

Strengthening Local Bugis Cultural Values In The Context Of Character Education In Elementary Schools

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Abstract

The objective of this study is to investigate strategies for enhancing the preservation of local Bugis cultural values within the framework of character education in primary schools. The present study employs a qualitative methodology. The findings of the research indicate that incorporating the Bugis language into the educational curriculum is a highly efficacious strategy for reinforcing the cultural heritage of the Bugis community. The utilization of the native language facilitates a sense of cultural connection among students, enhances their comprehension of cultural principles, and reinforces their cultural identity. In addition to this, the engagement of local communities, particularly through the participation of Bugis cultural figures, constitutes a fundamental component of character education. By means of lectures, dialogues, and direct interactions, students are afforded the opportunity to delve into cultural values and encounter them within an authentic context. The utilization of indigenous narratives, such as the traditional Bugis folklore and legends, has demonstrated its efficacy in the transmission of cultural values. These narratives offer tangible illustrations of how these principles are implemented in daily existence and generate lasting educational encounters. The role of the teacher as a positive exemplar in the implementation of cultural values is a crucial element in enhancing character education. Educators who exemplify cultural values through their daily behaviors assume a significant role in molding the character of students.

Keywords: Culture, Elementary Schools, Local Bugis

INTRODUCTION

The primary emphasis in the field of education, particularly at the elementary school level, has shifted towards character education (Annisa et al., 2020). Elementary school plays a pivotal role in shaping the moral foundations, ethics, and values that will serve as guiding principles for children's overall development, marking it as the primary phase in an individual's educational trajectory. In the context of a society that is growing in complexity and constantly evolving, the significance of character education is steadily increasing. It is no longer merely a supplementary aspect of the curriculum, but rather a fundamental

element that must be ingrained in every student (Darmadi & Pd, 2019). Through the implementation of robust character education, children acquire the capacity to discern between appropriate and inappropriate conduct, internalize virtuous principles, and cultivate the requisite social aptitudes essential for successful engagement in daily societal interactions. Character education goes beyond mere theoretical concepts, as it offers valuable practical guidance to students in navigating the diverse array of situations and challenges they encounter. Hence, the objective of this study is to investigate methods for enhancing character education

within primary schools, specifically by emphasizing the reinforcement of local Bugis cultural values. These values are integral to the Bugis community's identity, and the study seeks to ascertain their influence on the development of students' character. By acquiring a more profound comprehension of the significance of character education within primary educational institutions, we can enhance the integration of local cultural values with universally recognized principles of character education. This integration aims to cultivate individuals who possess heightened levels of integrity, compassion, and the ability to make constructive contributions to society.

The global education environment is characterized by dynamic changes (Muslam, 2018). In the contemporary era of globalization, students are exposed to a diverse range of cultures, ideologies, and principles. Hence, the integration of local cultural values, specifically those derived from Bugis culture, within the framework of character education in primary schools represents a strategic measure aimed at fostering students' comprehension and appreciation of cultural diversity and global perspectives.

Nevertheless, the effective implementation of character education in primary schools can often pose challenges. In practical application, there exist various challenges that necessitate resolution, including a comprehensive curriculum, constrained resources, and divergent perspectives among educators regarding character education. Hence, this study aims to ascertain efficacious approaches and tactics for enhancing local Bugis cultural values within the framework of character education at primary schools, while also examining the favorable outcomes resulting from these endeavors.

This research aims to provide a valuable contribution to the improvement of character education in elementary schools, specifically by considering its integration with local cultural

values. By recognizing the significance of character education in the context of elementary education and its alignment with the cultural heritage of the Bugis community, this study seeks to enhance the quality of character education while simultaneously preserving and enriching the local Bugis cultural heritage. Furthermore, this study has the potential to offer valuable insights for other educational establishments that seek to enhance character education through the incorporation of local cultural values. This endeavor aims to cultivate a generation that embodies enhanced integrity and competitiveness within an ever more interconnected global context.

This research holds significance within the realm of education policy, as there is a growing recognition of the significance of character education as a fundamental element in the development of individuals and communities. By placing emphasis on character education during the primary school years, we can establish a robust basis for the cultivation of children's moral and ethical development. This will enable them to mature into conscientious, compassionate, and principled members of society (Galuh et al., 2021). This initiative will facilitate the development of an improved societal framework, characterized by individuals who possess the capacity to effectively navigate and resolve conflicts, embrace diversity, and make constructive contributions to the betterment of society.

The examination of the incorporation of indigenous cultural values, specifically the Bugis culture, within character education, represents a significant endeavor in the conservation of a diverse cultural legacy and the reinforcement of the cultural identity of the Bugis community. Hence, this study possesses implications not only within the realm of education but also in the preservation of invaluable cultural heritage.

In an era characterized by growing complexity and turbulence, wherein ethical and moral dilemmas are becoming increasingly formidable, the implementation of character education in elementary schools assumes a critical role in establishing a solid groundwork for the development of individuals who possess the capacity to confront the world with a strong work ethic, unwavering integrity, and sound judgment. Therefore, this study provides a substantial contribution towards enhancing character education within primary schools and cultivating a morally resilient younger generation.

This research aims to foster awareness regarding the significant role that elementary schools play in shaping the character of students and the broader community. This study offers valuable insights into the integration of local Bugis cultural values into character education, thereby providing guidance on effective practices that can be implemented within the school setting (Nurlaelah, 2020). Furthermore, it is worth noting that this practice has the potential to enhance the rapport between educational institutions and neighboring communities. This is primarily due to its incorporation of cultural principles that foster stronger social connections and a sense of collective identity.

Furthermore, this research possesses the capacity to function as a paradigm for analogous endeavors in regional communities across the globe. This study primarily examines the Bugis culture at the local level; however, the methodology employed possesses the potential for application to other local cultural contexts. Hence, the findings of this study can serve as a source of motivation for educators and researchers across different geographical areas to uphold, conserve, and incorporate indigenous cultural values within the framework of character education initiatives at the elementary school level.

This research aims to enhance the development of effective character education programs in elementary schools by examining the significance of character education in basic education, its incorporation with local cultural values, and strategies for addressing potential challenges. Furthermore, it establishes a fundamental basis for a more extensive discourse regarding the significance of character education in influencing the trajectory of an improved society and global community.

The Bugis culture, indigenous to the South Sulawesi region of Indonesia, is renowned for its extensive diversity and cultural richness (Widiansyah & Hamsah, 2018). The Bugis culture encompasses a range of customs, linguistic practices, artistic expressions, and core principles that have profoundly influenced the Bugis community's sense of self over an extended period of time (Yusmah, 2022;). The Bugis society is characterized by a set of profound and significant values, namely honesty, gender equality, solidarity, and sincerity. These values serve as the moral and ethical foundation of the Bugis community. These values serve as both a practical framework for daily living and as fundamental components in the formation of an individual's Bugis character. Nevertheless, the escalating impact of globalization and modernization poses a significant threat to the preservation and transmission of local Bugis cultural values to forthcoming cohorts. Hence, the objective of this study is to examine the potential integration of the rich local Bugis cultural values into character education within primary schools. This integration would serve the dual purpose of preserving this significant cultural heritage and facilitating the character development of students. By acquiring a more profound comprehension of the methods to integrate Bugis cultural values within the framework of character education, we can guarantee the enduring significance of this cultural abundance, while fostering the

constructive growth of students' character. This will result in the cultivation of individuals who possess integrity and a profound affiliation with their own cultural heritage.

The preservation of local Bugis cultural values is of growing significance in light of the rapid global change and modernization that is taking place. The integration of cultural values within elementary schools presents an advantageous avenue for character education, as educational institutions serve as the initial platform for children to become acquainted with societal norms and ethical principles (Prasetiya & Cholily, 2021).

Acknowledging the inherent value of local Bugis cultural values serves as both a tribute to a highly esteemed cultural heritage and a strategic approach in cultivating a younger generation that possesses a firm grounding in their own culture and is prepared to navigate an ever-evolving global society. This research aims to contribute positively to the development of a comprehensive and relevant educational model by enhancing the understanding of how to effectively incorporate local Bugis cultural values into character education. The integration of cultural heritage with individual character development is expected to cultivate citizens who possess a strong cultural identity and are prepared to actively contribute to a society that is both diverse and globally interconnected.

METHODS

This study employs qualitative research methodologies to investigate the incorporation of indigenous Bugis cultural values into character education programs within primary schools. Qualitative research methods encompass various approaches that prioritize the attainment of a comprehensive comprehension of social and cultural phenomena. The present study was carried out in multiple primary schools located in the Bugis region of South Sulawesi, Indonesia. The selection of this particular location was made

with the intention of facilitating convenient access to the necessary data. The process of data collection involves the utilization of interviews and observations. The acquired data was subjected to qualitative analysis utilizing a thematic methodology. The objective of this study is to identify the primary themes associated with the incorporation of local Bugis cultural values into character education within elementary schools.

RESULTS AND DISCUSSION

Integration of Bugis Language in Learning

The research focuses on the significance of incorporating the Bugis language into the educational curriculum at the elementary school level. During an interview excerpt, a student from the school expressed that the instructors consistently delivered their lessons in the Bugis language. This encompasses the instruction of a diverse range of subjects, such as mathematics, science, and Indonesian language. One notable approach employed by the educational institution to enhance local Bugis cultural values is the incorporation of the Bugis language into the curriculum. The findings of the interview revealed that the educators at this institution consistently deliver instruction in the Bugis language. For instance, during the study of mathematics, the instructor will elucidate concepts using the Bugis language. This aids in not only comprehending the educational material, but also fostering a sense of cultural affinity.

The Significance of Utilizing the Bugis Language in the Process of Education. The incorporation of indigenous languages, such as Bugis, within educational settings facilitates a sense of cultural belonging among students, enhances the applicability of learning, and fosters comprehension of Bugis cultural principles.

The utilization of the Bugis language within the educational context yields various advantageous consequences (Rahman, 2016). First and

foremost, the utilization of students' native language aids in enhancing their comprehension and integration of lessons. Furthermore, this practice enhances students' comprehension of the cultural values inherent in the Bugis language. Language serves as a means of expressing and transmitting regional values and cultural norms. When the Bugis language is employed within an educational setting, students are afforded a heightened ability to discern and appreciate the profound cultural values associated with it.

In addition to this, the utilization of the Bugis language serves to enhance students' affiliation with their culture and personal identity. This phenomenon fosters a heightened sense of pride and cultural identity among the student population. The individuals experience a sense of connection to the Bugis cultural heritage and perceive themselves as having a responsibility to preserve and transmit this culture to succeeding generations.

Prior studies have indicated that the incorporation of the Bugis language in character education, as proposed by Moeljono (2004), is indicative of the school's commitment to not only imparting knowledge of local Bugis cultural values, but also fostering their practical application in daily routines. In this particular scenario, language assumes a significant role as a potent tool for implementing these values and molding the character of students.

The aforementioned findings substantiate that the incorporation of the Bugis language into the educational curriculum plays a pivotal role in fortifying the indigenous Bugis cultural values within primary schools. This integration yields a favorable influence on character development and enhances students' comprehension of their cultural heritage.

In addition to the aforementioned advantages, it is imperative to acknowledge that the incorporation of the Bugis language in educational settings also contributes to the

preservation of the Bugis language and culture. The Bugis language, akin to numerous indigenous languages, may encounter the peril of diminishing usage and eventual extinction if it is not fortified within educational settings. Hence, the educational institution's endeavors to incorporate the Bugis language encompass not only the cultivation of moral values but also the safeguarding of the language and cultural heritage, which constitute an integral component of the Bugis community's identity.

In the realm of globalization, wherein prevailing global languages frequently hold sway over formal education, the incorporation of the Bugis language assumes a significant role in safeguarding local linguistic and cultural legacy. This development instills optimism regarding the preservation of the Bugis language, guaranteeing that future generations will maintain their linguistic and cultural heritage.

The incorporation of the Bugis language into primary school education represents a crucial measure in enhancing and preserving the indigenous Bugis cultural heritage (AQSA, 2020). This phenomenon fosters a more robust bond between students and their cultural heritage, enhances comprehension of cultural principles, and contributes to the preservation of the Bugis language and culture in contemporary times. The incorporation of the Bugis language into the educational system represents a highly efficacious strategy for fostering students' character development, firmly grounded in their cultural heritage.

The Role of Local Communities in Character Education

The subject of investigation pertains to the significant role played by local communities, specifically Bugis cultural figures, in the implementation of character education within elementary schools. In an excerpt from an interview, an educator at an elementary school expressed that it is a common practice to extend

invitations to Bugis cultural figures from the nearby community for the purpose of engaging with students. These figures serve as conduits for conveying narratives pertaining to the historical and cultural values of the Bugis community, thereby facilitating a comprehensive educational encounter for students.

Frequently, we extend invitations to esteemed Bugis cultural figures from the local community to engage in discourse with students. The individuals engage in the act of recounting narratives pertaining to the historical events and fundamental principles that underpin the Bugis culture. This experience offers significant value to students.

The educator demonstrated the significance of engaging in collaborative efforts with the neighboring community, specifically by involving prominent Bugis cultural figures. This approach facilitated a comprehensive and profound learning experience for the students. By means of lectures and engaging in dialogue with prominent cultural figures, students are able to gain a direct understanding of cultural values.

The inclusion and engagement of local cultural figures constitute a significant component of the school's endeavors to enhance the character education program by reinforcing the local Bugis cultural values. The following are several aspects that should be given careful consideration: (1) Enhancing comprehension of cultural values. Through the active engagement in lectures and direct exposure to esteemed cultural figures, students are afforded the invaluable opportunity to acquire a profound comprehension of the cultural values inherent in the Bugis community. Individuals engage in the act of actively attending to narratives that serve as exemplars, effectively demonstrating instances of the practical implementation of these principles within the realm of daily existence. (2) Active Student Engagement: The inclusion of Bugis cultural figures in dialogues with students facilitates the

opportunity for students to inquire and actively engage in discussions. This practice promotes a more profound comprehension and offers students a chance to contemplate upon those cultural values. (3) The Significance of Cultural Heritage Appreciation. The participation of local cultural figures fosters a heightened sense of appreciation for the cultural heritage of the Bugis community. Students develop a heightened comprehension of the historical background and fundamental principles of their culture, thereby fostering a sense of active engagement in the preservation of said culture. (4) Community Engagement: In addition to the advantages for students, the participation of Bugis cultural figures also fosters a stronger connection between the school and the local community. This fosters robust connections between educational institutions and local communities, thereby facilitating enhanced cooperation in promoting character education.

Incorporating local communities, particularly cultural figures, into the educational process proves to be a highly efficacious component in enhancing students' character education. This fosters a profound and enduring educational encounter that facilitates students' comprehension and assimilation of indigenous Bugis cultural principles, while also fostering a stronger sense of cultural belonging. The participation of local communities further enhances the collaboration between educational institutions and communities in promoting character education that is deeply embedded in the local cultural context. According to Rosyida (2019).

Use of Local Stories to Transmit Cultural Values

The research focuses on the utilization of local narratives, such as traditional Bugis folklore and legends, as a potent means of imparting Bugis cultural values within the context of character education at the elementary school level. During an interview excerpt, a teacher from an

elementary school elucidated that these narratives were actively employed as a pedagogical tool within the learning process.

In our instructional practices, local folktales and legends are frequently employed. This facilitates students' comprehension of Bugis cultural values in a more vivid and tangible manner.

The instructor placed significant emphasis on the utilization of indigenous folktales and legends as a highly effective pedagogical instrument for imparting Bugis cultural principles and ideals. These narratives deeply impact the comprehension of cultural values among students and offer a comprehensive examination of cultural practices.

The subsequent elucidation delves into the significance of incorporating local narratives in the realm of character education. (1) Local narratives offer tangible illustrations of the practical application of Bugis cultural values in daily existence. This facilitates the students' ability to readily identify and comprehend said values. Additionally, stories offer a narrative framework through which cultural values can be contextualized. They assist students in gaining exposure to these principles by means of captivating and compelling narratives. (3) The inclusion of local stories in educational curricula serves as a means to familiarize students with various facets of Bugis culture, encompassing historical events, traditional practices, and belief systems. This facilitates students in acquiring a more profound comprehension of their cultural heritage. Additionally, local narratives contribute to the creation of memorable and engaging educational encounters for students. Individuals experience a sense of engagement with these narratives and are more inclined to retain the moral principles acquired from them. (5) Students are exposed to the Bugis language, frequently employed in traditional narratives, through the medium of storytelling. This practice aids in the maintenance and preservation of the language.

The utilization of indigenous narratives proves to be a highly efficacious approach in the realm of character education. These narratives provide students with an opportunity to examine cultural values in a manner that is deep and all-encompassing in their comprehension. Additionally, these initiatives foster stronger connections between students and their cultural heritage, thereby facilitating the creation of enduring and impactful learning experiences. In its entirety, the utilization of indigenous narratives assumes a pivotal function in bolstering character education that is deeply entrenched in the local Bugis culture within primary educational institutions.

Giving Examples by Teachers in the Application of Cultural Values

Schools employ a range of methodologies to enhance the prominence of local Bugis cultural values within the framework of character education. The incorporation of language, community engagement, utilization of indigenous narratives, and exemplary behavior demonstrated by educators collectively contribute to the development of student character and the safeguarding of Bugis cultural heritage.

As educators, we firmly believe that it is imperative for us to serve as role models in the implementation of Bugis cultural values. Our utmost endeavor is to consistently uphold the principles of honesty, compassion, and constructive engagement for the betterment of both the educational institution and the wider community.

The significant role of educators as exemplars for students in the implementation of cultural values. It is comprehended that through the provision of a positive role model, students are more inclined to internalize these values.

The subject of investigation pertains to the primary role assumed by teachers in exemplifying the application of Bugis cultural

values within the framework of character education in elementary educational institutions. In a selected portion of an interview, a primary school educator conveyed the viewpoint that teachers ought to serve as exemplars in the implementation of Bugis cultural values. They endeavor to consistently uphold principles of honesty, compassion, and constructive engagement in order to foster a beneficial impact on both the educational institution and the surrounding community.

The subsequent elucidation delves into the significance of the teacher's role as an exemplar in the implementation of cultural values. (1) Educators assume a significant role in fortifying cultural values through the manifestation of said values in their daily conduct. For instance, educators exhibit traits such as integrity, compassion, and accountability when engaging with students and colleagues. Furthermore, the actions of teachers exert a significant impact on students. It is commonly observed that students have a tendency to replicate and internalize the values that are exhibited in the behavior of their teachers. Hence, when educators exemplify the implementation of cultural values, students are inclined to emulate their behavior. Additionally, teachers impart cultural values not solely through verbal instruction, but also through tangible illustrations. The aforementioned values are demonstrated through their daily behaviors and engagements with students. This enhances the vitality and significance of values for students. Additionally, the role of teachers as exemplary figures contributes to the reinforcement of character education within educational institutions. This phenomenon influences the moral development of students and guarantees the integration of local Bugis cultural principles into their daily routines. Furthermore, educators who effectively embody these cultural values can serve as a catalyst for motivation and inspiration among students. They have the ability to inspire

students to lead lives that are aligned with these values.

The significance of teachers as exemplars holds great importance in fortifying the indigenous Bugis cultural values within primary educational institutions. Educators who exemplify these cultural principles through their conduct play a pivotal role in molding the moral fiber of students, fortifying character development, and guaranteeing that the indigenous Bugis cultural values transcend mere theoretical constructs and become tangible in daily life. In general, the role of the teacher in offering illustrations is a fundamental element in character education that is deeply embedded in the local culture.

CONCLUSION

The incorporation of the Bugis language into the educational curriculum has demonstrated considerable efficacy in enhancing students' comprehension of Bugis cultural principles. The utilization of one's native language enables students to establish a sense of cultural connection and enhances their comprehension of cultural principles. In addition, the utilization of the Bugis language serves to safeguard indigenous languages, which hold significant value as a component of cultural heritage. The involvement of the local community, particularly with Bugis cultural figures, assumes a significant role in the development of character education. The engagement of individuals in the field of education offers students with profound learning opportunities, acquaints them with cultural principles in tangible manners, and fosters robust community participation in the realm of education. The utilization of indigenous narratives, encompassing folk tales and conventional legends, has demonstrated considerable efficacy in effectively illustrating cultural values in a vibrant and significant manner. These narratives facilitate impactful educational encounters and enable students to immerse themselves in cultural values within a

contextual framework. The role of the teacher as a positive exemplar in the implementation of cultural values is a significant determinant in the enhancement of character education. Educators who exemplify these principles through their daily conduct play a pivotal role in molding the moral fiber of their students. The implementation of character education that is deeply embedded in the local Bugis culture necessitates a collaborative effort among educational institutions, local communities, educators, and students. The incorporation of the Bugis language, engagement of local communities, utilization of indigenous narratives, and provision of illustrations by educators are mutually reinforcing tactics in fostering a comprehensive and pertinent educational encounter for students, while simultaneously safeguarding the cultural legacy of the Bugis people. In the context of globalization, these endeavors contribute to the preservation and enhancement of local cultural identity, simultaneously fostering the development of students with resilient character deeply rooted in their cultural heritage.

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