The Effectiveness of the Tengko Situru' Model in Developing Social Skills Based on Local Wisdom in Elementary School Students in Tana Toraja Regency

[1]Theresyam Kabanga', [2]Patta Bundu, [3]Muhammad Yahya

[1]Doctoral Student of Education Science Study Program, Universitas Negeri Makassar, Makassar, Indonesia
[2,3]Universitas Negeri Makassar, Makassar, Indonesia.

***Abstract*- The challenges of the current education system focus not only on students' cognitive aspects but also on affective and psychomotor aspects. Students' social skills are one of the achievement targets in elementary school learning. However, implementing learning that includes these targets requires appropriate design. The study outlines the level of effectiveness of communication, cooperation, emotional control and understanding differences to improve student skills. This research method uses an experimental method which was carried out with two trials, namely a limited trial with 20 students and an expanded trial with 40 students. The results of this research show that the effectiveness of the Tengko Situru' concept learning model through role playing carried out in four meetings has been proven to improve students' skills in terms of communication, cooperation, emotional control and understanding differences.**

***Keywords*- Local Wisdom, Skills, Role Playing.**

I. INTRODUCTION

The educational program as part of increasing the capacity of the younger generation aims to realize the affective, cognitive and psychomotor dimensions. The development of students' affective dimensions includes increasing spiritual, ethical and aesthetic competencies that support the formation of noble character. Furthermore, the development of the cognitive dimension encourages students' thinking abilities and intellectual intelligence so that they are able to explore knowledge and mastery of technology. This cognitive dimension contributes to increasing students' capacity to adapt to the dynamics of lifestyle developments and global problems. The development of students' psychomotor dimensions aims to develop students' technical skills so that they have practical skills that form problem solving competencies.

Specifically, educational programs at the elementary school level implement the development of students' social skills. The target for students' social skills at elementary school level is the ability to interact positively, collaborate, and form human relationships that support their physical and mental development. The development of social skills will shape students' positive characters such as self-confidence, responsiveness, skills to adapt to the surrounding environment. Limited social skills will limit students' psychological development and will indirectly impact their learning achievements.

Social skills are students' ability to develop communication and cooperation with other individuals. In the context of basic education, student skills encourage a spirit of togetherness and caring between individuals. The complexity and urgency of developing social skills is a challenge for elementary school teachers. Integrating social skills development in learning requires appropriate planning so that it does not hinder the achievement of learning objectives. This can be a strong basis for developing deep and holistic learning models.

Learning models that adopt social skills in subjects aim to form a spirit of togetherness, collaboration, mutual support and sharing experiences with others. Togetherness implies a spirit of caring for each other in a harmonious life. Togetherness also means there is mutual respect for existing differences and diversity. The development of students' social skills is also supported by local potential in the form of culture or habits that have developed from generation to generation and become the habits of the community.

One of the tribes in South Sulawesi, Indonesia which has a unique culture and is rich in tradition is the Toraja tribe. The Toraja people adhere to the spirit of togetherness which in the Toraja language is called Tengko Situru". This spirit is manifested in various aspects of life. Torajan people value values such as brotherhood, kinship, mutual cooperation, and belief in ancestors and the supernatural. This togetherness is manifested in traditional ceremonies and other social activities. Togetherness in Toraja local wisdom emphasizes the involvement of all community members in carrying out joint activities. All members of the community are expected to participate in the activities carried out, both daily activities and traditional ceremonies. In the learning process in class, it will not run well if there is no togetherness between students. Students need to communicate and work together well so that learning objectives can be achieved.

The Toraja people adhere to a philosophy of life, namely "misa' kada dipotuo, pantan kada dipomate" meaning "united we stand, divided we fall". The Tengko Situru' values in Toraja culture adhere to five dimensions, namely involvement, understanding differences, sensitivity, cooperation and leadership. The Toraja tribe adheres to the belief that any social activity cannot take place well without the role of the community. Furthermore, the manifestation of society's role in social collectivity is supported by society's mindset regarding the differences that occur in each community group. These differences become social capital in carrying out a ceremony or social activity. The third dimension is sensitivity or emotional response to situations, feelings of other people and the surrounding environment. A person's sensitivity is a form of self-awareness towards societal problems. The fourth dimension is cooperation or belief in achieving optimal results with the unity of goals and activities. Leadership dimensions or the role of community leaders in directing the community to work together in an activity. [1]

Researchers developed a learning model that aims to develop students' social skills by integrating the philosophy of Tengko Situru' in the application of education in elementary schools in Tana Toraja Regency. The learning model guides teachers to stimulate students to be active in learning, such as actively doing assignments, asking questions, discussing, expressing opinions. Apart from that, this model also stimulates the formation of students' sensitivity to the problems revealed in discussion activities. The form of learning applied in this model is role playing.

Learning social skills using role playing techniques is effective in growing students' ability to understand the people and environment around them. Role playing or drama games can provide a platform for learning how children should share, take over roles, adapt to groups and resolve conflicts without adult intervention. In principle, role playing is a method for presenting roles that exist in the real world into a role performance in class/meeting, which is then used as reflection material so that participants provide an assessment of the role [2]. Learning using the role playing method also helps children overcome feelings of discomfort or negative feelings such as embarrassment and lack of self-confidence. Role playing techniques can stimulate students' knowledge about the concepts of society and the environment around them. In other words, through role playing concrete examples of abstract concepts from social activities can be provided.

This study describes the level of effectiveness of social skills learning with the integration of 'Tengko Situru' values with role play orientation. This effectiveness was achieved through an experimental pattern applied to students in grade V in Tana Toraja Regency.

II. RESEARCH METHOD

Experimental research to implement social skills learning was carried out twice in class 4. The limited trial involved 20 students, while the trial was expanded to include 40 students as subjects. The measurement of social skills includes four aspects, namely communication, cooperation, emotional control and understanding differences. Data collection techniques are carried out by observation, tests and questionnaires.

Next, to see the effectiveness of the Tengko Situru" learning model, it was analyzed from the average score obtained by all students from the social skills questionnaire. The scores obtained by students are calculated using a formula:

$$\text{Mark} = \frac{\text{total student scores}}{\text{maximum score}} \text{ x } 100$$

To measure social skills, data from the results of a social skills questionnaire is needed which is then analyzed to provide a reality picture of whether or not there has been an increase in social skills in students in each lesson after implementing the Tengko Situru' learning model. Criteria for students' social skills based on questionnaire results can be seen in Table 1 below:

Table 1. Social Skills Criteria Based on Questionnaire Results

Nilai	Interval Score	Kriteria
A	86 – 100	Very high
B	76 – 85	Tall
C	66 – 75	Meduim
D	55 – 65	Low
E	≤ 54	Very low

The level of learning effectiveness can be seen in the comparison of the increase in score to the initial score. Analyze the effectiveness of the model using the formula:

$$\text{Effectiveness } \frac{Score\ 4^{th}\ \text{learning} - Score\ 1^{st}\text{learning}}{Score\ \text{1st learning}}\ X\ 100\%$$

III. RESULT AND DISCUSSION

1. Implementation of Learning

The implementation of Indonesian language learning involving students using the role playing method is aimed at providing students with learning experiences in the six aspects contained in the Tengko Situru' philosophy, namely: Having a role, (2) Respecting differences, (3) Having sensitivity, (4) Cooperation, (5) There are leaders so they can improve students' social skills. Learning is also designed with four teacher roles, namely explaining, monitoring the process, training and discussing.

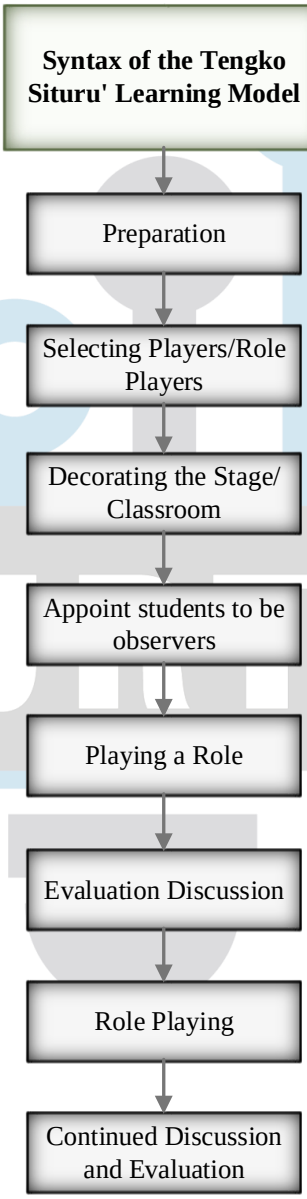
a. Explaining. The teacher explains to students the rules so that they understand the activities that will be carried out.

b. Refereeing. Teachers must control student participation in the game to ensure that benefits are actually obtained.

c. Training (coaching). Teachers should act as coaches when needed, giving players advice that allows them to play better. As a coach, teachers should be sportsmanlike advisors, not as preachers or people from certain disciplines.

d. Discussing. The teacher and students discuss the simulation that has been carried out, such as a discussion about the relationship between the simulation and the real world, what the students' difficulties and views are and what relationships can be found between the simulation and the main material being studied..

The learning syntax consists of eight stages as presented in the following image:



The description of the activities in each syntax is as follows:

1. Preparation of learning activities. At this stage the teacher explains the concept that will be acted out by students. Next, students are invited to discuss the characters that the students will play.
2. Player selection. The teacher invites students to choose or discuss the roles they want to play, and groups students into groups based on the roles chosen.

3. Stage and classroom decoration. The teacher explains the concept of spatial planning. Students prepare and decorate the classroom or role play area according to the background of the story, prepare the props and equipment needed to support the role play.
4. Determination of the observer. The teacher appoints several students who are tasked with observing the role play. The observer's role is to observe the interactions, behavior and dynamics between players. The teacher provides direction and observation instruments to students to facilitate assessment.
5. Role playing. Students involved in role playing play the characters they have chosen, interact and communicate according to the characters they play.
6. Discussion and evaluation. The teacher invites students to discuss role-playing activities. All students must convey their impressions and experiences regarding social skills learning. The teacher identifies positive aspects found in student perceptions and provides corrections to the implementation of the role.
7. Role play again. The teacher instructs students to role play different themes and situations. The teacher also directs students to explore the characters and concepts they play.
8. Discussion and evaluation. The teacher guides students to evaluate both stages of the game. Discussion activities take place involving all students, both as actors and as observers. After the discussion process, the teacher explains the relationship between learning activities and the values of Tengko Situru'. Next, students are given the opportunity to evaluate role playing activities with Tengko Situru's grades.

The experiment took place in four meetings by assessing four aspects of students' social skills, namely communication, cooperation, emotional control and understanding differences. The teacher's assessment of students' social skills is based on the observer's answers to the observation instrument. The teacher gives a score of 1 – 4 to each student who participates in role playing activities.

2. Limited Trial

A limited trial involving twenty students with four meetings provided improvements in accordance with learning targets. The results of the assessment of students' social skills in four aspects are described in Table 2, Table 3, Table 4 and Table 5.

Table 2. Social skills scores on the communication aspect of the trial are limited

Learning	Communication	
	Score	Category
1st	62.5	Low
2nd	67.5	Medium
3rd	72.5	Medium
4th	77.5	High

Table 3. Social skills scores on the cooperation aspect of the trial are limited

Learning	Cooperation	
	Score	Category
1st	52.5	Very low
2nd	60	Low
3rd	67.5	Medium
4th	72.5	Medium

Table 4. Social skills scores on aspects of emotional control on limited trials

Learning	Control Emotions	
	Score	Category
1st	50	Very low
2nd	57.5	Low
3rd	62.5	Low
4th	67.5	Medium

Table 5. Social skills scores on aspects of understanding differences in limited trials

Learning	Understand the Differences	
	Score	Category
1st	57.5	Low
2nd	60	Low
3rd	65	Low
4th	72.5	Medium

Table 2 shows that students' communication skills showed a score of 62.5 or low category at the first meeting. This value increased in the second and third meetings, in other words, students showed communication skills in the medium category. At the fourth meeting, students' communication skills showed a high category.

Table 3 shows students' ability to work together in teams. This assessment is based on the level of responsiveness and ability to think positively about other students' situations. The assessment results showed that students showed low ability to work together at the first and second meetings. At the third and fourth meetings, students showed better collaboration skills or the medium category.

Table 4 shows students' ability to control emotions when playing roles. The results of the teacher's assessment of students' emotional control skills were in the very low category at the first meeting. Furthermore, at the second and third meetings, students' scores showed an increase in scores in the low category. In the fourth meeting, students have been trained to control their emotions to achieve better scores.

Understanding of the differences is shown in Table 5. The table illustrates that the students' scores showed a low category at the first meeting to the third meeting. At the fourth meeting, this score increased and reached the medium category.

In general, the assessment of students' social skills increases in line with students' experience of learning using the role playing method. Discussion and reflection activities with the teacher enable students to express their opinions regarding the roles they play. Furthermore, games that develop interaction between students encourage their ability to communicate and understand each other's strengths and weaknesses.

3. Expanded Trials

The expanded trial was implemented in classes with a total of 40 students. The application of role playing through the introduction of Tengko Situru' makes students understand the meaning of social skills. The results of the teacher's assessment of these skills are revealed in Table 6. Table 7, Table 8 and Table 9.

Table 6. The social skills score on the communication aspect of the trial was expanded

Learning	Communication	
	Score	Category
1st	65	Low
2nd	72.5	Medium
3rd	75	Medium
4th	97.5	Very high

Table 7 The social skills score on the cooperation aspect of the trial was expanded

Learning	Cooperation	
	Score	Category
1st	65	Low
2nd	75	Medium
3rd	80	High
4th	95	Very high

Table 8. Social skills scores on aspects of emotional control in expanded trials

Learning	Control Emotions	
	Score	Category
1st	60	Low
2nd	67.5	Medium
3rd	67.5	Medium
4th	97.5	Very high

Table 9. Social skills scores on aspects of understanding differences in expanded trials

Learning	Understand the Differences	
	Score	Category
1st	62.5	Low
2nd	67.5	Medium
3rd	70	Medium
4th	97.5	Very high

Table 6 shows that the student's communication skills showed a score of 62.5 or low category at the first meeting. At the second meeting, students' competence increased to show the medium category. A significant increase was seen at the fourth meeting which resulted in competency in the very high category.
Table 7 shows that students' ability to work together in teams was low at the first meeting. This assessment increases with repeated role playing activities. Similar things are shown in Table 8 and Table 9.
In general, learning using the role playing method involving 40 students provides significant results in improving students' social skills. The target for improving skills in all four aspects was achieved well.
The effectiveness of learning outcomes is calculated by comparing the final score to the initial score for the four aspects at both experimental stages. The results of the effectiveness analysis are presented in Table 10 below.

Table 10. Analysis of the Effectiveness of Learning Outcomes

Aspect	Limited Trial	Expanded Trials
Communication	24%	50%
Cooperation	38%	46%
Control Emotions	35%	63%
Understand the Differences	26%	56%

The results of the effectiveness test in the limited trial showed the highest value in the cooperation aspect, namely 38%. Meanwhile, in the expanded trial, an effectiveness level of 63% was obtained in three aspects, namely control emotions. This analysis indicates that the social skills learning model that adopts local wisdom is considered effective.
The effectiveness values for the four variables show higher effectiveness values than in limited trials. In limited trials, the effectiveness was less than 50%. Meanwhile, in the expanded trial, this value increased to above 50%. This was achieved due to several small improvements in the implementation of learning. These various forms of improvement include providing more detailed explanations about observation instruments to observers, revising the duration of role playing activities to be longer and criteria for selecting actors based on the character of the character being played.

DISCUSSION

The learning process that integrates the Tengko Situru' concept for elementary school students shows a significant increase in students' social skills. The teacher as a facilitator guides students in participating in learning. Better learning outcomes were reflected in the expanded group with effectiveness values approaching 100% in all three aspects. This illustrates that teachers as facilitators are able to perfect learning methods after facing obstacles in limited trials.
Learning using the role playing method is characterized by the teacher's role in designing realistic activities and involving students in the design. Furthermore, in the model syntax, there is a student's reflection or statement about the impression they get after carrying out the role. This pattern provides benefits for students to discover ethical values. This effort is a reflective practice to find the strengths and weaknesses of the model being developed [3].
Applying learning with a role playing approach provides students with the opportunity to work together, think in formulating problems and try to achieve optimal results. These three tendencies are carefully designed to include duration, concept determination and activity stages. With collaborative experience, students have a strong understanding of the values obtained in learning activities [4].
Learning objectives that foster school children's social skills will form students' characters who are able to communicate well and the ability to work together with a team. The role playing method is a method that is familiar to children's lives so that it can foster the ability to interact with society and understand the character and traits of other people. In other words, learning using the role playing method will foster a positive impression of self-concept in students and facilitate the growth of socialization activities between students [5].
Based on the description of the research results and discussion, practical learning design products were found to be applied in the research area. The concept of Tengko Situru' is local so it is easy for students to understand because this concept is a culture that is understood by the community. This learning model can be adopted in other regions by

developing culture and social ethics. Thus, learning at school has an impact on the formation of students' social potential which contributes to the social capital of future generations..

.

IV. CONCLUSION

A learning model that integrates the Tengko Situru concept through role playing is proven to improve students' skills. These results are supported by an increase in student skill scores at the four meetings implemented. A limited trial involving 20 students resulted in an effectiveness rate of between 24% and 38%. Revisions to the learning model were carried out to increase the level of effectiveness and this was proven to be the case that the level of effectiveness on the UI was tried to be expanded. The effectiveness value achieved was between 46% and 63% for the four indicators.

REFERENCES:

[1] T. Kabanga, T. Tadius, P. Karuru, E. S. Salo, H. Hendrik, and R. Oktaviani, "Identification of the value of Tengko Situru'in the Pa'Tondokan community in Lembang Lolai," in *AIP Conference Proceedings*, 2023, vol. 2736, no. 1.

[2] S. Endraswara, *Metode pembelajaran drama*. Media Pressindo, 2011.

[3] R. Killen and M. O'Toole, *Effective Teaching Strategies 8e*. Cengage AU, 2023.

[4] F. Vogt, B. Hauser, R. Stebler, K. Rechsteiner, and C. Urech, "Learning through play–pedagogy and learning outcomes in early childhood mathematics," in *Innovative approaches in early childhood mathematics*, Routledge, 2020, pp. 127–141.

[5] D. Hartanto, N. Kusmaedi, A. Ma'mun, and B. Abduljabar, "Integrating social skills in traditional games with physical education interventions," *Int. J. Hum. Mov. Sport. Sci.*, vol. 9, no. 5, pp. 921–928, 2021.