The Application of Local Culture-Based Character Education at SMAN 4 Enrekang

[1]Hasan Hasan., [2]Mustakim Mustakim.

[1]*Universitas Muhammadiyah Enrekang*
[2]*Universitas Muhammadiyah Enrekang*

* Corresponding Author. E-mail: [1]kimchangi00@gmail.com

Abstract

Character is an important factor of future human progress. Character education has become a main issue in education, beyond being part of the learning process of shaping the morals of the children of the country, character education is now expected to be the principal foundation of Indonesia Gold 2025 's success. Various studies and facts show that the developed nation is a nation that has strong character. These character values are values that are extracted from cultural treasures that are in harmony with the characteristics of the local culture and not to "copy" other ward values that are not necessarily in accordance with the characteristics and personalities of the people and the local community. In general local culture is local ideas that are wise, full of wisdom, good value, which are embedded and followed by community members. Local wisdom is an alternative to the development of students' character without leaving their regional identity. Local wisdom, which is the lifeline of social interaction in the region, will be more quickly absorbed by students to think, act and behave according to the guidance of local customs and culture. This research will be conducted at The State High School 4 Enrekang and aims to determine the application of local culture-based character education at SMAN 4 Enrekang and supporting and inhibiting factors of local culture-based character education and how the results of the application of local culture-based character education. This research is a qualitative descriptive study conducted at SMAN 4 Enrekang. Researchers will collect the data using observation, interviews, the questionnaire and documentation and analysis of data is qualitative analysis.

Keywords: Building, Character, Local Culture.

Introduction

No one disputes that character is a significant factor of future human progress. Strong character will form a strong mentality while strong mentality will create strong spirit, never give up wade of courage through a long process, as well as crashing surging and dangerous storm currents. Good character is a prerequisite for becoming a winner in the world of high competition, as the hyper-competitive era is popular today.

It's a question of education lately that's often marked with moral degradation and being acute. Student brawls, as well as other types of trouble particularly in the big city, extortion / violent tendencies towards juniors, riots soccer fans, free sex, drug use, and porn videos among students and even those who want to develop honesty character with children through the honesty canteen in a number of schools, many are not working as planned.

Character growth and national identity is a noble goal that must be achieved through the introduction of focused and sustainable education. Character education is now a major issue in education, apart from being part of the process of shaping the morals of the children of the country, character education is now expected to be the principal foundation of Indonesia Gold 2025 's success.

The building of moral values, attitude and character as specified in the National Education System Law of the Republic of Indonesia No. 20 of 2003 must be the key pillar in the design , implementation and evaluation of the national education system. In Law No. 20 of 2003 on the National Education System in Article 3, it notes that national education works to build skills and form a dignified nation's character and culture within the context of educating the nation's life. National education aims at developing students ' capacity to become human beings who believe and worship God the Almighty, noble, safe, intelligent, competent, imaginative, autonomous, and become citizens of a democratic and responsible country.

Various studies and statistics show the industrialized country is a strong-character country. These principles of character are principles which are derived from cultural riches in conformity with the characteristics of the local culture and not to "clone" other ward values which are not generally in compliance with the characteristics and personalities of the citizens and the local community. In general local culture are wise local concepts, full of knowledge, good meaning, rooted in and practiced by members of the community. Local wisdom is an alternative to shaping the character of the students without losing their cultural identity. Local experience, which is the lifeline of the region's social contact, would be more easily absorbed by students to think, act and behave in accordance with local customs and culture.

Local culture-based education is education related to the principle of cultural education which teaches students to always be close to the concrete situations they face. Paulo Freire said the students would be forced to react objectively by being presented with specific problems and circumstances. This is consistent with Suwito 's view that the foundations of local culture-based education include: appreciation from the womb of human life, based on reality and dignity, creation of moral and spiritual realms, and cultural synergy. SMAN 4 Enrekang, who is concerned with the local community, has agreed to protect and conserve indigenous culture at all times with the school board and school committee. With excitement for bringing the Model School for Culture-Based Education and the School of Inclusive Education Providers into the future. Currently the definition is crossed by SMAN 4 Enrekang.

This thesis will be carried out at The State High School 4 Enrekang and this analysis aims to evaluate the implementation of local culture-based character education at SMAN 4 Enrekang and to help and impede local culture-based character education factors and how the effects of local culture-based character education are implemented.

Literature review
a. Character Education

Character education is a concept that is being increasingly understood by the

indonesian people day by day. This would become increasingly apparent with the perceived disparity in educational results seen from the actions of formal education graduates today, with many activities that clash with ethical norms and principles that apply, for example; corruption, the rise of free sex among teens, substance use, student brawls, murder and robbery.

The term development of character comes from two terms, namely the word education and character. According to the National Education System Law, education is a deliberate and organized effort to build an environment of learning and learning process so that students actively improve their capacity for spiritual power , self-control, personality, intellect, noble character, and the skills they need in society , country, and state (Article I, paragraph (1) of Law No. 20 Year 2003).

Another view articulated by Dharma Kesuma et al. (2011.23) is that education in school settings is characterized as "learning that leads to the mastery and development of children's actions as a whole based on a certain value referred to by the school." From where to start learning the values of the nation's character, from informal education, and parallel to formal and non-formal education. The challenge now and in the future is how to position character education as the strength of a country. Consequently, policies and the introduction of character-based education are becoming very relevant and strategic in the context of the nation's construction. This, of course, also needs the support of the political , social and cultural institutions of the country.

b. Values of Character Education

Nation is known from a variety of sources so we need the wisdom of thinking and acting from the educational community , particularly how these values are applied in the classroom learning process. In general it is possible to classify the origins of meaning from cultural and character education as follows.

1. Religion: It is a religious group in Indonesia. The lives of people, cultures and nations are also often built on religious principles and beliefs. Politically, state life is often founded on religiously rooted beliefs. Based on these principles the values of cultural education and national character must be focused on moral beliefs and norms.

2. Pancasila: The Republic of Indonesia's Unitary State is built on the ideals of national and state life, called Pancasila. Pancasila is in the preamble to the Constitution of 1945 and further elaborated in the articles found in the Constitution of 1945. That is, the Pancasila values become values that control political life, law, economy, community, culture and art. Culture and education of national character aims to prepare students to become better citizens, namely citizens who have the capacity, desire, and apply Pancasila 's values in their lives as a citizen.

3. Culture: as a fact that there are no human beings living in society who are not built on culturally accepted cultural values. Cultural values are used as a foundation in the relationship between members of the group to give meaning to a term and significance. Such a significant cultural role in the lives of individuals allows culture to be a source of importance in cultural education and national character.

4. National Education Objectives: as a quality formulation that every Indonesian citizen must possess, is established at different levels and directions by different educational units. The national educational goals include different human values which Indonesian people must possess. The purpose of national education is therefore the most important source for the creation of national culture and the education of character.

History reveals, each ethnic group has its own local wisdom. For instance, the Batak are thick with transparency, Javanese is almost synonymous with subtlety, Madurese is highly self-esteemed and the Chinese are known for their tenacity. More than that, they each have a familiarity and friendliness with the surrounding natural world. Local wisdom definitely does not surface overnight, but it has a long path so the goodness for their lives is eventually confirmed.

c. Local Culture in Maroangin

Local culture is the ideals, practices and symbols that are the contribution to enhancing the standard of education of all members of society. Local culture is a term for an organization which contains positive values. So far the fundamental understanding of local culture as a modern development for coordinated and competent enhancement of educational services.

Maroangin is between Enrekang City and Rappang City so because of Rappang is Bugis this area is too heavy with the Buginese community. The culture is very close, one might claim. There are five basic pillars of *ade* (culture) according to Lontara Bugis, namely *ade, bicara, rapang, wari, and sara*. This term is known more as pangngadereng. Ade is a representation of a versatile attitude towards different forms of company regulations. Rapang also applies to the concept of good conduct, which the society should obey. Whereas *wari* is a rule about the sara community's descent and hierarchy, that is, the rule of Islamic law. *Siri* sets out a strict theory for the Bugis' actions. Only people who have *siri* are considered human according to Bugis proverb. *Naia tau*

de'e sirina, of olokolo'e lainna. Siri tariaseng emitu tau. That means whoever has no dignity, it's kind of an animal. If you're ashamed, you're named a person But now these traditions are no longer being carried out because of the influence of Islamic culture which came from the 1600s.

d. Local Culture

Local culture is the ideals, practices and symbols that are the contribution to enhancing the standard of education of all members of society. Local culture is a term for an organization which contains positive values. So far the fundamental understanding of local culture as a modern development for coordinated and competent enhancement of educational services.

e. The Concept of Character Builing Based on Local Culture

What is meant by building culture-based character is education that combines cultural values and national character in all subjects as well as in all intra-or intracurricular activities. -- school has its own way of putting it into practice according to their vision , mission and goals. But in essence, every school wants to shape students with noble character and a strong learning achievement

The method used in this study is a qualitative approach for describing and evaluating a individual or group's phenomena, incidents, social behaviors , and attitudes and obtaining a description of the research object that is about applying local culture-based character education in SMA 4 Enrekang. One of the most important elements in a study is data collection in order to retrieve and compile data, since this factor determines the next steps before conclusions are drawn. In this case the researcher will use observation , interview, questionnaire and report to collect the data.

subject. It is important to establish materials related to the norms of values in and subject, specifically linked to the everyday life. While studying principles of character is not just at the abstract level, but focuses on internalization, actual encounters in daily students' and society's lives.

Integrating the values of character education into the subjects of citizenship education is a method of transforming the actions of fostering values of character through civic learning. In addition, learning is closely tied to character building principles. Thus, it is hoped that the inculcation of local culture-based character values in the learning of civic education is a learning that seeks to cultivate, direct, and guide students in becoming character human beings.Based on the results of observations, it states that the values of character education based on local culture, especially in terms of responsibility, discipline, honesty, confidence, courtesy, hard work,

3. RESULTS AND DISCUSSION

A. The values of character education based on local culture which are integrated into civic education subject

Creation of character and formation of character are a must. Since education not only makes students smart, it also has good manners so their life as a member of society becomes meaningful to both themselves and others. Character education is built into the

cooperation, respect, friendly / communicative, thorough and careful have been instilled in students during civic education learning.

These values may be in the form of values that are intentionally institutionalized by structured provisions such as: a) the importance of responsibility is a very important value, because children who have responsibilities typically often have strong personalities, even the quality of a person's life depends on how he lives. And take responsibility; b) the discipline 's importance is an essential value, since it can help someone excel. Discipline is directly connected to the potential importance of quality of life. Consistency needs to be completely applied for children, because consistency is one of the keys to success; c) the importance of integrity is a rare quality that is very hard to find in today 's lives. Integrity is a commendable attitude which is a quality that can not come alone without being taught every day, so it is important to carry out the inculcation of the importance of integrity in children.

And a child would be emotionally intelligent with character education. Emotional intelligence is an important element in preparing children for the future, since it will allow an individual to meet all sorts of challenges, including challenges for academic performance.

B. The process of integrating character education valuesbased on local in civic education subjects

The results showed that the process of incorporating the principles of character education into the context of civic education was carried out by: (1) planning; (2) implementation of learning (classroom management, student training, learning phases, academic guidance); (3) evaluation. This is in line with the results of Anik Ghufron's (2010) research which states that the integration process includes three phases, namely the core introduction and closing; furthermore, the implementation process needs support from the school , teachers, parents , and students.

Based on the explanation of the research results on the process of integrating the values of character education in the context of civic education, it is founded that:

a. Preparation of teachers in the learning process

Having Learning Development Plans (RPP) is the teacher's duty in implementing the learning. There are learning goals, processes, learning tools and strategies to measure learning outcomes in it. Prior to that, teachers were also expected to compile a particular syllabus for subjects related to civic education, following orders from the Education Office. Teachers incorporate character values in the preparation of syllabus and lesson plans, which are indispensable in personal, national and state life.

b. Teaching and learning process

The process of teaching and learning requires a favorable environment and distance to help students and teachers focus on learning. Since learning requires a psychological condition which supports it. It can increase student performance if students study in friendly environments, with clean rooms and air, and quietness.

1) Learning Method

The learning process also takes advantage of the old techniques, including seminars, interviews, questions and answers, tasks, presentations and problem solving. The teacher-centered form of lecture is the student listening only so that boredom occurs. Since the lecture method triggers student frustration quickly, teachers often interact with other approaches such as debate, question-and-answer, assignments, presentations, and problem solving. The choice of methods and techniques is focused on the consideration that learning is intended to provide motivation, promote interest in learning, build an environment of favorable learning, increase energy to generate innovation, promote self-assessment in the process and the learning outcome. Question-and - answer learning helps to remember the content that has just been discussed, so the teacher can know

students who understand and are straightforward, and pay attention when the teacher explains. The question-and - answer process, debate, task, presentation and problem solving demonstrates the teacher's effort to create an environment of fun in the classroom, not sleepy and not scary for the students.

2) Academic Guidance

To attain competence, it is hoped that students will continue to behave well outside the classroom so that students will be able to learn competencies to the fullest and practice the principles of character education. Teachers give the students full confidence and responsibility by practicing the values of character education outside the classroom , particularly outside the school.

3) Assessment

Assessment of civic education learning that is combined with local culture-based character principles is carried out in ways including: 1) assessment of competency achievement using observational, written and oral evaluation techniques; 2) assessment of attitudes achieved using observation and peer evaluation techniques. Oral assessment methods are among the many evaluation strategies that are also used to test student competency achievement. Since this method helps the instructor to quickly know the skills and understanding of the content being communicated to the students.

C. Impact of the integration of character education values based on local culture on students in civic education subjects

The research was conducted outside school hours, supplying the students with a questionnaire. The aspects that were measured are the attitudes and behavior of students that reflect the character values (values of responsibility, discipline, self-confidence, courtesy, hard work, cooperation, thoroughness and care). 40 students were interested in the collection of data using a questionnaire instrument on the effect of incorporating the principles of character education in the context of civic education. Where students have self-

assessment of attitudes and actions according to the actual situation.

1. Value of Responsibility

Based on the results of the research questionnaire on the impact of the integration of the responsibility scores of the 4 questions assessed, 40 students indicated: 30 students were in the "very good" category, 7 students were in the "good" category, and 3 students were included in the "good enough" category. This indicates that most of the respondents' scores were in the "very good" category. So it can be concluded that the overall value of the responsibility that students have while participating in learning activities in class was very good.

2. Discipline Value

Based on the results of the research questionnaire the impact of the integration of the discipline score of 7 questions assessed by 40 students showed: 31 students were in the "very good" category, 6 students were in the "good" category, and 3 students were included in the "enough category. This indicates that most of the respondents' scores were in the "very good" category. So it can be concluded that the overall value of the discipline that students have while participating in learning activities in class was very good.

3. Value of hard work

The results of the research questionnaire on the impact of the integration of the hard work scores of the 3 questions assessed by 40 students showed: 27 students were in the "very good" category, 7 students were in the "good" category, and 6 students were in the "good enough" category. This explains that most of the respondents' scores fall into the "very good" category. So it can be concluded that overall the value of hard work that students have while participating in learning activities in class is very good.

4. Value of the cooperation

Based on the results of the research questionnaire the impact of the integration of the value of cooperation from 4 questions

assessed by 40 students showed: 25 students were included in the "very good" category, 10 students were in the "good" category, and 5 students were included in the "good enough" category. This shows that most of the respondents' scores were in the "very good" category. It can be concluded that the overall value of the cooperation that students have while participating in learning activities in class was very good.

5. Self-confidence

Based on the results of the research questionnaire the impact of the integration of self-esteem values from 4 questions assessed by 40 students showed: 11 students were in the "very good" category, 20 students were in the "good" category, and 9 students were included in the "good enough" category. This identifies that most of the respondents' scores are in the "good" category. So it can be concluded that the overall self-confidence that students have while participating in learning activities in class is good.

6. Polite Value

Based on the results of the research questionnaire the impact of the integration of polite scores from 6 questions assessed by 40 students showed: 27 students were in the "very good" category, 10 students were in the "good" category, and 3 students were included in the "good enough" category. This indicates that most of the respondents' scores were in the "very good" category. So it can be concluded that the overall value of courtesy that students have while participating in learning activities in class was very good.

7. Value Thorough and careful

Based on the results of the questionnaire research, the impact of the careful and careful integration of the 3 questions assessed by 40 students showed: 21 students were in the "very good" category, 16 students were in the "good" category, and 3 students were included in the "good enough" category. This shows that most of the respondents' scores were in the "very good" category. So it can be concluded that overall the conscientious and careful

value that students have while participating in learning activities in class was very good.

So the values of responsibility, discipline, hard work, cooperation, confidence, courtesy, meticulousness and accuracy of the average student are already "very good" and "good". The effect of this integration makes students have praiseworthy attitudes and behaviours, so students can succeed in the outside world in accordance with SMA Negeri 4 Enrekang's mission. This is in line with the study results Dr. Marvin Berkowitz of the University of Missouri-St. Louis in Sofan Amri, et al (2011: 167) indicates an improvement in the motivation of school students to achieve academic achievement in schools that incorporate character training. Classes who are actively engaged in the education of characters display a significant decrease in negative student conduct that can impede academic performance.

D. The achievement of integrating character education values based on local culture towards students in civic education subjects

The research was carried out outside school hours, by providing a questionnaire to the teacher. The aspects that are assessed were the attitudes and behavior of students that reflect character values such as the values of responsibility, discipline, self-confidence, courtesy, hard work, cooperation, thoroughness and accuracy. Collecting data using a questionnaire instrument on the achievement of the integration of character education values in the civic education subject was carried out by a teacher. Where the teacher provides an assessment of student attitudes and behavior while participating in class learning.

1. Value of Responsibility

Based on the results of the research questionnaire, the achievement of the integration of the responsibility value of the 3 questions was assessed by a teacher by providing a statement in the category "starting to develop, being cultured and not yet visible". So it can be concluded that the overall value of responsibility that students have while participating in learning activities in class has begun to develop.

2. Discipline Value

Based on the results of the research questionnaire the achievement of the integration of the disciplinary value of the 4 questions was assessed by a teacher by giving a statement in the category "2 starting to develop, and 2 starting to appear". So it can be concluded that the overall value of discipline that students have while participating in learning activities in class has begun to develop.

3. Value of hard work

Based on the results of the research questionnaire, the achievement of the integration of the hard work value of 2 questions was assessed by a teacher by giving a statement in the category "1 is starting to be visible, and 1 is not yet visible". So it can be concluded that the overall value of hard work that students have while participating in learning activities in class has begun to appear.

4. Value of the cooperation

Based on the results of the research questionnaire the achievement of the integration of the value of cooperation from 2 questions was assessed by a teacher by giving a statement in the category "1 begins to appear, and 1 begins to develop". So it can be concluded that the overall value of cooperation that students have while participating in learning activities in class has begun to develop.

5. Self-confidence

Based on the results of the research questionnaire, the achievement of the integration of the confidence values of 2 questions was assessed by a teacher by giving a statement in the category "all is starting to appear". So it can be concluded that the overall self-confidence that students have while participating in learning activities in class has begun to appear.

6. Polite Value

Based on the results of the research questionnaire, the achievement of the integration of the ethical values of 4 questions was assessed by a teacher by giving a statement in the category "all is starting to appear". So it can be concluded that the overall value of courtesy that students have while participating in learning activities in class has begun to appear.

7. Value Thorough and careful

Based on the results of the research questionnaire, the achievement of careful and careful integration of the 3 questions was assessed by a teacher by providing a statement in the category "2 starting to appear, and 1 starting to develop". So it can be concluded that overall the conscientious and careful value that students have while participating in learning activities in class has begun to develop.

E. How the local culture affects the students' character

a. Fear of violating school rules

The implementation of local culture-based character education at SMA Negeri 4 Enrekang is very positive to be introduced and to inculcate discipline in students by having students to work on assignments and to come to school on time, which all students must follow. According to local tradition, students who arrive late for school will receive a punishment or penalties.

b. Teacher's Commitment to Students

In a voluntary context, the teacher has a responsibility to the students that encourages students to be accountable for what the teacher offers. The teacher's dedication when students found cheating then the teacher's response sheet taken and removed from the room during the regular exams. Teachers should attempt to create, sustain and increase the enthusiasm for learning among students. In overall teaching and learning activities the teacher has a role as a motivator.

c. Teacher honesty at school

It can be applied as during the test to instill the integrity for students. The teacher often asks students to remember God while working on test questions. Honestly do job. If caught stealing, reprimand students and have punishments. This character has something to do with siri (shame) culture, a local culture.

CONCLUSION

Character education seeks to increase the consistency of school implementation and educational outcomes leading to the achievement of character development and noble character of the students as a whole, incorporated and balanced according to the requirements of graduate competency. Through character education , students are required to be able to develop and use their knowledge individually, learn and internalize and personalize the ideals of character and noble morals in order to express themselves in everyday behaviour.The character education program would be effective if, in the process of integration, besides giving the children ideas about character values, examples, role models for doing good are also provided, so that they can practice them in daily life. Since replication is the key to success in incorporating character education principles into school learning activities. This is in line with Adian Husaini's (2010) opinion that character education requires habituations, since character is not shaped instantly, but must be trained seriously and proportionately to achieve ideal shape and power.And the principles of accountability, discipline, hard work, cooperation, self-confidence, respectful, comprehensive and cautious students based on the teacher's evaluation indicate that these principles of character have started to grow in the students on average. Students who have started to become accustomed and cultured to behave obediently according to character standards mean that these students have conduct that is self-disciplined and defined.

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