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DEVELOPMENT OF SOCIAL STUDIES TEACHING MATERIALS BASED ON ETHNOPEDAGOGY FOCUSING ON FAMILY AND SOCIETY TRADITIONS OF MADURA TO ENHANCE COMMUNICATION SKILLS STUDENT

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Abstract. Developing communication skills in elementary school students is a very important need. The level of mastery of children's communication skills not only affects intellectual development through learning effectiveness, but also affects the social process and overall personal development of students. Initial studies show that 77% of students have not shown communication skills, while 23% of students show quite good progress with teacher direction and guidance. In addition, the teaching materials used, namely the science textbook, have not been effective in developing students' communication skills. So that the communication skills of 3rd grade students have not been formed completely. One of the school's efforts to improve communication skills is the use of models, methods, and media according to student needs and meet the demands of learning in the society 5.0 era in elementary schools. The development of ethnopedagogy-based social studies teaching materials on Madurese family and community traditions to train the communication skills of 3rd grade elementary school students can be an alternative solution to the problem. By using the research and development method of analysis, design, development, implementation, and evaluation (ADDIE), the results of improving communication skills were quite satisfactory. The results of the validation of language experts obtained a percentage of 80% and validation of teaching material experts by 76%, so it can be concluded that the teaching materials that have been developed are quite valid and can be used but with improvements. Meanwhile, the results of the trial obtained an assessment percentage of 84% or valid for use according to expert practitioners, while the percentage of student assessments was 87.4% or can be said to be very interesting. Based on the results of observations of learning with ethnopedagogy-based social studies teaching materials that have been developed, there is an increase in students' communication skills, especially oral communication, through various activities and works produced such as mini podcasts and mini vlogs.

Keywords: Teaching Materials, Ethnopedagogy, Madurese Culture, Communication Skills, Elementary School

Introduction

The rapid development of information technology in the 21st century requires children to have good communication skills. The importance of mastering communication skills for students to strengthen their ability to understand information and socially to compete in the era of society 5.0. Meanwhile (Grabinger & Dunlap, 2016) warn that not everyone can acquire communication skills independently. So it is very important to develop high communication skills with teachers and peers which can be a

prerequisite for the formation of holistic qualities that improve children's interactions with others. Children aged 9-10 years are included in the category of late childhood with the characteristic of increased social skills. At this stage, children begin to understand that speaking is a more acceptable means of communication compared to simple communication such as crying and gestures to be recognized in social groups. Therefore, the encouragement to improve communication skills, especially speaking in late childhood, becomes crucial.

Children who have the ability to express their thoughts in oral form are characterized by the ability to speak correctly, good voice power, and express emotions with the right intonation, or are able to communicate thoughts in written form, making it easier for students to interact (Akcan, 2017). It is concluded that the formation of communication skills is considered to be one of the main objectives of the learning process for children in schools in this century. Most elementary school students still experience obstacles in the formation of communication skills which have an impact on children's difficulty in understanding meaning, being unable to respond, and being unable to express opinions (Mabborang, et al., 2017; Talluri, 2023; and Perez, et al., 2023). Long-term problems caused by poor communication skills are the inhibition of the ability to interact in their social environment in the future. (Qobilovna, 2023) formulated that communication is a requirement in socializing so that a lack of communication skills can result in someone not having the confidence to speak in public. This opinion is emphasized by (Hurlock, 1980) in his book which states that communication skills for children determine the social abilities of children in adjusting to peers and the neighborhood environment. Speaking, conveying thoughts, and understanding what others say are the main skills that must be developed. Furthermore, Hurlock (1980) in his book explains that efforts that can be made to improve children's communication skills come from four sources. First, the role of parents in correcting incorrect speech or grammar and encouraging children to be active in every family conversation (Sari, 2020; Anggraini, 2020; Oktaviani, et al., 2021; Yuswati & Setiawan, 2022; Hermawati & Sugito, 2022). Second, utilizing technological developments such as television and smartphones that increasingly facilitate access to information according to children's needs (Rayhan, et al., 2023; Qotrunnida, et al., 2023). Third, forming a reading habit to increase vocabulary and get used to the correct sentence structure (Hidayati & Martanti, 2020). Fourth, the role of schools in correcting pronunciation and language meaning errors through a variety of learning models and methods (Rambe & Meilani, 2021; Sary & Indah, 2023).

Several research results presented in scientific journal articles regarding the use of teaching materials in developing communication skills: Research conducted by Septika, et al. (2024) states that local wisdom can be integrated with literary learning materials. In this case, it proves that cultural values have a positive impact on students' language development. Research conducted by Jakupcevic & Portolan (2024) found that many teaching materials were inconsistent in the scope of the material discussion with students' daily applications, meaning that the teaching materials used were not contextual which could cause obstacles to students' speaking competence. The learning presented must be in accordance with the real life of elementary school students to facilitate students in developing language skills. Furthermore, Muradov (2024) proved that the use of technology in the learning process is an important aspect in the learning process. The results of his research prove that technology is very helpful in organizing

learning, increasing students' cognitive activities, and enabling students to learn independently.

The development of teaching materials is regulated in Government Regulation Number 19 of 2005 concerning National Education Standards which explains that educators can create and independently modify learning materials to better suit students' needs in the learning process. The theory of quality teaching materials can be developed based on the theory of Greene & Peety (1971) which mentions 10 requirements for the quality of children's books, including: 1) attracting students' attention; 2) motivating students; 3) containing illustrations; 4) considering linguistic aspects; 5) closely related to contextual materials and equipped with a systematic learning plan or direction; 6) stimulating students' personal activities; 7) avoiding ambiguous concepts; 8) having a clear point of view; 9) providing reinforcement and emphasis. The results of the initial study conducted by the researcher found that (1) the quality of learning needs to be improved because most teachers have not developed their own teaching materials, (2) teaching materials do not contain ethnopedagogical values of the local community, (3) communication skills have not been cultured in the school environment, as evidenced by student 3rd grade documents showing that oral communication skills in 85% of students have not been seen while 77% of students have shown visual and written communication skills and 23% of students need assistance (4) ethnopedagogy-based teaching materials have never been developed to train students' communication skills combined with digital platforms. Currently, schools have tried to train communication skills by holding speech competitions at the end of each semester. However, skill formation must be done through habituation. It was concluded that 3rd grade students have made progress in visual and written communication skills but still need special attention in improving oral communication skills. Based on the background that has been presented, this study aims to develop an ethnopedagogy-based social studies teaching material on the material of Madurese family and community traditions to train the communication skills of 3rd grade elementary school students.

Method

The research method uses the ADDIE research and development model which consists of five stages, namely: 1) analysis stage to find out the problems that occur in the field; 2) design stage is carried out by designing the concept and content of teaching materials; 3) development stage is carried out by realizing the product design that has been made and product validation is carried out by language experts in relation to the feasibility of using language structures in teaching materials, and product validation by teaching materials experts to assess the feasibility of the systematics and content of teaching materials; 3) implementation stage is carried out to obtain the results of limited-scale product trials, large-scale trials, effectiveness tests, and attractiveness tests; 4) evaluation stage is carried out by making improvements to the product that is more in accordance with unmet needs. The following is a description of the research stages with the ADDIE procedure (Dick, 1996).

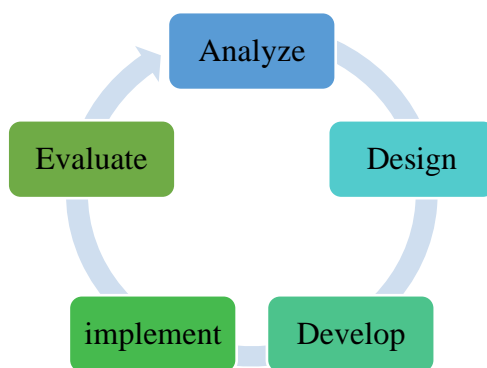


Figure 1. ADDIE Design

The subjects of this study were 3rd grade c students of SDN Gunongsekar. The informants were 3rd grade teachers of SD Rongtengah 5 Sampang, the principal, anthropology experts, language experts, teaching material experts, and elementary education experts. Data collection techniques used observation, interviews, and documentation. Data validity techniques used data triangulation, with qualitative and quantitative data analysis techniques.

In quantitative data analysis techniques, a Likert scale was used to measure the validity of language experts, teaching material experts, and expert practitioner validity by considering the following validity criteria:

Table 1. Likert Scale Validity Criteria

No	Validity Criteria	Validity Level
1	01.00% - 50.00%	Not valid and cannot be used.
2	50.01% - 70.00%	Less valid and needs major improvement.
3	70.01% - 85.00%	Quite valid and can be used but needs improvement.
4	85.01% - 100.0%	Very valid and can be used without improvement.

Source: Akbar (2013)

In addition to using the Likert scale, to measure the level of interest in teaching materials by students, the Guttman measurement scale is used with the following validity criteria:

Tabel. 2. Guttman Scale Validity Criteria

No	Validity Criteria	Validity Level
1	00,00% – 20,00 %	Very unattractive Cannot be used.
2	20,01% - 40,00%	Not attractive Cannot be used and needs major revision.
3	40,01% - 60,00%	Less attractive Can be used with major revision.
4	60,01% - 80,00%	Attractive Can be used with minor revision.
5	80,01% - 100,00%	Very attractive Can be used without revision.

Source: Akbar (2013)

Research Result

Based on the five stages of ADDIE research and development, the following research findings were obtained:

Stage 1. Analysis

The analysis stage was carried out to understand the problems and needs in creating teaching materials. The results of the analysis produced the following data:

1. Needs analysis

The needs analysis stage, data on students' written test scores were obtained, presented in Figure 2 below:

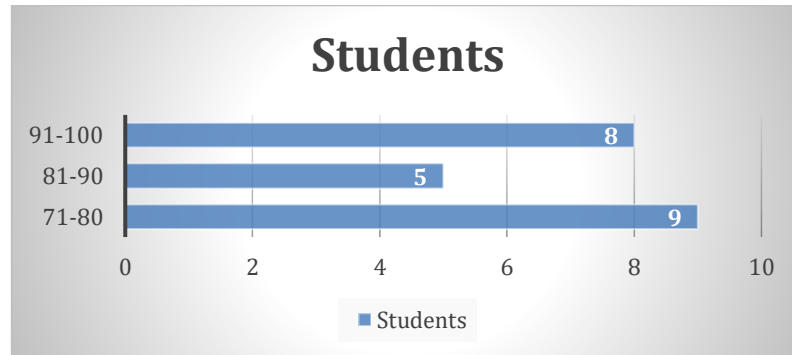


Figure 2. Nilai Tes Tulis

In addition to written tests, student formative test data that shows communication skills are presented in Figure 3 below:

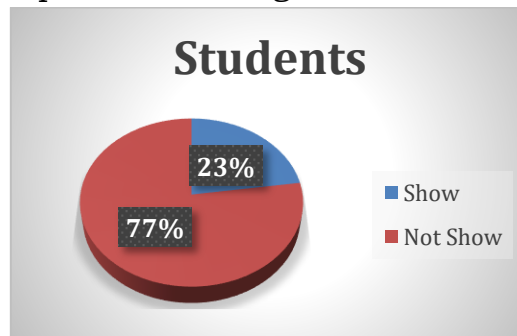


Figure 3. Formative Communication Skills

2. Analysis of student character

The majority of 3rd grade students of SDN Gunongsekar 1 is native Madurese. Therefore, as part of the Madurese community, it is natural to have broad insight into their culture. To determine the level of students' insight into local culture, namely the traditions of the Madurese family and community, a pre-test was conducted. The results of the pre-test are presented in Figure 4 as follows:

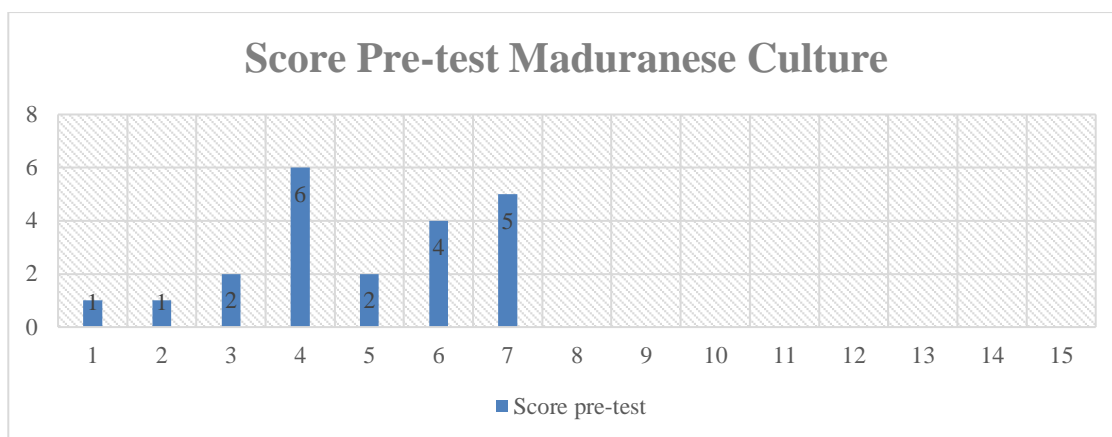


Figure 4. Pre-test Maduranese Culture

3. Analisis aktivitas pembelajaran

SDN Gunongsekar 1 diketahui menggunakan kurikulum Merdeka dengan implementasi buku IPAS untuk pelajaran IPA dan IPS. Berdasarkan hasil observasi diketahui bahwa aktivitas pembelajaran dan tugas-tugas kurang mendorong siswa untuk melatih keterampilan komunikasi. Konten materi terkait tradisi keluarga dan masyarakat tersaji dalam buku IPAS Bab 7 dengan tujuan mengenal ragam tradisi keluarga dan masyarakat Indonesia.

4. Analysis of learning activities

The study analysis was conducted by reviewing previous findings and research related to the integration of ethnopedagogy in learning. Based on the results of the literature study analysis, the following conclusions were obtained: 1) ethnopedagogy has succeeded in increasing understanding of history, culture, society, and language skills in elementary schools (Sumaryanto, et al., 2024; Wulandari, et al., 2024; and Sapriani, et al., 2024); 2) ethnopedagogy can be integrated into all subjects in elementary schools such as Science, Social Studies, Indonesian, Civics, to Arts and Crafts (Sirtufillaily & Tahir, 2024; Dirgantari & Cahyani, 2024).

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 79 of 2014, learning must include local content. This aims to teach students about local potential and wisdom, so that they can understand local cultural identity. The local wisdom referred to includes the study of culture, including belief systems, social, language, art, livelihoods, technology and equipment used by local communities (Koentjaraningrat, 1982).

To produce teaching materials that are in accordance with students' needs, the theory of children's book criteria according to Greene & Peety (1971) is used, namely: 1) interesting, 2) motivating, 3) containing interesting illustrations, 4) considering linguistic aspects so that they are in accordance with students' abilities, 5) closely related to the material, and supported by a plan, 6) stimulating students' personal activities, 7) avoiding ambiguous concepts, 8) having a clear

point of view, 9) providing reinforcement, emphasizing values, 10) avoiding personal differences in students who use them.

Stage 2. Design

At the design stage, the design of teaching materials is adjusted to the findings at the analysis stage, namely: 1) according to the characteristics of students and the student's environment; 2) involving learning activities that encourage communication skills; 3) meeting the demands of learning in the society 5.0 era; 4) based on ethnopedagogy; 5) developed based on the book of IPAS Chapter 7 on the material of Indonesian Family and Community Traditions; and 6) meeting the criteria for children's books according to the theory of Greene & Preety (1971). In general, the following design was obtained:

1. Selection of format and initial design

The initial format and design of the teaching materials include the design of the title, objectives, activities, form of teaching materials, and the character or mascot of the teaching materials. Social Studies Teaching Materials Based on Madurese Ethnopedagogy: Polite Language is the title chosen for the teaching materials to be developed. In accordance with the local cultural basis and the specific objectives of the teaching materials, namely 1) introducing the traditions of Madurese families and communities in particular, 2) training students' communication skills, especially in polite language. All teaching material activities are based on the problem-based learning model which involves active learning activities with peers, family, and the surrounding environment. The form of the teaching materials is designed to be digital. Teaching materials need to have a mascot as a characteristic as well as to help form the reader's point of view, namely 3rd grade elementary school students. The character or mascot of the teaching materials is presented in Figure 5 below.



Figure 5. Teaching Materials Mascot
Source: Canva

2. Main content arrangement

The presentation of the teaching material structure is developed based on seven universal cultural values as presented in Figure 6.



Figure 6. Cover Design and Table of Contents

3. Preparation of learning resources

Learning resources available in the teaching materials must be relevant and complete to build student understanding. Learning resources are not only in the form of boring narratives, but also in the form of learning videos available on YouTube and can be accessed via QR codes as presented in Figure 7 below.

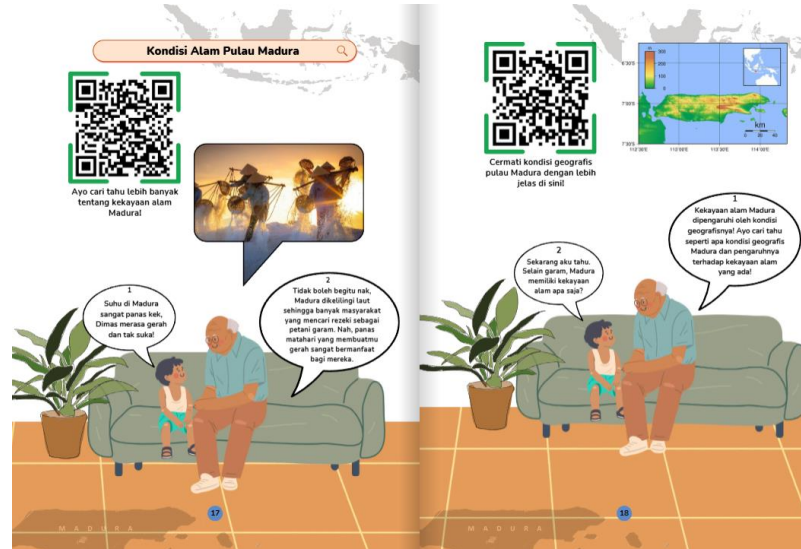


Figure 7. QR Code Learning Resources

Stage 3. Development

The prototype development stage in digital form produced results as shown in Figure 8 below.

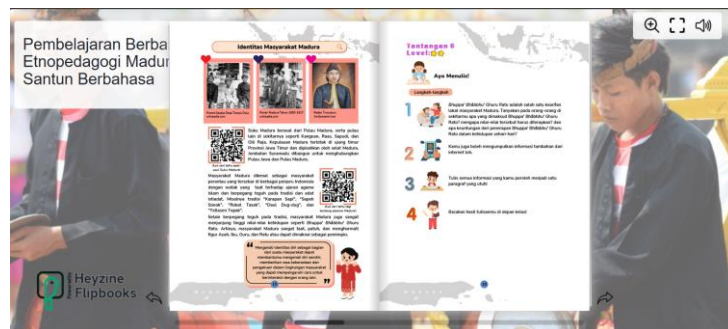


Figure 8. Display of Digital Version of Teaching Materials

After the teaching materials have been successfully developed, a feasibility test is then carried out using expert validation. Based on the feasibility test with language experts and teaching materials experts, the data in Table 3 are obtained as follows.

Table 3. Expert Validation

No.	Validation	Score		Total	Category
		Score Obtained	Score Maximum		
1	Language Expert	40	50	80%	Quite valid and worth testing but needs improvement
2	Teaching Material Expert	38	50	76%	Quite valid and worth testing but needs improvement

Stage 4. Implementation

The implementation stage was carried out with small-scale trials and large-scale trials. Small-scale trials were conducted with students and teachers of class c by implementing ethnopedagogy-based social studies teaching materials that had been declared valid and worthy of being tested. In small-scale trials, expert practitioner validation was carried out to determine the level of effectiveness of teaching materials and to obtain suggestions for improving teaching materials to better suit learning needs. Meanwhile, the large-scale trial stage was conducted with students and teachers of class c and b to obtain more representative validation data on the level of attractiveness of teaching materials. Data from expert practitioner validation and student validation as users are presented in Table 4 as follows.

Table 4. Product Implementation Results

No.	Validation	Description	Score	Category
1	Expert practitioner	level of effectiveness	84%	Quite valid and usable but needs improvement.
2	Students	level of interest	87,4%	Very interesting, can be used without revision.

Stage 5. Evaluation

The evaluation stage is carried out to ensure that the ethnopedagogy-based social studies teaching materials developed have functioned in accordance with the learning objectives to be achieved. Based on the results of interviews with students and teachers at the evaluation stage, it can be concluded that the teaching materials have functioned well, especially in terms of the focus on the development of communication skills of 3rd grade elementary school students. In addition, to ensure that the teaching materials also function to increase the insight of 3rd grade students into the material on Madurese family and community traditions, a post-test was conducted. The results of the comparison data for pre-test and post-test values are shown in Figure 9 below.

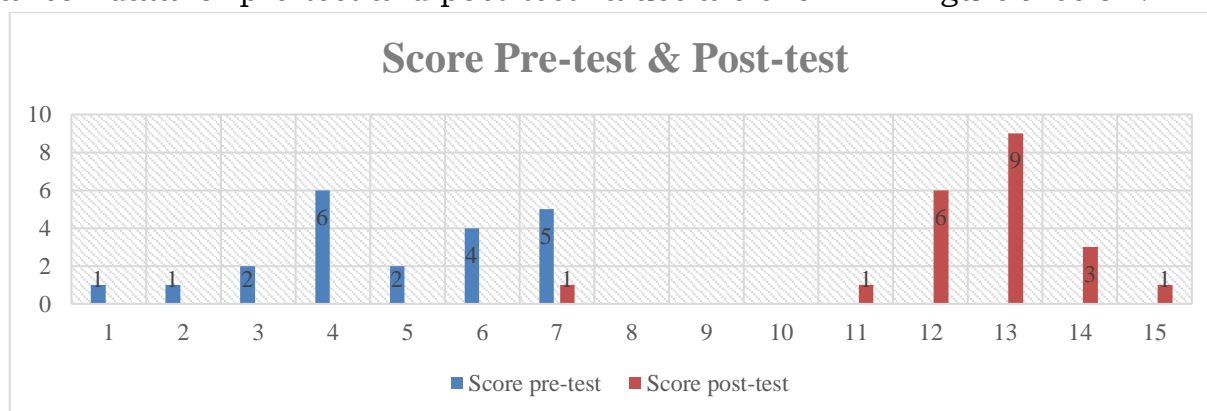


Figure 9. Score Pre-test & Post-test

Discussion

Ethnopedagogy-based social studies teaching materials on Madurese family and community traditions to train communication skills of 3rd grade elementary school students in general aim to meet the needs of innovative, contextual or appropriate social studies teaching materials for students' characteristics and environmental conditions, preserve local culture through increasing regional cultural insight from an early age, contain active learning activities that can train communication skills of 3rd grade elementary school students, and meet the demands of digital learning. Through the main focus of improving students' communication skills, in turn, improving their ability to understand information and social skills in order to compete in the era of society 5.0.

Various interesting findings based on the stages of ADDIE research and development (analysis, design, development, implementation, and evaluation) related to the development of ethnopedagogy-based social studies teaching materials that have been carried out. The findings based on the five stages of ADDIE research are explained as follows.

Satage 1. Analysis

The results of the learning analysis stages in class c SDN Gunongsekar 1 Sapang concluded that there were obstacles in the development of the skills of class students. Although the development of written communication skills has shown good development, namely 9 students obtained a score range of 71-80, as many as 5 students obtained a score range of 81-90, and 8 students obtained a score of 91-100, this fact is a very good start. However, the development of written communication skills is not in line with the

development of oral communication. It is known that as many as 77% of students have not shown the development of communication skills while as many as 23% of students have begun to show oral communication skills with the help and direction of teachers. In addition to the obstacles to the development of communication skills, based on the results of the pre-test of Madurese cultural insight, quite worrying results were obtained. The average acquisition of Madurese cultural insight scores was only 48%. The IPS textbooks applied by teachers have not been adjusted to the material according to the character and environment of the students and have not focused on improving students' communication skills. So there needs to be a development of IPS teaching materials based on ethnopedagogy to meet these challenges. Looking at various studies that have been conducted related to teaching materials integrated with ethnopedagogy, the level of success in improving communication skills and cultural insight is not impossible to achieve (Sándor, I. (2019).

Greene & Peety's children's book criteria theory is used as a basis for developing good teaching materials. The criteria are as follows: 1) attracting students' attention to stay focused on learning through a variety of learning methods, communicative, game-based, and contextual delivery of sentences; 2) motivating students, meaning that teaching materials must be able to stimulate students to carry out learning activities and achieve the desired goals; 3) containing illustrations, pictures, and short stories related to the material; 4) considering linguistic aspects according to the child's language ability level; 5) closely related to contextual materials and equipped with a systematic learning plan or direction; 6) stimulating students' personal activities through directed learning; 7) avoiding ambiguous concepts; 8) having a clear point of view; 9) providing reinforcement; and emphasizing the values that are the goals of learning, 10) avoiding personal differences and realizing independent learning through freedom of expression according to children's creativity.

Stage 2. Design

The selection of the title "Social Studies Teaching Materials Based on Madurese Ethnopedagogy: Polite Language" was made in accordance with the local cultural basis and the specific objectives of the teaching materials, namely 1) introducing Madurese family and community traditions in particular, 2) training students' communication skills, especially in polite language.

The main content of the ethnopedagogy-based social studies teaching materials developed is based on seven universal elements of culture (Koenjaraningrat, 1982), namely: 1) Madurese language and literary systems; 2) knowledge systems; 3) technology and equipment systems; 4) arts systems; 5) livelihood and economic systems, 6) religious systems, 7) kinship systems and community organizations. In addition to the seven universal elements of culture, to fulfill knowledge related to Indonesian cultural multiculturalism, material about *Bhinneka Tunggal Ika* was added.

Learning resources available on YouTube and presented in the form of QR codes are one form of effort made to facilitate a variety of student learning styles, including visual, audio, and audio-visual learning styles, so that they are more interesting and facilitate all student needs according to their characteristics.

Stage 3. Development

The development stage was carried out to realize the prototype of the ethnopedagogy-based IPS teaching material product on Madurese family and community traditions to train the communication skills of 3rd grade students. The teaching material development process was carried out by utilizing the Canva application supported by the Pinterest application to then be made into a flipbook version with the help of the heyzine.com website.

Based on the results of expert validation, it can be seen that the ethnopedagogy-based IPS teaching material that has been developed obtained a score of 80% or is said to be "Quite Valid" according to language experts. Meanwhile, the score obtained by the expert validator of teaching materials was 76% or can be said to be "Quite Valid". So, it is concluded that the teaching material that has been developed is worthy of being tested at the product implementation stage with several suggestions for improvement.

Comments and suggestions given by the validator include: 1) instructions for learning activities need to be clarified, 2) there are errors in the use of terms, 3) simplification of sentences to be more appropriate for 3rd grade elementary school students. These comments and suggestions are used as reference materials in evaluating and revising the product to make it better and according to student needs.

Stage 4. Implementation

The results of the level of effectiveness of teaching materials by expert practitioners were 84% so that it was categorized as quite valid and usable but needed improvement. The improvements suggested by expert practitioners include: 1) there was an error in the use of Madurese language examples on page 4; 2) there were several instructions that were less communicative; 3) there was a need for teacher version teaching materials; 4) there was a need for printed version teaching materials to support learning for students who were constrained by smartphone devices.

In line with the results of expert practitioner validation, observation data on the implementation of teaching materials as a whole showed quite satisfactory results. The aspect of the effectiveness of teaching materials can be seen through the ease of students in following the instructions for learning activities, communication skills began to form through the habit of speaking and expressing opinions in learning activities. One of the student learning outcomes is presented in Figure 10 as follows.



Figure 10. Student Work "Mini-Podcast"

In terms of efficiency, it began to be seen that all students showed interest in being active in learning, demonstrating active communication with each other to complete learning activities, quickly understanding the material through available

learning resources, and encouraging all students to express their opinions both in writing and orally.

The aspect of attractiveness obtained a percentage of 87.4% or can be categorized as very interesting and can be used without improvement. The results of the observation showed that students' enthusiasm in using innovations in ethnopedagogy-based social studies teaching materials was seen through the emergence of curiosity to learn by utilizing smartphones so that students were motivated to focus on following the learning from start to finish. Several other findings that were seen in the field outside of these aspects include: 1) the emergence of student initiatives to find out more about learning materials through other sources on the internet, 2) the emergence of creative work innovations by watching YouTube tutorials and creating them themselves, 3) students are encouraged to produce good work, both oral and written.

In line with the validation of expert practitioners, one obstacle was also found in the observation where most students seemed to not understand the activity instructions. It can be concluded that there are still some instructions for student activities that are less communicative and require simplification of the language to be more appropriate to the language proficiency level of 3rd grade elementary school students.

Stage 5. Evaluation

The post-test results of Madurese cultural insight showed an increase with an average score of 83%. When compared to the pre-test results which obtained an average score of 43%, the level of Madurese cultural insight of 3rd grade students increased by 40%. It can be said that the ethnopedagogy-based social studies teaching materials on Madurese family and community traditions to train the communication skills of 3rd grade elementary school students also have a positive impact on the development of students' knowledge related to Madurese culture.

Conclusion

Based on the results of research and development that the ethnopedagogy-based IPS teaching materials on Madurese family and community traditions to train communication skills of 3rd grade elementary school students, it can be concluded that it meets the validity criteria based on language experts and teaching material experts, is effective, interesting, and has a positive impact on student learning outcomes. The level of validity according to language experts obtained a score of 80% or can be said to be quite valid, while the level of validity based on teaching material experts obtained a score of 76% (Quite Valid). The next criterion is effectiveness according to expert practitioners obtained a score of 84% or can be categorized as quite valid. While the level of interest according to students obtained a score of 87.4% or can be said to be very interesting. In addition, the ethnopedagogy-based IPS teaching materials that were developed were also proven to have a positive impact on the development of Madurese cultural knowledge with an increase in pre-test scores of 43% to 83% in the post-test. Based on these results, it can be concluded that the ethnopedagogy-based social studies teaching materials on Madurese family and community traditions to train the communication skills of 3rd grade elementary school students are worthy of being used as one of the teaching material innovations in the learning process.

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