

## Characteristic of Elementary School Learning: Constraints in Implementing Local Wisdom Values in Elementary Schools

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### ABSTRACT \_

This article aims to explore and analyze the obstacles that occur in implementing local wisdom values in elementary schools. The implementation of local wisdom values in elementary schools can serve as a reference, guideline, and direction for students in speaking, acting, and behaving in accordance with Indonesian society identity. The values contained in local wisdom can include religious values, tolerance, mutual cooperation, and care for the environment. Implementation of the values contained in local wisdom can be implemented through a number of positive activities that lead the character formation of students in a better direction. The obstacles in implementing local wisdom values can come from internal factors such as inner discouragement and demotivation, and external factors such as an inadequate environment. This article uses qualitative research with a descriptive approach. The data collection techniques used in this research were field observations and interviews.

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## INTRODUCTION

Learning is basically a form of interaction, integration and correlation between educators and students to achieve predetermined learning goals such as changes in intellectual, psychological, psychomotor and affective aspects (N. G. Ramdani et al., 2023). The existence of learning is an effort to achieve and fulfill competencies that must be mastered and are necessary for life. Competencies that are important to master in elementary school learning include: 1) students are able to be responsible for themselves through understanding rights and obligations, upholding work ethics, and caring for the environment, 2) students are able to use logic logically, critical, analytical and creative, and able to communicate using various media, 3) enjoy beauty, 4) recognize and behave in accordance with the teachings of the religion they adhere to, 5) get used to a healthy, clean and fit

lifestyle , 6) have a spirit of nationalism and a sense of love for the country and pride in the nation (Anitah et al., 2021).

The characteristic of learning in elementary schools is learning that creates meaningful experiences for students through appropriate methods, strategies, techniques and teaching media that suit the characteristics of students (Annissabrina, 2023). The characteristics of learning in elementary schools in general are fact-oriented, concrete learning and utilizing the environment as a learning tool (Hidayatulloh et al., 2023). The implementation of learning in elementary schools is based on real experience, contextual, integrative and hierarchical, Thus, learning is student-oriented, encourages students to be actively involved, creative, and having fun, and provides opportunities for students to learn to share ideas and take responsibility for problems they faced (Jamaludin et al., 2023).

One of the characteristics of elementary school learning is contextual learning. Contextual learning refers to learning based on local culture in the local surrounding (Laksana et al., 2021). Culture-based learning emphasize the importance of building relationships with other people, as well as the importance of social interaction in the community to respect others more in accordance with the principles of Ki Hadjar Dewantara's thinking. Environment in the students' learning process has a big influence on character formation in accordance with the ideology of the Indonesian nation. For this reason, it is necessary to apply local cultural values in elementary schools as a guide for teachers and students in speaking, behaving and acting. UNESCO (as cited in Laksana et al., 2021) states that learning should integrate local wisdom values with global insight. The implementation of local cultural values in elementary schools is important since it serves as a stimulation in developing students' potential in achieving the expected competencies at the next level, this is related to the elementary school level which is the foundation for subsequent education (Ninawati, 2020). Ki Hadjar Dewantara in a speech to the Senate Council of Gadjah Mada University on November 7 1956 stated that "education is the seeding place for all the seeds of culture that live in a national society"(as cited in Rafael & Mulyatno, 2022). Ki's speech highlighted that education should study the psyche of the Indonesian nation through lessons based local wisdom as valuable life guidance. In reality, the integration of local wisdom values into learning has not been implemented optimally. Factors that indicate low

implementation of local wisdom values are internal factors which include low knowledge of local culture, as well as external factors which include low support and access to reach local wisdom in the local area. Local wisdom values play an important role in forming a person's personality, especially at elementary school age, as a basis for better personal development when they reach adulthood (Hariandi & Irawan, 2016)

Based on the explanation above, the characteristics of elementary school learning include the focus on concrete learning that provides meaningful learning experiences to students to prepare them to become Indonesian people with character by implementing the local wisdom values that exist around them. This research aims to analyze the obstacles found in implementing local wisdom values in elementary schools.

## **RESEARCH METHODS**

### **Types of research**

The type of research used is qualitative research with a descriptive study approach. This approach aims to examine and clarify the existence of a phenomenon that occurs. The problem being researched is based on facts on the ground that are visible in society. This type of qualitative research is used to obtain in-depth data, to support data that contains meaning (Idrus & Novia, 2018). In this research, the data sought are constraints in implementing local wisdom values in elementary schools.

### **Research Place and Research Informants**

This research was conducted at SD Negeri 19/IV Jelutung, Jambi City, Jambi Province, which is an area that has certain qualities and characteristics determined by researchers to be studied and conclusions drawn.

The informants in this research were the principal of SD Negeri 19/IV Jambi, and the teacher council of SD Negeri 19/IV Jambi. The school principal was chosen as the informant with the consideration that the principal is the highest decision and policy maker, as well as managing activities at the school. Meanwhile, teachers were chosen as informants in this

research because teachers had direct interactions with students, and had more complete information regarding the implementation of local wisdom values in schools.

## **Data collection technique**

### **Observation**

The observation used is non-participant observation, that is, the researcher only directly observes the condition of the object without any active involvement. Data collection techniques are carried out by observing the phenomena that occur. The phenomena observed were obstacles in implementing local wisdom values at SD Negeri 19/IV Jambi.

### **Interview**

Interviews were conducted by exploring data and information framework from research subjects. The interview technique used is a free guided interview, meaning that the questions asked are not tied to the interview guide and can be deepened or developed according to the situation and conditions in the field. Interviews were conducted with teachers and principals of SD Negeri 19/IV Jambi.

## **RESULTS AND DISCUSSION**

### **Characteristics of Learning in Elementary Schools**

The rapid development of science, technology and socio-culture presents challenges to every individual. Every individual always feels challenged to be able to adapt. This is in line with increasingly open learning opportunities through various learning sources from various information media. Students who live in the era of modernization have access to better, larger and more complete learning opportunities that enable them to reach various types of information from various regions without the limitations of space and time. Ease of access to information provides a challenge for teachers to be able to take a greater role in

guiding and directing students to use various sources of information media wisely so that education is more focused.

Education is basically useful for helping students to develop their own potential, sharpen their literacy skills, and fulfill learning needs from various aspects according to their own characteristics and the surrounding environment. The learning process needs to be adjusted to the level of development and learning characteristics, because by understanding these two things' students will find it easier to learn and the learning objectives will be achieved. However, if teachers do not pay attention to the development and characteristics of learning, students will find it difficult to understand the learning material and learning objectives will be difficult to achieve. According to Hidayatulloh et al., (2023) one of the factors that influence learning is students' learning characteristics since it is one of the considerations in the learning process. Jamaludin et al., (2023) describes the characteristics of elementary school learning, namely: 1) contextual learning, which puts more emphasis on concrete or real things and the use of the environment as a learning resource because utilization of the environment will produce a meaningful learning process for students because students are directly involved in learning through events and circumstances close to their environment, 2) integrative, at elementary school level, students still see things as a whole and are not yet able to refine concepts from various scientific disciplines which illustrates that students' way of thinking is deductive, a thinking process that starts from general things converging to specific things and, 3) hierarchical, children's way of thinking in elementary school gradually starts from simple things to things complex. Therefore, it necessary to ensure that learning implemented in schools have links between components, be in a logical sequence, and have a clear coverage of the depth of the materials being taught.

### **Local wisdom**

Local wisdom can be interpreted as the potential possessed by an area which is formed from the thoughts of the people or the work of humans who occupy an area containing wisdom and wise values which are then passed down from generation to generation, making this potential unique and characteristic of the area (Shufa, 2018). According to Ramdani (2018) local wisdom is a local culture that has survived over a long

period of time and is considered capable of facing the flow of globalization. This is because the values contained in local wisdom can be used as a means of forming national character. The rapid current of development of the times, if not used wisely, will result in the loss of local wisdom as national identity. Chairiyah (2017) argues that local wisdom is individual wisdom to regulate the order of community life, which can be in the form of local knowledge, local skills, local intelligence, local social processes, local resources, local ethics and customs. Local wisdom can also be interpreted as a process of community understanding in overcoming problems and needs based on the potential of human resources and natural resources found in their environment.(Warni, A 2019)

Assidiq & Atmaja (2019) add that education based on local wisdom is education that trains students to always be close to the reality situations they face. By confronting students with the reality situations, they face, students feel encouraged or challenged to respond critically and can indirectly train students' independence. Integrating local wisdom values in the learning process in elementary schools is one way to foster positive, constructive character, foster a sense of love for one's country, and help preserve local wisdom from the rapid flow of globalization.

### **Forms of Local Wisdom**

Local wisdom in society can take the form of norms, ethics, beliefs, customs, rules, and even punishment (Pratiwi, 2018). Pratiwi (2018) further explained that the values contained in local wisdom can be in the form of a community's philosophy of life as guidance in behaving, acting to maintain harmony and justice, as competence in trust and self-esteem to guide responsible individuals, as well as competence in solving life's problems. In general, the values contained in local wisdom in Indonesia are religious values, tolerance, mutual cooperation, and care for the environment (Saidah et al., 2020). Implementation of local wisdom values can be carried out in the form of culture-based school activities and can be implemented through integrating local culture-based learning processes to preserve culture and foster positive character in students based on the values contained in local culture. The values of local wisdom contained in various types of local wisdom in Indonesia include: 1) *religious* , having belief in God Almighty along with respect for others, 2) *responsibility* , having a sense of concern for oneself and being able to respect one's own decisions by

showing disciplined and independent behavior, 3) *honesty* , there is harmony between words and actions chosen, 4) *Respect* and *polite* , upholding humble behavior and showing respect for others, 5) *compassion* and *care* , 6) *self-confidence* , showing an attitude who are brave and believe in their own abilities which includes an optimistic, realistic, hardworking and creative attitude, 7) *justice* and *leadership* , showing a firm, fair attitude and being able to make the right decisions, 8) *tolerance*, *love of peace* and *unity* showing an attitude of respecting each other's differences, preventing disputes and maintaining unity to achieve goals (Rummar, 2022).

### **The Importance of Implementing Local Wisdom Values in Elementary Schools**

Local wisdom-based education has an important role in cultivating positive, constructive character for students, for schools and for the surrounding community. According to Rummar (2022), the aim of local wisdom-based education is to help students recognize the local superior potential of the area where they live, as well as understand various aspects related to local wisdom. Local wisdom values can help students understand learning broadly and are not limited to the concept of knowledge, but can be applied in everyday life (Shufa, 2018). Learning based on local wisdom is important for teachers to apply in learning because it can increase students' knowledge and understanding and can be used as a contextual learning medium that is close to students' lives. Learning based on local wisdom can also instill a sense of love for Indonesian culture, instill positive character in accordance with the nation's ancestral values and equip students not to commit deviant actions in the era of rapid development of globalization and be able to face all problems outside of school. Local wisdom values in Indonesia that can be applied in elementary schools can include the value of faith (religious), the value of mutual cooperation (cooperation), the value of tolerance (respect), the value of nationalism (love for the homeland).(Salma et al., 2021)

Teachers as the spearhead of education are expected to be able to design and develop learning based on local wisdom. Integration of local wisdom-based education must of course be adapted to the context of the material presented, the development of students and also the learning methods used. Teachers play an important role in facilitating and guiding students in

forming their identity and instilling character values based on local wisdom at school (Syahrial et al., 2019).

### **Obstacles in Implementing Local Wisdom Values in Elementary Schools**

Learning based on local wisdom has not been fully implemented because there are obstacles faced. This obstacle is expressed by (Shufa, 2018) who highlights the fact that there are still many teachers who have not integrated wisdom-based learning in their learning because teachers do not know the local wisdom in their environment. The next obstacle faced is that Indonesian people, especially young people, have forgotten the identity of the Indonesian nation and its cultural values. This happens because their lifestyle tends to imitate western culture which is considered the mecca of life. According to Chariyah (2018), The obstacles in implementing local wisdom values in schools can be influenced by internal and external factors. Internal factors include: 1) lack of professional competence of a teacher in integrating local wisdom values in schools, 2) less varied methods of implementing local wisdom values in schools, 3) lack of encouragement and motivation for school members in implementing these values contained in local wisdom. Meanwhile, external factors include: 1) low environmental support in implementing local wisdom values, 2) the influence of the media and technological developments which erode the implementation of local wisdom values, 3) lack of access to local wisdom to implement its values.

### **Observation Results**

The results of observations of the implementation of local wisdom values at SD Negeri 19/IV Jambi Indicate that the school applied several local wisdom values that exist in the surrounding area, including the application of religious values, mutual cooperation, politeness, responsibility, tolerance and love of peace. Implementation of local religious wisdom values is carried out through religious activities including: 1) praying according to one's beliefs, 2) regular Yaasiin reading programs, 3) congregational prayers and, 4) commemorating religious holidays. Meanwhile, the application of the local wisdom value of mutual cooperation can be reflected through routine cleaning of prayer rooms, preparing for flag ceremonies, and carrying out joint gymnastics. Implementation of polite values includes:



a positive culture of smiles, greetings which are carried out every morning at the school gate. Implementation of the value of responsibility includes: carrying out class cleaning routine, following school rules and class agreements, and carrying out the tasks assigned to the students. Manifestations of implementing tolerance can be in the form of: an attitude of mutual respect and non-discrimination in relationships. Next is the implementation of love of peace including: activities that build a positive culture, creating an environment free from bullying by presenting love of peace posters.

Based on the results of observations related to obstacles in implementing local wisdom values at SD Negeri 19/IV Jambi, researchers found that in general teacher competence regarding local wisdom in the surrounding areas is still low. This can be seen when implementing local wisdom values, teachers tend to use local wisdom not from the surrounding area but use local wisdom from a well-known area. Apart from the low competence of teachers, researchers also saw that there was a lack of nationalistic spirit and encouragement from students to learn about local wisdom around them and a low level of practice of wisdom values in the school environment. Researchers also found that the school environment still does not fully implement local wisdom values in schools through constructive activities and positive culture. This can be seen in the activities of students who do not produce results that reflect the practice of local wisdom values. Based on the results of these observations, it can be concluded that the implementation of local wisdom values at SD Negeri 19/IV Jambi experienced several obstacles originating from the competence of teachers, students and the school environment. To overcome these obstacles, efforts are needed that are able to increase teacher competence regarding local wisdom as well as encouragement that is able to provide motivation to students through constructive school programs.

### **Interview result**

The results of interviews with several teachers regarding the implementation of local wisdom values at SD Negeri 18/IV Jambi highlight that the implementation of local wisdom values has not run optimally because there are obstacles in the form of:

1. Low motivation, interest and encouragement in students to practice local wisdom values. The teacher stated that students still do not have full awareness of the importance of applying local wisdom values in everyday life. There are students who show an irresponsible attitude towards the tasks given. There are also students who show behavior that does not reflect love of peace, and there are still students who are not serious about practicing religious values and mutual cooperation.
2. Low teacher competence in implementing local wisdom values in schools using varied methods. Teachers admit that they have limited competence in implementing local wisdom values in schools due to the lack of reach of local wisdom to further examine the values contained therein. Apart from that, there is a lack of teacher cooperation in designing more varied activities in implementing local cultural values, so that the implementation of local wisdom values in schools is less than optimal.
3. Limited time to implement activities that integrate local wisdom values in schools. Due to limited time, the implementation of local wisdom values has not been developed to be more effective and optimal and its implementation has not been meaningful. The application of local wisdom values is carried out in the morning before learning activities begin.
4. There is no evaluation of the results of implementing local wisdom values. The teacher stated that the implementation of local wisdom values was not evaluated to find out the results of the application of local wisdom values specifically, which then made the application of local wisdom values less meaningful and the integration of wisdom values was not optimal because there was no reflection and feedback.

Based on the obstacles found in implementing local wisdom values in schools, this article offers alternative solutions to overcome these obstacles. The solution offered is to integrate local wisdom values into the learning process where each subject should contain elements of local wisdom such as regional songs, traditional regional houses, or local wisdom that is close to the students' environment by adapting to the content, context, and the methods applied. Apart from that, teachers also need to increase their competence and knowledge

regarding local wisdom so that they are able to provide activities or activities that are in accordance with local cultural values. Furthermore, cooperation between schools, teachers and the community needs to be fostered to further motivate students to implement local wisdom values wholeheartedly so that the meaning of the wisdom values can be beneficial for them and their environment.

## CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSION

The characteristics of learning in elementary schools are contextual, integrative and closely related to environmental influences, therefore it is important for schools to adapt learning by integrating the values contained in local wisdom as a basis for elementary school students to fortify themselves in facing the era of globalization by strengthening the character of Indonesian people. The values contained in local wisdom include values that direct individuals to behave and act in accordance with the norms, teachings and regulations that apply in community life. By implementing local wisdom values in schools, students can grow into individuals with positive character in accordance with the cultural identity of Indonesian people. Implementing local wisdom values in elementary schools requires cooperation from various parties, including schools, parents, students and the community. Through cooperation from various parties, we can help implement local wisdom values fully and obtain results. the maximum.

The obstacle in the implementation of local wisdom values at SD Negeri 18/IV Jambi include: 1) low motivation, interest and encouragement in students to practice local wisdom values, 2) low teacher competence in implementing local wisdom values in schools using varied methods, 3) limited time to implement activities that integrate local wisdom values in schools, 4) the school environment still does not fully implement local wisdom values in

schools through constructive activities and positive culture, 5) there is no evaluation of the results of implementing local wisdom values.

## SUGGESTION

The implementation of local wisdom values in elementary schools should continue to be developed and varied activities designed, so that it can motivate students to apply wisdom values wholeheartedly and not just carry out simple activities. Apart from that, a teacher needs to increase and expand his/her own competence regarding the local wisdom around him so that its values can be explored and then applied at school. The school should also collaborate with various parties to create a cultural school environment in accordance with the local wisdom values explored.

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