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The Effect of Ethnolinguistic-Based Experiential Learning Model on Critical Thinking Abilities of PGSD Students

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Abstract

The low critical thinking ability of students needs serious attention. This study aims to determine the effect of ethnolinguistically-based experiential learning models on the essential thinking abilities of PGSD students. The research method used is a pre-experiment with a group pretest-posttest design. The population in this study was 6th-semester PGSD students at the Indonesian Education Institute. The sample taken was class 5B, totaling 33 people, with a purposive sample technique. The study yielded an average initial ability value of 79.3 and an increase in the posttest value to 84.18. The results of data analysis showed that the pretest-posttest t value was 0.8 with a probability of 0.00. Therefore, we can conclude that the ethnolinguistic-based experiential learning model influences students' critical thinking abilities.

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INTRODUCTION

Learning in the 4.0 era requires 4C skills, namely creative thinking, critical thinking, problem solving, communication, and collaboration, which must be developed in students (Ayunda et al., 2023). Critical thinking skills are one of the skills that students must have today to train their thinking skills. This type of skill is needed because today's education aims to build humans who can survive and protect themselves from various educational challenges in an era where everyone must compete in every sector, one of which is having critical thinking skills (Afandi et al., 2016).

Critical thinking skills are the ability to think deeply about information. Afandi & Sajidan (2018) stated that critical thinking skills are cognitive abilities that are actively

built by someone to assess information obtained and then systematically examined to decide what to believe or do. This view is in line with the opinion of Ayunda et al. (2023), who stated that critical thinking skills are one of the thinking processes in which someone must be able to identify, analyze, and evaluate arguments and create a solution that is believed and carried out. In addition, critical thinking skills are abilities that students must have to face challenges in the future

Based on the statement above, critical thinking skills are one of the skills that can help students to exist in the 21st century (Pratama et al. 2020). Critical thinking skills, which are included in high-level thinking skills, are important skills to be mastered by students. The international world primarily requires these critical thinking skills to solve problems in multidimensional and unexpected situations (Agustin et al., 2021). Thus, students need to develop critical thinking skills to effectively answer questions and solve more complex problems (Fitri et al., 2018). However, such an issue does not seem to be a concern for educators today.

In the field, there is an imbalance between existing learning methods and the need for critical thinking development through ethnolinguistic approaches and experiential learning models. This is due to the limited learning methods applied by teachers in the field; they still tend to prioritize knowledge goals alone without involving independent exploration processes (Tindakan et al., 2014). The learning activities conducted do not align well with the cultural values essential for students (Kadek et al., 2024), and research indicates that these activities have not provided students with opportunities to engage in real-world phenomena necessary for developing their critical reflection skills (Susanti et al., 2022). This is relevant to the low critical thinking skills of students, as shown by PISA 2018 by the OECD, which found that the ability of Indonesian students in reading achieved an average score of 371, with an average OECD score of 487, and then for the average mathematics score, they reached 389, with an average OECD score of 489. With these data, students in Indonesia are in the low performance quadrant with high equity (Krishervina et al., 2023). Therefore, Indonesia needs to improve students' critical thinking skills because the capacity and potential of students have not been developed properly. This not only has an impact on cognitive abilities but will also impact the students' adaptive abilities. Therefore, students' critical thinking skills, especially in Indonesia, need special attention, and they seek alternative solutions to overcome them.

Given these problems, several factors that cause students in Indonesia to lose their intellectual power include pupils who tend to learn using methods that do not foster critical thinking skills. Research conducted by Astuti (2024) states that students' critical thinking skills are still far from expectations because of the use of learning methods that do not create a collaborative learning process and do not foster students' interest in learning, so their average learning outcomes are far from standard, which can hinder their academic and professional achievements. According to research by Riyanto et al. (2024), the learning process that occurs sometimes only strengthens hard

skills; students are only strengthened by mastery of material or theory, while soft skills only strengthen hard skills. Therefore, there needs to be a model, method, or strategy that can develop students' critical thinking skills.

The experiential learning model integrated with ethnolinguistic material offers an alternative solution to improve students' low critical thinking skills. This ethnolinguistic-based experiential learning model is considered to be able to develop critical thinking skills by changing learning from memorization methods to more meaningful learning (Pendidikan et al., 2023). The experiential learning model has four stages that must be implemented in learning. The four stages are 1) concrete experience, 2) observation and reflection, 3) conceptualization and abstract thinking, and 4) application (Kolb, 2014). The experiential learning model combined with ethnolinguistics is expected to provide a more meaningful and authentic learning process. This not only improves critical thinking skills but also strengthens the relationship between schools and communities. Ethnolinguistics itself is a study of the process of cultural formation and its relationship with language (Ahsin, 2019). In the experiential learning process integrated with ethnolinguistics, it provides students with experience in analyzing the formation of culture and its relationship with language so that thoughts and solutions arise to issues related to ethnolinguistics.

Based on the problems that have been described above, this study will conduct an experimental study to examine in depth the "Effect of the Ethnolinguistic-Based Experiential Learning Model on the Critical Thinking Skills of PGSD Students." The research questions that underlie this study are as follows: 1) How is the process of implementing the ethnolinguistic-based experiential learning model on the critical thinking skills of PGSD students? 2) Is there a difference in students' critical thinking skills before and after the implementation of the ethnolinguistic-based experiential learning model? 3) What obstacles do students face in implementing learning using the ethnolinguistic-based experiential learning model? This study is expected to explore new implementations and innovations related to the Use of ethnolinguistic-based experiential learning for PGSD Students.

METHOD

This study uses a quantitative approach to the pre-experimental method with a one-group pretest-posttest design. This design involves one class as a research sample that is given a pretest to determine initial abilities, and after that, learning is carried out for approximately 5 meetings by applying an ethnolinguistic-based experiential learning model, and then a posttest is provided at the end.

The population of this study was 5th-semester PGSD students at the Indonesian Education Institute, Garut. Sample selection was carried out purposively. Based on considerations of learning achievement, the results of interviews with the homeroom lecturer, the questionnaire, and class conditions, the researcher chose class 5B, which consisted of 33 people. The research instrument used in this study was a descriptive test that aimed to collect data on students' critical thinking skills in the Multicultural

Education and Local Wisdom course with indicators referring to critical thinking skills, namely: (1) formulating the main problem; (2) managing facts to solve problems; (3) making arguments logically, relevantly, and accurately; (4) making problem-solving strategies with several alternatives; and (5) considering the risks of a decision (Krishervina et al., 2023). The data analysis employed a quantitative approach, specifically using the t-test. The SPSS version 26 for Windows program will process pretest and posttest data for both control and experimental classes.

RESULT AND DISCUSSION

Result

This study produced findings summarized in three main answers based on the research questions. The first finding relates to the process of implementing the Project-Based Learning model based on Socio-Scientific Issues, which can be seen in the following table.

Table 1. Process of Implementing the Ethnolinguistic-Based Experiential Learning Model

No	Experiential Learning *Model Steps*	The Process of Applying the Experiential Learning *Model* Based on Ethnolinguistics
1.	Concrete experience	At this stage of the process, students are directed to fully engage in their experiences, where students analyze a language culture and problems that arise from different language cultures.
2.	Reflection observation	Students reflect on their experiences, either in the form of group discussions to discuss each problem and findings they themselves experience based on the results of the observations they have made.
3.	Conceptualization	Comparing sentence structure in the local language with Indonesian by making observations, then students create concepts to integrate the results of their observations into new ideas or ideas
4.	Abstract thinking	Actively applying linguistic and cultural understanding, in this process, students try to use regional languages or cultural elements in real situations or simulations by using concepts that have been studied and reflected on and communicating them to their peers.
5.	Application	Recontextualize their use of the language and culture they have learned in other contexts by creating local culture-based learning modules.

Based on the results of the application *of the Ethnolinguistics-based Experiential Learning* model to the Critical Thinking Ability of PGSD Students, it can be concluded that there are five steps that are applied, namely: Concrete experience, reflective observation, conceptualization, abstract thinking, and application. In every process of applying the *experiential learning* model, it is associated with critical thinking indicators, namely formulating the subject matter, managing facts to solve the problem, making arguments logically, relevantly, and accurately, making problem-solving strategies with several alternatives, and considering the risks of a decision. Furthermore, this study aims to answer the second research question, which focuses on how ethnolinguistic-based experiential learning models influence critical thinking skills. In this study, data processing and analysis yielded pretest and posttest results. Through this data, we can conclude that there is an influence of the experiential learning model on students' critical thinking skills. The statistical analysis reveals these results.

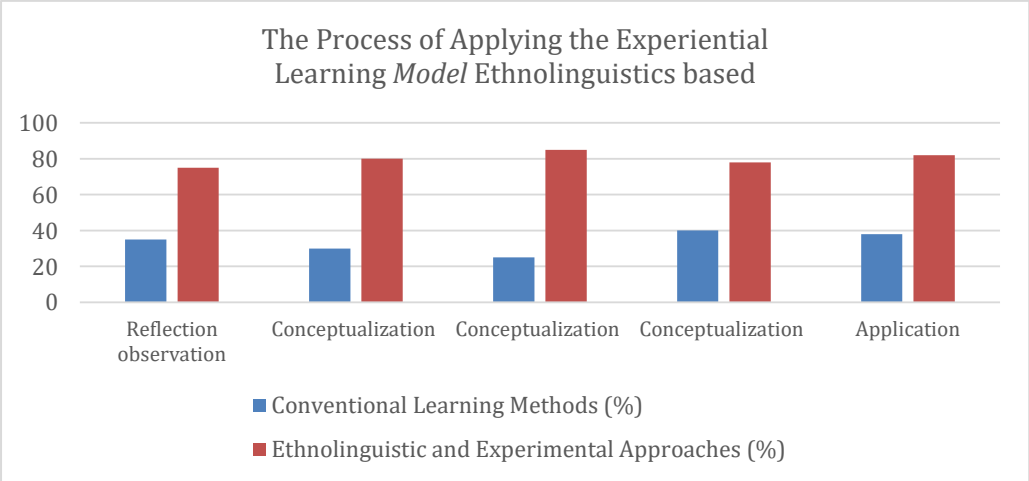

Figure 1. Pretest and Posttest Average

It can be concluded that after the implementation of the ethnolinguistic-based experiential learning model, there was an increase in PGSD students' critical thinking skills. the process of learning science material. The research data processing resulted in the implementation of a pretest and a posttest.

Table 2. Pretest and Posttest Scores of Critical Thinking Skills

	Mean	N	Std. Deviation	Std. mean
pretest	79.03	33	3.59	0.625
postest	84.18	33	3.48	0.606

From table 2 above, the average score of students' critical thinking skills during the pretest from 33 students was 81.3 and improved after being treated by applying an ethnolinguistic-based *experiential learning* model, which was obtained with an average posttest score of 84.18. The results of the t-test corroborate this.

Table 3. Uji T

	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
pretest-posttest	2.84	2.01744	0.35119	-3.56384	-2.13313	-8.111	32	0.000

Based on table 3, it can be seen that the value of calculating the *pretest postest* is 0.8 with a probability of 0.00. Therefore, it can be concluded that there is a significant influence on the ability to think critically after the application of *the ethnolinguistic-based experiential learning* model, because the probability value is less than 0.05. Therefore, these data suggest that the ethnolinguistic-based experiential learning model influences students' critical thinking skills. Furthermore, referring to the findings described in the answer to the third research question regarding the obstacles experienced by lecturers and class students in implementing learning with an ethnolinguistic-based *experiential learning model*, the information was obtained through interviews with guardian lecturers and students and presented in the form of an interview table and a graphical recapitulation of the results of the following student questionnaire.

Table 4. Obstacles Faced by Teachers Based on Interview Results

	The Challenges Faced by Teachers
1.	Time Shortages in Learning Planning and Implementation
2.	Limited resources to support ethnolinguistic-based learning
3.	Lack of understanding and experience in implementing evperiential learning
4.	Difficulty in evaluating students' critical thinking skills objectively

Table 5. Obstacles Faced by Students Based on Interview Results

	The Challenges Faced by Students
1.	Lack of initial understanding of ethnolinguistic concepts
2.	Difficulty in connecting direct experience with critical thinking skills
3.	Limited access to relevant local communities or cultures

Discussion

The discussion of the results of this research is based on data analysis and findings in the field. We applied an ethnolinguistic-based experiential learning model in one class to carry out the research. The following explanation presents details of the learning implementation.

1. The Process of Applying Ethnolinguistics-Based Experiential Learning Models to PGSD Students

At the first meeting, the researcher gave a question test that referred to the indicator of students' critical thinking ability to find out how much of the students' initial critical thinking ability was present during the learning process. Based on the data obtained from the results of the test, the average pretest score of students' critical thinking ability was 79.03. The findings are suspected because students have not optimized their thinking activities, both in the learning process and in solving a problem in the form of a problem. This observation is in line with the opinion of Satwika et al. (2018) that less than optimal learning outcomes are caused by a lack of development of thinking activities, especially critical thinking in the learning process.

In the second to fifth meetings, the researcher carried out learning activities by applying an ethnolinguistic-based experiential learning model that has four learning steps. First, concrete experience: at this stage the lecturer directs students to fully involve themselves in the experience they experience, where students analyze a language culture and problems that arise from different language cultures. Second, reflection observation: at this stage the lecturer directs students to watch and reflect on the results of their problems from their respective experiences. Third, abstract conceptualization: at this stage the lecturer directs students to create concepts that integrate their observations into new ideas or ideas. Fourth, testing experimentation: at this stage the lecturer directs students to use concepts that have been studied and reflected on and communicate them to their peers. This experiential learning model can help develop students' critical thinking skills (Susanti et al., 2022). One of the stages of the experiential learning model, namely the abstract conceptualization stage, trains students' critical thinking skills to come up with new ideas from the results of reflection. This stage provides opportunities for students to develop their ability to think deeply (Asyari et al., 2020). This is strengthened from the results of the test Analysis at the posttest time shows an average score of 84.18, which is included in the high category. So that students' critical thinking skills increase after being given treatment by applying the experiential learning model.

2. The Influence of Ethnolinguistic-based *Experiential Learning* Models on the Critical Thinking Ability of PGSD Students

The analysis of student critical thinking ability data using test questions shows that applying an ethnolinguistic-based experiential learning model affects students' critical thinking skills. This can be seen from the increase in the acquisition of students' critical thinking skills from pretest to posttest, which has decreased. These findings align with previous research, which also concluded that the experiential learning model can effectively develop students' critical thinking skills (Education et al., 2023).

Based on the results of the analysis and discussion above, it is strengthened that the ethnolinguistic-based experiential learning model has an effect on students' critical thinking skills. The results of this study are in line with previous research by

Nurhasanah et al. (2017); the ethnolinguistics-based experiential learning model of students constructs their experience of the material directly so as to require students to think critically. In other research, students are able to develop thinking skills and become sensitive to cultural differences by integrating cultural values, including cultural diversity (Meristin & Supriatna, 2023).

3. Obstacles Faced by PGSD Lecturers and Students with an Ethnolinguistic-based *Experiential Learning* Model in the learning of PGSD Students

The obstacles faced by teachers resulting from the interviews include several things, including The short time available for applying the ethnolinguistic-based experiential learning model makes implementation difficult, especially since learning must be carried out systematically, starting from planning, through implementation, to evaluation. The resources available to support ethnolinguistic-based learning are limited. Lecturers and students need to prepare in advance the things needed; this, of course, requires more cooperation and attention. The implementation of experiential learning is hindered by a lack of understanding and experience. This requires an in-depth and gradual explanation so that all students do not experience differences in understanding to get equality and similarity of concepts. (Masthura, 2017).

The obstacles faced by students based on the interview results include Minimal initial understanding of ethnolinguistic concepts—this occurs because students' comprehension is not contextual. students tend to learn theoretically and have not been involved in much direct experience that relates language to the culture of the local community, which is the core of ethnolinguistics. Many students struggle to connect their direct experiences with critical thinking skills, as they tend to focus more on narratively describing these experiences rather than criticizing, questioning, or assessing their relevance to learning. Limited access to relevant local communities or cultures can be more of a concern for the cooperation that institutions have with local communities This includes cultural institutions that can support ethnolinguistic-based learning activities (Syahrial et al., 2021).

CONCLUSION

Based on the results of data analysis and discussion, it can be concluded that the ethnolinguistic-based experiential learning model has a significant effect on improving students' critical thinking skills. This is evidenced by an increase in the average score of critical thinking skills from the pretest by 79.03 to 84.18 in the posttest. The statistical test showed a significance value of 0.000 ($p < 0.05$), which means that there was a significant difference between critical thinking skills before and after the application of the learning model. This improvement shows that through experiential learning stages involving direct experience, reflection, abstract conceptualization, and active experimentation, students are more encouraged to develop ideas, analyze problems, and think critically and deeply. This finding is also strengthened by the results of

previous research, which stated that experiential learning is effective in developing critical thinking skills, especially when associated with cultural and linguistic contexts through ethnolinguistic approaches. Based on the results of data analysis and discussion, it can be concluded that the ethnolinguistic-based experiential learning model has a significant effect on improving students' critical thinking skills. This benefit is evidenced by an increase in the average score of critical thinking skills from the pretest by 79.03 to 84.18 in the posttest. The statistical test showed a significance value of 0.000 ($p < 0.05$), which means that there was a significant difference between critical thinking skills before and after the application of the learning model. This improvement shows that through the application of experiential learning stages involving direct experience, reflection, abstract conceptualization, and active experimentation, students are more encouraged to develop ideas, analyze problems, and think critically. This finding is also strengthened by the results of previous research, which stated that experiential learning is effective in developing critical thinking skills, especially when associated with cultural and linguistic contexts through ethnolinguistic approaches. Therefore, continuous efforts are needed in the form of training, mentoring, and provision of professional resources to improve the competence of lecturers in teaching critical thinking skills to students to develop a contextual curriculum that is in line with the needs of existing cultural values and collaboration with the surrounding community.

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