

The Influence of Kadisah Local Wisdom, Learning Innovation, and Social Environment on Students' Social Skills

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Abstract

This study aims to analyze the influence of Kadisah local wisdom, learning innovation, and social environment on the social skills of elementary school students. Social skills are an important competency that must be instilled from an early age through Social Science (IPS) learning. The study uses a quantitative approach with an ex post facto correlational type design. The research sample amounted to 120 elementary school students who were selected using the proportional random sampling technique. Data was collected using a Likert scale questionnaire that had been tested for validity and reliability, then analyzed by multiple linear regression. The results of the study show that Kadisah's local wisdom has a positive and significant effect on students' social skills. Learning innovation provides the most dominant influence in improving student communication, cooperation, and empathy. The social environment that includes family, peers, and school support also contributes significantly to social skills. Simultaneously, the three variables had an influence of 52.4% on students' social skills, while the rest were influenced by other factors outside the study. This study concludes that the integration of local cultural values, the application of innovative learning, and a conducive social environment are strategic combinations in shaping the social skills of elementary school students. These findings provide implications for teachers and schools to develop contextual social studies learning and support culture-based education policies and innovation.

Keywords: Local wisdom; learning innovation; social environment; students' social skills.

INTRODUCTION

Social Sciences (IPS) is one of the important subjects in elementary schools. According to Astuti & Lestari (2021), it is explained that social studies learning not only serves to improve knowledge, but also instill social values in students. Social skills are one of the main competencies that want to be developed through this subject. Students who have good social skills will be able to adapt to their environment. These skills are also an important provision in building harmonious social relationships.

Social skills include the ability to communicate, cooperate, empathize, and resolve conflicts. Education in primary school must instill these skills from an early age. Students with strong social skills will have an easier time dealing with social dynamics. These skills also play an important role in shaping students' character and personality. Teachers have a great responsibility in directing the development of these skills (Jannah & Susanto, 2022).

The reality on the ground shows that students' social skills are still not optimal. Many students have difficulty working with peers. Some students are also less able to express opinions or appreciate differences. This condition poses challenges for teachers in creating an effective learning

process (Wulandari & Handayani, 2023). The right learning strategies are needed for social skills to develop.

Local wisdom has great potential to support the development of students' social skills. Local cultural values that live in the community can be integrated into learning. One of the traditions that is loaded with social values is Kadisah. This tradition contains the practice of togetherness, mutual cooperation, and concern for others. These values are relevant to be applied in social studies learning (Dewi & Suharto, 2020).

The Kadisah tradition is usually carried out with joint prayers, meals together, and social activities. The activity involved all members of the community in an atmosphere of togetherness. The values contained in this tradition can shape the character of students (Maulana & Yusuf, 2020). Students who engage in cultural practices will learn to appreciate others. The learning process becomes more meaningful because it is directly related to real life.

The values in the Kadisah tradition teach about solidarity and togetherness. Students can understand the importance of mutual cooperation through real experience. The experience will help them build stronger social skills. Education that integrates local wisdom will be closer to the lives of students. Teachers can use the Kadisah tradition as a medium in the social studies learning process (Indrawan & Mulyani, 2020).

In addition to local wisdom, learning innovation is also an important factor in improving social skills. According to Nugroho & Fitriani (2021), it is explained that teachers need to develop methods that actively involve students. Collaborative, project-based, or problem-based learning models can be applied. Students are encouraged to work in groups and share ideas. Through this process, communication and cooperation skills will be honed.

Learning innovation encourages students to think critically and creatively. The learning process is no longer only teacher-centered. Students become active subjects who participate in every learning activity. Innovation also creates a fun and meaningful learning atmosphere. Social interaction built during the learning process will strengthen students' social skills (Fatimah & Pranoto, 2022; Kurniasih & Anwar, 2021).

The social environment is an external factor that greatly influences the development of social skills. Interaction with family, peers, and the community contributes to the formation of students' character. A conducive environment provides the emotional and social support that children need (Gunawan & Ramadhani, 2021). Conversely, a conflict-filled environment can hinder the development of social skills. Schools must pay attention to the social environment as part of the educational process.

The family is the first social environment that shapes children's attitudes and behaviors. Parents who set a positive example will encourage children to behave well. Harmonious family relationships support the growth of students' confidence. Children will feel more comfortable interacting with their environment. The values instilled by the family will be carried over to school life (Lestari & Arifin, 2019).

Peers have a great influence on the formation of students' social skills. Relationships with peers provide hands-on experience in cooperation and communication (Setiawan & Putri, 2019). Students learn to deal with differences through interaction with their group. The experience helped them develop an attitude of tolerance. Peers also provide important emotional support for children.

Schools as educational institutions play an important role in creating a supportive social environment. Teachers can be role models in interacting with students. A positive school climate will strengthen students' social skills. School programs that involve students' cooperation and active participation can enrich their social experiences. A good school environment will prepare students to become individuals with character (Pratiwi & Hartono, 2022).

Good social skills will help students face future challenges. The ability to cooperate and communicate is needed in community life. Students who have strong social skills will have an easier time adjusting to various situations Rahmawati, I., & Santosa, H. (2020). These skills are also a supporting factor for academic and non-academic success. Social studies education has a strategic role in developing these skills.

Previous research has shown that there is a positive influence of local wisdom on social skills. Learning innovations have also been proven to improve students' communication and cooperation skills. A supportive social environment accelerates the development of children's social skills. The results of the study are an important basis for further studies. This research is here to strengthen the empirical evidence regarding the relationship between these three factors (Hidayat & Kurniawan, 2019).

This study aims to analyze the influence of Kadisah's local wisdom, learning innovation, and social environment on students' social skills. This study is expected to make a theoretical contribution to the development of education. Practically, the results of the research can be a guideline for teachers in designing contextual social studies learning. Schools can also use this research as a basis for the development of educational programs. This research is expected to enrich insights into effective strategies in improving the social skills of elementary school students.

METHOD

This study uses a quantitative approach with the type of ex post facto research. The research design used is correlational to determine the influence of free variables on bound variables. The independent variables in this study consisted of Kadisah local wisdom (X1), learning innovation (X2), and social environment (X3). The bound variable is the student's social skills (Y). This design was chosen because it is suitable for testing the relationship and influence between the variables studied.

The research population is all elementary school students in the area who still carry out the Kadisah tradition. The research sample was determined by proportional random sampling technique to be representative of each class. The number of samples taken was 120 students from classes IV, V, and VI. The research instrument used a questionnaire with a Likert scale of five answer choices. The validity and reliability of the instrument are tested before they are used for data collection.

The data analysis technique uses multiple linear regression with the help of a statistical program. Prerequisite tests are carried out through normality, linearity, and multicollinearity tests. Regression analysis is used to determine the magnitude of the influence of independent variables on bound variables both partially and simultaneously. The results of the analysis are presented in the form of tables and descriptive interpretations. The findings of this study are expected to provide an empirical picture of the factors that affect students' social skills.

Table 1.

Research Design

Variable	Variable Type	Key Indicators	Instruments	Scale
Local Wisdom (X1)	Independent	The value of togetherness, mutual cooperation, social care	Questionnaire	Likert
Learning Innovation (X2)	Independent	Teacher creativity, active methods, media utilization	Questionnaire	Likert
Social Environment (X3)	Independent	Support for family, peers, community conditions	Questionnaire	Likert
Student Skills (Y)	Social Dependent	Communication, cooperation, conflict resolution	Questionnaire	Likert

RESULTS AND DISCUSSION

Result

1. Data Description

The study involved 120 elementary school students who were selected through proportional random sampling techniques. Data was obtained through a questionnaire with a Likert scale which included the variables of Kadisah local wisdom (X1), learning innovation (X2), social environment (X3), and students' social skills (Y). The results of the description showed that the average score of Kadisah's local wisdom was 78.4, learning innovation 80.1, social environment 76.8, and social skills 81.5. The average score is in the high category, which means that students have a fairly good level of social skills with the support of cultural, learning, and social environment factors.

Table 2.
Description of Research Variable Statistics

Variable	N	Min Score	Max Score	Mean	Category
Local Wisdom (X1)	120	65	92	78,4	Tall
Learning Innovation (X2)	120	70	95	80,1	Tall
Social Environment (X3)	120	60	90	76,8	Tall
Social Skills (Y)	120	68	96	81,5	Tall

2. Prerequisite Test Results

The normality test using the Kolmogorov-Smirnov showed a significance value of 0.089 (>0.05), so the data was normally distributed. The linearity test shows a significant linear relationship between each independent variable and the dependent variable. The multicollinearity test yielded a VIF value of < 10 and a Tolerance of > 0.1, which means that there was no multicollinearity between variables. The results of this prerequisite test prove that the data is worthy of further analysis using multiple linear regression.

3. Hypothesis Test Results

Multiple linear regression analysis showed that the three independent variables had a significant effect on students' social skills. Partially, Kadisah's local wisdom has a positive effect with the value of sig. $0.014 < 0.05$. Learning innovation has a significant effect on the value of sig. $0.001 < 0.05$. The social environment also has a significant effect on the value of sig. $0.020 < 0.05$. Simultaneously, the three variables had a significant influence with the values of $F_{cal} = 24.321$ and sig. $0.000 < 0.05$.

Table 3.
Results of Multiple Linear Regression Analysis

Variable	Beta Coefficient	t-count	Sig.	Information
Local Wisdom (X1)	0,276	2,492	0,014	Significant
Learning Innovation (X2)	0,392	3,514	0,001	Significant
Social Environment (X3)	0,241	2,362	0,020	Significant
Constant	18,325	-	-	-
$R^2 = 0.524$	Count = 24,321	Sig. = 0.000	-	Significant Models

The results showed that Kadisah's local wisdom, learning innovation, and social environment contributed together 52.4% to students' social skills. The remaining 47.6% was influenced by other factors that were not studied. These findings reinforce the importance of integrating local cultures, implementing innovative learning, and creating a conducive social environment in supporting the social skills of primary school students.

*Discussion

The results of the study show that the local wisdom of Kadisah has a significant influence on students' social skills. These findings confirm that cultural values can be an important foundation in education. The Kadisah tradition is full of teachings of togetherness, mutual cooperation, and social concern. Students who are exposed to these values are able to foster an attitude of empathy and solidarity. Culture-based education provides real experiences that support the formation of social skills (Setiawan & Putri, 2019).

The integration of local wisdom in learning makes the learning process more contextual. Students not only learn theory, but also internalize cultural values through real activities (Astuti & Lestari, 2021). The Kadisah tradition provides a rich learning space with social interaction. The values practiced in cultural activities play a direct role in the formation of students' character. Teachers can use local wisdom as an authentic learning resource.

Social skills formed from cultural values have proven to be more durable. The values inherited by the community are able to form a consistent behavior pattern in students. Learning that emphasizes local wisdom fosters a sense of identity and pride in one's own culture. Students learn to appreciate differences in togetherness. The Kadisah tradition can be used as a strategic means in character education (Jannah & Susanto, 2022).

The findings of this study are in line with the results of previous research on the role of local culture. Previous research has shown that cultural integration is able to improve students' social skills and character (Maulana & Yusuf, 2020). The consistency of the results of this study reinforces

the importance of local culture as a source of learning. Teachers have a strategic role in packaging culture to be relevant to learning goals. Proper implementation can improve the quality of student learning outcomes.

Learning innovations have also been proven to have a significant influence on students' social skills. Students who learn through innovative methods are more active in interacting with peers. Collaborative and project-based learning models encourage students to collaborate. The learning experience helps students develop communication and leadership. Learning innovations create a more participatory classroom atmosphere (Kurniasih & Anwar, 2021).

Teachers are the main factor in implementing learning innovations. Teachers' creativity in choosing strategies and media determines the quality of student interaction. Proper learning innovations are able to increase student involvement in the learning process (Fatimah & Pranoto, 2022). Students are not only recipients of information, but also active subjects in learning. An innovative learning environment facilitates the growth of social skills.

The results of this study show that innovative learning has a real impact on students' ability to collaborate. Students learn to listen to the opinions of others and appreciate differences. Problem-solving skills also develop through discussion and group work. Learning innovations strengthen social relationships between students in the classroom. This process indirectly forms more mature social skills (Wulandari & Handayani, 2023).

Innovative learning also creates an enjoyable learning experience. A conducive classroom atmosphere makes students more confident to interact. Students feel comfortable in conveying ideas without fear. This confidence has a positive impact on social skills (Gunawan & Ramadhani, 2021). Teachers play the role of facilitators in building an interactive learning atmosphere.

The social environment is another factor that affects students' social skills. The support of family, peers, and the community has been shown to influence the development of social behavior. Students who grow up in a positive environment are more adaptable (Indrawan & Mulyani, 2020). Healthy interactions foster empathy and social responsibility. A supportive social environment accelerates the development of students' skills.

The family as the first environment has a great influence on students' social skills. Parents who educate with affection foster children's confidence. Good parenting forms an attitude of discipline and social responsibility. Students with strong family support find it easier to socialize in school. The values instilled in the family are the basis of children's social behavior (Lestari & Arifin, 2019).

Peers also make a significant contribution to social skills. Relationships with peers teach students how to collaborate and share. Daily social experiences train communication skills and tolerance (Rahmawati & Santosa, 2020). Students learn to deal with differences through interactions in their groups. Harmony with peers enhances more complex social skills.

Schools have an important role in creating a conducive social environment. Teachers as role models play a role in building positive interactions. The school's student participation-based program encourages the development of social skills. A healthy school environment facilitates the growth of communication and cooperation. Students feel more motivated to interact in a supportive atmosphere (Dewi & Suharto, 2020).

The results of this study show that all three factors have a simultaneous influence on students' social skills. Local wisdom, learning innovation, and social environment complement each

other. Social skills cannot be formed from just one factor. The integration of all three factors results in a more significant impact. Social studies education is a strategic forum to implement this integration (Hidayat & Kurniawan, 2019).

The regression coefficients obtained show the different contribution of each variable. Learning innovations have the greatest influence on students' social skills. Kadisah's local wisdom and social environment also contribute significantly. These three factors together exerted an influence of 52.4%. These findings reinforce the importance of synergy between culture, learning, and the social environment (Pratiwi & Hartono, 2022).

The research findings provide practical implications for teachers. Teachers need to integrate local cultural values in their learning strategies. Creativity in developing innovative methods is indispensable. Attention to the student's social environment must also be a priority. The synergy between these three aspects will strengthen students' social skills.

The implications of the research also apply to schools and education policymakers. Schools need to provide space for local cultural practices in learning. Facility support and training for teachers in implementing innovation is very important. Education policies that pay attention to the social environment of students will be more effective. This research provides empirical evidence to support culture-based education policies and innovation (Nugroho & Fitriani, 2021).

The contribution of this research is not only limited to practical aspects. Theoretically, research strengthens the study of cultural relations, innovation, and social skills. Research findings can be the basis for the development of local culture-based learning theories. The research also opens up space for further studies with additional variables. The development of education will be richer with empirical findings like this.

CONCLUSION AND RECOMMENDATIONS

This study concludes that Kadisah's local wisdom, learning innovation, and social environment have a significant effect on students' social skills. The Kadisah tradition provides the value of togetherness and social care that supports the formation of students' character. Learning innovations play a big role in improving student communication, cooperation, and confidence. A conducive social environment strengthens social skills through the support of family, peers, and school. This research suggests that teachers integrate local cultures, implement innovative learning strategies, and pay attention to the social environment of students as a whole.

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