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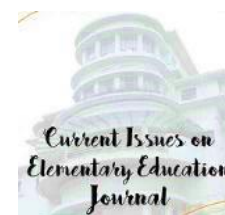
# Strategy for strengthening local culture-based character education in class iii students at SDN Menanga 1

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## A B S T R A C T

Character education based on local culture is values education, character education, moral education, and character education which aims to develop students' abilities to make good and bad decisions, maintain what is good according to their outlook on life and science. This is a challenge for the author to study more deeply. This research was carried out to answer the following problems: The theoretical basis of this research is character education theory by Thomas Lickona, social learning theory by Bandura and behaviourism theory by Burrus Frederic Skinner. The type of research is qualitative research with a phenomenological approach. The technique for determining informants uses *purposive sampling.* Data collection techniques include observation, interviews, literature study, documentation and using qualitative data analysis, namely data reduction, data presentation and verification or drawing conclusions.

## A R T I C L E   I N F O

## 1. INTRODUCTION

Referring to Minister of Education and Culture Regulation Number 20 of 2018 Article 2 concerning Strengthening Character Education, states that: "Strengthening Character Education is implemented by implementing the values of Pancasila. A developed nation is characterized by the good quality of character of its people. Only a nation that has strong character is able to make itself a nation that is dignified and respected by other nations.

The character crisis in children in the era of globalization now results in many cases such as corruption, juvenile delinquency, promiscuity, brawls between students, sexual harassment, theft, inter-ethnic clashes and bullying which are increasing (Sidi, 2019). Many of these negative acts are carried out by children because they fail to develop their emotions, cannot control themselves and are unable to filter anything that enters them, so they commit acts that deviate from moral norms which have negative consequences for themselves or can endanger the lives of others. Responding to this happens because caused by a lack of knowledge and attention from parents, due to external culture, as well as advances in science and technology and not only has a positive influence, many also have a negative influence on children. One method that can be implemented to deal with the character crisis is to issue a Presidential Decree on Strengthening Education Character number 87 of 2017. In article 3 of Presidential Decree no. 87 of 2017 regarding PPK which states "PPK is carried out by implementing the values of national spirit, love of the country, respect for achievement, communicativeness, love of peace, love of reading, care for the environment, social care and responsibility. Therefore, through this Presidential Decree, we hope to protect the younger generation so that they are protected from the impact of foreign culture and can strengthen local wisdom values.

The definition of local wisdom, seen from the Indonesian English dictionary, consists of two words, namely wisdom and local. Local means local and wisdom is the same as wisdom. In other words, local wisdom can be understood as local ideas, values, views that are wise, full of wisdom, have good value, which are embedded and followed by members of the community. In the discipline of anthropology, there is the term local genius. Local genius is a term first introduced by Quaritch Wales. Anthropologists discussed at length the meaning of local genius (Ayatrohaedi, 1986).

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The explanation above proves that teachers in this matter have an important role in developing and strengthening the character of students. Teachers as educators must be able to help students to shape and develop students' characters. Therefore, education units must be able to utilize the role of teachers as educators in developing and strengthening student character. Education units must be able to create good synergy between teachers and students in maximizing the role of teachers as an effort in character education. Students need

strategies that can maximize the role of educators as an effort to strengthen their character education.

In the midst of globalization which is eroding the younger generation's awareness of Indonesia's traditional and cultural heritage, a solution is needed to reintroduce local culture as a heritage of Indonesian culture (Rohman and Wibowo, 2006). This is important to research in more depth because currently there has been a decline in awareness regarding local culture, especially for the nation's next generation, namely students. In my opinion, in local culture, especially women, have an important role in maintaining traditions and cultural heritage. Through local culture, students not only learn about art, but students will gain a lot of knowledge contained in every part of local culture, such as ballads, pupuh and dances which are full of values and meaning of life.

One of the lyrics from Pupuh Ginada, namely "Ede Ngaden Awak Bisa", grew and developed in the oral traditions of Balinese society which contains a lot of moral spirit to increase the empowerment of Hindu (Balinese) society. A person will be known by others because of his achievements. On this basis, people will reward and recognize their achievements. In this technological era, humans are required to always adapt to developments that occur. Therefore, humans continue to be required to fill themselves in order to be able to compete on a global level. Therefore, humans are expected to be able to look for new breakthroughs (innovation) in solving life's problems. This cultural potential is the potential for local wisdom that needs to be passed on to students as the nation's next generation (Sukarniti, 2020).

Strengthening character based on local culture is very important to prepare students in the era of globalization by building character and love for local cultural values. In this case, local culture is a source of values that are based on tradition so that it becomes a philosophy of life that is firmly adhered to by students in behaving in accordance with the norms existing in the school environment.

Based on the results of observations, the strategies used in efforts to strengthen local culture-based character education at SDN 1 Menanga are: (1) paying attention to the value of character education as part of the formulation of the vision, mission and goals of the educational unit, and trying to make it happen through real activities in daily life -days based on local wisdom which have been implemented at SD N 1 Menanga, (2) creating strong relationships for efforts to strengthen character education between teachers, students and their environment, (3) preparing educators who are truly competent and have an educational spirit so that they are realistic with the strategy taken, educators can prioritize the tasks carried out well and be responsible for the success of their students' character education. From the presentation of this strategy, strengthening character education based on local culture at SD N 1 Menanga is implemented through example, empowerment and acculturation as well as integration.

Schools organize a teaching and learning process to guide training, education and develop students' abilities to achieve educational goals, including becoming virtuous human beings. Elementary schools apply character to these students, especially those that contain the habit of living politely, having correct manners, both in words and in actions, being disciplined, and having high respect (Fathurahman, 2019). Based on this, it is clear that the goals of education at every level are closely related to strengthening the character of students.

Efforts that can be made to strengthen character education, an educator is required to direct students in the form of local wisdom which can be applied to non-academic lessons, namely through extracurricular activities. Extracurricular activities are provided in schools because they are unique, meaningful and useful for the development needs of students, which lies in providing aesthetic experiences in the form of expression/creation and appreciation activities through a local cultural approach.

## 2. METHODS

The type of research used in this research is qualitative research using qualitative research methods. Sugiyono (2008) states that this qualitative research method is a research method used for natural object conditions where the researcher is the key instrument. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior (Moleong, 2007). Qualitative research methods refer to research strategies that produce data or descriptive information material regarding the meaning of objects, actions and events related to people's social life.

The respondents were 28 class III students which was carried out at SDN 1 Menanga, Karangasem Regency, with a period of 2 months . This research method is a procedure or steps in gaining scientific knowledge or knowledge. This research uses a qualitative method because this method explains a phenomenon in as much depth as possible by collecting data. The data collection techniques used in this research were interviews and direct observation. The subjects of this research were third grade students. Observation of students is carried out through direct observation in class. An instrument is a tool used to measure observed natural and social phenomena. The supporting instruments used were interview guides and daily recording sheets.

## 3. RESULTS AND DISCUSSION
### 3.1 Results

Instilling local culture-based character education values at SD N 1 Menanga.Through the results of interviews and observations, there are several teacher efforts to instill character education in class III students at SD N 1 Menanga:

Through learning strategies. In terms of learning strategies, you must be able to create interesting learning innovations in order to generate interest, curiosity and creativity in students and train the courage to express opinions. In the learning material the teacher inserts character values and provides motivation for students.

Through example. In providing role models to students, teachers never stop exemplifying exemplary behavior for students. In each learning activity, the teacher sets an example for students to be disciplined by adhering to learning time in class. The teacher also provides an example in communicating, such as using polite words and saying hello when starting communication.

1. **Exemplary Teacher Implements Strengthening Character Education Based on Local Culture Through Socialization and Lectures to Class III Students**

Based on the results of an interview with Mrs. Artawati as a class III teacher at SD Negeri 1 Menanga, she stated the following:

"Always be a good role model for students, through small examples such as saying hello when starting learning and using polite language to interact with students then paying attention to students when taking part in activities, for example when students are sitting together, so as a teacher This means not just sitting, but occasionally going to the students'

place to see the works that the students have created while providing guidance. With this, students will be disciplined in doing their assignments and feel confident when being guided. Apart from that, the way to apply exemplary character to students through local culture is to socialize examples from local culture that can be applied in schools. For example, inviting students to learn to get used to using Balinese as a means of communication and interacting with fellow members of the school environment." (Interview, 25 April 2024).

Ni Komang Artawati's statement with the results of an interview with I Wayan Sumerta as Principal at SD Negeri 1 Menanga, is as follows:

"To implement character education based on local culture is to first provide an example to students. After the teacher gives an example, the teacher invites students to take an active role in the activity. For example, during the Full Moon/Tilem prayer, all school members pray together. In the middle of the prayer process, the teacher arranges an offering, namely a sacred song (kidung). "At this time, the teacher indirectly invites, introduces and teaches students how to form and apply local culture itself" (Interview, 07 March 2024).

Exemplary in implementing local culture-based character education such as teachers socializing to students the importance of knowing and understanding the role of local culture in everyday life. Students are also very enthusiastic about listening to lectures from teachers because they want to learn and know local culture more deeply.

Based on the results of the researcher's observations of interactions between teachers and students during the learning process, the strategy to strengthen character education based on local culture was implemented well. Because to instill character values in students, it must be taught through direct practice, so that students will understand and know the meaning of each part of the local culture. Like during *the Full Moon Tilem prayer*, students participate in singing the mekidung.

## 2. Empowerment and Cultivation of Character Education through *Quick Play* for Class III Students at SD Negeri 1 Menanga

Education through boarding schools has the potential to awaken one's identity, character and become an ethical student. The cultural insight that needs to be built must not only be oriented to the past, but what is more important is to balance the realities of the present and the opportunities and challenges in the future. The perspective of cultural insight needs to be interpreted as strengthening traditional noble values and empowering individuals with global competence for harmonious living together. The aim of holding this flash festival is to increase knowledge and introduce students in more depth to local culture. The types of activities carried out during the flash festival at SD Negeri 1 Menanga are:

**Stitching**

Mejejahitan is one of the cultural arts found in Bali. Stitching is an activity to get shapes from pieces of coconut material. The result of this sewing activity is called stitching. The types of sewing in Bali are very diverse, from simple to complex. The stitches taught to students start from the simple ones first, such as making canang, flat, sampian, and making taledan.

**Making *Klatkat***

Klakat is a combination of several bamboo strands made for Hindu ceremonies in Bali. Klakat. which is made from woven bamboo in this way, consists of several types and has many benefits in Hindu ceremonies. This rectangular bamboo woven material varies in size according to the needs of the ceremony that will take place.

This method of making *a kelakat* is intended for men only. This learning aims to foster a love of local culture for students. This activity will foster character education based on local culture in students. Moreover, this activity places more emphasis on developing children's character in the era of globalization. The aim of teaching *kelakat* is so that students are able to practice it in their respective homes so that when there are religious activities students can apply it in their daily lives.

Based on the results of an interview with Mrs. Ni Komang Artawati as class III teacher, she stated that:

Flash festival activity is very important to be held every 6 months, namely after the end of semester holidays. Because through this flash pasraman students are not only taught knowledge, but also a form of training in discipline, skills and creativity. The teacher's perception as an educator regarding the fast pesraman is that holding this pesraman is a forum for students to increase their knowledge of local culture." (Interview, April 25, 2024).

Statement from Ni Komang Artawati with the results of an interview with I Wayan Sumerta as Principal at SD Negeri 1 Menanga, namely:

"Pasraman also teaches education that focuses on understanding local culture to students. By holding this flash festival, it will have a positive impact on students as the younger generation, especially Hindus, to better understand how important local culture is as a basis for strengthening character education for students. (Interview April 25, 2024).

Empowerment and acculturation, strengthening character based on local culture, it was seen that the students were very serious and enthusiastic about participating in the *lightning fast activities*. Teachers and students interact with each other to learn sewing and making stickers. Through this *flash festival*, the teacher hopes that students will be able to absorb the material provided and apply it in everyday life.

Based on the results of the interview above, it can be concluded that *the flash festival* is a place for students to learn, understand and practice the creativity they already have. Pesraman is also used as a place to strengthen character values in accordance with norms to organize a better life.

**3. Integrating Character Values Based on Local Culture Through Extracurricular Activities and Balinese Language Learning at SD Negeri 1 Menanga**

**Extracurricular Activities**

Extracurricular activities are activities carried out outside routine learning hours at school. Extracurricular activities are given to students as a form of increasing students' skills, talents and interest in learning more deeply about local culture. Based on Thomas Lickona's statement that the character education process is the essence of forming, understanding, cultivating ethical values, both for oneself and for all levels of society to build relationships and expand knowledge.

Extracurricular activities which are used as a form of character strengthening at the Menanga 1 State Elementary School include:

***Extracurricular Dharma Gita***

One of the extracurricular activities at SD Negeri 1 Menanga is the Dharma Gita extracurricular. Dharma Gita is learning in the form of sacred songs about dharma which is packaged in the form of spiritual and sacred songs so that those who sing and those who listen can both appreciate and deepen the teachings of dharma through the character values contained in each stanza. In line with this, the Dharma Gita as a part of local culture plays an important role in improving the quality of religious life among Hindus.

The aim of holding the Dharma Gita extracurricular is to control oneself from the influence of adharma which always leads people to the wrong path. Seeing the conditions in the current era of globalization where there are often deviations in behavior that is not in accordance with norms, it is very important to provide Dharma Gita lessons to students. Through the Dharma Gita, good character values will be formed in students.

Regarding the additional activities provided by SD Negeri 1 Menanga to students, Mr. I Wayan Sumerta as Supervisor and Principal at SD Negeri 1 Menanga said that:

"Students are given extracurricular activities aimed at developing their skills, such as the Dharma Gita extracurricular once a week. This activity is carried out every Saturday, namely after academic learning hours are finished. It is important to implement the Dharma Gita extracurricular to attract interest from students and identify students who really have potential in this field. "Through this extracurricular, teachers can find out who already has talent so that later they can take part in various competitions at elementary school level" (Interview 26 April 2024).

An interview with informant Mrs. Artawati confirmed that teachers at SD Negeri 1 Menanga always try to provide the best education to students. This aims to prepare students for the future, because in the current era of globalization, many students only focus on academic fields, but are less interested in knowing and studying in non-academic fields. So that through these extracurricular activities students are not only interested in learning but understand the values contained in each part of local culture to be applied in everyday life.

**Balinese Language Learning**

Balinese language education has three functions as a source of education, namely as a communication, educational and cultural tool. As a communication tool so that students can use Balinese properly and correctly as a means of communication with the surrounding environment. The educational function is directed so that students can acquire local cultural ethical values for the purpose of strengthening the nation's personality character values. Language is the basis of culture itself, literary arts are born from the language communication process, as are dance and vocal arts. If the instillation of local cultural values through the Balinese language is successful, a strong personality will be developed and in the end it will form a strong character in the students.

Implementation of the approach through Balinese language learning requires students to be directly involved. Students are invited to use Balinese directly to write, speak, read and listen. The teacher's habit of lecturing and socializing local culture before starting learning is very important to get used to.

## 4. Character development strategies based on local culture for Grade III Students at Menanga 1 State Elementary School

Education cannot be interpreted as merely helping physical growth, but also the overall development of the human person in the context of a civilized human environment. It can be concluded that school educational institutions are basically one of the hopes of the community (as representatives of parents) to pass on or instill character values that are based on the norms, ethics and cultural traditions they adhere to. The characters developed in students through extracurricular activities, flash festivals and Balinese language learning in an effort to strengthen local culture-based character education at SD Negeri 1 Menanga are:

**Religious Values**

Religious values are a reflection of faith in God which is manifested through the behavior adopted. The religious values applied at SD Negeri 1 Menanga are that students are accustomed to praying before starting activities or the learning process. Apart from that,

students are also always emphasized to respect each other's religious differences and tolerate each other

**Nationalist Values**

Nationalist values are values related to attitudes, loyalty, concern and appreciation for the nation and state. The nationalist values that are developed in students are appreciating their own nation's culture through studying and preserving local culture. By studying local culture, students will become accustomed to understanding and knowing the character values contained in local culture to use as a basis for behavior in everyday life.

**Independent Values**

Independent value is a value with the attitude and behavior of a person who does not easily depend on other people to complete their tasks. The independent value developed in strengthening character education based on local culture is that students are taught to learn to make jaitan/banten without help from teachers or friends who can already do it, so that students will get used to being independent and not dependent on other people.

**The Value of Mutual Cooperation**

The value of mutual cooperation is a value that reflects an attitude of togetherness through attitudes and behavior to work together to achieve the desired results. The value of mutual cooperation is developed in strengthening character education based on local culture, namely when students take part in extracurricular dancing activities or flash games.

**Integrity Value**

The value of integrity is a value related to consistent actions carried out honestly and obediently in accordance with moral values. The value of integrity developed in strengthening character education based on local culture is that students are given the responsibility to complete the tasks given either in flash festival activities, extracurricular activities or when learning Balinese in class.

**Looking for Supporting Media**

As can be seen from the results of the researcher's interview with Ni Komang Artawati as class III teacher, she stated that:

"To face obstacles such as limited time in the learning process of strengthening local culture-based character education for students, the efforts I make are by providing supporting media to students such as video media whose material is related to local cultural material such as dances, ballads/poetry, Satua Bali, and we teach sewing through video media sent via WhatsApp group. "Through this video, it is hoped that students will not only learn at school but can also learn and practice it at home." (Interview 07 May 2024).

Ni Komang Artawati's statement is also in line with the results of an interview with I Wayan Sumerta as Principal at SD Negeri 1 Menanga, stating the following:

"To face obstacles in carrying out extracurricular activities or flash festivals, our teachers look for supporting media on the internet such as videos or materials related to local culture, then we send these materials to each class so that students don't just use time at school to study, but at home you can also study . " (Interview 07 May 2024).

Based on the results of interviews with the two informants above, efforts that can be made are to provide supporting media, whether from books or the internet. With these efforts, it is hoped that students can learn more optimally and develop their creativity more optimally.

**3.2 Discussion**

Instilling values is a method or process of doing something so that what is desired to be instilled will grow within a person. According to Lepiyanto, A. (20: 55) teachers must be able

to encourage students to be active in the learning process through the use of learning strategies that are varied and appropriate to the material to be delivered. Choosing the right strategy is directly related to the teacher's efforts in delivering learning material that is appropriate to the situation and conditions so that the learning objectives will be achieved optimally and in accordance with the learning objectives. Therefore, the important thing that teachers must understand is how to understand and use appropriate strategies as a very important component in the success of the learning process.

To support the implementation of character education, formal and non-formal education units must be conditioned as the main supporters of these activities. Formal and non-formal education units must show examples that reflect character values to students. For example, always maintaining harmony between school members, dressing neatly, and not coming to school late (Kemendiknas, 2010: 14).

According to the Big Indonesian Dictionary, the definition of exemplary comes from the word "exemplary" which means something that can be imitated or imitated. Apart from that, example also means cultivating morals, manners and good habits which should be taught and accustomed to by providing real examples. Exemplary in the world of education is an approach that shapes and develops the potential of students.

Exemplary can also be shown in the behavior and attitudes of educators and education staff in providing examples of good actions so that they are expected to become role models for students to emulate and apply in everyday life at home, school or in the community. Demonstrating various exemplary examples is the first step in the habituation process.

Exemplification in the world of character education can be done through integrating students' daily activities, both formal and non-formal, which are carried out regularly. Routine activities are activities that are carried out continuously and repeatedly at any time. Examples include praying before starting learning, saying the greeting *"Om Swastiastu"* before starting learning, maintaining personal hygiene and the school environment and coming to school on time.

In the world of education, exemplary practice is an *influential method* that most ensures its success in preparing and forming a child's moral, spiritual and social life. In this case, the educator is the best *figure* in the view of a child/student. Because a teacher is someone who is admired and imitated in all aspects, including his actions, way of dressing and speech, he will always be paid attention to and used as an example by students. In the world of education, the role of teachers is not only as teachers but also as character educators who are tasked with transforming good character values to students. Teachers must be able to be role models and mentors for students in realizing characterful behavior which includes thought, heart, exercise, feeling and intention (Wardhani, et al, 2017: 57)

Exemplary behavior in the world of education can also be demonstrated through the behavior and attitudes of educators in acting or behaving in everyday life, especially at school, thereby providing a good example to students who are expected to be able to become role models. Demonstrating various exemplary examples is part of the first step in getting used to character strengthening for students. If educators want students to behave in accordance with character values, then educators must first provide an example to students. For example, get used to greeting each other, coming to school on time, dressing neatly, speaking polite words, and always keeping the school environment clean (Ministry of National Education, 2010: 14).

Strengthening values or character can be seen in two settings, namely macro and micro settings. The macro setting is national in nature which covers the entire context of planning

and implementation of strengthening character education involving all national education stakeholders. In the macro context, character strengthening is divided into three stages, namely planning, implementation and evaluation of results. Meanwhile in the micro context, character education centers on formal and non-formal education units holistically. Formal and non-formal education units are the main areas that optimally utilize and empower all existing learning environments to analyze, improve, strengthen and perfect the educational process continuously.

At the implementation stage, learning experiences and learning processes are developed which lead to the formation of character in students. This process is carried out through a process of empowerment and acculturation as outlined as one of the principles of implementing national education. This process takes place in three pillars of education, namely in formal, informal and non-formal education units. In each pillar of education there will be two types of learning experiences which are built through two approaches, namely *intervention* and *habituation.* In *the intervention,* an atmosphere of learning and learning interaction is developed which is deliberately designed to achieve the goal of strengthening character by implementing structured activities. This aims to ensure that the learning process is successful in order to play the role of educators as important role models and determine the success of students.

Education is the most important thing in a person's life. Through education, a person can be seen as honorable, has good character and can behave in accordance with applicable ethics and norms. In the Big Indonesian Dictionary (1991) education is defined as a learning process for each individual to achieve higher knowledge and understanding. Education is the learning of knowledge, skills, and habits that are passed down from generation to generation through teaching, training, and research.

According to the complete Indonesian dictionary in the language dictionary, "effort is an effort or requirement to convey an intention**."** Effort is also defined as an attempt to do something or an activity so that the goal can be achieved. Effort is effort, reason, effort to achieve a goal/objective and solve problems to find a way out (Department of National Education 2008:1451). Therefore, teachers are an important component in efforts to strengthen character education in schools because a teacher is a figure who is able to foster and maintain harmony between words, actions, commands and prohibitions that students should not carry out in everyday life. The effort referred to by the researcher in this case is the teacher's effort to overcome the obstacles faced by teachers and students in strengthening local culture-based character education at the Menanga 1 State School.

## 5. CONCLUSION

The strategy to strengthen local culture-based character education for grade 3 students in elementary schools can be concluded through the following main steps:
Integration of Local Cultural Values in the Curriculum Integrating local cultural values into the curriculum and subjects. This can be done by inserting folklore, traditional games, art and customs into learning.

Use of Local Media and Learning Methods: Using media and learning methods related to local culture, such as traditional musical instruments, regional dances and handicrafts. This makes students closer and get to know their local culture.

Collaboration with Local Communities: Involving community leaders, local artists, and parents in the learning process to provide direct experience to students. For example, inviting

resource persons to share knowledge about local culture or organizing visits to historical and cultural places.

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