



The Influence of Local Culture-Oriented *Contextual Teaching and Learning* (CTL) Model on Anti-Bullying Attitudes and Manners of Grade IV Elementary School Students

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Abstract

Learning based on local culture, students actively maintain and preserve their area's natural wealth, culture, and local potential. In the local culture, there is an anti-bullying attitude in the students' manners in their respective regional cultures. This study aims to determine the influence of the local culture-oriented CTL model on: 1) anti-bullying students, 2) students' manners, 3) anti-bullying, and the courtesy of students. The research was quasi-experimental, with an engineering research design and a nonequivalent control group design. The population in this study was all grade IV students of East Tanjungpinang 012 Elementary School, Riau Islands Province, in the 2024/2025 school year. The population of this study was all fourth-grade students of East Tanjungpinang 012 Elementary School. The sample of this study was 134 students. The instruments used were questionnaires and observation sheets to measure anti-bullying and students' polite attitudes with the help of the SPSS application. The data analysis technique used prerequisite tests: normality, homogeneity, hypothesis tests, the independent sample t-test, and the MANOVA test. The results of this study show that, in general, the CTL model oriented toward local culture has a significant impact on: 1) anti-bullying attitudes, with a significance value of $0.000 < 0.05$. The average pretest score for anti-bullying attitudes in the experimental class is 29.00, while in the control class it is 26.32. The average posttest score in the experimental class was 49.96, compared to 29.29 in the control class; 2) students' manners, with a significance value of $0.000 < 0.05$. The average pretest score for students' manners in the experimental class is 18.37, while in the control class it is 17.09. The average posttest score in the experimental class is 31.90, compared to 20.92 in the control class; and 3) both anti-bullying attitudes and students' manners, are positively stimulated, as indicated by a significance value of $0.000 < 0.05$ based on the predetermined statistical calculations.

Keywords: *Contextual Teaching and Learning; Local Culture; Anti-Bullying Attitude; Polite Attitude*

Introduction

Education is also directed at developing noble personalities and strengthening national identity, through the development and preservation of noble cultural values that are part of Indonesia's heritage. This serves as a strategic means of realizing the essence of national education goals, which essentially aim to

create an intelligent, knowledgeable society capable of actively contributing to comprehensive and sustainable national development. Education can be considered a process of persuading individuals to adapt to their environment (Maslahah et al., 2019). The role of education in human development can optimize their potential and improve their thinking skills, thus becoming quality human beings (Shelawati et al., 2021).

Humans will always need the presence of others and require a place to carry out various activities. This becomes a container or means that allows each individual to establish interactions, both in the context of intimate and emotional personal relationships and in broader social relationships with various elements of society. This space provides an opportunity for a person to express thoughts, feelings, and values held, while also receiving influence from other individuals in order to form harmonious social dynamics. (Purwantiasning, 2017). It is impossible for each individual to live a completely independent life without the involvement, support, and contribution of others around them. Therefore, in addition to needing personal space, humans also have a fundamental tendency to build and maintain social relationships with others in order to fulfill the social aspects of life (Hantono & Pramitasari, 2018).

Social skills develop through harmonious relationships with peers. Students need friends to support their diverse development. These skills play a significant role in achieving goals, creating healthy interactions with their surroundings, and supporting students in exploring, developing, and maximizing their full potential (Ulum, 2019).

The research was conducted at SD Negeri 012 Tanjungpinang Timur. It refers to the results of interviews and observations before starting the research at the research location. The observations and interviews were conducted on July 22, 2024. These observations and interviews were conducted in all fourth grade students at SD Negeri 012 Tanjungpinang Timur. Through the systematic observation and interview stages carried out by the researcher as part of the data collection process, it was revealed that there were still a number of students who committed bullying in the school environment.

Some of the behaviors identified include teasing each other, making fun of parents' or family members' names, calling friends by derogatory nicknames, pushing or physically hurting friends, using rude language, and preventing friends from entering the classroom. These behaviors show that some students do not yet have good social awareness and still show a lack of respect for other individuals in their environment. This finding is further supported by the results of interviews with fourth-grade teachers, who conveyed information based on their observations and direct involvement in the learning process and student interactions in the classroom, stating that in learning activities, there are students who tend to provide opinions or input to their friends in a less polite manner and do not pay attention to ethics in communication and are less active in class. This indicates the need for character building efforts and strengthening social attitudes through learning activities that instill the values of politeness.

The problem experienced by these students is the lack of attention to the formation of social attitudes which can cause students to grow up with selfish, aggressive characters and be unable to work together in a healthy social environment (Santrock, 2011).

The selection and implementation of a learning model have a significant impact on how students understand the material taught by educators. Traditional or conventional learning approaches tend to place the teacher as the main center in the process of delivering material, so that the active role of students in exploring, understanding, and constructing knowledge is often limited (Sanjaya, 2010). Teachers as instructors do not only convey information related to learning materials, but can also create a pleasant classroom atmosphere so that students are actively involved in the learning process and students can develop all their abilities (Arianti, 2017). Therefore, an educational approach is needed that is not only cognitive but also emphasizes the formation of social values that can be instilled contextually, actively, and sustainably.

One of them is the selection of the *Contextual Teaching and Learning* (CTL) model which has a strategic function in efforts to improve anti-bullying attitudes and polite attitudes of students, here in

connection with previous researchers namely (Hermawan et al., 2013) stated that some of them can contribute significantly to the development of students' social skills through the application of the concept of a learning community, where in this environment students are encouraged to be actively involved in the process of social interaction with peers. Based on previous research (Sulistiani, 2020), it shows that the CTL model based on local culture not only strengthens mastery of subject matter, but is also able to internalize social principles and cultural elements that have developed from generation to generation and are inherent in everyday community life.

One of the fourth-grade science subjects is "Indonesiaku Kaya Budaya," which discusses Indonesia's cultural diversity. The expansion of scientific insight and advances in modern technology have given rise to a cultural crisis. This is evident in the fact that almost every school has not yet implemented contextual culture during formal learning activities within the educational unit. A strategy capable of mitigating the impact of this cultural crisis is needed. One possible strategic option is to integrate a contextual, local culture-based learning approach into the learning process. Implementing a contextual approach rooted in local cultural values is expected to have a positive impact on shaping student behavior, enabling them to address this cultural crisis more effectively (Yasin, 2023).

Integration of local culture is an important element in learning activities that seek to create a harmonious and sustainable learning atmosphere by utilizing local knowledge through a contextual and participatory approach (Nur, 2017). One of the local cultures presented in this lesson is pantun, which we are already familiar with. Pantun is a form of poetry in Malay literature that is most widely known in society.

In the local context, pantun, as a form of Malay oral culture, holds significant educational value. Pantun not only embodies the beauty of language but also incorporates moral and ethical messages that can shape students' attitudes in a subtle and enjoyable way. Therefore, when social studies learning, which incorporates the theme of cultural diversity, is linked to pantun as a medium and packaged within the CTL model, it has great potential for developing learning that is not limited to the academic realm alone but also impacts the formation of students' social attitudes.

Research Methods

This study applies a quantitative approach with an experimental research type. The method used is *quasi-experimental research*, which is a form of *quasi-experiment* that allows researchers to test the effect of a treatment even without fully random grouping. The quasi-experimental research method is a type of *quasi-experimental* design research approach that involves experimental and control groups that are not selected randomly (Sugiyono, 2015). This study was conducted at SD Negeri 012 Tanjungpinang Timur, KEPRI. Data collection techniques used observation, questionnaires, documentation, instrument validation questionnaires. Data analysis techniques used in this study were normality tests, homogeneity tests, Levene statistics, Box'M tests, independent t-tests, and MANOVA.

Results and Discussion

1. Results

This study employed a MANOVA test to determine whether the jigsaw cooperative learning model had an effect on students' collaboration skills and scientific literacy. The decision criterion for the MANOVA test was that if the significance level was less than 0.05, the null hypothesis (H_0) would be rejected and the alternative hypothesis (H_a) would be accepted.

Hypotheses

- Ho : There is no significant effect of the local culture-oriented CTL model on students' anti-bullying attitudes and politeness.
- Ha : There is significant effect of the local culture-oriented CTL model on students' anti-bullying attitudes and politeness.

Table 1. Manova Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.988	5375.229 ^b	2.000	131.000	.000	.988
	Wilks' Lambda	.012	5375.229 ^b	2.000	131.000	.000	.988
	Hotelling's Trace	82.065	5375.229 ^b	2.000	131.000	.000	.988
	Roy's Largest Root	82.065	5375.229 ^b	2.000	131.000	.000	.988
KELAS	Pillai's Trace	.946	1148.615 ^b	2.000	131.000	.000	.946
	Wilks' Lambda	.054	1148.615 ^b	2.000	131.000	.000	.946
	Hotelling's Trace	17.536	1148.615 ^b	2.000	131.000	.000	.946
	Roy's Largest Root	17.536	1148.615 ^b	2.000	131.000	.000	.946

The explanation above for the MANOVA Pillai's Trace, Wilk's Lambda, Hotelling's Trace, and Roy's Largest Root tests can be seen in the table above, all of which have a significance value of 0.000, which is smaller than 0.05. Therefore, it can be concluded that there is a significant difference or influence between the CTL model on students' anti-bullying attitudes and politeness. In addition, the MANOVA test also presents the results of the Test Of Between Subjects Effects to determine the differences in anti-bullying attitudes and politeness between the control class and the experimental class.

Table 2. Tests of Between-Subjects Effects

Tests of Between-Subjects Effects							
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	ANTI_BULLYING	14306.886 ^a	1	14306.886	632.370	.000	.827
	SOPAN_SANTUN	4032.592 ^b	1	4032.592	343.664	.000	.722
Intercept	ANTI_BULLYING	210318.856	1	210318.856	9296.179	.000	.986
	SOPAN_SANTUN	93447.189	1	93447.189	7963.732	.000	.984
KELAS	ANTI_BULLYING	14306.886	1	14306.886	632.370	.000	.827
	SOPAN_SANTUN	4032.592	1	4032.592	343.664	.000	.722
Error	ANTI_BULLYING	2986.398	132	22.624			
	SOPAN_SANTUN	1548.901	132	11.734			
Total	ANTI_BULLYING	229300.000	134				
	SOPAN_SANTUN	99630.000	134				
Corrected Total	ANTI_BULLYING	17293.284	133				
	SOPAN_SANTUN	5581.493	133				

In the explanation of the test results using the SPSS application above, it is known that the significance value of the Test of Between Subjects Effects for the dependent variables of anti-bullying attitudes and students' polite attitudes is 0.000, which means it is smaller than the alpha value of 0.05. Therefore, it can be concluded that there is a significant difference between anti-bullying attitudes and polite attitudes of students in the control and experimental classes.

2. Discussion

Similar research by Ratnasari & Yufiarti (2021) stated that contextual learning models accompanied by local cultural content are significantly able to build empathy, reduce aggressive attitudes, and strengthen students' social interactions in the context of everyday life. Rahayu & Fitriani (2020) stated that introducing local culture in basic education can strengthen students' understanding of the importance of good manners. Meanwhile, Purnamasari & Widodo (2021) added that culture-based learning is effective in building students' character and moral identity from an early age.

Nuraini & Supahar (2021) found that local culture based CTL can simultaneously develop various aspects of students character, from social attitudes and responsibility to manners. Wahyuni & Mukminan (2020) also emphasized that a cultural approach in CTL is an appropriate strategy for shaping students morals and personalities. Local culture oriented learning is an ideal approach for shaping students social and ethical attitudes because the values taught are derived from their own cultural environment, making them easier to accept and understand.

In this context, CTL oriented towards local culture, especially through the use of pantun, has been proven to not only improve academic achievement, but also make a significant contribution to the formation of students' social attitudes and character, such as rejection of bullying behavior and strengthening norms of politeness which are an important part of social life in society.

Conclusion

Based on the research results and discussion, the following conclusions can be drawn.

The Local Culture-Oriented *Contextual Teaching and Learning* (CTL) model significantly influences the anti-bullying attitudes of fourth-grade elementary school students. The t-test results show a significance value of 0.000 (<0.05).

The Local Culture-Oriented *Contextual Teaching and Learning* (CTL) model significantly influences the politeness attitudes of fourth-grade elementary school students. The t-test results show a significance value of 0.000 (<0.05).

The Local Culture-Oriented *Contextual Teaching and Learning* (CTL) model significantly influences the anti-bullying attitudes and politeness attitudes of fourth-grade elementary school students. This is evidenced by the simultaneous MANOVA calculation with a significance value of 0.000.

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