



Application of Local Wisdom of Wayang Figures: Building Student Character Education in Elementary Schools

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ABSTRACT

Purpose of the Study: This research aims to describe and analyze the methods of building student character by implementing local wisdom of wayang characters at Elementary School Segulung 05. It examines this process's inhibiting and supporting factors and evaluates its overall impact.

Methodology: The research adopts a case study design with a qualitative approach. Data collection techniques include observation, interviews, and documentation. Data analysis is conducted using Milles & Huberman's method, which encompasses data reduction, data presentation, and conclusions.

Main Findings: The study reveals that character formation in students is effectively facilitated through the integration of wayang figures' local wisdom. This is achieved via strategies such as introducing wayang characters and their traits, using exemplars, narrating stories or giving advice, and incorporating wayang-related materials into Javanese language lessons. Supporting factors for this character-building process include the unique and engaging form of wayang, students' enthusiasm for listening to stories, and the broad acceptance of wayang across different societal groups.

Novelty/Originality of the Study: The novelty of this research lies in its detailed exploration of character education through the cultural medium of Wayang, showcasing innovative ways to leverage local wisdom in modern education. By integrating Wayang characters and their moral lessons into the curriculum, the study provides a unique approach to character building. This method enhances student engagement and cultural appreciation and fosters moral development through culturally resonant narratives and practical examples.

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1. INTRODUCTION

Character education has become a polemic in various countries. Pros and cons have colored the discourse on character education for a long time. In fact, character education is an essential part of the school's task, but so far it has received little attention [1], [2]. As a result of the lack of attention to character education in the realm of schooling, as stated by Lickona, it has led to the development of various social ills in society [3]. Education is an effort carried out deliberately and systematically to motivate, develop, help and guide someone to develop all their potential so that they achieve better self-quality [4], [5]. The essence of education is an effort to mature a person as a whole (both physically and mentally), both by others and by oneself, in the sense of the

demand that students have the freedom to think, feel, speak and act and be confident with a full sense of responsibility in every action and daily life behavior.

In Article 3 of Law no. 20 of 2003 concerning the National Education System. National Education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, pious, patient, honest, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. However, in reality, currently the goals expected and desired by this law have not been fully realized. This is characterized by the large number of people who are intelligent but not accompanied by good behavioral characteristics [6]. The current rise in criminal cases regarding morals is much more numerous and complex than the moral problems that occurred in the past, this shows the increasingly declining moral quality of the nation's children. For example, brawls between students, cheating on tests have become commonplace [7]. This condition indicates that the moral knowledge obtained at school still does not play its role optimally.

Habits that destroy the nation's generations include 1) habits of treating oneself, for example taking time for granted, waking up late, not being disciplined, and so on, 2) habits of treating the environment, for example smoking in any place and throwing rubbish in any place, 3) Habits that are detrimental to the economy, for example consumptiveness, showing off, being dazzled by other people's possessions, 4) social habits, for example not wanting to read, rarely listening to other people's opinions, nepotism, bribery. The character crisis cannot be resolved only within the scope of education because students live in real life in the family and community environment. However, educational institutions that are formed and created are prepared not only to sharpen the brain but directly or indirectly also have the obligation to hone the personality and character of their students [8].

The world of education as a place to produce an intelligent generation is certainly aware of its existence to educate the nation's children to become a quality generation [9]. However, currently there is a tendency that academic targets are still the main goal of educational outcomes, such as the National Examination. Of course, the goal of education is not just to be intellectually intelligent but also emotionally and behaviorally intelligent good and virtuous in applying the knowledge they have acquired correctly [10]. Schools are agents of change. The role of the school as an agent of change is to realize changes in attitudes, behavior, intellectual values, and so on in accordance with the goals of the school itself [11]. The process of changing students is of course towards being a person who is in accordance with the values of the nation's character. An educational institution must uphold certain values that are relevant to the quality desired by the school. For example, in schools a culture needs to be developed that upholds the values of learning, honesty and so on.

Education is a process of enculturation, functioning to pass on past values and achievements to future generations [12]. These values and achievements are the pride of the nation and make the nation known to other nations. Apart from passing on, education also has the function of developing the nation's cultural values that are appropriate to current and future life, as well as developing new achievements that become the nation's new character [13]. Therefore, character education is the core of an educational process [14]. Character is the universal values of human behavior which include all life activities, whether related to God, oneself, fellow humans, or the environment which are manifested in thoughts, attitudes, feelings, words and actions based on religious norms, law, manners, culture and customs [15]. Education includes three main elements, namely knowing the good (knowing the good), loving the good (desiring the good), and doing good (doing the good). Thus, character education can be interpreted as a conscious and planned effort to know the truth or goodness, love it and do it in everyday life.

Character education aims to improve the quality of educational processes and outcomes that lead to the formation of students' character and noble morals in a complete, integrated and balanced manner, in accordance with the competency standards of graduates in each educational unit [16]. Through character education, students are expected to be able to independently improve and use their knowledge, study, internalize and personalize character values and noble morals so that they are manifested in everyday behavior [17], [18]. Character education lesson materials for children are not only taken from textbooks, but can also be taken from wayang stories is local wisdom [19], [20]. In wayang stories there are wayang characters who have different characters who can be emulated and can encourage students to be active and behave well. There are several advantages possessed by wayang. First, wayang is a national cultural treasure so it can be accepted by all groups, both teachers and students. Second, wayang stories contain many moral teachings and goodness in the characters which can be a guide in life [21]. Third, wayang stories are stories that are timeless, have similarities from time to time so that they can be used from generation to generation to the next generation of students. Wayang was created by the saints to spread Islamic teachings in Java [22], [23]. In each performance, apart from inviting the audience to enjoy the entertainment, the Wayang also invites the audience to think, reflect, delve into the content of the story, and derive its meaning so that the moral message can be received as a deep impression.

Elementary school Segulung 05, Dagangan District, Madiun Regency is different from other schools. Elementary school Segulung 05 uses stories from wayang characters as a medium to build student character. This is done in Javanese language subjects. The teacher conveys the story of the wayang character by describing

the personal figure of the wayang character who has good characters. This research is important to carry out because it can open up opportunities for innovation in student character education strategies, which can be adapted and further developed by educators and policy makers to create a young generation with strong character and national insight. Based on the explanation above, this research aims to describe and analyze how to build student character through the application of local wisdom of wayang figures at SD Segulung 05.

2. RESEARCH METHOD

This research uses a qualitative approach with the aim of gaining an in-depth understanding of a social phenomenon, considering it as a unified whole that cannot be separated. This research method is a series of approaches that are specifically used to collect information in a structured and measurable manner, in accordance with previously established objectives related to the analysis of educational philosophy in the formation of national identity. This qualitative approach is used to investigate and understand the meaning of individual and group behavior, as well as providing descriptions of social issues or humanitarian problems [17], [18]. The researcher acts as the main instrument in this research, is responsible for determining the research focus, selecting informants as data sources, collecting data, evaluating the validity of the data, conducting analysis, interpreting the results, and concluding research findings.

This research was conducted using a qualitative approach. Qualitative research is research that places greater emphasis on the analysis of deductive and inductive inference processes as well as on the analysis of the dynamics of relationships between observed phenomena, using scientific logic. Qualitative research is research that emphasizes quality or the most important thing about a good or service [24]. The most important thing about goods or services in the form of events, phenomena and social phenomena is the meaning behind the event which can be used as a valuable lesson for developing theoretical concepts. Don't let something valuable pass away with time without leaving any benefits. Qualitative research can be designed to contribute to theory, practice, policy, social issues, and action. A qualitative approach is expected to be able to produce an in-depth description of the speech, writing and behavior that can be observed from an individual, group, society or a particular organization in a particular setting. specific context. This research was carried out to explain and identify building student character through the implementation of local wisdom of wayang characters. In this case, the type of research carried out is a case study, namely an intensive description and analysis of a particular phenomenon or social unit such as an individual, group, institution or society. Besides that, it is a detailed investigation of a setting, a single subject, a collection of documents or a particular event.

This research took place at elementary school Segulung 05 class IV, Dagangan District, Madiun Regency. The reason for this research was carried out at elementary school Segulung 05. Data is a amount of information that can provide an overview of a situation or problem, either in the form of numbers (groups) or in the form of categories, such as: good, bad, high, low, and so on. The main data sources in this research are words and actions. The rest is additional data such as documents and so on. In this regard, in this section, data types are divided into words, actions, written data sources, photos, and statistics. The data source is closely related to the research to be solved. To collect data directly or indirectly requires research subjects and objects .

Data collection techniques are the most important in research, because the main aim of research is to obtain data. Without knowing data collection techniques, researchers will not get the specified data. The thing that is the basis for determining the choice of using research techniques is the researcher's need to obtain valid data. Thus, the consideration for using certain techniques is the researcher's need to obtain certain information and valid information. Data collection techniques in this research include observation, interviews and documentation. For qualitative researchers, the meaning of a phenomenon can be understood properly if interaction is carried out with the subject through in-depth interviews and observation in the setting. When this phenomenon takes place. In addition, to complete the data, documentation is needed (about materials written by researchers). The data collection that can be done is as follows.

Data analysis is the process of systematically searching and compiling data obtained from interviews, field notes and documentation, by organizing data into categories, describing it into units, synthesizing it, arranging it into patterns, choosing what is important and what is important. Will be studied, and make conclusions so that they are easily understood by yourself and others . The data analysis technique in this case uses qualitative data analysis following the concept given by Miles & Huberman, where qualitative data analysis is carried out interactively and takes place continuously on each stage of the research until completion, so that the data is saturated. Activities in data analysis include.

Reducing data means summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and discarding what is not necessary. In this way, the reduced data will provide a clearer picture, and make it easier for researchers to collect further data and search for it if necessary. This process continues throughout the research, and the process even begins before data collection is carried out. In this research, researchers will collect result data. 1) Interviews and documentation, after all the data has been collected, data that is still general is selected and focused in accordance with the problem formulation regarding

building character students through the implementation of local wisdom of wayang figures at Elementary school Segulung 05, Dagangan District, Madiun Regency.; 2) Data Presentation After the data has been reduced, the next step is to present the data. In qualitative research, data presentation can be done in the form of short descriptions, charts, relationships between categories, flowcharts and the like. The presentation of data in this qualitative research uses narrative text.; 3) Drawing Conclusions and Verifying Conclusions in qualitative research are expected to be new findings that have not previously existed. Findings can be in the form of a description or picture of an object that was previously still dim or dark so that after research it becomes clear, it can be in the form of a causal or interactive relationship, hypothesis or theory 84. These three steps are interactive. At the data reduction stage, more important data categorization and grouping will be carried out.

In this research, researchers used triangulation with sources. This means that researchers compare and cross-check the degree of trustworthiness of information obtained through time and tools that are different from qualitative research. By collecting data from observations, interviews and documentation obtained, it will produce different evidence and will give birth to a breadth of knowledge to obtain the truth. This research was carried out by conducting interviews with the same questions to school principals, teachers and students as well as observing direct conditions in the field in the form of Observation of the implementation of building student character through the implementation of local wisdom of wayang characters.

3. RESULTS AND DISCUSSION

3.1 How to Build Student Character Through the Implementation of Local Wisdom of Wayang Figures at Elementary school Segulung 05

In current developments, character education is very important for a person's life because now a lot of education is only focused on increasing knowledge, not accompanied by good character education. Education over the past few decades has only relied on intellectual aspects. This can be seen in teenage cases highlighted by the mass media, such as student brawls, cheating in the National Examination and so on. Considering the importance of character education, educational institutions must pay more attention to the development of character education in their respective schools. School is an educational institution which is something very valuable. Because at school there is a transfer of knowledge as well as the cultivation of the nation's noble values, at school students need to receive good character development. Character education should receive special attention, not just paying attention to achieving intelligent students. In accordance with the results of an interview with the principal of Elementary school Segulung 05, Mr. Qomari.

Character education must be embedded in students from an early age. Because if good character is formed from an early age, it will produce people who are not only intelligent in terms of knowledge. Character education must be applied to students from childhood because at that age it really determines the child's ability to develop their potential. It is hoped that they will also have good character qualities as well. Mr Qomari hopes that the students of Elementary school Segulung 05 will have good character, be virtuous, be devoted to God Almighty and have a sense of love for the country, considering that the current generation lacks knowledge about local culture and lacks a sense of love for the Motherland [25]. The influence of globalization in modern times has a negative impact on students, there is less respect, less tolerance, and students lack understanding of local culture, because they prefer cardboard and other animated films. Meanwhile, local culture contains character education that students can emulate [26]. Many of the younger generation who lack attention to the noble values of the nation and tend to look for values outside the personality of the State. One way to build character is through stories about the local wisdom of wayang characters [27].

Students at Elementary school Segulung 05 have different characters from one another, there are even students who talk dirty and are naughty, so here there are characters that must be improved in students. In an excerpt from an interview with Mrs. Rindang about how to build character through the implementation of local wisdom of wayang characters, students' character may be possible by using methods such as advice when providing lesson material, and including good values/characters of wayang characters in the learning process. Mr. Qomari agrees with the use of wayang as a medium for character formation.

Wayang stories contain many good moral messages for students to emulate, even wayang stories can foster a sense of love for local culture in students who currently have very little understanding of the local culture around them. This media is intended for children as a form of introduction to local culture and instilling a sense of love for the country from an early age [28]. Where love of the Motherland is one of the character values that must be developed in students [29].

3.2 Inhibiting and Supporting Factors in Building Student Character Through the Implementation of Local Wisdom of Wayang Figures at Elementary school Segulung 05

In implementing the local wisdom of wayang characters as a medium for building student character, it does not always go smoothly, there are several obstacles or obstacles in implementing this. But there are also several things that support the use of this media. The difficulty faced when teaching is that there are differences

in the character of each child. Through the implementation of local wisdom of wayang characters, there are obstacles and supporters in building student character.

There are several inhibiting and supporting factors in the use of wayang media as character formation. One of the supporting factors is students' interest in the unique form of wayang. Students like stories because they are appropriate for their age and they like fairy tales and stories. Meanwhile, the inhibiting factor for teachers is demanding a loud and loud voice so that students remain conducive. For students, the inhibiting factor is that students only concentrate in the first 15 minutes and do not know the wayang characters so it is difficult to understand quickly. Several ways to minimize obstacles in building character through the implementation of local wisdom of wayang characters include musical interludes, and agreements between teachers and students during the learning process and teachers are required to be able to control the class. In terms of minimizing these obstacles, teachers are required to be innovative and creative because children tend to get bored when the teacher uses a monotonous method.

3.3 Impact of Implementing Local Wisdom of Wayang Figures in Building Student Character at Elementary school Segulung 05

The impact of implementing local wisdom of wayang characters in building character. Students can differentiate between good attitudes and bad attitudes, and previously students did not respect teachers now have respect for teachers, there are positive changes in behavior and students have an understanding of local culture. The positive impact of building character through the implementation of local wisdom of figures wayang means that children have a polite and virtuous character and children have a love for noble traditional arts such as wayang and according to Mr. Qomari there is no negative impact from using this media. It can be concluded that the impact of implementing local wisdom of wayang characters in shaping students' character is increasing students' understanding of noble local culture, being able to differentiate good attitudes from bad attitudes and there are changes in student behavior as expected by the teacher.

3.4 Analysis of How to Build Student Character Through the Implementation of Local Wisdom of Wayang Figures at Elementary school Segulung 05

Character education in elementary schools is the initial foundation for the formation of the character of a nation. The current vulnerability of character education is very disturbing for parents and also for education at the national level. As an excerpt from the interview with the principal of Elementary school Segulung 05, according to him, character education is very important, character education must be embedded in students from an early age. Efforts made to build student character are through the implementation of local wisdom of wayang characters. The method used to build student character is through the implementation of the local wisdom of wayang characters at Elementary school Segulung 05 as conveyed in an interview with the class IV homeroom teacher, namely through: introducing wayang characters and their characters, through example, through stories or advice, through learning and inserting the character/values of the wayang characters told with adapted material. The following is an explanation of each:

1. Through the introduction of wayang characters and their characters

Introducing wayang characters is very important because to build character, children must first know who the character is Wayang and their characters. By introducing wayang characters, students can find out the characters that these characters have. Introduction to wayang characters can be done by placing pictures and through wayang stories. Such as introducing the wayang character Bima, showing a picture of the wayang character Bima and the characteristics that Bima has. In implementing character education in schools, stories as a method of supporting the implementation of education have a very important role, because in the stories there are various examples and education.

2. Through example

This life is mostly spent with each other imitate or copy one individual from another. The tendency to imitate plays a very big role in children, so it has a big influence on children's development. The example that is modeled here is the example of the positive characters possessed by the wayang characters. The teacher gives examples of wayang characteristics that children can emulate, such as the characteristics of Semar, namely a figure who is patient, sincere, loving, and maintains goodness. In cultivating character in students at school, example is a more effective and efficient method. Because students (especially students at primary and secondary education age) generally tend to imitate (imitate) their teachers or educators. This is because psychologically students like to imitate, not only the good things, sometimes they even imitate the bad things.

3. With advice or stories

Telling the story is done by paying attention to steps including story selection, location conditioning, and storytelling techniques. Here the teacher is guided to be total in telling the story and insert advice between

the stories. Teachers must be able to condition the class to remain conducive and monitor student concentration. Through stories, students can see and understand how the characters of wayang characters have. These two words have differences in terms of meaning. *Ibrah* means a psychological condition that conveys humans to the essence of something witnessed, faced using reason that causes the heart to recognize it. The word *mau'idhoh* is gentle advice that is received by the heart by explaining the reward or threat.

4. Through the material in Javanese language learning

In learning, the teacher's role is very important in building character in students. This method can be achieved by adapting the wayang story to the learning material, as well as adjusting the props. So, besides students studying wayang material in Javanese language subjects, students can also take on the positive characters that each wayang character has. The use of Wayang is very suitable for building student character because Wayang characters have positive characters to serve as examples of goodness for students. Wayang stories can attract students' attention and make students enthusiastic about participating in learning.

From the explanation above, it can be concluded that the method used to build student character is through the implementation of the local wisdom of the figures wayang at Elementary school Segulung 05, namely through the introduction of wayang characters and their characters, through example, through stories or advice, in the material in Javanese language learning.

3.5 Analysis of Inhibiting and Supporting Factors in Building Student Character Through the Implementation of Local Wisdom of Wayang Figures at Elementary school Segulung 05

Increasingly rapid technology is considered to have a negative impact on the character formation of young children. One of the negative impacts is the erosion of love for the homeland. This raises concerns when local culture such as wayang characters become foreign and conversely, animated characters such as Batman or Supermen are more familiar to children. Using Wayang as a medium for character formation will not go well, but every time you use Wayang as a new medium in learning you will definitely encounter shortcomings which may become obstacles in its application. Data obtained from interviews with class IV teachers at Elementary school Segulung 05, where the teacher knows every character that students have, both positive and negative characters. Likewise, efforts to build student character through the implementation of local wisdom of figures Wayang has supporting and inhibiting factors, namely as follows:

1. Supporting factors

- a) The uniqueness of wayang is what students like considering that so far students have only known cartoon characters on television. The uniqueness of this wayang makes students interested in listening to stories and their curiosity about big wayang. Wayang has apparently succeeded in attracting the interest of the younger generation who have been poisoned by the world of chaos. Wayang can be used as a medium of information, because of its communicative appearance as a tool for approaching society in conveying information to be able to understand a tradition, life problems and all its aspects.
- b) The students were very enthusiastic about listening to the story and paying attention to the wayang pictures shown by the teacher. The development of fourth grade children, they really enjoy listening to stories or fairy tales, they are very enthusiastic when the teacher tells about Wayang characters.

2. Obstacle factor

Factors inhibiting the use of wayang are students' lack of concentration, and students quickly get bored with the lecture method alone. The teacher minimizes this by providing song interludes and questions and answers for students. Meanwhile, the supporting factors are the unique form of wayang which can attract students, students' love of listening to stories, and wayang being accepted by all groups.

3.6 Analysis of the Impact of Implementing Local Wisdom of Wayang Figures in Building Student Character at Elementary school Segulung 05

There are several impacts of using wayang media as a form of student character at Elementary school Segulung 05. From an excerpt from an interview with a class IV teacher, students understand or know which attitudes are good and bad. have respect for teachers, students are able to choose values that are worth emulating, there are positive changes in behavior, increasing appreciation of children's literature. The results obtained from building student character through the implementation of local wisdom of wayang figures at Elementary school Segulung 05 can provide changes in knowledge, understanding, attitudes and behavior.

One of the impacts is changes in student behavior, being able to differentiate between good and bad traits. From understanding and getting to know the characters of wayang characters, students know which traits are good and need to be exemplified and which bad traits should not be emulated. The teacher gives advice to students to imitate the good qualities of the wayang characters that the teacher has told about and avoid the despicable qualities of the wayang characters.

Having respect for the teacher, when the teacher is explaining lessons or telling stories about wayang, students listen to the teacher's explanation calmly and the noise in class has reduced. Here there is a positive

change in attitude in students who initially did not respect the teacher during the learning process, now students have started to have a change in attitude. Character education is all efforts made by teachers, which are able to influence the character of students [30]. Teachers help shape the character of students [31]. This includes exemplary teacher behavior, the way the teacher speaks or delivers material, how the teacher tolerates, and various other related things.

Apart from that, students have an understanding of local culture and their knowledge of local culture increases. Through wayang students have an interest in getting to know local culture, because for students wayang is unique so they are happy and enthusiastic to know about wayang. The existence of wayang is still popular with some levels of Javanese society [32]. This can be seen from the various wayang performances which are still in demand compared to other types of traditional arts. One of the things that is attractive is the huge variety of wayang stories [33], [34]. The use of wayang media in building students' character is able to change students' attitudes from those who initially had negative behavior to positive ones, who initially had little respect for teachers, now students have respect, and have an understanding and love for the local culture that exists, especially for wayang.

The limitation of this research is that it only covers a few elementary schools in certain areas, so the generalization of the research results to all regions of Indonesia still needs to be studied further. Apart from that, the influence of the application of local wisdom through wayang characters on the formation of students' character was evaluated in a relatively short period of time, so the long-term effects cannot be ascertained. This research relies on subjective interpretations from teachers and students regarding the values conveyed through wayang characters, which can vary between individuals. Limited resources and support from the school also affect the effectiveness of implementing this program, so the research results may not fully reflect the maximum use of local wisdom in the character of education.

4. CONCLUSION

Based on the description presented by the author regarding building student character through the implementation of local wisdom of wayang characters from Chapter I to Chapter V, the following conclusions can be drawn, building student character through the implementation of local wisdom of wayang characters at Elementary school Segulung 05 is through introducing wayang characters and their characters, through example, through stories or advice, and through material in Javanese language learning. Supporting factors for the success of building student character through the local wisdom of wayang characters are the unique form of wayang which can attract students, students' passion for listening to stories, the existence of wayang which can be accepted by all groups. Meanwhile, the inhibiting factor in using puppets is the students' lack of concentration, the method used by the teacher is monotonous, namely lectures, so students get bored easily. The implementation of local wisdom of wayang figures in building student character at Elementary school Segulung 05 has had a positive impact, this is indicated by the increasing character of students.

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