

Establishment Students Characters Through The Application of Local Culture at Schools

Hotma Siregar^{1*}, Jurfiani Girsang²

^{1,2}*Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara
Jl. Kapten Mukhtar Basri No. 3 Medan, Sumatera Utara, Indonesia*

**Email: Siregarhotma5@gmail.com*

ABSTRACT

This study aims to determine the implementation of local culture in SMP N 1 Raya Kahean Kab. Simalungun through Simalungun Language and Literacy subjects in the formation of student character. This type of research is a qualitative descriptive, data collection techniques used include: observation, interviews and documentation. The analytical method used there are three stages namely data reduction, data presentation and verification. The results showed that: The implementation of Simalungun Language and Literacy learning in class IX SMP N 1 Raya Kahean was quite good, because it was considered capable of maintaining Simalungun Batak cultural values. In every learning activity it is seen that the teacher always tries to instill positive cultural values in each student. Through the Simalungun Language and Literacy subjects can also form the character of students, it is seen from the material delivered by the teacher through the Simalungun Language and Literacy subject books.

Keywords: Culture, Language Learning and Simalungun Literacy, Character

INTRODUCTION

Based on research at Harvard University in the United States (Nurochim, 2013), it turns out that one's success is not determined solely by knowledge and technical skills (hard skills), but rather by the ability to manage themselves and others (soft skills). This research revealed, success is only determined by 20 percent by hard skills and the remaining 80 percent by soft skills. even the most successful people in the world can succeed because they are supported more by soft skills than hard skills. This suggests that the quality of character education of students is very important to be improved.

This is in accordance with Indonesian Law No. 20 of 2003 concerning the National Education system in Article 3, which states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Character is the values of human behavior related to God Almighty, self, fellow human beings, the environment, and nationality manifested in thoughts, attitudes, feelings, words, and actions based on religious norms, law, manners, culture, and customs.

In connection with the above, the problem arises namely how the local culture in the area can play a role in shaping the character of students in schools. This study aims to determine whether the local culture in the Simalungun area can play a role in shaping the character of students in schools

Thus the learning of character values is not only at the cognitive level, but touches on internalization and real experiences in the daily lives of students in the community. This is especially important for students in Indonesia who have recently experienced a moral crisis and a decline in character that attacks the younger generation, especially at school age. Young people who experience moral crisis and character decline are at an alarming level.

Character education which is one of the means of soft skills integrated in learning in each subject. Subject material related to norms needs to be developed, made explicit, and related to the context of daily life, even every material in a subject needs to be integrated with character education. Sunaryo, in Kurniawan (2017: 30), argues that character education concerns talent (old basic potential), dignity (degrees through mastery of science and technology), and dignity (self-esteem through ethics and morals).

The character education values developed by the Ministry of Education and Culture are eighteen characters. These values are sourced from religion, Pancasila, culture, and national education goals. The eighteen values are: religious, honest, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievement, friendly / communicative, love peace, love to read, care for the environment, social care, and responsibility (Binti Maunah; 2015).

To shape the character as desired can be done through the application of cultural values (local wisdom) in schools. Local wisdom in a foreign language is often conceived of as a local policy "local wisdom" is a positive human behavior in dealing with nature and the surrounding environment, can be sourced from religious values, customs, ancestral advice or local culture that is built naturally in a community community or adapt. Religious values have a meaning in social life. Each religion carries a mission as a carrier of peace and harmony in life, not only between humans, but also among fellow creatures of God (Novi Setiawatri and Aceng Kosasih; 2019).

In carrying out the survival of the community choose their own ways and traditions to manage existing resources around the teachings and instructions of the ancestors. Local wisdom of the community has existed in people's lives since time immemorial, from prehistoric times to the present time it still applies. This behavior develops into a culture in regions in Indonesia and will develop from generation to generation, in general, regional culture is interpreted as a culture that develops in an area, the elements of which are the culture of ethnic groups living in the area itself.

METHODS

In this study using a qualitative descriptive method. The qualitative descriptive method is by collecting data and then analyzing the data so that it can give a detailed description of the problem. The theory is used as a guide to focus the research in accordance with the facts in the field.

This study uses a location in SMP N 1 Raya Kahean Kab. Simalungun. The selection of research sites is based on the researchers' interest in the Simalungun Language and Literacy subjects that describe the culture of the Simalungun Batak tribe. The subject of research is something that is inherently attached to or contained in the object of research. Based on this understanding, the subjects in this research are grade IX students at SMP N 1 Raya Kahean, District.Simalungun The object of the study is the variable or what is the focus of a research, so that the object of this study is the language subject and the Simalungun Script.

This study uses research instruments namely 1) Observation, in this case the researcher looks at the process of the teacher's ability to convey material and instill character values in learning activities, and how teachers carry out plans that have been made. Observations are made with the intention of feeling and then understanding the knowledge of a phenomenon based on knowledge and ideas that have been previously known.

2) The interview is broadly divided into two, unstructured interviews and structured interviews. This study uses unstructured interviews that are used to find information about learning planning (which includes learning objectives methods used, learning steps to assessment activities). Interviews are also used to obtain data on how teachers carry out character learning, evaluation, and factors that influence the implementation of character education. The sources that will be interviewed include: Simalungun Language and Literacy subject teacher at SMP N 1 Raya Kahean, to obtain data

on learning planning, learning implementation, evaluation, and factors that influence the implementation of learning.

3) Documentation. That is a method used to provide documents using accurate evidence from the recording of specific information sources from essays or writings, wills, books, laws and so on. Researchers used the documentation method to collect data including: Syllabus, lesson plans (RPP), Learning evaluation sheets, School profiles and Profiles of teachers teaching Simalungun Language and Literacy.

Data analysis techniques used in this study are: 1) Data Reduction ie researchers Stages of reduction are carried out to examine the overall data collected from the field, namely regarding the implementation of character education in SMP N 1 Raya Kahean, so that things obtained from objects that are researched it. 2) Data Display in the form of data presentation in this case is the delivery of information based on data obtained in accordance with the focus of the study to be arranged properly, coherently so that it is easily seen, read and understood about an event and actions or events related to the implementation of character education in the form of text narrative. 3) Withdrawal of conclusions, namely the estuary of the conclusions of the qualitative data analysis activity, lies in the delineation or narration of what is produced, can be understood with regard to a problem being examined. From this was born the conclusion of the problem whose weight was classified as comprehensive and deep.

RESULT AND DISCUSSION

Content of Character Education in Simalungun Language and Literature Subjects

The learning of character education in Simalungun Language and Literacy subjects is not much different from the learning of character education in other subjects, it's just that in the subject matter of Simalungun Language and Literacy there are more character values that can be developed compared to other subjects. This is because Simalungun Language and Literacy subjects are related to the local social and customary conditions which are accepted and carried out every day by the community.

In the implementation of character learning in class IX Simalungun Language and Literacy subjects in SMP N 1 raya Kahean Kab. Simalungun teachers use lecture, question and answer methods, which are combined with cooperative learning approaches such as discussions with classmates. So the teacher becomes more a center for the cultivation of character values for students. However, with an interesting and fun teacher that can make students respond well to everything what is taught by the teacher.

Based on the observations made by researchers, the implementation of character education learning in Simalungun Language and Literacy subjects was carried out by grade IX teachers as follows:

- 1) The teacher starts the learning by inviting students to pray in accordance with their respective religions in order to instill the values of religious character.
- 2) The teacher starts the learning by giving students some questions about the material of the Indung ni letter and the submission of the letter for about 10 minutes.
- 3) Entering into the core activities, the teacher starts with exploratory activities which involve students in finding information and knowledge by having children read and understand the readings in the Simalungun Language and Literature textbooks that have been provided by all the teachers explaining the material being studied.
- 4) After explaining the teacher gives some assignments to students by giving questions and asking students to come forward and write the answers on the board. It is used to instill courageous and responsible character in students.
- 5) The teacher also gives several written assignments to students to do each. This is done to instill independent character and honesty to students.

- 6) After students finish working, the teacher together with students match the answers to the questions given by the teacher, then the teacher appoints one by one the students to answer the questions that have been done, while matching the answers to the questions given by the teacher, the teacher also provides reinforcement or an explanation of what students are doing.
- 7) After completing the teacher then gives conclusions and assessments as well as advice and direction to students on the results of what has been done and on the material that has been submitted. The teacher gives advice related to the material presented in order to instill good characters that can and can't be done

In every learning activity, it is seen that the teacher always tries to instill positive character values in each of the existing activities, although not completely. The teacher also does not only focus on delivering the material, as well as the learning methods used and delivered by the teacher. The teacher keeps trying to liven up the atmosphere by involving more students to be active and more focused in digesting and receiving learning.

Formation of Character Through Simalungun Language and Literature Subjects

Data collection was conducted by researchers using the interview method in class IX. From the results of interviews with school principals and class IX teachers, character education has been implemented well. The researcher considers that through Simalungun Language and Literacy subjects can shape the character of students it is seen during the learning process that takes place where students look enthusiastic, active and creative in the learning process of Simalungun Language and Literacy in class. In the sense that students have a great curiosity about the cultural life of Simalungun that they experience everyday. Likewise with the materials delivered by the teacher through the Simalungun Language and Literature subject books .

Students also have courageous and responsible character values to ask and answer questions both oral and written about the material delivered by the teacher. They also looked peaceful and looked down when the teacher told them to pray meaning students have high religious values, although in the class there are differences in religion and culture but they never mock each other or ridicule other religions or cultures, even they have a high sense of solidarity and mutual respect between religious and cultured people.

Character building through Simalungun Language and Literacy subjects can also be seen from the behavior and knowledge of students about the local wisdom culture of Simalungun where they master and are proficient in Simalungun, mutual help to friends who need each other, understand how to behave and behave when speaking with people who are older than him, for example teachers, parents and others.

CONCLUSION

Based on observations and data obtained in the field supported by documents, it can be concluded that the Simalungun Language and Literacy lessons conducted at SMPN 1 Raya Kahean, Simalungun Regency can form characters in students. This is related to some character values that can be found in the Simalungun Language and Script learning material based on the Simalungun Language and Literature textbooks, as follows:

1. Writing the simalungun script pakon mambotuh mambasa (Writing the simalungun script and how to read it). From the material that has been delivered by the teacher it is hoped that students can foster a sense of love for their culture and social care and care for their environment.
2. Sour-duk ni hiou tonnage naadongi Simalungun pakon hun other regions (Various kinds of woven fabrics typical of Simalungun and from other areas). From the material that has been delivered by the teacher it is hoped that students will have a sense of pride (confidence) in their culture and respect for the diversity of cultures that are around them.

3. Hasomalan marburu pakon sikkula pararalan nai gunahon (hunting habits and equipment needed). From the material that has been delivered by the teacher it is expected that students can have high confidence and courage, take responsibility and work hard in facing something new.

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