

Integrating Local Wisdom in Project-Based Learning to Improve Post-Pandemic English Learning

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ABSTRACT

The project-Based Learning (PjBL) method is the recommended method to be applied in the *Merdeka Belajar* curriculum. The application of Proj-BL based on local wisdom allows students to freely express and maximize creativity in doing assignments and also as a medium for cultural preservation and the introduction of various kinds of local wisdom, as well as a socialization event in the environment. It is qualitative research with the purpose is to analyze the local wisdom-based Project Based Learning (PjBL) teaching method applied by English teachers at SMA and SMK levels in Batang Regency in post-pandemic learning in the *Merdeka Belajar* curriculum. The objects of this study are 20 English teachers in Batang regency. The result shows that

ENGLISH FRANCA: Academic Journal of English Language and Education

Vol. 6, No. 2, 2021, IAIN Curup

P-ISSN 2580-3670, E-ISSN 2580-3689

DOI: 10.29240/ef.v6i2.5418

the application of PjBL based on local wisdom by teachers is commonly used in culture, Tourism, peoples, local industry, entrepreneurship, folklore, and myth scopes. This study reveals several examples of the application PjBl in Language Learning, which can be referenced for readers and teachers. It is also found that this method can develop students' soft skills such as sympathy, empathy, self-confidence, problem-solving, and teamwork; also this method can maximize students' & teachers' competencies in learning.

Keywords: *Project Based Learning, Local Wisdom, Independent Learning*

INTRODUCTION

Direct Learning is starting to be applied after Distance Learning activity during the Covid-19 pandemic by implementing health protocols. The Merdeka Belajar Policy, which had been hampered, is now being aggressively implemented with a new educational paradigm. The application of the Merdeka Belajar curriculum with the purpose is to building the Pancasila Student Profile must be implemented by educational institutions. In this process, teachers must apply the principles of active, innovative, fun learning and 4C (Critical Thinking, Collaboration, Creativity, Communication) so that learning becomes meaningful.

The concept of Project-Based Learning is an effective method for developing these principles following the concept of *Merdeka Belajar*. Project-Based Learning (PjBL) was a learning model which involves students doing activities that require problem-solving and provide opportunities to work autonomously in constructing their learning. Pratiwi (2018) stated that Project-based Learning could increase learning activity and motivation.

Batang Regency, which is located in the northern part of Java Island, has a unique topography consisting of the coast to the mountains, which gives rise to various characteristics and diverse local wisdom. Various forms of people's livelihoods, natural resources, community beliefs, and local culture develop according to the character of the environment in their respective areas. For example, the "*Nyadran*" local tradition is a form of gratitude tradition of the local people in Batang but has a different way of implementation, in coastal areas it is done by sea alms or "*Larung Laut*" while in the mountains with earth alms "*Sedekah Bumi*". Such differences are faced by students. Mulyani (2011) stated that local wisdom can be internalized in students because it has

advantages. These advantages are: 1) it can be a means of learning to become intelligent, clever, and wise individuals, and 2) the values of local wisdom are transformed in students to form positive personalities.

The urgency of the current research is that the integration of Project Based Learning on local wisdom is crucial to be applied to increase students' creativity, competence, and socialization skills after being hampered by the pandemic for a long time. English Learning activities were chosen as the study object because Learning English seemed to be one of the most difficult subjects for Indonesian students. English should be one of the most important subjects to be mastered by students because it has 4 basic skills which are important to be acquired by the young generation in this global era namely: Writing, Reading, Listening, and Speaking; that's why the role of English teachers was very crucial to equip a young generation in mastering competencies in the industrial revolution era. The implementation of Proj-BL based on local wisdom can maximize these basic capabilities with practical and affordable examples. Knowledge and development of local wisdom will increase cultural preservation and opportunities for regional tourism development. Improving students' competence gives a good impact on the development of learning in the classroom (Aditama & Sugiharto, 2021).

Related to the themes and research topics above, several researchers have provided research results with various research objects and results, including Masruroh in 2021 conducted research on increasing the activity and writing skills of MA KH Syafi'i student report texts through a project-based learning model with media local wisdom videos. This study shows student learning outcomes have increased after the action (Masruroh, 2021).

Zahroh, F., Suwarsi, E., and Ridlo (2021) also analyzed the effectiveness of the Proj-BL learning model on Plantae material at MA NU Miftahul Falah Dawe Kudus. By applying the analysis of the pre-test and post-test results in learning, this study showed that the level of effectiveness shows sufficient results with an N-Gain value of 0.66. The sample t-test results showed a value of $\text{sig.}0.0000 < = 0.05$, which indicated a significant difference in the mean values of the pre-test and post-test.

Nugraha, Tuken, and Hakim 2021 researched the application of a project-based learning model in improving elementary school students learning outcomes. This was classroom action research (CAR) which

aimed to determine the process of implementing the Proj-BL and to find out the improvement of learning outcomes for the socio-cultural diversity of the fifth-grade students with the application of the PjBL learning model. This study concluded that the PjBL learning model could improve the process and learning outcomes of the socio-cultural diversity of the fifth-grade students of UPTD SDN 29 Barru (Nugraha, M I., Tuken, R., Hakim, 2021).

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And Anida & Eliza (2021) conducted a study that produced a scientific approach based on the local wisdom model of learning for the cognitive development of children aged 5-6 years that was valid, practical, and effective. The research used the R&D method from ADDIE following the stages of analysis, design, development, implementation, and evaluation. The results of valid validity and media feasibility results are very feasible to use. The results of the practicality test of the product were stated to be very practical, the product was declared to be very effective. The results of the development of this research were products that were declared to be valid, practical, and also effective.

Research on Project Based Learning and Local Wisdom topics has been carried out by several researchers, but no one has investigated the application of Project Based Learning based on local wisdom in learning English after the Pandemic in the Merdeka Belajar Curriculum so that it becomes a reference to enrich research discussions, as well as provide an overview about the differences with the current research.

Introducing local culture to the younger generation can foster self-awareness and empathy to preserve the culture. The pride in the local culture itself must be instilled from an early age and continuously passed down from the earlier generation to the next generation. The introduction of culture could increase and develop character education in students (M. Aditama, R. Amelia, 2022). The integration of character education in learning is very important to develop not only knowledge but also students' moral attitudes. Implementing a teaching method that can improve and engage students in its activity will make the process of teaching-learning done well and actively. Learning to be more fun and students' also teachers' competencies can be improved (Aditama et al., 2022)

With this background, this study has the objective to analyze the integration of Project-Based Learning based on Local Wisdom implemented by teachers in post-pandemic English learning. It is

important to conduct this research because the integration of Project-Based Learning on local wisdom is crucial to be applied to increase students' creativity, competence, and socialization skills after being hampered by the pandemic for a long time.

THEORETICAL FRAMEWORK

Project Based Learning

Project-Based Learning (PjBL) was a learning activity that used projects as a process of learning to achieve learners' attitudes, knowledge, and skill competencies. This learning activity emphasized student activities in problem-solving by applying some skills such as researching, analyzing, creating, and presenting real experience learning products of students. PjBL is the method that engages students actively in its process (Aditama et al., 2022).

Kristanti, Y. D., Subiki., & Handayani., R., (2016) explained that PjBL was a process-centered learning, relatively timed, problem-focused, meaningful learning unit by combining concepts and practices. The project-BL model was an innovative approach to the learning model that involved project work and guided students to do several activities like designing, problem-solving, and providing opportunities to work independently (Putra, A P., & Basuki, 2018).

Thus the Project-Based Learning (PjBL) model of learning could be used as a learning model that was applied to develop students' abilities in planning, communicating, solving problems, and making the right decisions from the problems at hand (Nurfitriyanti, 2016). So basically this method is a learning model where during the activity students can understand the concept and principle by conducting an investigation activity to a problem, then finding a solution and implementing it in a project so that students can experience a meaningful learning process and activities.

Addiin, I., Redjeki, T., & Ariani, (2014) explained the steps of the Project Based Learning (PjBL) learning model activities as follows:

- 1) Ask questions that are essential or basic.
- 2) Designing project work that will be made by students.
- 3) Develop the steps for making the project.
- 4) Conduct regular monitoring of student project development.
- 5) Assessing student work
- 6) Evaluate the experience gained by students.

Titu (2015) explained the stages of the PjBL learning process consisting of the Planning, Creating, and Processing stages. According to

the explanation above, it could be concluded that the stages of the PjBL learning model activity consist of 6 stages: 1) determining essential or basic questions, 2) making project designs, 3) developing project steps, 4) monitoring progress of the project, 5) evaluating results of the project, and 6) evaluation to the experience gained by students.

Local Wisdom

The diversity of culture and local wisdom in Indonesia affects the behavior, attitudes, and patterns of human thought. So that humans have procedures, habits, rules/norms, and customs that are different from one another. Diversity in Indonesia appears and is reflected in the many races, regional languages , and cultures (Hanum, F., & Raharja, 2013)

Juita, S., & Ginting, (2018) explained that education based on local wisdom was a conscious effort that is planned through exploring and utilizing local potential wisely to create a learning atmosphere, situation, and process so that students could actively develop their potential to have skills, knowledge, and attitudes to participate. and build the nation and state through local wisdom-based learning. This is reinforced by Pingge (2017) who stated that local wisdom had pedagogical value to regulate behavior which was beneficial to the communities' common interest, especially being able to equip students with great attitudes, knowledge, also spirituality in their area so that they can preserve and develop the advantages of local wisdom in their area.

Local wisdom could serve as a stimulus in learning to motivate and help students constructed their background knowledge (Sumarni. W, 2018). Nieto, C., & Ling (2010) revealed that the integration of local wisdom in various professions was a determinant of the meaning of professional and educational services. Sudarmin, Mastur Z, (2014) suggested that the local wisdom application can be used as a national identity.

Istiawati (2016)claimed that local wisdom was the way individuals view and act as a reaction to the progressions in the physical environment. Local wisdom could be understood as wise local thoughts and had good value that was rooted in the society, believed and followed by its society members (Anggraeni, 2017)

Local Wisdom values can be integrated into learning (Sarinah, 2019). The qualities contained in the social, local area, and environment can be maximized as a reference for knowledge(Lestariningsih, N., & Suardiman, SP, 2017). Besides that the environment and local knowledge will be more developed if it is integrated into the curriculum and learned by students (Haryanto. R, 2019).

Several researchers analyzed Project Based Learning and Local Wisdom, but no one has investigated the application of Project-Based Learning based on integrating local wisdom applied in the teaching-learning process of English, especially after the Pandemic and in the process of the Merdeka Belajar Curriculum. It is really interesting to analyze the application of the Merdeka Belajar Curriculum, especially in the process of learning. So that it becomes a reference to enrich research discussions, as well as provide an overview of the differences with the current research.

RESEARCH METHODOLOGY

This is a qualitative approach to research, it is postpositivism-based research, which examines natural objects (Sugiyono, 2017). By using phenomenological methods, it attempts to describe a natural phenomenon from several sides such as the emphasis on the meaning, views, and participants' experiences or objects of the research (Al-Busaidi, 2008). The current study aims to examine and describe the application of Project-Based Learning based on Local Wisdom in the *Merdeka Belajar* curriculum.

Focus Group Discussions (FGD) were conducted before data collection to provide an overview and align objectives in the implementation of PjBL. The technique of data collection of this research was carried out by observation, questionnaires, and interviews addressed to 20 high school and vocational high school English teachers in Batang Regency who had participated in the Focus Group Discussion. The questionnaire is in the form of a set of written questions that are submitted to respondents to be filled out independently without interference and influence from other parties (John W Creswell, 2016).

The source of data in this study is the result of a questionnaire containing interview answers and descriptions of methods and documentation. Then the last is to interpret the data that has been collected. In general, the analysis of the data was through several steps they are: 1) Reduction of the Data, 2) Presentation of the Data, and 3) Conclusion (Sugiyono., 2017)

RESULTS & DISCUSSION

Based on the observation result, questionnaire, and interview with the object teachers, a total of 20 English Language Teachers taught in Senior High Schools and Vocational High Schools around Batang Regency were selected to be the subjects of this research.

Table 1.

Distribution of Participants.

NO	School	Number of Teachers
1	Senior High School	12
2	Vocational High School	8
Total		20

FGD was conducted to align the objective of PjBL by teachers. Most teachers are still confused about the implementation of PjBL properly. They thought that proj-BL was doing the project. After the FGD and practice to design the lesson strategy, they begin to understand and can modify also combine their learning process by using Proj.BL is based on Local Wisdom. After being given an understanding of FGD and applying it in their class, teachers were given a questionnaire to evaluate and share their experiences in applying PjBL. Local wisdom topics were chosen because students begin to be unaware of culture and environment, Astuti (2016) said that local wisdom was the value of cultural wealth that was upheld by the community or a group. Sulianti, A., Safitri, R. M., & Gunawan (2019) also stated that local wisdom was knowledge found by certain local communities by collecting the experiences trying and integrating with an understanding of the culture and its communities' natural conditions. Then Suyadi, S., & Selvi (2019) claimed the scope of local wisdom culture was divided into several parts, namely: (1) cultural heritage, (2) cultural infrastructure, (3) traditional clothing, (4) traditional ceremonies, (5) nature tourism, (6) traditional games, (7) cultural heritage, (8) museums, (9) crafts and arts (dance), (10) villages, (11) legends (stories), (12) cultural institutions, (13) cultural foods, (14) wayang, and finally (15) traditional transportation.

According to those scopes, there are 5 questions in the questionnaire given to the teachers, they are 1) what is the topic of PjBL done by teachers? 2) what is the opening/preparation of the project? 3) what are the steps of the main process of the project? 4) what is the closing process of the project? and, 5) what are the students' responses and the impacts on the students? Those questions were given to lead the explanation of the teachers about the process of Project-based learning method they applied in the process of learning. By using lighter questions to provoke a coherent explanation from the teacher, the following results were obtained some questionnaire answers about the

application of Proj.BL is based on local wisdom by teachers, especially from the third question about the process of learning:

Data 06

"By collaborating in learning English with Indonesian and cultural arts, students design a two-language drama show with stories and ideas about the lives of local people."

This answer was also supported by the interview result of the teacher, she said:

"Collaboration with other subjects motivates children to be able to express themselves more optimally because they can combine their artistic skills to the maximum and are not afraid to make mistakes because there are teachers from each subject who guide them."

Project-based Learning expands students' creativity and problem-solving ability. This kind of activity can maximize not only one lesson's competencies target but also other competencies. Project-based learning model was a scientific approach that had been researched widely and claimed to be effective to increase scientific literacy (Afriana, J., Permanasari, A., & Fitriani, A., 2016).

Data 19

"Assigning students the task of observing tourist areas in their respective neighborhoods, triggers students to provide ideas and ideas about tourism development and promotion. The introduction and development of tourism objects among teenagers can provide real challenges and definite impacts that can be felt directly".

The interview result with the teacher stated that:

"Students feel happy because they are aware that in learning English one of the goals is to promote tourism potential to foreign countries. By observing the existing tourism potential, students try to think of ways to develop and promote it by following the latest language and trends. Students' awareness of the environment is important. Students will be more creative and understand their environment".

Relationships in society also can be developed. Society can influence students to be aware and active to contribute to social activities (Suyitno, 2018).

Data 07

“Observations to the batik-making industry and batik production centers give students an idea of entrepreneurship and medium and small-medium industries in the students' neighborhoods. As a result, students see obstacles and difficulties in promoting batik production. With mastery of English, students try to provide an international-oriented batik promotion development plan”.

The interview result stated by the teacher are:

“Batik is one of Indonesia's distinctive cultures and has been recognized by UNESCO, but in its development, the batik industry is rarely occupied by the younger generation. Today's young people do not know how to produce batik properly and are very less used among teenagers. By observing the batik industry, it is hoped that students will love batik motifs more and can think of ideas about batik that today's teenagers like.”

Giving students real images of local industry gave students a clear vision to develop the lack and obstacles of the industry. This kind of activity emphasizes students' awareness, empathy, and problem-solving abilities. Local product help students to know their environment and potential. Many important things that can be understood by students in this era, knowledge in the real life are crucial so it can be called stimulating positive attitudes towards Science (Perdana, R., Apriani, A. N., Richardo R., Rochaendi, E., & Kusuma, 2021).

Data 12

“Learning English texts based on legends and local culture is an interesting trigger for students. students give ideas by raising the theme of nyadran culture (alms of the earth) which is on the Ujungnegoro beach, Batang. The theme can be applied in various types of English texts so that competencies and learning objectives are achieved”.

The interview result with the teacher stated that:

“Folklore, fairy tales, traditions, and legends are examples of simple local culture and must be owned by every region. In language learning, these themes can be raised and integrated into learning. Not only competencies and lesson plans are achieved, but also students can get to know stories and folk traditions from the environment where they live.”

This assignment explores students' awareness of local culture. Seeing and involve in the process and results, lead them to get new knowledge that existed in their local area. Environmental science is the knowledge that deals with natural phenomena not only a collection of facts and concepts which exist in the surrounding environment but also about how they work (Asrial et al., 2022).

Some examples of the results above represent teaching practices using project-based learning integrated into local wisdom. The majority scope of local wisdom integrated into learning by teachers is culture, tourism, local industry/entrepreneurship, and local tradition. Those themes became favorite topics that can be integrated into learning. These findings show a new perspective on the application of Project-based Learning teaching methods which are integrated into local wisdom. It gives new novelty to the research perspective compared to previous research. Those examples of teachers' real live practices and experiences prove that learning can be integrated into any topic, especially familiar topics for students such as local wisdom. Not only the target of learning objectives were achieved in the learning process, but also it improves students' competencies and self-awareness in the environment.

The key points in applying Project-based Learning are students' willingness and independence in finishing the learning. Doing a project can give a real example, experiences, and problem-solving activity. The integration of cultural values in learning can foster and develop character education in students so that the desired Pancasila Student Profile according to learning objectives in Indonesia can be achieved (M. Aditama, R. Amelia, 2022).

CONCLUSION

Integration of local wisdom into the English process of learning by using the Project-based Learning method was done well. The data show that teachers applied Proj.BL teaching method to some aspects which run well. There are some favorite topics or themes used by students, they are culture, Tourism, peoples, local industry, entrepreneurship, folklore, myth, etc. The projBL method can maximize students' ability, competencies, empathy, sympathy, self-awareness, and problem-solving ability. English learning is one of the important learning for Indonesian students were crucial to be mastered to prepare the young generation to face and compete in the global and industrial revolution era. English teacher as the facilitator and key person to guide the young generation in mastering all skills in English has an important

role to conduct magnificent learning activities and create a fun learning atmosphere so students can learn happily and effectively. Integrating Local wisdom into Proj.BL can be continuously applied to the teaching-learning process which should be a better impact and result in students achieving the competencies also learning goals. This method can be applied in all subjects and educational levels because it has several benefits such as it can introduce local knowledge to the young generation, and can promote self-awareness of students' environment. Sympathy, empathy, self-confidence, self-awareness, problem-solving, and working in a group can be developed and maximized by using this method. Improving learning and students' competencies also develop teachers' competencies (Aditama et al., 2021). This research explores the real-live teachers' experiences and application of Project-based Learning integrated into Local Wisdom at SMA and SMK levels in *the Merdeka Belajar* curriculum, hopefully, it can be used as a reference for teachers and future researchers who will conduct similar research about Project-based Learning and Local Wisdom.

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