

CHARACTERISTICS AND RECONSTRUCTION OF THE ETHNO-SSI-INTEGRATED COPBL MODEL TO STRENGTHEN STUDENTS' EMPLOYABILITY SKILLS: A CONTENT ANALYSIS

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ABSTRACT

There is a lack of innovation in science learning models that integrate culture and societal social issues while also fostering employability skills. The purpose of this study is to analyze the characteristics through the philosophical, conceptual, and procedural foundations of the Ethno-SSI integrated CoPBL model and its reconstruction. The research method is descriptive qualitative with a philosophical approach to library research design and reconstruction practice. Data collection includes primary, secondary, and contemporary literature documentation with critical analysis and triangulation. The results of the study indicate that there is a philosophical foundation in constructivism in finding ideas and concepts, cognitive-humanistic in the development of thinking skills, and cognitive-social in interactions with social issues in society. The conceptual model shows the relationship between the CTL model, PBL, and thinking skills; the relationship between the ethnoscience approach, SSI, and employability skills; and the construction of the Ethno-SSI integrated CoPBL model. The procedural model uses the principle of PILAR (Problem statement, Inquiry, Learning community, Assisting, Reflection) syntax reactions, support systems, and the impact of employability skills instruction. Science reconstruction produces Ethno-SSI information for the Wonosobo district to train students' employability skills through indicators of creativity (FI_1), communication skills (FI_2), adaptability (FI_3), problem solving (FI_4), characteristic thinking (FI_5), and self-confidence (FI_6). The research contributes to the innovation of a model capable of integrating cultural issues and the facilitation of employability skills.

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1. INTRODUCTION

The Contextual Teaching and Learning (CTL) and Problem-Based Learning (PBL) models are solutions that train students in scientific work to solve factual problems and are directly involved in the learning process that is close to the real lives of students. Students not only know the material, but also come up with many alternative answers to solve problems in the indicators of thinking skills and employability skills that are still not optimal (Anwar et al., 2026).

International employability skills show that there is a gap between creating an environment and the creativity needed by students. The low development of thinking skills to equip employability skills is due to the special model not being maximized; the teaching materials used are still based on the textbooks held by each student. Ideally, thinking skills are characterized by divergent questioning activities and having high-level thinking (Agussuryani et al., 2020, 2022; Khairuddin, 2020). The importance of increasing creative thinking to equip employability skills through students' opportunities to find concepts will be easier when the learning resources presented are directly close to their lives, namely through an ethnoscience approach. Ethnoscience is used as a learning approach to provide students with creative cultural inheritances. The competence of vocational school graduates who are ready to work is also very important to develop through student employability skills. Based on the results of research on learning with an ethnoscience approach, it can stimulate science process skills and student appreciation, social achievement, and science knowledge skills through strategies for issues in society (Selamat & Priyanka, 2024), and can foster an attitude of environmental concern, maintaining traditions, and community culture. The 21st century is important to achieve creative education graduates and be able to compete in the global era with employability skills with technological capabilities (Hassan et al., 2023; Miah et al., 2024) but still uphold cultural traditions.

The results of the systematic review analysis used PRISMA, which identified 154 articles from various search data sources. Furthermore, screening data was 23%, eligibility data was 40%, and included data that matched the research criteria was 27%. The trend of the issue of employability skills of vocational school students based on the literature review shows that the year 2023 is increasing by 46% more than the previous year. The problem of the need for employability skills is increasingly complex and adapts to the development of the times and the current state of globalization.

The resulting product is in the form of an Ethno-SSI integrated Contextual and Problem Based Learning (CoPBL) model with a learning setting through syntax developed from the CTL and PBL models. The importance of developing an Ethno-SSI integrated CoPBL model is as follows: 1) the lack of a learning model that integrates scientific performance with scientific sources as a massive learning activity in the 21st century. 2) The weakness of 21st-century learning is that it is always oriented towards the excellence of technological literacy without considering the traditional and cultural values of society, which are increasingly eroded due to globalization. 3) Ethno-SSI's integrated CoPBL learning model can provide exploration of thinking skills on various indicators of student employability skills through environmental learning resources with an ethnoscience approach that students understand; 4) The core competencies of vocational school graduates in student employability skills which can be realized through research activities oriented to natural factors (nature) and scientific learning resources (nature) as an epigenetic concept, as well as fostering students' employability skills. The importance of research on characteristics as a philosophical, conceptual, and procedural foundation of the Ethno-SSI integrated CoPBL Model, as well as a form of reconstruction to provide a complete guideline to the users of the developed model so that it is not ambiguous, multi-interpreted, and for the practicality and effectiveness of teacher and student users. Contextual models do not fully present issues or problems, while, conversely, problem-based models do not fully present material contextually; therefore, it is important to integrate both approaches into the CoPBL model, utilizing local wisdom resources that incorporate social issues as sources for contextual learning. The Ethno-SSI-integrated CoPBL

model is a novel model featuring the PILAR syntax, developed by reconstructing the CTL and PBL models through a combination of ethnoscience and SSI approaches.

2. METHOD

Descriptive qualitative research method with a philosophical approach to library research design and reconstruction practice, used to describe basic assumptions in depth, as a whole, and in context (Craven et al., 2024; Dixon-Woods, 2011). The method of collecting documentation data through primary and secondary literature searches, critical reading, systematic recording, and content analysis by triangulating classical and contemporary sources based on the relevance of literature on theories, concepts, and the Ethno-SSI integrated CoPBL integrated learning model, and reconstruction practice. The stages of the research procedure start with the identification of model characteristic problems, the collection of documentation and literature data, reduction and categorization of data for each philosophical, conceptual, and procedural foundation of the model, as well as the analysis of content and withdrawal presented in Figure 1.

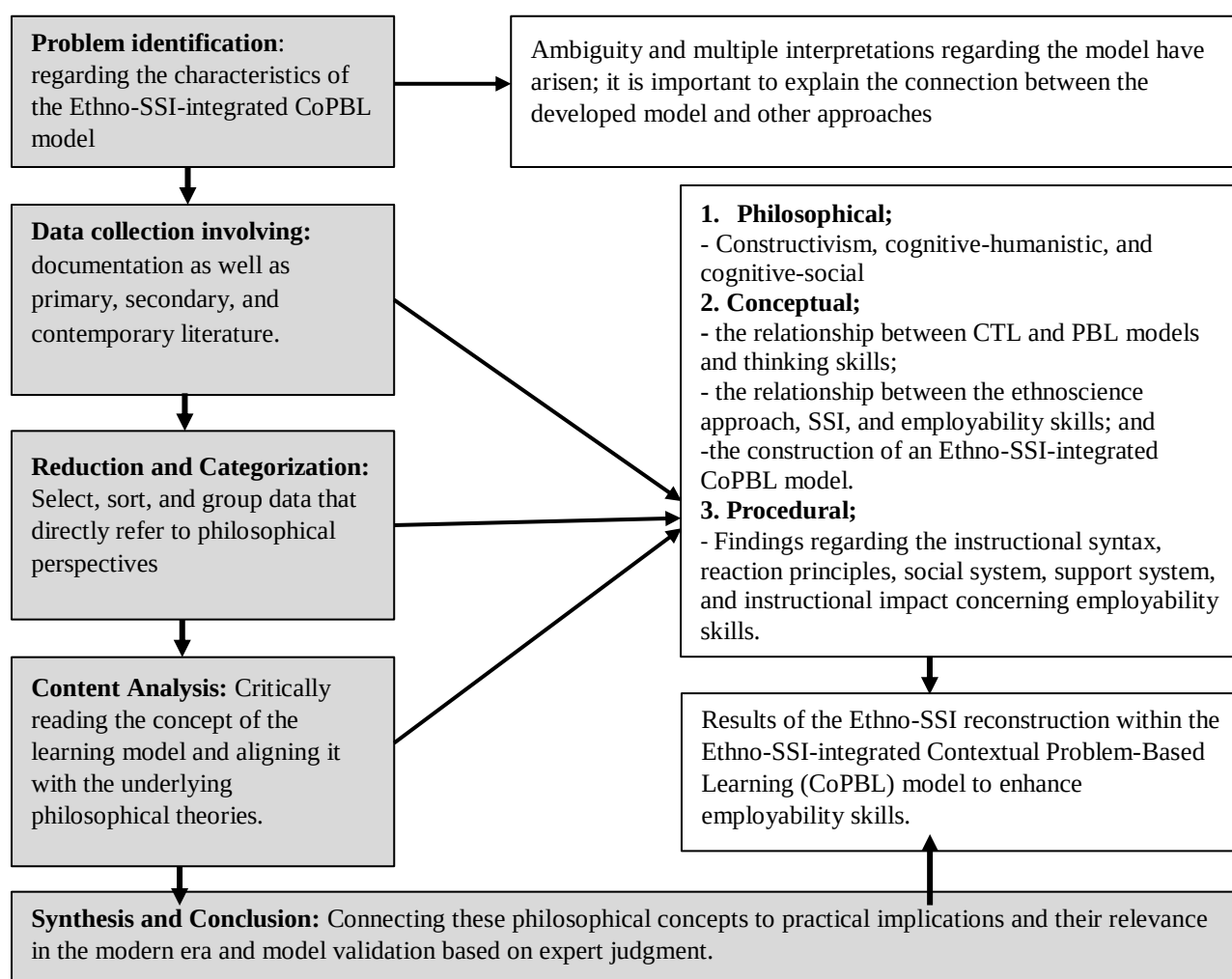


Figure 1. Research Procedure

3. RESULTS AND DISCUSSION

The results of the study on the characteristics of the Ethno-SSI integrated CoPBL Model include the philosophical, conceptual, procedural, and foundational aspects of Ethno-SSI reconstruction.

3.1. Results of Analysis of The Philosophical Foundations of The Ethno-SSI Integrated CoPBL Model.

The philosophical foundation of learning theory that underlies the development of models comprises three: Cognitive-humanistic theory in information processing in society, cognitive-social theory in information processing of social issues, and constructivist theory in reconstructing science individually. Each theory has a certain foundation that is based on associations and insights (Parmin et al., 2017; Smith E dan Stephen, 2017). The learning theories that contribute to the development of the Ethno-SSI Integrated CoPBL Model are explained below:

3.1.1. Foundations Of Constructivism

Constructivism underlies a learning model that is oriented to direct students to reconstruct their own ideas and subsequently discover the knowledge learned for themselves (McFarlane, 2013; Suciati, 2017). Social learning precedes meaningful development through children's social interaction with their environment; it will encourage children to be able to learn something (Purwanti, 2013). The implications of the Ethno-SSI Integrated CoPBL Model are in interaction with the social environment. Learning resources are emphasized in the issue of the strategic environment, developing community culture as a reference for students in finding the concepts learned in fostering students' employability skills. The theory of social interaction is built on the culture of helping each other through scaffolding techniques. The provision of scaffolding is specially designed to be integrated in the investigation stage to assist students in the problem-based process (Peters, 2017). Scaffolding techniques are temporary support or assistance provided by teachers. The application of scaffolding in learning has three levels, namely: 1) environmental provisions (preparation of the learning environment); 2) explaining; and 3) developing conceptual thinking (Suciati, 2017). The Ethno-SSI Integrated CoPBL model has a core point in the contextual model so that the learning orientation is problem-based. The learning process is contextual, based on contextual problems as a characteristic of scientific learning activities through learning resources and strategic environmental issues. Students' discovery through factual problems, namely through an enactive, iconic, and symbolic process, can try on their own to find answers independently and learn more optimally and meaningfully (Dahar, 2011).

3.1.2. Humanistic Cognitive Foundations

Cognitive-humanistic is oriented towards cognitive development and its relationship with other human beings. Intellectual development, according to Piaget, consists of three components, namely: structure, content, and function. Structure is a schema that is formed to make it easier for individuals to face the increasing demands of their environment. The relationship with structure is

the operation of a mental action that is internalized, reversible, cannot stand alone, and is integrated with other operations. Schema is the result of a mental conclusion or formation, a hypothesis construction, such as intellect, thinking skills, abilities, and instincts (Zimmerman, 1982). The function is aimed at developing students' intellect through development, namely organization and adaptation. Organization is the ability to systematize ideas, while adaptation is carried out through two processes, namely assimilation and accommodation. Assimilation is students' ability to use existing abilities to deal with problems faced in the environment. Assimilation is a cognitive process by integrating new perceptions, concepts, or experiences into an already existing schema or pattern in the mind. Accommodation requires mental structure in responding to challenges in the environment. Implications of the Ethno-SSI Integrated CoPBL Model on the process of assimilation and accommodation for cognitive development: a balance between assimilation and accommodation is required. The equilibrium process in mechanical self-regulation regulates the balance of the assimilation and accommodation processes as a form of the characteristics of the reconstruction component in the ethnoscientific approach.

3.1.3. Humanistic Cognitive Foundations

The foundation of learning in Gagne's Theory describes the behavior or psychological response to stimuli, called the ability to learn (capability). Gagne's theory has 5 capabilities, namely: verbal information, intellectual, cognitive strategies, attitudes, and motor skills. Intellectual capabilities are divided into eight types of learning, namely, learning gestures, learning stimulus responses, learning movement sequences, learning verbal sequences, learning to differentiate, learning concept formation, learning rule formation, and learning problem solving. The five abilities that are said to be learning outcomes are intellectual skills that allow a person to interact with his or her environment through the use of symbols or ideas. Intellectual skills involve the process of discrimination to hold different responses to different stimuli in one or more physical dimensions. Discrimination is the most basic intellectual skill as a foundation for presenting confusing and different problems through the confrontation of problems. Intellectual skill capability is the ability to differentiate, master concepts and rules, and solve problems in an act of learning. The implications of the Ethno-SSI Integrated CoPBL Model developed are very meaningful in the orientation of activities that are directly related to students' social life (contextual). Life that is usually carried out by students serves as the main source of learning in learning concepts. The meaning of learning that is directly related to students will be more memorable, becoming the center of attention and interest of students in exploring the potential of scientific thinking through issues that develop in society.

3.2. Results of Conceptual Basis Analysis of The Ethno-SSI Integrated Copbl Model Conceptual

Ethno-SSI integrated CoPBL Model with instructional impact in the form of employability skills. The conceptual basis of the Ethno-SSI integrated CoPBL model is explained based on 3 components, namely: 1) the relationship between the CTL, PBL model and thinking skills; 2) the interconnectedness of ethnoscience, SSI and employability skills approaches; and 3) the construction of the Ethno-SSI integrated CoPBL model.

3.2.1. The Relationship Of CTL, PBL And Employability Skills Models

The causal process of the CTL and PBL models with each indicator of employability skills is based on the results of theoretical review and learning approaches. The linkage of the model states that employability skills are skills formed from the results of the interaction between genetic factors (nature) in the form of intelligence and learning environment factors (nurture), which are often called epigenetic. The CTL Model component relationships emphasize the process of full student involvement to find the material learned related to real-life and meaningful situations. The CTL process encourages students to apply it in life. The student learning process not only acts as a recipient of the teacher's explanation, but students can find the core of the material through their intellectual development to equip students' employability skills.

3.2.2. The Relationship of Ethnoscience, SSI, and Employability Skills Approaches

The relationship between the ethnoscience approach as a source of environmental learning, the ethnoscience paradigm, the CTL and PBL models that form a new model, namely Contextual Problem-Based Learning (CoPBL) integrated with Ethno-SSI, is a model that finds environmental learning resources with an Ethno-SSI approach through the process of solving factual problems to improve employability skills. The framework for the reconstruction of the ethnoscience approach and the employability skills of students is presented in Figure 2.

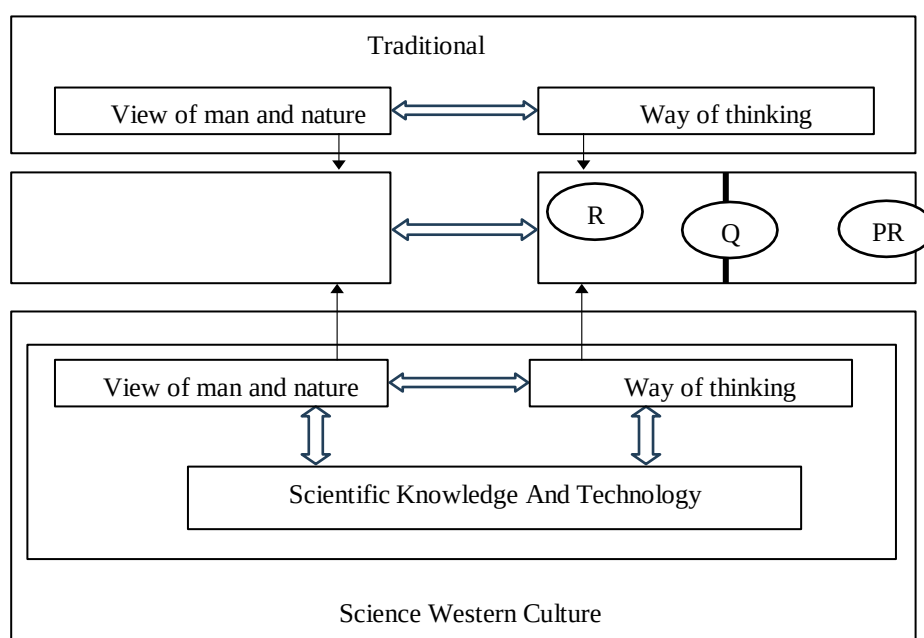


Figure 2. Framework of science reconstruction on the Ethno-SSI integrated CoPBL model

Based on Figure 2, shows the reconstruction of science through activities in solving students' real-life factual problems by presenting learning resources and ethnoscience approaches, so that students will experience a process of cultural assimilation that shows that students' science reconstruction timings are different. This activity will provide students with opportunities to develop student employability skills.

3.2.3. The Syntax Construction Process in Ethno-SSI Integrated CoPBL Model

The syntax reduction process resulted from the integration of ethnoscience approaches, CTL, and PBL models that gave birth to the Ethno-SSI integrated CoPBL model. PILAR syntax stands for Problem statement, Inquiry, Learning community, Assisting, and Reflection. Before reconstructing the model, several considerations about the weaknesses of CTL students need a long time to understand the contextual material, and the teacher is more intensive in guiding and facilitating because the teacher is not the center of student learning information. Meanwhile, the weakness of Problem-Based Learning (PBL) can cause students to be less confident in overcoming problems, with the excuse of worrying about not being able to solve them. The process of model reconstruction is presented in Figure 3. Furthermore, the conceptual Ethno-SSI integrated CoPBL model gives birth to the PILAR syntax, as presented in Figure 3.

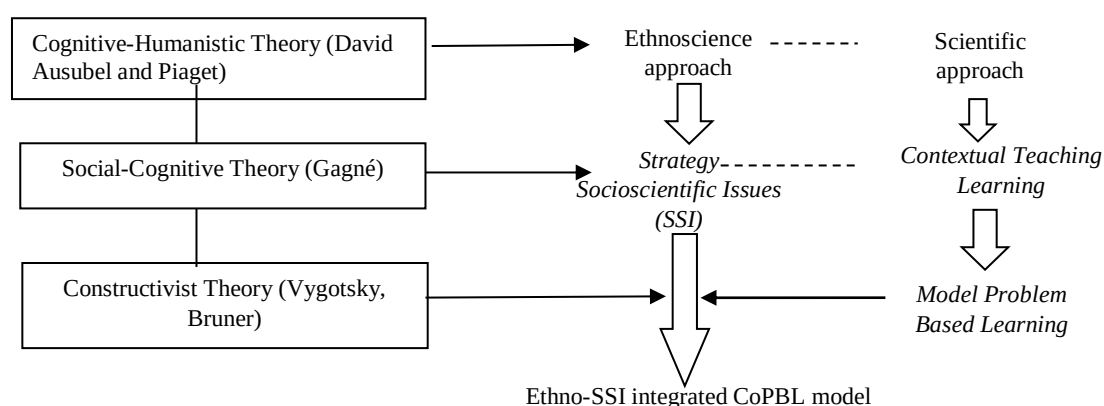


Figure 3. Construction of Ethno-SSI integrated CoPBL model based on learning theory

information:

- : the connecting thread of learning theories
- : the connecting line between approach and strategy
- : the connecting line from theory to approach and strategy
- ⇒ : COPBL model connecting line integrating Ethno-SSI

Based on Figure 4, the model validation assessment consists of two aspects, namely the construction aspect of 4 items and the model characteristic aspect of 11 criteria and the model syntax of 5 assessment criteria. The validation is carried out online with documents that have been prepared in the form of model validation sheets and Ethno-SSI integrated CoPBL Model books. Based on the results of the validation of the Ethno-SSI integrated CoPBL Model, there are 5 aspects of assessment. The total assessment results of the validators are presented in Table 1.

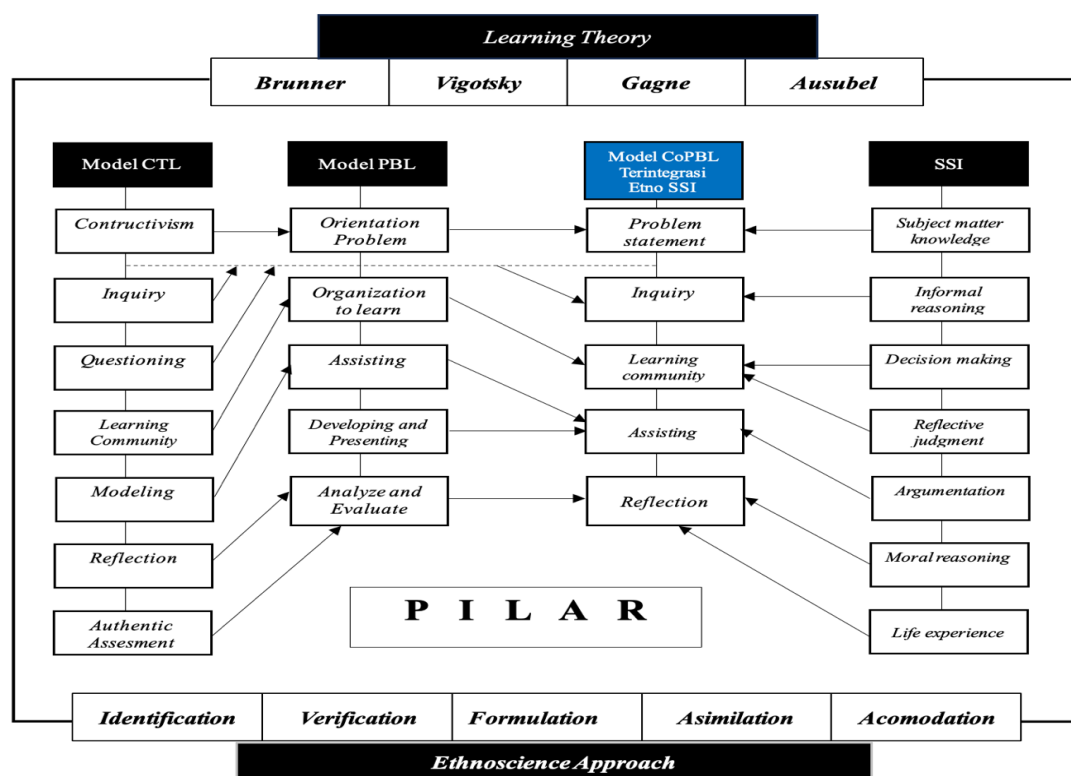


Figure 4. Ethno-SSI integrated PILAR CoPBL syntax

Table 1. Results of validation of Ethno-SSI integrated CoPBL model by experts

No	Assessment Aspects	Average Score
A	Characteristics of CoPBL Models (11 criteria)	
1	Rationalities	3.7
2	Literature review	3.6
3	Reaction Principle	3.7
4	Support system	3.6
5	Instructional and accompanying impacts	3.6
6	Learning planning	3.6
7	Classroom Management	3.7
8	Implementation of social systems	3.7
9	Application of the principle of reaction	3.6
10	Learning environment	3.7
11	Evaluation	3.6
B	CoPBL Model Syntax (5 criteria)	
1	Problem statement	3.3
2	Inquiry	3.6
3	Learning community	3.4
4	Assisting	3.6
5	Reflection	3.4
	Sum (Σ)	57.3

Based on Table 1, it shows that overall experts give a very good average assessment, which is 57.3. Expert validation suggestions for model improvement, namely; 1) added student and teacher activities to be more detailed and clear, 2) model instructions to be completed and adjusted to learning objectives by considering subjects and objects, and 3) ethnoscience studies are refocused so that the characteristics of the model are better.

3.3. Results of Procedural Basis Analysis of Ethno-SSI Integrated CoPBL Model

The results of the procedural foundation analysis were explained through the findings of learning syntax, reaction principles, social systems, support systems, and the instructional impact of employability skills.

3.3.1. Learning Syntax Findings

Syntax logically describes a series of activities of teachers and students that are often called phases. Syntax is described in detail, including how to start learning, how to present information, manage learning, the part of information that must be presented, and how to end learning. The length or shortness of the learning model syntax depends on several factors, namely 1) the intensity of student participation desired, 2) the level and complexity of the skills to be built, 3) the difficulty and novelty of the teaching materials. The learning model developed is based on constructivist learning theory, cognitive-social learning theory, and cognitive-humanistic theory. Ethno-SSI Integrated CoPBL Model Syntax, which can grow the employability skills of vocational school students. Ethno-SSI integrated CoPBL model learning syntax.

3.3.2. Findings of the Social System

The Ethno-SSI Integrated CoPBL model with student-centered learning activities and teachers play the role of facilitators, supervisors, and mediators. Teachers, as facilitators, by providing environmental learning resources with an Ethno-SSI approach, motivate students to be enthusiastic about learning, organize, and encourage students so that learning activities are carried out properly. The teacher as a supervisor asks questions when students experience difficulties; the teacher can provide assistance, instructions, and directions to construct knowledge optimally and ensure that students carry out activities well. Teachers act as mediators in facilitating students to provide ethnoscience information when experiencing difficulties. Teachers' interactions in research should be based on cooperation, intellectual freedom, and equality. Teachers should encourage interaction among students with an environment open to all relevant ideas. Teachers and students should participate equally in terms of the ideas presented in Figure 5.

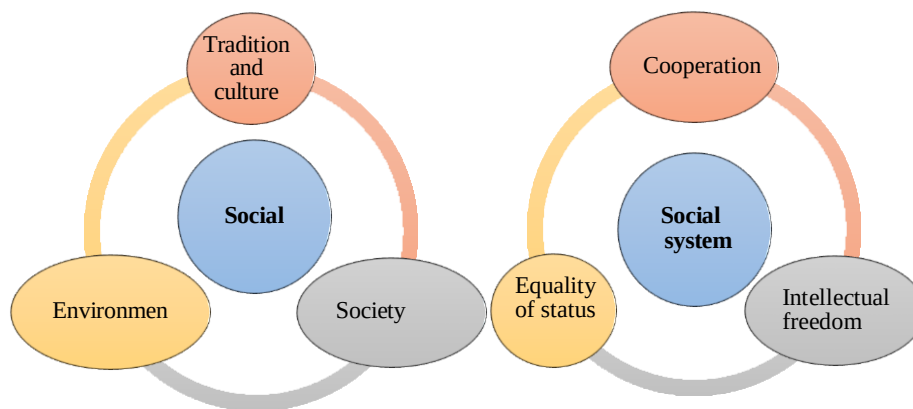


Figure 5. Social system Ethno-SSI integrated CoPBL model

Based on Figure 5, shows the application of the social system in the implementation of the Ethno-SSI Integrated CoPBL Model, which focuses on the role and relationship between students and teachers, and between students, as well as the norms that apply during the implementation of learning. The Ethno-SSI Integrated CoPBL model is cooperative and strict; each student must synergize in one group to carry out activities that have been arranged well and regularly.

3.3.3. Model Reaction Principle Findings

The principle of reaction during learning with the Ethno-SSI Integrated CoPBL Model, teachers are required to play their role as facilitators to direct learning, create a conducive learning atmosphere, and help students to conduct experiments as necessary without participating in experiments. The principle of reaction is related to how teachers appreciate and respond, including how teachers ask questions, answer, and respond to what students do. Social studies learning uses the Ethno-SSI Integrated CoPBL Model; teachers are required to play their role as facilitators, directing learning, creating a conducive learning atmosphere, and helping students conduct experiments.

3.3.4. Findings of the Support System

The learning model can be applied with a support system as an additional requirement of the model in addition to regular skills, strengths, and abilities. Additional requirements can be physical or non-physical. Physical requirements include learning tools and learning resources to implement the Ethno-SSI Integrated CoPBL Model as follows: Ethno-SSI Integrated CoPBL Model Book, which contains philosophical foundations, theoretical foundations, and operational manuals for the application of learning models. Ethnoscience textbook on the material "Energy and Its Changes" which is in accordance with the syntax of the Ethno-SSI Integrated CoPBL Model. Instrument for evaluating student employability skills. Learning media as a learning support system for vocational science and science. SSI learning and exploration video as an ethnoscience environmental learning resource.

3.3.5. Findings of Instructional Impact and Accompanying Employability Skills

Instructional impact is the expected learning outcome directly based on the learning objectives. Meanwhile, the accompanying impact is an indirect impact in the form of integrating local ethnoscience wisdom with social issues of the community, students' environmental concern through participation in reconstructing science through solving environmental problems by designing solutions to problems around students. The instructional impact of the Ethno-SSI integrated CoPBL Model is employability skills. The contribution of the Ethno-SSI integrated CoPBL Model, based on Sintak PILAR (Problem statement, Inquiry, learning community, Assisting, and Reflection) has a different impact on the indicators of employability skills of vocational school students. Vocational learning in fostering creativity (FI_1) has the highest score compared to other variables; contribute to training students to think flexibly, be original, and be able to provide ideas to equip employability skills in overcoming problems. Creative thinking means thinking that is able to produce works of creativity (Griffiths et al., 2024; Tushar & Sooraksa, 2023).

The management of vocational learning in fostering Communication skills (FI_2) as a form of student interaction in exploring information and relationships between people is highly considered in the world of work (Falo et al., 2020; Hasanah & Malik, 2020). Communication is characterized by skills in behavior, proficiency in language, and skills in presenting scientific performance. Vocational learning has great potential to foster adaptability (FI_3) skills to the environment. The ability to adapt to the environment, such as a form of comfort, habits, and being able to adapt to the work environment, enables students to carry out work activities with enthusiasm and targeted (Ebere & Chima Onuoha, 2022; Harun et al., 2021; Monteiro et al., 2020). Students' self-adjustment to learn new things has an accurate perception of reality, no anxiety and pressure, and considers themselves to have great potential. Adaptation to new habits can adjust to the environment either in the form of behavior changes or mindsets. Adaptation concerns repetitive and increasingly persistent behaviors.

Findings on the problem-solving (FI_4) indicator can develop personal competence, requiring qualified problem-solving skills. Problem-solving-oriented learning can provide understanding by stimulating students to pay attention, study, and think about solving problems. Students' habits in problem-solving activities are one of the alternative solutions in making a successful career (Kurniawan et al., 2024; Selamat & Priyanka, 2024). Vocational learning must involve the full activeness of students in solving problems based on their abilities. Vocational learning should be carried out through scientific performance to foster the ability to think, work, and be scientific as important aspects of life skills. Critical thinking (FI_5) has an important role in building human resources and can contribute to the advancement and development of students' competencies in the world of work (Hirschi & Koen, 2021; Rusdin et al., 2020; Sumarni & Kadarwati, 2020). Critical thinking is a form of reasoned and reflective thinking in decision-making. The process of critical thinking, in order to be clearly directed, requires learning management that provides students with opportunities to recognize problems, find solutions, gather information, interpret ideas, and evaluate and analyze.

The self-confidence (FI_6) indicator produces the lowest score compared to other variables based on statistical tests, but it strongly determines a person's career; having good confidence will improve student performance. Motivation is branding yourself as worthy and able to complete

work well as a form of self-management (Choy & Yeung, 2022; Hirschi & Koen, 2021; Rashidi et al., 2023). Vocational learning strengthens confidence through opportunities for students to argue, provide ideas, and be active in discussions so that they can develop their potential. Indicators of employability skills can be improved through the implementation of learning models that train critical thinking skills, communication skills, and problem-solving, which will realize students' creativity. One of the vocational project learnings is oriented towards the study of applied science that can be applied to the world of work and industry through environmental intervention (Lames et al., 2024). Global challenges demand a learning pattern that fosters high-level thinking skills, and employability skills are needed. The low thinking skills of students are triggered by teachers who consider thinking as a process that is only done individually.

3.4. Results of Science Reconstruction Analysis on The Ethno-SSI Integrated Copbl Model

The results of the reconstruction of Ethno-SSI in the Ethno-SSI Integrated Contextual Problem Based Learning (CoPBL) Model to improve the employability skills of vocational school students. The results are complete and detailed as follows:

3.4.1. Ethno-SSI Reconstruction of Activities at Telaga Menjer, Wonosobo Regency

Information about the development of the tourism sector in Lake Menjer is growing, as evidenced by the establishment of many tourist attractions around the lake or Menjer Hill. Some of the places that present beautiful scenery around the lake include Khayangan Skyland, Panama Tea Garden, The Heaven, Bukit Cinta, and Bukit Seroja (Figure 6).



Figure 6. Reconstruction of activities at Telaga Menjer

3.4.2. Ethno-SSI Reconstruction in The Panama Garden

Panamanian Tea Plantation is a destination that is always crowded with visitors. The neat and cool green tea beds are a place to relax. In this area, there are rides that are an attraction for tourists, namely going around the plantation using a hanging trolley.

3.4.3. Ethno-SSI Reconstruction Activities by Visiting Carica Farmers and Production Directly

Producing information on social issues that develop in the community, one of which is the Carica plant, which is an endemic plant that grows in the Dieng Plateau in Wonosobo Regency. This endemic plant is native to the Andean highlands in the South American region. This plant, which belongs to the papaya family, which is often termed mountain papaya, can grow perfectly and bear fruit at an altitude of 1,500-3,000 m above sea level. This plant is mostly processed by the community as a typical regional souvenir in the form of sweets, syrups, chips, and others (Figure 7).



Figure 7. Reconstruction of activities at Carica production

3.4.4. Ethno-SSI Dwarfs Hair Reconstruction Activities at The Dieng Culture Festival Series of Events

Producing information: Social issues about the Dreadlocks Hair Ruwatan Tradition have been carried out for generations by the people in Dieng, both in the Wonosobo and Banjarnegara districts. This tradition of ruwatan has become an annual agenda that attracts the attention of both domestic and foreign tourists. Every year, the dandruff ritual procession is always attended by local government officials, governors, ministers, and the central government. The uniqueness of culture and traditions that develop in the community makes this procession run full of cultural acculturation. Dreadlocks are held every year en masse. In 2016, the Ministry of Education and Culture designated this tradition as one of the Intangible Cultural Heritage of Indonesia from Central Java. Sendang Sedayu water intake for dreadlocks jamasi. The cleaning of the Sendang Sedayu spring uses a hydraulic pump to prepare for the dwarfs ritual (Figure 8).



Figure 8. Reconstruction of activities at the Dieng Culture Festival

Based on Figure 8, the results of the reconstruction are to equip students to explore ethno-SSI learning resources. Changing original science in society through scientific science is very important in providing opportunities for students to optimize their thinking and communication skills and be able to adapt to the surrounding environment, which is summarized in strengthening student employability skills as a provision for current vocational school students. Through the characteristics of the integrated CoPBL Model, ethno-SSI is able to strengthen students' employability skills.

4. CONCLUSION

The results of the study indicate that there is a philosophical foundation in constructivism in finding ideas and concepts, cognitive-humanistic in the development of thinking skills, and cognitive-social in interactions with social issues in society. The conceptual model shows the relationship between the CTL model, PBL, and thinking skills; the relationship between the ethnoscience approach, SSI, and employability skills; and the construction of the Ethno-SSI integrated CoPBL model. The procedural model uses the principle of PILAR syntax reactions, support systems, and the impact of employability skills instruction. Science reconstruction produces Ethno-SSI information for the Wonosobo district with reconstruction of activities at Telaga Menjer, panama destination, Carica production, and Dieng culture festival to train students' employability skills through indicators of creativity (FI_1), communication skills (FI_2), adaptability (FI_3), problem solving (FI_4), characteristic thinking (FI_5), and self-confidence (FI_6).

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