



## Development of local history learning model based on value clarification techniques to strengthen ethnic identity

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### ABSTRACT

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#### Keywords

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This article is intended to find solutions related to the lack of adequate history learning to strengthen ethnic identity and maintain social harmony in a multicultural society through the development of a local history learning model based on the value clarification technique (VCT). The learning model is achieved through research and development using the Plomp model. The learning model goes through an expert validation process, including experts in local history teaching materials, experts in value education, experts in ethnic identity and Saminism, and experts in developing learning models. Furthermore, the learning model was tested on 30 students as participants with a pre-experimental pre-and post-tests one group design. The data collection technique was carried out through the distribution of questionnaires. Data analysis was carried out using descriptive statistics and inferential analysis was performed using a t-test. The results of the t-test showed a significant strengthening of ethnic identity after the trial. The local history learning model based on the value clarification technique (VCT) can strengthen ethnic identity and maintain social harmony. The development of this learning model is possible if history lecturers have experience related to relevant ethnic studies.

**Contribution/Originality:** The development of a history learning model to strengthen ethnic identity is important to maintain social harmony. The uniqueness of this history learning model based on the value clarification technique lies in the learning stages which affect the strengthening of ethnic identity and maintaining social harmony in a multicultural society.

## 1. INTRODUCTION

Nowadays, society tends to develop into a multi-ethnic society. Many factors cause the development of a multi-ethnic society, including education, employment, marriage, and other factors that cause the movement of people from one place to another. The population movement further encourages the growth of a multi-ethnic society, especially in big cities as centers of education, economy, politics and culture. In addition, the era of globalization is also increasingly encouraging ethnic groups from various regions of the world to interact with each other (Hes & Švecová, 2021; Rodrik, 2018; Tuncer, 2023).

It is essential to think about how multi-ethnic communities can interact with each other intimately and live together in harmony and peace because the interaction between familiar ethnic groups and a harmonious and peaceful life will have a positive impact on all parties. Each ethnic group can enrich their knowledge of tribal diversity and their relationship with the natural environment, social environment, economic environment, and

cultural environment (Hes & Švecová, 2021; King, 2018; Saddiqa, Garcia, & Ali, 2019; Tuncer, 2023). Interactions involving various ethnic groups will increase knowledge and understanding of ethnic diversity, customs, languages, religions and other characteristics of the tribes known as multicultural societies (Maigari, 2021; Theodoros, Lela, & Evaggelia, 2018).

However, interactions between ethnic groups also have the potential to cause conflicts that can lead to social disintegration in addition to having the potential to have a positive impact (Sutharjana, Gelgel, & Dharmika, 2022; Valera, Marinho, Robles, & Tromben, 2022). Social disintegration is one of the severe threats to multicultural societies (Liata & Fazal, 2021; Noe, Wardhani, Umar, & Yunus, 2021; Renn & Lucas, 2022). In this relationship, a lack of understanding of ethnic identity often leads to friction, disputes and even conflicts. Among others, it can be seen in the persecution and expulsion of the Rohingya from Myanmar (Afework, 2023; Dussich, 2018) the genocide against ethnic Tutsi in Rwanda in 1994 (Nates, 2021; Nikuze, 2014) the conflict between Oromia and Somali ethnic groups in Ethiopia that has occurred since 2016 until now (Dansa & Musa, 2021; Gelle, 2020) the conflict between ethnic Kurds and Iraq that has lasted since 1976 until now (Ambusaidi, 2021) the conflict between the Dayak and Madurese ethnicities in Indonesia that occurred in 2001 (Susanto, Tri, Masrukhi, & Moh, 2017) and so on. A World Bank report (in the *Conflict and Development Program* (2010)) states that there were conflict dynamics in several provinces in Indonesia from 1998 to 2008 where ethnic identity was a significant contributing factor (Bima et al., 2017). Meanwhile, one of the causes of conflict in an area is the act of politicizing ethnic identity (Hakim, Taufik, & Atharoh, 2018).

The above description shows the importance of understanding ethnic identity to create mutual respect and tolerance between ethnicities. One way that can be done to increase understanding of ethnic identity is through history education (Jaya, Sauri, Muchtar, & Warta, 2019; Sipayung & Dwiningrum, 2020). This paper is intended to find a model for learning local history to strengthen ethnic identity and maintain social harmony in a multicultural society. For this purpose, the researcher developed a local history learning model based on the value clarification technique (VCT). Developing a local history learning model is oriented towards strengthening ethnic identity. Through this learning model, it is hoped that there will be a strengthening of knowledge, understanding, appreciation, and respect for other ethnicities so that they can interact between ethnic groups intimately and establish a harmonious and peaceful life together.

The teaching material was developed based on Saminism principles obtained from research on the Samin community in Tapalan Village, Ngraho District, Bojonegoro Regency, Indonesia. Saminism is a value system embraced by the Samin people, one of the sub-tribes in Java to strengthen their ethnic identity. The value system in Saminism includes (a) making religion a guideline for life. (b) Accepting and respecting religious diversity but prioritizing noble morals or behavior. (c) Not disturbing others, not conflicting, not being jealous, and not stealing. (d) Being patient and not arrogant. (e) Always doing good because they understand that death is only a transition from this life to the hereafter. (f) Speak honestly and respectfully. (g) Do not work as a merchant because it is considered to contain elements of dishonesty. (h) Do not accept donations or assistance in the form of money (Purnaweni, Kismartini, Budy Pratama, & Wulandari, 2019; Raditya, 2018).

This study was conducted to answer the following questions: (a) what is the role of local history learning based on value clarification techniques (VCT) to strengthen knowledge and understanding of ethnic identity, and (b) what is the role of local history learning based on value clarification techniques (VCT) to maintain social harmony?

Thus, this study is intended to (a) explore the role of VCT-based local history learning to strengthen knowledge and understanding of ethnic identity and (b) explore the role of VCT-based local history learning to develop students' skills in interacting with various ethnicities based on knowledge, understanding, appreciation, and respect for other ethnicities which are necessary to maintain social harmony in ethnic diversity.

## 2. LITERATURE REVIEW

This research focuses on developing a local history learning model based on the value clarification technique (VCT) to strengthen ethnic identity. The learning model that will be developed includes a learning design model and a teaching material model so that learning can be carried out effectively.

### 2.1. Local History Learning Concept

Local history has various dimensions, considering that historical events have the character of "historical diversity" in each region. Local history is the study of past events, people or groups in a particular geographical area. The focus of local history is the events that occurred in a specific location (Badgley, 2017; Miftahuddin, 2020; Said, Haris, & Bahri, 2019; Trisudarty, 2020). Local history is also the study of the development of various aspects of community life or communities in a particular area (Fauzan, 2020; Miftahuddin, 2020; Trisudarty, 2020).

Events in local history emphasize attempts to portray reality at the regional level in detail to capture the "emic" dimension of historical actors. Historical actors and local communities remain the main focus especially those related to human relationships with the cosmic natural order despite the influence of external dimensions (Jumardi, 2022). Thus, local history is descriptive and is carried out analytically and reflectively as part of the "self-awareness" movement.

After determining the topic of local history, then data collection steps are carried out (Bhar, 2018; Miftahuddin, 2020). The steps of data collection in local history research begin with the study of relevant literature, then continue with the observation of sites or monuments, and then deepen by searching for relevant documents and conducting interviews with sources or exploring oral traditions pertinent to local history (Ibrahim, Fikri, & Pernantah, 2020). All data collected is verified so that valid and reliable data is obtained. Furthermore, the verified data is collected and interpreted into a framework, producing a scientifically justifiable story plot. In terms of writing local history, creating a more communicative narrative is recommended so that the wider community can easily understand the story (Stapleton & Wilson, 2017). The results of local history writing are potential teaching materials for understanding local wisdom.

Local history can be developed as relevant teaching material for character-building in the context of learning. The development of local history as teaching material is considered necessary considering that it is impossible for history textbooks published nationally to discuss local history in detail. When learning takes place, students are trained to search and manage information from the beginning. Then, they are trained to think critically before receiving historical information (Prihadi, 2021; Said et al., 2019). Studying local history opens up opportunities to transmit local wisdom and values contained in the culture of a specific community.

Local history is the link between society and history. Therefore, local history learning must be done optimally in schools and on campus. Local history is crucial in building historical awareness, collective memory, and national identity. This role is possible because local history can introduce students to the surrounding environment and the nation's cultural history (Muhammad, Reinita, & Fitria, 2020).

### 2.2. Value Clarification Technique (VCT) Learning Concept

The value clarification technique (VCT) is an activity that allows students to choose which values they will internalize and practice in real life (Badeni, Meylani, & Juwita, 2020). Students are trained to discover, select, analyze, decide, and take their stance on values practiced in daily life through the VCT (Dewantoro & Sartono, 2019).

Kosasih Djahiri explained that VCT learning is a learning model that instills and expresses specific values in students (Badeni et al., 2020). Meanwhile, Sanjaya explained that VCT learning is learning to help students find and

determine values that are considered superior and help in dealing with a problem through the analysis of existing values embedded in students (Alya, 2023).

The principles of VCT learning are as follows: (1) instilling values and changing values are influenced by various factors, including personal potential, emotional sensitivity, intellect, applicable values and norms, the education system, and other environments. (2) The formation and change of attitudes are influenced by the stimuli received by students and the strength of values that have been embedded in students, developmental factors affect. (3) Values, average and moral, so teachers must consider the level of moral development in each student participant who is influenced by age and environmental factors. (4) The formation of values and attitudes requires the skill to clarify values rationally so that awareness arises in students and (5) the formation of values in students requires openness between students and teachers (Nisa', 2020).

Several methods can be used in VCT learning, including discussion, brainstorming, role-playing, question and answer and so on (Muhammad et al., 2020). The discussion method is formulated so students can build ideas, share ideas, and discuss ideas to agree on the main points of thought. The brainstorming method was chosen so students could build ideas based on their knowledge and experience. The role-playing method emphasizes exploring relevant problems in the learning topic, not on students' skills when role-playing. The aim of the question-and-answer method is to allow students or teachers to explore relevant values. Thus, VCT learning is an alternative to organizing learning, especially in instilling and developing student values.

VCT learning is carried out to foster students' ability to identify values that exist within themselves and values that exist outside of themselves as well as encourage students to openly communicate values that are believed to be behavioral guidelines (Oktavia & Abdulkarim, 2022).

VCT learning aims to (1) measure students' level of awareness of a value. (2) Foster students' awareness of the values they must develop so that they experience improvement and improvement. (3) Instill specific values in students rationally so that those values belong to the student and (4) train students on how to assess, accept and make decisions about problems in people's daily lives (Halimah, 2020).

However, VCT learning has weaknesses including that the values offered are not necessarily relevant to the existing values in students, so it has the potential to cause difficulties in integrating new values with old values that have been embedded in it for a long time (Destari, Kurniawati, Yolanda, Tannady, & Magdalena, 2023). Therefore, VCT learning emphasis choosing and determining grades using reasoning and grade consideration to help students gain stability in their chosen values which are realised in real life with responsibility and awareness. VCT learning can increase motivation in learning history (Ula, Sarkadi, & Badrujaman, 2020), improve historical understanding (Ibrahim et al., 2020) enhance critical thinking skills (Widiana, 2022) improve knowledge and moral attitudes (Sakti, Sapriya, & Masyitoh, 2023) improve cultural awareness (Neolaka & Arif, 2017) and promote nationalism, democracy, and multiculturalism (Yudiana, 2020).

### 2.3. Concept of Ethnic Identity

Phinney explained that ethnic identity is a complex ethnic construct that includes commitment and feelings of belonging to an ethnic group, a positive evaluation of the ethnic group, interest and knowledge about the ethnic group, and involvement in the social activities of the ethnic group (Widodo, 2019; Yip, 2014). Phinney divides the three stages of ethnic identity development that each individual will go through.

First, unchecked ethnic identity is called diffusion and confiscation. At this stage, individuals have not interacted much with their parents or playmates, especially looking for information based on reading books or visiting museums, so they have not shown exploration. Thus, diffusion and confiscation or the lack of investigation are characteristics of unexamined ethnic identity. Second, the identity of ethnic searches is called moratorium. At this stage, active involvement begins to emerge through an exploratory process in the form of trying to learn about their culture and solve problems related to the implications of membership within a particular ethnic group. At this

stage, there is an involvement or relationship with a person's ethnicity without showing any specific commitment. Third, achieving ethnic identity. At this stage, there is an appreciation of togetherness and commitment to ethnic groups based on knowledge gained through active exploration of one's cultural background. Indicators at this stage are understanding, acceptance and feeling comfortable as members of an ethnic group due to the exploration process (Widodo, 2019).

According to Phinney, ethnic identity has several components as follows: (1) self-identification or self-labeling, in the form of individuals who have identified themselves as members of a particular social group. (2) Individuals who demonstrate commitment by having a close relationship with their ethnic group. (3) Exploration in the form of individuals who seek information and experiences relevant to a person's ethnicity so that they can form an ethnic identity in individuals. (4) Ethnic behavior in the form of all typical actions that reflect a particular ethnicity. (5) Evaluation and attitudes within the group in the form of a person's evaluation of his or her ethnic group, both positive and negative. (6) Values and beliefs held by an ethnic group are essential indicators of an individual's closeness to that group. (7) Interests and advantages in the form of wide variations related to one's ethnic identity between individuals and groups, and (8) ethnic identity or national identity in the form of awareness that one's identity is part of national identity so that ethnic identity is fully understood (Kuo, 2022; Roberts et al., 1999).

According to the bank's explanation, ethnic groups comprise cultural groups that share several traits such as common ancestors, culture, history, and customs. As a result, these groups have similar political and economic aims (Farkas, 2017; Nurmansyah, Rodliyah, & Hapsari, 2019). Cornell and Hartman explain that ethnic identity refers to ethnic identification and experience at the individual level where each individual feels the exact origin. Culture is an essential component of ethnic identity, and it refers not only to different customs, beliefs, languages, and foods but also includes the unique experiences of an ethnic group.

On the other hand, ethnic identity is one of the categories used by a person to organize their thoughts about who they are, to evaluate their experiences and behaviors and to understand the world around them. Ethnic identity consists of internal and external aspects. In this socio-psychological process, each person places himself in a community internally by expressing thoughts and feelings and externally adapting behavior to his internal psychological state (Hamer et al., 2020).

The above description shows that ethnic identity is a feeling that shows exploration and commitment to one's ethnic background. The exploration component and the commitment component show that the characteristics of ethnic identity can be seen in how individuals seek information about ethnicity and seek experiences related to ethnic groups so that they have a strong sense of ethnicity, an individual's interest in ethnicity, and the meaning of being part of an ethnic group for the individual. The internal and external aspects of ethnic identity are interconnected but the degree of influence varies between individuals.

External aspects of ethnic identity relate to obvious behaviors including (1) speaking a particular language. (2) Practicing ethnic traditions. (3) Participating in personal ethnic networks, such as family and friendship. (4) Belonging to ethnic institutions such as places of worship, schools, companies, and so on, (5) Participating in voluntary associations of an ethnic nature, such as clubs, societies, and youth organizations and (6) participating in events sponsored by ethnic organizations, such as picnics, concerts, meetings, parties, and so on. In comparison, the internal aspects of ethnic identity refer to images, ideas, attitudes and feelings, including the following four dimensions: affective, reduce, cognitive, and moral. The affective dimension includes feelings of attachment to a group which are of two types: (1) feelings of sympathy and preference for a group and (2) feelings of comfort with other groups (Kiang & Fuligni, 2010).

The term "fiducial dimension" describes a person's sense of security and confidence in their community. The cognitive dimension refers to the self-image and the group image. This dimension consists of the group's values, heritage, and history. The moral dimension is related to an individual's dedication to their community. It diminishes the sense of responsibilities to the collective but it also has an impact on an individual's behavior.

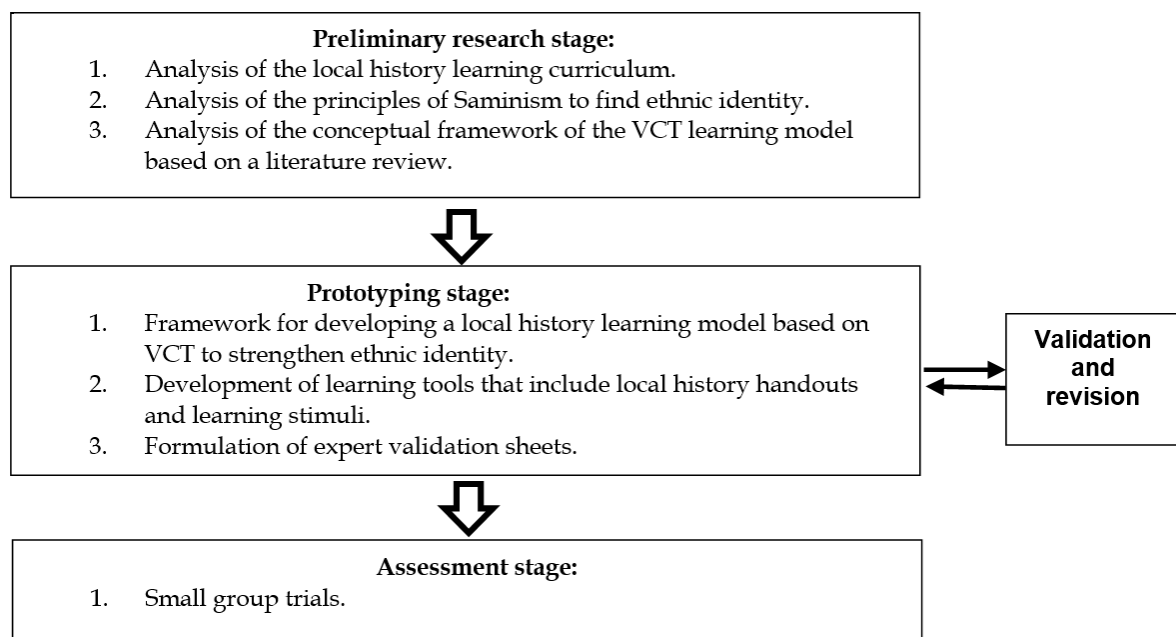
Through these aspects, it can be seen how a person builds internal and external definitions in the form of his identity.

History learning is generally carried out conventionally through lecture methods, text studies etc. Some teachers have indeed tried to creatively design history learning models such as applying tourism work methods, discussion methods, and so on. However, it is necessary to design history learning that can strengthen the knowledge and understanding of ethnicity needed to maintain social harmony given the multicultural society that is growing in the global era and the digital era where every ethnic group around the world can interact with each other without limits. It is known that history textbooks published nationally are unlikely to discuss local history in detail, so they do not adequately reveal ethnic identity. Therefore, this study seeks to develop a local history model based on VCT to answer the problems of history learning as previously explained.

### 3. RESEARCH METHODOLOGY

#### 3.1. Research Design

This research begins with developing a learning model as a product and continues with activities to test the product's effectiveness (Gutterman, 2023; Tantri et al., 2023; Yamtinah et al., 2023). In this case, the researcher developed a local history learning model based on VCT to strengthen ethnic identity. The development of the learning model is carried out by adapting the Plomp model (Arianatasari & Hakim, 2018) as seen in Figure 1.



**Figure 1.** The model development stages refer to the Plomp model.

Source: Arianatasari and Hakim (2018).

The validity test of the local history learning model based on VCT to strengthen ethnic identity was carried out through a multifaceted approach involving local history education experts, value education experts, Saminism experts, and learning model development experts. Each expert provides validation for developing a VCT-based local history learning model to strengthen the desired ethnic identity. The validity of the VCT-based local history learning model to enhance ethnic identity is based on the questionnaire scores filled out by validators using the Likert scale. The expert validator assessment criteria for each questionnaire are 5 (excellent), 4 (good), 3 (moderate), 2 (poor), and 1 (very poor). Table 1 explains the validation formula of the VCT-based local history learning model to strengthen ethnic identity.



**Table 1.** The validation of the learning model.

Formula	Information
$Ps = \frac{S}{N} \times 100\%$	Ps: Score percentage
	S: Number of respondents' answers in items
	N: Maximum total score

Next, [Table 2](#) presents the validation criteria of the VCT-based local history learning model to strengthen ethnic identity.

**Table 2.** Validity criteria.

Percentage	Criteria
81 % - 100 %	Very worthy
61 % - 80 %	Worthy
41 % - 60 %	Quite decent
21 % - 40 %	Not worthy
1 % - 20 %	Not feasible

### 3.2. Population

The population of this study consisted of 30 students who took local history lectures at the Department of Social Science Education, Syarif Hidayatullah State Islamic University, Jakarta. For the 30 students, a VCT-based local history learning model was tested to strengthen ethnic identity. The Cova test design of the learning model used is a pre-experimental one group pre- and post-test designs ([Zubair, 2023](#)).

### 3.3. Research Instruments

The instrument used is a questionnaire that is given before and after learning. The questionnaire instrument was in the form of a scale of respondents' approval of several aspects as follows: (a) characteristics of local history learning materials. (b) Strengthening ethnic identity. (c) Learning syntax and (d) value clarification technique. Respondents were allowed to determine the scale for each aspect by choosing the numbers 5 (strongly agree), 4 (agree), 3 (doubt), 2 (disagree), and 1 (strongly disagree).

### 3.4. Analysis Data

Data analysis used descriptive statistics and inferential analysis using a t-test ([Nasir & Sukmawati, 2023](#); [Yellapu, 2018](#); [Yusup, Naufal, & Hardini, 2018](#)). Several analytical prerequisite tests were carried out in normality and homogeneity tests using SPSS version 23 before the test.

This study requires qualitative data obtained through observation and interview activities in addition to the aforementioned quantitative data. Observations were made during VCT-based local history learning activities. After the learning activity, interviews were conducted with respondents to receive feedback related to the VCT-based local history learning model to strengthen ethnic identity.

## 4. RESULTS

### 4.1. Preliminary Research Stage

This preliminary research stage is focused on several activities as follows: (a) analysis of local history learning. (b) Analysis of ethnic identity focused on the Samin community of Tapalan Village, Ngraho District, Bojonegoro

Regency and (c) analysis of the appropriate learning model to strengthen ethnic identity, namely the VCT learning model. Table 3 describes the results of preliminary research activities that have been carried out.

**Table 3.** Preliminary research results.

No.	Activities	Description
1	Analysis of local history learning	Local history learning is developed based on the following principles: (a) The description of the material is sourced from reality at the local level and contains the "emic" dimension of local history actors. (b) The local history material is descriptive, analytical and reflective as part of the "self-awareness" movement. (c) The teaching material is presented in the form of an exploration of values that support the process of self-development.
2	The analysis of ethnic identity focuses on Saminism values in the Samin community of Tapelan village, Ngraho district, Bojonegoro regency.	The values of Saminism: (a) Taking religion as a guideline for life. (b) Being tolerant and in harmony with the views of different religious groups. (c) Upholding human values. (d) Prioritizing morals or ethics so as not to disturb others, not to conflict, not to envy, not stealing, and not to harm others. (e) To have a positive outlook, to prioritize patience, confidence, and not to be arrogant in living life. (f) Uphold ethics such as thinking right, being honest, speaking well, and respecting others. (g) Uphold the principle of independence and not accept donations in the form of money.
3	Analysis of the learning model of the value clarification technique (VCT)	The VCT learning model is formulated to help students find and determine superior and valuable values. The principles of VCT are as follows: (a) Value instillation and value change are influenced by various factors, including self-potential, emotional sensitivity, intelligence, applicable values and norms, the education system, and other environments. (b) Stimulus affects the formation and change of attitudes accepted by students. (c) Age and environmental factors affect values, norms and morals, so lecturers need to consider the level of moral development of each student. (d) The formation of values and attitudes requires the skill of clarifying values rationally. (e) The formation of values in students requires openness between students and lecturers.

The data above is needed to prepare for the stimulation of character values that students will internalize during the lecture process. The above data is also required to compile student worksheets as a guideline for the grade clarification process.

#### 4.2. Prototyping Stage

Preparing the learning model prototype begins with a comprehensive theoretical study to understand the concept and implementation of VCT learning. The framework for developing a VCT-based local history learning model was prepared to strengthen ethnic identity with a case study of the Samin Tribe of Tapelan Village, Ngraho District, Bojonegoro Regency. Table 4 describes the framework for developing a VCT-based local history learning model to strengthen ethnic identity.

**Table 4.** Framework for the development of local history learning models.

No.	Activities	Description
1	Target group: Department of social sciences education, lecturers of local history course, and students	Initial findings: (a) Graduates need to strengthen the nation's character, including through strengthening ethnic identity. (b) Graduates need to strengthen their attitudes and tolerance considering their position as part of a multicultural society. (c) Local history learning is focused on strengthening ethnic identity for the formation of national character and tolerant attitudes.
Follow-up		
2	Preliminary study	Preparation: (1) Coordination of target groups to develop a local history learning



No.	Activities	Description
		<p>plan based on VCT to strengthen ethnic identity. (2) Preparing stimulus to strengthen ethnic identity based on the principles of the Samin community of Tapalan village, Ngraho district, Bojonegoro regency, including (a) religion, (b) tolerance, (c) upholding human values, (d) having a positive outlook on life, (e) upholding ethics, and (f) upholding the principle of independence and (3) mapping indicators and initial instruments for the design of learning model development.</p> <p>Problem analysis and alternative problem solving strengthened the VCT learning model in local history courses to strengthen ethnic identity. The learning scenario is as follows: (a) Students listen to the stimulus given by the lecturer. (b) Students think or discuss the stimulus with fellow students. (c) Students determine their views on the existing stimulus, either individually or in groups. (d) Students discuss the views that develop in class. (e) Students make conclusions related to the views that develop based on agreed values.</p> <p><b>Note:</b> Learning activities are carried out by combining lecture methods, giving mini research assignments, and discussions.</p> <p>Map the capacity and synergy of the target group and prepare worksheets as a guideline for students to clarify their values. These student worksheets will also be an assessment instrument during the learning process. In addition, comprehensive observation of attitudes and learning activities was also carried out.</p>
3	Product development	A prototype of a local history learning model based on VCT to strengthen ethnic identity which includes (a) graduate learning outcomes. (b) Course learning outcomes. (c) Sub-course learning outcomes. (d) Indicators. (e) Material teaching. (f) VCT learning model. (g) Assessment.

#### 4.3. Learning Model Validation Test

The framework for the development of a VCT-based local history learning model for strengthening ethnic identity has been validated by experts in various aspects, namely experts in the aspect of local history teaching materials, experts in the aspect of value education, experts in the aspect of Saminism, and experts in the aspect of learning model development. Validation was carried out by sending questionnaires to experts to obtain significant consideration to improve the VCT-based local history learning model to strengthen ethnic identity.

The aspects of validating local history teaching materials and the validation results are as follows:

- Validation of local history teaching materials showed very feasible results (84%). It is recommended that students be assigned to conduct mini research on the Samin community of Tapalan Village, Ngraho District, Bojonegoro Regency to provide first-hand experience of ethnic identity values derived from Saminism values.
- Validation on the value education aspect showed decent results (85%). It is necessary to develop a stimulus narrated in communicative language based on ethnic identity values derived from Saminism values.
- Validation of aspects of ethnic identity and Saminism showed excellent results (87%). It should be emphasized that the Samin community is one part of Indonesia's pluralistic society, so a strong logic can be built that the Samin community's values are fundamental to strengthening ethnic identity among students.
- Validation of the learning model development showed decent results (86%). The value clarification technique (VCT) learning model was deliberately chosen to train students to find, select, analyze and help students determine their attitudes towards the desired value of life. Therefore, it is necessary to emphasize the learning objectives, the substantive values of the Samin ethnic identity, and the values that need to be integrated into the learning process so that a value clarification technique (VCT) based on the local history learning model is created that is sufficient to strengthen ethnic identity.

Stages of development of a VCT-based local history learning model with the Plomp model (Nelmira, Efi, & Sandra, 2022; Thalhah, Tahrir, & Sari, 2022) have provided a logical and realistic means to strengthen students'

ethnic identity. Starting from the preliminary research stage, the researcher analyzed the local history learning curriculum, studied the principles of Saminism to find ethnic identity, and analyzed the conceptual framework of the VCT learning model, thus providing a basis for developing the expected learning model prototype. A prototype learning approach including learning resources like pamphlets and local history development is developed. Learning stimulation is designed based on the values of Saminism. In this case, an expert validation sheet is prepared to get feedback on the developed learning model. The trial of the learning model was also carried out on a limited basis during local history lectures to obtain the empirical validity of the learning model. The feedback received from expert validation and empirical validity obtained from limited trials became systematic reflection materials to revise the learning model, thus resulting in a VCT-based local history learning model for strengthening ethnic identity that is valid and feasible to be applied.

The trial related to the application of the VCT-based local history learning model to strengthen ethnic identity was carried out in small groups consisting of 30 students during local history lectures. The questionnaire includes the following four aspects: (1) the aspect of learning objectives, (2) the aspect of the suitability of the learning material, (3) the aspect of learning syntax, and (4) the aspect of perception regarding the application of the learning model. The results can be seen in the following Table 5.

**Table 5.** Analysis of statistical test results in trial classes.

Statistics	Pre-test	Post-test
N	30	30
Mean	19.5	33.23
Normality test and Kolmogorov Smirnov test	0.20 ( $p > 0.05$ )*	0.161 ( $p > 0.05$ )*
Interpretation *Normal if p-value > 0.05	Normal	Normal
Homogeneity tests and Levene test	0.001/ Sig 0.975 ( $p > 0.05$ )**	
Interpretation ** Homogeneous if p-value (Sig.) > 0.05	Homogenous	
Paired samples test ***Sig. value (2-tailed) < 0.05	0.000/Significant***	

**Note:** \* = Normal if p-value > 0.05.  
 \*\* = Homogeneous if p-value (Sig.) > 0.05.  
 \*\*\* = Sig. value (2-tailed) < 0.05.

Table 5 shows an average pre-test score of 19.5 and an average post-test score of 33.23. This data illustrates the strengthening of ethnic identity in students after undergoing treatment. The results of the paired -sample t-test stated that there was a significant difference of 0.000. It means that the learning model has a significant influence on strengthening students' ethnic identity.

## 5. DISCUSSION

According to Table 5, it is shown that the average difference between pre- and post-tests results is significant. These results indicate the influence of the VCT-based local history learning model on the definition of ethnic identity. In this relationship, the ethnic identity explored is based on Saminism values which include tolerant values and are in line with the views of different religious groups, upholding human values, prioritizing morals or ethics so as not to disturb others, not conflict, not harm others, and so on. The VCT-based local history learning model can also maintain social harmony. Further details can be discussed below.

### 5.1. The Role of Local History in Strengthening Ethnic Identity

The factors that form identity are actors (subjects) and structures (objects) so that a theoretical discourse on the formation of ethnic identity emerges (Fedotova, 2022; Urzúa, Henríquez, Caqueo-Urizar, & Landabur, 2022).

One of them is the structuring theory group and the agent theory group. The group of theories with a structuring perspective focuses on the role of structure in determining the actions of actors and vice versa (Mostafazadeh, Keshtiaray, & Ghulizadeh, 2015; Oliver, 2017; Urzúa et al., 2022). Meanwhile, the group of theories with an agent perspective emphasizes that the existing structure does not entirely affect actors' actions but that actors are free individuals. In this case, the VCT-based local history learning model can strengthen ethnic identity because the learning activities allow students to explore the values of ethnic identity during the lecture process.

If analyzed with a matrix approach, there are five typologies of actors that strengthen ethnic identity, namely (1) individual agents, (2) group agents, (3) individual structures, (4) group structures, and (5) structural-communicative agents. The five typologies show that actors cannot be dichotomous in forming identities between individuals on the one hand and groups on the other (Kuo, 2022). However, individuals and groups are actors who synergize with each other in strengthening ethnic identity, namely during the learning process. Each student can freely establish their own ethnic identity. Meanwhile, the social background in the form of a VCT-based local history learning model design cannot be ruled out because it affects actors' actions with nuances of ethnic identity. This analysis is in line with the following expert notes:

Experts in local history materials emphasized the suitability of the material developed with the following aspects: (1) the "emic" dimension of local historical actors. (2) The context of human relations with the cosmic natural order. (3) Analytical and reflective of the essence of the self-awareness movement. (4) A framework of thought and storyline that can be scientifically accounted for. (5) Self-development through understanding local wisdom and (6) efforts to strengthen ethnic identity. Local history material experts suggest that students be assigned to conduct mini-research on the Samin community to gain first-hand experience related to ethnic identity values derived from Saminism principles. The advice of local history experts is also in line with the results of Hariani and Siregar's research which uses mini-research as a learning method that can train students' problem-solving skills (Hariani & Siregar, 2019).

Values education experts emphasized the suitability of the learning model with the following aspects: (1) strengthening religious values. (2) Tolerant values. (3) Human values. (4) A positive approach to life. (5) Ethics, and (6) the principle of independence (Hidayat & Abdillah, 2019; Jaya et al., 2019; Sukitman, 2018). Value education experts emphasized that the stimulus developed in learning needs to be narrated using communicative language based on ethnic identity values derived from the principles of Saminism. Stimulus in apperception activities is expected to contribute to readiness and learning outcomes (Hanik & Wulan, 2018).

Experts on ethnic identity and Saminism emphasized the suitability of the learning model with the following aspects: (1) strengthening of categorization and self-labeling. (2) Commitment and interest as part of the values learnt. (3) Exploration of the values learnt. (4) Ethnic behavior with the values learnt. (5) Assessments and attitudes in groups with the values learnt. (6) Values and beliefs with the values learnt, and (7) ethnic identity and national identity with the values learnt. Experts on ethnic identity and Saminism emphasize the image of the Samin community as part of a pluralistic Indonesian society. This emphasis is placed on establishing the logic that the principles of the Samin community are essential to strengthening ethnic identity among students. Meanwhile, ethnic identity among students can strengthen character education (Lasambouw, Sutjiredjeki, & Nuryati, 2020; Noe et al., 2021). Learning model development experts emphasize the suitability of the learning model with the following aspects: (1) the theory supporting the learning model. (2) The background of the development of the learning model. (3) The purpose of the development of the learning model. (4) The syntax of the learning model. (5) The supporting system of the learning model. (6) The use of the learning approach. (7) The learning steps. (8) The assessment of learning, and (9) the desired learning outcomes in learning (Badeni et al., 2020; Destari et al., 2023; Dewantoro & Sartono, 2019; Oktavia & Abdulkarim, 2022). Learning model development experts emphasize the learning objectives, substantial values of Samin ethnic identity, and values that need to be integrated into the

learning process so that the VCT-based local history learning model is more attractive to strengthen ethnic identity.

### *5.2. The Role of Local History in Maintaining Social Harmony*

Ethnic identity cannot be separated from the social capital owned by each ethnic group in the form of a set of values or norms of information shared by a group so that cooperation can occur (Erbaş, 2013; Hamer et al., 2020; Rothe, Pumariega, & Sabagh, 2011). Social capital is a part of social organization such as trusts, norms, and networks that can improve the efficiency of society by facilitating coordinated action. People will confidently design social networks voluntarily based on equality, freedom, and civility. Norms must be adhered to by people involved in social networks. In this case, educational institutions are expected to strengthen ethnic identity (Kuo, 2022; Mostafazadeh et al., 2015; Santoso, 2020). The various emphases obtained from the experts in the previous section have refined the learning syntax, which includes three stages. The core syntax of the VCT-based local history learning model is the stage of selecting ethnic identity, the stage of respecting ethnic identity, and the stage of acting based on ethnic identity values (Dewantoro & Sartono, 2019; Ibrahim et al., 2020; Yudiana, 2020).

First, the stages of selecting (choosing) ethnic identity are based on the principles of Saminism. At this stage, students carry out several activities as follows: (1) paying attention to the learning objectives conveyed by the lecturer. (2) Responding to various stimuli developed based on the principles of Saminism to strengthen ethnic identity and respond to the appreciation given by the lecturer. (3) Forming groups to discuss the values of ethnic identity contained in the principles of Saminism. (4) Responding to the motivation conveyed by the lecturer during the discussion so that discussion activities are more directed, and (5) pay attention to strengthen the material delivered by lecturers based on ethnic identity values contained in the principles of Saminism (Fauzia & La Kahija, 2019; Kirom, 2020; Oktafiya, 2020; Purnaweni et al., 2019; Raditya, 2018).

Second, the stages of appreciation of ethnic identity are based on the principles of Samism. At this stage, students carry out the following several activities: (1) develop an attitude of appreciating the values of ethnic identity contained in the principles of Saminism when discussing and (2) explore the values of ethnic identity chosen based on the principles of Saminism.

Third, the acting stages are based on the values of ethnic identity chosen based on the principles of Saminism. At this stage, students carry out several activities as follows: (1) responding to lecture topics by sharing thoughts about ethnic identity ideals found in their belief system's Saminian principles. (2) Showing good attitudes and behaviors during class discussions. (3) Making conclusions about ethnic identity values contained in the principles embraced by Saminism. (4) Participating in evaluation activities to measure commitment to ethnic identity values contained in the principles embraced by Saminis, and (5) following up as conveyed by lecturers.

It is possible to adopt the VCT-based local history learning model for enhancing ethnic identity and contribute to maintain a multicultural society after making the necessary improvements to the model's fundamental syntax (Jaya et al., 2019; Liata & Fazal, 2021; Mostafazadeh et al., 2015; Noe et al., 2021; Sipayung & Dwiningrum, 2020). This occurs because of strengthening knowledge and understanding of ethnic identity through analytical and reflective activities during local history learning activities. Knowledge and understanding of ethnic identity through analytical and reflective activities are part of the "self-awareness movement." This happens because local history studies focus on the community and events that occur in ethnic areas with certain local wisdom. In addition, the increasing knowledge, understanding, appreciation, and respect for other ethnicities among students has improved students' skills in interacting with different ethnicities. Thus, local history plays a role in maintaining social harmony (Arat, Kerelian, & Dhar, 2023; Boer, 2024; Ciferri & Soldi, 2021).

The VCT-based history learning model has served as a vehicle for socializing Saminism values to students. As Keerthana Venkatesan and S. Prabakar explained, socialization is a learning process that affects individual attitudes, behaviors, and values. The term "cultural socialization" specifically refers to the learning mechanism in which a

person achieves cultural maturity by acquiring awareness of the values of their cultural group, thus resulting in the development of a sense of belonging to a particular cultural group. Cultural socialization catalyzes prosocial behavior. In this case, the local history learning model further strengthens ethnic identity which is very useful for maintaining social harmony in the life of a multicultural community.

## 6. CONCLUSION

Developing a learning model to strengthen ethnic identity is significant especially for countries with multicultural populations such as Indonesia. One such product is a local history learning approach based on VCT that aims to strengthen ethnic identity. It is solely done so that interactions involving various ethnicities can be carried out based on knowledge, understanding, appreciation, tolerance, and respect for other ethnic groups.

The procedure for developing a VCT-based local history learning model to strengthen ethnic identity is carried out by adapting the Plomp model. First, the preliminary research stage is in the form of an analysis of the local history learning curriculum, a study of Saminism principles to find ethnic identity, and an analysis of the conceptual framework of the VCT-based local history learning model based on literature review. Second, the prototype stage, in the form of a framework for developing a VCT-based local history learning model for strengthening ethnic identity, the development of learning tools that include local history handouts, learning stimulation, and the preparation of expert validation sheets so that feedback is obtained to improve the VCT-based local history learning model to strengthen the developed ethnic identity. Third, a limited trial was conducted on 30 students during local history lectures to obtain a valid and feasible learning model. The results of the expert validation along with the notes provided became the basis for improving the learning syntax which includes three stages of local history learning based on VCT so that students can strengthen their ethnic identity. Refining the syntax of VCT-based local history learning has strengthened the core syntax of the VCT-based local history learning model which includes choosing ethnic identity, respecting ethnic identity, and acting based on ethnic identity values. Thus, the VCT-based local history learning model plays a role in strengthening ethnic identity and maintaining social harmony in a multicultural society.

## 7. IMPLICATION

The results of this study provide some implications as follows:

First, history lecturers, especially local history courses need to be more creative in developing learning models so that they make a real contribution to the development of positive values and character of students such as strengthening ethnic identity, tolerant attitude, national spirit, cooperation skills, and so on. These positive values and characters are indispensable to maintaining social harmony in a multicultural society while avoiding conflicts between ethnic groups.

Second, the development of research-based history learning also needs to be carried out continuously. In addition to training students' skills in research activities, it also explores the values of local wisdom possessed by certain ethnic groups selected according to the purpose of learning history. Therefore, it is necessary to support institutional policies relevant to developing research-based history learning including by giving appreciation to lecturers who have succeeded in developing research-based history teaching.

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