The Development of Character Education Based on Sundanese Local Wisdom

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Abstract. There are various classical problems in this country that are difficult to solve. Corruption, drugs, fights etc are increasing everywhere. It shows the nation is experiencing a moral decline. One of the prevention efforts that can be done is with character education applied in elementary school. This study aims to describe the results of character education in SDN Kahuripan Purwakarta viewed from education according to local wisdom. This type of research is a case study. The results of this study need to be revised by the method of learning, the theme of conformity with the subject matter, and the uniformity of understanding between teachers and students about the meaning of each local wisdom that teaches. If this can provide, then the development of student characters will be optimal.

1. Introduction
The classic problem that has happened lately makes it clear that this country is experiencing a moral degradation. Indonesia civilized movement (GBI) captures the phenomenon of moral degradation or moral decadence that has alarmingly undermined the nation especially the young generation [1]. In responding to these challenges, the support from all parties – government, parents, educational institution, society, and Indonesian citizens – is needed.

Character education in Purwakarta which is based on Sundanese value 7 (tujuh) Poe Atikan Pendidikan Purwakarta Istimewa, (7 days of teaching education of excellent Purwakarta), the researcher wants to study about the phenomenon that has recently been discussed by Purwakarta people. Specifically, the purpose of this study are as follows (1) To describe the character education model based on local-wisdom; (2) To describe the character education model in school; (3) To describe the result of character education in Kahuripan elementary school that has been seen from education based on local wisdom [2].

2. Methods
This study is a qualitative research by using a case study method. The qualitative research is done to explore a phenomenon, besides; the qualitative research does not give a treatment, manipulation, and change the data. This study describes a condition that corresponds to the reality [3].

By using a case study method, the researcher can reveal the specific things and also give the factual report and the evolving thought in the case of study that cannot be captured by quantitative research. This study uses a case study method to facilitate the researcher in understanding the development of character education based on local wisdom. The location of this research is at SDN Kahuripan
Purwakarta located in Kelurahan Ciseureuh Purwakarta Regency. The researcher chooses this school, for this school becomes a pioneer for the application of character education based on the local wisdom of Sunda.

This research uses a purposive sampling and the subject of this study is determined from several criteria. Those are (1) Head master or the representative; (2) When this research was conducted, the former headmaster had been rotated to another school and the new head master had officiated for 6 months, so the informant who can represent the principal are other teachers that understand the development of character education; (3) Teachers of SDN Kahuripan. The teachers who became the informant were the home-room teachers who taught in the higher class. The selection of homeroom teacher was based on the more intense interaction done with the students, and the understanding of the development of students’ character education than the subject teachers. (4) Students of SDN Kahuripan selected as research subjects were 6th grade students. It because the 6th grade students at the age of 11 - 12 years old had language, motoric skills and cognitive skills in the same level of ability with adults [4]. It would facilitate researchers in exposing the character development of students.

In qualitative research, the researcher itself was an instrument in research. To support the results of research, some instruments – interview, observation and photo documentation – were required. Data analysis in this research consists of pre-field and on-field data analysis. Field analyses are based on Miles and Huberman methods which are divided into a number of stages which is data reduction, data presentation, and conclusion.

3. Results and Discussion

Based on the results of interviews with homeroom teachers and principals or who represented as well as 6th grade students, there were 3 findings namely:

3.1. Pattern / model of character education based on local wisdom

The purpose of the 7 Poe program according to Ms. PP (hometeacher of class 6B) is to implements the character of Sunda to the students. It is clarified by Mr. AR (6th grade homeroom teacher), EK (homeroom teacher of class 4A) and HW (Headmaster) that it is not the character of Sunda applied to the kid but the values of Sundanese.

Both the subject matter and the activities of the students in the Kahuripan Elementary School from the results of the interview with Mr. HW stated that they had been adapted to the 7 Poe program, if the teacher gave an example in the study related to the program. This is also supported by the opinion of Mr. AR that the learning materials cannot be separated in relation to the program. The opinion of Ms. PP confirmed that it is required that the subject matter should be adapted to the program on each day. In contrast to the three opinions before, Mr. EK explained that the subject should be adapted to the program. Unfortunately, this school still used KTSP, so the hours of each subject should refer to the government. To solve that problem, the program was only inserted even though the program was not optimal or not entirely applied.

About the method of teaching, Ms. PP and Mr. AR stated there was no special learning method that is used. It is supported by Mr. HW, he said that there was no special teaching method. Different from Mr. EK, he often used methods of practice, observation, and discussion that were considered it was appropriate in the development of character education students. It was the same as the use of methods. The application of learning models was not devoted, so the ordinary learning models were used. In accordance to the statement of Mr. HW, AR, and Ms. PP. Mr. EK himself preferred to use model of Cooperative Learning. He could assess the development of student characters deeply with the model.

Evaluation by referring to “the book of Kendali Karakter Istimewa Murid Purwakarta (control of Purwakarta Student’ special Character)” published by the ministry of Education, Youth, and Sports. In the book, there are several assessment indicators. In line with Mr. HW, AR, EK and Ms. PP, they used a control book for character assertion at school and home. In addition to the control book, Mr. EK conducted an evaluation with observations in the classroom to determine the change of student attitudes based on 5 characters “pinunjul”.
Facilities and infrastructure at SD Kahuripan in supporting the education of character based on local wisdom according to Ms. PP were appropriate and very supportive. In line with Mr. HW and Mr. EK, she added that it may still be a little shortage that would be needed to be equipped in the future. Mr. AR added to support student activities in outside of the classroom, it was very supportive but some props should be added, especially in natural science subjects.

3.2. Pattern / model of character education in schools
The purpose of character education in schools based on the curriculum used was (KTSP) and it was agreed by Mr. HW, AR, EK and Ms. PP. SDN Kahuripan still used KTSP curriculum in the current year while the new teaching started, the implementation of the curriculum in 2013 would be used. With the implementation of curriculum KTSP, it would be related to the teaching materials that would be taught. Mr. HW stated for teaching materials referred to the governmental rules (KTSP) and it was agreed by Ms. PP and Mr. AR. Mr. EK added that the material was taught thematically for the low grade while for the higher grade, it was adjusted in according to their own lessons. It was similar to the use of methods and models in character education based on local wisdom. The Character education did not apply specific models and methods and it was justified by Mr. HW, AR and Ms. PP. It was different from Mr. EK. He described the methods that were used were practice, observation, and discussion. He said that for his learning model he used Cooperative Learning.

Evaluation was conducted to know the character education generally that was related to the provisions (competency standards) that existed in the KTSP curriculum. Based on interviews with Mr. HW and other homeroom teachers, they confirmed that the assessment of character education generally was done in accordance to the curriculum used and the same as the guidance to the existing competency standards.

The facilities and infrastructure in supporting the character education of students in SDN Kahuripan were not much different from character education based on local wisdom. Mr. HW and the homeroom teachers explained that the facilities and infrastructure had supported, while Mr. AR added that the props for teaching should be added.

For character education results in SDN kahuripan, it could be seen from the achievement of the indicator that had been determined and adapted to the values - the value of Sundanese studies. If it seen from the indicators contained in the book control and special assessment based on 5 characters of “pinunjul”, the character education of 6th grade students were good enough. It was showed from the student’s responsibility in implementing the applicable regulations rules.

The Character education model based on the local wisdom of Sunda in SDN Kahuripan needed to be improved. In the purpose of the 7-poe program, the education is to apply the values of Sunda in the school learning. To get the goal, it needs the equality of perception and commitment of the school community, because it was still found that some people did not understand the program and its purpose.

The parties related to the Implementation of the development of Civics learning based on local wisdom had to be committed and had the same perception [5]. All school community, parents and community leaders need to work collaboratively in implementing character education programs [6].

In the Regent's Rule No. 69:2015 the program has different themes every day and it is related to the values of Sundanese. Every material and subject matter was associated with the value of Sundanese. In reality, it cannot be fully realized, this is due to the limitations of teachers (e.g. Religion, English) [7].

The students’ activities (excluding classroom lessons) and school uniforms were suitable to the daily theme (e.g. ceremonies and scout uniforms on Monday). There are 5 methods in improving values and morals namely: 1) the building of values and morals; 2) the modelling of values and morals; 3) facilitating the values and morals; 4) being able to develop the values and moral literacy; 5) development of value education programs. Of the five methods, one of them had been applied even though the community of the school had not understood it much. For individual modelling had not been maximally implemented by the school community yet.

Facilities and infrastructure was one of the things that were important to maximize character education. Building facilities and infrastructure could facilitate the learners to behave nobly [9].
Evaluation was done to know the student achievement in character education and an authentic assessment was recommended. The techniques and instruments were chosen and implemented not only to measure student’s cognitive but also student’s personality development. Because the curriculum used was KTSP, the character education pattern generally followed the curriculum. The purpose of character education in the KTSP curriculum was, learners became human beings who believed and were cautious to God Almighty and had a good character [10].

However, in some values of certain characters were still needed to be increased like the value of curious characters, fond to read and keep peaceful and tolerant. For methods and models of local wisdom, the modelling of the character values performed by the community of school was required, so that character education applied to the students could be more meaningful in a concrete. Facilities and infrastructure were the supporters of character education, for example, to build the value of curiosity and love reading, the completeness of the source (books, education magazines etc.) in the library were required. The evaluation used was through the attitude assessment included in the Lesson Plans.

Character education based on local wisdom from the value of Sundanese contained in 7 Poe Atikan still needed the improvement, for example the value of love for the homeland is not only proved by us by holding a flag ceremony, and wearing a scout uniform. However, it is necessary to build a concrete attitude such as what should be explained and applied by the teacher to the students. The noble values of Sundanese studies were preserved by the introduction of Sundanese culture with the use of uniforms (kampret for men, kebaya for women) the school building which is a Sundanese building (Julangapak) and the existence of Sundanese traditional music instrument, and the Sundanese script that was taught to the students.

The introduction of other Sundanese culture through the main source (book) or through the internet at school was required. The value of clean and beauty needs to be improved especially in the introduction and practice of students to process recyclable waste. Students not only understood about the waste and its types but also understood how to manage the recyclable waste.

Religious values were showed by the habit of reading alquran and prayers before the lessons began. And every Friday they had been accustomed to praying dhuha together in the field of school. In addition, on Friday, prayers dhuha could be done every day so that the building of religious values could be meaningful to the kid. The value of togetherness and emotional closeness with the family was every Saturday and Sunday. But the evaluation was not valid enough yet and the indicators in the control book had not been found about points of this togetherness.

4. Conclusions
Based on the findings and discussion on the development of character education based on local wisdom conducted in SDN Kahuripan Purwakarta, it can be concluded as follows (1) Pattern of character education based on local wisdom needs to be improved in the system and need to hold the training to provide common perception among teachers so that it can run the system well; (2) The pattern of character education in schools has been adapted to the applicable curriculum, only the facilities and infrastructure need to be improved; (3) The result of character education in SDN Kahuripan seen from education based on local wisdom is good enough. Only values of certain Sundanese need to be improved.

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