

Values Education based on Local Wisdom in Social Studies Learning among Elementary Schools as Effort for Implementation of Character Education

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Abstract. Character education currently still needs to be implemented to students in the learning process. This is important because of the problems that occur in this nation. The character of the younger generation is currently at a very concerning point. The morality of the nation is starting to escape from norms, ethics, and noble culture. Through value education, we have the power to raise awareness about goodness and truth. Value education based on local wisdom in social studies learning becomes an important aspect as a means to develop knowledge and understanding to students to be involved in preserving local values and culture. Value education that underlies character education in social studies learning with an understanding application strategy is expected to truly develop the character of students in elementary schools.

Keywords: Value Education, Character Education, Local Wisdom

1 Introduction

Character education is now something that must be implemented at all levels of education, especially at the basic education level. This makes sense, as basic education is the most important foundation for the growth and development of Indonesia's young generation. However, the reality is not as it seems from the socio-cultural situation of the current society.

Several problems surrounding the character or morality of the nation's children have become a serious concern for all components of the nation. The crisis of character or morality is characterized by the increase in violent crimes, bullying cases, drug abuse, pornography and pornoaction, brawls between groups of students whose intensity is quite high, and free sex which is also carried out by students.

Strengthening character education in the current context is very relevant as an effort to overcome the ongoing moral crisis, especially in students. The world of education has a strategic role in helping to overcome the problem of moral or character degradation. Given that character is inherent in every learner who is reflected in daily behavior, so that it unwittingly affects others. So, teachers must think of various ways to solve the character problems of students at school.

Character education is a major factor in achieving success in the future. A generation that has a strong character, never gives up, and dares to go through a long process can create self-reliance and determination so that they do not easily fall into negative things, so that they can succeed in facing global challenges.[1]

There are 11 principles in an effort to realize character education, namely: (1) Introducing ethical values as the basis of character; (2) Understanding character as a whole which includes knowledge, feelings, and actions; (3) Building character through caring, proactive and effective ways; (4) Schools create an atmosphere of mutual care; (5) Providing opportunities for learners to practice good behavior; (6) Accommodating a challenging and meaningful curriculum that respects all learners, forms character, and helps them achieve success; (7) Foster learners' self-motivation; (8) All employees work together to share tasks and responsibilities in developing character education; (9) Leaders provide confidence that intelligence and character are the main goals of education; (10) Communities and families become partners in building character; (11) Evaluate the implementation of character education regularly, especially for school members.[2]

Character values are noble values that are used as guidelines for human life and function to achieve higher degrees, useful life, tranquility and happiness. The humanity in question is humanity, namely: solidarity between humans, respect for human nature and human dignity, human equality and mutual support, respect for differences in dimensions between humans, building peace.[3]

How to apply the character value into learners' understanding, both in the relationship between learners and teachers and learners with friends. Understanding the character of learners needs to be done by all stakeholders who are expected to support each other. The application of understanding character values can be done by theory, reinforcement, example, and exemplary.

A low understanding of social character can trigger various problems, ranging from small problems to more complex problems and have a negative impact on the learning environment of students in schools as a place where educational activities take place. Thus, it is necessary to have a sufficient understanding of the social character of students before implementing character values in schools.

Value education basically aims to "humanize human beings". Value education should help students to grow and develop into useful and more humane individuals and have a positive influence in society. In other words, giving birth to a person who is smart, knowledgeable, but still humane.[4]

Social studies learning at the basic education level is a means to instill character values.[5], The social sciences are closely related to the values inherent in culture. In fact, almost every measurement theory in the social field uses values that are part of this science [4]. Therefore, children need to be trained to have good social character since childhood by teaching character education. Among them through learning Social Studies (IPS) in elementary schools through local wisdom-based value education.

Social studies learning introduces students to concepts related to life, society and the environment, has the basic ability to think critically and logically, curiosity, discovery, problem solving, and social skills, and is aware of social values, and communication skills, collaboration and competition in the wider community.[6]

Themes that are studied or studied in social studies are phenomena that occur in good society past, present and future trends.[7] Therefore, local wisdom-based value education can be applied in social studies learning because the material is very complex and in accordance with community life.

Learning based on local wisdom values or local culture means applying national principles in the development of the nation's generation in the sense that the nation's character is formed through character education. Character is defined as a way of thinking and behaving that is unique to each person in a family and society. A person with good character is a person who can make decisions and is willing to take responsibility for the consequences of his/her decisions.

Character can be seen as the values of human behavior in relation to God, to oneself, humans, the environment and nationality, which are manifested in religious norms, laws, thoughts, behavior, views, speech and actions based on procedures, culture, customs and aesthetics. Character building requires a consistent and continuous process throughout life. The process must start early because the developmental stage of children's age is the right time to instill character values. Elementary school age children are the right age to instill character values. Failure to instill character can form a problematic personality in adulthood. To prevent this from happening, schools must have a commitment to build the character of students.[8]

The value that can be used as the basis for character building is the value of regional goodness that is strongly embedded as a cultural system, called the value of local wisdom. In local wisdom-based education, this value guideline is a criterion that determines the quality of students' behavior. As a benchmark, local wisdom values can be used as a foundation for developing more character-based learning.[9]

2 Research Methods

The research method applied in this research is descriptive qualitative method, which means that the results of the research are analyzed in the form of a complete description of a phenomenon. Descriptive qualitative research method is a method used by researchers in order to gain knowledge or theory on research at a certain time.[10]

Qualitative descriptive research has the following characteristics: conducted in natural conditions, descriptive in nature, emphasizing process rather than results, inductive data analysis, and more emphasis on meaning [11]. This research was chosen because its characteristics are in accordance with qualitative research and provide opportunities in an effort to provide qualitative understanding and explanation of a phenomenon in a deep and comprehensive manner.

3 Results and Discussion

Social studies learning in primary schools as a lesson that aims to expand and foster knowledge, awareness and attitudes as responsible citizens requires dynamic learning management that brings students closer to the reality of their lives. By studying social sciences, the values contained in character building can be transferred to social life, as well as local wisdom values can be applied because it is in accordance with the learning objectives that students can be responsible for the community, nation and state. In addition, social studies learning has valuable elements that must be instilled in students.

Basically, local wisdom in social studies learning is how applied learning can provide understanding and competence of students related to ecological intelligence in the learning process. Through local tradition or culture will certainly be a capital advantage of a particular region that can be utilized to shape the character of learners.

Some examples of utilizing local wisdom values as a basis for character education are as follows: (1) for example, in the neighborhood around the school there is a cultural tradition or philosophy of life value foundation "*alon-alon asal kelakon*" (Central Java) and "*rawe-rawe rantas malang-malang putung*" (East Java). So in learning, teachers must internalize the value

of local wisdom as a strength in educating the character of students; (2) hold local cultural introduction activities whose material is related to the local social and cultural environment.[9]

Efforts to implement local wisdom-based character education are carried out by all stakeholders who are expected to make a real contribution to organize activities that aim to make the material in social studies learning easy to understand with several forms of activities as described above.

The implementation of local wisdom-based character education in learning is carried out by providing knowledge about local wisdom values. The values given are still in the cognitive domain of students. In social studies learning, teachers teach scarcity material and good and bad values, such as human greed, religious values, responsibility, environmental care, and democracy. Furthermore, teachers and students communicate reciprocally so that the interaction process occurs. With this interaction, educators can influence students through examples of values that they have carried out. On the other hand, learners will also determine the values that suit them. Teachers not only present information about good and bad values, but are involved to implement and provide examples of real attitudes and learners are also asked to give the same response, which accepts and practices the value.

Materials in social studies learning that can be developed to be used as local wisdom-based learning are important events in the family, ethnic diversity, buying and selling activities, proclamation events, and natural events in Indonesia. With these efforts, teachers have linked learning with students' real-life experiences so that they can feel directly, tell experiences, and reveal something they have experienced.

Character education is not just teaching about good and bad, but also trying to instill good habits so that students have behavior that is in accordance with the values around them. Basically, character education aims to train students to be able to behave in accordance with the norms that apply in society.

4 Conclusion

The importance of local wisdom-based character education in social studies learning is as an effort to create the next generation that has exemplary moral values. The values contained in local wisdom can be used as part of social studies learning, with the hope of providing a concrete and meaningful learning experience for students. Local wisdom involves character building, character building can shape the behavior of an individual in accordance with the norms that apply in society. Some strategies and implementation of character education can be applied through the development of local wisdom-based learning materials, contextual learning, explicit inculcation of character values, and the creation of a comfortable and pleasant environment. The implementation of character education has a psychological impact in the form of developing the personality of students through increasing experience. Value education that underlies character education in social studies learning with an understanding application strategy is expected to truly develop the character of students in elementary schools.

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