



THE TEACHER'S ROLE IN INTERNALIZING LOCAL WISDOM VALUES AT SMA PGRI KUPANG

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ABSTRACT: This study aims to determine the role of teachers in SMA PGRI Kupang and to find out how teachers internalize local wisdom values in SMA PGRI Kupang. The type of research used for this research is qualitative to understand in depth the role of the teacher in internalizing local wisdom values at SMA PGRI Kupang. Data collection techniques used are observation, interviews and documentation. The results of this study indicate that the teacher's role at SMA PGRI Kupang is that the teacher internalizes the value of local wisdom so that students continue to preserve local wisdom that has existed for a long time from religious values that require students to pray before carrying out learning activities with the aim of students remaining for teachings of their respective religions. Second, the value of gotong royong with the aim of creating cohesiveness, fostering an attitude of helping each other and strengthening a sense of brotherhood. Third, cultural and artistic values that require students to comply with the rules in SMA PGRI Kupang and continue to practice positive habits such as 3S culture (smile, greet, greet), use of school uniforms according to the rules and recommendations for maintaining 5K (cleanliness, security, order, beauty and kinship).

Keywords: teacher role, local wisdom

ABSTRAK: Penelitian ini bertujuan untuk mengetahui peran guru di SMA PGRI Kupang dan mengetahui cara guru dalam menginternalisasikan nilai-nilai kearifan lokal di SMA PGRI Kupang. Jenis penelitian yang digunakan untuk penelitian ini adalah kualitatif untuk memahami secara mendalam terkait peran guru dalam menginternalisasikan nilai-nilai kearifan lokal di SMA PGRI Kupang. Teknik pengumpulan data yang digunakan adalah observasi, wawancara dan dokumentasi. Hasil penelitian ini menunjukkan bahwa peran guru di SMA PGRI Kupang ialah guru menginternalisasikan nilai kearifan lokal agar peserta didik tetap melestarikan kearifan lokal yang sudah ada sejak dahulu, baik itu dari nilai religi yang mengharuskan peserta didik untuk berdoa sebelum melakukan kegiatan pembelajaran dengan tujuan peserta didik tetap taat dengan ajaran agama masing-masing. Kedua, nilai gotong royong dengan tujuan untuk menciptakan kekompakan, menumbuhkan sikap saling tolong-menolong dan mempererat rasa persaudaraan. Ketiga, nilai budaya dan seni yang mengharuskan peserta didik tetap taat pada aturan-aturan yang ada di SMA PGRI Kupang dan tetap melakukan kebiasaan-kebiasaan positif seperti budaya 3S (senyum, sapa, salam), penggunaan seragam sekolah sesuai aturan dan anjuran menjaga 5K (kebersihan, keamanan, ketertiban, keindahan dan kekeluargaan).

Kata Kunci: peran guru, kearifan lokal

INTRODUCTION

Local wisdom is part of the culture in people's lives that reflects national identity (Kangkan, Semedi, & Bintoro, 2017; Noor & Sugito, 2019; Syahrul, Arifin, Datuk, Almu, & Ramlah, 2019). Local wisdom is also very important in the school environment and is related to the character of students (Syahrul, 2019, 2021; Syahrul & Hajenang, 2021). With global developments that result in changes and the entry of foreign cultures, local children tend to follow foreign cultures rather than local cultures because they are considered more advanced and more

modern. The entry of foreign cultures not only has positive impacts but also negative impacts. The positive impact leads to the development and progress of technology, as well as adding broader insights for students and students' mindsets about the growing modernization. The negative impact of the entry of foreign cultures also brings changes to students. These changes can be seen from the character of students who are increasingly changing to negative things both from language that is less pleasing when interacting and ethics that are increasingly fading. They also begin to forget their own culture and rarely obey the rules set by the school. Student discipline

while at school has been going on for a long time and tends to continue such as time discipline, how to dress, discipline during teaching and learning activities, and other provisions set by the school (Firdaus, Anggreta, & Yasin, 2020; Syahrul, 2019; Tumiwa, 2020).

Education has an important task so local culture is preserved. Preservation of regional culture and development of national culture through education, both formal and informal education by reactivating all educational platforms and activities (Mpungose, 2020; Syahrul & Wardana, 2018). The role of the teacher is very much needed in classroom learning activities or activities outside of learning because in learning the teacher can instil good values related to local wisdom, and activities outside the classroom are intended to develop students' abilities and understanding in everyday life (Kangkan et al., 2017; Noor & Sugito, 2019; Payong, 2023). Students can also recognize and know various phenomena both as a group and individually, so local wisdom can be internalized in learning in order to maintain the integrity of local culture which has been abandoned by young people (Syahrul & Datuk, 2020; Syahrul & Kibtiyah, 2020).

Based on initial observations made at SMA PGRI Kupang, there is a tendency for students to forget the national culture. The culture of joining in or being talkative about how to look, following trends from outside, style of language in speaking, and participating in online games results in a decrease in the mindset of students. Such a lifestyle is due to foreign cultures that enter through social media which can be digested instantly. Schools also often carry out extra-curricular activities using external trends rather than the culture of each student. For this reason, it is essential to internalize the value of local wisdom in learning (Balawala & Idris, 2021; Parfin, 2020; Raden & Nurdin, 2021).

The thing that convinced researchers to take a look at the teacher's role in the internalization of local wisdom values was to look back at previous research that had been conducted including research conducted by de França Sá (2020) showing that inculcating local wisdom values in learning, teachers can form character. students will be better if the teacher conveys it by giving real examples in accordance with the existing reality so that students can apply it well in the school environment and the community environment.

The results of research conducted by Gale & Parker (2017) show that efforts to shape the character of students so that they hold more local wisdom values by exploring, polishing, and packaging them in the learning process properly. Therefore, teachers are needed who are able to instill these values so that through learning students will love their own culture

more and can return to their identity according to local wisdom values and can strengthen strong character in the era of globalization.

From several relevant studies, there are similarities, namely strengthening and maintaining the values of local wisdom in the students so that they are preserved. While the difference is that it leads to efforts to strengthen character through the interaction of local wisdom values in history learning, while this research leads to the teacher's role in internalizing local wisdom values in SMA PGRI Kupang. Internalizing the values of local wisdom can increase the preservation of local culture for students which is increasingly being lost due to the times with the presence of foreign cultures in the increasingly developing era of modernization.

METHOD

The type of research used in this study is descriptive qualitative which describes everything related to the role of the sociology teacher. The reason researchers used qualitative research was to examine in depth the role of teachers in internalizing local wisdom values in learning at SMA PGRI Kupang. This research was conducted at SMA PGRI Kupang Jln. Pcoranako Kuanino, Kec. Kota Raja, Kota Kupang, East Nusa Tenggara from July to August 2021. The subject selection technique used purposive sampling. Informants in this study were teachers and students at SMA PGRI Kupang. Observation collection techniques, interviews, and documentation. The validity of the data carried out by researchers in this study is a form of data triangulation. Data analysis includes four stages, namely collecting data, data reduction, data presentation, and conclusions.

RESULT AND DISCUSSION

The role of the teacher at SMA PGRI Kupang

The role of the teacher when in the classroom or outside the classroom is very influential on students. A very important role for a teacher besides educating and teaching is the teacher as a medium and means that can bring positive changes to the behaviour of students. There are several roles that the teacher performs while at school both in the classroom and outside the classroom. There are several roles that teachers play at SMA PGRI Kupang, namely always providing various learning resources and imparting knowledge to students, providing guidance by creating harmony and providing a sense of enthusiasm so that students feel comfortable.

Based on the results of these interviews, it can be explained that a teacher must be able to carry out various innovative ways to provide various learning resources so that what the teacher conveys to students can be understood. The teacher also has a role to

guide if in the learning process there are students who do not understand what the educator is given through the implementation process. The best way for guidance to be carried out is for the teacher to take a special approach to students. Creating harmony between educators and students so that there is no awkwardness in interacting in learning activities and outside learning activities. Apart from the several roles above, the teacher also creates a conducive atmosphere and provides motivation for students because the existence of motivation from the teacher can make them confident when in class and participating in activities outside the classroom.

Furthermore, the researchers interviewed teachers at SMA PGRI Kupang, who stated that the role played by the teacher when in class is to direct students to focus only in class, so that they can respond to what will be conveyed and the learning process can run well. There are several ways to do this, including improving quality as a teacher, maximizing learning facilities, using good media and learning methods. Provide motivation to students when they are lazy to participate in teaching and learning activities, and also deliver material according to reality and take examples that really happen in their environment so that students can easily understand and digest it. It is the responsibility and obligation that must be carried out by the teacher so that learning can run well and the material presented can be implemented in their daily lives, so what the teacher does is direct the attention of students to focus or concentrate during teaching and learning activities.

There are several ways to direct the attention of students to stay focused and stay concentrated, namely improving the quality of the teacher to make students more focused on participating in learning as an effort made by the teacher so that students do not get bored participating in class learning. One way that is made to build the enthusiasm of students in participating in learning is to pay attention to the learning facilities that will be used both from the layout of the room to the learning media. Good learning media and methods to keep students from getting bored and staying focused when learning takes place is for the teacher to design it as well and as attractively as possible in accordance with the times and more elegantly, so that it can keep them interested and keep their enthusiasm for learning.

The role that is carried out next is with the motivations given to students to increase the enthusiasm or desire of students to take part in learning. According to Kusuma Wardani (2020), there are several ways to motivate students, namely making students active in learning activities, creating a conducive classroom atmosphere, creating varied teaching methods, increasing teacher enthusiasm and enthusi-

asm in teaching, providing rewards, creating activities that involve all participants. educate in class, avoid interpersonal competition, provide input, appreciate success and exemplary, recognize student interests, avoid bad comments. Furthermore, interviews with researchers and teachers said that the teacher's role in learning in general is a task and responsibility that is carried out through providing material in the classroom and learning outside the classroom and carrying out activities outside the classroom by providing support. Everything can work well if the role played by the teacher is appropriate and efficient.

It can be seen that the duties and responsibilities carried out by the teacher are part of the role which is carried out efficiently, so that learning in the classroom can run well in accordance with the learning objectives and through activities outside the classroom. The teacher has carried out his role by providing support because through the support and enthusiasm carried out by the teacher greatly influences their actions and can build their self-confidence. The explanation given by one of the sociology teachers is that when the learning process takes place they provide education that is adapted to the culture and character of students so that they are more quickly absorbed and become their own personality as a reflection or a good role model because the teacher himself has a meaning to be imitated. As a teacher, he gives students an understanding of the material presented which will later be applied by students, so that they can remember and apply it in their daily lives.

Education that is given according to the culture and character of students makes them understand more quickly and students can implement it in their daily lives. With a good personality, in front of students and in the learning process it can also make them adapt more quickly and will love their own culture more and naturally students will also love local wisdom that the teacher preserves in the classroom through ongoing learning and values. local wisdom contained in the material presented by the teacher. There are several tasks and responsibilities carried out by the teacher through appropriate learning methods for providing material to shape the behavior of students, namely by creating learning methods that can create literacy and good interaction between students, so that their character and behavior are better and have brotherhood in their association.

Based on the explanation given by the teacher above, it can be seen that the role of a teacher when in class is very important because it can keep students focused when learning takes place and can also provide good understanding so that students can apply it in their daily lives. Because in learning, the teacher not only provides learning material but must

instill good values through upbringing and good examples because the teacher himself has two things that will be seen by students, namely imitated, so to instill good values in students must start from themselves, so that education based on local wisdom given to students can be implemented in their lives.

Internalization of local wisdom values in students in sociology learning

Internalizing the value of local wisdom by a sociology teacher in learning has a very good function for students because it is a form of preserving local wisdom that has existed for a long time so that students continue to preserve this local wisdom. The local wisdom values of the community at SMA PGRI Kupang as a forum or communication target that connects schools in instilling local wisdom values in students and the school environment, so to minimize good interactions between environments, groups and individuals even the students themselves. One form of this communication is that schools form a forum for groups of students to interact outside of learning activities such as extracurricular activities based on local wisdom such as art to have a positive influence as a form of local wisdom. In the school environment, students come from different customs and cultures in terms of language, character, and different perspectives or understandings. So it is very important for teachers to take advantage of school media as a suitable tool to reconcile differences by carrying out teaching and learning activities outside the classroom by taking advantage of these differences.

Researchers conducted interviews with counseling teachers regarding the internalization of local wisdom values at SMA PGRI Kupang and the answers were as follows: local wisdom can be internalized through informal and non-formal learning. Formally it can be done when teaching and learning activities take place while informally it can be done outside of teaching and learning activities, namely through extracurricular activities. To internalize the values of local wisdom in students, the teacher adjusts them to the level of understanding of students and adapts them to the learning materials and learning methods used.

Through informal and non-formal learning, local wisdom can be internalized. One of the activities carried out by teachers through non-formal learning to internalize the value of wisdom is to create fashion show activities that utilize the culture of each student. Thus, self-confidence towards their culture will grow, so that it can be preserved in the field of formal education and learning. Teachers can also provide an understanding and a positive picture of local wisdom that is adapted to the culture and area of origin of students. When in class students have different personalities and cultures, so when the teacher internalizes the values of local wisdom, the teacher provides an

understanding so that students understand their own local wisdom. Students can also easily know and understand the values of local wisdom even though students come from different regions and cultures. The process of internalizing local wisdom values is very important for students because it can help them remain in love with the culture and habits that have existed for a long time. The value of local wisdom can be used as a source of learning in the implementation of sociology learning.

Teachers play an important role in carrying out their duties and responsibilities. Internalizing local wisdom in formal learning through learning activities emphasizes the practice of habituating differences of opinion between students, getting them used to giving ideas. All of this is done by the teacher using interesting learning methods or strategies. Internalization of local wisdom also occurs outside of teaching and learning activities which are called extracurricular activities. Judging from the school environment which has various differences both from different customs and cultures, so that it is used as a combination to provide a good understanding and the values contained therein. Through extracurricular activities that are used as a tool to internalize local wisdom values in the form of dance, sports training, traditional music, and the habit of living together in the school environment.

The form of concrete actions that have been taken by the teacher to instill the values of wisdom in students, namely (1) preserving local wisdom values, especially religious values, namely that all students and teachers are required to carry out joint prayer activities before carrying out teaching and learning activities and activities outside the classroom. The purpose of having the habit of praying before carrying out school activities is to foster students' obedience to their respective religions and beliefs because religious values also have something to do with a person's behaviour in terms of honesty, fairness, benefiting others, humility, efficient learning, high discipline, and balance. (2) The value of mutual cooperation is always carried out by students and teachers for the guidance and firmness of the teacher when carrying out activities outside the classroom so that students can feel the importance of a sense of togetherness and a sense of brotherhood even though they have different backgrounds. The purpose of mutual cooperation is to create cohesiveness, to be able to solve a problem together, to establish bonds of brotherhood, to foster an attitude of mutual assistance, to speed up work, and to strengthen a sense of unity. (3) 3S culture (smiles, greetings, greetings) is carried out by students and teachers at school in interactions.

Local wisdom values are in the form of artistic values that are instilled or internalized by teachers in students to continue to preserve local wisdom

through the creativity of teachers who form small groups to carry out activities that utilize traditional songs and traditional clothes from each region according to appropriate learning materials and methods, so that students still remember and understand the meaning of local wisdom that has existed for a long time and must be preserved. Allowing students to develop their talents or hobbies according to the context of local wisdom so that through it students can work and local wisdom is preserved. This can be done by teachers to students at SMA PGRI Kupang, so it can be concluded that religious values, mutual cooperation values, artistic and cultural values have their own meaning and significance to be able to bring students closer to local wisdom and to preserve it amidst modernization development.

CONCLUSION

Effective learning in the classroom is carried out well because teachers carry out their roles according to their respective professions. Inside the classroom and outside the classroom, the teacher carries out his role as a provider of learning resources, guides, creates harmony, becomes a motivator and provides a sense of comfort to students and plays the role of a good presenter, and educates according to school rules. The teacher has internalized the values of local wisdom in accordance with the teacher's obligations, which is seen from the school environment which has various differences both from different customs and cultures so it is used as a combination to provide a good understanding and the values contained therein. The internalization of local wisdom values that can be carried out by teachers to students at SMA PGRI Kupang is religious values, mutual cooperation values, and artistic and cultural values so that they can bring students closer to local wisdom and can preserve it in the midst of modern society.

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