

Integrating Local Cultural Values To Solve The Problems Of History Learning At Sma Negeri Mauta Pantar Tengah-Alor, East Nusa Tenggara

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Abstract.

Culture is the identity of the local community that has an important role in life in the order of behavior to create harmony among people. This scientific article is written to find out how to integrate local cultural values through history learning media as the key in practicing local cultural values itself to solve the problems in the learning system. Qualitative research method was used in writing this scientific article by referring to the results of interviews from several selected informants, namely traditional leaders and history teachers, as well as several sources taken from scientific articles related to this research.

Keywords: *Integration, culture, people, value, and learning.*

I. INTRODUCTION

History education in the context of culture can make the learning system optimal if it uses culture as its foundation and identity of individuals in living their lives and social lives so that its implementation can be practical and successful. The empowerment of learning resources related to culture can be optimal by directly involving educators and students as the main actors in the learning process, meaning that the improvement of culture through history learning can be easily applied or demonstrated to stimulate the thinking skills of students in its implementation and experience. Learning in the modern era with increasingly rapid developments has many problems in empowering the values of local culture so that educators have a big role. They must master substantive skills to reach success in inculcating these local cultural values. History learning has an important role in the educational system that directs the growth and development of a noble culture. It makes individuals more loving for the noble values that exist in their culture or tradition, which can help increase the community interest, especially students, in learning culture as a substantive thing in human.

The development of the times also describes every progress of the learning process. This results in many deviations in the normality system of character building for each student who does not practice the cultural values so that anomaly often occurs. It means that the practical level of each cultural value is considered only as a decoration in life, which results in distortions or deviations from something that is considered true and should be used as dogma or points in the real life and carried out in every life. The history learning process that involves making the cultural system as a form of personality to be used as the main foundation of a good and wise human being in life can have a positive impact and electability which can be the embodiment of how to socialize. It can create cultured individuals, enforce every cultural value, and make the culture as a basis so that it does not easily disappear in one's personality. Cultural values can be instilled properly and maximally to students through education by making them aware and impulsive under the guidance of the teacher.

II. METHODS

Education has an important role in improving the quality of students who have good competitiveness, character, and love for culture so that there are no deviations in its application, but there is a balance. History learning presents cultural values as a form of response to a sense of love for culture or tradition to make

individuals master affective, cognitive, and psychomotor aspects. This article aims to solve the problems in constructing cultural values in history subjects using qualitative method by gathering information from several traditional leaders or stakeholders and history teachers who teach preserving cultural values.

III. RESULT AND DISCUSSION

History Learning

History learning refers to an order of continuous change, often interpreted as the level of change between the dimensions of life in which there is affective potential or related to the thinking skills to interpret feelings, attitudes, and emotions. According to Heri Susanto, history teaches many important concepts in dealing with the life to come¹. Thus, makes history learning very important. According to Sapriya, Mustikan Zahro, Sumardi, and Marjono, history learning is a study that explains humans in the past with all their aspects of activities such as politics, law, military, social, religion, creativity (such as those related to art, music, etc.), scientific, and intellectual.² Also, there is another potential, namely cognitive related to science or knowledge that aims to develop every potential that exists in an individual. Thus, student's competence can be developed in various ways including cultural media by prioritizing or including support for cultural values so that it does not easily disappear from the personality of the student, so teachers also have an important role to create a foundation in reconstructing a sense of love for practicing these cultural values to build student's character.

Because the process of building characters of love and a sense of belonging of every historical heritage, especially in a culture has become a tradition over generations, history learning is very important for a person to always practice every value that exists in the culture. History learning can introduce local values for students because in addition to mastering the competencies (materials) of the targeted material, students are also expected to know, realize/care about, and internalize local values.³ The development of the times requires adjustments from various fields, one of which is education as one important factor in determining the future of the nation. In the learning process, the students' abilities should be balanced with their knowledge (cognitive), which is the main aspect in most curricula in the education system, and their abilities to master and uphold attitudes, values, and appreciation as a manifestation of caring for others (affective). In the history learning system, there are often various problems that are a factor in falling behind. They come from internal or external factors of students. For the internal factor, students lack curiosity about what is contained in the local culture, so, even though the teacher tries to provide reinforcement through motivation regarding the importance of a culture to be studied, students will still consider it as something that is less important. For external the factor, students are also influenced by the culture from outside which is increasingly dominating in the culture of the local community itself so that they prefer to learn every uniqueness and advantage of foreign cultures. Both factors hinder the development of local culture taught to students.

Local Cultural Values

Local cultural values are an important tool to make someone understand and become a good person in living his/her life. This is conveyed by Rasid Yunus that the implementation of cultural values is a manifestation and legitimacy of society towards culture. According to him, cultural values are abstract concepts about big and general problems that are very important and valuable for people's lives. These values become a reference for the behavior of most members of the community concerned, are in their minds, and are difficult to explain rationally. Cultural values are lasting, not easily changed or replaced with others.⁴ The existence of culture and the diversity of noble cultural values of the Indonesian people are a means in building the character of citizens,

both those related to private and public characters.⁵ This is felt by local people who occupy an area with customs or habit called a tradition that is passed down from generation to generation by their ancestors and used as an obligation in holding sacred activities. This event is an obligation to be carried out and believed to be a giver of prosperity or strength for those who practice it and blessings and health in the order of life.

Alor people are pluralistic. They carry out community service activities collectively. In various kinds of activities, they always prioritize togetherness. According to Triani Widyanti, indigenous peoples who support cultural heritage, especially the older generation, still have the desire or tendency to maintain the culture of the past. Meanwhile most of the younger generation tend to be more open and ready to carry out cultural renewal to achieve of their life goals.⁶ This means that the local culture or culture that exists in the indigenous people of Alor also contains values that make the life of the culture itself, including:

a. *Divine Value*

Alor people highly uphold religious values in their daily lives as a form of gratitude to the ancestors or creator.

b. *Humanity Value*

It is a manifestation of mutual respect which is a combination of divine and humanity values, so, in their lives, they respect each other or are very loyal to one's humanitarian and religious interests.

c. *Unity and Integrity Values*

In general, Alor people uphold customary law in terms of unity and integrity because it has been passed down from their ancestors from a long time ago so that it has an impact until now.

d. *People's Value*

In socializing, Alor people always prioritize togetherness and justice in all situations. This can be seen when they make a decision. They always do it by consensus or democracy. It means that they determine something or making decision based on the point of prosperity and welfare of the society.

e. *Justice and Welfare Values*

The mechanism in how justice is realized is represented by Alor people by not imposing one's will in carrying out his/her belief and respecting freedom of expression so that mutual respect has long been held and practiced by Alor people.

How Teachers Solve Every Problem in Instilling Cultural Values through History Learning Media

With the development of learning technology, learning media has a significant role. Learning media in the form of machines (technology) is seen as the application of knowledge in the form of electronic media or other learning machines occupying a strategic position in facilitating learning. The range of learning has also become wider (distance learning) and faster (access to the Internet or learning through computer). The application of learning technology eventually has a major contribution to learning. Efforts to overcome problems in the learning process require readiness from teachers, materials, teaching aids, media, and supporting equipment related to local cultural values. It shows that the teacher plays an important role in overcoming any problems that become a barrier in internalizing cultural values. Thus, the use of media is essential in the learning process. In his article, M. Mitfah said that media is important to facilitate students. Its presentation should be tailored to the set learning objectives. Media in the learning process really helps students better understand what they are learning.⁷ Because learning media is something (a tool, material, or situation) that is used as an intermediary for communication in learning activities. There are three concepts that underlie the limitations of learning media above, namely the concepts of communication, system, and learning.⁸

In history learning, learning media is also needed to facilitate students' knowledge of history, including cultural values. There are some aspects to be considered about learning media, namely:

1. Media selection

The selection of media is very important because teachers must determine the media to be used. Choose the best media for learning purposes is not easy. The selection is complex and difficult because teachers must consider various factors. In this regard, Iwan Falhudin describes 2 aspects, namely:

- **Media selection model**

The open selection model is the opposite of the closed selection. Teachers are still free to choose any type of media that suits their needs. Alternative media are still widely available. The open selection process is more flexible in nature because it is truly adapted to existing needs and conditions. However, this open selection process requires the ability and skills of students to carry out the selection process. A student can sometimes do media selection by combining open selection with closed selection.

- **Reason for media selection**

The selection of the media needs to be done to determine the best and appropriate media according to the needs and conditions of the target students. For this reason, the selection of media types must be carried out with the correct procedure because there are so many types of media with various advantages and disadvantages.⁹ Thus, the reason for selecting this media is very important.

2. Media selection criteria

According to Iwan Falahudin, media selection should not be done arbitrarily but based on certain criteria. Mistakes during the selection of the type of media and the choice of topics to be mediated will have long consequences in the future. There are many questions to be answered before making a particular choice of media. In general, the criteria to be considered in the selection of learning media are described as follows:

- **Purpose of use.** What are the learning objectives (standard and basic competencies) to be achieved? Do the objectives belong to the cognitive, affective, psychomotor, or their combination? What type of sensory stimulation is emphasized? is it visual, hearing, or their combination? If it is visual, does it need movement or only inanimate visuals? The answer to that question will lead us to certain types of media, including realia, audio, inanimate visuals, motion visuals, motion audio visuals, and so on.

- **Target users of media.** Who are the target students who will use the media? What are their characteristics? How many are there? What is their social background? What is their motivation and interest in learning? Etc. If the teacher ignores these criteria, the media selected or created will certainly not be of much use. Why? Because in the end, it is this target who will benefit from the selected media. Therefore, the media must be in accordance with the conditions of students.

- **Media characteristics.** Teachers should know the characteristics of the media. What are the advantages and disadvantages? Is the media suitable with the objectives to be achieved? We will not be able to choose the media properly if we do not know well the characteristics of each media because the selection activity is comparing each other, which one is better and more suitable than the other. Therefore, before determining a particular type of media, understand well its characteristics.

- **Time.** It means how long it takes to procure or create the media to be selected, how much time is available, and whether the time is enough. Another question is how long it takes to present the media and how much time is available in the learning process. A good media but not enough time to use it is useless. Do not run out of time using media created for a long time.

- **Cost.** The use of media is basically intended to increase the efficiency and effectiveness of learning. The use of media is meaningless if it results in wastage. Therefore, the cost factor is a criterion to be considered.

How much does it cost to make, buy, or rent the media? Can you afford it? Is it worth for the learning objectives to be achieved? Is it not possible to achieve the learning objectives without using the media? Are there other alternatives that are more affordable but still able to achieve the learning objectives? Expensive media are not necessarily more effective in achieving learning objectives than simple and inexpensive media.

- Availability. The media needed is accessible, either at school or in the market? If you must make it yourself, is it possible? If so, the next question is whether there is any means needed to present it in class. For example, to explain the occurrence of solar eclipse, video is the most effective. However, because there is no video player at school, it is enough to use solar eclipse props.¹⁰Media selection and media selection criteria help students accept history learning because as a strengthener of cultural values, history learning cannot be separated from the various challenges faced in its implementation. They can be found almost in every institution. The sustainability of the students' lives should be accompanied by an increase in the quality of their characters that can be supported by cultural values. Thus, students can instill a sense of belonging of each value in the local culture. They will not feel stagnant; they are already trying to learn but lack motivation from the teacher. Therefore, effective motivation or encouragement as a manifestation of real success is needed.

IV. CONCLUSION

Learning that puts forward affective, cognitive, and psychomotor aspects is inseparable from the quality of cultural values that can improve the learning process. It also serves as a foundation in improving the practice of local cultural values which contain dogmas that regulate social behavior in the continuity of life and create a sense of empathy for culture. It means that there is a sense of belonging from individuals to the basic culture that has existed for a long time. The integration process makes learning run efficiently and helps solve any problems that exist in the history learning process, especially related to value education in a local culture. The process of value integration in the learning process requires the role of the teacher as the main factor in the transfer of value process. In addition, parent's concern is also needed from parents as an intimate factor in the life and development of students.

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