



TEACHER'S STRATEGY IN INTEGRATING CULTURAL VALUES IN SOCIOLOGY LEARNING AT SMA NEGERI 6 KUPANG

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ABSTRACT: The purpose of this study was to find out (1) cultural values in learning sociology and (2) the supporting factors in integrating cultural values in learning Sociology at SMA Negeri 6 Kupang. This qualitative research was done on the teachers and students at SMA Negeri 6 Kupang. The data were collected through observation, interviews, and documentation. The data were analysed using interactive analysis, namely: data reduction, data collection, data display, and conclusion. The study showed that the teacher's strategy in internalizing cultural values was to instil cultural values that will encourage positive behaviour, and provide the value of courtesy, honesty, and tolerance. While the supporting factors for internalizing cultural values in learning at SMA Negeri 6 Kupang were inside factors; the students feel happy to do an activity and the outside factors; family, teachers, environment, facilities and society.

Keywords: learning strategy, teacher, sociology, culture

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui nilai-nilai kebudayaan dalam pembelajaran sosiologi di SMA Negeri 6 Kupang, dan faktor-faktor yang mendukung guru sosiologi dalam mengintegrasikan nilai-nilai kebudayaan dalam pembelajaran di SMA Negeri 6 Kupang. Penelitian ini menggunakan metode penelitian kualitatif. Subjek penelitian ini terdiri dari guru dan siswa. Teknik pengumpulan data dilakukan dengan cara observasi, wawancara dan dokumentasi. Teknik analisis data menggunakan analisis interaktif yang terdiri dari tahapan reduksi data, pengumpulan data, penyajian data dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa strategi guru dalam menginternalisasikan nilai-nilai kebudayaan dalam pembelajaran sosiologi di SMA Negeri 6 Kupang ialah dengan menanamkan nilai-nilai kebudayaan dalam diri manusia yang akan mendorong untuk berperilaku positif, memberikan nilai sopan santun, menanamkan nilai kejujuran dalam diri siswa, menanamkan dan mengajarkan kepada siswa mengenai nilai toleransi. Sedangkan faktor pendukung internalisasi nilai kebudayaan dalam pembelajaran di SMA Negeri 6 Kupang ialah pertama faktor dari dalam diri siswa. Siswa merasa senang untuk melakukan suatu kegiatan. Kedua faktor dari luar diri siswa ialah keluarga, guru, lingkungan, fasilitas dan masyarakat.

Kata Kunci: strategi pembelajaran, guru, sosiologi, kebudayaan

INTRODUCTION

So far, teaching sociology in high schools only explains cultural values in theory, while practical matters tend to be ignored. As several studies have shown, there is a tendency to ignore the development of social values in education, resulting in an erosion of social values and skills as well as sociology subjects. Contributing to students' social responsibilities such as a sense of belonging, discipline, mutual help, and tolerance is a learning model which is also one of the factors that influence students' social personalities (Bisik, 2022; Mangmani, 2022; Trianto, 2012).

Social intelligence is not only enough to be given by lecture and discussion methods in a class, but by directly studying and dealing with social reality in

society. This can form a mature personality. The sociology learning model is less oriented towards the development of social values and skills. Thus, these values and skills are lacking in students, such as lack of care, loyalty, dedication, discipline, empathy, tolerance, problem-solving, communication, responsibility, and participation in the social environment (Djehalut, Kiko, Nurdin, & Syahrul, 2022; Julyyanti, Yusuf, Saldika, Syahrul, & Ramlah, 2022; Maswi, Syahrul, Arifin, & Datuk, 2022; Syahrul, Arifin, & Datuk, 2021).

Cultural values that must be applied in the learning process include politeness rules (Syahrul; Zahrawati & Nursaptini, 2023; Syahrul, Zahrawati, & Nursaptini, 2022). For students in learning that it must be applied within the scope of this culture. With

education, students can reflect on the nature of cultural values in a lesson so that it can be developed in improving culture in a lesson. It is also discussed in the world of education in which there are rules and procedures that must be owned by every school and have the same responsibility in the learning process to advance the young generation for the intellectual development of students (Kapitulik, Rowell, Smith, & Amaya, 2016; Kumi-Yeboah & Smith, 2016).

The problems faced by students at SMA Negeri 6 Kupang are skipping school, cheating, being undisciplined, deceiving teachers, saying taboo words and not liking being reprimanded by teachers. Therefore, cultural values must be a vessel for instilling values that build and shape morale for the school in order to shape students into human beings with good character in order to produce good, intelligent and quality human resources in the future (O'Connor, 2020; Weinzimmer & Bergdahl, 2018; Ghufron, 2010).

It is certain that student morals are born from a school culture that teaches school morals and culture. A moral school grows from moral teachers. In this case, school culture is very influential on students. Schools are one of the most appropriate places for students to learn after being at home, schools are mandated by parents to educate their children, and schools are also expected to educate and foster good and noble behaviour (Howard, Vasseleu, Neilsen-Hewett, & Cliff, 2018; Safitri, 2022; Zuriah, 2008).

This study refers to previous research, according to Mandut, Syahrul, Beni, & Arifin (2021) the teacher's strategy in integrating cultural values at Madrasah Ibtidaiyah Nurul Huda Ngadirejo was applied in collaboration learning. Development of school culture and learning activity centres whose application is in the form of applying the Javanese Kromo language and also achievement stars, and daily activities at home and in the community with the support of parents, teachers, and motivation from the students themselves. The inhibiting factor is the feeling of heaviness or burden that is felt by students at the beginning of implementing the strategy and other things that become obstacles are technical matters.

METHOD

Qualitative research was chosen by researchers because it was to find out the teacher's strategy in integrating cultural values into sociology learning. This research was conducted at SMA Negeri 6 Kupang, East Nusa Tenggara from April to June 2022. The subjects of this study were sociology teachers and students. The data collection techniques are observation, interviews, and documentation. The validity of the data was carried out by triangulation, namely method triangulation, source triangulation, theoretical triangulation, and technical triangulation.

Researchers used the analysis of the Miles and Huberman models including data collection, data reduction, data presentation, and drawing conclusions or verification.

RESULT AND DISCUSSION

Cultural Values in Sociology Learning

Basically, cultural values are always closely related to students because humans are born with a wise nature, namely tending to the truth. We can see this from the culture that lives and is developed by school members which underlies the behaviour traditions, habits and symbols practised by school principals, teachers, staff, students and the surrounding community.

Cultural values are efforts carried out by a leader and society or an educational institution in developing values that exist in each institution and society so that a good change is achieved and a way to understand world life is achieved. With a change and situation being studied, namely before the change and after the change and the efforts that have been made in order to empower the local culture so that it continues to exist and be enjoyed by future generations.

The values that play the most role in sociology learning subjects are caring, social, empathy and sympathy. In terms of discipline, the sociology teacher tries to set an example by coming to teach on time. Based on the results of interviews obtained from the Sociology Teacher, Maria Taso said that studying sociological values is an effort to instil internalized values in humans that will encourage positive behaviour so that they can develop themselves in learning according to the cultural values that have been applied.

Based on the interviews and the results of observations, the researchers found that the teachers invite students to integrate with each other so that students respect one another. With that, it can be understood that the cultural values applied by the sociology teachers are regarding daily rules in life, so a strong desire is formed from students to change attitudes so that they have good values in their hearts, mind, body, feelings that can be applied to a right life, in relation to oneself, fellow human beings, the environment, the nation and the state. The cultural values that the teachers have applied are always giving values of courtesy, and honesty to students during learning activities and at morning assembly.

Cultural values that have been taught to students such as tolerance or respect for others and respect for differences that exist in the school environment and in the community. Tolerance in learning contains values related to diversity, ethnicity, ethnicity, social and religion. In the school environment, there is no difference in a person because of respect for each

other that makes them become one in the school environment. In addition to cultural and disciplinary values, it can also make us more familiar with the school environment, respect one another and obey the values that are trusted and are their responsibility. That is why discipline must be learned and accustomed to since childhood.

Discipline is very important and needed by every student, therefore discipline in students will be entrenched because student discipline is an educational tool, an action, and an act that is deliberately applied to the interests of the school. The results of the interviews obtained from the Sociology Teacher said that the cultural values that had been taught to students were legal values, tolerance values, and politeness values. These cultural values mean how we greet each other, and smile at each other. That's something we have to develop, even though the value is small, the impact is huge.

Cultural values are behaviours or traditions that we must instil in ourselves so that we can apply the values that have been developed to us in society so that we always respect each other and help each other. Cultural values are also certain qualities that are meaningful to human life in everyday life which are the goals of life including beliefs, art, morals, law, customs, language, and works of art in life. The results of interviews with students said that we have entrusted cultural values in learning to each subject teacher. Likewise, in sociology learning, the teacher is always responsible for internalizing cultural values in learning directed at students, so that they always follow existing regulations.

The above is in line with research observations that the process of internalizing cultural values in high school is carried out so that students discipline each other in instilling habits such as praying before and after learning. In addition, students are required to admonish one another so that the culture applied to students can work well. The teacher really provides support or direction to students so that students can apply good cultural values in the school environment and the community environment, so as to set an example and instil values in students. The learning taught to students is very effective because sociological values are directly implemented in everyday life so they immediately explore these problems in everyday life. It is very effective because they can translate through learning, analysing, and solving the problem in sociology subjects.

In effective learning, teachers are always active in monitoring student activities in everyday life, so teachers are usually marked and measured by the level of effective achievement with successful efforts achieved in accordance with the results determined in learning and in everyday life. Disciplined students

are very important for the progress of the school itself because an orderly school will create a good learning process. Still, conversely a less orderly school the conditions will be much different and the learning process will be less effective. Therefore, improving student discipline is very important for teachers to do.

Factors Supporting the Internalization of Cultural Values in Sociology Learning

Learning is very important and cannot be separated from life. It can also promote culture and elevate the nation. In practice, it can form factors that can influence the success of learning itself. The results of interviews with sociology teachers at SMA N 6 Kupang said that the supporting factor in cultural values is the learning of sociology that is embedded in a lesson. It really supports students, so that students support each other in doing assignments, and working together. That is why the government in recent years has seriously promoted this program by utilizing the expertise of existing teachers.

From the results of interviews and observations, it can be found that the factor that supports cultural values in schools is the interaction between teachers and students. Schools can create a process to form a better child's personality. Studying at school can bring changes in both knowledge and attitudes. Schools can also help optimal development. Changes that occur in the human person can be understood that discipline is something that is integrated within a person, even discipline is something that becomes part of a person's life which becomes a human mindset in daily behaviour. Thus it can be understood that cultural values at SMA Negeri 6 Kupang have been well implemented within the school environment. This is also supported by Prijdodarminto (2017) who says that internalization is a process of people acquiring beliefs, attitudes, values, and habits in culture in the values of disciplinary obedience through a process of a series of behaviours that show the values of obedience, loyalty, regularity, and order because it is integrated with the students themselves.

Following are the results of interviews with students saying that supporting factors in culture are very supportive for students in conducting learning. With the supporting factors, the enthusiasm of students is increasing because of encouragement and motivation, so that students can understand what has been given. Factors supporting internalization are very important because there are cultural values in the surrounding environment that support children to improve the quality of teachers in providing good teaching to students so that students can provide good cultural values for society. Student discipline brings awareness, interest, motivation, and self-awareness. One must practice discipline, and respect others in everyday life.

The several supporting factors include (1) internal factors, psychologically the factors within the child can support the internalization process because when in his soul he feels happy to do an activity then the activity easily enters the child's soul. Therefore, continuous habituation is needed to be accompanied by exemplary so that the activities carried out are not in vain and all the activities carried out. (2) External factors, supporting factors that influence the internalization of cultural values to improve students from outside the students, namely; The family background of the students is very influential in the formation of their personality, that parents who make it a habit to give cultural values since childhood really help students accept all coaching activities to improve culture in the school environment.

In the learning process, teachers not only educate the subjects taught but also educate the morale of their students, therefore at SMA Negeri 6 Kupang they always set a good example for students directly during the learning process in class or outside the classroom wherever they are. Based on the results of observations and interviews with sociology teachers, the environment at SMA Negeri 6 Kupang is very supportive. This is because based on cleanliness must be maintained where all students must maintain cleanliness. The teachers supervise and this really internalizes religious values in accordance with the rules stipulated in the concept of faith that exists in this school. The facilities at this school are sufficient for the activities of students where this school has supporting facilities for carrying out routine religious activities or religious extracurriculars to increase students' understanding of religion and to improve the personality of the students themselves. Supporting factors for the internalization of religious values because society is a place for them to socialize in life.

Parents can also be a support for the continuation of the learner. Parents who have a low economic level and coupled with minimal education can affect the learning process at school very optimally. These must go hand in hand and be interrelated in order to form a struggle that truly emphasizes cultural values and goes beyond that. We all definitely expect the formation of good learning even close to perfection. Therefore, sociology learning, namely the learning process (KBM) of sociology subjects takes place in the classroom supported by good class facilities and infrastructure. The teacher creates a cool learning atmosphere so that student's interest in learning is good and comfortable, the class atmosphere is clean. Students always cooperate in doing a job such as doing group assignments, so with cooperation, students always support one another, and they always motivate, and support so that they can achieve what will be the challenges that will come.

From the results of interviews and observations, it can be found that while in the school environment, the teacher is always active in paying attention to the attitudes and culture of students. This can be seen from every morning call the teacher always gives directions regarding rules, manners, ethics, tolerance, and cultural values. This is also supported by the documentation at the time of observation that there is always an information board in the school regarding school rules, namely for teachers and students. This research analysis is in line with Ratna's research (2014) which stated that something that is important to humans that concerns good and bad from a behavioural perspective that concerns creativity, intention, and taste. Cultural values have a mindset for every learner that is in the minds of some students and can form a culture in learning as a guide that gives direction and orientation to life. School culture is a set of values that underlies behaviour, daily habits and symbols that are practised by the principal, teachers and the community around the school.

CONCLUSION

Based on the field data that the researchers found, this research can be concluded that the teacher's strategy in internalizing cultural values in sociology learning at SMA Negeri 6 Kupang is to instil cultural values within oneself which will encourage positive behaviour, provide polite values, instil the value of honesty in students, instil and teach students about the value of tolerance. Factors supporting the internalization of cultural values in learning at SMA Negeri 6 Kupang are the first factors from within the students. Students feel happy to do an activity. Second, factors from outside the student's self are family, teacher, environment, facilities and community.

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