E-A-S-I (Exposure-Analogy Visual-Social Action-Impact Writing) Learning Model: Improving Reflective Writing Skills and Developing Values in Elementary School through Wayang Sukuraga

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Abstract

This research aims to develop a literacy learning model based on the visual analogy of Wayang Sukuraga as a construction of values in reflective writing for elementary school students. EASI integrates the visual analogy media of Wayang Sukuraga with reflective writing learning to enhance understanding and value development in writing. The inadequate literacy programs in elementary schools, especially in students' writing abilities integrated with local wisdom values, became the background of this research. As a solution, the author developed a literacy learning model based on the visual analogy of Wayang Sukuraga and conducted a limited test and effectiveness of this model in seven elementary schools in Sukabumi City. This research used a research and development method involving the stages of development, validation, and implementation of the learning model. Data were collected through observation, interviews, questionnaires, and written tests. The results of the research showed that this model is effective in improving reflective writing skills and constructing values in students, especially in religious values, honesty, courage, independence, cooperation, and hard work. The visual analogy of Wayang Sukuraga proved to be an effective means of facilitating literacy learning for students, so the development of a literacy learning model based on the visual analogy of Wayang Sukuraga can be an effective alternative for improving reflective writing skills and value construction in elementary school students in Sukabumi City. Furthermore, this model is also effective in facilitating a more active, creative, and enjoyable learning process for students.

Keywords: EASI Leraning Model, Visual Analogy, Sukuraga Puppetry, Reflective Writing, Value's Construction

INTRODUCTION

People who are literate are believed to have strong character. Along with the development of information and technology, research on literacy is increasing. Various appropriate learning models are being investigated to improve students' literacy skills, but there is limited investigation into value-based learning models that simultaneously enhance literacy skills (Lyesmaya, 2020). Facing the 21st century in the era of the 5th industrial revolution, the need for literacy and values-based learning models is to educate children to live together with others in diversity (OECD, 2019). "Character education is a deliberate effort to develop virtues that enable us to lead satisfying lives and build a better world" (Lickona, 1991:228).

OECD (2019a) released the PISA 2018 results, indicating that Indonesia ranked in the bottom 10 out of 79 participating countries. The average reading ability of Indonesian students is 80 points below the OECD average. Indonesian students' abilities are also below the achievement of students in ASEAN countries. The average reading, mathematics, and science abilities of Indonesian students are 42 points, 52 points, and 37 points below the ASEAN student average, respectively. The PISA study not only reports literacy achievement results for each country but also provides information about demographic aspects, habits, perceptions, and aspirations obtained from school and student questionnaires (OECD, 2019b). According to Puslitjakdikbud (2021), one of the solutions from this PISA survey is the implementation of the School Literacy Movement (GLS) Policy. However, according to Kartikasari & Nuryasana (2022), student reading habits are still low, they wait for teacher instructions to carry out GLS activities; the GLS schedule is incomplete for the 15-minute reading activity as specified in the manual; and there is a lack of parental involvement in GLS activities. Therefore, a learning model needs to be designed to improve students' literacy levels.

In the face of an increasingly complex world, full of changes and uncertainty, in the era of advanced communication technology, the world is more interconnected, allowing us to interact without being limited by distance and time. This has led many individuals to collaborate with people from different cultures. Engagement in global relationships and transactions has also deepened for each individual. As such, awareness of the interactions and connections between political, ecological, cultural, and economic systems worldwide becomes crucial, and it necessitates having a global perspective across various aspects of life, including education.

According to Gardner through OECD (2019), in the modern society consisting of industry and post-industry, it is important for students to have a sense of agency and belief that they can understand and influence their personal, social, professional, and communal environments. Most people in the past did not have a strong sense of agency, making having control over aspects of one's life a significant achievement. Therefore, it's important for students to be literate and possess computational literacy, core disciplines, and ways of thinking developed over centuries. Furthermore, they should be able to collaborate in common pursuits and be active members of their communities. While new techniques and technologies should be used, the goals and values of society should determine which technologies are relevant and how best to apply them.

These skills don't develop by chance. They need to be modeled, trained, valued, and disciplined when necessary. As educators, the most daunting challenge is to prepare students for global citizenship, provide strong human values and models, help young people develop a sense of agency, ensure that their personal agency aligns with the broader goals of society, help them become comfortable with new technologies, and provide tools and guidance for continuous learning throughout their lives.

In line with Gardner, OECD (2019) has released the "Learning Compass 2030," outlining the future of education policy. According to the Learning Compass 2030, students should be equipped to think, initiate action, and act intentionally and responsibly in shaping a world towards individual and collective well-being. OECD introduces the AAR Cycle (Anticipation, Action, Reflection), which enables students to develop a sense of responsibility and belief that they can make a difference in society. The AAR process is also at the core of an adaptive approach to dealing with the complex and interconnected systems of today's world. The three transformative competencies of taking responsibility, reconciling tensions and dilemmas, and creating new value depend on students' ability to be adaptive and reflective, take appropriate actions, and continuously enhance their thinking. The AAR cycle helps students develop their ability to take different perspectives, anticipate the effects of actions, and create new innovations that benefit the well-being of others and society at large. Metacognition, self-awareness, critical thinking, and decision-making are all skills developed through reflection (Rolheiser, Bower, and Stevahn, 2000). These are also skills necessary for effective anticipation. Hence, practicing one of them should reinforce the others. Specifically, reflection can enhance learners' anticipation by building knowledge and experiences from their actions' implications. This reflective thinking skill needs to be developed to perform moral actions.

Reflection is a systematic, rigorous, and disciplined way of thinking related to scientific inquiry. It requires an attitude that values intellectual curiosity, an appreciation for the beauty of knowledge, and a passion for personal growth. Furthermore, it necessitates a commitment to gather relevant information, analyze primary sources, and search for bias and assumptions. Therefore, reflection can be a powerful technique for investigating and acquiring new knowledge. Reflection is not only an instrument for learning but also a significant human ability that potentially leads to a successful life. This capability enables us to maintain our personal identity and make the right decisions even in challenging circumstances.

In an increasingly advanced era of technology, cross-cultural interactions have become essential. Education needs to foster global understanding across aspects of life. Skills like

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reflective thinking, adaptability, and taking responsibility are becoming more crucial. OECD, through the "Learning Compass 2030," proposes an education system that leads to individual and collective well-being, considering learners' adaptability and reflection abilities.
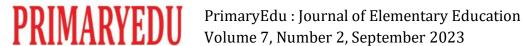
It's important to develop students' skills in reflective writing, which can help them understand themselves and the values they are learning. Visual analogy-based literacy learning models, such as Wayang Sukuraga, hold the potential to enhance reflective writing skills and reinforce the construction of positive values. In integrating local values with global education, it's important to consider the benefits of this approach, such as preserving cultural heritage, increasing interest in learning, and developing multicultural understanding. Value-based literacy learning models can help address the social and moral changes arising from technological and environmental shifts.

However, in practice, challenges remain in integrating character values into education. Many teachers are reluctant to do so, and a lack of knowledge about value-based learning models can be a barrier. Hence, a learning model that combines values with literacy becomes crucial to develop.

In the development of a value-based and literacy learning model, effective teaching approaches need to be considered, such as using visual analogies. Visual analogies can aid learners in comprehending complex concepts better, enhancing interest in learning, and reinforcing the understanding of character values. Furthermore, within the context of education in Indonesia, it's necessary to assess whether the universal values taught align with local values, such as the local wisdom of Wayang Sukuraga. Integrating global and local values can assist learners in constructing a deeper and more relevant understanding of the taught values.

The novelty of this research lies in the development of a literacy learning model centered around visual analogies from Wayang Sukuraga. Visual analogy is a novel and original approach. Incorporating visual elements into literacy education introduces a dimension rarely explored within the context of elementary schools. The integration of Local Wisdom in applying the concepts from the cultural heritage of Wayang Sukuraga as the foundation for teaching values in reflective writing is a unique approach. It blends traditional elements with modern literacy goals, opening opportunities to appreciate and leverage local culture in the learning process. Furthermore, emphasizing value development in reflective writing constitutes an original contribution.

The combination of using visual analogies from Wayang Sukuraga and reflective writing offers an engaging approach to connect students' experiences with cultural and moral

values. The interconnectedness between character development and literacy skills in education represents a concept with innovation. Focusing on how to integrate moral and ethical values into literacy provides new insights into the importance of shaping students' character.

The development of this learning model holds the potential to significantly impact the curriculum and teaching methods in elementary schools. A culture and visual-based approach can serve as inspiration for the development of more varied and relevant teaching strategies. The integration of creativity through Wayang Sukuraga in literacy education forms a novel combination. This approach teaches students how to use their imagination and creativity to understand and express values in reflective writing. Moreover, this learning model's concepts of visual analogy and value development can be applied to various subjects beyond just literacy, enhancing students' understanding of abstract concepts.

By amalgamating all these elements, the title of this research introduces a new and original approach to the development of a literacy learning model, with the potential to positively impact literacy levels, introduce local culture, and foster character development among elementary school students.

METHOD

This study is a research on instructional design development, and the research design model used by the author refers to the R&D (Research and Development) design model based on the perspective of the Dick & Carey system approach (2015). This method was jointly developed by W. Dick, Lou Carey, and James O. Carey in their work published in 2015 titled "The Systematic Design of Instruction," specifically in Chapter 8. The Dick and Carey development model allows the author to create a plan or design for the instructional model in collaboration with subject matter experts, textbook experts, media experts, and instructional design experts. The Dick and Carey research method is a systematic approach used for designing and developing instructional materials. This approach involves structured steps, ensuring that each development phase is executed carefully and aligned with the desired learning objectives. The method comprises several stages, including needs analysis, instructional design, development and validation, and implementation.

Development Steps of the E-A-S-I Learning Model:

Needs Analysis: This stage involves identifying learning objectives, student characteristics, and the learning context. In the context of this research, the primary goal is to develop reflective writing skills through the construction of values using visual analogies from Wayang Sukuraga.

The characteristics of elementary school students are considered when designing an approach suitable for their age and comprehension level.

Instructional Design: In this stage, instructional planning takes place, including the learning structure, specific learning objectives, as well as the methods and learning media to be used. In the E-A-S-I model, Exposure, Visual Analogy, Social Action, and Impact Writing form the main pillars that shape the learning process.
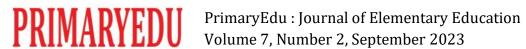
Development and Validation: This step involves creating instructional materials based on the design. The developed materials include the exposition of the Wayang Sukuraga concept, creation of visual analogies, formulation of social action tasks, and impact writing learning. Validation is conducted by education experts and limited trials with students to ensure the appropriateness and effectiveness of the materials.

Implementation: The implementation stage involves using the E-A-S-I learning model in an actual learning environment. Teachers, acting as facilitators, guide students through each learning phase, from exposure to writing impact. This enables the author to create operational research stages that align with the intended end product, which is the literacy instructional model based on visual analogies from Wayang Sukuraga.

RESULTS AND DISCUSSION

Results

EASI stands for Exposure-Analogy Visual-Social Action-Impact/Influential Writing, which means Present-Analogize-Socialize-Write to Influence. EASI is a literacy teaching model based on the values of Wayang Sukuraga. The learning steps in the EASI instructional model are encapsulated within the acronym EASI itself. EASI can also be one of the approaches for implementing literacy and character education in schools. The significance of character education arises due to the widespread moral decay prevailing in today's society. This issue has been recognized since the 1920s by Leming, who stated that value-based education is necessary to address moral problems (Leming, 1980). In Indonesia, moral issues contribute to crime rates. Specifically, (Suswandari, 2017) revealed that in Jakarta, 1,318 out of 1,647,835 elementary and secondary school children are committed to criminal activities, with this number increasing annually. The demand for character education in Indonesia is growing.

Efforts to develop value-based teaching methods in schools are increasingly sought after by researchers (Almerico, 2014). One sought-after approach is the integration of local cultural wisdom into teaching models. Indonesian researchers have started to examine curriculum integration with local wisdom values, although it hasn't been fully explored (Hadi et al., 2017). However, guided teaching methods and materials from local wisdom (Anggraini, 2017) have been developed. They concluded that local wisdom values can be integrated into daily teaching and learning activities at schools.

Discussion

This teaching method consists of 4 stages as follows.

Exposure: Present examples of value behaviors.

The most effective way to teach elementary school children is to expose them to real-life events. This stage aims to stimulate learners to identify and describe moral values conveyed by the teacher. The goal is to encourage learners to capture and depict the moral values taught by the teacher. Examples of behavior reflecting these values, shown through images or videos, are provided by the teacher. The key aspect of the Exposure stage is involving learners in the investigation process of video content or real-life events.

Analogy Expression: Express analogies.

Expressing analogies. This stage helps children view traditional values from a new perspective, using various forms of metaphorical thinking to activate "generative thinking." This is facilitated with Wayang Sukuraga illustrations. There are four steps in the Analogy Expression stage: (1) Direct Analogy, where concepts to be explored are identified through direct analogies, and learners are asked to consider their characteristics; (2) Personal Analogy, where learners explore their feelings about the values from stage 1 by sharing in groups and class dialogues; (3) Contrast Analogy, where learners compare and contrast analog and conceptual value objects; and (4) New Analogy, where learners create their own analogies or group analogies. In this stage, the teacher guides learners to analogize potential future scenarios based on their actions (both positive and negative). During the learning process, learners exhibit the ability to predict short-term and long-term consequences of actions, understand their own goals and others' goals, and develop a broader perspective. They can expand their awareness of how present actions can impact the future. The ability to predict consequences involves more
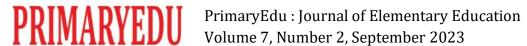
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than just asking questions; it entails anticipating potential outcomes and impacts of taking action or not taking any action at all. Learners use their skills to think through problems, handle tension and dilemmas, and consider the short- and long-term consequences of their actions or inaction. Additionally, they consider how solving a problem or creating new value can fulfill future needs. The ability to "experience in advance the future by simulating it in [the] mind" (Gilbert and Wilson, 2007). Prospection allows learners to consider and predict different outcomes of potential actions. Prospection can strengthen a child's psychological relationship with their future self, enhancing their motivation to engage in behavior that will benefit them later (Prabhakar, Coughlin, and Ghetti, 2016). The ability to forecast and anticipate events grows during childhood and adolescence, related to prefrontal cortex development (Gilbert and Wilson, 2007).

Social Moral Action: Social Moral Action

Explore and connect these values with personal experiences, then take action projects and collaborate with Local Wisdom values. Social Moral Action. Learners are directed to explore and connect these values with their personal experiences, then take action and collaborate with Local Wisdom values. After careful consideration during the analogy stage, learners move into the stage of social moral action. This action links what learners know with what they aim to achieve (Leadbeater, 2017). In the analogy stage, learners set goals and intentions to act. These actions can vary, from investigative actions, social responsibilities, to the creation of new values, and can be done individually, together, or on a larger scale (Jensen and Schnack, 1997). While the action itself may be neutral, its consequences can be highly positive or negative for individuals, society, or the planet. Therefore, it's important that actions taken are purposeful and responsible, requiring anticipation before action and reflection after action. When the action is purposeful and responsible, perspective-taking is required (Selman, 2003; Gehlbach, 2004), and when the action has the potential to create new value or resolve tension and dilemmas.

Impact Writing: Influential Writing

Learners write their thoughts about the previous three steps, make conclusions, describe the positive impacts of the discussed values, and persuade others to take the same moral actions. Impact Writing is a reflective action, aligning with reflective writing. Based on the literature on reflective practices, there are two types of reflection: reflection-in-action and reflection-on-

action. Reflection-in-action refers to individuals reflecting on their experience as it happens, while reflection-on-action refers to individuals reflecting on their actions after the fact (Schön, 1983). The concept of reflection-in-action suggests that both stages of reflection are interconnected and can occur almost simultaneously, demonstrating fluidity and mutual complementarity across various stages' aspects. It's important to note that one must initiate an action before reflecting on it, making them interrelated in reflective writing.

The approach is reasonably structured, with the teacher actively determining the syntactic sequence and guiding the mechanism of interaction. Nevertheless, this method is learner-centered as learners are given the freedom to express themselves. During the analogy activity using metaphors from Wayang Sukuraga characters, learners also have the freedom to openly discuss in an open-ended manner. The teacher sets the classroom atmosphere using the Wayang Sukuraga media. The teacher notes the extent to which the Wayang Sukuraga media helps portray values and analogize attitudes and actions. The teacher also encourages learners to evaluate their knowledge of values and apply them in daily life. It's also important to ensure that learners can write down what they have understood and create writing that persuades readers to engage in the moral actions the learners believe in. The required media for implementing this method is a teacher proficient in conveying pedagogical values. Additionally, accompanying media is required, which is the Wayang Sukuraga media in 2-dimensional, 3-dimensional, or projection forms. A larger classroom is needed, allowing interaction and seating for all learners in a circle.

CONCLUSION

Based on the research conducted, it can be concluded that the development of a literacy learning model based on visual analogies from Wayang Sukuraga contributes positively to the construction of values in reflective writing among elementary school students in the city of Sukabumi. Several important findings from this research are as follows: Firstly, the literacy learning model based on visual analogies from Wayang Sukuraga is effective in enhancing the ability of elementary school students in Sukabumi to write reflectively. This is evident from the improvement in the students' scores in reflective writing after the implementation of this learning model. Secondly, this learning model is also effective in building the students' value construction, particularly in recognizing local wisdom values, religious values, honesty, courage, independence, cooperation, and hard work. This can be seen from the research results

indicating that students who participated in this learning model have a better understanding of these values. Thirdly, the visual analogies from Wayang Sukuraga can serve as an effective means to facilitate literacy learning among elementary school students in Sukabumi. This is because the Wayang Sukuraga illustrations used in the learning process can help students better comprehend the taught materials and abstract values in a more enjoyable and attention-catching manner. Thus, the development of a literacy learning model based on visual analogies from Wayang Sukuraga can be an effective alternative to enhance the ability of reflective writing and value construction among elementary school students in Sukabumi.

The reflective writing abilities of elementary school students in Sukabumi after the implementation of the literacy learning model based on visual analogies from Wayang Sukuraga fall into three categories: high, moderate, and needing improvement. The assessed aspects include mentioning Wayang Sukuraga, lesson materials, character values, and Quranic verses; linking Wayang Sukuraga with lesson materials, character values, and Quranic verses; and encouraging friends to perform acts of kindness.

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