

THE IMPLEMENTATION OF LITERATURE BASED LEARNING ON LOCAL WISDOM TO DEVELOP CHARACTER OF PRIMARY SCHOOL STUDENT GRADE 3

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ABSTRACT

The purpose of this study is to know the implementation of literature based learning on local wisdom to develop character of primary school student grade 3. This research is descriptive qualitative research. There are two data in this research that is verbal data and nonverbal data. In this research, the subjects are grade 3 teacher and grade 3 students of primary school. Data collection techniques used (a)observation, (b)interview, and (c)documentation, (d)test. Data analysis technique used is interactive data analysis. There are three steps in the analysis of data reduction, data presentation, and conclusion. The implementation of literature based learning on local wisdom to develop character of primary school student grade 3 is already running in accordance with the plan and learning objectives have been achieved. Application of literary learning based on local wisdom as an effort to foster the grade of grade 3 students of this element can be used as an effort to instill the value of character in the students. In the literary learning has tucked the character values that can be used as an example in the students.

Keywords: Literature Learning, Local Wisdom, Character

INTRODUCTION

Education is about understanding self and the environment or to understand the interaction of people with the surrounding environment and the nature. Thus, education must be able to cultivate and develop the awareness of the human existence for the environment and the nature. As known that today many phenomena that do not humanize humans. These phenomena include murderer, robbing the property of others, human trafficking, children violence and the like. These show that there are moral crisis in the young generations. Therefore, Indonesia needs to make education system that shapes the character of students in accordance with the characters that have been inherited by the local culture. Lots of local culture that can be used as a medium of learning to shape the character of students. Therefore education system in Indonesia can apply education based on local wisdom.

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According to Alfian (2013: 428), local wisdom is defined as a view of life and knowledge as well as life strategy of local community activities in order to fulfill their needs. Every region has their own characteristics and local wisdom which have to be protected by the society around. Cultural development greatly affects to the national identity. The role of teachers and the community are very important in cultural building, especially for elementary students. Thus, local

wisdom is closely related to traditional culture in a society, which contains a certain rule, as well as the behavior of society. Therefore, in preserving local wisdom, teachers as educators in schools should be able to instill pride of the of culture local wisdom that exist in the area to the students, so in the future the local wisdom still exist.

In general ethics, values, and norms contained in local wisdom are taught inherited, passed down from generation to generation through oral literature (Suyatno: 2013). Literature is part of the arts that can provide fun, entertainment, happiness in human beings. Children's literature relies and begins on presenting certain values and appeals that are regarded as guidelines of behavior in life (Wahidin, 2009). Saryono (2009: 18) says that literature also has the ability to record all natural-empirical experiences as well as non-supernatural-supernatural experiences, in other words literature can be a witness and commentary of human life. In other words, literature is a trace of human life. With so literary learning makes it easier for teachers to instill a character education of children, to be a polite, courteous child in the surrounding environment and wherever they are later.

Literature and local wisdom have a very close relation. This is in line with the opinion from Sultoni (2015: 321), literature is an integral part of culture that contains various personality and mental formers of the nation. Rahmanto (1996: 16-25) suggests that literary learning at least helps students in four aspects, (1) helping improve language skills, (2) enhancing cultural knowledge, (3) developing cipta and rasa, and (4) supporting the formation of character or characters. It shows that in literature there are positive character values that can be taught to the students. The integration of literature with local wisdom, is expected to make students love the local culture and can take positive values in the literature. Raharjo (2010: 233) states character education is a holistic education process that connects the moral dimension with the social sphere in the lives of learners as a foundation for the generation of qualified quality that can live independently and have a principle of a truth that can be accounted for. Student character is an action performed by the students based on the state of the soul that occurs spontaneously and does not need to be rethought or acted because it has been trained continuously so it becomes a habit. Based on the above reasons, it is necessary to hold a literary learning based on local wisdom, so that students get positive values contained in a local literature. Based on the above problems, it can be prepared the purpose of this study are to know the application of literature learning based local wisdom as an effort to foster the character of elementary school students grade 3.

METHODOLOGY

This research is qualitative research. This research presents data in the form of words and language. This research is a descriptive research. Descriptive research has the main purpose of describing fact systematically and the characteristics of the object or subject is examined appropriately. The purpose of this study is to describe a situation and describe the application of literature-based learning of local wisdom as an effort to foster the character of students grade 3 of Samberejo 02 Primary School.

The data in this study is the field note. The data of this research was collected from a fact and information application of literature learning based on local wisdom as an effort to develop the character of students grade 3 of Samberejo 02 Primary School. In this research, the data sources are teacher and students.

The data collection techniques of this study are (a) interviews, (b) observation, (c) tests, and (d) documentation. After conducting interviews, observations, tests, and documentation, the next step is to present and analyze the data which have been already obtained. The data collected should be checked for validity. Triangulation is a technique of checking the validity of data that utilizes something else outside the data for checking purposes or as a comparison of the data (Moleong 2007: 330). In this study, the means used to obtain the truth by using triangulation theory. Data analysis technique in this research is qualitative data analysis. Data analysis technique is done by using interactive data model analysis technique. According to Miles and Huberman (1994: 19-20) there are three main things in the analysis of interactive model data ie data reduction, data presentation, and conclusion or verification.

RESULT AND DISCUSSION

The result of the research and discussion describe that the application of literature learning based on local wisdom as an effort to foster the character of grade 3 students of Samberejo 02 Primary School. The result and discussion divide to planning, implementation, and evaluation of literary learning as an effort to foster the character of the 3rd grade students.

1. Learning Planning

In the lesson planning, the teacher developed syllabus as well as learning implementation plan. The syllabus was made teacher when the beginning of the semester. After that the teacher made a learning implementation plan for each basic competency. In this study, the learning was conducted in the 3rd graders with the standard of competence is understanding the explanation of the instruction and oral children story . The basic competence used is giving comment to the characters on children's story orally.

The lesson planning that had been compiled by the teacher contained values of character education. The value of the character was always inserted in the teacher learning implementation plan. This is in line with the opinion of Wibowo (2012) which states that the character values which wants to be achieved are included in the syllabus and the lesson plan made by the educator. Values that can be incorporated in the lesson plan are 18. Accordancing to Kemdiknas (2010: 9-10) states the values of character education there are 18, namely: (1) religious, (2) honest, (3) tolerance, (5) hard work, (6) creative, (7) independent, (8) democratic, (9) curiosity, (10) national spirit, (11) love homeland, (12) achievement, (13) friendly / communicative, actions that show the pleasure of speaking, associating, and cooperating with others; (14) love of peace, (15) love reading, (16) attitudes of environmental care, (17) social care, (18) responsibility.

When making a lesson plan, the teacher chooses character values that appropriate with the characteristics of the students and the values of the characters in the story that will be told. Teacher always tries to design the

values of characters in the planning make students easier to understand. In the planning of the teacher prepares a child's story. That's because in the literature there is a character value. It is in line with Rosyidi's opinion (2013: 70) that the literary work of children can be used as a very effective tool for educators and parents in instilling values, norms, noble behavior, and beliefs received in a society or culture.

The children story used by the teacher is "Legend Nyai Latung". In this story there are some character values that can be taken by students from the character of its characters. The values in the story are honesty, confidence, independence, courage, and tolerance. This is in line with the opinion of Asmani (2011: 36-41) who argues that the value of the character contained in formal education includes the value of honesty, responsibility, healthy living, discipline, hard work, confidence, entrepreneurial spirit, creative thinking, logical, innovative, independent, curious, love science, polite, tolerant, democratic, and nationalist.

2. The implementation

The implementation was conducted on grade 3 students of SDN Samberejo 2 in listening to the story class. The implementation was conducted by the teachers based on the planning. Teacher divides the implementation activity into three parts, namely preliminary activities, core activities, and final closing activities.

a. Introduction

The learning activity in this study, began when the teacher entered the class and said greeting eagerly answered by the students. After greeting, the teacher greeted the students politely. The teacher invited students to tell the activities that they have done before go to school. Students seemed eager to tell their activities. After that, the teacher invited students to pray together. After praying, the teacher checked the attendance list. After that, the teacher gave apersepsi. This is done by teachers to simulate students' curiosity about the learning that will be implemented.

- (1) Come on, who has ever heard the story?
- (2) What story are you listening to?
- (3) Where did the story come from?
- (4) Do you know stories from your place?
- (5) Try to tell the story from your place?

After giving apperception, the teacher responds to the answer. After that, the teacher told something about the story of the child who is around. Students payed attention to the teacher's explanation. After that, the teacher conveyed the learning objectives to be studied.

b. Core activities

In the core activities, the teacher explained the local wisdom. Local wisdom is a culture of tradition in a society, which contains a rule, customs in a particular area. Local wisdom is passed down from generation to generation and integrated through understanding of culture and nature in a place. After that, the teacher invited students to mention the story of the child in the residency madiun. Students listened to teacher explanations. Then the teacher gave a popular story of "Legend Nyai Latun". The teacher asked students to prepare papers and pens. After that, the teacher

asked the students to pay attention and concentrate. After the students ready, the teacher read the story and the students listened to the story. When the teacher finished reading the story, the teacher asked the students what was familiar with the content of the story. Teacher finally repeated once again to read the story. Students listened quietly and concentrately.

After finishing the listening, the teacher distributed worksheets to the students. Each student got a worksheet. The students' worksheet contained questions about the characters in the story that had been listened to. Students were asked about the name and comment on the characters. The teacher gave students time to answer questions that had been given. As long as students do the teacher seems to guide students in doing their work. Students looked enthusiastic and responsible in doing the task given by the teacher.

After finishing the work, the teacher asked some students to present their work in front of the class. Some students came forward to present their work. With the teacher, the students commented on the characters in the story. Each commenting on the characters in the story, the teacher also explains which figures to imitate and which figures should not be imitated. It was an effort for students in getting the character value. The value of characters taken from the characters in the literature. This is in line with the opinion Rahmanto (1996: 16-25) argued that literary learning at least helps students in supporting the formation of character or character.

c. Closing

After the next core activity was closing activities. In the closing activity, the teacher gave the students an opportunity to ask about the learning that has been implemented. After that the teacher gave a review of the learning that has been implemented. After that, the teacher asked one of the students to lead the prayer to instill a religious value.

3. Evaluation of learning

Evaluation on a literature-based learning was a multiple choice that already provided by the teacher. The assignment was already prepared on the paper that was distributed to the students. Assessment of student literacy learning grade 3 SDN Samberejo 2 through affective aspects, cognitive aspects, psychomotor aspects. On the affective aspect, the assessment was done with observation at the time of learning took place. In the cognitive aspect, assessment was done by giving the test to the students. In the psychomotor aspect, the assessment was done by a skill test telling the story of a legible story.

CONCLUSIONS AND SUGGESTIONS

Based on the above explanation, it can be concluded that the implementation of literature-based learning of local wisdom as an effort to foster the character of students grade 3 SDN Samberejo 2 has been succeed as an effort in developing students character. Based on the results of interviews, observation, and document analysis can be seen that in the planning, the implementation, and the evaluation of literary learning has entered the character values. Literature based learning has been conducted regarding to the local wisdom. It is because the students can know the literary story in their environment and can love the

surrounding cultures. In the literary learning has contained the character values that can be used as an example in the students. Literature is one of the media to instill character values in children. Which in fact in the literature has been listed character values.

It is hoped that all the lessons will be tucked into character values so that students can balance between intellectual intelligence and moral intelligence. Students can have a character and have a commendable moral, so will form a smart and dignified human.

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