
INTEGRATED OF LOCAL WISDOM-BASED CHARACTER THROUGH SOCIAL STUDIES LEARNING

Dona Eka Lovianie¹

e-mail: dnloviani@gmail.com

¹Postgraduate Departement in Social Studies Education, Universitas Lambung Mangkurat

Abstract

Cultivation of character benefits individual growth towards a community environment, a place that provides comprehensive services related to this in educational institutions. Instilling character through schools can be optimized using local wisdom because it contains values that encourage character cultivation. Introducing local wisdom to students is also an effort to increase insight into local culture to avoid a situation of cultural erosion against the flow of globalization. One goal of social studies learning is to develop the potential of students to be sensitive to social problems in society. Therefore individuals need to have good ethics and morals and love the universe, which can be obtained through social studies learning based on local wisdom. This article aims to describe the importance of planting characters based on local wisdom in social studies learning using learning methods and models designed by teachers through various relevant sources. Social studies learning oriented to local wisdom can become a shield for the flow of globalization and the ability to take care of oneself through an attitude ingrained based on the values of local wisdom so that it can strengthen social competence.

Keywords: Character Cultivation; Local Wisdom; Social Studies Learning.

Preliminary

Modernization not only has a positive impact on the growth and development of the nation but also has a negative side, such as diminishing the sense of love for the homeland due to the fading of shifting character values. However, on the other hand, creating a love for the motherland in the current era of globalization can be used as a way to prevent the nation's generation from experiencing a decline in the values of honesty due to the lack of practice of Pancasila values such as the second precept which means that people are expected to have adab following noble values (Masruroh & Bz, 2022).

The view regarding the shift in character due to modernization has become an essential issue because it has resulted in the fading of the nation's character, so there is a need for character education to raise awareness of the norms and values of life. So it is necessary to have educational institutions as service providers in instilling noble values to gain knowledge, experience, and skills to strengthen the identity of youth who love their homeland (Febriani & Alimah, 2020).

Educational Institutions currently have increasingly advanced together with increasingly developing technology, so it is hoped that it can become a forum that also encourages character growth besides the role of the family. Moreover, character education can anticipate deviant behavior, which is one thing under government monitoring (Suhartini et al., 2019).

According to David Elkind & Freddy Sweet (in Zubaedi, 2010), character education is a deliberate effort to help people understand, care about and act based on ethical values. As is

written that character education is included in school efforts that are systematically designed and implemented to apply behavior to students related to God, self, fellow human beings, and the environment in everyday life (Puspoko Jati et al., 2019).

The value of character education based on the Directorate General of Higher Education, 2011 is sourced from religion, Pancasila, culture, and national education goals, including (1) religion, (2) honesty, (3) tolerance, (4) discipline, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) nationalist, (11) love of the homeland, (12) appreciate achievement, (13) communicative, (14) love peace, (15) reading habits, (16) environmental care, (17) social care, (18) responsibility (Hidayati et al., 2020)

Based on these values, character cultivation can begin by implementing local wisdom in learning at school, which can be used as a basis for searching for identity. In addition, local wisdom also carries meaningful principles such as ethical values and has high relevance in developing life skills in society (Nurhamzah et al., 2018).

Today the flow of globalization is the cause of eroding national values, so these events are feared to be the cause of the fading of national identity among the next generation. Thus, it is necessary to get more attention from the government and students who act as agents of change so that they play a more significant role in prevention and pay more attention to the development of educational institutions. The school is expected to be a place that also encourages students' character growth in addition to the role of the family (Suhartini et al., 2019). Furthermore, this article will discuss how local wisdom-based character-building can be applied in social studies learning.

Method

This research uses a qualitative approach with literature studies, namely literature review studies from relevant sources such as journals. The problem in this paper is how to cultivate local wisdom-based characters in social studies learning to make students individuals with solid characters. The technique can be carried out through an in-depth study of local wisdom around students so that it will be easily associated with social studies learning, which aims to make good citizens and know about the surrounding culture.

Results and Discussion

In the current era of globalization, it is important to maintain good character in every individual to protect and nurture the next generation of the nation so as not to abandon the attitude of loving the motherland and being hedonistic. The institutions that can be used as a place to instill these characteristics are educational institutions that use local wisdom-based learning. Schools provide comprehensive character-building services that can develop socially

caring attitudes through the school curriculum. Therefore learning in schools should be well-structured and enjoyable so that students can receive optimal learning (Febrianti et al., 2020).

Optimal learning in instilling character can be done in social studies learning based on local wisdom because it uses the surrounding environment as a source of learning, making it easier for students to understand and implement it in everyday life. Moreover, by inculcating these characters, students will live well in society because they can take care of themselves through an ingrained attitude based on local wisdom values, to strengthen their social competence (Sultoni et al., 2018).

Definition of Cultivation of Character

Values can form a good personality; then, they can be internalized in learning in schools through educational institutions because values contain knowledge about morals, creativity, and intelligence in dealing with the demands of the times (Nasrudin et al., 2019). Today educational facilities are increasingly advanced along with increasingly developing technology, so it is hoped that this can become a forum that encourages character growth in addition to the role of the family. Character education can anticipate deviant behavior, so its movements must always be under government monitoring (Suhartini et al., 2019).

The value of instilling character in educational institutions intends to optimize one's ethical behavior and instill moral virtues such as (honesty, compassion, empathy, and trustworthiness) and performance virtues (effort perseverance) (Singh, 2019). Based on these values, character cultivation can begin by implementing local wisdom in learning at school, which can be used as a basis for searching for identity. Moreover, local wisdom also carries meaningful principles such as ethical values and is highly relevant in developing society's life skills (Nurhamzah et al., 2018).

Local wisdom is a tradition of the local community, which can be in the form of activities or ideas, ways of interacting, and ways of thinking that function as social stability and control over human activities that involve the community (Jumriani et al., 2021). The value of local wisdom can be applied in instilling character in school learning because it will add insight into local culture, so it is hoped that it will participate in maintaining and preserving it so that it is not lost or drowned by foreign culture (Asrial et al., 2022).

Educational institutions are the primary key to character building because of their strategic nature in building students' personalities (Pradana et al., 2021). Meanwhile, cultivating local wisdom-based characters through education can be applied in subjects and through regulations in schools, so it will help preserve local wisdom and filter out foreign cultures (Sumartias et al., 2020). Furthermore, local wisdom can be a capital for forming a

noble character who acts with full awareness and proper self-control because it comes from noble values.

Local Culture

Local wisdom is passed down from generation to generation, which is currently contained in folklore, songs, proverbs, and folk games which are part of the culture of the people in each region. Furthermore, the values contained in local wisdom can also build good character, which can be found in local wisdom-based learning, seen from its broad scope for social life, namely knowledge, culture, and local knowledge, which contains ethics, norms, laws, beliefs, rules, and moral values of the nation (Nurani & Mahendra, 2020).

Furthermore, local wisdom also has unique characteristics that can be applied in a lesson, namely local wisdom is allowed to combine two things, both of which teach people about ethics and morals, then local wisdom should teach people to love the universe and not destroy it. In general, local wisdom is an idea, a view of a place with good value, is trusted by the community, and has been passed down from generation to generation (Darmadi, 2018).

The values in local wisdom can be an example of cultivating character, which also has the added benefit of protecting local wisdom from extinction. Today, local values are feared to experience a setback due to changes in the globalization era, resulting in a shift towards pragmatic and hedonic. Social studies is a subject that equips students with knowledge, skills, attitudes, and values to form a character and an identity (Aslamiah et al., 2021). In line with the goals of the 2013 curriculum, which is to instill students in feeling (affective) and acting (psychomotor), not just knowledge (affective).

The Value of Local Wisdom in Social Studies Learning

Local wisdom has become a cultural character that has advantages, namely (1) being able to survive the rise of foreign cultures, (2) having the potential to support various cultural elements from outside, (3) having the ability to integrate various elements of foreign culture into native culture, (4) mastering the ability to direct, (5) can pass on the direction of cultural progress. As we all know, currently, learning applies to the 2013 curriculum, where learning is aimed at increasing knowledge and instilling character education in students.

Local wisdom is said to be an essential part of society; therefore, local wisdom cannot be separated from human life. Local culture should be the obligation of the community, government, and us as the younger generation to protect and preserve it. The values contained in local wisdom aim to strengthen national unity, which can create togetherness and harmony among people in everyday life. Education has an important influence on the creation of generations of people who love the motherland and have character; therefore, institutions are

needed to produce them as desired (Pradana et al. 2021) based on the grand design of national culture and character education that educational institutions are the right place to serve as providers of character education. In educational institutions, material regarding local community culture as character building has been integrated into the curriculum at school, such as making it a graduation competency standard (Nurani & Mahendra, 2020).

Planting character in schools aims to strengthen and develop specific values so that they are manifested in behavior in everyday life. The cultivation of local wisdom-based characters is implemented based on the scope of local wisdom, namely knowledge, culture, and intelligence of local knowledge contained in the ethics, customs, laws, norms, beliefs, rules, and moral values of the nation (Nurani & Mahendra, 2020). Social studies learning is based on an ethnopedagogical approach, namely education based on community culture and local wisdom. Learning can also be applied through documents, historical relics, museums, historic buildings, and several other things that can be learned from their positive and negative values to be used as learning in the present (Adenan et al., 2022)

Social Studies learning in instilling student character can use tools or media that can add to the context of local wisdom, such as material for meeting the necessities of life; teachers can integrate it with local wisdom in the form of local people's livelihood values, such as in Banjarmasin, namely the local wisdom of the floating market as for examples such as utilizing traditional games as a source of learning, so that it indirectly teaches character education such as respect, mutual respect, a sense of solidarity, mutual interaction and there are also other lessons contained in traditional games. Learning can also be applied through documents in history, historical relics, museums, historical buildings,

Therefore the teacher can take material based on culture and the environment that is close to the local area, as well as sourced from the community, which can be used as teaching materials and learning resources and then can be matched in theoretical and practical knowledge, can further instill good character in students by reflecting in the real world so that students can distinguish between good and bad influences on the surrounding environment (Adenan et al., 2022).

Conclusion

Character is included in the form of behavior that involves the social values of society influenced by the surrounding environment, one of which is technology. Technological developments that are used properly and correctly will have a positive impact; therefore, so that the younger generation is not influenced by outside culture, which has a negative impact, it is necessary to instill values that can shape and strengthen children's character from an early age.

One place with an overall capacity for such services can be found in schools. The purpose of instilling character in educational institutions is primarily so that children have an excellent personality to give birth to a generation of people who have character and care for the environment. This attitude of caring for the environment can be instilled in schools through ethnopedagogical education based on local wisdom and developed in relevant subjects such as social studies learning. Social studies learning can build students' character not only on knowledge but also on aspects of attitudes and skills of students. Social studies learning concepts are related to humans and the environment, including culture, social systems, economic behavior, and welfare which refer to social studies teaching materials. Therefore social studies learning based on local wisdom can be a place for instilling students' character while at the same time implementing it in everyday life. But also on the aspects of attitudes and skills of students. Social studies learning concepts are related to humans and the environment, including culture, social systems, economic behavior, and welfare which refer to social studies teaching materials.

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