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LOCAL WISDOM-BASED CHARACTER BUILDING THROUGH SOCIAL SCIENCE LEARNING IN ELEMENTARY SCHOOLS

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ABSTRAK

This study was motivated by globalization progress, causing the Indonesian people to lose national character and leave local wisdom from generation to generation. Therefore, it is necessary to have character building for students amidst technological advances so that the character traits of students can be applied in everyday life. One of the learning activities with character education is a social science, especially at the elementary school level. This study aimed to analyze the local wisdom-based character building through social science learning in elementary schools. This study used a qualitative approach with a library research method. Based on the results, the local wisdom-based character education through social science learning in elementary schools had to apply 18 character traits defined by the Ministry of Education and Culture. Elementary schools include local wisdom values in their learning plans and apply them to thematic learning.

Keywords: *Character Education, Local Wisdom, social science learning, elementary schools*

INTRODUCTION

Globalization is a fact that cannot be avoided and has an impact on the life of the nation and state (Mahardika, 2017). Globalization is a process of making something (object or behavior) a feature of every individual in the world without being limited by areas (Suparman, 2017). Globalization causes the Indonesian people to lose national characters and leave local wisdom from generation to generation (Hidayatullah & Rutland, 2009:1). Therefore,

it is necessary to have character building for students amidst technological advances.

Character education has become a popular issue as a discourse for improving the national moral so it is important to instill it in early childhood in relation to their growth, development, and social relations (Chou Mei-Ju, Yang, Chen-Hsin, Huang, 2014). Character education plays a role in realizing the national golden generation as well as increasing social competence to live in a society (Rokhamana, 2014). In supporting the objectives of character education,

teachers play a strategic role in internalizing the character traits of students. Comprehensive efforts are needed by involving stakeholders in character education so that it can be maximally achieved (Ulger, 2014).

According to Sapriya (Sapriya, 2015) the scope of social science includes several aspects, namely: "first, human, place, and environment; second, timing, continuity, and change; third, social and cultural systems; fourth, economic behavior and welfare ". Based on this opinion, social science learning must be sourced from life and activities so that it becomes a habit in everyday life.

Character education must start from elementary schools because if the characters are not formed early, it will be difficult to change the characters. One of the subjects at elementary schools related to character building and social life in society is social science. The main objective of social science learning at Elementary Schools is to instill self-awareness in adapting to the environment both individually and in groups or communities (Novilasari, 2018). The local wisdom-based character education through social science learning is expected to form individuals to become good humans and citizens to anticipate moral crises and play a role in the development of the younger generation. Character education from local wisdom values implemented in social science learning is expected to strengthen the character of the younger generation. So that even in the midst of rapid globalization, it is able to maintain noble values.

Based on the background above, this study aimed to analyze the local wisdom-based character building through social science learning in elementary schools.

METHOD

This study used library research method. According to Mestika Zed (Zed, 2004), library research with regard to library data collection, reading, taking notes, and

processing research data. Library research utilizes library sources or other sources to obtain study data such as a review of books, literature, documents, archives, reports in accordance with the study problem to solve problems (Danandjaja, 2014)

The stages of data collection were editing, organizing, finding on local wisdom-based character building through social science learning in elementary schools.

RESULTS AND DISCUSSION

Local Wisdom-Based Character Education

Character education and local wisdom are an important part. Based on Law on Education, education is a conscious and planned effort in creating an atmosphere of learning and the learning process so that students are actively able to develop their potential to have spiritual strength in religion, self-control, personality, intelligence, noble character, and skills needed for themselves, society, nation, and state (Novilasari, 2018). According to Puskur in Suparno (2015: 28), character is the basis for thinking, behaving, and acting. According to Howard (2004), the character represents values in action. Howard also stated that the character in a person consists of three parts, namely moral knowledge, moral feelings, and moral behavior. Character education is value education and moral education and to develop the ability to make decisions as well as maintain and realize the goodness in everyday life wholeheartedly (Syarbini, 2014).

According to Lickona (1991), character education is expected to produce good behavior, honesty, responsibility, respect for the rights of others, hard work, and so on. Elkind & Sweet (2004) stated that Character education aims to form tough, competitive, noble, tolerant, cooperative, patriotic, developing, dynamic, oriented to science and technology nation, all of which

are inspired by faith and piety to God Almighty based on Pancasila.

To strengthen the implementation of character education in educational units, the Ministry of Education and Culture summarizes 18 character traits from religion, Pancasila, culture, and national education goals. Starting from the 201, all levels of education in Indonesia must include this character education into the educational process as follows:

Table 1. Character Traits Based on Ministry of Education and Culture

No	Character Traits
1	Religious
2	Honest
3	Tolerance
4	Discipline
5	Hard work
6	Creative
7	Independent
8	Democratic
9	Curiosity
10	Spirit of nationality
11	Love of Homeland
12	Appreciate Achievements
13	Friendly or Communicative
14	Love peace
15	Love to Read
16	Environmental care
17	Social care
18	Responsible

Source. Kemendikbud, 2011

Character education will produce good human beings or citizens with dignity and high civilization. These values are still inherent in various local wisdom in various regions in Indonesia. Local wisdom is a philosophy of life and knowledge carried out by local people in their daily life in order to fulfill their daily needs. These needs include all elements of religious life, science, economics, technology, social organization, language and communication, and the arts.

Local wisdom-based character education is a valuable education and moral

education to develop the ability to make decisions, maintain a view of life, science, apply strategies in the local community, and realize that goodness in everyday life wholeheartedly. Local elements need to be known and implemented in the life of religion, science, economy, technology, social organization, language, communication, and arts.

Social science learning in elementary schools

Education has been described in Law No. 20 of 2003 (see page 55). Social science is the name of the subjects at the elementary schools, junior high schools, and universities (Abbas E W, 2013). Social science at Elementary Schools is a subject combining various social science, humanities, and science disciplines. Social science materials at Elementary Schools focus more on pedagogic and psychological aspects as well as characteristics of holistic thinking ability (Syahrudin & Mutiani, 2020). Based on this study, character education is relevant for learning in elementary schools.

It is hoped that social science learning in elementary schools will have knowledge and insight into the basic concepts of social sciences and humanities, have sensitivity and awareness of social problems in the environment, and have the skills to study and solve these social problems. (Al Muchtar, 2007). Social science learning emphasizes the "education" aspect rather than concept transfer because, in social science learning, students are expected to have an understanding of concepts and develop and train attitudes, values, morals, and skills based on concepts possessed (Syahrudin & Mutiani, 2020)

Social science materials at the elementary school level use an integrated approach. This is adjusted for the age characteristics of elementary school students at the level of abstract thinking. The social

science education materials presented at the elementary school level do not show the labels of each social science discipline. The material is presented thematically by taking social themes around the students. The social themes studied depart from the phenomena and social activities around students. These themes are then increasingly widespread in environments far from the circle of life. Thus, a teacher who will carry out social science learning must be equipped with a number of understandings about the characteristics of social science learning including the meaning and goals of social science learning, a philosophical foundation for developing a social science education curriculum, and social science disciplines developed in social science learning (Supriatna, 2015)

Social science learning in elementary school emphasizes the concept and has the character of transferring values, so social science learning requires a balance of local, national, and global values so as to be able to realize the goals of social science learning to become good Indonesian citizens based on Pancasila values. Currently, Indonesia is experiencing a process of cultural transformation from an agrarian society to an industrial society and even an information society which requires the development of operational-informative industrial cultural values such as respect for time, accuracy, orientation, achievement, professionalism, and so on (Mutiani, M., & Faisal, 2019)

The digital era is fast-paced and instantaneously eroded local values containing character values that must be possessed by students. The social science learning curriculum at the elementary school level is the right solution to continue providing the character building for students.

Local Wisdom-Based Character Building through Social Science Learning in Elementary Schools

Efforts to strengthen local wisdom-based character building through social

science learning in elementary schools need the role of teachers as agents of reform in the learning process. Teachers have a main role or center in schools in instilling character education to students. The character values possessed by students as basic characters obtained from parents or families need to be strengthened in the school environment through learning. In addition, teachers must also have a high commitment to developing student character based on character values based on local wisdom, and teachers must have good character because as inspiring figures.

Strengthening local wisdom-based character building through social science learning in schools can be performed in the learning process within the local area in the Learning Plan (RPP) and develop learning by paying attention to local wisdom in the neighborhood or local community. Strengthening local wisdom-based character education through social science learning in class V Theme 1 are as follows.

- a) Thematic Learning class V theme 1 for social science learning with basic competencies: Identifying the geographical characteristics of Indonesia as an archipelagic or maritime and agrarian country and its effects on economic, social, cultural, communication and transportation life. The teacher provides the opportunity for students to select discussion officers, such as emcees, secretaries, journalists, and others. Meanwhile, other children act as discussion participants and are ready to carry out the discussion. The teacher and students explored a map of Indonesia on display on the blackboard. The teacher asked students about the geographical conditions of Indonesia as a maritime and archipelago country. The range of Indonesian islands stretches from Sabang to Merauke united by the sea,

the natural conditions of the Indonesian people are very diverse and varied, ranging from the sea, coast, lowlands, valleys, hills, forests, and mountains. Apart from that, it also varies greatly, from low rainfall to very high rainfall. Students made a map of their residences so that students are expected to understand the conditions of the living environment and appreciate the differences in each region with different cultural values, responsible for the assignment given, work in teams, love the homeland more, and have a high national spirit because having knowledge of the natural conditions and culture of Indonesia.

- b) Thematic Learning class V theme 2 for social science learning with basic competencies: Analyzing the role of the economy in an effort to improve lives in the social and cultural fields to strengthen national unity and unity. Teachers divided students into two large groups to ask why the Minangkabau people are identical with traders or entrepreneurs, both in the culinary, clothing, transportation, P&D, photocopying, and other fields throughout Indonesia. Based on the interviews, students instilled the hard work of the Minangkabau people around their homes and in migrant areas who are persistent in trading so that they are successful. The Minangkabau community has character values to be accepted and strengthened by students from the Minangkabau merchant community namely creative, independent, and have high social concern for others. This is evidenced by the large number of traders and migrants who bring the village community to trade with those who have been successfully migrated.

Based on the example from the Basic Competency of Class V themes 1 and 2 above, local wisdom-based character building for students can be performed by inserting character values into the social science subject taught according to the theme in the classroom. The local wisdom-based character values also introduce local culture as regional characteristics of students who will increase the love for their own culture which will be preserved from time to time. These values will also be implemented in everyday life both in the family, community, and nation.

Community anxiety about the fading of local values due to unhindered global development and progress can be overcome by continuing to instill and strengthen the values of local wisdom in learning in schools, especially in social science learning at the elementary schools level. The school must cooperate with each other in maintaining the value of character education based on local wisdom so that this responsibility does not become the task of the parties alone, but all elements have a role, especially in the learning process..

CONCLUSION

The strengthening of local wisdom-based character education through social science learning in elementary schools can be concluded as follows: local wisdom-based character education was taken from 18 character traits defined by the Ministry of Education and Culture applied in the Learning Plan (RPP) in social science learning in elementary schools. The character values were taken for example from the cultural values in the regions based on social science learning materials for students. Thus, students can preserve the character values of local wisdom in their respective areas from generation to generation.

Suggestion: Based on the results, researchers suggested that teachers in elementary schools should make local wisdom among students as a social science

learning resource and include them in the Thematic Learning Plan (RPS).

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