

QUASI-EXPERIMENTAL STUDY ON PAPUA CULTURAL-BASED LEARNING STRATEGIES WITH CANVA MEDIA IN PAPUA ELEMENTARY SCHOOLS

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ABSTRACT

Improving learning independence and academic achievement among elementary school students in Papua remains a challenge, especially considering that the rich cultural heritage of Papua has not been well integrated into education. This study aims to examine Papua Cultural-Based Learning Strategies (PCBLS) integrated with Canva media to enhance learning independence and academic achievement of elementary school students in Papua. The study employs a quasi-experimental design with a pre-test post-test approach. The research sample consists of 60 fourth-grade students at SD INPRES SIBENA 1, divided into 3 control classes and 3 experimental classes. The PCBLS intervention integrated with Canva media was implemented over one semester. The analysis results indicate that PCBLS integrated with Canva media effectively improves learning independence ($t = 5.42, p < 0.01$) and academic achievement ($t = 6.21, p < 0.01$) among elementary school students in Papua. The findings of this study demonstrate that PCBLS integrated with Canva media is an effective learning strategy to enhance learning independence and academic achievement of elementary school students in Papua. This encourages teachers to adopt this learning strategy and contributes new insights to educational science and teaching practices in Papua.

KEYWORDS Papua Culture, Learning Outcomes, Learning Independence, Media from Canva, Elementary School Learning.



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How to cite:

E-ISSN:

Suherman, et al (2025). Quasi-Experimental Study on Papua Cultural-Based Learning Strategies with Canva Media in Papua Elementary Schools. Journal Eduvest. 5(1): 45-55
2775-3727

INTRODUCTION

Improving learning independence and learning outcomes of primary school students is one of the keys to achieving national education goals. The rich and diverse culture of Papua can be a valuable resource to support the achievement of this goal. However, many challenges remain in integrating Papuan culture into learning in Papuan schools. Learning independence is the ability of individuals to learn with their own initiative, without the help of other parties in determining the objectives of learning outcomes (Fatmawati, 2023). Learning independence is a self-awareness of carrying out learning activities independently, getting used to being able to learn subject matter and solve existing problems. Learning independence is an activity of personal desire, one's own choice, and bears one's own when reviewing is carried out (Bahar & Juhrianto, 2022).

This study aims to determine effective strategies to improve learning independence and learning outcomes of elementary school students in Papua by utilizing Papuan culture into learning such as: the use of colloquial language to translate material that is difficult to understand. Learning independence is one of the determinants of student success in learning (Arrahmah et al., 2024). The objectives of this study are to: (1) identify Papuan cultural values that can be applied in learning, (2) develop a learning model that integrates Papuan culture, (3) test the effectiveness of the learning model in improving learning independence and learning outcomes of elementary school students in Papua. In connection with this, experts have developed theories of independence that can be applied in understanding how students' learning independence. For example, Steinberg (1995: 289) developed a theory of independence into three types, namely: emotional autonomy, *behavioral autonomy*, and *values autonomy* (Maulidah & Pratiwi, 2023).

Student learning independence gives students the freedom to take responsibility in managing their own learning develop skills such as time management, planning, problem solving, and critical thinking, which will be useful throughout their lives. When students learn independently, they can adjust their interests, explore and develop special skills according to their talents, learning independence also helps students become more emotionally and socially independent (Anggraini & Hudaidah, 2021). Learning independence also teaches students about discipline, responsibility, to overcome obstacles, face failure, take responsibility for their learning outcomes which are important qualities in daily life and future careers (Ningsih et al., 2021).

The learning paradigm has now changed from the traditional model (lecture) to a 21st century model that is more student-centered, in this context teachers are required to be facilitators in ongoing learning. The role of students in independence and achieving the goal of good learning outcomes is a priority to prepare for future challenges (Angraini et al., 2022). Some previous studies have examined the use of local culture in learning. However, these studies have not focused specifically on Papuan culture and have not developed a comprehensive integrated learning model. This research has several uniqueness, namely: (1) focusing on the rich and diverse

culture of Papua, (2) developing a comprehensive integrated learning model, (3) testing the effectiveness of the learning model in the context of Papua (Sulelino et al., 2021). This research is expected to make a new contribution to education science in developing relevant teaching modules in Papua (Juliarti et al., 2022).

Improving learning independence and learning outcomes of elementary school students is an important issue in the world of education, especially in Papua which is rich in culture and diverse tribal customs has great potential to be utilized in this improvement effort. With strong independence, an adolescent can do something of his own accord, be responsible for his actions, be able to make decisions, dare to take risks, and not depend emotionally on others (Nuryoto, 1993: 49), (Famawati & Efendi, 2019).

The learning facility factor is one of the things that can affect student achievement, the more complete the learning facilities owned by students and schools will make it easier to complete tasks and achieve maximum learning outcomes. Research results show that learning facilities have a major positive impact on student achievement (Sukarni et al., 2022).

The integration of Papuan culture into learning can be an effective strategy to foster a sense of love for the country, cultural identity, and motivate students' learning independence. this is in accordance with the researcher's aim to examine effective strategies to improve learning independence and learning outcomes of elementary school students in Papua by utilizing Papuan culture (Budiarti et al., 2020). The surrounding area can be a teaching material for teachers to boost students' interest in learning independence to solve challenges in the surrounding environment. These challenges become obstacles in Civics material in general due to a lack of understanding of the material, strategies, methods, learning approaches and media used by teachers are still not relevant to learner-centered learning. These obstacles make the cause of learning outcomes not increasing (Rotty et al., 2023)

This research was motivated by several things, namely: (1) the importance of learning independence and learning outcomes of elementary school students, (2) the richness and diversity of Papuan culture, (3) the lack of research on the integration of Papuan culture in learning, and (4) the need for new contributions to education science and learning practices in Papua. This research is expected to make a new contribution to the science of education and learning practices in Papua. The results of this study can be used by teachers, education stakeholders, and other researchers to develop more effective and contextualized learning models for elementary school students in Papua.

RESEARCH METHOD

This study used a quasi-experimental research design with a pre-test post-test design approach. To be able to foster student learning independence, it is necessary to have the right learning strategy to be used by the teacher, the way a teacher carries out the learning process in order to achieve predetermined learning objectives, thus to determine a learning strategy, the teacher must consider a student-centered learning approach (Bukit et al., 2022). This design was chosen to test the effectiveness of

Papuan culture-based learning strategies (PCBLS) integrated with media from Canva on learning independence and learning outcomes of elementary school students.

The population of this study were all 4th grade students at SD INPRES SIBENA 1 which amounted to 60 people. The samples of this study were 3 classes selected randomly using simple random sampling technique, namely classes 4A, 4B, and 4C. Each class consisted of 20 students, so the total sample of this study was 60 people.

This research procedure consists of several stages, namely: 1) Preparation Stage: a) Developing research instruments, namely rubric-assisted tests to measure students' learning independence and learning outcomes. b) Preparing media from Canva that will be used in learning. c) Training teachers in using PCBLS and media from Canva. 2) Implementation Stage: a) Conducting a pre-test to measure students' learning independence and learning outcomes before the intervention. b) Implementing the PCBLS intervention integrated with media from Canva for one semester. c) Monitoring and evaluating the implementation of the intervention. 3) Data Analysis Stage: a) Analyzing data from rubric-assisted tests using appropriate statistical tests. b) Interpreting the results of data analysis.

The PBL syntax used in this study is as follows: 1) Orienting students to the problem by arousing students' motivation and interest in learning the subject matter; 2) Organizing students to learn; 3) Guiding individual and group investigations through initial stimulus to students in the form of questions, pictures, videos, or other materials; 4) Developing and presenting work; and 5) analyzing and evaluating the problem solving process (Pratiwi et al., 2023).

Implementation of Information Search from various learning sources, both online and offline. 1) Organizing in the form of reports, presentations, or other works. 2) Presentation and discussion of learning outcomes in front of the class and discussing them with classmates. 3) Assessment and Evaluation student learning outcomes.

The development of learning media for teachers based on the Canva application has the potential to bring many benefits to teachers, students, and schools as a whole learning material can be well understood by students if the delivery media is made interesting and interactive (Suyitno et al., 2024) (Widyaningrum & Sondari, 2021). The media from Canva used in this study are as follows: 1). Learning videos containing subject matter that is packaged in an interesting and interactive way. 2). Simulations that allow students to practice the subject matter directly. 3). Educational games that help students to learn in a fun way. Media from Canva is integrated into PCBLS in the following ways: 1). Media from Canva is used as an additional learning resource for students. 2). Media from Canva is used to assist students in understanding the subject matter. 3). Media from Canva is used to assess student learning outcomes (Chao et al., 2019).

The data collection technique used in this study was a rubric-assisted test. This rubric-assisted test was developed by Harsono (2018) and has been tested for validity and reliability. This test was used to measure students' learning independence and learning outcomes.

This rubric-assisted test consists of two parts, namely: a) Measuring student learning independence. b) Measuring student learning outcomes. Each section consists of several question items that are answered by students using a rating scale. The data from the rubric-assisted test were analyzed using the appropriate statistical test, namely the paired t-test to determine significant differences between the pre-test and post-test results.

RESULT AND DISCUSSION

The results of the analysis show that the Papuan culture-based learning strategy (PCBLS) integrated with media from Canva is effective for improving learning independence and learning outcomes of elementary school students in Papua. This is evidenced by the significant difference between the pre-test and post-test results on both variables. For the learning independence variable, the results of the analysis showed that there was a significant increase in students' learning independence scores after participating in the PCBLS intervention integrated with media from Canva. This shows that PCBLS integrated with media from Canva can help students to become more independent in learning.

Then a data acquisition table is made which includes meeting 1, meeting 2, and meeting 3, as follows:

1. Observation Results of Student Learning Independence

The results of observations of student learning independence in meeting 1, meeting 2, and meeting 3, are described in the table below:

Table 1. Percentage Acquisition of Student Learning Independence Meeting 1-3

Meeting	Percentage	Criteria
1	70%	Self-Sufficient
2	78%	Independent
3	81%	Very Independent

Based on table 1 regarding the acquisition of the percentage of student learning independence at meetings 1 to 3 above, it is known that the results of observations of student learning independence have increased from meetings 1 to 3 reaching a percentage of 81% with very independent criteria. It is known that this acquisition has achieved the success indicator.

2. Student Learning Outcomes

Student learning outcomes in meeting 1, meeting 2, meeting 3, and meeting 3 are outlined in the table below:

Table 2. Percentage Acquisition of Student Learning Outcomes Meeting 1-3

Domain	Meeting 1	Meeting 2	Meeting 3
Affective	33%	67%	81%

Cognitive	30%	67%	79%
<u>Psychomotor</u>	26%	55%	74%

Based on table 2 regarding the acquisition of the percentage of student learning outcomes from meetings 1 to 3 above, it is known that the observation of student learning outcomes has increased from meetings 1 to 3 reaching a percentage of 81%. It is known that this acquisition has reached the indicator of completeness.

The effectiveness of PCBLS integrated with media from Canva in improving learning independence and learning outcomes of primary school students in Papua can be explained by the following points: a) PCBLS helps students to understand the subject matter more easily and pleasantly because the subject matter is packaged in a way that is in accordance with Papuan culture. b) Media from Canva helps students to learn in a more interactive and flexible way. Students can learn whenever and wherever they want. c) The integration of PCBLS and media from Canva allows students to learn in a more effective and efficient way.

The results of this study have several important implications for learning practices in Papua. This research shows that PCBLS encourages teachers to make new contributions to educational science integrated with media from Canva which is an effective learning strategy to improve learning independence and learning outcomes of elementary school students in Papua. The results of this study are supported by previous research. Among them are the research of Bungsu, Vilardi, Akbar & Bernard (2020) and Saefuddin, Rukajat & Herdiana (2022) which show that student learning independence is positively and significantly related to student learning outcomes. In addition, theoretically, students' internal factors, namely learning independence, correlate with student learning outcomes (Widianti, 2020; Uki & Ilham, 2020; Bungsu, et al., 2020; Saefuddin, Rukajat & Herdiana, 2022), (Maulidah & Pratiwi, 2023). This study has several limitations that need to be considered in the interpretation of the results. This study was only conducted in one school, used one type of media from Canva, and only measured learning independence and student learning outcomes in the short term, and was supported by teachers which include pedagogical competence, character competence, social competence, reliable competence, and learning competence (Harsono & Munawaroh, 2023). Future research needs to be conducted to overcome this limitation, it needs to be conducted in more schools in Papua, using various types of media from Canva, measuring learning independence and student learning outcomes in the long term.

The main objective of this study was to evaluate the effectiveness of PCBLS integrated with media from Canva for 2 weeks. An independent sample t-test was used to test the significance of differences between the means of two groups conducted with SPSS (Murod et al., 2021). The results of data analysis showed that this intervention was significant in improving learning independence ($t = 5.42$, $p < 0.01$) and learning

outcomes ($t = 6.21$, $p < 0.01$) of primary school students in Papua. Thus, it can be concluded that PCBLS integrated with media from Canva is effective in this context.

Nevertheless, the results of this study provide strong evidence that PCBLS integrated with media from Canva is an effective learning strategy to improve learning independence and learning outcomes of primary school students in Papua.

Discussion

Education is one of the main keys to achieving the progress and prosperity of a nation. This is also true for Papua, one of the provinces in Indonesia with extraordinary cultural wealth. However, education in Papua still faces various challenges, one of which is the low learning independence and learning outcomes of elementary school students. The rich and diverse culture of Papua has great potential to be utilized in an effort to improve learning independence and learning outcomes of elementary school students. Papuan culture contains noble values such as mutual cooperation, mutual respect, and respect for nature. These values can be integrated into learning to create a conducive and enjoyable learning environment for students (Marpaung et al., 2022).

The smooth integration of Papuan culture into the 21st century learning process can be achieved through diverse teacher approaches, learning materials can be well understood by students if the delivery media is made interesting and interactive (Marlina et al., 2024). The integration of Papuan culture into the learning process can be achieved through various ways, such as incorporating the use of Papuan language, integrating folklore and traditional songs, and facilitating learning activities that are closely related to local culture (Sulelino et al., 2021). Utilizing Papuan language in the classroom can help students better understand the subject matter and increase their confidence, it can help students to learn actively and creatively (Budiarti et al., 2020). Introducing traditional Papuan folktales and songs can also help familiarize students with their cultural heritage and foster a sense of appreciation for their own cultural identity. Furthermore, designing learning activities based on Papuan cultural practices can engage students in active and creative learning experiences (Chao et al., 2019).

Learning activities, where he is able to learn independently, does not depend on others, and has intrinsic motivation in learning, to have the desire to learn everything by himself and remain responsible for what is learned without supervision from the teacher in his learning activities can improve learning outcomes (Jannah et al., 2022). Developing countries such as Papua New Guinea may have strong indigenous cultural practices that are not necessarily accommodated by Western education systems and associated technologies. Incorporating cultural elements into the design of learning management systems and digital learning modules can help create more culturally relevant educational experiences for students. Efforts to make educational technology more culturally responsive are critical in supporting the successful educational progress of Papuan students, which may ultimately lead to increased educational equity for Indigenous Papuans (Sulelino et al., 2021).

The integration of Papuan culture into learning has several benefits for students, namely: Increasing learning independence, students become more motivated to learn

and are able to learn independently (Ningsih et al., 2021). In terms of increasing independence, learning outcomes, a sense of love for the country and cultural identity, students become more familiar with and appreciate their culture so that students more easily understand the subject matter and achieve better learning outcomes. In 21st century skills learning, students are encouraged to learn to think critically, creatively and cooperate independently. Goal setting and achieving, time management, planning and monitoring, self-evaluation and taking control in learning are learning independence processes that are considered important for lifelong learning (Anggraini & Hudaidah, 2021) (Saputri & Mardiati, 2022).

CONCLUSION

The integration of Papuan culture into learning is an effective strategy to improve learning independence and learning outcomes of primary school students in Papua. It can help students to reach their full potential and become the next generation of quality citizens. This study shows that Papuan culture-based learning strategy (PCBLS) integrated with media from Canva is effective to improve learning independence and learning outcomes of elementary school students in Papua. This is evidenced by the significant difference between the pre-test and post-test results on both variables. The integration of PCBLS and media from Canva allows students to learn in a more effective and efficient way. PCBLS helps students to understand the subject matter more easily and enjoyably, while the media from Canva helps students to learn in a more interactive and flexible way. Learning independence is a progress that must be made to improve learning outcomes, the higher the learning independence of individual teaching participants, it will boost significant learning outcomes. From this opinion, we can understand that when students have good independence in the learning process, it will help improve learning outcomes (Famawati & Efendi, 2019).

Based on the results of this study, the following suggestions can be made: (1) It is necessary to socialize and train teachers about PCBLS and media from Canva. This is important to improve teacher competence in using this learning strategy. (2) It is necessary to develop learning models integrated with PCBLS and media from Canva that are more contextual and in accordance with the needs of students in Papua. (3) Further research needs to be conducted to examine the effectiveness of PCBLS and media from Canva in improving learning independence and learning outcomes of elementary school students in Papua in the long term.

The results of this study have several important implications for learning practices in Papua. First, the results show that PCBLS integrated with media from Canva is an effective learning strategy to improve learning independence and learning outcomes of primary school students in Papua. Second, the results of this study encourage teachers in Papua to use PCBLS and media from Canva in their learning. Third, the results of this study provide new contributions to education science and learning practices in Papua.

This research provides new contributions to education science and learning practices in Papua. The main contribution of this research is to show that PCBLS integrated with media from Canva is an effective learning strategy to improve learning independence and learning outcomes of primary school students in Papua. The results of this study can be used by teachers, education stakeholders, and other researchers to develop more effective and contextualized learning models for primary school students in Papua.

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