

Instilling Character Values through Language Learning Based on Local Wisdom in Sidenreng Rappang Regency

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ABSTRACT

This qualitative descriptive research aims to explain the application of local wisdom in language learning in schools, which includes methods and strategies, as well as curriculum design. The study also explores character values in language learning based on local wisdom and the effectiveness of local wisdom-based language learning in instilling character values in students. The research was conducted at SMA Negeri 1 Sidrap. Data was collected through interviews, participatory observations, and documentation techniques. The collected data was analyzed using thematic analysis methods, including Data Collection, Data Transcription, Data Codification, Categorization, Data Interpretation, and Drawing Conclusions.

The findings of this study conclude that applying local wisdom in language learning in schools is highly effective in teaching language structure, vocabulary, and grammar through culturally relevant methods and strategies. Integrating local wisdom into the school language curriculum involves several strategies, such as incorporating local materials into the syllabus, collaborating with local cultural experts, utilizing local learning resources, and implementing project-based evaluation. Local wisdom-based language learning has proven to be effective in instilling character values such as cooperation, tolerance, honesty, hard work, responsibility, and justice.

Keywords: character value, language learning, local wisdom, Sidenreng Rappang

INTRODUCTION

Character education is a diverse and fundamental aspect of human development, including cultivating moral, ethical, and social values that shape individual behaviour, decision-making, and community interactions (Saputra & Budimansyah, 2022). It is essential in the holistic education of children and young adults, preparing them to become responsible, caring, and contributing members of society.

The importance of character education is emphasized by its ability to promote the development of critical human qualities such as justice, patience, compassion, respect, and courage (Marini & Masrukhi, 2021). These values guide individual actions and contribute to the success of democratic societies, as they help young people become responsible, caring, and committed citizens.

Character education is a comprehensive approach that includes many elements, including positive school culture, moral education, social-emotional learning, and civic education (Darlan et al., 2021). These approaches work together to promote young people's intellectual, social, emotional, and ethical development, equipping them with the tools necessary to navigate the complexities of the 21st century.

One key aspect of character education is the deliberate focus on the character development process, which involves imparting knowledge, promoting awareness and understanding, and facilitating the translation of these values into action (Karwur et al., 2022). This *multi-faceted* approach ensures that character education is not just a theoretical exercise but a life experience that reacts with students and shapes their daily lives.

In the context of schools in Indonesia, character education has been integrated into the curriculum, with character values taught in daily classroom activities and extracurricular programs (Riyadi et al., 2022).

However, implementing character education in Indonesia is still ongoing, and a more comprehensive and systematic approach is needed to ensure its effective integration at all levels of the education system.

The critical role of character education in shaping the moral and ethical foundations of individuals and society is unpredictable (Karwur et al., 2022). By cultivating a strong sense of character and values, educational institutions can empower young people to become responsible, engaged, and compassionate citizens, contributing to the well-being and progress of their society.

Character education is an essential aspect of education in today's era of rapid technological advancement, where the need to instil positive values in the younger generation is paramount (Izhar, 2022). A person's character development is a complex process, influenced by many factors, including experience, education, sacrifice, and the environment in which they hang out (Karwur et al., 2022).

Teachers play an essential role in designing a learning system that prioritizes the cultivation of character education to produce graduates who are not only intellectually capable but also have high integrity, loyalty, compassion, respect for others, obedience to rules, and a strong sense of responsibility (Saputra & Budimansyah, 2022).

Character education has become an essential focus in the education system in Indonesia, given the challenges of globalization and modernization that are increasingly eroding cultural and moral values. A strong and sturdy character is the foundation for the formation of the next generation, who can face the challenges of the times with integrity, responsibility, and good ethics. One effective way to instil character values is through language learning based on local wisdom. (Rasyid, 2017)

Local wisdom, which includes the local community's traditions, customs, and culture, is a rich resource of moral and ethical values. Integrating local wisdom in language learning enriches the teaching and learning process and helps preserve a local culture that is becoming endangered. Language learning based on local wisdom can connect students with their cultural identity and instil a sense of pride and responsibility for the nation's cultural heritage.

In this era of globalization, education is often focused on academic achievement and mastery of technology, while aspects of cultural values and character tend to be overlooked. A balanced education between academic knowledge and the cultivation of character values is critical to forming a complete person. Language learning based on local wisdom can be a bridge to achieve this goal by integrating values such as cooperation, tolerance, hard work, and honesty into learning materials.

In addition, using local wisdom in language learning can increase the relevance of learning materials to students' real lives. This makes it easier for students to understand and internalize the values taught, making the learning process more exciting and contextual. Thus, students learn language not only as a means of communication but also as a means to understand and appreciate the noble values contained in their own culture.

In this context, this paper is present to explore the potential for instilling character values through language learning based on local wisdom. This study will discuss various methods and strategies that educators can use to integrate local wisdom in language learning, as well as evaluate the effectiveness of this approach in shaping students' character. Through this study, it is hoped that a learning model that effectively improves students' language competence and instils strong character values will create an academically competent and ethically moral generation.

Based on this background, the following research problems are formulated:

1. How is local wisdom applied in language learning in schools, including methods and strategies and curriculum design?
2. What character values can be instilled through language learning based on local wisdom?
3. How effective is language learning based on local wisdom in instilling character values in students?.

METHODS

The approach used in this study is qualitative. *According to Sugiyono (2019)*, qualitative research methods are often called naturalistic research methods because they are conducted in a natural setting. This approach was chosen because it aims to deeply understand the process and dynamics of instilling character values through language learning that integrates local wisdom. The research design used is a case study. The case study was chosen because it allows researchers to explore in depth the specific context in which local wisdom-based language learning is applied and how it impacts the cultivation of character values. This research was carried out at SMA Negeri 1 Sidrap. This area has a wealth of local solid wisdom. The research subjects consisted of Language teachers (3 people, Class X students (30 people), School principals, and local community leaders who are considered to know local wisdom. Data was collected through Interview, Participatory Observation, and Documentation techniques. The data that has been collected will be analyzed using thematic

FINDINGS AND DISCUSSION

Findings

The application of local wisdom in language learning in schools, which includes methods and strategies as well as curriculum design

This study is divided into several aspects to analyze the application of local wisdom in language learning in schools, including methods and strategies and curriculum design. Here is a more detailed explanation of each of these aspects:

a. Learning Methods and Strategies

1) Integration of Local Folklore and Legends:

In this activity, teachers use local folklore, legends, or myths as teaching materials to teach language structure, vocabulary, and grammar. In this study, the folklore is "Nene Mallomo" from Sidenreng Rappang Regency. These reading texts are used to understand everyday language, dialects, or local idioms.

2) Use of Traditional Songs and Poems:

Folk songs and traditional poems can be used as learning media to teach intonation, rhythm, and rhyme in language. In addition, it also helps students recognize and appreciate local cultural heritage. This study used Osong (Bugis Poetry) entitled "Osong Pakkanna Lai-Lainna Sidenreng".

3) Project Activities Based on Local Wisdom

Projects such as making plays, cultural exhibitions, or writing essays about local cultures can be used to teach languages contextually. Students can work in groups to research, write, and present the results of their projects. In this study, students in groups wrote essays about traditional ceremonies around their respective residences such as mappacci, mappadandang, and mappatenttong bola.

4) Discussion and Debate on Local Issues:

Involve students in discussions and debates on local issues relevant to local wisdom. It helps students develop language skills critically and analytically while deepening their understanding of local values. In this study, the theme of the debate given is the importance of preserving local culture as the nation's cultural heritage.

b. Curriculum Design

1) Integrating Local Materials into the Syllabus

Teaching materials related to local wisdom can be included in the language syllabus. This study includes

topics such as customs, traditional ceremonies, typical foods, and local cultural arts in the learning unit.

2) Collaboration with Local Cultural Experts

Invite cultural experts or local community leaders to participate in the learning process. They can give lectures, conduct cultural demonstrations, or become resource persons in class discussions. This study involved local cultural experts, namely Drs. Sukardi Maja, and Mahluddin, S.Pd., M.Pd.

3) Use of Local Learning Resources

Learning resources such as books, articles, videos, and other media that contain information about local wisdom can be used as teaching materials. The school library can also be equipped with local literature. This study used a local film entitled "Nene Pakande".

c. Project-Based Evaluation and Assessment

The assessment is not only carried out through written tests but also through projects related to local wisdom. In this study, students are assessed based on their project presentations, plays, or written works that raise the theme of local culture.

As a concrete example, at SMA Negeri 1 Sidrap, Indonesian teachers teach folklore such as "Nene Mallomo" or "Nene Pakande". Students are asked to read, watch the film, discuss, and write a review of the story in sound and correct Indonesian. In addition, they can also perform dramas based on the story, which at the same time teaches the moral and ethical values contained in it.

Character values that can be instilled through language learning based on local wisdom

Language learning based on local wisdom has excellent potential to instil various character values in students. Here are some of the character values instilled through this approach:

a. The Value of Mutual Cooperation

Local wisdom often emphasizes the importance of cooperation in society. Through group activities in language learning, cultural projects and traditional dramas with the theme "Mappatetong Bola", students learn to work together, help each other, and appreciate the contributions of each team member.

b. Tolerance

Local wisdom includes the diversity of cultures, customs, and regional languages. Teaching students about local cultures helps them understand and appreciate differences and fosters a tolerant attitude towards diversity. Through learning with the discussion method, the researcher raised the theme "Perri Nyameng", which is one of the traditional parties of one of the Sidenreng Rappang Community communities, emphasizing the existence of tolerance between different religious lives and beliefs.

c. Honesty

Local proverb Sidenreng Rappang at the "Mappacci" activity said ", Duami Kuala Sappo, Unganna PanasaE belona KanukuE' contains a moral message emphasizing honesty's importance. By studying and analyzing these vernaculars, students can understand honesty's positive impact and integrity's importance in everyday life.

d. Strive

Much local wisdom emphasizes the value of hard work and perseverance in Sidenreng Rappang Regency. One of the things raised in this study was the story of "Usman Balo's Character". A national figure who succeeded in expelling the colonizers with hard work with the people. This story teaches students the importance of trying

and not giving up easily.

e. Responsibility

Local wisdom-based language learning teaches students about social and environmental responsibility. The story "Nene Mallomo" teaches the importance of protecting nature and the environment; students are taught to be responsible for preserving their surroundings.

f. Justice

The value of justice is reflected in folklore and local customs as well as in the story of "Nene Mallomo", who sentenced her son to death to uphold justice on Bumi Sidenreng. Students learn the importance of being fair and non-discriminatory in various aspects of life.

The effectiveness of language learning based on local wisdom in instilling character values in students

The effectiveness of language learning based on local wisdom in instilling character values in students can be seen from several aspects, including increased understanding, internalization of values, and changes in student behaviour. Here are some points that demonstrate the effectiveness of this approach:

a. Improving Understanding of Character Values

1) Contextualizing Learning

2) Local wisdom-based learning provides a familiar context for students, making understanding and relating the character values taught to their daily lives easier.

3) Emotional Connectedness

Local stories, songs, and traditions often contain deep emotional values, which helps students more easily internalize and remember those values.

b. Internalization of Character Values

1) Identification and Reflection

Students are invited to identify and reflect on the character values contained in the learning material. For example, in this study, students are invited to analyze folklore and participate in cultural activities to understand the importance of values such as cooperation and monkey work.

2) Application of Values in Daily Life

Project activities such as dramas and discussions focusing on local wisdom help students apply the values they learn in authentic contexts.

3) Changes in Student Behavior

a) Researcher's Observations

This study observed changes in student behaviour in the classroom and school, such as increased cooperation in groups, respect for teachers and friends, and active participation in activities related to local wisdom.

b) Self and Peer Assessment

Through self-assessment and peer assessment, students evaluate the extent to which they have internalized and applied character values in daily interactions.

Discussion

Overall, language learning based on local wisdom has excellent potential to instil character values in students effectively. Through this approach, students can internalize moral and ethical values relevant to their lives, improve their understanding and application of those values daily, and demonstrate positive behaviour changes. However, the success of this approach is highly dependent on adequate support from various parties and the readiness of teachers to implement it.

The success of this approach also requires a curriculum integrated with local wisdom content and supporting educational resources. Collaboration between schools, families, and the community is the key to creating a conducive learning environment. In addition, training and professional development for teachers are essential to ensure that they have the competencies needed to deliver learning materials based on local wisdom effectively. Media and technology can also enrich the learning process, making it more exciting and interactive. Thus, language learning based on local wisdom can significantly contribute to shaping the young generation with solid character and noble culture.

In addition, continuous evaluation and feedback are essential to ensure that this approach is running by the expected goals. Developing an evaluation tool that can measure changes in students' character holistically will be beneficial in assessing the effectiveness of learning based on local wisdom. The active participation of students in the learning process also needs to be encouraged so that they are not only passive recipients but also active actors in applying the values learned.

Furthermore, integrating local wisdom in language learning can create a sense of pride and a strong cultural identity in students. This is important in the era of globalization, where foreign cultural currents often erode local identities. By understanding and appreciating local wisdom, students will be better able to maintain and promote their own culture in a global society.

Support from the government through supportive policies and adequate funding is also crucial. An inclusive and character development-oriented education policy will ensure this approach can be implemented widely and sustainably. Overall, with the synergy of various elements of education and society, language learning based on local wisdom can be a strong foundation for forming individuals who are not only intellectually intelligent but also have character and dignity.

Suggestions

Based on the results of this research, the following recommendations are suggested:

- 1) Integrate local materials into the language syllabus so students can learn the language in a context close to their daily lives. For example, they are using folklore, proverbs, or local terms in the lessons.
- 2) Involve local cultural experts in developing the curriculum and teaching materials to ensure cultural accuracy and relevance.
- 3) Use books, media, and other learning resources that contain local wisdom. This can include local historical texts, regional literature, and relevant cultural artefacts.
- 4) Develop learning projects encouraging students to explore and document local wisdom in their environment, such as field research projects or cultural documentation.
- 5) Use teaching methods that link language material to the local cultural context for example, role-playing local situations or discussing local traditions and customs.
- 6) Apply collaborative learning methods emphasising cooperation and mutual assistance, which are essential values in local wisdom.
- 7) Include character values such as cooperation, tolerance, honesty, hard work, responsibility, and justice

in all aspects of language learning. For example, through ethical discussions, case studies, or real-life simulations.

- 8) Use evaluation methods that not only measure language comprehension but also the instillation of character values. This can include self-reflection, group feedback, and project assessments.
- 9) Conduct training and workshops for teachers so they are skilled in integrating local wisdom into language teaching. Provide practical examples and teaching materials they can use.
- 10) Form a community of practice among teachers to share experiences and best strategies in teaching language based on local wisdom.

Co-Author Contribution

In this article author1 carried out the field work, prepared the literature review and overlooked the writeup of the entire article. Author 2 and 3 wrote the research methodology and did the data entry. Author 4 and 5 carried out the statistical analysis and interpretation of the results

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