



Development of Citizens Education Learning Model Based on Rejecting Local Wisdom to Improve Student Social Behavior

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Authors' contributions

This work was carried out in collaboration among all authors. All authors read and approved the final manuscript.

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ABSTRACT

This study aims to produce valid, practical and effective Civics learning models based on Tolaki local wisdom that can be implemented in students in the Citizenship Education course. The development of learning tools used the 4-D model and was tested on PGSD students in the Faculty of Teaching and Education, Halu Oleo University. The research design used the One-Group Pretest-Posttest Design. Collecting data using observation, test and questionnaire. Data analysis techniques using quantitative/qualitative descriptive analysis. Learning the Civics learning model based on Tolaki local wisdom begins with the validity of learning tools in the form of Model Books, Teaching Handbooks, Learning Plans (RPS), Student Activity Sheet Lecture Units and prosocial

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behavior evaluation instruments. Furthermore, trials were carried out on students in learning Citizenship Education courses. The results of the study show that the learning tools developed are declared valid, practical and effective. The implementation of the learning stages seen in student learning activities shows an increase and very good enthusiasm in carrying out learning. Students can follow the learning process by using learning tools that are developed with high curiosity. The effectiveness of Tolaki's local wisdom-based Civics learning development model has succeeded in increasing students' prosocial behavior. The results showed that the learning tools using the Civics learning model based on Tolaki local wisdom were declared valid, practical and effective for increasing students' prosocial behavior and getting good and positive responses.

Keywords: Civics learning; Tolaki local wisdom; prosocial behavior.

1. INTRODUCTION

The Indonesian nation is a nation that has a variety of regional cultures spread across throughout the archipelago. This cultural diversity is a valuable wealth that belongs to the Indonesian nation and makes this nation different with other nations. However, along with the development and progress that occurs, cultural values are held firm and maintained its existence by every region and tribes that are now almost extinct. foreign culture quickly entered Indonesia and the people quickly accepted these changes so that the local culture instead exiled. The nation's noble cultural heritage can be passed on through education. Education as a container for bequeath culture of course no can separated from values culture. By Because That, atmosphere education must support the implementation of cultural inheritance to the next generation in order to create an appropriate educational atmosphere as well To support the process of cultural inheritance, it is necessary to have a management strategy and the use of an appropriate learning model support and appropriate in learning [1].

It is in line with Law 20 of 2003 article 1 paragraph 1 states that education is business conscious and planned For realize atmosphere Study and the learning process for participants educate in a manner active develop potency himself For own religious spiritual power , control self , personality , intelligence , morals noble , as well as Skills Which needed himself , society , nation And the state (Law No. 20 of 2003 , nd).

Based on observations made by researchers, that learning in the PGSD FKIP UHO Department, especially in Citizenship Education subjects, in practice the lecturers still rarely integrate the value of local wisdom in in learning materials. This happens for several reasons including is that the lecturer only focuses on existing teaching materials and has not revised

the existing teaching materials previously especially teaching materials that have dimensions of local wisdom values, the material difficult to relate to the conditions of the learning environment because lecturers have limitations and abilities in developing innovative and contextual learning materials, as well supported by the knowledge of the lecturer on local wisdom material in particular culture Tolaki is still lacking so this leads to understanding students regarding based learning materials wisdom Local learning cannot be improved according to learning outcomes where students should be able to understand and implement contextual learning.

Preliminary observation results showing that, such a process occurs in one of the subjects namely Citizenship Education (PKn). Facts in general in learning PKn found a number of trend problem when researcher do studies introduction. *first*, material in learning Citizenship Education Not yet fully contextual, not yet reflect values wisdom local Tolaki, description material Not yet in accordance with Standard Competence (SK) and Competence Basis (KD) and delivery material Still monotone lecture in the sense of centered on the teacher (*teacher center*). *Second*, minimal readiness teacher in prepare device supporters learning like Syllabus, Plan Semester Learning (RPS), and Worksheets Student as well as limited source relevant learning. *Third*, lack supervision lecturer to behavior prosocial student, so student Not yet fully own behavior good prosocial. It appears in the learning process student not enough apply mark sharing, cooperation, honesty, donating, generosity, helping as well as consider well-being individual other. It is caused lecturer Not yet fully guide student for apply behavior prosocial in the learning process, both inside class nor outside class. Should condition the No expected happened. Indicator achievement learning required must relevant with Achievements Learning Graduates (CPL) and Achievements Where is Subject Learning

(CPMK). arranged in room scope local with objective student get information knowledge in form material and competence attitude nor Skills through the learning process. Beside that's the effort lecturer prepares based material wisdom local is highly desirable materialized for students accept material in a manner appropriate context with situations and conditions public local.

In line with In addition, research conducted by Twenge & Foster, [2] found that in America from 34 participants only there are 37% of participants or sample that is volunteer Want to share or donate the money in help other individuals who experience distress. Individual reluctant donate for help experienced individual another difficulty in his life. Findings other about decline behavior prosocial explained by Khoiri & Soedarmadji, [3] that there are 7 regions in East Java show exists indication concern social and sensitive teenager towards other people and the environment. Teenager looked more attach importance self Alone in reach success without Lots consider the circumstances of the other people around him. this can cause teenager become the more individualist so that behavior prosocial the more faded. Isnandar, [4] state that people tend to selfish and do Forget something reward, behavior prosocial This raises ignorance to environment.

Based on observation early, show that there is a number of students showing symptom behavior low prosocial. Indication This appear student not enough care to self myself and others, especially concern to environment around you know values culture Tolaki as basic culture especially in the Kendari City area, Southeast Sulawesi, it is very lacking so that values wisdom local become thing it's not priority main for student. Indifference This make behavior prosocial student become the more eroded will values wisdom local in the neighborhood.

Responding matter such, then presence development of learning models PKn based wisdom local Tolaki is Wrong One component important in learning. Material can develop with both appropriate with wisdom local public Tolaki so that can help achievement objective characteristic learning contextual. Ability lecturer in develop a learning model that is contextual really important, especially the appropriate learning model with condition environment local Development of learning models-based wisdom local become important for creating learning models Which in accordance with condition environment expected

locale can increase behavior prosocial student. Based on description above, so researcher interested For stage study with title "Development of Citizenship Education Learning Models based Wisdom Local Tolaki for Increase Behavior Prosocial Student."

2. LITERATURE REVIEW

Learning models is whole Suite presentation teaching materials that include all aspect before medium and after learning carried out by the teacher as well all facility related to use in a manner direct nor No direct in the learning process teach. Trianto [5] state that learning model is something planning or something pattern used as guidelines in plan classroom learning or in tutorial learning. Learning models refers to approach learning to be used , incl inside it goals teaching, stages in learning, environment learning, and management class. Siti Annisatun Nafi'ah (2018: 17-19) - Google Search, nd) the learning process in class no free from the learning model in the form of pattern used for drafting curriculum, settings material, and giving instruction to the teacher inside class.

Citizenship Education is effort aware of what has been done in a manner systematic For introduce, instill outlook awareness state, defend the country and own pattern thought , pattern attitude and behavior prosocial as pattern love act homeland based on Pancasila for the sake of remaining intact and upholding the Unitary State Republic of Indonesia [6].

Moral values are implemented and conveyed in integration in eye lesson show linkages between SK and KD with values and indicators for determine developed moral values. Include related values with morals on the Plan Semester Learning (RPS) [7]. Civics Program possible student school base for process and discuss problem possible real they facing in life they [8].

Wisdom local is habits which embedded strong in life public certain Which contain elements of high cultural value. Sumarni, [9] explains that local wisdom is local knowledge that is used by the community to survive in an environment that is integrated with the system beliefs, norms, culture and are expressed in traditions and myths that are adhered to over a long period of time. Wisdom Local culture is a product of past culture that should be continuously used as a basis for life [10]. Local wisdom is part of the life of the local community which has been passed down

from generation to generation. Local wisdom is part of the community to survive in accordance with environmental conditions, accordingly with need, and that trust has rooted and hard For removed [11].

In public Tolaki, there is philosophy education rooted in *expressions Inae Kosar ice Pansare* ; namely *liasara* i.e *pinekasara* means “ who knows custom will respected; who broke custom will roughed up”. From this philosophy then knotted in symbol Kalosara that regulates relationships between humans and their environment [12].

Values wisdom local in connection between member this society exists containing elements mark philosophy high. They make it as stick handle For undergo life daily [13].

According to Byrne, [14] that prosocial behavior is everything action whatever Which profitable person other. kindly general, term This applied to actions that do not provide an immediate benefit to people who performs the act, and may even carry a degree of risk certain. Even action simple sometimes can contain risk certain. That such action can carry a certain risk for the helper and profitable for others Which he helped.

Meanwhile [15] states that prosocial behavior is a prosocial behavior that is beneficial for people who are helped and cared for. in it there are several elements of togetherness, cooperation, cooperation and altruism. Same with opinion on, [16] also explains that helping behavior or what can be known as prosocial behavior is an action taken by someone with the intention of providing assistance to person other And No give benefit for person Which give help.

3. METHODOLOGY

3.1 Type Study

Type of Research This is study development or research and development (R&D) . Research and development is oriented towards the development of a product whose process and development are described carefully and the products obtained are evaluated through trials. The development research method is used as a process to produce products and test the validity, practicality and effectiveness of a product.

3.2 Time and Place Study

Execution time study This counted since stages development of learning models start from the

study process introduction, development of learning models, evaluation and revision of learning models. As for implementation Study in the field held in odd semesters in 2022/2023.

This research on the Development of Tolaki Local Wisdom-Based Learning Models to Improve Prosocial Behavior was carried out at Halu Oleo University, Faculty of Teacher Training and Education, Department of Elementary School Teacher Education (PGSD) which is located at Jl. HEA Edy Mokodompit, Kambu District, Kendari City, Southeast Sulawesi Province.

3.3 Research Design

The trial design used was good in trial I and trial II were design *One Group Pretest-Posttest Design*, that is design research applied to a group, no comparison group (control) with notation as following:

$$O_1 \times O_2$$

Information:

O_1 = Initial test or *pretest* for knowledge beginning students on understanding draft before the learning process going on or before given treatment.

X = Given treatment, namely the development of a Civics learning model based on local wisdom

3.4 Subject Study

Subject research on research development of learning models-based wisdom local Tolaki This is student Department of Elementary School Teacher Education Faculty The number of teachers and education at Halu Oleo University is 35 people. Respondents in study This is students who take / program eye Citizenship Education course in odd semesters year academic 2022/2023. In study This student observed in a manner careful, related behavior prosocial and planting values wisdom Local Tolaki in lectures and activities student other.

3.5 Procedure Development

Procedure development of learning models based wisdom Local Tolaki For increase behavior prosocial students in learning

Citizenship Education refers to the 4D (*four-D*) development model proposed by (Thiagarajan, 1974) . Model selection is based because the programs contained in 4-D are arranged in a manner systematic. this model consists from four stage namely: (a) *define*, (b) design, (c) develop and (d) disseminate . The steps of the 4-D model are: as following:

4. RESULTS

Based on channel study development of the learning model used, then study This has finish all steps to be condition for as A study development of learning models, Results study can served as following:

Analysis overview Need Development of PKN-Based Learning Models Wisdom Local Tolaki.

Based on results studies introduction in form observations and interviews has related data found with development of learning models PKN based wisdom local Tolaki For increase behavior prosocial PGSD FKIP UHO students, among others as following:

4.1 Analysis Needs for Students

As for the network activity in development of this model started with analysis needs on campus. Researcher determine results analysis need the through studies introduction to PGSD FKIP UHO.

Based on observation during the learning process and interviews to Lecturer colleagues who also teach eye studying is, obtained information that student own behavior prosocial low shown in behavior daily like Still low ability share with fellow student as well as behavior prosocial other namely work still the same lacking, low honesty, desire for help (donate) the low , trait generosity Still low characteristic each other Help still low as well as behavior prosocial other namely consider well-being individual other Still low. For overcome problem the lecturer has do business for build student like urge and advise, will but business coaching the No succeed optimally because student still repeat same treatment. Unsuccess business coaching that also happened consequence less handling appropriate target so that real problem experienced by students no handled with ok. Besides that, obstacles encountered. Lecturer for optimizing gift service guidance counseling because on campus not enough its functioning power professional guidance and counseling, one of them in face students who have behavior

low prosocial. By him That Lecturer disclose that development of learning models PKN based wisdom local Tolaki considered important Because can become an alternative teach indicator behavior prosocial for PGSD FKIP UHO students.

4.2 Analysis Need Lecturer

As for analysis need lecturer, that a lecturer must know all type lack in the learning process start from beginning teach nor lack in application learning methods/models. Because. That lecturer should do investigation start and do interview to a number of lectures in room the scope of PGSD FKIP Halu Oleo University fork now information beginning about behavior prosocial skills possessed by students.

It showing that necessity learning model innovations new more creative as possible more embed values wisdom local Tolaki For increase behavior prosocial PGSD FKIP UHO students.

4.3 PKN -Based Learning Model Design Wisdom Local Tolaki

Learning models-based mark wisdom local Tolaki designed for achieve two goals mutual learning related, that is help student compile understanding and training student think critically. Through learn based wisdom local Tolaki student will guid to do so form and organize understanding new. Besides that, student will trained think critical with construct meaning and manner assimilate and get correlate experience or the material he studied with existing knowledge owned before.

Learning models this use approach culture local that is culture local Tolaki with principal mark Kalosara. Kalosara is culture and values always main honored and respected high by society Tolaki. Kalosara contain values character and behavior prosocial which is habit in a manner down down and become characteristic typical public Tolaki. Embodied value in Kalosara believed can be a filter for someone in behave as well as behave in life daily so that can spare from anti- social behavior and other negative behavior.

Because that contained values in mark Kalosara become base in development of learning models PKN. As for the values contained in mark The terms related to the design of the PKN learning model are as following:

1. Introduction

On activities This started from a simple learning process Then next with to more stage complex up to type learn more height and practice refers to stimulus and response. At stage This student requested for remember and tell the experience he had in accordance with draft material taught later associated with environment daily especially concerns mark Tolaki local wisdom. The goal to know ability student in understand and master material previously as well as learning relevant context culture area can more understood and developed by a student. this reflects the value of *Pindara* (smart and skilled) as well Behavior prosocial share (*metia*) at the moment student tell experience.

2. Presentation

At stage This serve information or material lectures to student through draft reception or discovery, so student more active with prioritize principles *student centered learning*. Stage This is a process of change behavior prosocial as results from interaction student with environment. this can do as effort for create order in the learning process can created interaction educative between lecturers and students. this reflects the value of Cooperation (*samaturu*).

3. Understanding

At stage This is a process to go through student For reach actualization self, understanding self as well as realization for studying students optimally. Through the learning process man will understand at a time understand Who himself, his potential and how develop himself in a manner realistic and factual. this can see from activities carried out student in present results Study group, as well give response or question to explanation material presented by students nor lecturer. This reflects behavior prosocial honesty (*modulaa*).

4. Development

Stage development is more of a learning process develop creativity and care student to fellow human. this can see from ability lecturer in give chance to student for put forward something concept, theory, rule or understanding through the examples you get in his life. The goal is for student capable implement theory that has studied on the eye PKN courses in increase ability prosocial in life society, nation and state.

This reflects mark prosocial donating (*mesumba*), generosity (*pesawa'an*) & helping (*mondulingi*), considering well-being individual others (*mombeonasa dumb tooo suere*).

5. Evaluation

At stage This is an appraisal process from accumulation steps taken before. The goal is for take decision about value and benefits obtained from the learning process on the eye PKN course. Besides that, is, evaluation done for measure behavior prosocial achievements achieved by students through implementation *pre-test* and *post-test*. This showing mark behavior prosocial consider well-being individual others (*Mombeonasa dumb tooo suere*). As for the steps learning learning models PKn as follows:

5. DISCUSSION

5.1 Validity Learning Model Tools Developed

Learning model tools developed in this study include: Model books; teaching materials; Plan Semester Learning (RPS); Lecture Program Unit (SAP); Activity sheet Student (LKM); Instruments Test Behavior Prosocial ; and Instruments Response Student . The process of developing learning models filed on Thiagarajan, et al (1974) is known with model name Four-D or 4-D models. This model is loaded four stages namely, defining (define), planning (design), development, and dissemination. material learning in a manner whole. RPS that has developed researcher the Then validated by two experts with an average score the validator's assessment of the RPS was 3.65 (reliability 91.40%) with valid category [17]. It based on analysis results validation plan implementation learning. Researcher do revision in accordance with suggestions from the validator so expected after revised device the more can help in the learning process.

Lecture Program Unit (SAP) which has been developed researcher Then validated by two experts with an average score evaluation validator against SAP of 3.61 (90.27% rehabilitation). valid category [17]. It based on analysis results validation Şaman Lecture Events (SAP). Researcher do revision in accordance with suggestions from the validator so expected after revised device the more can help in the learning process.

Device learning next to be developed researcher is Activity Sheet Student (LKM). The MFI is in the process of developing it based on a number of analyses which includes: (1) Analysis goals refer to abilities student for formulate problem through question, create hypothesis, design and conduct experiment, collect and analyze data, present results test as well as make conclusion; (2) Analysis characteristics student. This used for study characteristics students which include: ability academic, age, and level maturity, too motivation to lessons). On research this is what it becomes object study for support application device learning is students of the Faculty Elementary School Teacher Education Study Program Teacher Training and Education at Halu Oleo University.

The results of the assessment of two validators with the average result of MFI validation is 3.27 (reliability 81.94%) with valid category [17]. those results show the developed MFI worthy used by lecturers in learning after revised according to the advice of the validator.

As for the explanation above can see in the picture following in Fig. 1.

Fig. 1 shows the preliminary aspects of 93.75%, supporting theory aspects of 93.75%; Model Description 91%; and 100% prosocial behavior. With the average obtained, it shows that the validation results of the model book by the two experts get very feasible criteria [17].

Semester Learning Plan (RPS) is development or description from curriculum that contains; synopsis eye college, competency eye lecture, indicator competencies, topics /subtopics, and references. Order curriculum can be implemented with Good in lectures in class. RPS expected can become reference lecturer in the learning process so that student experience enhancement No only aspect cognitive and psychomotor but also aspects attitude specifically attitudes prosocial. Expected with accommodate ability attitude prosocial student in activity learning contained in the RPS, students will easy master / understand draft material learning in a manner whole. RPS that has developed researcher the Then validated by two experts with average score the validator's assessment of the RPS was 3.65 (percentage of 91.40%) with valid category [17]. it based on analysis results validation plan implementation learning. Researcher do revision in accordance with suggestions from the validator so expected after revised device the more can help in the learning process.

Lecture Program Unit (SAP) which has been developed researcher Then validated by two experts with an average score evaluation validator against SAP of 3.61 (percentage of 90.27%) with valid category [17]. it based on analysis results validation Lecture Program Unit (SAP). Researcher do revision in accordance with suggestions from the validator so expected after revised device the more can help in the learning process. Aspect results validation Lecture Program Unit can see in the Fig. 2.

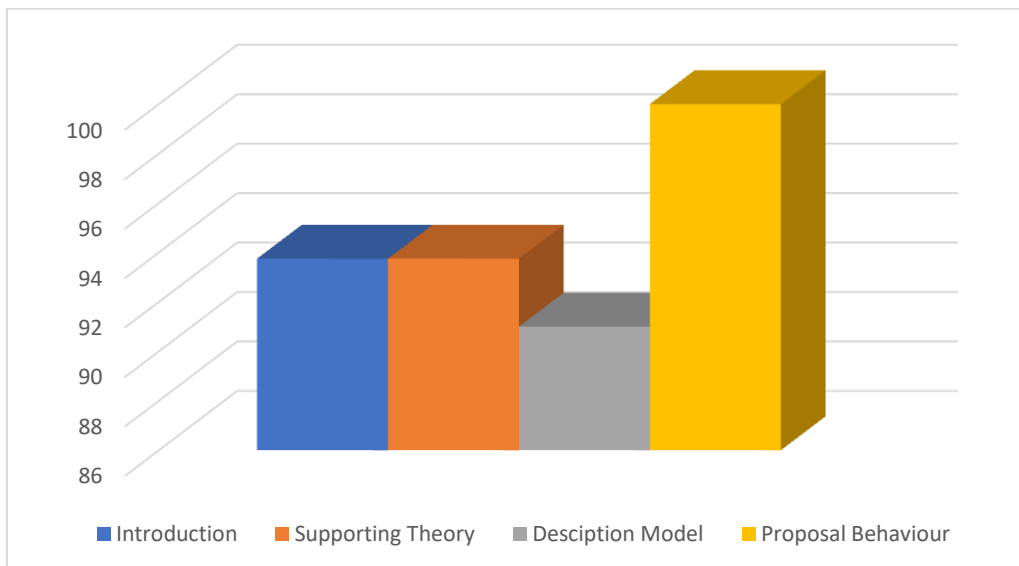


Fig. 1. Model book validation results

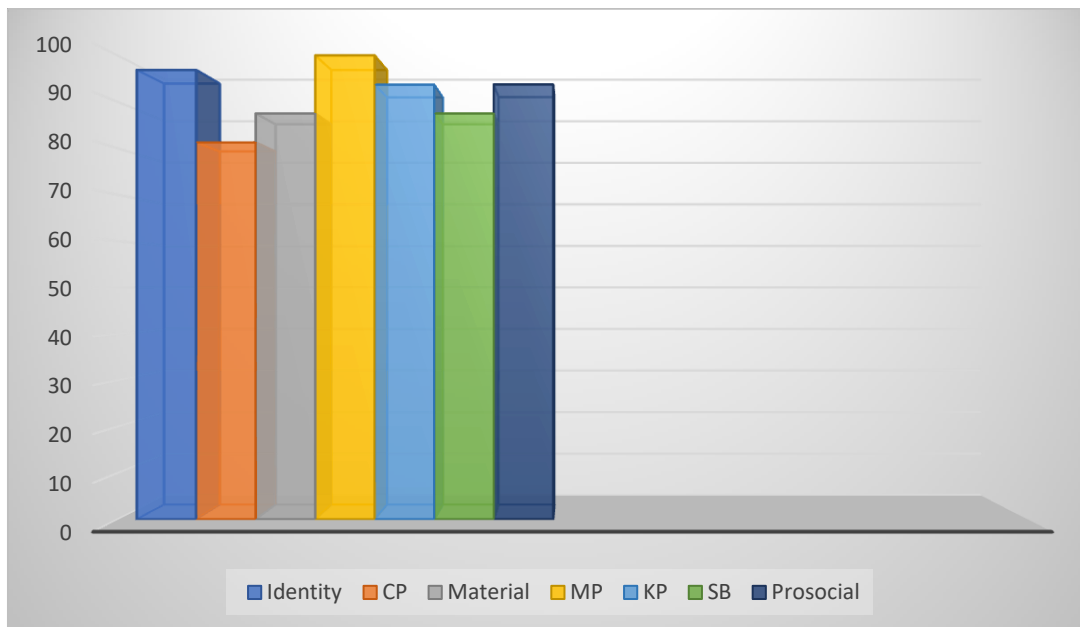


Fig. 2. Validation results plan semester learning (RPS)

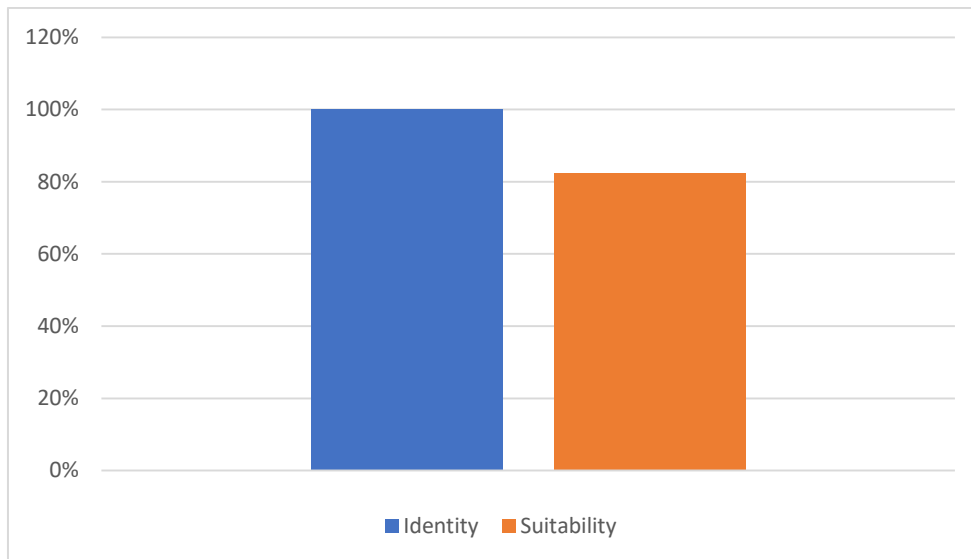


Fig. 3. Validation results lecture program unit (SAP)

On Aspect identity obtain the average obtained by 100% of both validators whereas aspect suitability obtained average of 82.50% of both validators.

The results of the assessment of two validators with the average result of MFI validation is 3.27 (percentage 81.94%) with valid category [17]. those results show the developed MFI worthy used by lecturers in learning after revised according to the advice of the validator.

5.2 Implementation of the Learning Model PKn Based Wisdom Local Tolaki

Following this is our description the implementation of the learning model PKn increase behavior prosocial student. During the learning process going on student feel happy, enthusiastic and not experience trouble. This caused Because lecturer do approach in form guidance during learning when There is student experience trouble. Guidance the will reduced in

every meeting, in particular if student already capable independent.

(honest and trustworthy) and give question for embed mark *pindara* (smart and skilled).

Based on matter such, then can concluded that implementation or level developed absorption with the PKn model category ok. This look at the score high average and with category Good the because all stage learning done and some other things, namely: First, on activities introduction; lecturer open meeting with especially formerly invite pray together before learn and give greetings. this held as exists planting *Parasai ni uncle Taala* (faithful and pious) Next lecturer convey contract that followed with plan achievements learning eye lectures and plans achievements especially for students can prepare material lectures. Besides That, lecturer give motivation as exists embed mark *mondulo*

5.3 Activity Student

Based on results activity students in trials and research conducted is known that student able to : 1) Formulate problem with clear and get directed For find answer, 2) Analyze weakness or limitations in data collection , 3) Formulate hypothesis based on knowledge possessed , 4) Write down correct conclusions and supported by data, 5) Evaluate conclusions made accompanied logical reasons , 6) Give possibility solution alternative For solve problems, 7) Accept or reject opinion , idea or decision accompanied with clear and logical reasons . It experiences increase in each meeting.

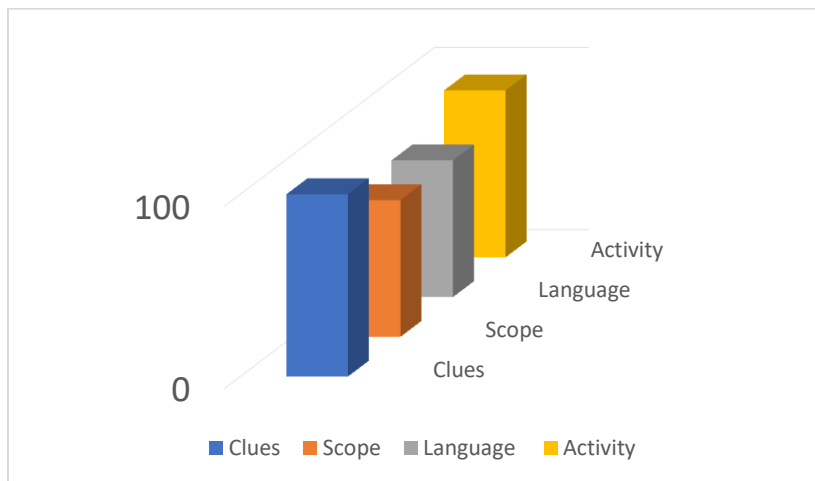


Fig. 4. Worksheet validation results student

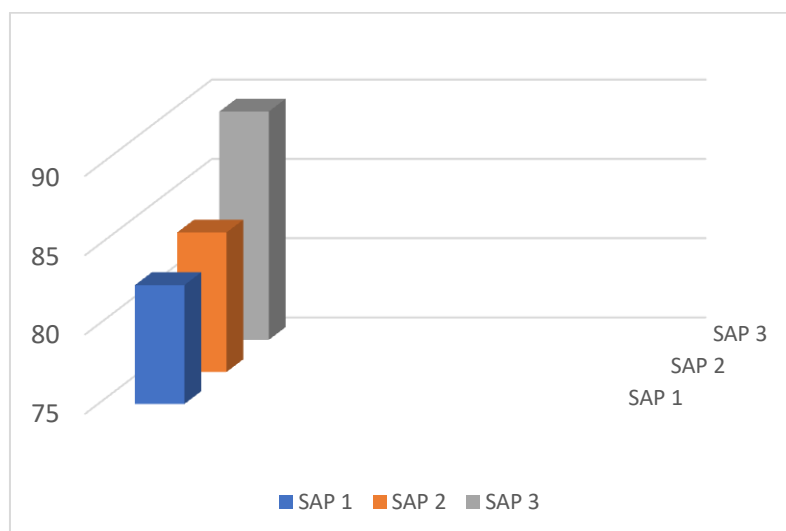


Fig. 5. Average SAP implementation

5.4 Response Student

Based on results analysis response student to development other devices Mostly student give response positive to interest, novelty and convenience in understand component learning. Response the showing that student can accept with Good all component learning which includes activities learning, worksheets student, matter learning (teaching materials), and ways lecturer teach. According to Castle et al. [18] If given problem to participant educate make they feel challenged , new and interesting , then in the learning process student will exert whole effort For finish problem the Good individually or group and trigger motivation in self-student. Average results response student can see in Fig. 6.

Response interest student to activity learning of 35 students namely (89%), novelty activity learning (88%), interest activity learning (90%) opinion usage module prosocial (92.8), and opinions MFI usage (91.2%). With thus the average data response student to the Civics learning model-based wisdom local is 96.3% with criteria evaluation including very good category. this show that student feel clear with explanation lecturer at the time learning and students are very interested if learning using the PKn model based Tolaki local wisdom taught for tree discussion next [19].

5.5 Average Learning Outcomes Behavior Prosocial Student

Based on Fig. 7 shows that of the 35 students assigned *pretest* only 9 people finished. Average

pretest achieved on the material This was 44.00 which was included in category no complete. After given treatment with use teaching materials in the form of models in learning obtained results *posttest* with enhancement average student to 85.27 which is included in category complete. effectiveness provision of learning models PKn based Tolaki local wisdom analyzed with use *N-Gains. gains* showing difference acquisition mark *pretest* and *posttest* use learning models PKn based Tolaki local wisdom Based on results analysis obtained mark *N-Gain* between *pretest* and *posttest* use learning models PKn based Tolaki local wisdom of 0.73 with High category.

5.6 Average Behavior Results Prosocial Student

Observation results activity behavior prosocial student from attitude indicators prosocial in trials and research conducted is known that student able; 1) Sharing, 2) Contributing, 3) Cooperation, 4) Helping, and 5) Honesty about it experience increase in each meeting.

Based on results work student on the aspect attitude in *post-test* all reach completeness. The improvement shown by the results analysis with use analysis *pretest-posttest* showing There is difference in average behavior prosocial after done treatment. However, student Still need exercise in a manner sustainable for them used to For use Skills think in split problems lectures and behavior achieved prosocial more optimal. Average results *pretest* and *posttest* can see in the picture following in Fig. 8.

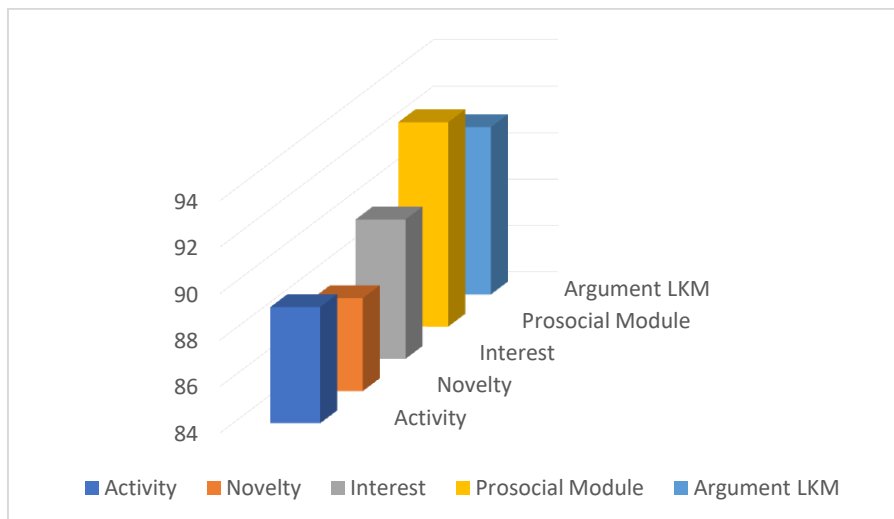


Fig. 6. Response results student

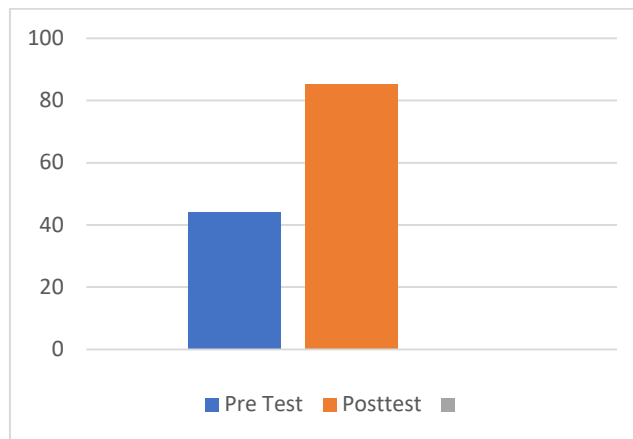


Fig. 7. Average learning outcomes behavior prosocial

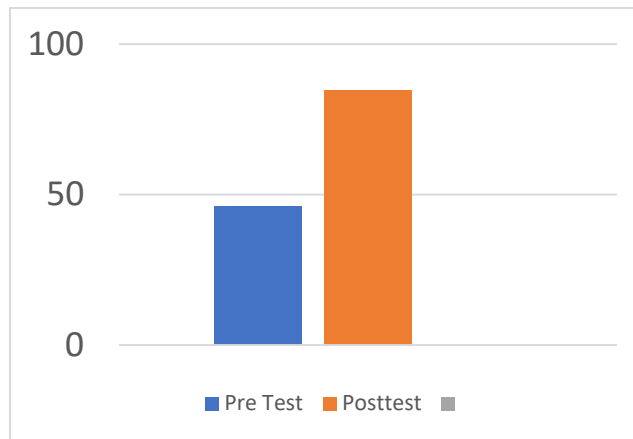


Fig. 8. Average attitude results prosocial

Fig. 8 showing results average *pretest* on students as many as 35 people at 46.00 while on the results *posttest* of 84.67, results the Of course the increase is very significant from incomplete category the average of 46.00 where only nine students who get results complete the rest is not complete, after given treatment experience enough improvement significant with results *posttest* of 84.67 with category complete. *Gain* results also show mark of 0.72i with category high.

6. CONCLUSION

Based on research that has done, device learning model PKn based Tolaki local wisdom obtained conclusion as following:

1. Need from learning models PKn based Wisdom Local Tolaki is highly expected by lecturers in framework develop values regional local wisdom as well as importance planting mark behavior prosocial student.

This based on with results research shows that behavior prosocial PGSD FKIP UHO students lacking and necessary improved.

PKN- based learning model wisdom local Tolaki designed For achieve two

2. Goals mutual learning related, ie help student compile understanding through given material as well as form behavior prosocial. Through learning PKN- based learning Tolaki local wisdom student will guid to do so form or compile anatomy knowledge new.
3. The validity and practicality test of PKN- based learning models wisdom local Tolaki, based on study are in valid categories and categories practical. This started with validator's assessment of device learning form model books and books guide teaching, Plan Semester Learning (RPS), Lecture Program Unit (SAP), Activity Sheet Student (LKM) and Instruments test behavior prosocial. Instrument the get evaluation from

expert validators with very decent category for implemented.

4. The effectiveness of PKN- based learning model wisdom local Tolaki based on implementation learning is in the range numbers 3.00-4.00 which means are in category effective. those results show the learning process with using the PKN- based learning model wisdom local Tolaki can increase ability think critically and improving mark behavior prosocial student this can see that absorption device developed learning very positive response.

7. SUGGESTION

From conclusion results study This filed some suggestion for researcher a n next, namely:

1. Lecturer need given training for develop more learning models contextual to get stimulate ability student in develop mark the local wisdom of the area.
2. Need held study advanced Which similar so that obtained repair in implementation application learning model PKn based Tolaki local wisdom for increase behavior prosocial student.
3. At the moment gift evaluation form *pretest* and *posttest* need quite a long time for researcher For observe student, so researcher Enough hassle in management time. So recommended for study furthermore so that considered Again need time and designed the best management time Which needed moment activity Study teach.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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