Development of a Local Wisdom Based Self-Esteem Scaffolding Model to Improve Elementary School Students' Social Skills

[1]*Rizka Novi Irmaningrum., [1]Oriza Zativalen., [1]Ari Susandi., [1]Humairah

[1]Universitas Muhammadiyah Lamongan, East Java, Indonesia.

Article Information	ABSTRACT
	Background: Students' social competence tends to be lacking in the learning process. Students are lacking in communication, even do not appear to empathize, appreciate differences, and resolve conflicts positively. Teachers often use the lecture method and do not use a guided learning model related to self-esteem. Students lack local wisdom in instilling in the character of elementary school students. *Aim:* to develop a learning model related to student self-esteem, namely the Self Esteem Scaffolding model. This model will be developed with local wisdom that shows collaboration supported by local cultural values with teacher guidance. Method: a development model adapted from Plomp (1997). The development model adapted by Plomp has five main stages, namely: (1) Initial investigation or initial study; (2) Design, (3) Realization/Construction; (4) Expert validation test, trial, evaluation, and revision; and (5) Implementation. Based on the results of the initial study, a design of the Local Wisdom-Based Self Esteem Scaffolding model was prepared. The model design in this study includes: (1) model book design; (2) learning component design (student books, teaching modules, LKPD); and (3) instrument design to obtain data in the model development process. *Results and Discussion:* The development of the Local Wisdom-Based Self Esteem Scaffolding model has been tested for validity with a percentage result of 91% and a practicality result of 93%. The learning model design used, namely the local wisdom-based self-esteem scaffolding model on the topic of Lamongan City Cultural Values, proves that the learning model related to local wisdom is able to improve students' social skills as evidenced by an increase from cycle I of 47.3% and cycle II of 91.7%. *Conclusion:* the development of the Local Wisdom-Based Self Esteem Scaffolding Model is considered feasible and can improve students' social skills.

Corresponding Author:
Rizka Novi Irmaningrum,
Primary Teacher Education,
Universitas Muhammadiyah Lamongan,
Plalangan Street No.KM, RW.02, Wahyu, Plosowahyu, Lamongan District, Lamongan Regency, East Java
Email: rizkanoviirmaningrum@gmail.com

INTRODUCTION

Education is one of the primary means of developing superior human resources with character and adaptability to changing times. In the context of increasingly rapid global change, the Indonesian education system is required to produce students who possess not only academic abilities but also social skills, critical thinking, creativity, collaboration, and communication (Irmaningrum et al., 2024). To address these challenges, the Indonesian government, through the Ministry of Primary and Secondary Education, launched the Merdeka curriculum, a comprehensive update designed to improve upon the previous curriculum. The Merdeka curriculum places students as the primary subject of learning and provides educational institutions with the flexibility to adapt learning to the diverse needs, characteristics, and potential of students (Susandi, 2025).

Education not only serves to develop students' cognitive aspects, but also plays a crucial role in shaping character and social skills, which become essential for life in society. Social skills are an individual's ability to interact effectively with others, including communication, cooperation, empathy, respect for differences, and positive conflict resolution (Nurishlah et al., 2024). In the era of globalization and rapid technological progress, social skills are one of the essential competencies of the 21st century that need to be developed from an early age, especially at the elementary school level as the initial stage in forming students' personalities and characters (Zativalen, 2025).

Social skills are influenced by contextual learning models based on local wisdom. These models play a crucial role in creating meaningful social interactions in the classroom. When these learning models are linked to local wisdom values, the learning process not only fosters social skills but also strengthens cultural identity and national character (Carpendale et al., 2025). Social skills indicators include greeting, communication, helping behavior, ability to work in a team, and empathy.

The relationship between social skills, learning models, and local wisdom is crucial to examine in the context of basic education. Learning rooted in local values and implemented through a participatory model can be an effective means of fostering empathy, tolerance, cooperation, and social responsibility in students. Research on the relationship between these three aspects is expected to contribute to the development of humanistic, contextual, and character-based learning strategies, in line with national education goals and the spirit of the Pancasila Student Profile in the Independent Curriculum.

Previous research related to the local wisdom-based Self Esteem Scaffolding model has proven that it can improve students' social skills. According to (Ayuningtyas et al., 2021) The case study-based scaffolding model to improve students' socio-cultural moral knowledge shows that the application of the eductive case study scaffolding model increases students' socio-cultural moral knowledge by 1.08 with a quality increase that falls into the moderate category. According to (Azmi & Zainil, 2025) The local wisdom-based social cognition construction model significantly improves social studies learning outcomes and encourages the development of student character that values local traditions, fosters social empathy, and encourages harmonious social interactions. According to (Putri et al., 2024) Classroom teachers' strategies in developing elementary school students' self-esteem show that developing teacher competencies in students' social-emotional aspects is very important to improve through continuous training and mentoring. Previous research has shown that self-esteem scaffolding and local wisdom can provide gradual learning support while fostering self-confidence, enabling students to face learning challenges with cognitive and emotional readiness under teacher guidance. The latest research to be conducted regarding self-esteem scaffolding focuses on students' social skills, particularly building self-esteem under teacher guidance that utilizes local wisdom as a cultural value for students.

The problem addressed in this research relates to students' social competence, which tends to be lacking in the learning process. Students lack communication skills, even appearing to empathize, appreciate differences, and resolve conflicts positively. Teachers often use lecture methods and do not utilize guided self-esteem learning models. Students lack the instillation of local wisdom in their elementary school character. A comprehensive Merdeka Curriculum should encourage students to develop social skills, including self-esteem, with teacher guidance. A learning process that does not incorporate character traits such as self-esteem and local wisdom will negatively impact the social skills achieved. Students become less confident, lack student guidance, and are unable to socialize with their environment.

The purpose of this research is to develop a learning model related to student self-esteem, namely the Self-Esteem Scaffolding model. This model will be developed with local wisdom that demonstrates collaboration supported by local cultural values with teacher guidance. The Self-Esteem Scaffolding model based on local wisdom will discuss the theme of Bhinneka Tunggal Ika on the topic of Cultural Values of Lamongan City for fourth grade elementary school students.

METHOD

Research Design

Development of a Self Esteem Scaffolding model based on Local Wisdom in research using a development model adapted from (X Plomp, 1997). The development model adapted by Plomp has five main stages, namely: (1) Initial investigation or initial study; (2) Design, (3) Realization/Construction; (4) Expert validation test, trial, evaluation, and revision; and (5) Implementation. Based on the results of the initial study, a design of the Self Esteem Scaffolding model based on Local Wisdom was prepared. The model design in this study includes: (1) model book design; (2) learning component design (student book, teaching module, LKPD); and (3) instrument design to obtain data in the model development process.

Participant

The trial phase of the research was conducted in two stages: a small-scale trial and a large-scale trial. The trials were conducted in fourth-grade elementary schools. The small-scale trial was conducted at Muhammadiyah Elementary School in Sidoharjo, with five students randomly selected. The large-scale trial was conducted at Made 4 Elementary School in Lamongan, with two classes, each with 30 students.

Material

Researchers used a content validation instrument to provide information on the validity of the Local Wisdom-Based Self-Esteem Scaffolding model. The content validity test was administered to two validators. Content validation indicators included content, language, and depth.

Data collection on the practicality of the Local Wisdom-based Self-Esteem Scaffolding model was conducted in small-scale trials and large-scale trials. The instrument used was a teacher response questionnaire on the use of the book. Teacher response indicators were: Quality of the model's explanation content, Ease of application, Book appearance, and Suitability of the steps in the book.

Procedure

The stages of developing a Self Esteem Scaffolding model based on Local Wisdom are:

1. Preliminary Investigation

   Initial investigations or preliminary studies are conducted to examine and analyze the conditions related to the implementation of the Pancasila or co-curricular student profile strengthening project and the theories related to its implementation, which include:

   a. the current elementary school curriculum is the independent curriculum, which includes co-curricular learning or a project to strengthen the Pancasila student profile. The theme of this research is Bhinneka Tunggal Ika, the topic of Cultural Values of Lamongan

City.

b. learning model implemented in the project to strengthen the profile of Pancasila students,

c. the learning components used are in the form of student books, lesson plans, and student worksheets as supporting learning tools needed in implementing the learning model. (Nurisya, 2025),

d. the condition of students at the school where the study was conducted, namely grade IV Elementary School students, Semester 1.

The student analysis that will be examined is the students' Social Skills:

(1) Relationship skills, communication, ability to build relationships with other people (Relationship)

(2) Self-management skills (Self-regulation)

(3) Academic ability, ability to obey rules, and ability to express opinions.

e. identifying the needs of students and teachers in implementing learning models, and conducting studies on theories and learning models that support the development of models related to the problems found in the initial investigation.

2. Design

Based on the results of the initial study, a design for a Self-Esteem Scaffolding model based on Local Wisdom was prepared. The model design in this study includes: (1) the design of a model book; (2) the design of learning components (student books, teaching modules, LKPD); and (3) the design of instruments to obtain data in the model development process.

The model book design includes a description of: (1) the rationale for the Local Wisdom-based Self Esteem Scaffolding model; (2) supporting theories; (3) model components; and (4) model implementation instructions. The design of the learning model components includes: (a) student books; (b) teaching modules; and (c) student worksheets (LKPD). The teaching modules are designed by considering several things, namely: (a) emphasizing the creation of understanding, not memorization without understanding, and (b) creating conditions that enable students to construct their knowledge well by applying the Local Wisdom-based Self Esteem Scaffolding model. LKPD is designed by considering several things, namely: (1) enabling students to achieve competencies according to the indicators or learning objectives set; (2) enabling students to construct their knowledge; and (3) supporting the emergence of brainstorming (brainstorming). The instrument design includes instruments to assess: (1) validity; (2) practicality; and (3) effectiveness of the model.

3. Realization/Construction

The results of the model design are then described in more detail to become a model realization/construction or initial prototype. Model realization/construction is the result of model development before model validity testing is carried out. The results of this model realization/construction include drafts of: (1) model book; (2) student book; (3) LKPD; (4) Teaching Module; and (5) model assessment instrument.

The model book is a successfully developed learning model packaged in book form. The model book realized in this model development consists of three chapters. Chapter 1 describes the theoretical basis of the Local Wisdom-based Self-Esteem Scaffolding model, which includes: background; learning model; learning approach; learning strategy; and learning method. The relationship between the model, approach, strategy, and method is shown in Figure 2.

Chapter 2 describes the Local Wisdom-based Self Esteem Scaffolding model, which includes: a study of the Local Wisdom-based Self Esteem Scaffolding model; the basic principles of the Local Wisdom-based Self Esteem Scaffolding model; and the components of the Local Wisdom-based Self Esteem Scaffolding model, which include syntax; social systems; reaction principles; support systems; and instructional and accompanying impacts (a brief description of the five components of the Local Wisdom-based Self Esteem Scaffolding model (Joyce, B., Marsha Weil, 2011) can be seen in Figure 1.

Chapter 3 describes the instructions for implementing the Self-Esteem Scaffolding learning model based on Local Wisdom, which includes: preparing the design of learning objectives for implementing learning; organizing the class; developing the Self-Esteem Scaffolding model based on Local Wisdom; assessment; preparing learning tools (teaching modules and LKPD) and is equipped with examples of teaching modules and LKPD. (Irmaningrum, R. N., Zativalen., & Khasanah, 2023).
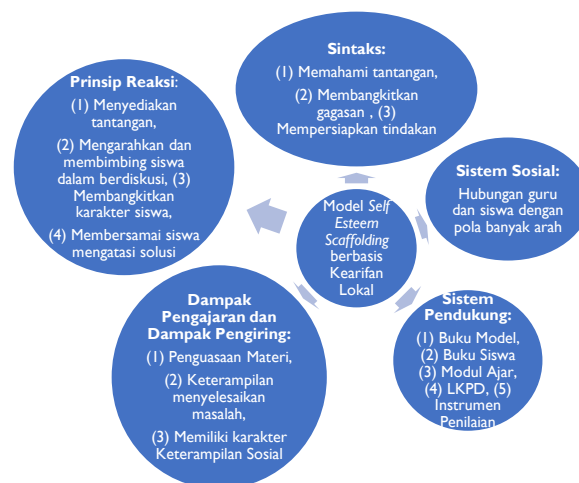

Figure 1. Realization/Construction Self-Esteem Scaffolding Model Based on Local Wisdom

4. Test, Evaluation, and Revision

There are several tests that will be carried out, namely: (1) Expert validation test, namely the assessment of the validity of the model and model components (student books, RPP, LKPD). (2) After successfully assessing the validity of the

model and its components and revising the model, then a trial of the model and its components is carried out to obtain the results of the practicality and effectiveness of the Self Esteem Scaffolding model based on Local Wisdom. (3) Assessment of the effectiveness of the model is based on the results of the analysis, namely the expected results of student skills, namely student social skills.

5. Implemenatation

The implementation stage is the stage of using the production results of the Self Esteem Scaffolding model based on Local Wisdom which has been created in the implementation of the project to strengthen the Pancasila student profile of grade IV elementary school students to improve students' social skills. (Anggita et al., 2024)

The research flow diagram for the development stage of the Self Esteem Scaffolding model based on Local Wisdom is shown in Figure 2 below.
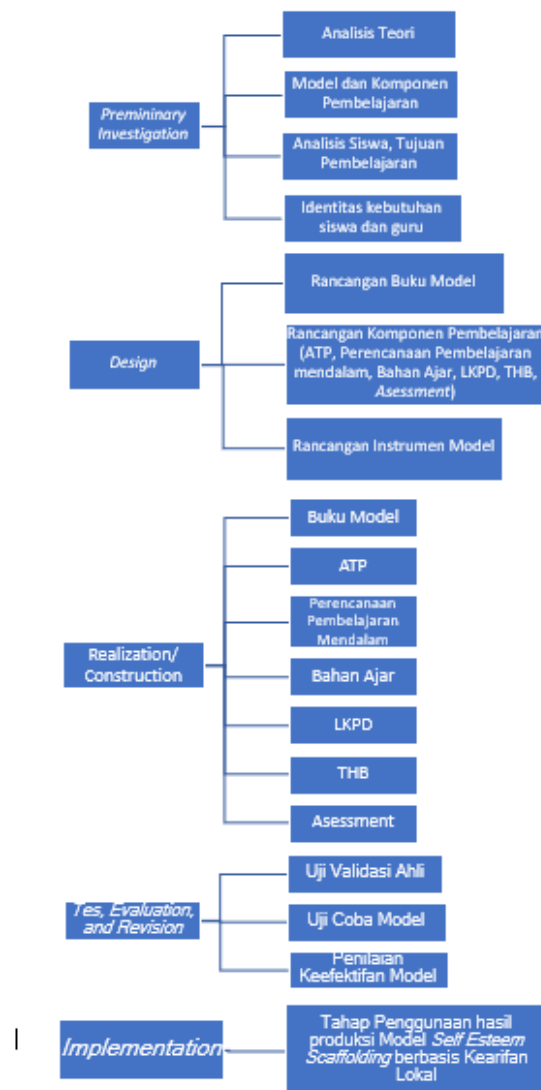

Figure II. Flowchart of the Development of a Self Esteem Scaffolding Model Based on Local Wisdom

Data Analysis

The researcher has completed the creation of a Local Wisdom-based Self Esteem Scaffolding Model which was then validated for the learning device by 2 validators (2 experts) and a practicality test was carried out by 2 teachers who implemented the learning according to the book presented, and has conducted an effectiveness test to see the improvement in students' social skills.

a. Validation Test

Table 1. Content Validation Test

Aspect	Criteria	Validator I	Validator II
Material	Material	4	4
	Contect	4	3
	Language	3	4
Validation Presentation		91%	

b. Practicality Test

Table II. Teacher Response Results

Aspect	Criteria	Respondents I	Respondents II
Learning Device Design	Quality of the model explanation content	4	4
	Ease of application	4	3
	Book view		
	Conformity of steps in the book	3	4
		4	4
Validation Presentation		93%	

c. Implementation of the Model in the Classroom

The local wisdom-based Self Esteem Scaffolding model will be tested on fourth-grade students of SDN Made 4 Lamongan in the 2025/2026 academic year in October 2025. The teachers in this study were fourth-grade teachers of SDN Made 4 Lamongan and were observed by 2 observers from the author's partners.

To see the social skills of students using Classroom Action Research (CAR). The subjects of this study were 30 fourth grade students consisting of 12 male students and 18 female students. The classroom action research (CAR) procedures carried out by the researcher went through several stages, namely (1) the planning stage; (2) the implementation stage; (3) the observation stage; and (4) the reflection stage. The instrument used in this study was a student questionnaire. The data analysis technique was the results of the student questionnaire.

The results of implementation in class can be seen from the increase in cycles I and II.

Table III. Results of Cycles I and II

Cycle	Results
I	47,3
II	91,7

From the table above, it can be concluded that there was an increase in cycle I and cycle II. The results of the study showed that the level of achievement of students' social skills indicators in cycle I was 47.3%, while in cycle II it was 91.7%. So the level of achievement of students' social skills indicators from cycle I to cycle II increased by 44.4%. With the Self-Esteem Scaffolding model based on local wisdom, it can improve students' social skills with the achievement of indicators of greeting, communication, helping behavior, the ability to work in a team, and empathy.

Each indicator is measured using 4 statements, so that there are a total of 20 statement items. The measurement scale uses a 4-level Likert scale, namely: (4) Very good; (3) Often; (2) Rarely, and (1) Never. The instrument was given to students at the initial trial stage (Pretest) and the final trial stage (Posttest) after the implementation of the Local Wisdom-Based Self Esteem Scaffolding model. Data analysis techniques using questionnaire data were analyzed descriptively quantitatively to determine the percentage of students' social skills achievement before and after the implementation of the model. The data analysis steps were carried out as follows: (1) adding up the scores obtained by students on each social skills indicator; (2) determining the ideal maximum score, namely the number of items x the highest score x the number of respondents; (3) calculating the percentage of social skills using the formula: Score obtained divided by Maximum score x 100%. The local wisdom-based Self Esteem Scaffolding model is declared effective if students' social skills reach the good or very good category (≥ 61%) in cycle II.

RESULTS AND DISCUSSION
Results

The implementation of the research activities on the Self Esteem Scaffolding model based on Local Wisdom that have been carried out can be illustrated with the following explanation:

1. Preliminary Investigation

A preliminary investigation or preliminary study was conducted to assess and analyze the conditions related to the implementation of learning. This study examined the Pancasila student profile strengthening project, or co-curricular activities, and the theories related to its implementation for fourth-grade students at SDN Made 4 Lamongan. These included:

a. the current elementary school curriculum is the independent curriculum, which includes co-curricular learning or projects to strengthen the Pancasila student profile. The theme of this research is Bhinneka Tunggal Ika, the topic of Cultural Values of Lamongan City.

b. the learning model implemented in the student character strengthening project only focuses on Self Esteem Scaffolding based on Local Wisdom.

c. the learning components used are only student books

without any other components. There should be student books, teaching modules, LKPD, and assessments as supporting learning tools needed in implementing the learning model.

d. condition of students at the school where the study was conducted, namely grade IV Elementary School students, Semester 1

e. the student analysis that will be studied is the students' social skills.

f. identifying the needs of students and teachers in implementing learning models, and conducting studies on theories and learning models that support the development of models related to the problems found in the initial investigation.

Preliminary Investigation in this study aims to determine the background and initial abilities possessed by students. Based on the results of the initial investigation on fourth grade students in semester 2 of the Bhineka Tunggal Ika Theme, Cultural Values Topic of Lamongan City, it was found that there was a lack of interesting and motivating learning models for students. Especially in activities that are currently new activities in the Merdeka curriculum. Activities that guide students are able to develop student skills. This made the researcher moved to develop a new model that is able to produce students with skills in accordance with the goals to be achieved. The learning model is the Self-Esteem Scaffolding model based on Local Wisdom. This model is able to address the background of fourth grade students at SDN Made 4 Lamongan.

2. Design

Based on the results of the initial study, a design for a Self-Esteem Scaffolding model based on Local Wisdom was prepared. The model design in this study includes: (1) the design of a model book; (2) the design of learning components (student books, teaching modules, LKPD); and (3) the design of instruments to obtain data in the model development process.

The model book design includes a description of: (1) the rationale for the Local Wisdom-based Self Esteem Scaffolding model; (2) supporting theories; (3) model components; and (4) model implementation instructions. The design of the learning model components includes: (a) student books; (b) teaching modules; and (c) student worksheets (LKPD).

The teaching module is designed by considering several things, namely: (a) emphasizing the creation of understanding, not memorization without understanding, and (b) creating conditions that enable students to construct their knowledge by applying the Self Esteem Scaffolding model based on Local Wisdom. LKPD is designed by considering several things, namely: (1) enabling students to achieve competencies according to the indicators or learning objectives set; (2) enabling students to construct their knowledge; and (3) supporting the emergence of brainstorming (suggestions). The instrument design includes instruments to assess: (1) validity; (2) practicality; and (3) model effectiveness.

The module and learning device design stage was used to prepare the presentation of the module and learning device development. The development of the Local

Wisdom-based Self-Esteem Scaffolding model book and learning devices was done using Microsoft Word with the help of Canva and Corel.

3. Realization/Construction

The results of the model design are then described in detail so that they become the realization/construction of the model or initial prototype. The realization/construction of the model is the result of model development before the model validity test is carried out. The results of this model realization/construction include drafts: (1) model book; (2) student book; (3) LKPD; (4) Teaching Module; and (5) model assessment instrument. The model book is a successfully developed learning model packaged in book form. The model book realized in the development of this model consists of three chapters. In chapter 1, the theoretical basis of the Local Wisdom-based Self Esteem Scaffolding model is described, which includes: background; learning model; learning approach; learning strategy; learning method. In chapter 2, the Local Wisdom-based Self Esteem Scaffolding model is described, which includes: a study of the Local Wisdom-based Self Esteem Scaffolding model; the basic principles of the Local Wisdom-based Self Esteem Scaffolding model; and the components of the Local Wisdom-based Self Esteem Scaffolding model, which include syntax; social system; reaction principle; support system; as well as instructional impacts and accompanying impacts (description of the five components of the Local Wisdom-based Self Esteem Scaffolding model. Chapter 3 describes the instructions for implementing the Local Wisdom-based Self Esteem Scaffolding model, which includes: preparation of learning objectives, implementation of learning; class organization; Development of the Local Wisdom-based Self Esteem Scaffolding model; assessment; preparation of learning tools (teaching modules and LKPD) and is equipped with examples of teaching modules and LKPD. In the realization stage, the researcher made a plan for the Local Wisdom-based Self Esteem Scaffolding module as follows:

Figure III. Creating a Self-Esteem Scaffolding Module Based on Local Wisdom

After the creation of the Local Wisdom-Based Self Esteem Scaffolding Module as a reference in creating a learning component design that is able to reflect the Local Wisdom-Based Self Esteem Scaffolding model. (Hollocks &

Schwartzman, 2025). This student book contains concept maps, learning outcomes, learning objectives, and learning materials listed in the Student Book as follows:

Figure IV. Student Book for Bhineka Tunggal Ika Theme for Grade IV Elementary School

After creating the Student Book, the next step is to create a Teaching Module as a reference for teachers in the project process of strengthening the Pancasila student profile which contains general information, core components, and attachments as follows:
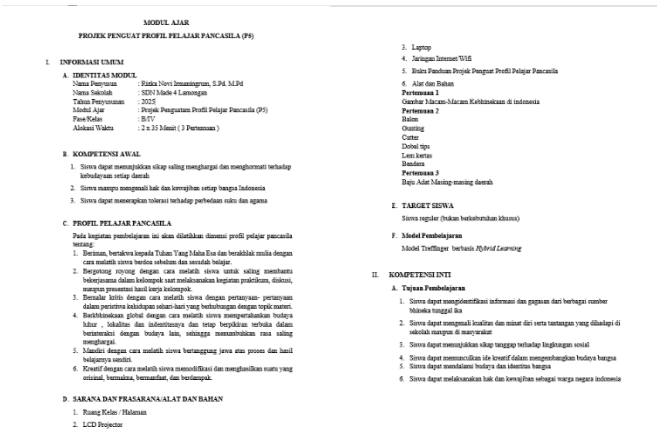

Figure V. Teaching Module on the Theme of Bhinneka Tunggal Ika

After creating the Teaching Module, the next step is to create a Student Worksheet (LKPD) which contains

learning outcomes, learning objectives, materials, usage steps, and student worksheets for completing assignments given by the teacher as follows:

Figure VI. LKPD Tema Bhineka Tunggal Ika Theme

After creating the LKPD, the next step is to develop an assessment instrument according to the Local Wisdom-Based Self-Esteem Scaffolding model which includes diagnostic, formative, and summative aspects as follows:
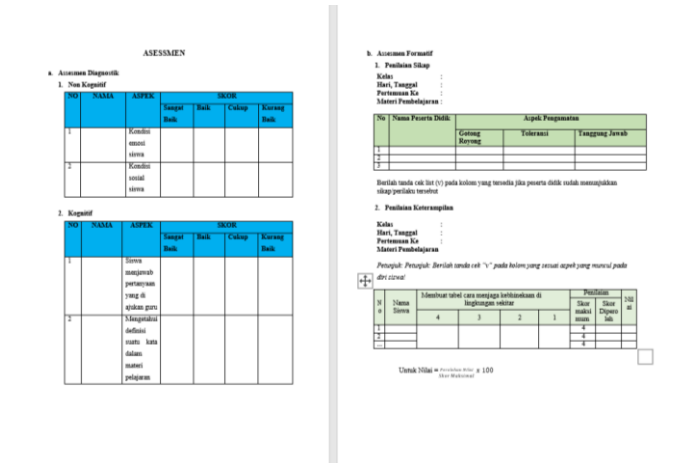

Figure VII. Assessment Instrument for the Bhineka Tunggal Ika Theme

4. Test, evaluation, and revision

There are several tests that will be carried out, namely: (1) Expert validation test, namely the assessment of the validity of the model and model components (student books, RPP, LKPD). (2) After successfully

assessing the validity of the model and its components and revising the model, then a trial of the model and its components is carried out to obtain the results of the practicality and effectiveness of the Self Esteem Scaffolding model based on Local Wisdom.

Researchers have developed the tool. Expert validation, trials, evaluations, and revisions are currently underway. If revisions are needed, improvements will be made.

The validity test results proved that the results were 91% valid with the criteria of material, content and language. The results of the practicality test proved that the teacher response was 93% with the criteria of the quality of the model's explanation content, ease of applying the book's display, and the suitability of the steps in the book. The effectiveness test was proven by the increase in cycle I to Cycle II, namely in Cycle I the results were 47.3% while in Cycle II the results were 91.7%. The level of achievement of students' social skills indicators from cycle I to cycle II increased by 44.4%.

Table IV. Analysis of Student Social Skills Indicator Data

Social Skills Indicators	Cycle I (%)	Cycle II (%)	Improvement (%)
Greeting	45,0	92,5	47,5
Communication	48,2	90,7	42,5
Helping Behavior	43,6	91,2	47,6
Teamwork	46,8	93,1	46,3
Empathy	52,1	90,4	38,3

The data shows that all indicators experienced significant improvement and were in the very good category in Cycle II. This indicates that the implementation of the local wisdom-based Self-Esteem Scaffolding model is effective in comprehensively improving elementary school students' social skills. Therefore, the local wisdom-based Self-Esteem Scaffolding model can improve students' social skills, with indicators such as greeting, communication, helping behavior, teamwork, and empathy being achieved.

The increase in students' social skills by 44.4% from Cycle I to Cycle II was influenced by several main factors, namely (1) Optimization of Scaffolding Stages; (2) Strengthening students' Self Esteem; (3) Internalization of local wisdom contexts; (4) Teacher adaptation to student characteristics. The relationship between Lamongan's local wisdom values and social skills indicators is:

a. Soto Lamongan: The presentation process and the values of togetherness in Soto Lamongan are instilled as symbols of greeting and communication. Students learn the importance of greeting and communicating politely in social interactions, as is the friendly attitude inherent in Lamongan culinary culture.

b. Wingko Babat: The sharing and cooperation activities in making and serving Wingko Babat are linked to indicators of helping behavior and teamwork. Students are trained to help each other, share roles, and collaborate to achieve group goals.

c. Boran Dance: The Boran Dance, which represents the spirit of mutual cooperation and social sensitivity of Lamongan women, is linked to indicators of empathy and teamwork. Through discussions and dance movement simulations, students learn to understand the feelings of others and the importance of cooperation in social life.

The explicit link between local culture and social skills indicators makes learning more contextual and strengthens the internalization of social values in students.

This aligns with previous research showing that a self-assessment scaffolding model with local wisdom can improve students' social skills, as evidenced by the achievement of indicators such as greeting, communication, helping behavior, teamwork, and empathy. Based on the aforementioned findings, this learning model significantly contributes to improving students' social skills.

5. Implementation

The implementation stage is the stage of using the production results of the Local Wisdom-based Self Esteem Scaffolding model that has been created in the implementation of the project to strengthen the Pancasila student profile of grade IV elementary school students for student social skills.

After the validity, practicality, and effectiveness tests were declared feasible, the dissemination stage of the development of the Self Esteem Scaffolding Model based on local wisdom was carried out at partner schools of the PGSD of Muhammadiyah University of Lamongan, namely SDN Bhayangkari Kemala 5 Lamongan, SDN Jetis 4 Lamongan, SDM 1 Lamongan, SDM 1 Babat, SDN Tambakrigadung 2 Lamongan, MIM 1 Sukodadi. The results of the response to the use of this model are easy to apply by teachers and students.

Discussion

The implementation of the Merdeka curriculum brings fundamental changes related to students' learning experiences. Not only is intracurricular learning strengthened through flexibility and differentiation, but the co-curricular domain also serves as a strategic space to foster the interests, talents, and social-emotional competencies of elementary school students. The co-curricular domain in the Merdeka curriculum is no longer merely a supporting activity, but rather an integral part of the learning process oriented towards the formation of Graduate Profile dimensions, including faith and devotion to God Almighty; Citizenship; Critical Reasoning; Creativity, Collaboration, Independence, Health, and Communication. This study focuses on student citizenship and creativity. (Saridudin, 2025).

Co-curricular activities in the current Merdeka curriculum include several themes related to character and nationality; environment and sustainability; health; literacy, numeracy, science; entrepreneurship and economics; and social and life skills. These themes are tailored to school issues.

This is in line with the issues at SDN Made 4 Lamongan related to Bhineka Tunggal Ika (Unity in Diversity) to improve students' social skills with the topic of Lamongan City's Cultural Values.

Students learn about Lamongan City's rich heritage, reflected not only in its historical artifacts and traditions, but also in the values of life passed down from generation to generation. These cultural values form the basis of local wisdom relevant to the development of graduate profile dimensions and students' social skills. Lamongan's cultural values can be seen through the social life of coastal and agrarian communities, religious traditions, culinary creativity, and local crafts that are a regional identity. Lamongan's richness and unique crafts include soto lamongan, wingko babat, tahu campur, and local innovations. (Camalia, 2012). Culinary culture reflects more than just the taste of food, but also the community's ability to hone their artistic creativity, with the Boran Dance, the mascot of Lamongan City's traditional dance. Strengthening local culture is a strategic step toward developing a generation rooted in tradition while still possessing adaptive and competitive 21st-century skills.

The Self Esteem Scaffolding model is a combination of two main concepts related to students' self-esteem/self-confidence (Self Esteem) and the provision of gradual support from teachers (Scaffolding) (Astuti, 2024). This model aims to build students' self-confidence through structured support, so that students are able to develop social, academic, and emotional skills independently (Czocher et al., 2025). The self-esteem scaffolding model is combined with local wisdom. This relates to the cultural values of Lamongan City. The main principles relate to culturally based contextual, emotional and academic scaffolding, and student-based success experiences. culture, and strengthening cultural identity and pride. The local wisdom-based self-esteem scaffolding model is a learning model that combines the concepts of scaffolding (gradual support), developing self-esteem (students' self-esteem/confidence), and local cultural values that exist in the community. This model seeks to build students' independence, courage, and social skills through learning experiences that are close to their cultural identity. This development will help teachers meet the various demands of the 21st century and enable students to achieve social skills. (Farohi et al., 2025).

Students' social skills can be seen through the role of local wisdom, namely in terms of sources of social values, authentic interaction contexts, media for building self-esteem, and reducing social awkwardness. These social skills are also impacted by the use of a self-esteem scaffolding model, namely effective communication, cooperation, self-control, empathy and caring, social responsibility, conflict resolution skills, and social initiative. (Ekayamti E, 2020). Students' self-esteem increased because they were given the opportunity to experience social success in a familiar and valued cultural context, linked to Lamongan City's cultural values, under teacher guidance. This topic, related to cultural values, was adapted to students' differentiated and social-emotional learning.

The learning model used is a self-esteem scaffolding model based on local wisdom. This learning model is used in co-curricular activities with the theme of Bhinneka Tunggal Ika for fourth-grade elementary school students. The final project to be achieved is that students are able to understand the chosen topic, namely the cultural values of Lamongan City, which is carried out in the odd semester. This learning activity is expected to be adaptable for different themes and classes.

The results of this study align with previous research showing that the self-esteem scaffolding model enables students to develop self-esteem through teacher guidance and diverse cultural values. The difference with previous research lies in the novelty of linking self-esteem and scaffolding to local values in Lamongan. Another difference relates to social skills, which include communication, collaboration, empathy, self-control, and social problem-solving skills.

This study has several limitations that need to be considered when interpreting the results. First, the local wisdom-based self-esteem scaffolding model was only tested at Made 4 Elementary School in Lamongan Regency. This makes the research context relatively specific, especially since each school has its own local cultural characteristics that may differ from other regions in Indonesia. The local wisdom used in this study is strongly influenced by Lamongan cultural values, such as coastal mutual cooperation, fishing community traditions, and rural social interactions. This has the potential to make the findings more in line with students' sociocultural skills.

The limitations of the research mentioned above require specific generalizations of the findings. This generalization suggests that while the local wisdom-based self-esteem scaffolding model can improve students' social skills, it will differ when applied in areas outside Lamongan City that have different local wisdoms. Using this learning model in various regions with different social skills may require students to adapt to the local wisdom used, including social skills such as greeting, communication, helping behavior, teamwork, and empathy.

Factors influencing implementation in different contexts in this study include differences in local cultural values, teacher preparedness, student social skills, and school situations. Further research is recommended in various regions with different cultural characteristics to test the model's use and develop guidelines for adapting local wisdom. Testing on a broader sample will strengthen external validity and provide a more comprehensive picture of the model's flexibility in Indonesia's diverse educational contexts.

CONCLUSION

The development of a local wisdom-based self-esteem scaffolding model has been tested for validity with a percentage result of 91% and a practicality result of 93%. The effectiveness

test is proven by the increase in cycle I to Cycle II, namely in cycle I the result was 47.3% while in Cycle II the result was 91.7%. The level of achievement of students' social skills indicators from cycle I to cycle II increased by 44.4%. This shows that it can improve students' social skills with indicators of greeting, communication, helping behavior, teamwork skills, and empathy. So with these results the development is considered feasible and can be disseminated to continue further research. Suggestions for further research are to further develop the self-esteem scaffolding model on a wider scale and integrate a more diverse range of cultures.

ACKNOWLEDGMENTS

REFERENCES

Anggita, S., Endraswara, S., & Rohman, A. (2024). Heliyon Revitalizing local wisdom within character education through ethnopedagogy apporach : A case study on a preschool in Yogyakarta. Heliyon, 10(10), e31370. https://doi.org/10.1016/j.heliyon.2024.e31370

Astuti, A. D. (2024). The Effect of Self-Regulated Learning on Student Academic Procrastination. TUNAS Jurnal Pendidikan Guru Sekolah Dasar, 9(2), 108–112. https://doi.org/10.33084/tunas.v10i1.8784

Ayuningtyas, R., Hermawan, R., & Mulyasari, E. (2021). Model Scafolding Writing Berbasis Studi Kasus Untuk Meningkatkan Pengetahuan Moral Sosial Budaya ada Siswa SD di Bandung. Jurnal Pendidikan Guru Sekolah Dasar, 6(2), 94–104. https://doi.org/10.17509/jpgsd.v6i2.40036

Camalia, M. (2012). Toponimi Kabupaten Lamongan (Kajian Antropologi Linguistik). 74–83. https://doi.org/10.14710/parole.v5i1.74-83

Carpendale, E. J., Green, M. J., Dix, K. L., Tzoumakis, S., Williams, K. E., White, S. L. J., Carr, V. J., & Laurens, K. R. (2025). An exploratory evaluation of universal social-emotional learning programs delivered during elementary school to Australian students. Journal of School Psychology, 110(April), 101447. https://doi.org/10.1016/j.jsp.2025.101447

Czocher, J. A., White, A., Kularajan, S. S., Roan, E., Baas, A., Roan, E., & White, A. (2025). Quantizing and Visualizing the Influence of Scaffolding Moves on Mathematical Modeling Competencies. Journal Pre-Proof, 100210. https://doi.org/10.1016/j.metip.2025.100210

Farohi, A., Supriatna, N., & Ratmaningsih, N. (2025). Integrasi Kearifan Lokal Gusjigang dalam Pembelajaran IPS untuk Menumbuhkan Keterampilan Sosial Entrepreneurship. Didaktika: Jurnal Kependidikan, 14(3), 5111–5130. https://doi.org/10.58230/27454312.2644

Hollocks, M. J., & Schwartzman, J. M. (2025). Conceptualizing Pathways to Depression and Anxiety in Autistic Youth Using the Cognitive and Behavioral Model of Low Self-Esteem. Cognitive and Behavioral Practice. https://doi.org/10.1016/j.cbpra.2024.11.002

Irmaningrum, R. N., Zativalen., & Khasanah, L. A. I. U. (2023). Analisis Metode Brainstorming Dalam Kemampuan Berpikir Kritis Pada Mata Kuliah Landasan Pedagogik Mahasiswa PGSD. Elementa: Jurnal Pgsd Stkip Pgri Banjarmasin, 4, 1–10. Irmaningrum, R. N., Zativalen., & Khasanah, L. A. I. U. (2023). Analisis Metode Brainstorming Dalam Kemampuan Berpikir Kritis Pada Mata Kuliah Landasan Pedagogik Mahasiswa PGSD. Elementa: Jurnal Pgsd Stkip Pgri Banjarmasin, 4, 1–10. https://doi.org/10.29303/pendas.v4i1.2981

Irmaningrum, R. N., Huda, M. M., & Mudayan, A. (2024). Implementation of Self-Directed Learning Model Based on Social Challenge to Improve Social Skills of Elementary School Students. Journal of Digital Learning and Education, 04(3), 257–265. https://doi.org/10.52562/jdle.v4i3.1381

Joyce, B., Marsha Weil, & E. C. (2011). Models of Teaching Model-model Pengajaran. Pustaka Pelajar.

Nurishlah, L., Samadi, M. R., & Nurlaila, A. (2024). Keterampilan Sosial Siswa Sekolah Dasar. Ta'dib: Jurnal Pendidikan Agama Islam, 2, 18–27. https://doi.org/10.69768/jt.v2i1.37

Nurisya, et al. (2025). Development of Student Worksheets (LKPD) on Plane Figures Using Indonesian Traditional Houses for Grade IV Elementary / Islamic Elementary School Students. Jurnal Pendidikan Guru Sekolah Dasar, 10(2), 107–114. https://doi.org/10.33084/tunas.v10i2.10027

Putri, K. Y., Arif, M., Afrida, Y., Hartati, S., Islam, U., Sjech, N., & Djambek, M. D. (2024). Pengaruh performance feedback dan interaksi sosial terhadap self esteem siswa di SMA Raudhatul Jannah Payakumbuh. Idarah Tarbawiyah: Journal of Management in Islamic Education, 5(1), 89–100. https://doi.org/10.32832/idarah.v5i2.16428

Saridudin. (2025). Transformasi Pembelajaran Pendidikan Agama Islam Berbasis Delapan Dimensi Profil Lulusan Pembelajaran Mendalam (Deep Learning) Untuk Menjawab Tantangan Abad 21. Hasbuna: Jurnal Pendidikan Islam. https://doi.org/10.70143/hasbuna.v7i2.590

Susandi, A. (2025). Pelatihan Pembuatan Media Interaktif Berbasis Model Deep Learning Pendidik Di Sekolah Dasar. Alaina: Jurnal Pengabdian Masyarakat, 2, 95–101. https://doi.org/10.61798/alaina.v2i2.247

X Plomp, T. (1997). Educational and Training Systems Design: Introduction. Enschede: University of Twente, Faculty of Educational Science and Technology Enschede.

Zativalen, O. (2025). Developing Character Education with 4C Skills in Muhammadiyah Schools. Education Teacher Elementary School, 14(1), 1–23. https://doi.org/10.21070/pedagogia.v14i1.1786