

Model Of Student Character Development Through Local Wisdom In Junior High School Gorontalo City

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ABSTRACT, Character building for students in schools cannot be separated from the role of the community and parents. Every student has a different character because they grow up in a different environment. Local wisdom contained in customs is used as a pillar of character education.

The objectives of this study are (1) to determine the objective conditions of character building for students at the Gorontalo City Junior High School. (2) To find a conceptual model of character building students through local wisdom at the Gorontalo City Junior High School. (3) To find the implementation of the model of character building students through local wisdom at the Gorontalo City Junior High Schools, (4) To determine the effectiveness of the students' character building students through the local wisdom model at the Gorontalo City Junior High School.

The approach used in this research is a qualitative approach with descriptive research type. The method used is the research and development (R&D) method which includes the following activities: (1) preliminary studies on the initial conditions of character education, (2) character education development through local wisdom, (3) expert validation and revision, (4) model implementation, (5) the model effectiveness test, and (6) the model is recommended.

The results of development research indicate: (1) the initial conditions for character building are generally not in accordance with the SNP. This is because the teacher does not understand the character building procedure. (2) Development of character building through local wisdom is carried out through steps; conduct a needs analysis, determine the elements that will be developed, compile a character-building model through local wisdom, validate model development with education experts, education practitioners and peers, and compile the final model. (3) The implication of the character building through the local wisdom model is carried out through testing and testing the application of the character-building model through local wisdom. The entire activity is carried out in stages; planning, organizing, implementing, assessing, and results. (4) The development of a character building through the local wisdom model has an impact on the effectiveness and efficiency of the implementation of character building. The effectiveness test was carried out through a post-test.

The findings of this study indicate that the character building through local wisdom model that has been developed is recommended to related parties to improve the character building of students in an educational environment.

I. preliminary

1.1. Background

Character is the values of human behavior related to God Almighty, self, fellow human beings, environment, and nationality which are

manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, manners, culture, and customs. Character education is a system of inculcating character values to school members which includes components of knowledge, awareness or

willingness, and actions to carry out these values, both towards God Almighty, self, neighbor, environment, and nationality so that we become a human being. In character education in schools, all components (stakeholders) must be involved, including the components of the education itself, namely curriculum content, learning and assessment processes, quality of relationships, handling or management of subjects, school management, implementing activities or co-curricular activities, empowerment of infrastructure, financing, and work ethic of all residents and the school environment.

Apart from the various deficiencies in educational practice in Indonesia, when viewed from the national education standards which are the reference for curriculum development (KTSP), and the implementation of learning and assessment in schools, the objectives of education in Junior High School can actually be achieved well. Character development is also included in the material that must be taught and mastered and realized by students in everyday life. The problem is that character education in schools has only touched the level of recognition of norms or values, and not yet at the level of internalization and real action in everyday life.

To improve the suitability and quality of character education, the Ministry of National Education develops a character education grand design for each path, level, and type of education unit. Grand design becomes a conceptual and operational reference for development, implementation, and assessment at every pathway and level of education. Configuring the characters in the context of the totality of the process of psychological and socio-cultural is grouped into: *olah hati* (Spiritual and emotional development), *olah pikir* (intellectual development), *olah raga dan kinestetik* (Physical and kinesthetic development), and *olah rasa dan karsa* (Affective and Creativity development). Development and implementation of character education needs to be done with reference to the grand design it.

Character education is directed at instilling the overall character of the nation, both knowledge (cognitive), life value (affective), and commendable action (psychomotor). The goal is to shape students so that they are able to become human beings. The implementation of character

education is prioritized on planting transcendent values which are believed to be the driving force of history (Koesoema, 2007; 17). The goal is to improve the quality of education which emphasizes the formation of character and noble character of students as a whole and in balance according to the determined SKL

Character education is applied in the hope of the birth of an ideal Indonesian human being as defined in the Act No. 20 of 2003 on National Education System. The National Education System Law states that the function of Indonesian education is to develop capabilities and shape the character and civilization of the nation with dignity in the context of developing the intellectual life of the nation. Meanwhile, the aim of Indonesian education is to develop the potential of students to become human beings who believe and have devotion to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Character education in the context is directed at educating students to become good human being who does well with a good action by devotion to God alone. In the concept of *ulul albab* (Rahmat and Atmaja, 2003 : 82), education aims to encourage students to become human learners, active humans, namely conveying knowledge to others, giving warnings, and to fix irregularities in society. President SBY hopes that this character education will create Indonesian people who excel in the fields of science and technology. Furthermore, he emphasized that there are 5 basic objectives of the National Character Education Movement, namely: The Indonesian nation must have moral, noble character and good behavior. (2). The Indonesian nation becomes an intelligent and rational nation. (3). The Indonesian nation is a nation that is innovative, advanced and willing to work hard. (4). Can build enthusiasm (5). Become a true patriot who loves the nation, state and homeland of Indonesia

The reality in the field according to observations made by researchers at the Gorontalo City Junior High School that character building has not been carried out properly. This can be seen in the following symptoms: (1) there are students who do not respect their teachers and friends, (2) students still speak harshly, (3)

students do not have discipline in the learning process, (4) students have not shown high motivation in learning, (5) students do not keep the school clean, and (6) there are still fights between students.

Buchori (2007: 33), states that character education should lead students to cognitive value recognition, affective appreciation of values, and finally to real value practice. Character education problems that have existed in junior high schools need to be immediately studied, alternative solutions are sought, and they need to be developed more operationally so that they are easy to implement in schools.

Character building of students in the school cannot be separated from the role of communities and parents. Every student has a different character, because they grow up in different environment. So it can be linked that the dominance of the environment is very influential on person's education. Meanwhile, the educational environment is divided into 3, namely the family, school and community education environment (three education centers).

The family functions in socialization, namely for each individual when he grows up, requires a value system as a kind of general guidance to direct his activities in society, and serves as the ultimate goal of developing his personality. Parents pass on to their children, though often in an informal and unconscious way, the value system of their society with certain adjustments everywhere and with their own views. The values that have been passed on by parents are the arrangement of relationships between families. Also, society does not allow parents to completely ignore the "morality" duties of their children because the indoctrination (planting) of the values of society that they do is very important to maintain society itself in future generations (Sulaeman, 2009 : 13).

The role of schools in education is the second level after education in the family. The role of the school is to educate and teach and improve the behavior of students brought from their families. At school, character education associated with the school management. Principals and teachers play an important role in designing, planning, implementing, and controlling activities in

schools. This situation can be used as a potential to be able to design long-term educational goals in the school. Character education is developed and implemented in schools with the hope of being able to form ideal characters in students. However, schools must realize that these ideals will be hindered by one's innate nature and their environment. Therefore, the development and implementation of character education needs to be done by referring to the grand design which is character configuration in the context of the totality of psychological and socio-cultural processes, including Olah Hati (Spiritual and emotional development), Olah Pikir (intellectual development), Olah Raga dan Kinestetik (Physical and kinesthetic development), Olah Rasa dan Karsa (Affective and Creativity development) (Sudrajat, 2008: 3)

In the aspect of the community environment, the presence of students in the midst of society brings a phenomenon that must be resolved together, especially in character building. The community can provide a good example for students in carrying out community activities such as youth organization activities, religious activities, and other activities in the community.

The problems at Gorontalo state junior high school indicate that the social environment of students has not played an optimal role in fostering student character. This can be seen in the following matters: (1) parents rarely control student learning activities at school, (2) there is no adequate infrastructure for students to develop their talents and interests, (3) the use of information technology is not well controlled, (4) the community seldom carries out activities for character building for students, (5) the community tends to show inappropriate behavior, such as hitting and speaking harshly, and (6) the community tends to ignore the rules between students.

In social life, each region has customs that instill good characters. Likewise, the customs in Gorontalo are known as Gorontalo local wisdom. Local wisdom is policies that people often do, which are reflected in the noble values of culture, the lack of community knowledge about the values of local wisdom, even though local wisdom values are often carried out by the community, but people do

not realize these values are reflected in local culture.

Local wisdom according to Sibarani (2012: 122-123) is indigenous knowledge (local genius) of a community, which comes from the noble values of cultural traditions to regulate the order of people's lives in order to achieve community progress both in creating peace. As well as improving community welfare.

Local wisdom which is contained in customs is used as a pillar of character education, character education according to Salahudin and Alkrienciehie (2013: 42) value education, character education, moral education, character education, which aims to develop students' ability to make good and bad decisions, maintain goodness manifest and spread goodness in everyday life wholeheartedly.

Ministry of National Education character education are values including religious value, the value of honesty, values of tolerance, the value of discipline, the value of working hard, the value of the creative, value of independent, democratic values, value of curiosity, value of the national spirit, value of love of homeland, value of respect for achievement, value of being friendly / communicative, value of loving peace, value of fond of reading, value of caring for the environment, value of social care, value of responsibility.

The description above indicates that the character building of students cannot be separated from the existence of local wisdom. Therefore, the researcher conducted a study with the title of developing a model for developing student character through local wisdom at the Gorontalo City Junior High School.

1.2. Research Question

Based on the background of the problems above, the problem in this study is formulated as follows:

1. How is the objective condition of character building for students at the Gorontalo City Junior High School?
2. How is the conceptual model for building student character through local wisdom in Gorontalo City Junior High School?

3. How is the implementation of the student character building model through local wisdom in Gorontalo City Junior High School?

4. How is the effectiveness of students the model of character building through local wisdom at the Gorontalo City Junior High School?

1.3. Research purposes

The objectives of this study are to :

1. Knowing the objective conditions of character building students at the Gorontalo City Junior High School.
2. Knowing the conceptual model of character building students through local wisdom at the Gorontalo City Junior High School.
3. Knowing the implementation of the student character building model through local wisdom at the Gorontalo City Junior High School
4. Knowing the effectiveness of the model of character building students through local wisdom at the Gorontalo City Junior High School

2. Theoretical review

2.1. Model Development

There are several development models as follows:

1) Development of the Dick and Carey Model

The development of the Dick and Carey model is the development of this learning system design model not only obtained from theory and research results, but also from practical experience gained in the field. The implementation of this learning system design model requires a systematic and comprehensive process. It is necessary to create a learning system design that can be used optimally in overcoming learning problems

2) ASSURE model

The ASSURE model is a learning system design model that is practical and easy to implement for designing learning activities, both individually and in class. The step of analyzing student characteristics will make it easier to choose the right methods, media,

and learning strategies to use in creating effective, efficient and interesting learning activities. Evaluation and revision steps that can be used to ensure the quality of the learning process created.

3) Model Jerold E. Kemp Jerold

This model can be used by teachers to create a learning process that takes place in the classroom in an effective, efficient and attractive manner

4) ADDIE Model

Learning development model that shows the stages - the stages of learning design that is simple and easy to learn is ADDIE. This model, as the name implies, consists of five main phases, namely (A)analysis, (D)esign, (D)evelopment, (I)mplementation, and (E)valuation (Benny, 2009: 125) . ADDIE is carried out systematically and systemically and it is hoped that it can help teachers and instructors in designing programs in creating effective, efficient and attractive learning.

5) Borg and Gall models

Borg and Gall say the following: Research and development is an industry based development of this model which the finding of research are used to design new product and procedures, which then are systematical field tested, evaluated, and refined until they meet specified criteria effectiveness, quality , or similar standard (Meredith, 2007: 589).

2.2. Student Character Development

S Strategy in character building can be done through the following attitudes (Koesoema , 2007:23-24) :

First , exemplary. Exemplary has a very big contribution in educating character. Exemplary puts forward aspects of behavior in the form of real action rather than just talking without action. An important factor in educating lies in the "example". Exemplary that is multidimensional, namely exemplary in various aspects of life. Exemplary is not only about providing an example in doing something, but also involves various things that can be followed. Including good habits is an example of exemplary form, there are at least 4 elements, namely: (1) readiness to be assessed and evaluated, (2) have minimal competence, (3) have moral integrity, and (4) instill

discipline. These habits must be demonstrated by the teacher in the learning process.

Second, Habituation. Character building is not enough to only be taught through class subjects, but schools can also establish it through habituation. Spontaneous habituation activities can be carried out, for example greeting each other, both between friends, between teachers, and between teachers and students. Schools that have carried out character development are confirmed to have carried out habituation activities. Habit is directed at the effort to cultivate certain activities so that it becomes a patterned or systemized activity.

Third , Creating a conducive atmosphere. The environment can be said to be a process of civilization, which is a process of cultivating children influenced by the conditions that children face and experience at any time. Likewise, creating a conducive atmosphere at school is an effort to build a culture or culture that makes it possible to build character, especially with regard to work and learning culture at school. Of course, it is not only an academic culture that is built but also other cultures, such as building a culture of behavior based on good morals.

Fourth , integration and internalization. Character implementation education should be carried out in an integrated manner and internalized into all school life. Integrated, because character building cannot be separated from other aspects and is the foundation of all aspects including all subjects because character development must color all aspects of life.

2.3. Local wisdom

Local wisdom is a means of cultivating culture and defending oneself from unfavorable foreign cultures. Local wisdom is a view of life and knowledge as well as various life strategies in the form of activities carried out by local people in responding to various problems in fulfilling their needs. In foreign languages often also conceived as a local policy local wisdom or local knowledge or local genius Fajarini (2014: 123).

In society, local wisdoms can be found in folk tales, chants, proverbs, sasanti, advices, slogans, and ancient books which are inherent in daily behavior. This local wisdom will manifest

into a traditional culture, local wisdom will be reflected in the values prevailing in certain community groups. Local wisdom is expressed in the form of wise words (philosophy) in the form of advice, proverbs, rhymes, poetry, folklore (oral stories) and so on; rules, principles, norms and social and moral rules that form a social system; rites, ceremonies or traditional ceremonies and rituals; as well as habits that can be seen in daily behavior in social interactions (Haryanto, 2013: 368).

3. Research Work Methods And Procedures

3.1. Research methods

This research is a type of Research and Development (R&D). According to Sugiyono (2012: 407) research and development is a research method used to produce certain products and test the effectiveness of these products.

3.2. Research Work Procedures

The location of this research is in the city of Gorontalo, especially regarding the application of learning models about character education through local excellence. This research will be conducted for 1 semester (odd semester) in all state junior high school in Gorontalo City. The informants in this study are the aspects and parties related to the development of a character education model through local wisdom at Gorontalo City state junior high school. The data in this study were obtained through observation, namely a comprehensive and clear picture of the state of the field. The things of interest related to the problems obtained from the observations were tracked by interview techniques. As a complement, a document study is held, in the form of personal documents, official documents and others.

3.3. Data analysis technique

The data analysis used in this study is a combination of qualitative and quantitative descriptive analysis. Descriptive analysis is based on the consideration that literally descriptive research is research that intends to 1) make descriptions of situations or events, 2) identify problems to justify ongoing conditions or practices, make comparisons and

evaluations, 3) to find out what other people are doing in dealing with the same problem or situation in order to learn from them for the benefit of planning and making decisions in the future (Suryabrata, 2003: 41)

4. Research Results and Discussion

4.1 . Description Kondisi Objektif Coaching character of students in SMP Negeri Gorontalo City .

Based on the results of observations, interviews and documentation studies, it is found that SMP in Gorontalo City has been carrying out character building activities.

To get an actual and systematic picture, the researcher sees it using the educational management function approach which includes the stages of planning, organizing, implementing, assessing and developing by clearly sorting out the components, processes and objectives. The character development paradigm carried out by SMP in Gorontalo City is outlined as follows: Planning, organizing activities. Learning and assessment

Development activities are objectives in a systems approach. In this development activity it is hoped that post-learning activities will appear. The fact shows that the development activities of junior high schools in Gorontalo City are the formation of independent business groups which are formed after students have finished participating in all learning activities (post-learning). The activities of this independent business group are invisible so that they are not yet able to provide beneficial values for students in terms of earning income and improving their welfare. This is because there is no technical assistance.

Based on the description above, it can be understood that junior high schools in Gorontalo City have not implemented character building activities optimally both from the planning, organizing, implementation, assessment and development stages. Each stage of its activities tends only to meet the requirements of administrative procedures, concerning matters related to the chosen learning approach, methods, techniques and work mechanisms whose implementation is not

optimal. The use of local wisdom in learning has not become a priority, likewise the concept of entrepreneurship has not received an adequate portion so that students are only limited to knowing what they have learned has not reached the benefits of what they have learned to become independent students.

2. Development of a Model Model for fostering student character through local wisdom in Gorontalo City Junior High Schools

The development of a model of character building for students through local wisdom at SMP Negeri Gorontalo City was born from the thought of providing a solution after finding a description of how character building activities in junior high schools in Gorontalo City. The steps for the activities carried out are as follows: 1) conducting a development needs analysis, 2) determining the elements to be developed, 3) developing a model development, 4) validating the model development with non-formal education experts, non-formal education practitioners and friends peer, 5) compile a model of character building students through local wisdom at the Gorontalo City Junior High School.

3. Study of the Effectiveness of the Model of Student Character Development through Local Wisdom at State Junior High Schools in Gorontalo City

The effectiveness of developing a model for developing student character through local wisdom at the Gorontalo City Junior High School is shown by activities that have been carried out in the learning process that are able to produce learning achievement for students, where the scores obtained by students after being given a posttest evaluation are categorized as good and excellent (mastery level). 70% to 100%). The value of posttest learning outcomes obtained by each group is higher than the value of learning outcomes at the pretest, then the data shows that the posttest learning outcomes score is better than the pretest results such as in the first stage trial and the second stage trial. In addition, by looking at the comparison of the results of the pretest and posttest in the first group and the second group, it shows that the posttest score is higher than the pretest score. Then the non-parametric statistical test was carried out through

the Z-test. The results show that 1) the character of students is more evenly distributed than before the learning was implemented, 2) the average posttest score is higher than the average pretest result, 3) There has been an increase in the character of students from the implementation of the first phase trials to the second phase trials.

Based on the discussion above, it can be understood that this study has found a model of character building students through local wisdom at the Gorontalo City Junior High School which has been tested for its feasibility and has received a positive response from learning organizers, teachers and students.

5. Conclusion

Based on the problems and objectives of the research and related to model development, in general it can be concluded as follows:

- 5.1. The character building of students has been carried out by the government and other organizations, but the learning model used has not been able to develop the character of students optimally.
- 5.2. The model of developing student character through local wisdom at the Gorontalo City Junior High School in this study was obtained through observation, interviews, and documentation study by looking at it from the planning, implementation, assessment, and development stages. Model development is carried out through the steps of conducting a development needs analysis, determining the elements to be developed, compiling a learning model, validating model development with non-formal education experts, education practitioners and peers, and compiling the final model.
- 5.3. Study the effectiveness of the model was preceded
i mplementasi mode l development of student character through the wisdom of local SMP Negeri Gorontalo are implemented through a trial for the test twice, the first stage and trial phase. The results of this trial showed a positive impact, not only for students but also for KUPP managers, training providers and teachers. Study of the effectiveness of the

learning model is carried out through testing the learning model. Based on statistical testing, the learning model developed has a significant effect on the character of students.

- 5.4. Supporting factors for the application of the development of this research model are : 1) support of school members who openly provide good services and provide clear information, 2) government support in the success of character building, 3) readiness and willingness of all components, 4) the attitude of sincerity and openness of the teacher to share knowledge and expertise with students, 5) a conducive learning situation so that the implementation of this model runs smoothly and successfully, and 6) the draft model is understood.

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