



Bridging Local Wisdom and National Identity: Effective Strategies for Character Education in West Kalimantan

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Abstract

To foster resilient and morally upright Indonesian youth, character education grounded in both national and local values is fundamental. Effectively embedding these values into school curricula, extracurricular programs, and special projects is a critical undertaking. Therefore, rigorous research into this comprehensive approach is indispensable to validate its impact. This particular study focused on developing a tailored character education model for West Kalimantan, Indonesia. Key findings indicate successful strategies for values integration, showcase various innovative teaching methodologies, and confirm the indispensable role of teachers in this process. Moreover, the study highlights the substantial positive influence of extracurricular activities in nurturing desirable character traits among students.

Keywords: Values integration, character education

INTRODUCTION

Character education is crucial for shaping a young generation with strong principles, firmly rooted in Pancasila values. This equips them to navigate the diverse challenges and complexities of the globalization and modernization era. Moreover, character education prepares them to become moral and integral national leaders who will, in turn, build a developed and prosperous nation.

Character education can be implemented through various comprehensive strategies. First, by instilling Pancasila values from an early age through both formal and non-formal education pathways. Second, through the consistent provision of examples and role models by educators, parents, and community figures. Third, by fostering a character-driven school culture, including the application of curricula that emphasize character development. Finally, the development of diverse activities that support character formation is also vital, such as extracurricular programs, community service, and leadership initiatives.

In essence, character education is the key to cultivating a young generation grounded in Pancasila. By instilling these values early on and implementing various integrated character



education strategies, we hope the Indonesian youth can become a resilient, moral, and integral generation. This will enable them to lead Indonesia toward progress and prosperity.

National and local values play a significant role in character education because Pancasila, as the state foundation of Indonesia, provides the moral and spiritual basis for shaping the character of young people (Mulyoto & Feriandi, 2017). Pancasila values such as Belief in One Supreme God, Just and Civilized Humanity, The Unity of Indonesia, Democracy Guided by the Wisdom of Deliberation Among Representatives, and Social Justice for All Indonesians must be instilled in the younger generation from an early age.

Nationalistic spirit, including love for the homeland, patriotism, and nationalism, needs to be fostered in young people so they feel proud and committed to preserving and advancing the Indonesian nation. Democratic values like tolerance, respecting differences, and deliberative consensus must be taught to the younger generation so they can become responsible and democratic leaders and citizens (Mulyoto & Feriandi, 2017).

The noble values contained in local wisdom, such as mutual cooperation (*gotong royong*), deliberative consensus, mutual respect, and environmental preservation, can serve as guidelines for young people's behavior and social interaction (Aries, 2023). Local wisdom, tested over centuries, can offer solutions to various community problems. Local wisdom can also be a source of inspiration for cultural and economic development in the region.

National and local values can be integrated into character education through various approaches, including integrating learning materials (LPPM, 2021). National and local values can be incorporated into various school subjects, such as Pancasila and Civic Education, Indonesian Language, Social Sciences, and Arts and Culture. Extracurricular activities like scouting, nature lovers' clubs, and arts and culture groups can serve as platforms to instill national and local values in young people. Project-based learning allows young people to learn about national and local values through projects related to their local community's life. Finally, modeling by educators and community figures is essential, as they must provide good examples in applying national and local values in daily life (Lenga et al., 2024).

METHODE

This study employed a quantitative survey approach, utilizing a questionnaire as the primary research instrument for indirect communication. The survey was administered to a sample of 956 respondents, comprising teachers from both public and private Elementary Schools and Junior High Schools within the Kubu Raya Regency education district. To analyze the collected data from the respondents' answers, a percentage formula (%) was used. This method allowed us to address the research question concerning the "Implementation of Character Education and Learning Based on National Values and Local Wisdom.

RESULTS AND DISCUSSION

Based on the research findings regarding the Implementation of Character Education and Learning based on National Values, encompassing the aspects of Integration of National Values, Integration of Local Wisdom Values, Learning Methods, and Assessment, data was collected from 956 teachers who served as respondents. This data is presented in the following

table, which details the responses concerning the implementation of character education and learning grounded in national values and local wisdom:

Aspect and Indicator	Assertion	Percentage	category
Character Education Based on National and Local Values a. Integration of National Values b. Integration of Local Wisdom Values c. Learning Methods d. Assessment	1. Teachers integrate national values such as nationalism, patriotism, and Bhinneka Tunggal Ika (Unity in Diversity) into learning materials.	0.97	Very Effective
	2. Teachers provide concrete examples of applying national values in daily life.	0.98	Very Effective
	3. Teachers utilize local wisdom as a learning resource to develop students' character.	0.96	Very Effective
	4. Teachers involve students in activities related to local wisdom, such as making handicrafts or traditional art performances.	0.97	Very Effective
	5. Teachers use active and engaging learning methods to foster student motivation.	0.99	Very Effective
	6. The school holds commemorative activities for National holidays, major religious holidays, or customary traditions.	0.96	Very Effective
	7. Assessment is conducted continuously to monitor students' character development.	0.96	Very Effective
	8. Assessment is conducted through portfolios containing students' self-reflections.	0.91	Very Effective

Source: Research Data

The presented data clearly indicates that the implementation of character education and learning, grounded in national values and local wisdom, is highly effective. All assessed aspects—from the integration of values and teaching methods to assessment-garnered percentages above 90%. This robust outcome demonstrates that the efforts undertaken by teachers and schools to instill character values in students have been exceptionally successful.

The character education implemented in schools is highly effective. Nearly all aspects, from curriculum content to assessment, show excellent results. Schools have successfully cultivated a positive and conducive learning environment for student character development. Teachers play an active role in creating an engaging learning atmosphere and directly involving students in the learning process. This aligns with existing research highlighting that "character education effectively integrates moral values into the curriculum, supported by well-trained teachers and a safe school environment. This collaborative effort among schools, families, and communities fosters ethical and responsible student development, enhancing the overall learning experience" (Tiara Ramadhani et al., 2024).

The research findings on the implementation of character education and learning based

on national values and local wisdom affirm that schools have successfully integrated national values and local wisdom into all facets of learning. This is supported by the assertion that "schools provide structure and curriculum that support character learning, with teachers acting as primary role models and guides. A positive learning environment, nurtured by teacher involvement, is crucial for effective character education and student character development" (Cholifah & Faelasup, 2024). This underscores the schools' strong commitment to fostering good character in students.

To ensure the continued and optimal implementation of character education and learning based on national values and local wisdom, several key points warrant consideration:

1. Program Effectiveness: The character education program is currently operating with very high effectiveness.
2. Positive Learning Environment: Schools are successfully creating a learning atmosphere that supports student growth and development.
3. Active Role of Teachers: Teachers play a pivotal role in the learning process, actively engaging students.
4. Value Integration: National and local values are well-integrated into the learning experience.
5. Continuous Assessment: Schools are consistently monitoring students' character development.

CONCLUSION

The successful implementation of a character education model, effectively integrating national values and local wisdom, has yielded outstanding results in this school. The employment of creative and innovative pedagogical methods, complemented by thorough assessment practices, has significantly contributed to the successful internalization of character values by students. Evidenced by evaluation results consistently exceeding 90%, this model proves highly effective in developing a young generation possessing robust character, high moral standards, and a profound sense of national pride. This underscores the model's potential as a valuable framework for broader application.

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