhmad Fadhillah, Ahmad Suriansyah, and Ac Id, "Meningkatkan Aktivitas Belajar, Motivasi Dan Keterampilan Berpikir Kritis Siswa Muatan IPA Menggunakan Model PANTING Memakai Media Lilin Siswa Sekolah Dasar," *Jurnal Pendidikan Dasar* 8, no. 1 (2024): 2580–362, <https://doi.org/10.29240/jpd.v8i1>.

<sup>22</sup> Dian Aprelia Rukmi et al., "Pembelajaran Berdiferensiasi Dalam Menumbuhkan Percaya Diri Siswa SD," *Jurnal Ilmiah Pendidikan Citra Bakti* 10, no. 4 (2023): 798–810.

<sup>23</sup> Syahria Anggita Sakti, Suwardi Endraswara, and Arif Rohman, "Revitalizing Local Wisdom within Character Education through Ethnopedagogy Apporach: A Case Study on a Preschool in Yogyakarta," *Heliyon* 10, no. 10 (2024); F Ariyani et al., "The Prospective Ethnopedagogy-Integrated STEM Learning Approach: Science Teacher Perceptions and Experiences," in *Journal Of Physics: Conference Series*, vol. 1572 (IOP Publishing, 2020), 012082.

<sup>24</sup> Guzaliya Zh Fahrutdinova, "Ethno-Pedagogical Factor of Polycultural Training," *International Journal of Environmental and Science Education* 11, no. 6 (2016): 1185–93.

<sup>25</sup> Ni Nengah Selasih and I Ketut Sudarsana, "Education Based on Ethnopedagogy in Maintaining and Conserving the Local Wisdom: A Literature Study," *Jurnal Ilmiah Peuradeun* 6, no. 2 (2018): 293–306.

<sup>26</sup> Abdul Aziz Binsa and Wiwit Purnama Putri, "Implementation of Problem Based Learning to Enhance Critical Thinking Skills in Social Studies at Madrasah Ibtidaiyah Islamiyah Kedungwaru Ngawi," *Jurnal Pendidikan Dasar* 8, no. 2 (2024): 2580–362, <https://doi.org/10.29240/jpd.v8i2.11376>.

which is significantly lower than the critical value of 0.05. Therefore, it can be concluded that use of learning resources based on Banjar cultural ethnopedagogy had a statistically significant impact on the learning engagement of elementary school students in differentiated instruction. Several considerations should be taken into account for future research. Prior to designing learning resources, teachers are advised to reflect on several key aspects: the current level of student engagement in classroom activities, the various strategies employed to foster students' social and emotional competencies, and the extent to which learning resources contribute to broadening students' understanding of cultural diversity.

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