

**PERCEPTION OF CHARACTER EDUCATION THROUGH WISDOM OF
LOCAL HISTORY OF BANTEN FOR STUDENTS OF OPEN
UNIVERSITY IN BANTEN PROVINCE**

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Abstract. This article aims to examine the perceptions of UPBJJ-UT students in Serang City about character education through local wisdom in Banten province. The data were collected through Focused-Group Discussion (FGD), questionnaire distribution, and observation. The data were analysed qualitatively. The data then were validated by using content validation. Meanwhile, the qualitative data were validated through triangulation. Student Perceptions UPBJJ-UT Serang City about character education through local history wisdom in Banten Province is seen as something that should be developed and implanted to the students. local history of Banten wisdom gained through the surrounding environment that adopts the local culture of indigenous people in Banten Province (Lebak District with local culture Baduy Tribe, and Regency of Serang with Domas Kingdom and Kingdom of Banten Lama)

Keyword: wisdom local, and character education

A. Introduction

The character of the nation is a very strategic aspect of national development for the early life of society, nation and state. This, constitutionally stated in Undang-Undang No. 17 Tahun 2007 pada Rencana Pembangunan Jangka Panjang Nasional Tahun 2005-2025, Bab IV mengenai arah Pembangunan, yaitu:

"The realization of a nation character that is strong, competitive, noble and moral based on Pancasila, characterized by the character and behavior of people and people of Indonesia are diverse, faithful and devoted to God Almighty, virtuous, polite, cooperative, patriotic, developing dynamic, and science-oriented"

Improving the character education of the nation is needed not only because of the development of nationality, state and society which are vulnerable to crisis, but because of the changing world order which is very dynamic and the strengthening of globalization (flow of people, capital, goods, services, information, lifestyle, culture, cross country borders).

The rapid flow of globalization, regional autonomy, the increasingly limited availability of natural resources, the deterioration of environmental quality, the moral and intellectual decline that can spur violent racial conflicts (races, ethnicities, religions) that have created multi-dimensional crises in the context of complex.

Ryan and Lickona (1992) state that the "objective assessment in an integrated character education program is to monitor the development of learners towards the maturity of characters as demonstrated in moral action". They argue that educators are not limited to using one methodology or another in an assessment. Wiley (1998) underlined that "character education will only be taken seriously when subject to the same level of accountability as other educational programs"

Characteristics/ethics of education is considered a trend of increasing educational psychology worldwide (Hussain, 2007; Mogra, 2007; Tamuri, 2007; Alavi, 2007; Leaf and Arjmand; 2005; Arthur, 2005;

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Zhao; 2005; Davis et al., 2005; Sewell and Hall, 2003; Anderson, 2000; McClellan, 1999; Ryan, 1998; Ahmad, 1998; Thomas; 1991; Jones et al., 1998; Edgington, 2002 ;; Hudd, 2005). According to the literature, " long-term character education does not refer to a single approach or even a list of values taught in a character education program. Social and emotional, empathy and attention, diversity tolerance, and service to an integrated society " (Schwartz et al., 2006).

In addition, according to (Ahmed, 1970), characters are developed gradually. First, the character is based on knowledge to know what is right or wrong as our responsibility as an individual (fardhu 'ain) and as part of society (fardhu kifayah). Second, identify the right action and perceive the truth behind the action. Third, identify the knowledge and understanding of our actions and maintain our practice ('azm).

Some authors such as Bauer (1991), Ryan and Lickona (1992), Huitt (2000), and Berkowitz (2005) use long-term character education and character building simultaneously. Much of the literature and research on

character education discusses curriculum, teaching, specific programs or workshops designed exclusively on the character of teaching in schools.

However, one character education approach argues that the best way to implement character education is to integrate character development in every aspect of educational life, for example through direct instruction, modeling, strengthening, and community development strategies when and where appropriate, and then encouraging students put their thoughts and feelings into action in various educational activities (Berkowitz, 1995, as cited in Huitt, 2000; Bauer, 1991; Berkowitz, 2005).

The basic principles of character, as well as other key characters that need to be developed and strengthened through three methods of character education implementation include:

- (1) Knowledge;
- (2) Conditional; and
- (3) Practice.

The character itself can not be built in a short time but is continuously a comprehensive process, and the most effective model for implementation is through a comprehensive approach that

integrates all aspects of educational life. Berkowitz (2005) said that effective character education is the transformation of culture and life in educational institutions. However, this approach or model should also have control and evaluation to ensure the effectiveness of the method, the consistency of the people involved in education, and have positive implications for the learner's character.

According Rahyono (2009: 7) local wisdom is the human intelligence possessed by certain ethnic groups obtained through community experience. That is, local wisdom is the result of certain communities through their experience and not necessarily experienced by other communities. These values will be attached very strongly to a particular society and that value has gone through a long time, as long as the existence of that society. In relation to local history, Local wisdom is part of the culture. Banten local wisdom is certainly part of the culture of Banten, which has a particular view of life. Various things about human life, will emit hundreds and even thousands of local wisdom. Moendardjito (in Ayatrohaedi, 1986) JPSD Vol. 4 No. 1, Maret 2018
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says that the element of culture potential areas as localgenius because it has proven its ability to survive until now.

In relation to local wisdom, local history has an important role in raising awareness of national history and preventing students from ignorance of the historical value that exists around it. Historical learning should begin from historical facts close to the environment where the child lives, then later on facts far from where the child lives (Wasino, 2005). This it is appropriate in learning to be introduced about the values of local history to each learner.

Story of heroism (historical story) is also a source of inspiration character education sourced from local history. The story of the heroric or long journey of the history of society in its various dimensions as a reflection of collective memory is in fact full of local values (local wisdom). Therefore, local history and historical values contained therein are very potential to be used as content of character formation in the learners, especially in the spirit of nationality because one source of local wisdom is a story of

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heroism that comes from the environment of students themselves.

The sea area of Banten is one of the potential sea lanes, the Sunda Strait is one of the strategic marine traffic lanes because it can be passed by large ships connecting Australia and New Zealand with the Southeast Asia region such as Thailand, Malaysia and Singapore. In addition, Banten is a liaison between Java and Sumatra. When associated geographical position, and the government then the Banten region especially the area of Tangerang raya (Tangerang City, Tangerang Regency, and South Tangerang City) is a buffer zone for Jakarta. Economically, Banten has many industries. The province of Banten also has several seaports developed in anticipation to accommodate the excess capacity of the seaport in Jakarta, and is intended to be an alternative port other than Singapore.

Observing the realities of social life learning character education above, research is important not only for the progress of research but for various stakeholders in character education recommendations for the government as public policy makers in the effort to improve the quality of character education to build the nation's resilience by making research problem formulation regarding: "Implementation of Character Education through Wisdom of Local History of Banten for Students of Open University in Banten Province" "How is the implementation or application of character education through Wisdom of Local History of Banten for Students of Open University in Banten Province and whether the impact or advantages of character education implementation through Wisdom of Local History of Banten for Students of Open University in Banten Province".

B. Method

In this study the researcher uses a qualitative descriptive approach in this research more emphasis on the meaning of research activities and

research process rather than the results of an activity.

To conduct research a researcher can use descriptive qualitative research

method. In accordance with the formulation of the problem, the purpose of research, research benefits and capabilities it has. According to Bagman and Taylor the qualitative methodology is defined as a research procedure that produces descriptive data in the form of written or oral words of the observed persons and behaviors.

This qualitative descriptive research has to describe any phenomenon that currently applies. In it there is an attempt to describe, recount, record, analyze and interpret current or existing conditions.

1. Research design

Qualitative method according to Creswell (1998) is a process of research and understanding based on methodology which is a social phenomenon and human problems. Researchers collect, make narrative, detailed reports from the views of respondents and learning in natural situations. Bogdan and Taylor (Moleong, 2007) vocational methods are research procedures that generate descriptive data of words and keywords from observed persons and behaviors.

The natural object referred to by Sugiyono (2013) is an object of what it is or a fact that is going on, not manipulated by the researcher so that the condition at which the researcher enters the object, after being in the object and after leaving the object relatively unchanged. So during the research on Implementation of Character Education through Wisdom of Local History of Banten for Students of Open University in Banten Province, this researcher did not set the condition of the place where the research took place nor did the manipulation of the variables.

2. Research focus

Discussion Limitations The problem in this study aims to limit the discussion on the subject of research problems only. The scope of determining the main concept of the problem so that problems in research can be understood easily and digested well. Limitations The problem of research is very urgent in approaching and prioritizing the issues that will be discussed in this study. This is so that there is no ambiguity or confusion in giving opinion result of research.

The scope of the research is intended to emphasize the boundaries of the object of research. Scope of this research is Implementation of Character Education through Local History History of Banten for UT Students in Banten Province. Given the researcher is the Academic Staff and Administrative Staff of the Open University then the researcher focuses more on this research for the achievement of research objectives in accordance with the vision of the Open University Mission

3. Informant Research

At this stage the researcher involves an informant who is a person who really knows and is involved in the education activities of Banten's character and history locally. Then utilize the informant to launch the research activities. According Sugiyono (2009), the identification of the sample or in the qualitative research informant function to get the maximum information, therefore, people are sampled or informant who really know about research sample.

Primary data sources in this study is data obtained from the informant that is influential people in the process of

data acquisition or can be called a member who holds key key source data of this research, because the informant really know and involved in research Implementation of Character Education and Local History of Banten Wisdom.

As for the informants in this study, among others: the students of the Open University in Banten Province and some people who are suitable as informants. Determination of this informant is done by taking the person who has been selected correct by the researcher according to the specific characteristics owned by the research sample or select the appropriate sample with the purpose of research. This can be called a purposive sampling technique that is carefully selected until a very significant relationship with research design. The researcher will try to get the sample in the sample layer so that the research can be tested and considered quite representative.

4. Data collection technique

At this stage of the research in order to obtain valid data and can be accounted for, then the data obtained through:

a. Interview

Interviews as an effort to get information closer by asking directly to the interview informant is a conversation between two speakers and the interviewer. Without interviews, researchers will lack information will be in the can through direct ask questions. As for the data collection, researchers conducted interviews and thoroughly in accordance with current conditions.

b. Direct Observation

Observation (direct observation in field) direct data retrieval is the way of data collection by recording carefully and systematically. Observations must be conducted systematically to obtain reliable results. Research should have a broader background or knowledge of the research object that has a basic research theory and an objective attitude.

Direct observations conducted by researchers can be done by taking notes and inputs in the form of information related to students of the Open University in Banten Province and citizens who have information about the character education and wisdom of local history of Banten. With direct

observation, researchers can understand the data in various events or events related to the research, the intention can gain a comprehensive view. For that researchers can observe directly in obtaining evidence relating to the object of research.

c. Data analysis technique

The phase of analyzing the data is the most important and decisive stage in a study, the research will have no benefit if the results of the study are not analyzed. The data obtained are then analyzed with the aim of simplifying the data into a form that is easier to read and interpret so that research can be accounted for. Patton (1990) argues that there is no absolute right way to organize, analyze and interpret qualitative data.

This analysis is based on field observation or empirical experience based on data obtained from interviews and direct observations and then compiled and drawn conclusions. Bogdan and Taylor (1975) suggest some clues to be followed by researchers:

1. Read it carefully
2. Code the titles of the conversation

3. Read the existing literature with problems and background research

These steps need to be the author's attention and applied so that the work of researchers more focused and clearly effective and efficient then

the next data in the analysis to obtain a working hypothesis.

If the researcher has found the working hypothesis of the researcher then compiled the hypothesis base the amount of data supporting a hypothesis depends on the quality and quantity and purpose of the research.

C. Result and Implication

Research conducted by researchers on August 1, 2017 to October 30, 2017 produced some data obtained from interviews, observations, and documentation with the title "*Implementation of Character Education through Wisdom of Local History of Banten for Students of Open University in Banten Province*"

1. What do you know about characters?

Understanding of Open University student in Banten Province about character obtained by researcher with interview technique conducted to informant. Informants in this study include Open University students and Elementary School Teachers.

The elementary school teacher and the Open University student define the character as literally literally from

the Latin "charakter", which means, among other things: character, character, psychological traits, character, personality or morals (Oxford). The definition is based on the results of interviews conducted by researchers to elementary school teachers and UT students on August 1, 2017.

The next interview was done to the next elementary school teacher:

- a. Bayudin, has said that A trait inherent in a person, on his own soul, which character will be implemented in everyday life in accordance with his own character.
- b. Cici, has said that I think that character is a person's traits attached to a person manifested in his attitude everyday life

- c. Neni kuswita, has said that The character imparts a person's traits, so the teacher must instill by the teacher in which school is good which is bad. The ugly must be thrown away and the good must be preserved not to be lost
- d. Hudori, has said that The character's name is someone's attitude to be developed or that already has its own characteristics or personal or territory
- e. Anonymous, has said that Character for children is the ability or the nature or attitudes possessed by the students so character education is more appropriate in the lesson of citizenship education

Rangkas Bitung character education follows:

The next interview was done to the next elementary school teacher:

- a. Cici has said that Character education I think education values of personality (moral values / nationality) are similar to the education of manners. Efforts made by both teachers or families to foster children behave in accordance with the expected character of either national character or characters that must be done according to religion or the norm of life in the environment
- b. Bayudin has said that Character education that is tailored to the character of the nation or other daerah that is example in lebak district, especially the tribe of Sundanese is gentle, good, and good manners
- c. Neni kuswita has said that Character education in school is very important because we at school as a teacher not only teach but also educate. From the do not know to know. Bad attitude should be changed, children should be taught to be better.

With the above explanation, it can be concluded that the definition of character education is a system of planting the values of character to school residents that include components of knowledge, awareness or willingness and action to implement those values.

2. What do you know about character education?

Here are the results of interviews with elementary school teachers related

Character education is an effort to develop potential and educate with cultural values and character of the nation so that they have values and character as a character of himself, applying these values in his life, as a member of society, and as a citizen.

3. How is your role as teacher?

Here are the results of interviews with elementary school teachers related Rangkas Bitung role of teachers:

- a. Neni kuswita has said that If the application is adapted to the curriculum where it already contains what the education plan is like, what kind of competencies we teach in accordance with the existing learning plan in the curriculum according to the concept such as discipline, responsibility, which can be implemented in extracurricular as well as in learning
- b. Bayudin has said that Teachers play very important role in planting character in school. Children from the lower classes. Going to primary school in first grade we have to introduce how to introduce character traits. Couple with fellow. So we have to plant as early as possible.

Where children can not go, so that

children know what a good attitude is

- c. Hudori has said that Either we as teachers we have not instilled character in an area, because children are different. There are children who are spoiled, there is a child indifferent. Character of the region is also different, speaking rough, hard but his heart is soft

Through character education students are expected to be able to independently improve and use their knowledge, review, and internalize and personalize the values of character and noble character so that embodied in everyday behavior. During this time, informal education, especially in the family environment has not contributed significantly in supporting the achievement of competence and character formation of learners. manifested in everyday behavior. During this time, informal education, especially in the family environment has not contributed significantly in supporting the achievement of competence and character formation of learners.

4. Open University Students as well as elementary school teachers in developing the values of character to learners in elementary school?

Here are the results of interviews with elementary school teachers related Rangkas Bitung develop the values of these characters:

- a. Cici has said that The values of characters developed in school such as honesty, discipline, can be done with our attitude of life that provides an example other than by providing learning in the classroom
- b. Hudori has said that Developing the values of the characters in the learner especially instilling local keff is now almost gone, then we have to reinvent the local culture so that children get to know the local culture that is almost lost

Character education serves to improve the character of human beings and citizens of Indonesia that are negative and strengthen the role of family, educational unit, community, and government to participate and responsible in the development of human potential or citizens to a nation of character, advanced, independent, and prosperous.

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5. How do you acknowledge the local history of Banten in developing the values of the character that existed to the students in Elementary School?

Here are the results of interviews with elementary school teachers Rangkas Bitung related to developing the values of these characters:

- a. Cici has said that One of them develop the culture of literacy in children most easily, especially about the history of banten or lebak district can search diperpustakaan or magazine or newspaper. "If to recognize Banten's local history by making a pilgrimage to Sultan Ageng Tirtayasa's banten and his brothers, and in such a way the students become more informed in the lesson, that the sultan Ageng Tirtyasa a fighter and brave seize independence"

- b. Neni kuswita has said that Recognize that at school children in school there are from likes baduy accustomed to crossing. Where to take a bat animal in a tree, where the afternoon likes to come out bats. Often met so the kids already know which neighborhood around where

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the baduy people are characteristic of his clothes, which is very striking, do not wear slippers, black clothes, and slayer then the kids already know which people baduy where people around

6. What are the factors that hinder the development of Banten's local history in character education?

- a. Bayudin has said that The obstacles may be from the era of globalization we have entered the age of technology, so children are now not concerned with the culture of local wisdom so children now use mobile phones, tablets, computers may be like those games.
- b. Neni kuswita has said that Inhibiting factors may exist, especially in modern times, especially those who enter the culture from outside, especially children watching television, using mobile how splendor in cities where children should not be affected, our impact is more redirecting where the children

more filter . Where children do not misunderstand. We only guide, direct not to be affected which will lead to serious

7. What activities / programs support the formation of characters outside long-distance courses at the Open University?

- a. Cici has said that Programs that can be done outside of our activities especially as a teacher must be to develop characters such as in the community especially in religious activities or the committee of the day of Islam or the committee of the country's day is the activities that are considered suitable or appropriate to develop the character

8. Impact of character education from Banten local history for you as a teacher as well as a student of Open University?

- a. Hudori has said that Character education must have an impact, after we follow the education is very useful

D. Conclusion

The perception of character that are relevant and useful for education in schools through the education. Therefore character culture of local wisdom contains values

education based on local wisdom can be done by revitalizing local culture.

Building the character of students can be done throughout the learning process takes place. In every learning process we can insert the content of religious values, honesty, courage, perseverance and tenacity, self-confidence, diligent study and work, respect to parents and teachers, respect and care for others, tough life does not know the word surrender and other positive attitudes.

UPBJJ-UT Students Attend as teachers in developing character

education to learners should students Teachers of Primary School Teachers UPBJJ-UT Serang City should further improve the understanding of character education through local history wisdom Banten.

For stakeholders need to give responses and motivation to UPBJJ-UT students of Serang city as students and learners in their respective educational environment in developing character education through local history.

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