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Strengthening Local Culture Based Character Education

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Abstract:
When diversity causes numerous multi-dimensional challenges for the Indonesian country, it is thought important to reorganize character education. The purpose of this research is to create a descriptive image of how to develop local culture-based character education for pupils. An ethnographic approach is used in the descriptive qualitative research method.. The data sources used are primary data and secondary data. This research is located at the Daarul Qur'an Al Ismailliyah Foundation in Kalianda, South Lampung. Research results: 1) Integrating the values of character education in the curriculum in each subject, consistent habituation from the start of school entry to the end of the activity, routinely carrying out Dhuha prayers in congregation, reading Asmaul Husna and reading the Qur'an, performing arts and martial arts exercises regularly, character education based on local culture focuses on discipline, there is an evaluation of the implementation of school regulations by doing morning assembly regularly. related to local culture-based character education, providing a sustainable understanding of local culture,

Keyword: Character education, local culture, multi-dimensional challenges

INTRODUCTION

The Indonesian nation consists of various ethnic groups that have a wealth of cultural diversity and are spread across various islands, with the motto Bhineka Tunggal Ika which means different but still one. This illustrates the existence of differences in ethnicity, culture, religion, regional languages in Indonesia. These differences are the wealth and cultural treasures of the Indonesian people that need to be maintained and respected by the Indonesian people.

An advanced nation is a nation that has high awareness of its cultural wealth to maintain, preserve and respect the nation's noble values. Talking about culture cannot be separated from the culture that exists in society which is a characteristic an area, which is

not influenced by outside culture, is an ancestral heritage that is believed by the people in that area.

The progress of the times through the rapid development of science and technology encourages students to be familiar with current developments in science and technology. Students can easily find information via the internet, both domestically and abroad. The speed of information obtained will certainly affect the process of forming the character and noble character of students. For this reason, the educational process in schools today must emphasize the process of strengthening character based on local wisdom(Marlina et al., 2023).

For this reason, strengthening character education can be done by integrating the preparation of learning implementation plans and the development of learning materials for each subject with local wisdom that exists in the local community through an emphasis on universal values such as caring, honesty, justice, responsibility and respect for others.

From the diversity above, sometimes various multi-dimensional crises are faced by the Indonesian nation. This needs to be seen as a challenge to reorganize the nation's character education towards a better direction, namely civilization that is able to bring the nation's life to an increasingly quality and meaningful direction. The quality and meaning of life is very necessary to maintain the functionality of life and humanity. That's why it is necessary to return to talking about character education which brings consequences to the need to strengthen religion, culture, identity and civilization which strengthens national character and national vision in order to revitalize national resilience.

The inculcation of values and enthusiasm contained in Pancasila and Bhinneka Tunggal Ika can be developed into a reality in strengthening national identity and can be an inspiration for strengthening national character. Thus, the progress of the nation in the future, especially in matters of national character education, must be jointly borne by the state, society, and all components of the Indonesian nation. In this world there are hundreds if not thousands of cultures, races, ethnicities, languages and countries. Through education, we are not only given lessons and knowledge about language, ethnicity, race, religion, culture, but also race, ethnicity, language, other countries, the goal is that we can get to know ethnicity, language, culture, other countries. so that we can interact not only with people in our own country but with people in other countries to establish good relations with other countries in the form of cooperation in the fields of economy, education and so on.

Along with the above, the development of technology and information has an impact on the influx of Western culture which creates changes in people's behavior patterns and is also the main trigger for the acculturation of Western culture to Indigenous culture. The effect arising from the development of access to information and communication is the occurrence of cultural globalization which has eliminated boundaries and legitimacy through an

ideology of progress. The loss of the legitimacy of this boundary will eventually become the main threat to local culture against the onslaught of Western culture.

Resistance to values that are not in accordance with local culture will be directly rejected or filtered. The main key to the success of this filterization is how strong our local culture, norms or customs are and how strongly this culture is embedded as an ideology in everyday life. For this reason, if culture, norms or customs are not firmly entrenched as an ideology that is adhered to every day then it is very possible for local culture to disappear and turn into Global Homogeneity, and vice versa. (R. D. Nasution, 2017)

To prevent the possibility of losing local culture which is characteristic of an area as ancestral heritage, it is necessary to strengthen the character of students to be the right way to fully and deeply describe reality and maintain local culture. In an effort to strengthen the character and identity of the community, a study was conducted with the title ***"Strengthening Student Character Education Based on Local Culture***". Character strengthening aims to explore, study, and obtain a descriptive picture of strengthening students' culture-based character education in optimizing good and positive character contents (traits, attitudes, and behaviors) to become a strong and authoritative guide for individuals and the nation's future development.

Therefore character education is very important starting at home, school, to life in society at various levels and opportunities. Students with character can be achieved with independence-oriented education, courage, and meaningfulness to face problems by finding the right solution. This solution can be developed through character education whose sources come from national culture and local wisdom, aspects of culture in the local area.

Strengthening is a form of creating a pleasant learning atmosphere that has been given by the teacher to students with the aim that students' positive behavior can increase. Strengthening is done by educators through giving appropriate rewards based on the principles of changing behavior. With reinforcement by educators, students will be richer with a variety of positive behaviors that cumulatively and synergistically support student activity and the achievement of educational goals.

This effort is carried out by educators to strengthen, strengthen or confirm certain things that exist in students. What is strengthened is none other than the positive things that exist in students, especially positive behavior which is the result of changes due to students' self-development efforts. This is done by the teacher with the aim that students can more actively participate in teaching and learning interactions and students to repeat the good deed. (Muchlisin Riadi, https://www.kajianpustaka.com/2021/04/pengertian-reinforcement-reinforcement. html, accessed January 24 2023, : 12.40. WIB.)

Strengthening in schools aims to encourage students to maintain and increase positive behavior. Strengthening in learning is to increase motivation and attention when learning takes place and can develop students' way of thinking in a better direction.

The basic principles that need to be considered in giving reinforcement to students are as follows:

1. The warmth shown by the atmosphere, expressions and body movements makes the reinforcement given more effective, students get the impression that the teacher is not sincere in giving reinforcement.
2. Enthusiasm
   In giving reinforcement, an enthusiastic attitude can stimulate students to increase their motivation, bringing the impression of the teacher's sincerity and sincerity.
3. Meaningful
   Strengthening is given according to the behavior and appearance of the learner so that he understands and believes that he should be given reinforcement.
4. Avoid negative responses
   Teachers need to avoid comments, insulting jokes, harsh ridicule because it will discourage students from developing themselves. For example, if a student cannot give the expected answer, the teacher should not immediately blame him, but can ask other students questions.

The role of the teacher as the main agent of education is very important. Character education must start from a character teacher. In particular, the main model of a character teacher is the Prophet Muhammad S.A.W. This research finds the four main characters of the Prophet Muhammad S.A.W. is an absolute requirement that must be met by a teacher. The success of the Prophet Muhammad in carrying out character education was because he was an example. To optimize character education for students, a teacher must be intelligent/fathonah, honest/shidiq, responsible/trustworthy and communicative/tabligh. (Falah, 2021)

In this era, strengthening character education is felt to be increasingly necessary, in addition to balancing changes that affect individual behavior, it is also one of the solutions that are considered the most appropriate in addressing moral problems and deviant behavior.

In strengthening, there are five main values that must be given to students, among others:

1. Religious, includes three dimensions, namely Hablun Min Allah, Hablun Min annas and the individual with nature as a form of loving and maintaining the integrity of creation.
2. Nationalism, is a way of thinking, behaving, and acting as proof of loyalty, caring, and high appreciation and placing the interests of the nation and state above self and group interests. .
3. Independent: Independent character values are attitudes and behaviors that do not depend on other people and use all energy, thought, time to realize hopes, dreams and aspirations.

4. Mutual Cooperation: The character value of gotong royong reflects an act of respecting the spirit of cooperation and working hand in hand to solve common problems, establish communication and friendship, provide assistance/aid to people in need.
5. Integrity: The character value of integrity is a value that underlies behavior based on efforts to make oneself a person who can always be trusted in words, actions and work, has commitment and loyalty to human and moral values (moral integrity). (Permendikbud) Number 23 of 2017 concerning School Days.

The five main values of character are not values that stand alone and develop independently but values that interact with each other, develop dynamically and form personal wholeness. (Wijayaningputri, 2020)

Several studies have described strategies for strengthening student character education, by 1) integrating into activities: intracurricular, extracurricular, habituation at school; 2) implementation in each subject or theme and local content such as: scouts, little doctors, and drumband, giving advice, giving awards or prizes, giving sanctions and exemplary, exemplary, routine activities, spontaneous activities, and conditioning. (Susanti et al., 2020). School culture-based character education in its implementation must refer to the character education component. Referring to Lickona's opinion, there are at least three components of good character, namely moral knowing, moral feeling, and moral action. (3, 2017)

Other research also reports that strengthening character education for students must be integrated, namely: 1) school principals socialize school policies and provide exemplary 2) teachers as the center of school civilization, provide equal opportunities for opinions to students, 3) education staff in the form of: looking neat, saying politely, and so on, and 4) parents/community as mediators and actively participating in building networks with other institutions or communities in the act of instilling character values in schools, (Perdana, 2018a) which is actualized through intracurricular activities, co-curricular and extracurricular activities, and direct control of activities. (Amanah et al., 2020)

Besides that, it is also necessary to strengthen the teaching model to transfer lessons, one way is the introduction of local culture as an obligation for teachers to promote local culture and tourism through integrated models in teaching materials. Thus the results of the study indicate that there is high motivation for students to learn local culture with levels of anxiety that tend to be lower. (F. Amin, 2021)

This is done to deal with various problems, so that educational outcomes are able to fully shape the personality of graduates who reflect the character and culture of the nation. For this reason, an educational process that focuses on and focuses on its achievements cognitively can develop the affective aspects of students optimally as a strong provision for life in society. Because of this, character education and national culture is a necessity to be developed and pursued in earnest in schools. National character and culture that are

developed in schools must be harmonized with local, regional and national culture and need to be developed based on the independence of students. (T. Nasution, 2018)

In line with the research above, it is reported that a great nation is a nation that has strong character derived from values extracted from the culture of its people. Local wisdom is a noble character building capital. Local wisdoms are what make a nation's culture have roots. Building national identity through education with the insight of local wisdom (local genius) can basically be seen as the basis for the formation of national identity nationally. Thus forming the character of students must go through the formation of a school culture with character. Exploring and re-instilling local wisdom inherently through education can be regarded as a movement back to the basis of its own regional cultural values as an effort to build national identity and as a filter in selecting other cultural influences. Local wisdom-based education is education that teaches students to always be attached to the concrete situations they face. (Daniah, 2020)

METHOD

This type of research is qualitative, the object to be understood in depth consists of three components, namely: places, actors and activities that interact synergistically. The social situation of this research occurs in the education industry by involving actors who are directly and indirectly involved in activities. While the informants of this research are students and teachers who are directly related. Theoretical sample or based on the maximum information obtained. In this study, the population was obtained from Pondok Daarul Quran Al Islamiah, South Lampung.

Research location This research was conducted in the Kedaton Kalianda Village Area, South Lampung. The research object is Daarul Qur'an Al Islamiah students. This research material is in the form of data to be processed. The data to be processed is data obtained from interviews. As for the form of questionnaires distributed to respondents from among the students. The analysis of this research was carried out by analyzing qualitative data. Qualitative data is planned to obtain problem factors in the implementation of Strengthening Local Culture-Based Student Character Education. (Sugiyono, 2018).

Data collection techniques using: 1). Observation, the first step in data collection techniques is to conduct direct research on the environmental conditions of the research object to obtain a clear picture of the object to be examined. 2) The second step is using a questionnaire, to obtain data and background of an individual or group that is used for the research sample. (Sugiyono, 2018), 3) Interview, the third step in data collection techniques carried out with a specific purpose by two parties. Interviews were conducted face to face or face to face with the informants to be interviewed.

Qualitative data are data in the form of words, sentences, schemes, questionnaires used in perception surveys, while interview guidelines are used in case studies to obtain in-depth

qualitative data. This research is a research using survey and interview methods. The survey method is research that takes samples from the population to represent other populations and uses a questionnaire as the principal data collection tool.

Questionnaire for students:

1**. Kalianda Tourism Object, South Lampung**

In learning to strengthen character values, the teacher introduces Lampung tourism objects such as:

a. Kunjir Beach
b. Sulfur way hot springs
c. Flower garden, forest and sea
d. Marina Beach
Answer: (yes) or (no)

2. **Typical food from Kalianda, South Lampung**

Has the teacher ever introduced to you about the Typical Food of Kalianda, South Lampung, such as:

a. Crooked fish
b. Pindang Ikan Simbah
c. Grilled fish cake
d. Harpoon
e. Tempoyak
f. Balak Cake
Answer: (yes) or (no)

3. **Regional Songs**

Are folk songs taught at your school, such as:

a. Lampung Earth,
b. great song,
c. The Earth Ruwa Jurai, and
d. Lipang Lipangdang song
Answer: (yes) or (no)

4. **Traditional Ceremonies/People's Party Traditions**

Has the teacher ever told you about:

a. Lampung Gawi Ceremony. The Gawi tradition is generally carried out by people who have an existing economy.

b. Balimau Lampung Ceremony. The Balimau ceremony is a bathing tradition that is carried out before the arrival of the holy month.
c. Lampung Nayuh/Tayuhan Ceremony.
Answer: (yes) or (no)

5**. Cultural Arts**
Is the Cultural Arts learning taught about:
a. Body Dance
b. Caget Dance
c. Worship Dance
d. Penunten sigeh dance
e. Tupping Dance
Answer: (yes) or (no)

6. What is the characteristic fabric of South Lampung,
7. What traditional sports are usually done to nourish themselves and increase endurance,
8. What does the word "kalianda" mean?
9. Who is the National Hero of Lampung whose name is immortalized as the name of the airport:

Closed questions: Interview Guidelines for Teachers

1. Does the school integrate the values of Character Education in compiling the school curriculum?
2. Are the values of Character Education reflected in the appearance, atmosphere and achievements of students both in the academic and non-academic fields?
3. How do schools carry out habituation that is integrated with the values of Character Education consistently, from the start of school entry to the end of school activities?
4. Does the school have a program that supports strengthening character education based on local culture
5. How to implement programs that support strengthening local culture-based character education
6. Does the school carry out extracurricular activities that are integrated with strengthening local culture-based character education
7. How do schools carry out extracurricular activities that are integrated with strengthening local culture-based character education?
8. Are school members obliged to comply with school rules?
9. Does the school community evaluate the implementation of school regulations?

10. How do school members evaluate the implementation of school regulations?
11. What obstacles are faced by schools in implementing Strengthening Character Education for Local Culture-Based Students?
12. What solutions did the school make in implementing Strengthening Local Culture-Based Student Character Education?

The data analysis technique was carried out through three stages, namely data reduction, data display, and conclusion drawing/verification. (Sugiyono, 2019)

1. Data reduction is a form of analysis to sharpen, select, focus, discard, and arrange data in a way where the final conclusion can be drawn and verified.
2. Presentation of the data is done by organizing the data, arranged in a relationship pattern, so that it is easier to understand.
3. Drawing conclusions The third step in qualitative data analysis is drawing data to verify initial conclusions which are still temporary and will change if strong evidence is found to support the next stage of collection. But if the evidence is valid and consistent when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.

RESULTS AND DISCUSSION

Description of General Findings

1. History and Profile of Daarul Qur'an Al Ismailiyyah Islamic Boarding School

Overview The research location is located in Kedaton Kalianda Village, South Lampung.

Darul Qur'an Islamic Boarding School

The origin of the word Kalianda is said to have come from the word way which means water and explosive means white. Kalianda has officially been the capital city of South Lampung regency since 1982. Kalianda is a sub-district located in South Lampung Regency, as the capital city of South Lampung is located in Lampung province, which is also the center of government and economy of South Lampung Regency. This sub-district is located at the foot of Mount Rajabasa, on the beach along Lampung Bay.

Panel samping Kalianda is the capital of South Lampung Regency which is also the center of government and economy of South Lampung Regency. Kalianda is also a sub-district located in South Lampung Regency, in the province of Lampung, Indonesia. This district is located at the foot of Mount Rajabasa. Kalianda is also located by the beach along Lampung Bay. (https://id.wikipedia.org/wiki/ Kalianda,_Lampung_Selatan, accessed 15 January 2023)

Research Focus The focus of this research is to find out how the Model of Local Culture-Based Character Education in Daarul Qur'an Al Ismailiyyah Islamic Boarding School, Kedaton Kalianda Selatan Village. As for Mkisi's vision of Daarul Qur'an Al Ismailiyyah Islamic Boarding School:

1. VISION: Realization of graduates who are knowledgeable, charitable and have good morals
2. MISSION :
   a. Integrating Islamic boarding school pearls and formal education as well as a TA'KHASUS educational institution that is polite, disciplined, creative and has good morals
   b. Prepare students who are faithful and devoted to the Qur'an

c. Mastering science, having competitiveness and being able to develop yourself
d. Creating graduates who are qualified and have good morals.

The following are the activities of Islamic boarding school students as follows:

Daily Activities:

No.	Time	Aktivity
1.	04.00-05.00	Get up in the morning, pray the dawn prayer and recite the Qur'an
2.	05.00-06.00	The art of reading the Qur'an, Memorizing the Qur'an according to the specified schedule
3.	06.00-07.00	Shower, picket, breakfast, preparation for class
4.	07.00-11.45	Teaching and learning activities
5.	11.45-12.20	Midday Prayer, Kultum, Tadarus Al Qur'an
6.	12.20-13.40	Teaching and learning activities
7.	13.40-15.45	Lunch break, Asr prayer in congregation
8.	15.45-17.00	Memorize the Qur'an and learn the yellow book
9.	17.00-18.00	Shower, Picket, preparation for Maghrib prayer in congregation
10	18.00-19.00	Maghrib prayer in congregation followed by recitation with the supervising teacher
11.	19.00-20.00	Isya prayer in congregation, dinner and preparation for study night
12.	20.00-22.00	Evening learning activities include the art of reading the Koran, memorizing and learning the yellow book
13.	22.00-02.00	Rest and sleep at night
14.	02.00-04.00	Tahajjud Prayer

Weekly Activity

1.	Sunday morning extracurricular activities, scouts, sports, swimming etc
2.	Thursday and Saturday afternoons are filled with Arabic language development lessons
3.	Saturday night martial arts activities, da'wah exercises (muhadharoh) for all santeri
4.	. Friday night reading Yasiin, dhikr, and reading the Qur'an

Based on the results of the interviews, it was explained that several things were done by the school, including:

1. the school has integrated the values of character education in compiling the curriculum, and is reflected in the achievements of students both in the academic and non-academic fields.
2. The school has carried out the habituation of character education values in an integrated, consistent manner from the beginning of entering school to the end of school activities, namely before teaching and learning activities by santeri cleaning the school environment, performing Duha prayers in congregation, reading asmaul husna, and reading the Koran.
3. The school has a program that supports strengthening character education based on local culture by carrying out regular exercises such as traditional dance, music, martial arts and hadroh.
4. The school has carried out extracurricular activities that are integrated with character education based on local culture with an emphasis on fostering discipline, introducing the origins of traditional dance activities and akhlakuk karimah.
5. Students must comply with school regulations and the school evaluates the implementation of school regulations.
6. The way the school evaluates the implementation of school regulations is by holding regular morning calls, giving school attributes at the beginning of the week and the beginning of the month.
7. The obstacles faced by schools in implementing strengthening character education for students based on local culture are due to children's characters tending to Western culture, lack of learning aids, time constraints, because learning is focused on religion-based education.
8. The solution made by schools in implementing strengthening character education for students based on local culture is by allocating special time related to character education based on local culture, providing cultural understanding local culture in a

sustainable manner, controlling the importance of akhlakul karimah based on local culture in continuity.

Discussion

The cultivation of Local Culture-Based Character Education at the Daarul Qur'an Al Ismailiyyah Kalianda Islamic Boarding School, South Lampung has been carried out through integrating character values with local culture in the preparation of the curriculum which is reflected in academic and non-academic achievements which are consistently implemented from the start of school to the return of school which was previously carried out with Duha prayers in congregation, reading the Qur'an etc. The programs that support strengthening character education based on local culture are by doing regular exercises.

However, character education until now still needs to be instilled in students in learning. Character education is expected to be able to strengthen the five main values of character, namely religious values, nationalism, independence, mutual cooperation, and integrity. In strengthening character education in schools, this can be done through cultural education with local wisdom which is introduced and taught to foster an attitude of love for culture. (Iswatiningsih, 2019).

Along with the above, a research result shows that the implementation of strengthening Character Education in Elementary School Education Units is implemented into learning mutants, the process of instilling student character values is carried out during the learning process. The implementation of strengthening Character Education in Elementary School Education Units is realized through strengthening school-based, school culture, and community-based character education. (Fajri & Mirsal, 2021)

Extracurricular activities that are integrated with character education based on local culture with an emphasis on discipline development, introducing the origins of traditional dance activities and akhlakuk karimah. By evaluating the implementation of school regulations through school routine programs. Strengthening character education is a significant program that must be implemented in schools as a second home not only as a means of imparting knowledge (transfer of knowledge) but also inculcating character values (transfer of values), so as to be able to produce students who have noble character according to educational goals, because implementing local culture in schools has a distinctive program, namely the existence of character values based on monotheism to be implemented in the school culture which is the hallmark of Amaliah Elementary School. (Fauziah et al., 2021)

The obstacles faced by schools in implementing strengthening character education for students based on local culture are due to the child's character being more inclined to Western culture, lack of learning aids, time constraints, because learning is focused on religion-based education. For this reason, the school principal's strategy in strengthening character education can be carried out by using an integration strategy into the

intracurricular by providing all subjects charged with strengthening character education, then exemplary strategies in two ways, namely direct and indirect exemplary, as well as strategies for involving both parents and the community. (Nurhuda & Haq, 2020)

Character education in schools will be effective if: (a) the basic values of character come from the culture of the school, family and community, (b) curricular and extracurricular programs are integrated to support character education, (c) the principal and teacher act as role models, substitutes for parents at school, protectors, controllers and controllers of students' ethical behavior, and (d) the implementation of character education is in a situation of a school cultural environment.

CONCLUSION

The conclusions of the research are as follows: 1) Integrating the values of character education in compiling the curriculum, in each subject, consistent habituation from the start of school entry to the end of the activity, routinely carrying out Duha prayer in congregation, reading Asmaul Husna and reading the Qur'an, regular arts and martial arts training, character education based on local culture focuses on discipline, there is an evaluation of the implementation of school regulations by conducting morning assembly regularly. carried out by allocating special time related to character education based on local culture, providing a sustainable understanding of local culture.

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