

**INTERNALIZATION OF LOCAL WISDOM VALUES IN SOCIAL SCIENCE LEARNING
TO FORM STUDENTS' CHARACTER**

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ABSTRACT

The aim of this research is to explore the integration of local wisdom values in social studies learning towards the formation of student character. The subjects in this research are junior high school and MTs teachers in Kuningan Regency, then this research uses an exploratory descriptive qualitative method. Data collection techniques were carried out through observation and interviews. Next, data triangulation was carried out as part of the analysis of research results and to obtain the validity of the data obtained. From the research that has been carried out, the results show that there are several character values that are formed through the integration of local wisdom values in learning, namely religious, nationalist, disciplined, mutual cooperation characters. These several character values are then studied into five main character development values, namely religious character values, nationalist character values, independent character, mutual cooperation character and integrity character. The formation of these character values can be done by internalizing them in learning materials and habituation activity programs at school such as readhaton, regional fiction literacy, singing the national obligatory song, motivational programs, and environmental care activities.

Keywords: Student Character, Local Wisdom, Social Studies Learning.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengeksplorasi integrasi nilai kearifan lokal dalam pembelajaran IPS terhadap pembentukan karakter siswa, subyek dalam penelitian ini adalah guru-guru SMP dan MTs di Kabupaten Kuningan, kemudian penelitian ini metode kualitatif deskriptif eksploratif. Teknik pengumpulan data dilakukan melalui observasi dan wawancara. Selanjutnya dilakukan triangulasi data sebagai bagian dari analisis hasil penelitian dan untuk mendapatkan validitas data yang didapatkan. Dari penelitian yang sudah dilakukan diperoleh hasil bahwa terdapat beberapa nilai karakter yang dibentuk melalui integrasi nilai kearifan lokal dalam pembelajaran, yaitu karakter religious, nasionalis, disiplin, gotong royong. Dari beberapa nilai karakter tersebut kemudian dikaji dalam lima nilai karakter utama pengembangan yaitu nilai karakter religious, nilai karakter nasionalis, karakter mandiri, karakter gotong royong dan karakter integritas. Pembentukan nilai karakter tersebut dapat dilakukan dengan menginternalisasikan dalam materi pembelajaran dan program kegiatan pembiasaan disekolah seperti

readhaton, literasi fiksi daerah, menyanyikan lagu wajib nasional, program motivasi, dan kegiatan peduli lingkungan.

Kata kunci: Karakter Siswa, Kearifan Lokal, Pembelajaran IPS.

A. INTRODUCTION

Social studies learning has the aim of educating and providing students with basic abilities to develop their character and potential in accordance with their talents, interests, abilities and environment (Sari, 2021). This requires the existence of a learning pattern that is able to provide a bridge to achieve this goal. Teachers' skills and abilities in using various models, methods and learning strategies are always being improved. Social studies learning must always appear in accordance with applicable and civilized values, so that it can always be a reformer in the progress of the nation and state and become a manifestation of culture that carries out the mission of equipping members of society with a set of survival skills and forming attitudes and character that are in accordance with values. -values that apply locally, nationally and globally (Pernantah, 2022). Then as a communicative-dialogical-transformative action and with an ethical aim to develop students' personalities as a whole in the context of a civilized natural and cultural environment (Rahmi, 2021).

Learning that emphasizes character education is an important substance so that students can interact harmoniously and have high social sensitivity and awareness (Syaumi, 2022). Considering the importance of building student character, it is necessary to have a learning model that is able to promote local wisdom values, or integrate local wisdom values in learning. This is done to educate students to always maintain themselves as civilized Indonesians. Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local communities in answering various problems in fulfilling their lives (Marfai, 2019). In foreign languages, it is often referred to as local policy, namely local wisdom, or local knowledge, local knowledge or local intelligence, local genius (Fajarini, 2014).

Learning that internalizes the values of local wisdom can be a means of cultivating and implementing good and true national character by educating and teaching the values of local wisdom in the integration of subjects, learning activities and role models in the daily lives of children in the community (Anggrayni, 2016) (Istiawati, 2016). Learning based on local wisdom is important to teach because the cultural elements in it are able to withstand noble culture, have the ability to accommodate elements of external culture into original culture, have the ability to control, and are able to provide direction to cultural development (Anggrayni, 2016).

The process of internalizing local wisdom can be carried out by teaching local norms which are developed through daily activities, literary works and beliefs which usually contain certain lessons or messages (Fajarini, 2014). Learning based on local wisdom is useful in providing complete experience in instilling, growing, building and developing the

character or personality of the Indonesian nation that is virtuous and dignified, as one of the forms of identity and emotional involvement of the community in appreciating local wisdom (Anggrayni, 2016; Nurasiah, 2022)

The internalization of local wisdom values in learning is a model that is able to apply wisdom local and these values always help in the process of forming student character. There are 5 student character values which are the main focus in social studies learning, including religious character values, nationalist character values, independent character values, mutual cooperation character values, integrity character values (Komalasari, 2017). With a learning model that internalizes local wisdom, it can at least help in efforts to shape the character of students.

Social studies learning models that internalize local wisdom can be carried out using various strategies, including: 1) integrated learning, namely a learning model that involves several fields of study. It is hoped that this learning model can provide meaningful experiences to students. 2) discovery learning. This learning model expects students to be involved in the learning process to find relationships, collect data and use it and discover laws or principles that apply to a scientific event. 3) Cooperative learning model, namely a learning model that prioritizes student learning groups and cooperation in solving problems to apply knowledge and skills in order to achieve learning goals. 4) Living values education learning model, namely a learning model which in its application has principles such as; points of reflection, imagination, focus reflection exercises, artistic expression, self-development activities, cognitive awareness about social justice, and incorporating cultural values (Komalasari, 2017)

Research on social studies learning that internalizes the value of local wisdom has been carried out, including: social studies learning based on local wisdom which discusses the concepts and application of local wisdom in learning (Setiawan, 2020); Social studies learning based on local wisdom values to increase social awareness (Hurri, 2018); Internalization of Local Wisdom in Learning through the Development of Interactive Multimedia Social Studies Learning Content (Prayogi, 2019); Implementation of character education based on local wisdom in social studies learning (Hetarion, 2020); Implementation of local cultural wisdom in the indigenous community of Kuta village as a source of social studies learning (Efendi, 2014).

However, exploration of learning models that internalize local wisdom values in social studies learning towards nationalist character in Kuningan Regency has never been researched. Apart from that, based on the results of the study and analysis of observational data on junior high school and MTs students in Kuningan Regency, it is indicated that there are still some students who do not fully care about the culture of their region, which of course pays little attention to the local wisdom of their region. This is of course a major concern for schools, especially social studies teachers, in implementing learning with various strategies or models that are more appropriate and innovative as well as collaborative learning between teachers and students. For this reason, this research aims to explore the model of internalizing local wisdom in social studies learning on student

character. It is hoped that the results of this research can become a reference for the social studies learning process in providing students with knowledge, attitudes and behavior changes.

B. RESEARCH METHOD

In particular, this research, when viewed from its objectives, is exploratory research. Judging from the method used, it is a qualitative method. If you look at the research location, it is field research and literature and if you look at it from the explanation, it is descriptive research. Qualitative methods are used because there are several considerations, namely: first, adapting qualitative methods is easier when dealing with the realities faced by researchers in the field. Second, this qualitative method directly presents the relationship between researchers and informants. Third, this method is more sensitive and more adaptable to the sharpening of collective influence on the value patterns encountered (Moleong, 2005).

The subjects in this research were school principals, deputy principals for curriculum, social studies teachers and several junior high school/MTs students and students in Kuningan Regency. The objects or problems examined in this research are: several school programs in an effort to build student character, forms of social studies learning models based on local wisdom and factors that encourage and hinder the implementation of social studies learning models based on local wisdom in SMP / MTs. in Kuningan Regency.

The main instrument in this research is the researcher himself. Data collection in this qualitative research uses participant observation techniques, in-depth interviews, documentation studies and triangulation of data sources. Observations in this research were carried out by conducting direct observations at the research object, namely SMP/MTs. in Kuningan Regency. Interviews were used to explore data about "Internalizing local wisdom values in Social Studies Learning in Efforts to Form Student Character" in SMP/MTs in Kuningan Regency. The documentation study was carried out with the aim of immortalizing data from interviews, observations made by researchers of sources, in the form of photos taken by researchers in order to strengthen the data obtained during the research.

The data analysis technique carried out in this research uses an interactive model, through four stages. The first is the data collection stage, the second stage is the data reduction stage, the third stage is the data display stage and the fourth stage is the conclusion drawing and/or data verification stage (Sugiyono, 2013). Data reduction is a sensitive thinking process that requires intelligence, flexibility and a high depth of insight. After the data has been reduced, the next step is to display the data. By displaying data it will make it easier to understand what is happening, plan further activities based on what has been understood (Sugiyono, 2013). The next step in this research is drawing conclusions. This conclusion can answer the formulation of the problem that was

formulated at the beginning of this research plan. Next, after presenting the data in this research, is the drawing of conclusions and verification, after the researcher has collected the data and reduced it from the presentation of data obtained from sources from SMP/MTs residents in Kuningan Regency regarding the Internalization of local wisdom values in Social Studies Learning in Efforts to Form Student Character, then the data obtained are verified and concluded validly so that it becomes a final and credible conclusion.

Qualitative research faces several problems, which of course require testing the validity of the data. One of the data tests requires diligent and consistent observation. This can provide consistency in various ways in connection with a constant or tentative analysis process. With triangulation, qualitative researchers review the findings by comparing various sources, methods and theories (Chony: 2012). Data checking through discussion was carried out by exposing the initial and final results of the research with colleagues. Auditing can be carried out strictly and used to check the dependability and certainty of data. The main techniques for creating firmness and certainty in data are very important in qualitative research. Apart from triangulation techniques, trust in research data is also very important in this research. The main reliance on this research data is to operationalize the concept so that there are confirmed benefits that can be taken.

C. RESULTS AND DISCUSSION

RESULTS

Internalization of Local Wisdom Values in Social Sciences Learning

Based on research that has been conducted, in general social studies learning based on local wisdom is learning that teaches students to always be attached to the concrete situations they face. In the learning process, pay attention to the synergy between culture and education so that the education that takes place has more character and is more in line with the developing culture so that it will be easier for students to accept and apply in their lives. This process will produce knowledge that describes local wisdom itself, namely a description of attitudes or behavior that reflect the original culture of a particular area.

In implementing learning, the teacher develops social studies learning materials by internalizing the material and local wisdom in the environment around the students. Teachers internalize it by inserting local wisdom values or by exemplifying local wisdom in appropriate material. The application of local wisdom-based learning is implemented by teachers with the aim of making students understand the material more easily because it is in accordance with what is happening in the surrounding environment. One of them is in class VII material about Indonesian Society, studying the Curak/ Saweran tradition in circumcision or wedding celebrations in the Kuningan Community. Curak or Saweran is a Sundanese heritage custom. This can be seen from literary works in the form of traditional songs sung when saweran takes place. In the verses of the song containing prayers and

teachings to the bride and groom, Curak contains wisdom values about sharing, gratitude, and also sharing happiness together.

Then based on the results of an interview conducted with one of the MTs social studies teachers in Kuningan (Mr. T, 50 years old) on 04 October 2021

"...So far, social studies learning based on local wisdom has also been internalized with one of the school programs, namely reading movement literacy, namely reading fiction books, which is expected to increase knowledge other than the subjects usually taught in school. "Every Wednesday we carry out readhotan, namely, reading the Koran and learning languages, Indonesian, English, Sundanese and Cirebonese."

On another occasion, researchers conducted an interview with one of the social studies teachers at SMP N 1 Kuningan (Mr. A, 38 years old) on 25 October 2021 regarding the model used in social studies learning, he said:

"...actually there are many learning models. I myself use a lot of models that can make you active, can activate yourself, *to head together*, problem solving, mind mapping. We also have an agenda *study outdoor* to get closer to nature and to know history. It feels like you're traveling while studying. Thank God, more or less students can develop the local policy values adopted in their region, so that they can shape their character and behavior in accordance with the regional policy values. This is thanks to the use of outdoor learning by social studies teachers. The students were invited to come together to look closely and observe the potential of the region in the form of local wisdom. They were enthusiastic and enthusiastic, so that they did not just take a walk but went further than that, they analyzed and observed the various wonders that they responded to and they discuss it with their friends, teachers and even with traditional leaders or key interpreters. Based on this explanation, they are happy and enthusiastic about learning social studies."

Another thing related to the internalization of local wisdom values used in social studies learning was said by Mr. S, an MTs social studies teacher in Kuningan (26 October 2021), he said that:

"... The learning model used is more targeted in efforts to build student character. Such as discussion methods, mind maps, *rool playing* and other. "Apart from that, there is also a habituation method for every class hour in the morning, namely singing the song Indonesia Raya, with the aim of making students able to experience changes in behavior and attitudes towards their nation, namely having a national character or a nationalist character, which is based on love of the homeland."

On the basis of the statement above, it can be concluded that the learning of social studies subjects is carried out by social studies teachers both at state junior high schools and at MTS. In Kuningan Regency, by applying various methods, of course to be more interesting and arouse students' interest in their learning, innovate, be fun and more

importantly to have an impact on the values of character building efforts and increase students' social participation.

Main Character Values in Learning

Social studies learning has dynamic and flexible characteristics, character education programs carried out in schools can be said to be part of applied social studies learning. Based on research conducted by the author, the programs in SMPN and MTs. in Kuningan has a close relationship with character formation and social studies learning.

Habituation and exemplary programs such as singing the national anthem Indonesia Raya are included in social studies learning materials, as stated by one of the social studies teachers (Mr. A, 50 years old) on October 4 2021, that:

"...habituation is done every day before the learning takes place. Children read the Qur'an, usually as many as 20 verses, it is expected that children have a religious and monotheistic character. Continued by singing the song of Indonesia Raya is expected to form the character of students who love their homeland and nationality. Then literacy is the movement of reading, that is, reading fictional books".

This activity has gone well so far and is very helpful in the process of forming students' character. Many of the teachers were very enthusiastic, because the training was carried out in the morning, their enthusiasm continued to be put into coaching their students. A motivation and discipline program that collaborates with guidance and counseling teachers as a result of an interview with (Mr.T):

"...the strategy regarding motivation is the approach through the homeroom teacher. Because there are different cultures, we must look for the components that cause children to be lazy, the most dominant of which is cooperation with their parents who are willing to come to school. By being close to their parents, everything will run smoothly. Apart from that, there must be a population alert school (SSK), because on this sheet there are many factors that must be filled in, references and social studies subjects collaborated with BK."

Apart from that, in the environmental love movement habituation program carried out at one of the MTs in Kuningan Regency, namely through the clean Friday program, as stated by one of the social studies teachers (Mr. T) on October 25 2021,:

"... in the movement to love the environment, students are required to attend school, which is one of the teachers' efforts to build students' character in caring and loving the environment both at school and at home for each student. This activity is routinely carried out every Friday. With the term *Jumsih*, namely the environmental clean Friday program. Students competes to clean each class and the school environment."

Based on several interview results, it shows that the habituation program carried out by the school is carried out to shape student character, including religious, nationalist,

disciplined, mutual cooperation and so on. To more clearly understand the value of the main character development, it can be seen in the table as follows:

Table 1. Development Objectives of 5 Main Characters

No	Mark	Form of Action
1	Religious	Can reflect belief in God Almighty, which is manifested in behavior by carrying out the teachings of the religion and beliefs that one adheres to, respecting religious differences, upholding an attitude of tolerance in the implementation of worship and beliefs of other religions. From the research data, it was found that students' habituation in attending Duha prayers and reading the Koran before learning shows the cultivation of religious character values.
2	Nationalist	It is a way of thinking, behaving and acting that shows loyalty, concern and high appreciation for the nation's language, environment, social, cultural, economic and political aspects. This character value can be seen from the habit of singing the song Indonesia Raya before learning begins. Then also in the readhaton program which studies regional fiction stories and the use of regional languages as part of national identity.
3	Independent	It is an attitude and behavior that does not depend on other people and uses all strength, energy, thoughts and time to realize hopes, dreams and aspirations. This value can be seen from students' activities in participating in motivation programs in collaboration with guidance and counseling teachers.
4	Mutual cooperation	Reflects actions and behavior of mutual respect, a spirit of cooperation, solving problems together, establishing communication and friendship. This value can be taken from students' participation in clean Friday activities, competing to create the cleanest classroom together.
5	Integrity	Behavior that is based on efforts to make oneself a person who can be trusted in words, actions, work and has commitment and loyalty to human and moral values. Judging from the students' activities in participating in learning with the model problem based learning. Integrity is also demonstrated by a love of cleanliness which is then manifested in a clean classroom and classroom environment.

Source: 2021 researcher data

So the main character values in social studies learning which internalize local wisdom are generally carried out through 4 models, namely thematic learning, discovery learning, cooperative learning and *living values education*, below is an explanation of the four models.

DISCUSSION

One of the Internalization methods used is Redhaton. Readhaton is an innovation in packaging programs and supporting local wisdom which is almost extinct. Language learning, which was starting to decline, is now packaged in an interesting way and increases the enthusiasm of students. Readhaton is held every Wednesday morning before learning

takes place. What is unique about this program is that apart from having Islamic elements, love for local culture is also strongly displayed. Every Wednesday, activities are scheduled that will be carried out, including reading the Koran and literacy in fiction books in regional languages, namely Cirebon and Sundanese. This program is attended by all students and teachers.

With this program, it is hoped that it will be able to cultivate the Koranic generation and love local culture, especially the language of each region where the students live. The superior generation is not those who proudly love foreign culture but those who love local culture and try to introduce it to the outside world. The results of this research show that the use of language in the internalization of learning is part of the dimension of local wisdom. (Wijaya, 2023; Yuliatin, 2021)

There are five cultural dimensions of local wisdom, namely local knowledge, local culture, local skills, local sources and local social processes. a) local knowledge, namely information and data about unique local characteristics as well as community knowledge and experience in dealing with problems and solutions. Local knowledge relates to information on the degree of unique knowledge controlled by local communities to produce local initiatives; b) local culture, which is related to cultural elements that have been patterned as ongoing local traditions, which include value systems, language, traditions, technology (Njatrijani, 2018); c) local skills, namely the expertise and ability of local communities to apply and utilize the knowledge they have, this will be seen in the activities and work patterns of the community; d) local sources, namely sources owned by the community to meet their basic needs and carry out their main functions; and e) local social processes, relating to how a society carries out its functions, the system of social actions carried out, the structure of social relations and existing social control. (Ningsih, 2022; Yuliatin, 2021).

Then looking at student responses, it was found that student responses when using social studies learning models were very diverse. There are students who are enthusiastic about culture, there are students who feel more culturally emotional closeness when learning and feel more comfortable in learning (Iswatiningsih, 2019). These results show that the internalization of local wisdom in social studies learning has various implementation impacts, one of which is learning to be cultured in daily behavior which has an impact on the values of character building efforts and increasing students' social participation (Panjaitan, 2014; Komalasari, 2017; Wijaya, 2020).

In theory, social studies learning based on local wisdom can be implemented through several types of culture-based learning. Learning based on local wisdom has several types, including: a) Learning about culture, namely placing culture as a field of knowledge. Culture is studied in special study programs, about culture and for culture. In this case, culture is not internalized by the field of science; b) Learning with culture, occurs when culture is introduced to students as a way or method for learning certain subjects. For example, by utilizing various cultures that can become learning media in the learning process, become concepts from examples of concepts or principles in a subject, and

become a context for applying principles or procedures in a subject. c) Learning through culture, is a strategy that provides students with the opportunity to demonstrate the achievement of understanding or meaning they create in a subject through various cultural manifestations. d) Learning to be cultured is a form of embodying that culture in the real, everyday behavior of students. for example, children are taught to always use English Krama on Saturdays through the Cultural Saturday program. e) Culture-based learning model through traditional games and regional songs. f) Culture-based learning model through folklore. g) Culture-based learning model through the use of tools (Panjaitan, 2014; Priyatna, 2017).

Furthermore, in terms of habituation, it shows that the habituation program carried out by the school is carried out to shape student character, including religious, nationalist, disciplined, mutual cooperation and so on. This habituation program apparently intersects with the development of the main character values of learning (Rummar, 2022). As with the concept of developing character values, there are five main values, namely religious character values, nationalist character values, independent character values, mutual cooperation character values and integrity character values (Komalasari, 2017).

Thematic learning, this learning is a learning model whose activities involve and combine several fields of study and are internalized with each other. It is hoped that students will gain an understanding of the concepts they learn integrally through direct experience and connecting them with other concepts they already understand (Suprihatiningrum, 2013; Ramdani, 2018). Integrated learning is an approach to learning that deliberately links several aspects both within subjects and between subjects.

Discovery learning is an important component in the constructivist approach which has a long history in the world of education. The idea of discovery learning emerged from the desire to give students a sense of pleasure in discovering something on their own, by following in the footsteps of scientists (Suprihatiningrum, 2013; Amri, 2021). Through discovery learning, students are expected to be involved in investigating a relationship, collecting data, and using it to discover the laws or principles that apply to the incident.

Cooperative learning model This learning model is a learning model that prioritizes student learning groups. Each student in the group has a different level of ability, high, medium and low, and if possible, group members come from different races, cultures, ethnicities and pay attention to gender equality. This learning model prioritizes cooperation in solving problems to apply knowledge and skills in order to achieve learning goals (Hosnan, 2014). The hope of implementing this learning model is that student learning outcomes are good and students can accept a variety of diversity from their friends, as well as develop social skills (Wijaya, 2020).

Learning model living values education, The model developed is value classification, action learning and culture-based learning (Komalasari, 2017). The principle of living values education must be internalized with extracurricular activities at school, starting from internal reflection of values to the transfer of learning values in life practice. Because in

general extracurricular activities further develop students' cognitive aspects and skills according to their interests, talents and needs.

D. CONCLUSION

The internalization of local wisdom values in social studies learning in junior high schools and MTs in Kuningan Regency is generally carried out in the classroom based on teacher creativity, and is also carried out outside of learning through familiarization programs created by the school. Internalization of local wisdom values in social studies learning has been carried out by teachers, such as including regional cultural material content (curak or saweran) in learning, carrying out readhaton reading the Al-Quran and learning regional languages (Sundanese and Cirebon) and by reading regional cultural fiction books every day Wednesday, and *didoutdoor study* a place that has elements of local wisdom. Considering that this social studies study is integrated with real student activities in the school environment, the habituation program carried out by the school is also part of the substance of implemented social studies learning. Habituation programs carried out at school, such as holding Duha prayers, singing the national obligatory song, Clean Friday, and motivational programs from guidance and counseling teachers have an impact on students' character. The characters shown include religious character, nationalist character, independent character, mutual cooperation character and integrity character. These characters are part of the main character values which are fundamental to be formed in the implementation of learning.

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