



INSTALLATION OF LOCAL WISDOM VALUES OF BAJAWA ETHNIC AND SOCIAL ATTITUDES IN SOCIAL STUDIES LEARNING AT SMP NEGERI 3 WEST GOLEWA

Anastasia Chrisanta Alwinda Fengi¹, I Nengah Suastika², I Wayan Mudana³

^{1,2,3}Pascasarjan Pendidikan IPS, Universitas Pendidikan Ganesha, Singaraja
e-mail: alwindafengi45@gmail.com¹, nengah.suastika@undiksha.ac.id²,
Mudanawayan935@yahoo.co.id³

Abstract: *This research was conducted at SMP Negeri 3 West Golewa and aims to (1) Find out the local wisdom values of the Bajawa ethnic group and the values of social attitudes that can be instilled in social studies learning. (2) what is the strategy for cultivating the local wisdom values of the Bajawa ethnic group and the values of social attitudes in social studies learning. (3) knowing the results of instilling Bajawa ethnic local wisdom values and social attitude values in social studies learning. This research uses descriptive qualitative research to instill the local wisdom values of the Bajawa ethnic group and the social attitude values of students at SMP Negeri 3 West Golewa in social studies learning which were collected through observation, interviews and documentation. Data analysis used the Miles and Huberman model which consists of data collection, data reduction, data display and drawing conclusions or verification. The research results show that (1) the social and cultural values contained in the local wisdom values of the Bajawa ethnic group are reba, zono and kusu bue. The teacher's ability to provide examples of good interaction attitudes to students in the classroom and outside the classroom (2) the relationship between local wisdom values and social attitude values towards SMP Negeri 3 West Golewa social studies material,. (3) The teacher seems to have succeeded in instilling social attitude values in accordance with the indicators that the researchers have described, namely: honesty, courtesy, self-discipline, tolerance in students at West Golewa 3 Middle School.*

Keywords: *Local Wisdom, Social Attitudes, Social Sciences Education*

INTRODUCTION

Indonesia as a pluralistic nation consisting of various ethnic groups, cultures, tribes, languages, races, religions and others so that the Indonesian nation can simply be called a "multicultural" society. One of Indonesia's diversities is the diversity of culture, traditions or customs that have existed since the past until now from generation to generation. A nation is obliged to maintain and preserve culture, customs and traditions as the identity of the nation. In this era of globalization, many foreign cultures easily enter, so the ability is needed to choose which culture is in accordance with the nation's culture and which culture is not in accordance. The culture in Indonesia includes local wisdom which is the identity of the nation whose authenticity must be maintained (Noviana Afiqoh, 2018).

Education is the estuary of a nation's success in the world. Education is inseparable from community activities, because education is a long-term investment that needs to be prepared so that we can enjoy a more decent life in the future. Education plays a substantial role in

improving human resources. Through the field of education, a superior, moral and competitive generation will be produced (Novalinda, Kantun, & Widodo, 2017).

Every local wisdom in various regions certainly contains great and profound values as a form of community life system, as well as the local wisdom that exists in the Bajawa ethnic community itself. Of course in this case, the local wisdom is very relevant to be used as a guideline in carrying out the process of contemporary life whose social problems are very complex. The existence of these local wisdom values should be able to be used as a source of social studies learning as a means of forming and instilling the values contained in the local wisdom.

The instillation of local wisdom values is certainly intended to apply these noble values in community life. In line with that, Asmani (2012) in Abdullah (2020; 167) mentioned the role of local wisdom in the education process so that students can know, understand, analyze, and then develop the local advantages of the area where they live. And can understand the aspects and functions of the values contained in local wisdom in building the character of these students.

Social attitude is a person's awareness that determines real actions and is done repeatedly towards an object, an attitude of empathy or concern for others around them. Social attitude becomes an important thing in life together in a society, considering that we live in the midst of Indonesian society with diverse tribes and languages, of course during their lives humans will never be separated from social interaction with other humans. Because the existence of good social interaction is expected to create social feelings that can remind individuals with fellow humans in the form of mutual assistance, mutual respect and acceptance of each other, sympathy, loyalty and so on. Social Studies or Social Studies is one of the compulsory subjects in SMP Negeri 3 Golewa Barat, Social Studies has a noble task as a foundation for developing the potential of students, both intellectually, socio-culturally and socially, namely being able to foster good and responsible ways of thinking, behaving and behaving as individuals, citizens, and citizens and as citizens of the world.

Based on this, seeing conditions like this, educational problems occur because of the many factors that influence the development of students' social attitudes. Therefore, the role of teachers as educators is expected to be able to save and maintain the values of social attitudes and local wisdom values through Social Studies Education because they are different physically and psychologically. Saving local wisdom values and social attitude values is very necessary, because if not saved, local wisdom values and social attitude values will be easily weakened. One thing that teachers can do as educators is to instill local wisdom values and social attitude values in students through Social Studies Learning.

Therefore, the researcher intends to conduct research on how to instill the values of local wisdom of the Bajawa ethnic group and the values of social attitudes of students of SMP Negeri 3 Golewa Barat in social studies learning, so that it is hoped that students will be sensitive to social conditions both in the school environment and outside the school.

RESEARCH METHODS

The type of research used is descriptive qualitative and exploratory which attempts to explain the phenomenon to be studied and attempts to describe more specifically and in depth the research object.

The qualitative descriptive method is a research method based on post-positivism philosophy used to research the condition of natural objects (Sugiyono, 2016). A qualitative approach can be used if you want to see and express a situation or object in its context; find meaning or deep understanding of a problem faced which appears in the form of qualitative data, whether in the form of images, words, or events as well as in natural *setting* (Yusuf, 2016).

The use of this type of research is because the researcher wants to know and provide an overview of the instillation of local wisdom values of the Bajawa ethnic group and social attitude values in social studies learning at SMP Negeri 3 Golewa Barat, based on the results of observations, interviews, and documentation studies. The place of this research was carried out at SMP Negeri 3 Golewa Barat, which is located in Warieko Village, Golewa Barat District, Ngada Regency, East Nusa Tenggara Province.

The subjects in this study were the village head, traditional leader, two social studies teachers and 25 students of SMP Negeri 3 Golewa Barat. The data obtained in this study were descriptive qualitative data on the instillation of local wisdom values of the Bajawa ethnic group and the social attitude values of students of SMP Negeri 3 Golewa Barat in social studies learning which were collected through observation, questionnaires and interviews and documentation. The data analysis technique in this study used the Miles and Huberman model which consisted of data collection, data reduction, data display and drawing conclusions or verification (Sugiyono, 2009:91). To ensure that the data obtained in this study were truly reliable and accountable, this study used triangulation. Triangulation is checking data from various sources in various ways, and at various times (Sugiyono, 2009:125).

DISCUSSION

Changes and instillation of values from social attitudes and local wisdom values occur by themselves. Social attitudes are formed in their relationship with an object, and a group of people. The environment closest to everyday life has many roles such as the school environment. Teaching attitudes is the responsibility of parents or religious institutions. However, this is not the case, schools as formal institutions also have the task of fostering students' social attitudes. Thus, schools as formal educational institutions also have the task of instilling and fostering students' social attitudes as expected. The purpose of education is essentially to change students' attitudes for the better.

Based on the research results, it was found that the instillation of local wisdom values and social attitude values in social studies learning consisted of six indicators, namely the ability of social studies teachers to communicate with students, social studies learning implementation plans, social studies learning strategies, social studies learning media, implementing social studies learning evaluations, with a total score of 38 with a reset of 76% so that it was qualified as good.

The results of observations with two social studies teachers related to the ability of social studies teachers obtained that the teachers were quite proficient in interacting, in interacting the teachers always considered all students the same and did not discriminate. The teachers invited all students to always be active and always participate during the learning process. The teachers looked close to the students in delivering social studies learning, the teachers in learning used polite and courteous language and always appealed to students to always respect their elders so that students have boundaries in interacting. The teachers also looked professional in learning,

the teachers always looked cheerful in delivering the material. Not only that, the teachers always exemplified good attitudes, the teachers did not hesitate to say thank you to the students if they had received help from the students.

Based on the five indicators described above, it can be concluded that the instillation of local wisdom values and social attitude values have an impact on the current lifestyle patterns of students until they grow up. Proper teaching, good examples and discussions with students can shape good social attitudes in students. So it is expected that the role of teachers is very influential in instilling local wisdom values and social attitude values when students are at school. Teachers are substitutes for parents when students are at school. Therefore, a teacher must also have a good social attitude that can be imitated by their students. Based on the results of observations and interviews conducted with teachers in teaching social attitudes to students, it has been very good. The group or cooperative learning model assisted by learning media used by teachers can increase cohesion between students. In addition, by forming several groups, each group will try their best for their group. Group learning can also increase healthy competition between groups because each group will try to be the best superior group. When students are discussing, the teacher always reminds students that group assignments must be discussed together with their group members. In addition, if they get a test or practice question, they must work on it individually according to their abilities. Students are not allowed to work together with other students to get answers to the problems given by the teacher.

The second indicator is related to politeness with sub-indicators of respecting teachers, staff and fellow friends in the school environment, politeness in speaking to teachers, staff and friends is qualified as very good. These results indicate that students of SMP Negeri 3 Golewa behave politely in communicating honestly with fellow friends and do not offend their own friends' feelings, and have a personality of mutual respect for older people, especially with their own teachers.

The third indicator of discipline, its sub-indicator examines school regulations such as coming to school on time and doing class duty, which are already qualified. The results show that students' self-discipline is running well. With the results of this study, it will have an impact on the better development of the school itself. With orderly students, a quality learning process will be created. By fostering a disciplined attitude, social attitudes are attitudes of individuals in interacting with others and their surroundings. Therefore, social attitudes can be seen from the way a person interacts with others. Based on the data above, the instillation of social attitudes consisting of four indicators can be explained as follows. The first indicator of honesty, its sub-indicator, is not cheating when doing assignments, daily tests (not copying friends') during the learning process and being able to distinguish between their own belongings and those of their friends at school is qualified, the results obtained show that students have an attitude of honesty in themselves, which is already qualified. This is supported by the results of observations in social studies learning, students do like to work together, but not all things. If the teacher has ordered them to do their own assignments, students quickly do them and cover their answers using books. Students appear honest in working on the assignments and are confident in their own abilities. However, researchers cannot confirm this for all students, but there are students who are seen looking left and right to see their friends' work.

in students is one of the factors that helps students achieve success in the future. The fourth indicator is tolerance with sub-indicators not discriminating or choosing friends, respecting friends' opinions during learning in class or outside class. Qualified very well. This

shows that students also have a social attitude of tolerance, which can be seen from the way they do not discriminate between friends when socializing.

Thus, it can be concluded that the instillation of tolerance attitude values in students has qualified with a good category of 80% referring to the results of the researcher's observations and the results of the questionnaire on students at SMP Negeri 3 Golewa Barat. Based on the discussion described above, it can be concluded that the values of local wisdom and the values of students' social attitudes including honesty, politeness, self-discipline, and tolerance of students at SMP Negeri 3 Golewa Barat are instilled through social studies learning.

CONCLUSION

Based on the description above, the conclusions of this study are as follows. First, the instillation of local wisdom values of the Bajawa ethnic group and social attitude values in social studies learning in students of SMP Negeri 3 Golewa Barat, can be instilled through social studies learning by instilling social attitude values in students with social studies learning strategies, the ability of teachers to provide examples of good interaction attitudes to students both in and outside the classroom, linking social studies subject matter with social attitude values and by providing positive sentences containing social attitude values at the beginning of learning, using social studies learning media, and conducting evaluations related to social attitudes. Second, the results of instilling social attitudes in grade VII students through social studies learning in students of SMP Negeri 3 Golewa Barat, have been instilled with the Good category. Teachers appear to have succeeded in instilling social attitude values according to the indicators that researchers have described, namely honesty, politeness, self-discipline, tolerance in students of SMP Negeri 3 Golewa.

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