

Developing Character Education Based on Local Wisdom

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Abstract—The aim of this research was to develop character education model based on common values of local wisdom. The research applied a modified development research with four stages: survey to find common value in local wisdom, develop character education model, model internal validation and external validation. This research found thirty three common values and those associated with two dimensions of life; the heart versus mind and personal versus social. Three instructional strategies were successfully developed: integrated into every theme, as an objective in extra-curricular, and implemented as school culture. Internal validation indicated that the strategies were appropriate for improving students' character. External validation found that the strategies could improve students' capability in implementing the values of honesty, creativity, toughness, and caring. The finding reinforces theory that moral knowing does not automatically become a moral feeling and moral feeling does not automatically become moral action. Thus, teacher's example is the key factor in the development of student character.

Keywords—character education based

I. INTRODUCTION

In Indonesia, character education has become a major component of national education. The five out of eight learning outcomes mentioned in the Law of Indonesian National Education System are about character. Character cultivation is also a very important part to prepare young generation to face the 21st Century [2,14].

To support the implementation of the law, in 2010 the Government of Indonesia launched a program to strengthen character education in all levels of education. However, character education has not run well, so many people complained about the behavior of youngsters who are not in accordance with the norms prevailing in society [16,21].

Character is the result of interaction between the basic nature with the environment that is grown long time since early ages [5,18]. The characters that have been formed are very difficult to change, so character education is more effective if it starts early [7,6]. Character is developed through sequential three stages, namely: moral knowing, moral feeling and moral action [8,25]. Therefore, character education must be come up to moral action in everyday life and should not stop at moral knowing or moral feeling.

Character development must be in accordance with the values of social life, on the other hand it must also be in line with the demands of development era [2]. It is necessary to do in-depth research to find the character values that will be developed at schools.

Indonesia is a multi-racial, multi-ethnic, multi-religious and multicultural country, so every society has its own life values. Therefore, the character developed should be based on the extraction of local wisdom that lives in the community and in accordance with the development of the global era as well [15,23].

Character values have a very wide coverage, but it can be associated with two dimensions of life, the heart versus mind dimension and personal versus social dimension [15]. The heart dimension is related to feelings, whereas the mind dimension relates to logic. The personal dimension is related to oneself, while the social dimension relates to an interaction with others. Such categorization makes character values appear simpler, so that character education is easier to be implemented [4,26].

Cultivating character takes time and it must be done consistently step by step [17]. Therefore, character values that derive from the local wisdom should be chosen the ones which are basic and easy to be implemented [18]. Character education, especially for children, will be effective if it begins with habitual action [7,15]. If an activity has become a habit, someone will do it regardless of whether or not there is a rule [13]. In the context of character education, children imitate what parents and teachers do more than what they say, so that character education must be accompanied by a role model of parents and teachers (Lickona, 1992; Latif, 2014; Mak, 2014).

When children step on teenagers, they should be given an explanation of why the habit should be done, so they believe what they do has good values foundation. This way, the habituation pattern is upgraded to enculturation, where the habit that is done step by step turns into a culture [17,20]. When the habit has turned into a culture, then the character will blend with everyday life so that the community will be confident to do so [22]. This research aimed to develop character education model based on common values of local wisdom and that can become a habit of everyday life.

II. METHOD

This research applied modified development research with four stages [12]. The first phase was a survey in thirty cultures/sub-cultures that have relatively large communities in Indonesia. Content analysis was applied to find the common values to be aspects of character education. The selection of character values to be developed was done by three-rounds-focus group discussion (FGD) attended by character education experts and

elementary school (sekolah dasar/SD) teachers who have experience of conducting character education in the implementation of 2013 Curriculum. With the expertise and or experience, FGD participants were believed to have the ability to select the suitable character values for elementary school children which can be applied without complicated means.

The second phase was the development of character education model. The third phase was an internal validation through experts review. Five reviewers rated and provided input for model refinement. The fourth phase was an external validation by applying limited quasi experiment at "SD X Surabaya" in the second semester of academic year 2014/2015. The school was selected on the basis that this is a medium size elementary school which has 12 classes. This school is a medium-quality school that has been implementing the 2013 Curriculum and it is interested in carrying out character education. With these characteristics it is expected that the research results can be applied in many other primary schools with similar characteristics.

The trial of the model implementation was carried out for a full semester (six months) with the belief that cultivating character takes a long time.

III. RESULT AND DISCUSSION

The survey found thirty three values of local wisdom that are commonly appeared at thirty culture/ sub-culture in Indonesia. To systematize and make them simpler the values of character are incorporated into the heart-personal, heart-social, mind-personal, and mind-social dimensions [15], so it looks like in Figure 1.

	Mind	Heart
Personal	smart, critical, creative, innovative, curious, open-minded, productive, future-oriented, and reflective	honest, trustworthy, fair, responsible, empathetic, risk-taking, self-sacrificing, and patriotic
Social	discipline, flexible, sportive, tough, reliable, resilient, cooperative, determinative, competitive, and cheerful	friendly, respectful, tolerant, caring, mutual assistance, and give priority to the public interest

Figure 1. Character values extracted from local wisdom

Because the character values generated were numerous and complex, FGD was carried out to chose one character for each dimension. The FGD attended by experienced character education experts and experienced teachers produced honest char-

acters representing the heart-personal dimension, creative character representing the mind-personal dimension, tough character representing the mind-social dimension, and caring character representing the heart-social dimension.

To teach the four values of character, three instructional strategies were developed, namely (1) integration into every theme in line with the 2013 Curriculum in Elementary School, (2) as an objective in extra-curricular activities and (3) implemented as school culture. By being integrated into all themes, the values of these characters are expected to become the spirit in the application of teaching materials in everyday life. Students should learn that when science is applied in life, it must be tailored to the values and norms that exist in the local community.

Extra-curricular activity is a very effective vehicle for cultivating character [19]. Moreover, extra-curricular activities are usually favored by students. By becoming one of the goals in extra-curricular activities, students will learn to apply the character values in a happy atmosphere.

Everyone has a tendency to adjust to the environment where he is in. If the character values are implemented into a school culture, then step by step students will apply those values to fit them with the social environment [3]. In this context, the school principal, all of teachers and other school staff should be the models of how to apply the values of honest, creative, tough and caring characters in daily life at school.

The validation of the five expert reviewers on the character education model yielded data as illustrated in Table 1, with an average score of 3.72. Based on the data, it can be concluded that the character education model can be implemented.

When the data at Table 1 is scrutinized, it is seen that the lowest score lies in the suitability of the character education model with the teachers' competence to integrate the values of characters into the learning theme (3.38). The reviewers' doubt is in line with previous research that teachers' ability is a major obstacle in the implementation of character education [16]. So far, the teacher only focuses on teaching the scientific materials, while character education is assigned to teachers of Religion and teachers of Guidance and Counseling. Therefore, four of the five reviewers suggested that teacher training should be conducted before initiating character education.

TABLE I. THE RESULT OF INTERNAL VALIDATION

Indicators		Score			
		<i>I-T</i>	<i>G-E</i>	<i>S-C</i>	<i>Mean</i>
Model clarity		3.64	3.81	3.83	3.76
Appropriate to	values cultivated	3.72	3.74	3.79	3.75

	school condition	3.78	3.77	3.82	3.79
	teachers competence	3.38	3.77	3.59	3.58
Mean		3.63	3.77	3.76	3.72

Note: I-T : Integration into theme
G-E: Goal for extra-curricular
S-C: School culture

External validation found that those instructional strategies could improve the students capability in implementing the values of honesty with score 3.24, creativity with score 3.47, toughness with score 3.16, and caring with score 3.77. More detail data is seen at Table 2. However, the data in Table 2 shows that students do not have good capability in applying candid values on the honesty aspect and the values of risk taking on the aspect of toughness.

Discussions with teachers reinforce the findings. Students still had a tendency to cheat in doing the tasks or test, although they knew that it was not good. This finding reinforces Lickona's (1992) theory that moral knowing does not automatically become a moral feeling and moral feeling does not automatically become moral action [8]. But free interviews with students and teachers found the facts which were quite encouraging. According to teachers the number of students who cheated reduced significantly. The application of character education during a semester did not seem enough to foster candid values in elementary school children, since changing character is not easy and it takes a long time [7,13].

TABLE II. STUDENTS' ACHIEVEMENT

Character Values	Indicators	Students score
Honest:		3.24
	Forthright	3.35
	Sincere	3.30
	Conscious	3.37
	Candid	2.94
Creative:		3.47
	Fluent	3.58
	Flexible	3.77
	Original	3.17
	Elaborate	3.36
Tough:		3.16
	Courageous	3.42
	Dependable	3.19
	Resilient	3.09
	Risk taking	2.94
Caring:		3.77
	Compassionate	3.85

	Considerate	3.85
	Forgiveness	3.72
	Charitable	3.66

To grow the character of toughness, it turns out that the aspect of risk taking is the most difficult aspects. The pattern of education that does not give freedom to make own decision is thought to be one of the causes [24]. So far, more education process force students to follow what teachers explain and what is written in textbooks, although that is not in accordance with the reality encountered by students in everyday life. As a result, students are not accustomed to express their own opinions and make decisions based on their own opinions.

Deep observation revealed that teachers example of good behavior is the key factor in the development of students character [8,10], in the same time reinforcing the reviewer's doubt that teachers have not been able to become role models. The teachers' behavior of SD X Surabaya still cannot be an ideal model for students. There were still teachers who were less disciplined and did not care about the environment. Even when the school was joining games, some teachers do not seem eager to do their work.

IV. CONCLUSION

Based on the findings described above, it can be concluded that the values of local wisdom are suitable to be the basis of character education in schools. These values turn out to be universal and also in accordance with the demands of the 21st century learning. Character education model consisting of three strategies namely integration into every theme, as an objective in extra-curricular activities and implemented as school culture, proved to be able to grow the character values, especially honesty, creativity, toughness and caring. However, the development of candid value on honesty aspect and risk taking on toughness aspect are still not ideal.

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