

**IMPLEMENTATION OF LOCAL WISDOM-BASED LEARNING IN HISTORICAL SUBJECTS TO BUILD STUDENT CHARACTER**

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**ABSTRACT**

Learning history mostly covers only national history, compared to local history which contains local wisdom with the values of character education. The purpose of this study was to describe the learning of history based on local wisdom that can build student character. Descriptive qualitative method used in this research. The results of this study were students can apply the values of local wisdom and provide an explanation of environmental conditions, nature, culture and religion. The implementation of history learning based on local wisdom is an innovation to deliver historical material that can build students' character appropriately.

**KEYWORDS:** Historical subjects, Local wisdom, Character education

**INTRODUCTION**

In Indonesia, character education has been thoroughly discussed by Ki Hadjar Dewantara in his two monumental works, Education and Culture. Character education that is now touted by the Ministry of National Education is actually just another term from Budi Pekerti Education in Ki Hajar Dewantara's thoughts. Apart from that, Character Education in Indonesia carries a new spirit with full optimism to build the nation's dignified character. Therefore, the concept of character education must take a clear position, that a person's characteristics can be formed through education (Suyadi, 2013).

Character can be interpreted as innate, heart, soul, character, behavior, personality, and temperament. Characters in this sense mark and focus the application of the value of goodness in the form of actions or behavior. People who do not apply good values, such as dishonest, cruel, greedy, and other bad behavior, are said to have bad character, but people whose behavior is in accordance with moral principles is called noble character. Imam Suyitno (2012) discusses problems in education in Indonesia it will never end. Teachers who are actually role models at school are now starting to be ignored. The causes vary from negative associations, the entry of external cultures that have a negative impact, and most importantly, the character or personality of the nation's young generation that has been eroded by the times. New breakthroughs are needed that can rebuild the character of the nation's young generation, especially through the world of education.

History is a subject that instills knowledge, attitudes, and values regarding the process of change and development of Indonesian society and the world from the past to the present (Agung. L & Wahyuni, 2013: 55-57). Historical subjects have a strategic meaning in the formation of the nation's dignified

character and civilization as well as in the formation of Indonesian people who have a sense of nationality and love for the country (Aman, 2011: 57). From this understanding we can take an understanding that learning history is a process of shaping students' attitudes guided by virtue values and involving thought processes in processing their knowledge of the past.

Historical subjects have a strategic meaning in the formation of the nation's dignified character and civilization and the formation of Indonesian people who have a sense of nationalism and love for the motherland (Aman 2011: 57). Regarding Indonesian people, this is not an easy process, because to become an Indonesian human being, we must understand about a multicultural Indonesia and that is still a problem. So here not only for historical subjects that need to play a role in it but in a broader scope is education. According to Bikhu Parekh (2002: 224-225) Indonesian people who have a diversity of religions, cultures, ethnicities and languages, no longer need the concept of exclusive and discriminatory monocultural education. It is clear that education must change its concept by introducing diversity. In diversity, various differences between one another and the existence of social interaction is part of understanding in living together in different socio-cultural contexts (Brian Fay, 1998: 3-4).

Local wisdom is a part of local history where local history is part of national history. By using aspects of local wisdom as a support in learning history, students will feel that they are learning their own lives, because local wisdom is in an environment that has a relationship with students. In simple terms, we can assume that something which is always related to the students themselves even though they are small will be far more interesting than anything that is big but has no connection with it. So we can make local wisdom as an introduction in directing students to understand historical events as a whole. After students' interest and understanding about history is built, this is where students can understand the values that exist in each history, because the inculcation of values cannot be done if the students do not yet have an interest in learning history.

Local wisdom is a local intelligence that is transformed into creativity, work, and intention (culture) so that people can be independent in various changing social climate. The character of students in the school environment is still not in accordance with the values of a culture of society. It is important role local wisdom to develop student resources in the school environment. As pointed out by Patta Rapanna (2016) the functions of local wisdom include: (1) Functioning to develop human resources. (2) Functioning to develop culture and science. (3) Functioning for conservation and natural resources. (4) Functioning for advice and confidence.

Learning history by relating local history in which there is local wisdom needs to be done so that learning history is not only focused on events that occur around Java. For this reason, there is a need for history learning that links local history and culture with national history that contains the values of character education. The role of the character education program is to build and complement the values that have begun to grow with the values that exist in society, and help students to reflect, build

sensitivity and apply the development of values that are owned by these students. Implementation of local wisdom-based learning in historical subjects is something we must do together as revealed by Horton & Chester, (1996) culture is the whole of knowledge, beliefs, arts, morals, law, customs and all abilities and habits the other is obtained by someone as a member of the community.

## **METHOD**

Research is a descriptive study using a qualitative approach. Data collection techniques using document analysis. The data analysis technique used there are 4 stages: 1). Unitization or categorization 2) data reduction 3) data display, and 4) drawing conclusions.

## **RESULTS AND DISCUSSION**

The results of the research obtained on the Implementation of Citizenship Based Local Wisdom Education to Build the Character of the Young Generation of the Nation are as follows:

### **The Role of Historical Subjects in Building Character**

Character is an important thing in living life, because this character is very attached to every individual. The components of good character we can see first are moral knowledge, which consists of: 1. Moral awareness, 2. Knowledge of moral values, 3. Determination of perspective, 4. Moral thinking, 5. Decision making, 6. Personal knowledge, The two moral feelings are: 1. Conscience, 2. Self-esteem, 3. Empathy, 4. Loving good things, 5. Self-control and 6. Humility, and third are moral actions, in which there are: 1. Competence, 2 Desires, 3. Habits (Lickhona, 2012). In carrying out these characters, we must not discriminate, because we live in a social environment that is safe between one another and need one another and side by side with each other. We as social beings in life must have a difference, because every human being has its own character that is the hallmark of every human being. In addition, with a difference in the community, it can have its own attraction to a very strong collaboration without looking at the differences.

According to Hidayatullah (2010) character building has an extraordinary goal of a true education system. Thus education is a way to build character for the younger generation, one of them through history learning. Surtini (2011: 74-75) states that a person who learns history will not think mono-causal, historical thinking means thinking based on development. So that in relation to learning in school, in the process of learning history students are guided to process their knowledge of history so that the orientation of learning is not just knowing the past but with past events can respond to what is happening at the moment.

According to Kochar (2008: 54-64) the values contained in history are (1) scientific values, (2) informative values, (3) ethical values, and (4) nationalism values. Based on this opinion it is clear that history lessons do not only support students' knowledge, but contain other aspects that are needed by students in life. Building the character of the nation's young generation in addition to being implemented in education and family is no less important that has a large influence in shaping

the character of the younger generation, namely the community environment. Character education should indeed begin to be built at home, be developed in the school education environment, until it is implemented in real life in the community and included in the business and industrial world (Komalasari and Saripudin, 2017).

## **Implementation of Local Wisdom-Based Learning in Historical Subjects in building the character of the nation's young generation**

The application of historical learning is still not well implemented, as is still the use of a monotonous learning method that is the lecture method by the teacher and it makes it difficult for students to understand and digest what is conveyed by the teacher. Historical education which is a fundamental thing that will bring students to know the values, roles, systems, rules and everything related to aspects related to life. Historical learning in the process is based on local wisdom, because it is considered to be able to provide positive values for each student such as, students are more familiar with local wisdom in their area of residence, students are able to participate in preserving local wisdom, and using the values that exist in local wisdom in the context of education.

Local wisdom is a part of the culture of society that cannot be separated from the community itself, meaning that local wisdom is knowledge that was discovered by the local community itself through experience in trying to integrate with understanding of the culture and natural conditions of a place. The application of history learning based on local wisdom in the learning process in schools has a role to build the character of students, so students can develop the character of the school environment. The school environment becomes a place for students to study and also a place for students to develop their own character. With the existence of local wisdom in Historical learning requires students to have characters that are in accordance with the values that are needed in society. The character of these learners can be built up well if in history subjects can innovate in class learning one of them uses history-based learning of local knowledge which is for the cultivation of learners 'character in schools through the culture in the environment of learners' lives so that the outputs are in accordance with hope.

History is one of the subjects that carries and builds the character of students, so that the implementation of learning history based on local wisdom is expected to shape the character of students in accordance with the ideals of the nation. Learning history through local wisdom contained in schools gives influence to students in building the character of the nation's young generation. Imam Suyitno (2012) states that character can be interpreted as innate, heart, soul, personality, character, behavior, personality, nature, character, temperament, and character. Characters in this sense mark and focus the application of the value of goodness in the form of actions or behavior. People who do not apply good values, such as dishonest, cruel, greedy, and other bad behavior, are said to have bad character, but people whose behavior is in accordance with moral principles is called noble character. The school environment is also one of the factors supporting students to have a character that is in accordance with the values in the community. It can all be seen

clearly like; the character of students whose schools are under a religious-based institution must be different from the characters of students whose schools are not under a religion-based institution. Pranoto (2010: 2) states that one of the lessons that can create behavior change is learning history. Historical subjects need to be taught in schools, this is because historical subjects are subjects that contain the values of wisdom and national character. This is in line with the opinion of Widja (1989: 100), in general education can be formulated by all actions and efforts of the older generation to transfer their knowledge, experience, skills and skills to the younger generation as an effort to prepare them to be able to fulfill their life, physical and spiritual functions and able to assume the moral responsibility of all deeds. Specifically, education is defined as an effort to develop human power so that humans can build themselves and together with others to cultivate their nature and develop their society. Learners can easily understand the subject matter of history through local wisdom with the existence of historical learning that brings students to know the roles and values associated with society and statehood. This is in line with what was stated by Susanto (2014: 6) in which history learning should be oriented to the value approach.

Conveying the facts is indeed very important in learning history, but peeling these facts and taking the essence of the values contained in them so that students will become introspective as a result of understanding these values is no less important. Local wisdom that has a variety of positive values from culture that is very inherent in the environment of students can provide a learning that can shape the character of students in accordance with the values of character and cultural values in the community.

## CONCLUSION

Implementation of local wisdom-based learning in history subjects to build the character of students has several benefits that can be received and then applied directly by students and educators in the educational context, such as: giving positive influence to students in building the character of the nation's young generation through values of local wisdom, foster a sense of nationality and love for the country of students, print better character of students, build students to have insight and awareness of the state, build attitudes / behavior of patriotism and can understand the culture and natural conditions of a certain environment. Growing awareness in learners to always develop and preserve forms of local wisdom and for educators (teachers) the implementation of local wisdom-based learning in historical subjects becomes a new intermediary to deliver historical material which will certainly build the character of students appropriately.

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