



The integration of the values of local wisdom of the Baduy people in social studies learning to foster the disciplined character of elementary school students

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ABSTRACT

Education, especially schools as a place to educate students, should also be a place to grow student character. The process of growing character in schools can be done in the learning process. The learning process can be done by incorporating local wisdom values in the learning material provided, this is done because there are so many local wisdom values in an area that can be used as a guide in growing student character. This study aims to integrate the values of the local wisdom of the Baduy people in the social studies learning process to develop the disciplined character of elementary school students. The integration of local wisdom values of the Baduy people in social studies learning is done because the Baduy people have a very high level of discipline, especially towards the stubborn Baduy people. Pikukuh Baduy itself is a customary prohibition that guides the activities of the Baduy people based on the teachings of Sunda Wiwitan. This research is a quantitative study with research subjects namely fourth-grade students at SD Negeri 2 Girimukti totaling 30 students. The trials in this study were carried out in two stages, the first stage was carried out to obtain initial data on the student's disciplinary character (pretest). Furthermore, the second stage was carried out to obtain data on the growth of the character of student discipline after carrying out learning by integrating the local wisdom values of the Baduy people (post-test). Based on the results of the initial data research (pretest) on the character of students based on filling out the given character questionnaire, the average result was 83.00, while the average result of students after learning by integrating the local wisdom values of the Baduy people was 91.16. Based on the results of the study, shows that cultivating the character of student discipline can be done by integrating the local wisdom values of the Baduy people in social studies learning in elementary schools.

Keywords : *Integration, Local wisdom, Student character, Discipline*



INTRODUCTION

Education is a forum to improve the quality of human resources (HR) in ensuring the success of a nation. In efforts to improve the quality of human resources, education plays a role in improving cognitive, affective, and psychomotor aspects. Cognitive, affective, and psychomotor aspects are educational facilities that will be developed by teachers in the learning process (Azmi et al., 2017).

Education in the learning process is expected to be able to educate and shape the character of students. One effort that can be done in shaping student character is character education. Character education is a shared responsibility. Schools through learning become the main base in character education apart from family and society.

The character education process carried out in schools can be carried out by integrating the local wisdom values of the community into the learning process. Integrating local wisdom values in learning can be done as an effort to build student character. One of the values of local wisdom that can be integrated into learning is the values of local wisdom of the Baduy people.

The Baduy tribe has wisdom values that deserve to be imitated in the context of building student character. The values of local wisdom of the Baduy people can be integrated into the context of building student character, one of which is the character of discipline. The Baduy community has a very high level of discipline, especially towards the pikukuh of the Baduy Tribe. Pikukuh Baduy itself is a customary prohibition that serves as a guide for the activities of the Baduy community based on the teachings of Sunda Wiwitan. The value of local wisdom can be implemented in students' daily lives as a sustainable lifestyle.

The process of integrating the local wisdom values of the Baduy people can be carried out in the social studies learning process in elementary schools. Social studies learning in elementary schools not only provide knowledge to students but is also expected to shape the character of elementary school students.

The purpose of this study is to integrate the values of the local wisdom of the Baduy people into social studies learning to develop the character of elementary school students.

The urgency of this research is to integrate the local wisdom values of the Baduy people in social studies learning to develop students' character. integration is carried out



because it is not possible for students to carry out field studies in the Baduy community and because of the lack of integration of local wisdom values of the Baduy people in learning.

(Kurniasih & Arisetyawan, 2019) his research on the integration of local wisdom of the Baduy people in thematic teaching materials for grade 4 elementary schools aims to find out how local wisdom develops in the Baduy community within the ethnographic framework of elements of the economic system, arts, and religion. Furthermore, to find out how to integrate the local wisdom of the Baduy community in thematic teaching materials for grade 4 elementary schools. The results of the study show that the local wisdom of the Baduy community within the ethnographic framework of the economic, artistic, and religious systems contains values in the form of preserving nature, humility, and mutual cooperation. It is this value that needs to be integrated into thematic materials.

In contrast to previous research, the research that was conducted focused on integrating the values of local wisdom of the Baduy people to cultivate students' disciplined character. The research carried out is not only limited to knowing how the process of integrating the values of local wisdom of the Baduy community is to grow character but the research is carried out to find out how the growth of student discipline character is by integrating the values of local wisdom of the Baduy community.

The research method used in this study is a quantitative research method with an experimental approach. The research design used is a Pre-Experimental Design with a One-Group Pretest-Posttest Design model. This research design is used because there is a pretest before being given treatment, the results of the treatment can be known more accurately by comparing before being given treatment.

LITERATURE REVIEW

Education is an effort made by humans to gain knowledge and then serve as the basis for behavior and behavior in carrying out their lives. Education as one of the fields of human life has an important role in creating a generation of intelligent, wise, and character human beings (Rachmadayanti, 2017). Character education is in line with the formation of student character. Character education is an effort to develop and educate one's character, namely psychological, moral, and character so that it becomes better (Rosala, 2016).



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Character education from an early age will foster a good national character culture and is the main key to building the nation. Strengthening character education needs to be implemented as early as possible starting from the family, and school and extending to the community environment (Wuryandani et al., 2014). Character education is the answer to concerns about the bad effects of the information openness era which has resulted in the decline of the nation's noble cultural values which has led this nation to a moral crisis (Fauziah et al., 2019)

Character education is a system of cultivating character values that includes components of knowledge, awareness, or will and actions to carry out these values, both towards God Almighty, oneself, others, the environment, and nationality (N, 2015). Through character education, students are expected to be able to apply character values in everyday behavior. The character will be formed if the activity is carried out repeatedly regularly until it becomes a habit, which in the end does not only become a habit but has become a character (Putri, 2018). Character development can be carried out in an educational process that does not release students from the social and cultural environment of society.

Character is a combination of morals, ethics, and morals which are very important for students to have in carrying out their lives, students are led to have good morals, ethics, and morals. Character is the distinctive values of a person's character, morals, or personality which are formed from the internalization of cultural, national, technological, and international competitive rules as a way of viewing, thinking, acting, speaking, and behaving in everyday life (Hastuti, 2017).

We can interpret the character as the way of thinking or acting of each individual to carry out his life in the social order. (Putry, 2019) suggests that character can be considered as the values of human behavior related to the almighty God, oneself, fellow human beings, the environment, and nationality which are embodied in thoughts, words, and actions based on religious norms, laws, and ordinances. manners, culture, customs, and aesthetics. Character is behavior that appears in everyday life both in attitude and action.

To strengthen character, teachers can integrate the local wisdom values of the community as learning resources. Local wisdom has the potential to be used as a source of learning for students because it has a function that has an impact on carrying out life along



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with the times. The development of the times can be utilized by the community, especially students in knowing and studying local culture. Local wisdom is a scholarship for local wealth or an area in the form of knowledge, beliefs, norms, customs, culture, and insights which are inherited and maintained as an identity and guide in teaching us to act appropriately in life (Utari et al., 2016).

Local wisdom is inherited from generation to generation which is inherited by the ancestors and is firmly held by the community in carrying out their lives. Local wisdom is the values of life that are inherited from one generation to the next in the form of religion, culture, or customs which are generally in oral form in a social system in society (Juniarta et al., 2017). Local wisdom in society is the result of a hereditary adaptation process over a very long period to an environment where interactions often occur.

The local wisdom should be able to become a milestone in the community in order to preserve the cultural heritage and the material resources (Dewi et al., 2020). Local wisdom must be an important milestone in the community to preserve culture and natural resources. Along with the times, the local wisdom of a community must be firmly held so that the values inherited from the ancestors do not disappear along with the times. Local wisdom functions as a filter and controller of outside culture (Njatrijani, 2018).

The values of local wisdom that are instilled in students from an early age will foster national identity through the values of the nation's ancestors so that these ancestral values remain embedded in students even though the times are increasingly advanced. (Efendi, 2014) suggests that the cultural values owned by the community must be transformed in education so that it is known, accepted, and can be lived by students.

Local wisdom-based learning has advantages in its implementation, namely, in addition to providing information in the form of knowledge to students, local wisdom-based learning can also foster moral values and character in students. (Wulandari et al., 2020) suggested that local wisdom-based education provides knowledge, skills, and attitudes to students so that they have knowledge of environmental conditions.

Teachers can design learning activities and assignments given to students based on the local wisdom of a community (Rachmadayanti, 2017). The integration of local wisdom values can be through material sourced from community activities, culture, products, and the potential that exists in the community. Various elements of local wisdom, traditions,



and local institutions including norms and customs are useful and can function effectively in character education (Fajriani, 2014).

Integrating local wisdom values in learning can be done as an effort to build student character, one of which is by integrating the local wisdom values of the Baduy people. The Baduy people have values that are worth emulating to build student character (Nurhasanah et al., 2016). The values of the local wisdom of the Baduy people can be integrated into learning in elementary schools through social studies learning. IPS learning has the goal of forming good citizens by having knowledge, skills, attitudes, and values (Suwarti et al., 2019).

The Baduy tribe has local wisdom values that can be transmitted to the community, especially students in character building. The local wisdom values of the Baduy tribe that can be transmitted in the context of character building include obedience or discipline to customary law. The sincerity and obedience of the Baduy people in applying customary law in their daily lives have truly taken root and bound their minds. Customary law is a rule of life that must be obeyed and applied in every aspect of life (Amriulloh Syabrini, 2015). The local wisdom values of the Baduy people are in line with one of the characteristics that must be instilled in elementary school students, namely the character of discipline.

The character of discipline is a character that must be instilled and accustomed to students from an early age. The application of disciplinary character values can be carried out in various routines in the school environment. Discipline character indicators according to (Hudaya, 2018) namely; a) obedience to the rules at school, b) obedience to learning activities at school, c) obedience in doing lesson assignments, d) obedience to learning activities at home.

Planting positive characters through the noble values of local wisdom and equipping students to face problems outside of school. Another study conducted (Karsiwan; et al, 2017) concluded that social studies learning based on local wisdom values were able to effectively improve the quality of social studies learning both from the aspect of learning innovation, and creativity and a learning atmosphere designed to be fun and challenging for students.

METHOD



The type of research used in this research is quantitative with an experimental approach method. The research design used is a Pre-Experimental Design with a One-Group Pretest-Posttest Design model. This research design is used because there is a pretest before being given treatment, the results of the treatment can be known more accurately by comparing before being given treatment. This design can be described as follows:

Table 1. *Design One-Group Pretest-Posttest Design*

Pretest	Treatment	Post-test
O ₁	X	O ₂

(Sugiyono, 2012)

Description:

O₁ = Pretest value before being given treatment (treatment)

O₂ = Post-test value after receiving treatment (treatment)

X = Treatment by integrating the local wisdom values of the Baduy people

This research was conducted at SD Negeri 2 Girimukti, Lebak district, Banten. The population in this study was 30 students in grade IV. The data collection method used is a questionnaire.

The data collection steps are carried out according to a determined design and assisted by using certain instruments: Questionnaire instruments can be seen as follows;

Table 2. *Student Character Questionnaire Instrument*

Character	Indicator
Discipline	Obedience to school rules Obedience to learning activities at school Obedience in doing lesson assignments Adherence to activities at home

RESULT AND DISCUSSION

Based on the results of the research, shows that the integration of local wisdom values of the Baduy people can foster the discipline character of students. This can be seen from the comparison of the results of the pretest and post-test filling out the student discipline character questionnaire sheet.



Table 3. *Discipline character questionnaire pretest and post-test value data*

	N	Average	Std.Deviation
Pretest	30	83,00	12,97212
Post-test	30	91,1667	10,56044

The table above shows the average value data obtained from the pretest and post-test results of the discipline character questionnaire given to students. The average value obtained at the pretest was 83.00 with a standard deviation of 12.97212. While the average value obtained in the post-test was 91.1667 with a standard deviation of 10.56044. The results of the descriptive analysis can be said that the average value of the post-test is higher than the pretest. The pretest questionnaire was administered before students received the integrated treatment of the local wisdom values of the Baduy people, while the post-test questionnaire was given after students received treatment by integrating the local wisdom values of the Baduy people in social studies learning in elementary schools. The integration process is carried out by incorporating the local wisdom values of the Baduy people in learning materials related to discipline towards the customary law of the Baduy tribe.

Education should be able to direct students in a better direction, especially in character building. Character building can be done in the learning process as student character education. The process of learning character education can be done by providing innovation both in terms of materials, methods, and learning media. Character education is an important process carried out by teachers in the context of building student character. Character education is everything that the teacher does that can influence the character of students (Puspitasari, 2014) including exemplary teacher behavior and various other related matters. Alternative education applied in schools is not only a subject but a process that is carried out every day (Buchori & Setyawati, 2015).

This study explains how the integration of local wisdom values of the Baduy people in fostering the character of student discipline. Integrating the values of local wisdom apart from providing information in the form of knowledge to students can also foster moral values and student character. *Local wisdom-based education provides knowledge, skills dan attitudes to students so that they have knowledge of environmental conditions* (Wulandari et al., 2020)



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(Pingge, 2017) in his research concluded that learning based on local wisdom is very important for teachers to apply in learning that is useful for increasing students' knowledge and understanding and as a medium for instilling a sense of love for local wisdom in their region. (Nugroho, 2020) suggests that character of discipline is one of the characteristics that hold fast to an important role in the development of students' social attitudes. The character of discipline in students will be seen through the actions and actions taken in their daily routines at school.

CONCLUSION

The process of integrating local wisdom values can be done to foster the disciplined character of elementary school students. One of the values of local wisdom that can be integrated into learning in fostering student character is the values of local wisdom of the Baduy Tribe community. The Baduy Tribe community has values that can be integrated into learning to foster student character, one of which is the disciplined character of the Baduy Tribe community. Based on the results of the research conducted, show that the average post-test (after receiving treatment, namely the integration of local wisdom values) is greater than the average pretest (before receiving treatment). Based on these results, it can be concluded that the integration of local wisdom values, especially the values of local wisdom of the Baduy Tribe, can be carried out to cultivate the disciplined character of students.



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