
NANGUN SAD KERTIH ORIENTED HEUTAGOGY APPROACH IN SOCIAL STUDIES LEARNING AND ITS IMPACT ON SOCIAL CARE ATTITUDES AND DIGITAL SKILLS

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Abstract

This study aims to analyze the impact of *Nangun Sad Kertih's* oriented heutagogy approach in IPS on social care attitudes and digital skills. This study is quasi-experimental with a nonequivalent post-test-only control group design. This study was conducted with a population of 150 grade VIII students of SMP Lab Undiksha Singaraja. The technique used to take samples is a random sampling technique. Based on random sampling results, a sample of 63 students was obtained, divided into two classes, the experimental group and 32 students in the control group 31. Data on social care attitudes and digital skills were collected using questionnaires. This study used descriptive and inferential analysis methods. Inferential analysis was performed using multivariate (Manova), preceded by an analysis prerequisite test that included a data distribution normality test and a variance homogeneity test. The results of the hypothesis test based on the test results between the effects of the subjects obtained significant values of *Nangun Sad Kert ih-oriented* heutagogy approach to social care attitudes and digital skills obtained a significance value of $0.000 < 0.005$, which means that the *Nangun Sad Kert* oriented heutagogy approach improves digital skills and social care attitudes in social studies learning. In conclusion, *Nangun Sad Kert's* heutagogy-based approach improves digital skills and social care attitudes.

Keywords: heutagogy; social care; digital prowess.

Preliminary

The change in society from the era of technology to the era of network-based information also contributes to changing the learning paradigm. Education is required to design learning following the skills required by the times. One of the systematic phenomena of the impact of the Industrial Revolution 4.0 today is the massive changes in the education system. All aspects of learning are needed to develop digital and virtual media (Putra et al., 2020). In addition, learning activities should provide students with a helpful holistic experience for practicing 4C skills. The workforce must possess skills in the 21st century, including 4C (Critical Thinking, Communication, Collaborative, Creativity) (Partono et al., 2021). The old learning paradigm is not following the current situation; after the Covid Pandemic, the learning paradigm has changed to a *heutagogy* approach. This change in the learning paradigm has made technology more used as a facility in the learning process. Learning using information and communication technology has grown rapidly worldwide and in Indonesia (Hastini et al., 2020).

The obstacles that occur today in social studies learning are that social studies learning is considered rote learning (Sari et al., 2021), so the use of technology is rarely used in social studies learning. Moreover, phenomena exist when showing that student learning activities, in general, are still limited to carrying out teacher instructions, students are less active, and

students do not dare to express their opinions spontaneously if they are not given the teacher's opportunities and questions (Handini & Mustofa, 2020). So the learning atmosphere in the classroom becomes less conducive and tends to be rigid; in addition, in social studies learning, the lecture method cannot be separated so that 4C skills are less implemented. This problem is also found in social studies learning at Junior High School Lab Undiksha Singaraja has used learning methods such as question and answer, lectures, and group discussions, but has not implemented learning that leads to the use of digital technology, in social studies learning local wisdom is not well elaborated so that students' social care attitudes are lacking.

In social studies learning, it is clear that teachers cannot impart all knowledge to students; students must build knowledge in their minds (Nurhaliza et al., 2021). Students and teachers can exchange ideas about what is right for students to learn and choose learning syntax along with learning resources to achieve learning goals. Concerning social studies learning objectives, social topics must be presented interestingly and use real problems as a context for students to think critically and learn to solve problems (Indraswati et al., 2020). Heutagogy is very interesting if chosen as an approach to social studies learning. This is inseparable from the perspective he proposes about the learner as an active learning agent that aligns with the purpose of social studies education to develop students' personalities to become intelligent social actors (Riyani, 2015). Teaching students with their unstable psychological development is a challenge in itself. The heutagogy approach aligns with social studies learning, which focuses on building students' character as lifelong learners (Tricahyono, 2021).

Given that teaching social studies, the orientation is praxis and applicable. Social studies teachers have a role in presenting social practice of social studies study materials for students to implement in real life. Social studies learning is closely related to local wisdom, so social care attitudes can be improved through social studies learning. Balinese local wisdom is an example and supporter of material explanations (Widiantari & Astawan, 2021). One of the local Balinese wisdom currently being carried out in Bali is *Nangun Sad Kertih*; junior high school social studies learning is related to spatial planning and social care characters closely related to *Nangun Sad Kertih*. The *Nangun Sad Kertih* program fosters a sense of concern between fellow Balinese people. This program teaches us that paying attention to fellow human beings is essential without differentiating races, tribes, and customs (Putu & Prastya, 2020). In addition, digital skills in social studies learning can be implemented in a heutagogy approach. Therefore, *Nangun Sad Kertih's* oriented heutagogy approach impacts social attitudes and digital skills.

Method

This research is a quasi-experimental study with a nonequivalent post-test-only control group design. The population of this study was 150 students of Junior High School Lab Undiksha Singaraja. The sampling technique is simple random sampling. Based on random sampling results, a sample of 63 students was obtained and divided into two classes. There were 31 students in the control group and 32 in the experimental group. Social care attitude data were obtained through the questionnaire method, and digital skills were through the questionnaire method. The digital proficiency questionnaire is organized based on digital proficiency items: and the social care attitude questionnaire is arranged through items. The digital skills and social care questionnaire was declared valid with a validity result of 0.89 in the validity category and obtained reliability in the very high category. The social care questionnaire consists of items (1) Please help; (2) tolerance; (3) tolerance; (4) social action; and (5) precious character (Muharromi et al., 2021). The digital skills questionnaire is prepared based on aspects of digital skills, namely; (1) the use of digital tools (digital applications) to carry out learning, (2) an understanding of ethics related to the use of social media, (3) accessing learning portals (learning management systems), (4) looking for help learning resources with various file formats; and (5) publishing ideas and sharing (Makiyah et al., 2020). Inferential analysis was performed with multivariant (Manova), which was preceded by prerequisite tests of normality, homogeneity, and correlation between variants.

Results and Discussion

Quantitative descriptive data on digital skills and social care attitudes are presented in quantitative descriptive statistical analysis to obtain a picture of the data.

Table 1. Description of Digital Skills Data and Social Care Attitudes

Variables Y1 and Y2	Treatment	Mean	Std. Deviation	N
Digital proficiency (Y1)	Huetagogy approach nangun sad kertih	90.1250	4.85765	32
	No treatment	79.3548	5.14165	31
	Total	84.8254	7.35185	63
Social care attitude (Y2)	Huetagogy approach nangun sad kertih	90.0000	5.39414	32
	No treatment	78.6774	5.38756	31
	Total	84.4286	7.81998	63

Based on quantitative descriptive analysis, digital proficiency data of experimental classes using the *Nangun Sad Kertih* oriented heutagogy approach obtained a mean of 90. 12 and control classes using the approach of obtaining average digital proficiency 79. 35.

Furthermore, data on social care attitudes in the experimental class using the *Nangun Sad Kertih-oriented* heutagogy approach obtained an average of 90.00. The control class did not use the approach of obtaining an average of 78. 67

Normality Test Results

After the data is analyzed descriptively, the normality test of the distribution of the data presented in the following table is then carried out:

Table 2. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	Df	Sig.	Statistics	Df	Sig.
Y1	.123	31	.200*	.962	31	.334
Y12	.094	31	.200*	.966	31	.422
Y21	.108	31	.200*	.952	31	.174
Y22	.089	31	.200*	.984	31	.907

*. This is a lower bound of the true significance.

The normality test results of digital proficiency variables and social care attitudes obtained a significance of > 0.05 .

Table 3. Uji Box's M Test

Box's M	2.923
F	.940
DF1	3
DF2	693137.195
Sig.	.420

Table 4. Levene's Test of Equality of Error Variances

		Levene Statistics	DF1	DF2	Sig.
Digital proficiency	Based on Mean	.087	1	61	.770
	Based on Median	.090	1	61	.766
	Based on the Median and with adjusted df	.090	1	60.990	.766
	Based on trimmed mean	.072	1	61	.789
Attitude to social care	Based on Mean	.012	1	61	.913
	Based on Median	.004	1	61	.948
	Based on the Median and with adjusted df	.004	1	60.956	.948
	Based on trimmed mean	.010	1	61	.919

Based on the results of the box's M Test test, the data obtained a significance of 0.420, and the results of Levene's test based on the results based on mean digital proficiency data obtained a significance value of $0.770 > 0.05$, which means that digital proficiency data is

usually distributed. Social care attitude data obtained a significance value of 0.948, meaning social care attitudes with normal distribution.

Table 5. Multivariate Tests

	Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.997	10477.148 ^b	2.000	60.000	.000	.997
	Wilks' Lambda	.003	10477.148 ^b	2.000	60.000	.000	.997
	Hotelling's Trace	349.238	10477.148 ^b	2.000	60.000	.000	.997
	Roy's Largest Root	349.238	10477.148 ^b	2.000	60.000	.000	.997
Treatment	Pillai's Trace	.597	44,387 ^b	2.000	60.000	.000	.597
	Wilks' Lambda	.403	44,387 ^b	2.000	60.000	.000	.597
	Hotelling's Trace	1.480	44,387 ^b	2.000	60.000	.000	.597
	Roy's Largest Root	1.480	44,387 ^b	2.000	60.000	.000	.597

Based on the results of multivariate tests Pillai's trace, Wilks's lambda, hotelling's trance, and Roy's lagerst root in all columns obtained a significance of 0.000 less < than 0.05 which means that there are differences in social care attitudes and digital skills between students who are taught with a *Nangun Sad Kertih-oriented* heutagogy approach and students who are not taught with a learning approach.

Table 6. Tests of Between-Subjects Effects

Source	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	Digital proficiency	1826.483 ^a	1	1826.483	73.079	.000	.545
	Attitude to social care	2018,654 ^b	1	2018.654	69.461	.000	.532
Intercept	Digital proficiency	452279.816	1	452279.816	18095.977	.000	.997
	Attitude to social care	448007.226	1	448007.226	15415.635	.000	.996
Treatment Approach Heutagogy Oriented Nangun Sad Kertih	Digital proficiency	1826.483	1	1826.483	73.079	.000	.545
	Attitude to social care	2018.654	1	2018.654	69.461	.000	.532
Error	Digital proficiency	1524.597	61	24.993			
	Attitude to social care	1772.774	61	29.062			
Total	Digital proficiency	456658.000	63				
	Attitude to social care	452867.000	63				
Corrected Total	Digital proficiency	3351.079	62				
	Attitude to social care	3791.429	62				

a. R Squared = .545 (Adjusted R Squared = .538)

b. R Squared = .532 (Adjusted R Squared = .525)

Based on the *test between subject effect*, the results of the significance of digital skills of $0.00 < 0.05$ were obtained, which means that there is a significant difference between the experimental class taught with the *Nangun Sad Kertih-oriented* heutagogy approach and the control class without using a learning approach. Likewise, in the results of the significance of social care attitudes, the results of significance $0.00 < 0.05$ were obtained, which means that there is a significant difference between the experimental class taught with the *Nangun Sad Kertih-oriented* heutagogy approach and the control class without using an approach. Furthermore, based on the results of R squared obtained a value of $0.5 < 0.8$, which means that there is no correlation between variables.

Heutagogy is closely related to the social studies learning paradigm in this industrial revolution because with heutagogy, students can have the necessary skills in the 21st century, and in the collaborative element, students can improve their social attitudes. Furthermore, the heutagogy approach in social studies learning can be elaborated with local wisdom; heutagogy is also brought to shape students' character. Examples of insertion of local wisdom in the heutagogy approach are the values of local wisdom applied at SDN 49 Ternate City "*tabea*" (respect for teachers and other educational personnel in schools), "*dodara ngofa*" (mutual love for classmates and friends in other classes), and "*ordinary fohaka toma dodoto madaha*" (habituation) In its application, all elements must work together, including the teacher, parents, and even society because of the environment play a significant role in shaping students' character and personality (Sadjim & Jusuf, 2021).

Therefore, in social studies, class VIII learning with the material can be taught with a heutagogy approach oriented *Nangun Sad Kertih Loka Bali*, *Nangun Sad Kertih Loka Bali*. Its meaning is to maintain the sanctity and harmony of Balinese nature and its contents to realize a prosperous and happy Balinese krama life, scale towards the life of Balinese *krama* and *gumi* following the principles of Trisakti Karno, namely being politically sovereign, economically independent, and personality in Culture (Putu & Prastya, 2020). The parts of Sad Kertih are ***Atma Kertih***. It is a life effort always to evaporate so that the enlightenment that God always radiates from all directions meets the radiance of Atman's chastity, which also always radiates from within Bhuwana Alit or from within man. The second element of *Sad Kertih* is ***Samudra Kertih***, meaning preserving the ocean is a noble job. ***Vana Kertih*** as stated in Rgveda III. 51. 5 cited above, one of the natural resources that must be guarded is a forest called Jirayo Vanani,

guarding the wilderness. In ***the concept of Vana Kertih***, there are three functions of forests to build sustainable forests (wana asri), including: (1) maha wana (forest as a source of life); (2) tapa wana (forest as a spiritual means); (3) Sri wana (forest as a means/source of community economy). ***Danu Kertih*** is a continuation of Vana Kertih. Because the one who processed the creation of Danu, springs, rivers, and other water sources was Vana Kertih. Nature conservation should be realized by direct actions to protect forest sustainability and maintain the cleanliness of water sources, such as securing watersheds from dirt by not throwing garbage into them, protecting the soil from erosion, and so on (Gunawijaya, 2022). ***Jagat Kertih*** is an effort to preserve the harmony of dynamic and productive social relations based on the Dharma. The container of ordinary life embodies the truth (Satya) to build dynamic social harmony in the Hindu community in Bali in the form of heavenly harmony, territorial harmony, professional harmony, and universal harmony. ***Jana Kertih*** for humans to be individually qualified (Wiana, 2018).

Thus, in social studies learning in class VIII junior high school, the material on the concept of space (location, distribution, climate potential, surface shape, geology, flora, fauna) and interactions between spaces in Indonesia and their influence on human diversity in social, economic, cultural, and educational aspects can be elaborated with the local wisdom of *Nangun Sad Kertih* Local Balinese that can cause students' social care attitudes to increase such as always caring for friends, helping friends who are in difficult circumstances, cooperating in favorable terms, sharing, teaching children that everyone cannot live alone but needs the help of others to carry out life (Rahayu et al., 2020). Social care attitudes in learners need to be developed so as not to have negative traits, such as arrogance, indifference, individualism, and foolishness toward the distress of others. At the time of this learning process, it is the right time to train and educate the learners on social care. Having an attitude of social care toward others is very important for everyone because, at the bottom of the world, humans cannot live alone (Putri & Afrihesti, 2020). In addition to social care, digital skills are indispensable in social studies learning. This is because the 4.0 era generation requires students to be responsive to technological developments that provide facilities to students in the form of an internet connection so that they can be connected (Sumarsono, 2020).

Elements of heutagogy also support this digital prowess. The following are presented elements of heutagogy, Heutagogical thinking using the following principles: (1) centered on and determined by the learner, (2) the ability of students to use skills in familiar or foreign conditions, (3) reflection and metacognition, (4) double repetition, and (5) teaching and learning are not linear. Heutagogi is exploration, creation, collaboration, connecting, sharing, and

reflecting (Lasmawan, 2020). The basis of heutagogy is the **exploratory** element. Learners should be given the freedom and opportunity to explore different paths and sources of travel knowledge. Create element: This can be achieved using a variety of learning approaches, for example, writing, designing, drawing, and creating mind maps. **Collaboration**, working together towards a common goal, learners can solve problems and strengthen their knowledge by sharing information and experiences, continuing to practice, and experimenting with trial and error. **Connection**, network, and connection are essential aspects of heutagogy because it is through this connection that new learning paths can be created. Connecting with today's social media is easy, allowing learners to network with people worldwide. **Share** by sharing information, and learners can learn from each other's discoveries and experiences and identify others with similar interests, which can lead to potential opportunities for future collaboration. Teachers can help learners identify and use information-sharing tools and apps and provide guidance for evaluating information online. **In the reflection** in a heutagogic learning environment, learners need to have the opportunity to reflect (Blaschke & Hase, 2016). Heutagogy's approach provides material for thought-provoking and perhaps innovative thinking about effective changes in students' learning direction. Student-centered learning has a meaningful effect on students and will be carried throughout their lives so that they become provisions in socializing in society and their careers (Febri et al., 2022).

Conclusion

There are differences in social care attitudes and digital skills between students who are taught with a heutagogy approach oriented to *Nangun Sad Kertih* and students who are not taught with a learning approach. Therefore, social studies learning should use an approach that is following the demands of the era in order to produce competent students.

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