



# SOCIAL AND CULTURAL BASED LEARNING

*(Case study in TK At-Taqwa District. South Tarogong District. Garut)*

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Received: 3 January 2024/ Accepted: 11 February 2024/ Published: 30 June 2024

## Abstract

Learning is a process carried out by educators and learners in a learning environment. Social and cultural aspects are two very important elements in the learning process in achieving learning goals that lead to the achievement of educational goals. Social and cultural-based learning is a learning that not only provides knowledge but learners participate actively in understanding and interpreting of a knowledge information in accordance with social and cultural backgrounds so as to provide more understanding to learners in accordance with their needs.

**Keywords:** *learning, social and culture*

## 1. Introduction

Human life is very complex, as well as the relationships that occur in humans are very broad. This relationship can occur between man and Man, Man and nature, man and living beings in nature, and Man and the creator. Every relationship should be balanced. Man was created in the best of forms.

Allah says: "We created man in a perfect form" (At Tiin :5). "Man was created by God from dust (thin)", (Shod : 71). Science has proven that it is true that man is actually from the ground. Without soil, humans cannot grow. all the food was originally from the land.

Allah has made man the best of his creation, upright in stature, beautiful in appearance, taking with his hands what he wills, and not like many animals who take with their mouths what they will. He has given the human mind and prepared it to receive all kinds of knowledge and intelligence, so that it can be creative (creative) and able to master nature and animals. (Hardianto Rahman:2017)

Human beings are social and cultural beings in line with what is explained by the study of social and cultural sciences or the teachings of islam. In islam there is a term *Hablum minallah* and *hablum minannas*, this second term shows that humans in carrying out their lives not only play an individual role but have a social role with the role of humans as individual and social creatures then a culture appears produced by humans themselves. Social and cultural aspects are very important to note in carrying out the educational process in which there is a curriculum that is a reference in carrying out learning to achieve an educational goal or the purpose of learning.

In reality, many students may not be able to understand the theory or concept in a field of Science in terms of benefits for life, social and cultural. Students when in educational institutions or in classrooms with diverse social and cultural backgrounds, so it becomes a challenge for the world of education to realize the ideal learning objectives in accordance with the curriculum or educational objectives nationally.

Bepijak learning or based on social and cultural kapada will provide a different learning atmosphere and students can understand the lessons taught by educators because it is tailored to the social and cultural background of students, which makes learning more meaningful and contextual.

To run all the educational institutions, especially teachers must know the characteristics of children come from family, social, cultural what kind. Then it will make it easier for teachers to carry out learning that is fun and meaningful for Student Life.

## **2. RESEARCH METHODS**

This research is a descriptive qualitative research. that is, the data collected is in the form of words, pictures, not numbers. By taking the object of research in early childhood At-Taqwa District. South Tarogong District. Garut, this type of research is field research (field research) with a qualitative approach, so that sought to bring up the actual field data according to actual conditions, with the method of Interview (interview), observation, and documentation directly with the subjects of research.

Bog and Taylor cited moleong express qualitative methodology as a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior. It is a method of studying phenomena in their natural environment as a way to obtain and collect the

necessary data. By using this method can know more depth and detail about a problem or phenomenon to be studied.

The research approach used in this study is qualitative research. This study has neutral characteristics and is a descriptive field work. Qualitative research method is a social science research method that collects and analyzes data in the form of words (oral and written) and human actions and researchers do not try to calculate or quantify the qualitative data that has been obtained and thus do not analyze the numbers.

Here it focuses on the general principles underlying the manifestation of symptom units in human life, or the patterns by which sociocultural symptoms are analyzed using the culture of the community in question to obtain an idea of the prevailing patterns.

### **3. DISCUSSION AND RESEARCH RESULTS**

#### **Understanding Learning**

Learning denotes an activity performed by a person consciously or intentionally. This activity refers to the activeness of a person in carrying out mental aspects that allow changes to occur in him. Thus, it can also be understood that a learning activity is said to be good when the intensity of one's physical and mental activity is higher. Conversely, although a person is said to learn, but if the physical and mental activity is low, it means that the learning activity does not really understand that he is doing learning activities. (Ainurrahman:2013)

According to Burton in Ahmad (2013: 3), learning can be interpreted as a change in behavior in individuals thanks to the interaction between individuals with other individuals and individuals with their environment so that they are better able to interact with their environment.

According To E.Hilgard R (1962), learning is a change of activity reaction to the environment. The change in activity in question includes knowledge, skills, behavior, and this is obtained through practice (experience). Hilgard asserted that learning is a process of seeking knowledge that occurs in a person through practice, habituation, experience and so on. (Raudh et al., 2018)

#### **Learning Theory**

Learning psychology figures have their own perceptions and emphasis on the nature of learning and the process towards change as a result of learning. The following are some groups of theories that provide a special view of learning:

- a. Behaviorism, this theory believes that man is strongly influenced by events in his environment that give him certain experiences. Behaviorism emphasizes what is seen, that is, behavior, and pays less attention to what happens in the mind because it cannot be seen.
- b. Cognitivism, is one of the theories of learning which in various discussions is also often called the cognitive model. According to this theory of learning, a person's behavior is determined by his perception or understanding of the situation related to the goal. Therefore, this theory views learning as a change in perception and understanding. it occurs naturally, but only under controlled conditions. Namely the internal condition which is the readiness of learners and something that has been learned, then the external condition which is a learning situation that is deliberately set by educators with the aim of facilitating the learning process.
- e. The Theory Of Nature, basically born learners have brought talents and potentials that tend to goodness and truth. These potentials are essentially those that will be able to develop in a child. This means that the theory of fitrah in Islamic Education considers that a child will be able to develop the good potentials that he has carried since birth through education/ learning. In the Qur'an Allah says:

فَأَقِمْ وَجْهَكَ لِلدِّينِ حَنِيفًا ۚ فِطْرَتَ اللَّهِ الَّتِي فَطَرَ النَّاسَ عَلَيْهَا ۚ لَا تَبْدِيلَ لِخَلْقِ اللَّهِ ۚ ذَٰلِكَ الدِّينُ الْقَيِّمُ وَلَكِنَّ أَكْثَرَ النَّاسِ لَا يَعْلَمُونَ

So turn your face straight to the religion of Allah, and abide by the nature of Allah who created man according to it, there is no change in the nature of Allah, that is the straight religion, but most people do not know.

Based on the above verse, it can be said that the purpose of the religion revealed to man by God is to be able to navigate his life and livelihood on Earth in accordance with his original nature. The paedagogical implication is that education carries the task of striving so that religious tendencies, intelligence, socio-cultural and biological needs are really directed in accordance with the purpose of its creation, so that it is always relevant to its original nature of love for good and truth.

From the description above, related to the theory of behaviorism, cognitivism, psycho - social learning theory, Gagne's theory and the last is the theory of fitrah in accordance with Islamic education, the author concludes that learning is a process of behavior change and change of understanding, which at first a child is not equipped with the potential of fitrah, then with the learning process then a child changes behavior and understanding increases.

## **Understanding Learning**

Learning is essentially a process, namely the process of organizing, organizing the environment around learners so as to foster and encourage learners to do the learning process. Learning is also said to be a process of providing guidance or assistance to learners in the learning process. The role of the teacher as a mentor departs from the number of problematic learners. In learning, of course, there are many differences, such as the presence of students who are able to digest the subject matter, there are also students who are involved in digesting the subject matter. These two differences are what cause teachers to be able to set strategies in learning that suit the circumstances of each learner. Therefore, if the nature of learning is “change”, then the nature of learning is “arrangement”. (Pane & Darwis Dasopang, 2017). According to the law of the Republic of Indonesia number 20 of 2003 challenge the National Education System, that learning is the process of interaction of educators with learners and learning resources that take place in a learning environment. (Pan & Darwis Dasopang, 2017)

According to Trianto, learning is a complex aspect of activity and cannot be fully explained. In simple terms, learning can be interpreted as a product of continuous interaction between development and life experience. In essence, Trianto revealed that learning is a conscious effort of a teacher to teach students (directing the interaction of students with other learning resources) with the intention that the goal can be achieved. From the description, it is clear that learning is a two-way interaction of educators and learners, between the two there is directed communication towards the target that has been set. (Pan & Darwis Dasopang, 2017)

## **Learning objectives**

Learning objectives are a very important factor in the learning process. With the goal, the teacher has guidelines and targets that will be achieved in teaching activities. When the goal of learning is clear and firm, then the steps and learning activities will be more directed. Goals in learning that have been formulated should be adjusted to the availability of time, infrastructure and readiness of learners. In this regard, all activities of teachers and students should be directed to the achievement of the expected goals.

Objectives are components that can affect other teaching components, such as lesson materials, teaching and learning activities, selection of methods, tools, sources and evaluation tools. Therefore, a teacher cannot ignore the problem of formulating learning objectives when he wants to program his teaching. When viewed from the scope, learning objectives can be divided into two parts, namely:

- a. Goals formulated specifically by teachers who depart from the subject matter to be delivered
- b. General learning objectives, namely learning objectives that have been listed in the outlines of teaching guidelines outlined in the teaching plan prepared by the teacher.

Specific objectives formulated by a teacher must meet the requirements, namely:

- 1) specifically state the behavior to be achieved
- 2) limiting under which circumstances behavioral knowledge is expected to occur (behavioral change conditions)
- 3) specifically state the criteria for behavior change in the sense of describing the minimum level of acceptable behavior as a result achieved. (Pan & Darwis Dasopang, 2017)

### **Learning methods**

According To J.R David in Teaching Strategies for College Class Room quoted by Abdul Majid, said that the notion of method is a way to achieve something. To implement a strategy used seperangkan certain teaching methods. In this sense, the learning method becomes one of the elements in the teaching and learning strategy. Learning methods are used by teachers to create a learning environment and specialize the activities teachers and students engage in during the learning process.(Pan & Darwis Dasopang, 2017)

Learning method a method used in achieving a predetermined goal. In teaching and learning activities, methods are needed by teachers, the use of methods can be varied according to the goals to be achieved. The use of varied learning methods will provide an interesting learning atmosphere, and not boring for learners. However, the use of varied methods can make learning activities unprofitable if the use of variation methods is not appropriate. Therefore, in using learning methods, teacher competence is needed to choose the right method.

The factors that can affect the use of learning methods are as follows:

- a. Purposes of various types and functions
- b. Students of various ages
- c. Various situations
- d. Facilities of various quality and quantity
- e. Teachers ' personal and professional abilities are different. (Pan & Darwis Dasopang, 2017)

### **Socio-cultural based learning**

Utilization of art and culture in learning is a form of embodiment of creative learning, contextual, which is based on prior cultural experience and knowledge of each student to achieve meaningful learning outcomes. It is hoped that the use of art and culture in learning can change the learning atmosphere into a learning that is fun, meaningful, creative, contextual, and constructive for students. At the same time, the learning also provides an opportunity for students and teachers to recognize and appreciate the arts and culture owned by the cultural community. Murgiyanto (1999) states that the field of science is only concerned with the body and though thought, but less balanced sense of beauty or if the taste. On the other hand, artistry tends to leave intelligence aside, taste is more accentuated. Therefore, the use of art in learning will provide more alternatives to focus on the body, mind, and taste at the same time. (Prihartini & Buska, 2019) seeing this understanding, we can interpret the contextual here, which includes various aspects including political social systems, economics, geographical areas, languages, tribal cultural communities and others.

In the United Nations, art and culture are also a method for students to transform their observations into creative forms and principles about nature and life. Through PBB, students not only imitate and or receive the information conveyed, but students create meaning, understanding, and significance of the information obtained in various forms of manifestation. Knowledge, not just a narrative summary of the knowledge that others have, but a collection of interrelated (repertoire) that a person has about thinking, behavior, relationships, predictions and feelings, the result of the transformation of the various information it receives. Thus, the PBB process is not just transferring-conveying art and culture or cultural manifestations to students, but using art and culture to make students able to create meaning, penetrate the limits of imagination and creativity, to achieve a deep understanding of the field of knowledge they learn (Prihartini & Buska, 2019)

### **Application of culture-based learning**

In Kober At-Taqwa implementation of cultural and social based learning include:

1. Neighborhood introduction
2. Profession introduction
3. Cooking practice
4. Practice various acts of worship such as praying
5. Introduction to the surrounding culture

The results of observations with interview techniques with one of the teachers kober at-Takwa that school-based learning in kober at-takwa certainly forward to the theme or learning materials that have been prepared both in the lesson plan. For example, in the implementation of learning in the introduction of the environment such as an explanation of environmental themes such as rice fields, in this rice field introduction learning students are invited directly to the rice fields and there the teacher tries to explain various things related to rice fields, so that students are directly used to pay attention to the environment directly which is here in line with the understanding of social and

cultural-based learning that learning that gives more meaning is certainly not just knowledge but students can feel directly from the form described in the material and the students can understand in real what is the object of their study.

#### 4. CONCLUSION

From the description above, it can be concluded that social and cultural based learning is a process, namely the process of organizing, organizing the environment around students so that they can grow and encourage students to learn to transform their observations into creative forms and principles about nature and life. Where with this learning process learners better understand the meaning of the learning they get not only in terms of knowledge but they can create meaning, understanding, and the meaning of the information obtained in various forms of manifestation.

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