



LEARNING IMPLEMENTATION OF CIVIC EDUCATION BASED ON LOCAL WISDOM IN GROWING SOCIAL AWARENESS FOR HIGH SCHOOL STUDENTS

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ABSTRACT

The implementation of learning based on local wisdom in high school aims to foster students' social awareness through the introduction and understanding of local cultural values. This approach utilizes local knowledge and traditions as teaching materials that are relevant to the context of students' lives. With this method, students are expected to appreciate cultural diversity, develop empathy, and increase engagement in their communities. This study explores the effectiveness of these learning strategies through observation, interviews, and document analysis. The results show that learning based on local wisdom is able to strengthen students' cultural identity and foster a caring attitude towards their social environment. Effective implementation requires collaboration between teachers, students, and the community to create meaningful and contextual learning experiences. Local wisdom-based learning encourages students' active participation in community activities, facilitating .

Keywords: *Learning Implementation, Local Wisdom, Social Intelligence*

INTRODUCTION

Education is one of the important means in shaping students' character and social awareness. In the current era of globalization, the challenges in the world of education are increasingly complex, especially in maintaining cultural identity and local wisdom. Learning based on local wisdom offers a solution to answer this challenge by integrating local cultural values into the educational process. This approach is expected to be able to foster strong social awareness in students, especially at the high school level, who are at an important stage in their social and emotional development.

Local wisdom encompasses a variety of values, knowledge, and practices that develop in a community and are passed down from generation to generation. According to research, the integration of local wisdom in education not only enriches students' learning experience, but also increases their appreciation for local culture and identity (Sujana, 2019). The implementation

of learning based on local wisdom in high schools can strengthen students' social awareness by teaching them about the importance of diversity, cooperation, and social responsibility (Haryanto & Wahyuni, 2020).

In recent years, various studies have shown that learning based on local wisdom can be an effective strategy in character education. For example, research conducted by Nurhadianto & Mauludea. (2024) found that students who were involved in learning activities that prioritized local wisdom values showed a significant improvement in their social attitudes. In addition, research by Wulandari (2022) concluded that learning based on local wisdom can help students better understand and overcome social problems in their environment.

Learning based on local wisdom is an educational approach that utilizes local cultural values and traditions to enrich the teaching and learning process. In Indonesia, local wisdom covers various aspects such as language, customs,

art, and local history which have great potential in shaping students' character and social awareness. According to Hemafitria, et.al (2021), learning based on local wisdom can help students understand and appreciate cultural diversity and increase their love for the homeland. The implementation of learning based on local wisdom at the Senior High School (SMA) level has an important role in fostering students' social awareness. Social awareness includes an understanding of social dynamics, the ability to empathize, and active participation in society. A study by Wulandari (2020) shows that the integration of local wisdom in the school curriculum can strengthen students' cultural identity and build a sense of solidarity among them.

Furthermore, research by Setiawan and Puspitasari (2022) highlights that local wisdom applied in learning can facilitate intercultural dialogue among students, which in turn reduces stereotypes and prejudices. This learning is not only relevant in the local context, but also in line with the global education goals that emphasize the development of social and cultural competencies. Changes to a curriculum that is more inclusive of local wisdom also receive support from government policies. For example, the Independent Curriculum launched by the Ministry of Education, Culture, Research, and Technology emphasizes the importance of a contextual and local culture-based approach in education. According to the official report of the Ministry of Education and Culture (2023), this program aims to equip students with 21st-century skills while still respecting and preserving local culture.

However, the implementation of learning based on local wisdom cannot be separated from challenges. The main challenge faced is the lack of resources and teaching materials that support this approach. Therefore, cooperation between the government, schools, and local communities is urgently needed to provide adequate support in developing a curriculum based on local wisdom (Sujud & Utomo, 2023). In addition, there is a need for training for teachers so that they can effectively integrate local wisdom values into the

learning process (Nugraha, 2024). Thus, this article will discuss more about the importance of implementing learning based on local wisdom in fostering social awareness for high school students. The discussion will cover the benefits, challenges, and effective strategies that educators can adopt to implement this approach.

LITERATURE REVIEW

Social Awareness Character

Social awareness character is one of the important dimensions in character education which includes the ability of individuals to understand and respond to the needs and feelings of others (Mauludea et.al, 2023). This character involves empathy, a sense of justice, and social responsibility, all of which are important for forming individuals who care and contribute positively to society (Dewi, et.al, 2021). Social awareness not only helps individuals to live in harmony in a community, but also strengthens social cohesion in the wider environment.

In the context of education, the development of social awareness character aims to create a generation that not only focuses on personal interests but also has a concern for the common welfare. This process involves active learning that emphasizes social interaction, both through collaborative activities at school and participation in community activities. In addition, Khaerunissa, et.al (2020) stated that this character education also aims to teach students about the importance of social involvement as part of moral responsibility.

Recent research shows that the development of social awareness can be facilitated through a project-based learning approach and group discussions that emphasize conflict resolution and understanding of different perspectives (Amaniyah & Nasith, 2020). By doing so, students not only learn to recognize and respect differences, but are also able to act proactively in promoting social justice and equality.

Local Wisdom

Local wisdom is an integral part of cultural heritage that reflects values, norms, and traditions that have developed and been passed down from generation to generation in a society. In West Kalimantan, local wisdom has distinctiveness that is reflected in various aspects of people's lives, ranging from customs, arts, to social procedures (Nurhadianto Mauludea, 2024). One of the well-known forms of local wisdom in West Kalimantan is the Saprahan tradition, which is a tradition of eating together in Malay society that emphasizes the values of togetherness, egalitarianism, and mutual cooperation. According to a study by Wahab, et. al (2020), this tradition not only functions as a social means to strengthen relations between citizens, but also as a medium to instill important social values in community life.

Local wisdom is a form of cultural knowledge and practices that are inherited from generation to generation in society and are an integral part of the community's identity. Local wisdom encompasses various aspects of life, including social values, ethics, belief systems, and environmental practices, all of which play an important role in shaping individual and community behavior (Nurasiah, et.al, 2022). According to Sulastri and Kurniawan (2021), local wisdom is a manifestation of people's adaptation to the environment and challenges faced over the centuries, making it relevant and useful in daily life. In the era of globalization, preserving and preserving local wisdom is important to ensure that cultural identity is not eroded by outside influences.

In various regions in Indonesia, local wisdom has become the foundation in environmental conservation and natural resource management. For example, traditional practices in farming and forest management that are still practiced by some indigenous communities have proven to be effective in maintaining the balance of the ecosystem. Research by Widyastuti and Pratama (2022) shows that local wisdom applied in the management of customary forests in West Kalimantan is able to maintain forest sustainability while supporting the welfare of local communities. Local wisdom in this case not

only functions as ecological knowledge, but also as a value system that strengthens the harmonious relationship between humans and nature.

In addition, local wisdom also has a significant role in building social solidarity and strengthening community cohesion. Values such as mutual cooperation, deliberation, and customs inherent in local wisdom are the basis for building relationships between individuals and between groups in society. A study by Utami and Wicaksono (2023) emphasizes that in societies that still hold fast to local wisdom, the level of social solidarity tends to be higher, which has an impact on the creation of a more peaceful and harmonious society. Thus, local wisdom not only functions as a cultural heritage, but also as a social glue that maintains the integrity and stability of the community.

RESEARCH METHODOLOGY

This study uses a descriptive qualitative method to explore the effectiveness of the strategy through observation, interviews, and document analysis. This implementation of local wisdom-based learning integrates local values, traditions, and knowledge into the curriculum, allowing students to understand and appreciate their cultural heritage. Through this approach, students not only acquire academic knowledge, but also develop a sense of identity and social responsibility. Learning based on local wisdom encourages students' active participation in community activities, facilitates discussions on social issues, and forms a caring attitude towards the surrounding environment.

DISCUSSION

The character of high school students has an important role in the preservation of local wisdom, because at this age students are in a critical phase of self-identity formation. Character education that integrates local wisdom values can help students understand the importance of their cultural heritage. According to research by Santoso and Rahmawati (2020), high school children who are equipped with strong character

education tend to appreciate and be actively involved in the preservation of local culture. Education that emphasizes values such as mutual cooperation, social responsibility, and love for the environment can foster their awareness of the importance of maintaining local wisdom in the midst of globalization.

Furthermore, the character of high school students formed through learning based on local wisdom can be a driving force in efforts to preserve culture in the community. Research by Setyawan and Handayani (2021) shows that students who have a sense of responsibility for local culture are often agents of change in their environment. They not only preserve local wisdom through hands-on practices, such as participation in traditional ceremonies or the preservation of traditional arts, but also play a role in educating other young generations about the importance of preserving local culture. Thus, a strong character in high school students can have a significant impact on the continuity of local wisdom in society.

In addition, the role of schools and the environment in supporting the formation of student character is crucial for the success of preserving local wisdom. A study by Rokhman A.N (2023) emphasizes that a school environment that consistently integrates local wisdom in the curriculum, as well as active participation from the community, can strengthen student awareness and involvement in cultural preservation efforts. Schools that support local cultural practices, such as through extracurricular activities or culture-based school programs, can be an effective forum for shaping the character of students who care and are committed to the preservation of local wisdom.

Schools have a central role in the implementation of learning based on local wisdom, especially in the subject of Pancasila and Citizenship Education (PPKn). PPKn learning based on local wisdom aims to instill local cultural values and traditions as part of the nation's identity that must be maintained and preserved. According to Wahyuni and Santoso (2020), schools as formal educational institutions have the responsibility to integrate local wisdom values into the PPKn curriculum so that students

can understand and apply these values in their daily lives. This not only enriches learning materials but also strengthens students' identities as part of a pluralistic Indonesia society.

The role of PPKn teachers is very important in conveying and teaching local wisdom to students. Teachers must be able to package local wisdom material in an interesting and relevant way to students' lives today. For example, research by Wahyuni, et.al (2023) shows that the use of project-based learning methods that involve exploration of local culture can increase students' understanding of local wisdom values in the context of citizenship. Teachers can also use various learning resources, such as folklore, customs, and customary laws that are still in force, to explain the principles of Pancasila and their application in the lives of local communities.

The implementation of civic education (PKn) learning based on local wisdom by internalizing cultural values such as Saprahan, Tidayu Dance, and Antar Pakatan, is a strategic effort to strengthen students' cultural identity while instilling the values of togetherness, tolerance, and mutual cooperation. Saprahan, for example, is a tradition of eating together that reflects the values of togetherness and egalitarianism in the Malay community in West Kalimantan. In the context of PKn learning, this tradition can be used to teach students about the importance of equality and unity in community life. Research by Ramadhani and Susilo (2020) shows that learning based on local traditions such as Saprahan can increase students' social awareness and encourage inclusive attitudes in daily interactions.

In addition, the Tidayu dance, which is a blend of Chinese, Dayak, and Malay cultures, can be integrated into PKn learning as a symbol of cultural harmony and diversity in Indonesia. This dance reflects the values of tolerance and cooperation between ethnicities that are very relevant in learning about *Bhinneka Tunggal Ika*. According to research by Setiawan and Yuliana (2021), the use of Tidayu dance in PKn learning is able to foster mutual respect among students from various cultural backgrounds. This implementation not only helps students

understand the values of Pancasila, but also strengthens their commitment to maintaining the integrity of a diverse nation.

Traditions between Pakatan, which involve cooperation in completing work or activities in the community, also have great potential in PKn learning. A study by Hema Fitria, et. al (2023) found that the introduction and practice of traditions between Paktas in PKn learning can strengthen the sense of togetherness among students and teach them the importance of working together for the common good. Thus, the internalization of local cultural values such as Saprahan, Tidayu dance, and Antar Pakatan in PKn learning can be an effective means to instill contextual and relevant civic values for students.

In addition, school support in the form of policies and programs that support the preservation of local wisdom is very important for the successful implementation of this learning. For example, schools can organize extracurricular activities or projects based on local wisdom, such as traditional arts competitions or visits to cultural sites. Research by Farid, A (2023) emphasizes that these programs can strengthen student involvement in preserving local culture while instilling Pancasila values more deeply. Thus, schools not only serve as formal learning places, but also as vital agents of local cultural preservation.

CONCLUSION

The implementation of learning based on local wisdom in Civic Education (PKn) has an important role in shaping the character of students, especially at the high school level. The integration of local cultural values such as Saprahan, Tidayu dance, and inter-Pakatan not only enriches learning materials but also instills values of togetherness, tolerance, mutual cooperation, and social responsibility. Thus, PKn learning based on local wisdom can be an effective means to strengthen cultural identity, foster social awareness, and form the character of students who are ready to act as agents of cultural preservation in a diverse society.

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