The Use of Local Wisdom-Based Discussion Methods to Improve Student Learning Outcomes in PKN Subject of Class IV SDN 30 Negeri Katon

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Sections Info	ABSTRACT
	*Objective: This research examines local traditions in Lampung customs in order to improve learning outcomes for grade IV elementary school students. **Method:** This research uses the discussion method for a better approach for students. The focus of this research is the character formed in Lampung traditional culture carried out by Lampung tribe people who live in Pesawaran Regency, Lampung Province towards improving learning outcomes in civic education subjects in elementary schools. This type of research is a classroom action research (PTK) conducted in 2 cycles. Each cycle consists of planning, implementation, observation and reflection. In this study, researchers identified the problems of student learning outcomes and gave 2 tests, namely the final test in cycle 1 and the final test in cycle 2. The objects in this study were 16 students from class IV SDN 30 Negeri Katon in the 2024/2025 academic year. **Results:** The results showed that local wisdom that is still often practiced in the community such as gotong royang and deliberation are noble values carried out by the community for generations can be used as an example in group discussions and integrated in learning at school. This study shows success based on an increase in student learning outcomes that can be seen from all activities in cycle 1 and cycle 2. Based on the results of cycle 1, it was found that 63% of students did not reach the Minimum Completeness Criteria (KKM), and for the results of cycle 2, 81% of students reached the minimum completeness criteria. **Novelty:** The results showed that local wisdom that is still often practiced in the community such as gotong royang and deliberation are noble values carried out by the community for generations can be used as an example in group discussions and integrated in learning at school.*

INTRODUCTION

Education is something that is closely related to human life. Education is an effort from adults who are aware of their human role to guide, train, teach, and instill values and basic views on life to the younger generation. The goal is that the younger generation can become human beings who are aware and responsible for their life duties, in accordance with human nature and nature [1].

People's level of education will influence their views on various aspects, including themselves, society and the world in general. This greatly affects the progress and quality of a nation's human resources. A well-educated and wise society tends to create a nation that is strong, responsible, has integrity and is able to contribute to national development. The successful achievement of educational outcomes depends largely on the teaching methods used effectively. In an effort to improve the quality of education, various teaching methods continue to be used and undergo development and improvement according to the latest conditions and needs. In addition, learning facilities and media also continue to grow and improve to support the learning process.

In this study, the discussion method was chosen because it contains local wisdom values, such as the spirit of mutual cooperation, cooperation in groups, listening to other people's opinions regardless of background, and deliberation to reach consensus. These values are very important in building students' character to face various challenges in the future, as well as to avoid arrogance, belittling others, and other bad traits. Teaching methods are a key component in determining the achievement of learning objectives. Therefore, in the teaching and learning process, teachers must be able to choose the most appropriate method to get optimal results. In implementing these methods, teachers need to adjust to the conditions of the class, the number of students, and the local culture of the community.

Based on Law No.32/2009, local wisdom is defined as noble values that apply in the community life system, with the aim of protecting and managing the environment in a sustainable manner. The discussion method is a learning technique that is carried out by discussing material in groups through exchanging arguments rationally and objectively. This approach aims to make students understand the material more easily and well. In addition, this method is expected to help students improve their learning behavior and stimulate them to think critically and argue rationally in solving the problems at hand.

In the learning process, teachers must assess student learning outcomes to determine whether there is an improvement. Student learning outcomes are collected and evaluated to measure the effectiveness of the learning process. These learning outcomes are the abilities that students have after obtaining learning experiences [2], [3].

At SDN 30 Negeri Katon, the previous teaching method was very simple, using the lecture method. The use of this method caused many students to pay less attention to the teacher's explanation and seemed engrossed in chatting with their friends. In addition, they also did not understand what was conveyed related to local culture which was the learning material. This caused students' learning outcomes in civic education subjects with the theme of local cultural wisdom to be low.

One of the ways applied to improve students' understanding of local cultural wisdom material in civic education subjects is by using the discussion method. The selection of the discussion method is based on the fact that discussions contain these local wisdom values. With this method, it is expected that students can gain direct experience of local cultural values, so that they understand more easily and are more enthusiastic in participating in lessons, as well as being able to solve learning problems at SDN 30 Negeri Katon. In addition, the discussion method is also able to encourage students to be more active and think critically, while motivating them to argue and convey what they know related to the material being discussed.

In the learning process of Citizenship Education (Civics) in class IV SDN 30 Negeri Katon, it was found that student learning outcomes were still quite low, especially with regard to understanding local wisdom values which are an important part of the curriculum. This is due to the teaching methods used so far tend to be monotonous and

less able to attract students' attention actively. Most teachers rely more on the lecture method, so the learning process feels rigid and boring, making students less enthusiastic and active in participating in lessons. As a result, their understanding of local wisdom material that should be able to foster insights into nationalism and national character is not optimal. This condition shows an urgent need to find innovative solutions in the learning process so that student learning outcomes can improve significantly and the material can be more embedded in the minds of students.

The urgency of this research is very important because effective and enjoyable learning will be able to access optimal learning outcomes, as well as instill local cultural values that have become part of the nation's identity. The use of local wisdom-based discussion methods is expected to create a learning atmosphere that is more interactive, fun, and relevant to the context of students' daily lives. Through discussion, students not only listen, but also actively express opinions, exchange ideas, and understand cultural values directly and deeply. The results of this research are expected to strengthen the pedagogical approach that can improve students' learning outcomes, improve their attitudes towards Civics lessons, and build character and nationalism based on local wisdom. Thus, this research becomes very important as a strategic solution to overcome challenges in the learning process in the classroom and improve the quality of education in elementary schools.

RESEARCH METHOD

The research used the Classroom Action Research (PTK) method to determine the improvement of learning outcomes by changing the teaching method from the lecture method to the discussion method in a local wisdom-based group on local wisdom material in civic education subjects at SDN 30 Negeri Katon, grade IV students.

The research was carried out in two cycles, where each cycle consisted of four stages, namely:

1. *Planning*: At this stage, the researcher together with the class teacher designed a lesson plan that integrated the realia method and concrete props. The props used include measuring cups, bottles, and containers with different volumes that are easily found in the environment around students. In addition, an evaluation instrument was also prepared to measure students' understanding of volume measurement material.

2. Implementation of *Action*: This stage involves the implementation of the lesson plan that has been prepared. The teacher presents the volume measurement material with the help of concrete props, and relates the concept to students' daily experiences, such as measuring water or filling drinking bottles.

3. *Observation*: During the learning process, the researcher and the teacher observed the students' activities, their involvement in learning, and any difficulties encountered. This observation aims to collect data on the effectiveness of the method applied.

4. *Reflection*: After the implementation of actions and observations, reflection is carried out to evaluate the results that have been achieved. This reflection is the basis for designing actions and improvements in the next cycle, with the aim of improving and perfecting the learning process.

The subjects of this study were 16 fourth grade students of SDN 30 Negeri Katon. The data collection techniques used were observation, documentation, and evaluation. The data obtained were analyzed descriptively to determine the increase in students' understanding of the types of local wisdom and the diversity of local wisdom. So, with this approach, it is expected that students can more easily understand about local wisdom through group discussions, thus improving their learning outcomes in Mathematics.

RESULTS AND DISCUSSION

In pre-cycle learning carried out only a few students who reached completeness, out of 16 students only 8 people reached completeness or 50% of the number of students. In cycle I learning took place with maximum effort, at the end of cycle I learning it was found that 10 students or 62.5% were declared to have reached the minimum completion criteria that had been set.
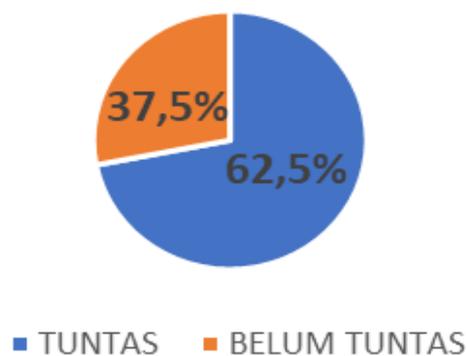

Figure 1. Student Learning Completeness Silkus 1

In cycle II, learning took place in accordance with the results of the improvement of cycle I, at the end of cycle II learning it was found that 14 students or 87.5% were declared to have reached the predetermined minimum completeness criteria.
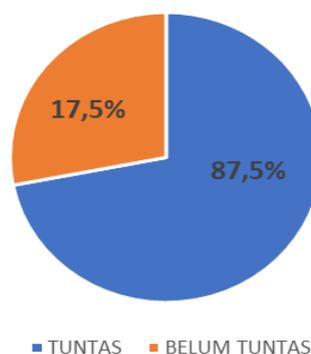

Figure 2. Student Learning Completeness Cycle 2.

In the learning that took place during the pre-cycle process on local wisdom material in class IV students of SDN 30 Negeri Katon, students did not seem to have mastered the material optimally, this was due to several factors, starting from learning methods or strategies that were not in accordance with the children's understanding of the material, this is the basis for researchers to take the research title as stated in the title, after pre-cycle learning, researchers assisted by supervisor 2 conducted a reflection to find problems that occurred in pre-cycle learning.

Based on the results of pre-cycle learning, researchers carried out learning in cycle I with changes made based on the results of the reflection carried out at the end of pre-cycle learning by paying attention to the entire design that had been prepared before the implementation of cycle I, where researchers used images to help students understand the material to the maximum, in the results of cycle I it was seen that the student completeness rate increased to 62.5% after previously only 50%, although it had reached completeness, the researcher felt that it still needed improvement until a reflection was carried out at the end of cycle I learning to design learning improvements in cycle II.

The learning results in cycle II showed a change or improvement in students, where students who achieved completeness increased to 88% or 14 out of 16 students who successfully met the minimum completeness criteria set by the school, of course this figure is very far compared to the numbers seen in the pre cycle and cycle I.

Based on the research that has taken place, it can be concluded that the use of props in the form of pictures can help improve students' understanding of local wisdom material in civic education lessons at SDN 30 Negeri Katon grade IV students, this can be seen in the results obtained at the end of cycle I, therefore class action research on grade IV students of SDN 30 Negeri Katon with local wisdom material is declared complete.

Furthermore, learning continued to cycle II with more careful planning and implementation based on the results of the previous reflection. In this cycle, learning media in the form of videos were used and the learning process was carried out with group discussions. The student completeness rate reached 87.5%, which means that 14 out of 16 students managed to meet the minimum completeness criteria (KKM) set by the school. This figure shows a huge improvement when compared to the results in the pre-cycle and cycle I stages.

Based on the whole series of research that has been done, it can be concluded that the use of video media and group discussions can effectively improve students' understanding of local wisdom material. This is evidenced by the increase in student learning outcomes from pre-cycle to cycle II. Therefore, the class action research conducted on grade IV students of SDN 30 Negeri Katon with a focus on local wisdom material using media in the form of videos and group discussions was declared successful and complete.

In the learning process in elementary schools, especially in Civics subjects, active involvement of students is needed so that learning can achieve maximum results. Research shows that the discussion method based on local wisdom values has great

potential to improve student learning outcomes. The use of this method is able to create a learning atmosphere that is interactive, fun, and relevant to the context of students' lives, so as to improve their understanding of the material and build national character.

Based on international literature, as stated by [4], discussion methods that contain local cultural values can increase student motivation and improve their critical thinking skills. This is supported by Johnson and [5] research which found that discussions based on local wisdom values can encourage students to participate more actively and understand concepts in depth. According to [6], integrating local cultural elements into the discussion process increases students' sense of pride and national identity.

From the national aspect, research by [7] proves that the use of local wisdom-based discussion methods can significantly improve student learning outcomes, especially in terms of understanding material on cultural values and national character. Likewise, [8] confirms that this strategy is able to foster a spirit of learning and is able to motivate students to be more active in the learning process, which leads to an increase in their academic results.

In addition, a number of other articles such as those by [9], Widodo and Kurniawan emphasize that the discussion method not only helps students understand the material cognitively, but also develops social skills and positive character according to national values. This is in line with the theory conveyed by Rahman that discussions containing local culture can make learning more meaningful and contextual.

International studies conducted by [5], [10] also show that the application of local wisdom-based discussion methods can increase students' activeness and sense of social responsibility, as well as strengthen their sense of patriotism. They argue that learning that integrates local cultural values and active interaction can strengthen students' character and national identity early on.

The results of both international and national literature show that the use of local wisdom-based discussion methods is effective in improving student learning outcomes. Through this method, students not only gain academic knowledge, but are also able to understand and internalize local cultural values that are part of the nation's identity. The application of this strategy is expected to be an innovative solution in solving the problem of low Civics learning outcomes at the primary school level, especially at SDN 30 Negeri Katon.

Learning at the primary school level, especially in Civics subjects, requires methods that are able to arouse students' interest and active participation so that the learning process is effective and the results are maximized. The use of local wisdom-based discussion methods is an innovation that is believed to be able to significantly improve student learning outcomes. According to [11], discussion methods that integrate local wisdom values are able to build emotional connections and deep understanding of learning materials, so that students are more enthusiastic and understand the material contextually.

In line with this, [12] said that through discussions with the background of local cultural wisdom, students not only absorb knowledge textually, but also directly experience learning experiences that are meaningful and relevant to their daily lives. This is in line with the opinion of [9] that the application of local cultural values in discussions can increase student activeness and strengthen the noble character that wants to be instilled through Civics learning.

Another study by [13] shows that the discussion method based on local wisdom can improve students' analytical and critical thinking skills. They became more active in expressing their opinions and were able to understand the meaning of the cultural values they discussed. This is confirmed by the results of Wahyuni's research which states that learning outcomes improved significantly after the application of this method, as seen from the increase in the average score and the percentage of students who reached the KKM.

From the aspect of motivation and classroom atmosphere, [14] revealed that students feel more valued and motivated when the material presented contains elements of local wisdom. They feel proud of their own local culture and character, which indirectly increases their enthusiasm for learning. Research by [15] also mentioned that the local wisdom-based discussion process was able to strengthen social relationships between students, so that the learning atmosphere became more harmonious and conducive.

Furthermore, research by [8] confirms that the success of this method not only improves academic results, but also creates positive characters such as honesty, discipline, and mutual respect. Values such as mutual cooperation, respect for others, and local cultural diversity become part of the learning process that is intrinsically formed in every discussion.

Thus, various studies taken from national sources show that local wisdom-based discussion methods have great potential in improving Civics learning outcomes, shaping positive character, and increasing activeness and pride in local culture. The application of this method is expected to have a positive impact, not only in academic aspects, but also in the development of students' character and national identity.

CONCLUSION

Fundamental Finding : Based on the observations that have been made, the students' learning completeness has changed with an improved completeness rate from cycle 1 to cycle 2. In cycle 1, 62.5% of students reached the KKM, while in cycle 2 it increased significantly to 87.5%. This shows a considerable improvement in the learning process after the corrective actions in the second cycle. **Implication :** This is an indication that the learning process must continue to be monitored and improved so that all students can obtain optimal learning outcomes. Suggestions for the implementation of this study include it is advisable to continue the learning method used in cycle 2 because it is proven to be able to improve the learning completeness of students, and teachers

need to continue to monitor the progress of students and provide additional guidance for students who have not yet reached completeness. **Limitation :** However, despite the good improvement, the completeness of 87.5% still did not reach the ideal target of 100%, so there are still some students who need special attention in order to achieve overall learning completeness. **Future Research :** There is a need for continuous evaluation and development of more innovative learning strategies so that completeness can increase to reach the target of 100%.

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