

THE ACTUALIZATION OF LOCAL WISDOM VALUES IN CIVIC EDUCATION TO STRENGTHEN THE NATIONAL CHARACTER OF STUDENTS AT STATE SENIOR HIGH SCHOOL 1 BANGUNTAPAN

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ABSTRACT

This research aims to determine the role of teachers and schools in actualizing the value of local wisdom into PPKn (Civic Education) learning so that it becomes a strengthening of national character with religious values, independence, nationalism, mutual cooperation, and has integrity values. This study employed a descriptive approach with qualitative case studies conducted at SMA Negeri 1 Banguntapan Bantul. The subjects were selected purposively, and data collection was carried out through interviews, observations, and documentation. The actualization of these values was analyzed as strengthening the national character of students. The research highlights the importance of cultural context in education and its role in fostering a sense of national identity. By identifying the supporting and inhibiting factors in this process, the study provides insights that can inform educators, policymakers, and curriculum developers about effective strategies and potential challenges in promoting local wisdom within civic education. This contribution is crucial for enhancing educational practices that align with Indonesia's cultural heritage while promoting national character development among students.

INTRODUCTION

PPKn subjects are created with the aim of optimizing individual development so that they become members of society who have cultural diversity, religion, love for the homeland, spirit of mutual cooperation, cooperation, independence, as well as integrity and responsibility. PPKn subjects are designed to involve all cognitive, affective, and psychomotor aspects. All of this is integrated within the framework of the concept, values, and morals of Pancasila, civic democracy, and nationalism. By concentrating on a variety of behaviors that are relevant in daily life, PPKn aims to emphasize the teaching of values contained in learning materials and experiences (Pertiwi, Putri Indah, 2021).

PPKn learning is conceptually in Indonesia and in other countries which aims to produce qualified members. PPKn aims to provide students with a basic understanding of citizen relations, as well as provide basic education about defending the country. The goal is to become a citizen who can be relied on by the state and nation. Students are expected to become people who have the spirit of Pancasila, faith and fear of God Almighty, and respect the people based on wisdom in representative deliberations. In addition, the purpose of PPKn is to realize social justice for all Indonesian citizens, so that people are aware of their rights and obligations and carry them out with full awareness and responsibility. By studying PPKn, it is hoped that students can make decisions that are fast, precise, and beneficial for themselves and others, as well as have the awareness to care for culture, the environment, and society (Khoeriyah et.al, 2022).

The value that a person has is the result of the active aspect. Overall, these values form a value system that exists such as religious values, legal values, aesthetic values, socio-cultural values, ethical values, and economic values that are interrelated, interacting with each other into a complete unity (Ryabov et al., 2019). This is influential in determining a person's behavior and personality. The idea of "cultural homogeneity" is one of the prevalent discourses in the study of globalization. Based on what Gunawan (2021) stated, it is argued that the value of local wisdom must play an important role in transforming and reshaping global culture critically so that it can be meaningful, consistent with the local social life of culture.

"Nation-state" is defined as ethnicity, belonging, and pride in one's own culture and cultural identity in common life (Kamajaya, 2019). This awareness can only be achieved through the process of education and communication among citizens. Pancasila and Citizenship education at the education level aims to prepare students to become intelligent and ethical citizens. The concept of citizenship includes the mastery of knowledge, skills, attitudes, and principles that promote patriotism, independence, cooperation, and integrity. The principles of local wisdom and the basic principles of life are essential in this context, as they reflect attitudes and behaviors that favor harmonious and positive relationships between individuals and others in daily life (Komalasari & Saripudin, 2018).

The development of the modern era that produces the flow of globalization, using new products based on advanced technology will provide its own challenges for students and teachers to use foreign products rather than domestic products. In addition, the style of dress, language, and way of interacting increasingly do not reflect the values of local wisdom of Indonesian culture (Totok, 2018). UNICEF data in 2018 shows that Indonesia's young generation is experiencing a crisis of local cultural values, with 50% of adolescents experiencing violence between others, 14% involved in student brawls, and 3.8% abusing drugs (Ministry of Health of the Republic of Indonesia). Violence, brawls, and drug abuse reflect the loss of cultural values such as piety, tolerance, cooperation, love of the homeland, and discipline. Therefore, the application of local wisdom values and value education for the younger generation is very important to build a harmonious life in the 21st century (UNICEF, 2018).

The basic principle of the value of local wisdom in PPKn emphasizes reflection and recognition of the personal and cultural values of students, which are important for the integrity of the nation. The strategies used include; (1) helping students understand various values and their influence on social relationships; (2) increasing understanding, motivation, and responsibility in making positive decisions; and (3) encourage students to choose and develop personal, social, moral, and spiritual values; and (4) encourage teachers to teach life values in order to form students who are able to interact well in society (Komalasari & Saripudin, 2018).

Research conducted at SMA Negeri 1 Banguntapan Bantul, the school has applied wisdom values in the context of learning and in the school environment, prioritizes and appreciates the values of local wisdom, and aims to create a green, comfortable, and clean school environment. This is in accordance with the school's slogan, namely "Memayu Hayuning Bawana" comes from a Javanese word which means to participate in creating the beauty of the world or making the world more beautiful. It can also be interpreted as an effort to build by paying attention to the environment. This type of development takes into account conservation in caring for various aspects of culture.

The urgency of this study is to look at the decline in the character of students, including non-compliance with regulations and the decline in the emotional quality of teachers and students, which may be caused by the pandemic that hinders hands-on learning. Direct learning at SMA Negeri 1 Banguntapan Bantul faces difficulties, including a decrease in integrity, a sense of care, nationalism, and patriotism among students. Indifference and lack of solidarity emerged, while the integration of local wisdom values in PPKn learning was less clear. Learning that is too theoretical and fixated on textbooks can hinder students in relating principles to daily life.

The facts in this study are very necessary because the problem of local wisdom values and character has existed for a long time. Of course, this is a shared responsibility, both teachers, parents, and students. This research aims to determine the role of teachers and schools in actualizing the value of local wisdom into PPKn learning so that it becomes a strengthening of national character with religious values, independence, nationalism, mutual cooperation, and has integrity values. Therefore, cooperation between teachers and students in learning is very necessary and also cooperation between teachers and the school community, parents and even the community so that the values of local wisdom can be maintained and can be actualized so that national character can be formed and realize common ideals for Indonesia.

This study aims to: 1) analyze the actualization of local wisdom values in PPKn learning as a strengthening of the national character of SMA Negeri 1 Banguntapan Bantul students; 2) identify supporting and inhibiting factors in actualizing the values of local wisdom in PPKn learning as strengthening the national character of SMA Negeri 1 Banguntapan Bantul students. This study contributes to the understanding of how local wisdom values can be integrated into PPKn (Civic Education) learning as a means of strengthening national character among students at SMA Negeri 1 Banguntapan Bantul. By analyzing the actualization of these values, the research highlights the importance of cultural context in education and its role in fostering a sense of national identity. Furthermore, by identifying the supporting and inhibiting factors in this process, the study provides insights that can inform educators, policymakers, and curriculum developers about effective strategies and potential challenges in promoting local wisdom within civic education. This contribution is crucial for enhancing educational practices that align with Indonesia's cultural heritage while promoting national character development among students.

METHODS

This research employed a descriptive approach with qualitative case studies conducted at SMA Negeri 1 Banguntapan Bantul. The subjects were selected purposively, and data collection was carried out through interviews, observations, and documentation. Instruments for data collection included interview guides, observation sheets, and document checklists. To ensure data validity, source triangulation and technique triangulation were utilized. Data analysis followed Miles et al. (2014) interactive model, encompassing data collection, reduction, presentation, and conclusion formulation.

RESULTS

Actualization of Local Wisdom Values in PPKn Learning as Strengthening the National Character of Students

The actualization of local wisdom values as a strengthening of the character of students at SMA Negeri 1 Banguntapan Bantul has school rules and regulations that are very influential in digitizing the values of local wisdom and in strengthening the character of students. SMA Negeri 1 Banguntapan Bantul as a school based on culture and *adiwiyata* by applying the principle of values that are inseparable from the values of local wisdom, religious values in every morning activity always apply morning worship, *tadarus Al-Qur'an* for Muslims and sing the Indonesian national anthem. This reflects religious values and nationalist values. Maintaining ethics and manners among fellow school communities, maintaining a safe and comfortable environment in line with the school's vision and mission, increasing faith and piety, habituating clean living behaviors, tolerance, caring for the environment and population, implementing cultural behavior of the Special Region of Yogyakarta.

The value of local wisdom is a value that grows in society and reflects ethics, morals, and culture as a guideline for life. In strengthening the national character of students, a deep understanding of these values is very important. At SMA Negeri 1 Banguntapan Bantul, the actualization of the value of local wisdom seems strong, both in the school and learning environment, including mutual respect, polite use of Javanese language, and concern for the environment. This application is expected to be able to promote tolerance and peace, making understanding the value of local wisdom very important. The value of local wisdom refers to a set of beliefs and practices applied by the community of a local area and the community in the school environment, which includes spiritual aspects of religion, morals, ethics, social norms, traditions, and beliefs. Geertz (1973) argued that local wisdom values are concepts that refer to the forms of thought, feelings, and actions embraced by the community in an integrated social group. Local wisdom values are a set of values, norms, and customs that develop in local communities, which are passed down from generation to generation, and contain knowledge and wisdom in maintaining social, environmental, and spiritual balance (Iswatiningsih, 2019).

The values of local wisdom in the context of strengthening the character of the nation have been developed based on Presidential Regulation Number 87 of 2017 concerning the strengthening of character education which contains five values in building national character; (1) Religious values include acts and attitudes that are obedient in practicing the religion they adhere, the spirit of respecting the freedom of worship of individuals who have different religious beliefs, and the close relationship between individuals and God, fellow humans, and the universe. This includes aspects of faith, piety, maintaining cleanliness, practicing tolerance, and loving the environment; (2) nationalism of actions and attitudes that reflect loyalty, concern, and respect for language, physical, social, cultural, and

political environment including love for the homeland, national spirit, and respect for diversity; (3) independent attitude is also reflected in behaviors that do not always depend on others in daily life, which includes hard work, creativity, discipline, courage, and a spirit of learning; (4) mutual cooperation to solve problems collectively, communicate and establish friendship, and provide assistance to others in need reflecting the values of cooperation, solidarity, mutual help, and family; and (5) integrity is the value that underlies one's behavior based on striving to be a trustworthy individual in word and deed, which includes honesty, example, consistency, and love of truth. To see the sustainability of local wisdom values as a strengthening of national character juxtaposed with the 18 values formulated by the government, it can also be seen in the table below.

Table 1. The main values of national character to be developed

Character of the Nation		
Distinctive collective values		
Awareness*		
Understanding*		
Feeling*		
Will*		
Behaviour*		
Pancasila		
1945 Constitution		
Bhinneka Tunggal Ika		
HOMELAND		
No.	Character values	Indicator 18 Values (National Character)
1.	Religious	Actions and attitudes of obedience in carrying out the religious rules that they adhere to, as well as having a spirit of tolerance towards fellow believers of other religions in carrying out their worship, individuals with their neighbors and individuals with the surrounding environment, indicators of religious values include: tolerance, love of peace, care for the environment.
2.	Gotong royong	Social care and hard work
3.	Nationalism	Love of the homeland, Democracy, National spirit
4.	Self-sufficient	Discipline, Curiosity, Creativity
5.	Integeritas	Responsible, Honest, Appreciating Achievements, Fond of Reading

SMA Negeri 1 Banguntapan Bantul is trying its best to actualize the value of local wisdom as a strengthening of national character. As a culture-based and adiwiyata-based school, this school enforces discipline and creates a beautiful learning environment. Even though it is a public school, religious values are still maintained through activities such as rotating morning welcomes, worship according to religion, and singing the national anthem. Extracurriculars, adequate facilities, and the integration of cultural values in learning make the learning experience more real for students. Good character includes moral aspects, life experiences, and social environments, and consists of three elements, knowing, willing, and teaching kindness (Lickona, 1996). Actualizing the value of local wisdom in PPKn learning to form national character is a shared responsibility between schools, teachers, students, parents, and the community. Internal and external collaboration has been well formed, strengthening the national character of students. PPKn subjects play an important role in integrating Pancasila values and local wisdom, not only teaching law, government or history, but also teaching civic behavior and relationships with the surrounding environment, so that students get a more real learning experience.

Actualizing the values of local wisdom in the school environment as well as in the teaching process as strengthening national character has a positive impact on the development of students and in the development of schools, SMA Negeri 1 Banguntapan has a strategy in its application based on local wisdom values; (1) caring for the school environment based on cultural values, teachers, students and the school community strive to actualize the values of local wisdom in the school environment in accordance with the rules that have been set by the school, for example in welcoming the school community every morning alternately according to the predetermined schedule, carrying out morning

worship, caring for the environment (gotong royong) according to the specified time; (2) students greet the teacher according to the time of class hours such as '(say salam in religious language, Indonesian and 'Javanese', 'Assalamualaikum', good morning, *sugeng enjang* Sir/Madam)', when finishing learning (thank you, thank you, thank you, sir/ma'am) it is a simple thing but it reflects cultural, ethical, and moral values; and (3) teachers in the learning process determine steps and strategies, methods to be used in implementing learning, reflecting learning with values that develop in society in accordance with the material to be delivered.

The attitude of mutual respect, respect for others and nature is a characteristic of the application of local wisdom values into education as a strengthening of national character starting from a person's self-awareness. There are five foundations in life that need to be understood in order to determine the authority of cultural values namely understanding the essence of life, understanding and appreciating the essence of life's work, understanding human perception of time, understanding man's view of the universe and understanding the nature of the relationship between man and his fellow man (Kluckhohn, 1985). Therefore, the importance of local wisdom values being integrated into learning so that students get more real learning for their life experience, in general, teachers always try to relate the value of local wisdom to PPKn learning.

Based on what was stated by Imtinan et al. (2022), to borrow Bloom's taxonomy, the realm of education includes 3 things that need to be considered; cognitive, affective, and psychomotor. In theory, knowledge transfer (knowledge) and skills training (psychomotoric) It is easier to be embedded in students but by instilling values or attitudes (attitude) Instilling values is not simple only through rhetoric or students are given lectures, to instill local values, life values need to be exemplary, students are easier to accept when a value is instilled by giving examples. The importance of deeply understanding the actualization principles of local wisdom values, before integrating them into learning, applying them to the school environment, especially teachers who will become role model for students.

The scientific approach in the learning process begins with observation, questioning, experimentation, reasoning, and communication. Through this approach, students are invited to observe the phenomena around them, such as watching videos, reading books, observing daily values, or interacting with community leaders who are role models, so that students' character can be strengthened. This approach makes PPKn learning more real and relevant in the student experience. At SMA Negeri 1 Banguntapan Bantul, the application of local wisdom values that are in accordance with Yogyakarta culture, facilitates the integration of these values in the school and learning environment, thereby supporting the strengthening of national character. The actualization of the value of local wisdom in learning requires a deep understanding of these values, strategic step planning, correlation of materials with community culture, learning objectives, variety of methods, and learning media. Learning based on local wisdom integrates culture in the environment and learning experience (Irfan et al., 2023). Students not only receive information, but also create deep meaning and understanding, involving imagination and creativity to understand the subject matter.

Steps that need to be considered by teachers of SMA Negeri 1 Banguntapan in actualizing the values of local wisdom in PPKn learning to strengthen national character include (1) before developing learning, teachers need to have a good understanding of the principles of local wisdom; (2) teachers have the ability to adapt learning materials to relevant and developing local wisdom values. Students can develop learning materials by paying attention to the correlation between the material and local wisdom values; (3) set learning objectives based on indicators that have been set from the basic competency standards in PPKn learning that implement local wisdom values; (4) the selection of learning methods is very important as a support for learning outcomes. Therefore, in implementing PPKn learning, teachers must choose suitable and exciting methods; (5) Teachers need to choose learning media that are in accordance with competency standards and basic competencies. In determining the media, teachers must have the precision and ability to adapt to the infrastructure available in schools. The selection of learning media aims to facilitate the overall understanding of the material by students; and (6) after implementing these steps, teachers then conduct an evaluation to assess the level of learning success (Totok, 2018).

Learning based on local wisdom integrates local knowledge in subject matter to increase students' understanding of the concepts learned (Ibrahim & Sundawa, 2023). Another goal is to deepen students' understanding of their local culture at the same time. PPKn learning that integrates local wisdom values provides a relevant and significant learning experience for students, and has an important impact on their lives. The integration of local wisdom values in PPKn learning can also strengthen the national

character of students. Various values of local wisdom and national character such as religious, honest, tolerant, disciplined, hard work, creative, independent, democracy, curiosity, national spirit, love of the homeland, appreciation, love of reading, environmental care, social care, and responsibility can be embedded in students. This is in line with the guidelines for the development of cultural education and national character of the Republic of Indonesia which aims to form individuals who have strong character and identity. Through the integration of local wisdom values in PPKn learning, it is hoped that a respectful, sustainable, and harmonious environment for local wisdom values will be created.

Supporting and Inhibiting Factors in Actualizing Local Wisdom Values in PPKn Learning as Strengthening Students' National Character

The actualization of local wisdom values in PPKn learning aims to strengthen national character which has a positive impact on students and the school community, both for the social environment and society. The community of SMA Negeri 1 Banguntapan Bantul must have the same responsibility in actualizing local wisdom values as a strengthening of national character. PPKn teachers cannot relate local wisdom values to learning as a strengthening of students' character without supporting factors.

Supporting factors can be in the form of internal or external factors. Internal supporting factors in actualizing the values of local wisdom as strengthening national character at SMA Negeri 1 Banguntapan Bantul are as follows; (1) There is a factor of individual awareness of the school community in actualizing the values of local wisdom, being aware of the rules that have been made, being aware of religious values, nationalism, independence, mutual cooperation, integrity, the school always supports and facilitates in the learning process related to the values of local wisdom both in the school environment and the community environment. Teachers' awareness as rule model can implement the principles of local wisdom values in life and learning, reflecting learning with values that develop in the community. Values of being must be born in someone, especially a teacher who will become a rule model for students and become an internal supporting factor in carrying out the rules in school (Breyne et al., 2021). In learning that actualizes the values of local wisdom as a strengthening of national character, values that develop into behaviors that reflect the values of local wisdom and national character, so that it can raise students' awareness of the responsibility of being a student, someone who understands the principles of local wisdom values will have high attitude of responsibility; and (2) internal factors of students who must also have responsibility as students, understand the rules that have been applied that reflect the values of local wisdom, based on the results of research conducted by the author, an average of 80% of students in understanding the values of local wisdom, implementing school rules based on local values starting from behavior, language, and clothing. Human personality is a value and virtues. Education in schools that must give priority to awaken local wisdom values as a strengthening of national character which will have implications for the quality of life of the community (Styhre, 2022).

External supporting factors in actualizing local wisdom values to strengthen national character at SMA Negeri 1 Banguntapan include several aspects. First, school rules and a conducive environment, such as a culturally based and adiwiyata school environment, provide space for students to learn comfortably and disciplined, which is related to the formation of national character. Second, a curriculum that integrates local wisdom values helps students internalize national identity, with the support of teacher training that teaches effective teaching methods. Collaboration with community leaders and cultural institutions also enriches learning about local wisdom. Third, family and community support, which is the first environment in learning local wisdom values which is very important. Parents as models have a great influence on children's attitudes and behaviors, while society is a forum for students to learn and actualize these values. The school also establishes close relationships with alumni, parents, and the community through cultural activities and mutual cooperation.

The actualization of local wisdom values in PPKn learning is not only the teacher's task, but also involves support from various parties to strengthen the national character of students and form a good, integrity, independent, and responsible citizenship. The community environment, both the school community, and the community in the wider environment becomes a forum for students to see and learn the growth and development of local wisdom values from generation to generation, the community environment provides opportunities for students to actualize local wisdom values in daily life, and the community environment can support interactivity and support active learning will allow students to Involved in the exploration of local wisdom values (James A. Banks & Cherry A. McGee Banks, 2010).

Achieving the goal of actualizing the values of local wisdom in PPKn learning as a strengthening of national character is inseparable from both internal and external obstacles. Internal obstacles that arise are from teachers, who have dual duties as educators and housewives, which can affect attendance and comfort in teaching. In addition, the rapid development of technology is also a challenge for teachers in following issues related to local wisdom. External obstacles involve many administrative tasks that make it difficult for teachers to divide their time and curriculum that has not been specific by integrating local wisdom values.

The solution to overcome this obstacle includes that teachers must be good role models for students, have integrity, and be able to manage time between their duties as educators and housewives. In addition, teachers need to continue to update their knowledge about technology and local wisdom issues in order to provide interesting, relevant, and real impact learning for students.

Teachers must be able to encourage discipline in themselves and their students (self-discipline) (Utaminingsih et al., 2023). The actualization of local wisdom values in PPKn learning in order to strengthen the national character of students is not simple by giving lectures to students, for this students need to be role models, especially in teachers as disciplined role models, after which they provide an overview of someone's exemplary behavior. Teachers as educators have a responsibility for this, providing direction, patience, attention and being role models in order to encourage students to cultivate discipline and have good integrity (Putra et al., 2023a). Based on the concept of characters explained by (Lickona, 2012), there are three main components to understand; (1) moral strengthening (moral knowledge), awareness, knowing which consists of (honesty, fairness, responsibility, tolerance, courtesy, integrity, compassion and courage); (2) moral feeling, having awareness, self-esteem, empathy, loving kindness, self-control, humility; and (3) moral action, competence, commitment, habits.

The obstacles faced by students in actualizing the values of local wisdom include a lack of discipline, understanding, and awareness of these values, which is influenced by the lack of reflective learning and the influence of globalization and mass media. In addition, the number of activities also reduces focus and responsibility. The solution to overcome this obstacle is to strengthen discipline, motivate students to learn, and foster awareness of the importance of local wisdom values in strengthening national character, such as integrity, nationalism, and mutual cooperation (Kluckjhohn, 1985). emphasizing that the values of local wisdom are the values of neglect that need to be understood by students who will be able to control themselves and the guidelines for students' lives. By integrating the values of local wisdom in learning, learning materials related to the reality of local wisdom can make learning more relevant and interesting for students which can increase motivation to be actively involved in PPKn learning and developmentally can strengthen the national character of students, to continue to grow and develop and have good integrity as a religion. Nationalism, independence, and mutual cooperation will shape the national character of students.

The next obstacle that arises in parents is that parents may not all fully understand the values of local wisdom or the importance of integrating in children's education which will be a possibility that parents often face high time demands in daily life, this becomes difficult for parents to be actively involved in supporting the strengthening of students' character. The influence of modern media and technology can also play a role in changing values and prepositions. Parents may be influenced by modern trends and lifestyles that do not appreciate the values of local wisdom. To overcome this, a solution can be provided for the need for collaborative efforts between schools and parents. Socialization, training and development of understanding of the importance of local wisdom values in learning that can strengthen the national character of students by creating discussion groups between schools and parents which can be an effective channel to overcome differences of views and build mutual understanding.

This is in line with what has been stated by Hakim & Darajat (2023), the family greatly determines the role in strengthening the character or can hinder it. Sometimes parents only focus on the school environment, but do not pay attention to the implementation that has been carried out at school. The family environment does not pay much attention to the values that will strengthen the national character of students, so that students in the school environment are very difficult to adapt to their environment. Based on the opinion of Totok (2018), the actualization of local wisdom values in learning as a strengthening of students' cultural character must be a common awareness, inseparable from parents because, integrating local wisdom values into learning has a strong influence in shaping the national character of students, as well as in family life.

The development of the turbulent era in the field of technology does not rule out the possibility that it will erode the values of local wisdom and will bring about a decline in one's character. The development of the globalization era is accompanied by a global culture that can shift the values of local wisdom, hedonism, and capitalism which will gradually shift cultural values (Wibowo Agus & Gunawan, 2022). Therefore, it is important for students as the younger generation to understand the principles of local wisdom values as a strengthening of national character. Actualize the values of local wisdom in learning and support parents as well as the school environment and the community who continue to maintain the values of local wisdom.

Strengthening national character based on local wisdom values has a very complex dimension and has a very important urgency, because it involves the formation of many superior aspects of the nation. The national dimension is the focus because the strengthening of national character itself has complex dimensions that are in the process of development. The importance of strengthening and shaping national character with complex dimensions makes character one of the main pillars of life in society, nation, and state to achieve the goals and ideals of living together and create essential strength in shaping national character (Putra et al., 2023b). Therefore, in actualizing the values of local wisdom through PPKn is not an easy matter, in terms of actualizing it, the need for cooperation, shared responsibility and common awareness in facing challenges in this era of globalization.

The active and positive role of parents, students can be more effective in actualizing local wisdom values, and actively involving the community environment in the educational process can strengthen local wisdom values in learning and at the same time strengthen the national character of students.

CONCLUSION

The actualization of local wisdom values in education significantly strengthens national character, beginning with a deep understanding of these values and their ethical implications within the school environment. At SMA Negeri 1 Banguntapan Bantul, the integration of local wisdom into daily practices—such as maintaining local language, fostering religious attitudes, and promoting mutual cooperation—has positively impacted both student behavior and community involvement. Teachers play a crucial role by understanding and incorporating these values into PPKn learning, creating meaningful educational experiences that reflect community norms. In an era of globalization, preserving these local values is essential to counteract cultural erosion. Future research should explore the long-term effects of integrating local wisdom into curricula across various educational settings, effective teaching strategies, family and community engagement, and the challenges educators face in maintaining local wisdom amidst global influences. This will contribute to a more comprehensive understanding of how to promote national character and cultural heritage in education.

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