

# Effectiveness of implementing sociology learning modules based on Sasak local wisdom through a culturally responsive teaching approach to improve students' social skills

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## Abstract

Mastering 21st-century skills requires students to have adequate social skills to build positive relationships, work together, and participate in community life. Observations at Pringgesela 1 State Senior High School show that students' social skills are still low, especially in terms of respect, responsibility, communication, cooperation, and caring. This study aims to analyse the effectiveness of implementing a Sociology learning module based on Sasak local wisdom through a Culturally Responsive Teaching (CRT) approach in improving students' social skills. The study used a quantitative approach with a quasi-experimental design of the Nonequivalent Control Group type. The research subjects were 67 Grade XII Social Studies students who were divided into an experimental group that used modules based on Sasak local wisdom and a control group that studied without these modules. The instrument used was a social skills test in the form of a pretest–posttest, while data analysis included normality and homogeneity tests, one-way ANOVA, and N-Gain effectiveness calculations. The results showed a significant difference between the experimental and control groups, with the experimental group scoring higher on the post-test and N-Gain (0.45, moderate category). The integration of local cultural values such as *besiru*, *begawai*, and *saling tulung* was proven to strengthen social skills while instilling character in line with the requirements of the Merdeka Curriculum and 21st-century skills.

**Keywords:** Social skills, Sociology, Sasak local wisdom, Effectiveness

## Introduction

21st Century Skills, also known as the "4Cs" in the context of education, are a set of skills that are considered important for students to have in order to face the challenges and opportunities of the 21st century. These "4Cs" consist of critical thinking, creative thinking, communication, and collaboration [1]. Social skills are essential because they help students build positive relationships, participate actively in groups, and achieve shared learning goals [2]. Social skills encompass two of the four key elements of 21st-century learning: collaboration and communication. Students who excel academically and possess strong social skills will master the hard skills and soft skills desired in the context of 21st-century learning [3].

Social skills help individuals adapt to prevailing norms and enable them to survive in life, regardless of circumstances and situations. Aspects contained in social skills, such as cooperation, assertiveness, responsibility, empathy, and self-control, have been identified by [4] The Sasak tribe, with its rich local

wisdom, has great potential to be included in the Sociology module of the Social Studies subject as a learning resource aimed at developing students' social skills. The local wisdom of the Sasak people, which reflects their social skills, is also evident in the traditions practised in the lives of the Sasak tribe of Lombok. Sasak local wisdom values such as *besiru*, *begawe*, *besentulak*, *gendang beleq*, and *presean* are said to influence social interactions, social structures, and the daily lives of the Sasak people [5]. For example, *besiru* is considered capable of supporting students' awareness of social and humanitarian principles and is related to the subject matter of forms of social interaction; *begawe* is able to support students in their ability to communicate, cooperate, and compete in diverse communities at the local, national, and global levels [6].

Increased urbanisation and the flow of global information often cause younger generations to adopt global popular culture rather than preserving and maintaining local traditions [7]. All this evidence shows that local wisdom values are beginning to erode due to the development of the times and

globalisation, which threatens the cultural wealth and social skills that have long been the foundation of Indonesian society. With regard to education, globalisation as it is currently taking place brings not only positive influences, but also negative ones. The lack of social skills in the school environment, including in secondary schools, is clearly evident in the daily lives of students, such as individualistic and egoistic attitudes, poor communication skills, low empathy, lack of responsibility, low discipline, lack of cooperation and interaction in social life, or known as *social autism* or *social insulation* [8]. Based on the results of the research conducted, it was found that the social skills of students at State Senior High School 7 Bandar Lampung, classes XII IPA 2 and XII IPA 5, were in the low category. Students with low social skills lack confidence in their surroundings, which causes them to often withdraw into themselves and tend to be preoccupied with themselves without paying attention to others and being individualistic<sup>[9]</sup>.

The phenomenon of low social skills among students also occurs at Peringgesela 1 State Senior High School, East Lombok. Referring to the five dimensions of social skills, namely: (1) respecting others, (2) responsibility, (3) communication skills, (4) teamwork skills, and (5) caring [10,25]. Observations and interviews conducted in class on 27 November 2023 showed that most students did not pay attention to the teacher when he was explaining the lesson and often interrupted him. The assignments given by the teacher were not completed on time, and some students did not even hand in their assignments and copied their friends' completed work (cheating). During group discussions, most students were not very active in asking questions and exchanging opinions, and not all students participated in completing group assignments. Students also do not care about their friends' difficulties. Based on preliminary observations, the social skills of students at Peringgesela State Senior High School 1 in the odd semester of the 2022/2023 academic year showed a low tendency. Of the total 125 observation data (25 students × 5 dimensions), only 37 (29.6%) showed socially skilled behaviour, while 88 (70.4%) were still classified as socially unskilled 1) Respect for others dimension: only 32% of students did not chat while the teacher was explaining, while the other 68% still talked outside the context. 2) Responsibility Dimension: 28% of

students collected their assignments on time, while the majority (72%) were not disciplined in completing their assignments. 3) Communication Dimension: only 24% of students were able to speak and listen to their friends' opinions, indicating weak two-way communication skills. 4) Cooperation Dimension: 36% of students were able to build cohesiveness within the group, although 64% were still not very active in cooperating. 5) Care Dimension: only 28% of students showed concern for their classmates, while 72% were indifferent to their peers' difficulties.

The development of social studies learning based on local wisdom can be considered a correction to the weaknesses of current social studies learning, which focuses too much on academic aspects, lacks context, and fails to help students use modern technology critically and in accordance with their culture [11]. Sociology is one of the subjects in the social studies cluster in secondary schools that can help achieve the goal of applying local wisdom values. In general, the objective of sociology is to enhance human strength and ability to adapt to their environment, particularly the socio-cultural environment, by developing objective knowledge about social phenomena that can be used to overcome social problems [12].

Thus, it can be argued that social skills can be developed through social studies learning in the field of sociology. One component of learning is learning resources in the form of modules. However, the modules currently being developed do not explicitly include local wisdom values that contain social skills values. In this regard, it is important to develop Social Studies modules in the field of Sociology that are oriented towards the local wisdom possessed by the community in accordance with where the learning takes place. The relevance of social studies material in the field of sociology based on local wisdom values is very urgent because with values, cultural traditions and norms, students will be able to interact well, establish cooperation, increase compassion and be responsible for their duties and fellow individuals [13]. Alhanachi et al. have also demonstrated an improvement in students' social skills through a deeper understanding of cultural identity using the Culturally Responsive Teaching approach, better known as the CRT approach [14]. Furthermore, the implementation of CRT in science-based subject matter in secondary schools demonstrates that this

approach is capable of creating an inclusive learning environment that supports the development of students' social skills [15].

Based on these findings, it is clear that the use of modules or teaching materials in the teaching and learning process is important, as it not only affects teachers but also has a significant impact on students in achieving educational goals. Therefore, this study will examine the effectiveness of social studies modules in the field of sociology using the *Cultural Responsive Teaching* (CRT) approach to improve the social skills of senior high school students, which was tested on students in class XII IPS 1 at SMA Negeri 1 Peringgasela, East Lombok Regency.

## Methods

The research method used in this study was quantitative research. The effectiveness of the implementation of the Social Studies Module in the field of Sociology with the insertion of Sasak Local Wisdom as the research result was carried out using a quasi experimental design / a3>with the form of Nonequivalent Control Group Design with the form of Pretest –Posttest Control Group Design (Campbell & Stanley, 1963). This design was chosen because it is able to measure the effect of treatment by comparing the pretest and posttest results between the experimental group that received treatment and the control group that did not receive treatment. See Figure 1 below;

Group	Pretest	Treatment	Posttest
Eksperimen (E)	Q1	X	Q2
Kontrol (K)	Q3	–	Q4

**Figure 1.** Nonequivalent control group design  
Source [16]

In addition, the data on the implementation of the module on students' social skills was analysed using a one-way ANOVA technique (*One Way ANOVA*). This analysis was chosen because it is suitable for testing the difference in the average social skills of students between the experimental group, which was given the social studies module incorporating Sasak local wisdom using the CRT approach, and the control group, which was not given the treatment. The ANOVA test results will show significance if the p-value is 0.05. If the results show a significant

difference, a further test will be conducted to determine which group has a significant average difference.

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The study began by administering a pretest to students before using the learning module. Next, students were given the module used in Sociology lessons on Community Empowerment Strategies Based on Local Wisdom, which were conducted face-to-face in class. Then, after the material had been studied over three meetings, students were given another test in the form of a posttest. This aims to compare students' scores before and after using the learning module. The data collection technique used in this study was a test with 25 questions, assessed using a 1-5 Likert scale. After obtaining the students' pretest and posttest scores, the researcher conducted normality and homogeneity tests. Based on the results, the researcher chose to analyse the data to prove the hypothesis that the use of the social studies learning module in sociology had an effect. Hypothesis testing was conducted using the *ANOVA variance* test for related data in order to determine the effectiveness of the module in senior high school sociology learning, particularly in Grade XII Social Sciences. All data testing was conducted using the SPSS 25.0 program. To test the effectiveness of the learning module, manual calculations were also used, namely the N-Gain effectiveness formula. The normalised gain test (N-Gain) was conducted to determine the increase in student achievement after the treatment was given. N-gain is the ratio between the average gain obtained and the maximum possible average gain (Gain = post-test score – pre-test score). The average N-gain equation introduced by Hake (1998) is as follows:

$$N - \text{Gain} = \frac{\text{Shoes postes} - \text{shoes pretes}}{\text{maximum score} - \text{pre} - \text{test score}} \times 100$$

The results of the normalised gain calculation are then interpreted based on the n-gain interpretation table according to [17].

**Table 1.** N-Gains scores

Level of Difficulty (LD)	Interpretation or Explanation of Kindergarten
71 – 100%	Height
31 – 70%	Currently
1 – 30%	Low

Source: [17]

## Results

The effectiveness of social studies teaching modules based on local wisdom *Sasak* was analysed using *Analysis of Variance* ANOVA to determine the effect of local wisdom-based social studies learning modules *Sasak* on improving the social skills of high school students.

### 1. Preliminary test results analysis

#### a. Normality test results

Data normality testing is a statistical test used to determine whether the data in a sample is normally distributed or not. SPSS version 25.0 was used to perform the normality test, and the SPSS output is presented in Table 2 below:

**Table 2.** Normality test results

Tests of Normality					Shapiro-Wilk Statistic
	Perilaku	Statistic	df	Sig.	
MODUL PEMBELAJARAN IPS BERORIENTASI KEARIFAN LOKAL SASAK	Pembelajaran dengan modul ajar berorientasi nilai-nilai kearifan lokal sasak	.130	34	.157	.965
DENGAN PENDEKATAN CULTURAL RESPONSIVE TEACHING (CRT)	Pembelajaran tanpa modul ajar berorientasi nilai-nilai kearifan lokal sasak	.099	33	.200	.955

Data normality was tested using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk, to ascertain whether the data distribution met the normality assumption. 1) Learning Group with

Teaching Modules Oriented towards Sasak Local Wisdom Values Kolmogorov-Smirnov: Statistics = 0.130; Sig. = 0.157 (> 0.05), Shapiro-Wilk: Statistics = 0.965; Sig. = 0.965 (> 0.05), the data in this group is normally distributed. 2) Learning Group Without Teaching Modules Oriented Towards Sasak Local Wisdom Values Kolmogorov-Smirnov: Statistics = 0.099; Sig. = 0.200 (> 0.05) Shapiro-Wilk: Statistics = 0.955; Sig. = 0.200 (> 0.05), data in this group is normally distributed. Conclusion Both data groups (learning with teaching modules and learning without teaching modules) show normal distribution test results because the significance values or probabilities in both tests (Kolmogorov-Smirnov and Shapiro-Wilk) are greater than 0.05.

#### b. Homogeneity test results

The data homogeneity test is a statistical test used to determine whether the variance of several data groups is homogeneous or uniform. To calculate the homogeneity test using SPSS version 25.0, use *Levene's Test*. The SPSS output is presented in Table 3 below:

**Table 3.** Homogeneity test table

MODUL PEMBELAJARAN IPS BERORIENTASI KEARIFAN LOKAL SASAK DENGAN PENDEKATAN CULTURAL RESPONSIVE TEACHING (CRT)	Based on Mean	1.102	1	65
	Based on Median	1.061	1	65
	Based on Median and with adjusted df	1.061	1	62.564
	Based on trimmed mean	1.118	1	65

*Levene's Test* is used to test whether the variances between groups in statistical analysis are the same or not. All Levene's Test results (based on mean, median, median with adjusted df, and trimmed mean) show a value of Sig. > 0.05. Thus, there is no significant difference in variance between groups. This means that the research data variance between groups in this analysis can be considered homogeneous, which means that there is no significant difference in variance between the groups tested.

#### c. Hypothesis test results

Hypothesis 1 states that learning with teaching modules based on Sasak local wisdom (X1) has a positive effect on improving students' social skills

(Y1) compared to learning without teaching modules based on Sasak local wisdom. Please refer to Table 4 below:

**Table 4.** Results of hypothesis test 1

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	145.040	1	145.040	16.557	.000
Within Groups	569.408	65	8.760		
Total	714.448	66			

The results of the *ANOVA* (Analysis of Variance) show a comparative analysis between two learning groups using the Social Studies Learning Module in Sociology with Local Wisdom *Sasak* Insertions and the *Cultural Responsive Teaching* (CRT) Approach. The following is an explanation of each part of the ANOVA results: Between Groups F-value = 16.557 with p-value = 0.000 (0.05). This indicates that there is a very significant difference between the group of students who used the Sasak local wisdom-based teaching module and the group who did not use the module. Within Groups Variation within groups still exists (Mean Square = 8.760), but the difference between groups is much more prominent. This means that even though each student in the group showed variation in results, the use of the module was a strong contributing factor to the difference in scores. The total variation in the data (Sum of Squares = 714.448, df = 66) can be explained largely by the use of the Sasak local wisdom-based teaching module.

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Hypothesis 2 Learning with teaching modules based on Sasak local wisdom improves students' social skills more effectively than learning without teaching

modules based on Sasak local wisdom, as shown in Table 5 below:

**Table 5.** Results of hypothesis test 2

	N	Mean	Std. Deviation
Pembelajaran dengan modul ajar berorientasi nilai-nilai kearifan lokal sasak	34	9.88	2.660
Pembelajaran tanpa modul ajar berorientasi nilai-nilai kearifan lokal sasak	33	6.94	3.240
Total	67	8.43	3.290
Model			2.960
Fixed Effects			
Random Effects			

The table shows descriptive statistics for two learning groups in a study that used and did not use the Local Wisdom-Inserted Social Studies Learning Module for Sociology *Sasak* with a Cultural Responsive Teaching (CRT) approach. The following is an explanation of each section of the table: The group with the module obtained an average score of 9.88 (SD = 2.660), which was higher than the group without the module, which had an average score of 6.94 (SD = 3.240). The smaller standard deviation in the group with the module showed more seragam and consistent results, while the group without the module showed greater variation. Overall, the combined average of both groups was 8.43 (SD = 3.290), but the module group still outperformed the control group. These results support the hypothesis that the use of teaching modules based on Sasak local wisdom has a positive effect on improving students' social skills. The modules not only increased the average score, but also reduced the variation in learning outcomes so that learning became more equitable among students.

### Module effectiveness test results

The results of the effectiveness test of the Sasak local wisdom-based social studies learning module were calculated to determine the extent to which the use of this module could improve students' social skills. The social skills measured included communication skills, respect for others, cooperation, fostering a sense of caring, and increasing students' responsibility in daily social interactions. The data obtained showed that the average pre-test score of students was 62.76, while the average post-test score increased to 90.56. Thus, there was a significant increase with an average difference of 27.79 points after using the module.

Furthermore, the N-Gain calculation results showed

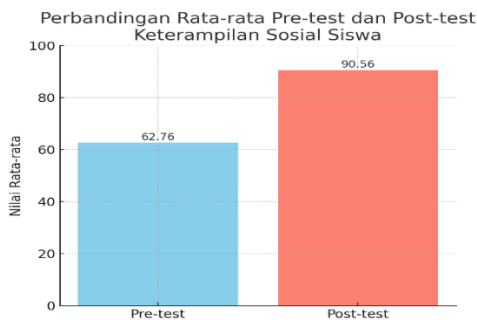
an average value of 0.45. Referring to the N-Gain interpretation criteria according to Hake (1998), this score falls into the moderate category (31–70%). This indicates that the effectiveness level of the module is moderate, meaning that the developed module is quite effective in improving students' social skills.

These results show that the implementation of the Sasak local wisdom-based social studies module is not only able to provide cognitive knowledge, but also contributes significantly to improving students' social skills. The following calculation results can be seen in Table 6 below.

**Table 6.** Results of the effectiveness test of social studies learning modules

No	N (sampel)	Average Pre-test	Post-test average	Average Score	Gain	Average N-Gain	Category
1	34 Studens	62,76	90,56	27,79		0,45	Currently

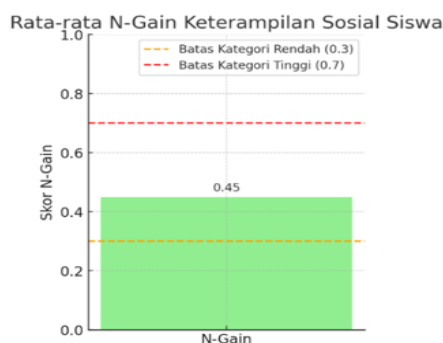
Source; Compiled by researchers



**Figure 2** Comparison of the average scores of students' social skills in the *pre-test* and *post-test*

The following is a bar chart that presents a comparison of the average scores of students' social skills in the pre-test (62.76) and post-test (90.56). This graph shows a significant improvement after the use of the Sasak local wisdom-based teaching module.

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The dotted line indicates the category boundary: 0.3 (low) → orange line, 0.7 (high) → red line. These results confirm that the use of teaching modules based on Sasak local wisdom is quite effective in improving students' social skills.

## Discussion

According to [18] dan [19], effectiveness testing was conducted in the Evaluation phase of ADDIE. The module was tested empirically in the field after being validated and proven practical. The results of the *Analysis of Variance* (ANOVA) and *NGain* were used as indicators that the module had met the instructional objectives and was able to have a positive impact on students' social competencies. The main objectives were 1) To determine the effect of using the Sasak-based module on improving students' social skills. 2) Comparing the increase in scores between the experimental class (with the module) and the control class (without the module). 3) Measuring effectiveness with ANOVA statistics and *NGain* as an indicator of improvement.

The trial of the social studies learning module in the field of sociology was conducted at Pringgesela High School 1 using two classes, namely the experimental class and the control class. The trial results obtained data on the pretest and posttest related to the improvement of social skills. Based on the SPSS 25 statistical test output, there was a significant difference in the increase in pretest and posttest scores between the experimental class and the control class for the improvement of students' social skills. The average increase in pretest and posttest scores in the experimental class was 27.79. The highest pretest score was 70, while the highest posttest score was 95. Hal ini mengindikasikan

adanya peningkatan signifikan dalam peningkatan keterampilan sosial siswa diantara siswa pada kelas eksperimen. Then, the average increase in the pretest and posttest scores in the control class was 7, indicating an improvement but not as significant as the improvement in the experimental class. The highest pretest score was 73, and the highest posttest score rose to 83 but was lower than the improvement in the experimental class, which used the local wisdom-based social studies learning module.

The results of the analysis of variance (ANOVA) show that there is a significant difference between the group of students who used the Sasak local wisdom-based teaching module and the group who did not use it. The F-value of 16.557 with a significance level ( $p$ -value) = 0.000 ( $< 0.05$ ) indicates that the use of teaching modules based on Sasak local wisdom has a significant impact on improving students' social skills. This finding is consistent with the opinion [20] Regarding the effectiveness of Culturally Responsive Teaching (CRT), it has been found that a learning approach that integrates students' cultural backgrounds can create a more inclusive and meaningful learning process. Furthermore, the results of this study show that the group that used teaching modules based on Sasak local wisdom had a higher average score ( $M = 9.88$ ;  $SD = 2.660$ ) compared to the group without modules ( $M = 6.94$ ;  $SD = 3.240$ ). The smaller standard deviation in the experimental group also indicates more consistent learning outcomes. This is in line with the findings [14] which emphasises that the use of the CRT approach has implications for improving social skills, including communication, cooperation, and empathy.

Based on the N-Gain analysis results, an average value of 0.45 was obtained. The N-Gain value for the experimental class was greater than 0.3, indicating moderate to high effectiveness. The control class showed a low N-Gain (less than 0.3), indicating minimal improvement. Referring to the N-Gain category classification [17] This value falls within the moderate category ( $0.3 \leq g < 0.7$ ). This means that the use of teaching modules based on Sasak local wisdom is quite effective in improving students' social skills, although there is still room for improvement to achieve a high category. The results of this effectiveness test analysis are supported by research. [21] The module based on local wisdom showed that

the experimental group achieved significant improvement in cognitive, affective, and psychomotor aspects compared to the control class.

This study has revealed the understanding of Grade XII Social Studies students at Senior High School (SMA), who were the subjects of the study, which can be summarised as follows:

1. The social skills of students who used the social studies learning module in the field of sociology based on the local wisdom of the Sasak Lombok were in the good category.
2. The social skills of high school students who did not use the social studies learning module were in the low category.

To evaluate the effectiveness of the learning module, manual calculations were performed using Ms Excel with the N-Gain effectiveness formula. This N-Gain test aims to measure the extent of improvement in student achievement after they receive a specific treatment. This assessment aims to determine whether the developed module has a significant effect on the development of social skills, including communication skills, respect, cooperation, caring, and responsibility. The results of this study indicate that the use of social studies learning modules that focus on Sasak local wisdom with a CRT approach is more effective than conventional learning modules in improving the social skills of secondary school students. Several factors influence this, as follows: First, modules oriented towards Sasak local wisdom tend to present examples that are relevant to the students' environment and culture. This serves as a trigger for students to apply their knowledge of sociology in a context that is closer to their daily lives. The integration of Sasak local wisdom into social studies learning modules also has the potential to increase student engagement. Referring to [22] It can be asserted that the implementation of the Sasak local wisdom-based IPS module through CRT is a concrete manifestation of technohumanistic education: learning that combines technology, local culture, and human values to shape students who are not only academically intelligent, but also socially skilled, empathetic, and able to contribute to society.

Secondly, material related to local wisdom often raises questions about the relationship between

social studies and local wisdom. Social studies plays an important role in shaping students' character and social skills, especially at the secondary school level. Local wisdom, such as that found in the Sasak culture in Lombok, Indonesia, can be a rich source for the development of social studies learning modules. From an educational sociology perspective, these results also reinforce the theory<sup>[23]</sup> which states that students' social skills are greatly influenced by social environmental factors and cultural context. The integration of local Sasak values such as *saling jangoq* (socialising), *saling tulung* (mutual assistance), and *besiru* (mutual cooperation) into the teaching module has been proven to contribute to the strengthening of students' social skills. By integrating local wisdom into learning, students not only learn about social concepts, but also understand the cultural values that exist around them. This will help them to become individuals who are more sensitive and responsive to social issues in society. The implications of this research show that the Sasak local wisdom-based teaching module not only functions as a contextual learning medium, but also as a means of character education. This is in line with research conducted by<sup>[24]</sup> that a humanistic approach to learning can enhance student independence and satisfaction through interaction, flexibility, constructive attitudes, and effective classroom management. These principles are in line with the foundations of *Culturally Responsive Teaching* (CRT), which places students as active subjects, values their cultural experiences, and creates an inclusive and meaningful learning environment. Thus, it can be said that this module is able to instil socio-cultural values that are relevant to students' daily lives, thereby developing the social skills targeted in 21st-century learning outcomes, particularly in the areas of communication and collaboration.<sup>[1]</sup> can develop significantly.

## Conclusion

This study proves that the social studies learning module in the field of sociology, which incorporates Sasak local wisdom using the Culturally Responsive Teaching (CRT) approach, is effective in improving the social skills of high school students. The ANOVA test results show a significant difference between the experimental and control groups ( $F = 16.557$ ;  $p < 0.05$ ), while the N-Gain result of 0.45 is in the moderate category. This module not only improves

cognitive achievement but also develops social skills in communication, cooperation, caring, responsibility, and respect through the integration of local cultural values such as *besiru*, *begawe*, and *saling tulung*. This module should be implemented not only in Sociology lessons, but also across subjects to strengthen social skills holistically. In addition, there is a need for continuous training on the application of Culturally Responsive Teaching (CRT) in order to be able to integrate local values creatively and effectively into learning. Furthermore, there is a need for the involvement of the community and local cultural experts in the development of teaching materials so that the wisdom values promoted remain authentic, relevant, and contextual.

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