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INSTITUTIONALIZING LOCAL WISDOM IN LEARNING PROCESS, IS IT A NECESSITY?

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Abstract

The aims of this study were to 1) Analyze the learning process commonly applied in high schools, 2) Analyze the up-to-date learning process needed in high schools. This study used a quantitative descriptive approach. The study was conducted in 3 regencies in Indonesia, precisely in West Sumatra, such as Tanah Datar, Limapuluh Kota, and Agam. The participants of the research were high school teachers. The results of this study were 1) 99% of teachers from Agam, Tanah Datar, and Limapuluh Kota regencies stated that their learning had so far contained no local wisdom values. This was due to the burden of a large number of subject matters, by then the teachers only focused on cognitive aspects, 2) 88% of teachers from Agam, Tanah Datar, and Limapuluh Kota regencies stated that it was very important to include local wisdom in learning. This is due to the loss of local character among the students. Local wisdom had become an unfamiliar thing for students. Besides that, many teachers or educators were also not accustomed to addressing local wisdom in their teaching.

Keywords: institutionalizing, local wisdom, and learning process.

INTRODUCTION

Better learning can adjust to the sixteen demands of ability in the 21st century. The challenges faced by students in the 21st-century are numerous. Through those sixteen abilities, students are invited to sharpen their competencies. The competencies are sharpened through good learning while maintaining global capabilities, but not

neglecting the local values of the Indonesian. These local values will later become a strong foundation and become a strong character for students wherever they are. The ability is divided into three, firstly, a basic literacy ability consisting of literacy, numeracy, scientific literacy, ICT literacy, financial literacy, culture and cultural literacy. Secondly, competencies, consisting of critical thinking/problem solving, creative, communicative, and collaborative. Thirdly, character quality consists of curiosity, initiative, perseverance, adaptability, leadership, social and cultural awareness [1].

Along with technology advances, character values in education begin to disappear. Character values that must be possessed by the students are faith and piety to the almighty God, honesty, responsibility, mutual assistance, mutual respect, and others [2]. The disappearance of character values from education is a sign of national destruction.

One of the signs is cheating, an act of cheating in a test, through the illegal use of information from outside [3]. Cheating behaviour must be eliminated because it is equal to the crime of stealing other people's property. But cheating behaviour is increasing [4]. Cheating behaviour has spread out over educational levels, from elementary to tertiary levels. Not only is it done by low-achieving students, but also by high-achieving students. As a survey conducted by Who's Who Among American High School Students shows that the smartest students admit to cheating, to keep their achievements [5]. Center of Applied Psychology, Psychology Department, Indonesia University of Education (UPI) conducted an online survey of the implementation of the national examination (UN) in 2009-2018. It was found that fraud on the UN occurred massively through cheating and involved the role of the success team consisting of teachers, principals, and supervisors. A Psychologist at UPI, Ifa Hanifah Misbach explained that the total respondents in the UN survey were 597 people from 68 cities and 89 regencies in 27 provinces. The survey was conducted online to reduce data bias and to avoid rejection from the principal. Respondents were from public schools (77%) and private schools (20%). The respondents followed the UN between 2009-2018. From the results of the survey, 75% of respondents claimed to have witnessed cheating in the UN. The most recognized type of cheating was cheating in bulk via text messages (SMS), group chats, cheat sheets or body language codes. There was also a mode of buying and selling questions and the role of the success team (teacher, school, supervisor) or other parties (tutoring and jockey). The survey also revealed that most respondents did nothing when they saw fraud. Meanwhile, the rest of the participants did cheating or just as observers. Only a few of respondents reported cheating (3%) [6]. Also, there was a doctrine from school that we went to school together and had to go out together. This finally makes an honest child become hostile and have no friends [7].

After that, ditching school is considered an act of wasting time and useful opportunities as a form of irresponsible attitude [8].

Skipping out is a common culture in Indonesia. Even adults do it, according to the survey conducted on civil servants who bought some food at "*angkringan*" stalls and went shopping during working hours. And this is also imitated by our youth according to the survey conducted on high school students who were eating/hanging out at "angkringan" during school hours. Such a bad habit is incompatible with the attitude demanded in the 2013 curriculum education goals.

Finally, tolerance, cooperation, respect each other among students began to fade, of course, this will harm the integrity of the nation, as reinforced by Thomas Lickona who revealed 7 signs of the era that must be alert. If the sign already exists it means a nation is headed for the brink of collapse: 1) Increased violence among teenagers/students/college students. 2) The use of dirty words 3) The influence of strong peer groups in violent acts. 4) Self-destructive behaviours such as drugs, alcohol and tattoos, 4) Increasingly blurred moral guidelines both good and bad, 4) Decreased work ethic, 4) Low respect for parents and teachers, 5) Low sense of responsibility, 6) Cultivating dishonesty, 7) Mutual suspicion and hatred [9].

The loss of character values in the Indonesian young generation is assumed because of the less function of its local wisdom in education, especially learning as a filter for the currents of globalization, which seems to be immersed in the currents of globalization. Learning still strengthens cognitive learners and tends to ignore the aspect of effective learners. Knowledge contextualization of local wisdom as strengthening the character of students becomes an urgent thing to do. Institutionalizing of local wisdom is an attempt to return to the value of local wisdom repertoire as part of efforts to build the identity and character of students based on culture [10]. This paper is the report of research that focuses on analyzing the needs of the importance of local wisdom for learning in high schools nowadays. The problem statement in this paper is how learning is carried out in high school during this time and how the learning is required in high school now. This is the first research. This research is different from previous research. This research focuses on local wisdom for character reinforcement. Meanwhile, the previous research focused on local wisdom for knowledge aspect [11-19].

Learning

Learning is essentially a psychological or mental activity during an active interaction in the environment, which can make some changes in knowledge, understanding, skills and attitude. [20-25]. The ongoing learning process is inseparable from its components, the components of the learning process are students, teachers, learning objectives, instructional materials, methods, media and evaluation [26].

Firstly, the student is someone with all his potential that is always developed through the learning process and the interaction

with everything [27]. Secondly, teachers as a human personality who plays an important role in the teaching and learning process and fully participates in organizing education, are experts in their fields and competent, to, guide their students [28]. Thirdly, the learning objective is a design that focuses on the achievements that will be obtained by students after going through the learning process itself [29]. Fourthly instructional materials are knowledge, skills, and attitudes that must be mastered by students to meet the specified competency standards. Learning material occupies a very important position in the entire curriculum, which must be prepared so that the implementation of learning can achieve the goals. These goals must be following Competency Standards and Basic Competencies that must be achieved by students [30]. Fifthly, the method of learning is a strategy or way which is done by the teacher in conducting relationships or interactions with students to achieve learning goals that have been set [31], [32]. Sixthly, learning media is a set of tools that can be used as a source of learning by the teacher in delivering materials to students, which can stimulate students' thoughts, feelings, concerns and students' desire to encourage them in learning processes [33-35].

Local wisdom

Conceptual ideas grow and develop continuously the community's awareness that can be approached from religious values, ethical values, aesthetic, intellectual or even other values such as economy, technology and others. Those conceptual ideas grow from local traditional culture, as a result of cultural adoption (including the adoption of religious values) and as a result of cultural adaptation from other cultures to local traditions, an entity that largely determines human dignity in its community, cultural synthesis created by local actors through an iterative repeated process, through internalization and interpretation of religious values and culture that are socialized in the form of norms and used as guidelines in daily life, These conceptual ideas can be in the forms of customs, institutions, words of wisdom, proverbs, which are called local wisdom. [36-44].

Institutionalizing local wisdom

Institutionalizing local wisdom is an action, existence, experience of promoting local wisdom [45]. In this article, institutionalizing local wisdom in learning is to promote local wisdom through embedding it in the learning component that is implemented in learning activities so that students are accustomed to local wisdom. The goal is habituation, which finally, becomes a positive character of students following the positive values in local wisdom.

METHODS

This article is the result of descriptive research with a quantitative approach [46]. The research was intended to explore

facts about the importance of local wisdom for learning in high schools in 3 regencies in Indonesia, precisely in the province of West Sumatra, such as Tanah Datar, Limapuluh Kota, and Agam regency. The reason for choosing these 3 regencies as research sites are because Luhak Nan Tigo district is the first land area that was inhabited by Minangkabau tribe. Minangkabau is one of the most famous and biggest tribes in Indonesia, located in West Sumatra [47]. The Minangkabau tribe has a variety of unique traditions and customs that still exist till today. The traditions and customs are closely related to religious elements. This research attempted to see the importance of local wisdom for people who are sticky to their religious elements. The sample of the study were teachers and high school students. Data were collected by using a questionnaire.

RESULTS

Learning during this time

The 21st-century demands a variety of skills that students must possess so that education is expected to prepare students with these skills to have a successful life. Important skills in the 21st-century are still relevant to the four pillars of life that include learning to know, learning to do, learning to live and learning to live together [48]. Each of the four principles contains special skills that need to be empowered in learning activities. One of these skills is cultural literacy [49]. The Achievement of the 21st-century skills is carried out by updating the quality of learning, designing learning activities relevant to 21st-century proficiency [50]. Various skills in the 21st-century must be explicitly taught.

The role of teachers in implementing 21st-century learning is very important in actualizing a better future for the children. In line with it, it is necessary to do the identification of the learning activity done by teachers so far. The following is the teacher's statement related to the learning activities that they have been carried out.

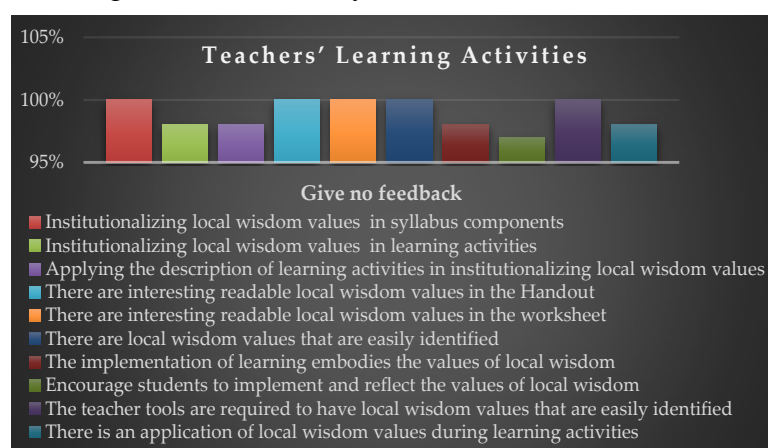


Fig 1. Teachers' Learning activities in Agam, Tanah Datar and Limapuluh Kota regencies

From the results of the analysis, it is known that 99% of teachers from 3 regencies, stated that the learning they have provided to the students has no local wisdom values. In the process of analyzing this need, the researcher also asked the teacher's response about why local wisdom was not found in the learning tools and learning activities. Based on the findings, the main problem felt by the teacher was the burden of subject matters, so the teacher focuses on the cognitive aspects of the students. Then they tend to ignore the aspects of character reinforcement for example through institutionalizing local wisdom. This fact is consistent with the recognition of the team of *Badan Standar Nasional Pendidikan* (BSNP) (Indonesian: National Education Standards Board), that the education curriculum in the country of Indonesia, both primary and secondary schools, is the heaviest in the world [51].

Importance of local wisdom in learning (learning needed)

Local wisdom is words of wisdom, proverbs, which are socialized in the form of norms and used as guidelines in daily life. Local wisdom socialized in the form of norms is very closely related to the attitude, as an affective aspect in the education [52]. In education, affective is an important competency that the students must have. The teacher's response to the importance of local wisdom is presented in Fig 2 (The Percentage That Responds to Local Wisdom in Learning).

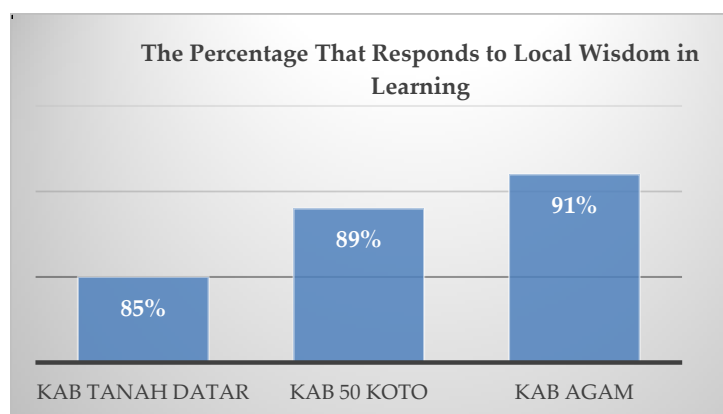


Fig 2. Analysis Results of the Importance of Local Wisdom by teachers

From the results of the analysis, it is known that 88% of teachers from 3 regencies, stated that it was very important to apply local wisdom in learning. The process of this needs analysis involved, the researcher in asking the teacher's response about why local wisdom is so important to be applied in learning. Based on the findings, the main problem felt by the teacher is the loss of local character in students. Local wisdom has become unfamiliar to students. And many teachers or educators were not accustomed to local wisdom. Meanwhile, Davies stated that cultural and cultural literacy was identical to local wisdom as a reinforcement of character, and must be owned by students. This requires teachers to also have a culture and cultural literacy. Because teachers as instructors and educators play an important role in the teaching and learning process and also

in organizing education, they are demanded to be experts in their fields and possess the competencies because the teachers' job is to guide their students [53]. The following 21st-century Requirements stated that students must have the following skills (see Fig 3).

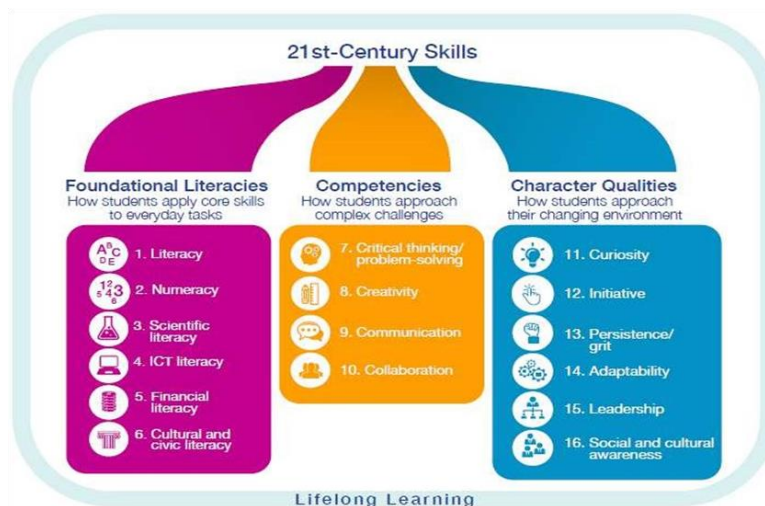


Fig 3. Demands for Ability in the 21st-century (Sources: World Economic Forum, 2016)

From the figure 2 above it is very clear and unequivocal that competencies related to local wisdom as students' character reinforcement competencies are at point 6 mentioning *cultural and civic literacy* and point 16 mentioning *social and cultural awareness*. Those are the competencies that the students must have in the 21st-century. But in fact, the student's character reinforcement competency tends to be ignored by the teachers. Education policymakers should be sensitive to this issue. So the results of this research recommend some solutions to educational problems, especially those that intersect with students' character enhancing competencies as policy considerations for policymakers.

CONCLUSION

Based on the results of this study as discussed above, the following are the conclusions: 1) 99% of teachers from Agam, Tanah Datar, and Limapuluh Kota regencies stated that their learning so far had contained no local wisdom values. This is due to the burden of a lot of subject matters so that the teachers can only focus on the cognitive aspects; and 2) 88% of teachers from Agam, Tanah Datar and Limapuluh Kota regencies, stated that it was very important to institutionalize local wisdom in learning. This is due to the loss of local character in students. Local wisdom has become unfamiliar to the students. Besides that, many teachers or educators are also not accustomed to local wisdom.

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