

## THE URGENCY OF DEVELOPING SOCIAL LEARNING BASED ON LOCAL WISDOM

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### Abstract

This literature review aims to describe the urgency of developing social studies learning based on local wisdom. Teachers can develop contextual learning by conducting learning based on local wisdom around students. Teachers can integrate social studies material with local wisdom so that students are interested and can understand the material well so that student learning outcomes are maximized. The use of local wisdom in social studies learning is a culture-based learning dimension that utilizes various forms of culture that are rich in social and cultural values. The values contained in local wisdom can be used as one of the social studies learning resources, with the hope that it can provide concrete learning experiences to students and learning will be meaningful. The values in local wisdom can be implemented in social studies learning, whether it is affective learning, namely related to character values, or cognitive learning, namely related to science. Through social studies learning that is oriented towards local wisdom, we can become a shield against the flow of globalization.

**Keywords:** Urgency, Social Studies Learning, Local Wisdom

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## INTRODUCTION

Learning is a process of change in shaping and directing human personality. These changes are placed in the form of increasing the quality and quantity of a person. Learning is related to changes in a person's behavior towards a situation caused by repeated experiences in that situation, where changes in behavior can be explained on the basis of innate maturity response tendencies. The student's learning process will occur if there is a situation along with previous memories so that the behavior shown will gradually change from the initial behavior (performance) (Qvortrup, A., et al, 2016).

Learning outcomes are the final result of behavioral changes consisting of understanding/knowledge/cognition, attitudes and skills obtained during the learning process. Learning outcomes are the most important thing during the learning process. By knowing learning outcomes, teachers can find out information related to students' progress in their efforts to achieve learning goals. During the learning process, they use all the abilities/competencies they have. These competencies include: knowledge/cognitive, attitudes, and skills (Subali, B., et al, 2015). Looking at the explanation regarding learning outcomes, it can be concluded that social studies learning certainly has a noble goal, namely encouraging students to understand some of their rights and obligations as members of society and citizens.

Social studies as a subject at the SD/MI level is essentially a complete integration of social science disciplines and other relevant scientific disciplines to realize educational goals at the school level. The implication is that various traditions in social sciences, including concepts, structures, how social scientists work, method aspects and value aspects developed in social sciences, are packaged psychologically, pedagogically and socio-culturally for educational purposes. The aim of social studies learning (Curriculum Center, 2006), is to develop the potential of students to be sensitive to social problems that occur in society, to have a positive mental attitude towards correcting all inequality that occurs, and to be skilled in dealing with every problem that occurs every day whether it befalls them. themselves or those that affect society (Setiawan, B., et al, 2017).

Social Sciences (IPS) is a complex social science discipline because it consists of several other social science disciplines such as Geography, History, Anthropology, Sociology and Economics. Social studies material includes social phenomena that occur in society in relation to other humans and the surrounding natural environment. Social studies learning activities are generally considered trivial and boring for students due to several factors such

as a lot of material, memorization, and the placement of class hours during the day which makes students sleepy and bored, thus affecting their interest and learning outcomes. Therefore, it is necessary to have appropriate social studies learning strategies that attract students' attention so that learning becomes fun (Wahyuni, S, 2015).

Teachers can develop contextual learning by conducting learning based on local wisdom around students. Teachers can integrate social studies material with local wisdom so that students are interested and can understand the material well so that student learning outcomes are maximized. The 2013 Social Sciences curriculum for SMP/MTs explains that Social Sciences (IPS) is a subject that studies social issues with study elements in the context of events, facts, concepts and generalizations. The themes studied in IPS are phenomena that occur in society in the past, present and trends in the future (Supardan, D, 2022). Therefore, learning based on local wisdom can be used in social studies learning activities where the material is very complex and related to community life.

The use of local wisdom in social studies learning is dimensional culture-based learning by utilizing various forms of culture that are rich in social and cultural values (Dwianto, A., et al, 2017). In this case, social studies education plays an important role in developing good citizens, mental and moral attitudes. There are a number of benefits of applying local wisdom to social studies learning. Hikmawati, H., et al (2021) explain two benefits. First, developing local wisdom in social studies learning can improve learning to be better, more meaningful and contextual in real life, strengthening education as a cultural process for developing, holistic student competence. Second, it can maintain local wisdom in students and the environment as a cultural heritage whose existence must be protected.

## **RESEARCH METHOD**

The study in this research is qualitative with literature. The literature study research method is a research approach that involves the analysis and synthesis of information from various literature sources that are relevant to a particular research topic. Documents taken from literature research are journals, books and references related to the discussion you want to research (Earley, M.A. 2014; Snyder, H. 2019).

## **RESULT AND DISCUSSION**

### **The Meaning of Social Studies Learning Development**

#### **A. The Urgency of Social Studies Learning**

Students can understand and develop values, knowledge, social skills, facts, social concepts and apply them in the community environment. Of course, learning social studies is a provision for their life after adulthood. If teachers are able to apply and emulate their students, they will be able to make students into "complete" human beings, in the sense of humans who have a high social spirit who have high concern for other humans. Furthermore, Mariani (Afrina, A., et al 2021) to: 1) Develop basic knowledge of social sciences; 2) Develop inquiry thinking skills, problem solving and social skills; 3) Build commitment and awareness of human values; and 4) increasing the ability to compete and collaborate in a pluralistic society both on a national and international scale.

The learning process of social studies education at the school level, both at primary and secondary education levels, needs serious renewal, because in reality there are still many learning models that are still conventional in nature and there is no visible improvisation in learning, far from modern learning models in accordance with The demands of the times and the conditions of the surrounding environment where students find themselves. One example of a modern learning model or approach is the contextual learning model. This contextual learning model is considered a renewal effort in social studies education learning (Hwang, G. J., et al, 2015).

The renewal of social studies education learning is characterized by several characteristics as stated by Sumantri, N (2001), namely: 1) adapting learning materials to the interests and needs of students; 2) learning materials involve more social examples in the immediate environment; 3) Learning materials contain activities that ask students to carry out investigations so that their inquiry skills increase; and 4) lesson materials containing invitations or instilling sensitivity in students to preserve the surrounding environment.

Therefore, teachers should strive to create an active, innovative, creative, effective and enjoyable social studies learning process (PAIKEM), in accordance with the characteristics of social studies learning reform that is oriented towards contextual learning. When using PAIKEM, not only teachers are active, but more emphasis is placed on how to make students more active and creative in learning so that the learning atmosphere

becomes more conducive and enjoyable. This will be easily achieved by choosing the right learning methods and learning strategies (Gültekin, M, 2005). However, this is still said to be imperfect or not guaranteed, because over time the choice of learning methods and strategies will cause boredom in students. For this reason, apart from using the right methods, it is also necessary to use the right media to attract students' attention.

#### B. Characteristics of Social Sciences Subjects

The characteristics of social studies subjects are of course different from other science disciplines. IPS is the result of the integration of various social science disciplines, such as: History, Geography, Economics, Sociology, Law and Culture. The IPS formulation is based on reality and social events or phenomena through an interdisciplinary approach (Hogeweg-de Haart, H. P, 1984). The main aim of IPS is to develop the potential of students to be sensitive to social problems that occur in society, have a positive mental attitude towards correcting all inequality that occurs, and be skilled in dealing with every problem that occurs every day, both those that happen to themselves and those that happen to society.

The characteristics of social studies learning seen from the objective aspect tend to lead to intellectual empowerment of students, so in its implementation it can be combined with a contextual approach, one of which is the components of the contextual approach, namely: constructivism, asking, discovering, learning society. actual modeling and assessment. Based on this, it can be seen that intellectual empowerment can be trained through the implementation of social studies subject matter which is packaged in social studies learning using a contextual approach. This can especially be seen from the components of asking, finding and modeling points where students must be able to carry out their own learning activities in accordance with the guidance of social studies material which utilizes learning resources and students' own learning abilities in gaining an understanding of what they are learning (Kubiatko, M ., & Vaculová, I, 2011).

In contrast to Said Hamid Hasan, Moajan, H. The development of intellectual abilities is based more on the development of the scientific discipline itself as well as the development of academic and thinking skills. Intellectual objectives seek to develop students' abilities in understanding social science disciplines, thinking abilities, processing abilities in searching for information and communicating the findings of social life development

points related to the development of students' abilities and responsibilities as members of society. This goal develops abilities such as communication, a sense of responsibility as a citizen and world citizen, the ability to participate in community and national activities. Included in this goal is the development of students' understanding and positive attitudes towards the values, norms and morals that apply in society.

#### C. Social Sciences Learning Dimensions

Achieving social studies education learning in schools requires understanding and developing a comprehensive education program. According to Sapriya, S (2009), the comprehensive social studies education program is an educational program that includes four dimensions, namely the knowledge dimension, the skills dimension, the values and attitudes dimension, and the action dimension. . In more detail, these four dimensions can be described as follows:

##### 1. Dimensions of Knowledge

Knowledge is proficiency and understanding of a number of information and ideas. The purpose of developing this knowledge is to help students learn to understand more about themselves, their physical bodies, and the social world and surrounding environment. Dimensions involving social knowledge include: a) facts, b) concepts, and c) generalizations that students understand.

##### 2. Skill Dimensions

Skills are the development of certain abilities so that the knowledge gained is used. These skills in social studies education are realized in the form of skills to process and apply information that is important to prepare students to become citizens who are able to participate intelligently in a democratic society. These skills include research skills, thinking skills, participation skills and communication skills.

##### 3. Value and Attitude Dimensions

Values and attitudes are a set of beliefs or principles of behavior that have become personal in a person or certain group of people which are revealed when they think and act. Values are the skill of holding a number of deep commitments, supporting when something is considered important with the right action. Attitude is the ability to develop and accept certain beliefs, interests, views and tendencies.

##### 4. Action Dimension

This social action is an important dimension of social studies because social action can enable students to become active students in a concrete way, learning from what is known and thought about social issues to be solved so that it is clear what to do and how so that students will learn to be effective citizens in society.

### **Characteristics of Local Wisdom**

#### **A. Concept of Local Wisdom**

Local wisdom is a part of a culture that exists in a society that cannot be separated from the society itself. Local wisdom can be said to be a value that local wisdom in Indonesia has been proven to play a role in determining or playing a role in the progress of its society. According to Sibarani (Mungmachon, M. R, 2012) Local Wisdom is a form of understanding that exists to regulate people's lives or what is usually called local wisdom.

Local wisdom is used by the community to control daily life in family relationships, with fellow relatives, and with people in the wider environment (Dahlioni, D, 2010). Because the scope is local knowledge, culture and intelligence, local wisdom is also known as local knowledge, local wisdom or genius local.

The characteristics of local wisdom are (1) it must combine virtuous knowledge that teaches people about ethics and moral values; (2) local wisdom must teach people to love nature, not to destroy it; and (3) local wisdom must come from older community members (Jumriani, J., et al, 2021). Local wisdom can take the form of values, norms, ethics, beliefs, customs, laws, customs, special rules.

#### **B. Forms of Local Wisdom**

Forms of local wisdom according to Haryanto, J. T (2014) are peace in practicing religion in the form of social activities based on local cultural wisdom. Culture, in this case, namely values, norms, ethics, beliefs, customs, customary law and special rules are forms of local wisdom in society. The highest values related to local wisdom include a feeling of love for the creator of the universe and everything in it, being responsible, always honest, always disciplined, and also having a sense of respect, having compassion and caring, and not giving up easily, being fair. , and also have tolerance and a sense of unity.

Local wisdom is a form of schema of a culture based on good and bad and also local culture is something that provides regional culture

completeness, which is the most essential part of a national culture. Local culture is not only expressed in the form of beautiful expressions of feeling through art, but also all kinds of forms, behavior, actions, and forms of thought that also exist far behind what exists.

### C. Local Wisdom Education

Local wisdom education is education that teaches students to always be close to the concrete situations they face. Pesurnay, A. J (2018) stated in detail that by being faced with the concrete problems and situations they face, students will be increasingly challenged to respond critically. This is in line with the opinion of Suwito (Wagiran, W, 2012) who stated that the pillars of local wisdom education include:

1. Developing educated humans must be based on the recognition of human existence from the womb.
2. Education must be based on truth and nobility, avoiding incorrect ways of thinking.
3. Education must develop the moral and spiritual domain (affective domain) not just the cognitive and psychomotor domain.
4. The synergy of culture, education and tourism needs to be developed synergistically in character education.

Wagiran (2012) provides an illustration that local wisdom is capital for forming noble national character which always acts with full self-awareness and self-control. Efforts to develop local wisdom education will not be implemented well without optimal community participation. The participation of various elements of society in taking initiatives and becoming organizers of educational programs is a very valuable contribution, and deserves attention and appreciation.

Various forms of local wisdom provide a supporting capacity for the implementation and development of education in society, including the following:

1. Local community wisdom in the form of written regulations regarding study obligations.
2. Local wisdom in maintaining harmonious relations between humans.
3. Local wisdom related to art. Certain arts have the value of generating a sense of togetherness and example as well as a sense of respect for leaders and elders.
4. Local wisdom in the recommendation system (unwritten) Pornpimon, C., et al (2014).

## **The Urgency of Local Wisdom Values in Social Studies Learning**

Local wisdom is defined as the peaks of superior customs or culture that shape national identity. Local wisdom has become a cultural character and has the advantages of (1) being able to survive the rise of foreign culture, (2) having the potential to support various cultural elements from outside, (3) having the ability to combine various elements of foreign culture into native culture, (4) mastering the ability to direct, (5) can pass on direction to the progress of Ayahtrohaedi culture (Uge, S., et al, 2019). As we all know, currently learning applies the 2013 curriculum, where learning is not only aimed at increasing knowledge, but also includes character education for students. The 2013 curriculum requires students to actively participate in learning activities such as observing, asking questions, reasoning and discussing to develop aspects of their knowledge, attitudes and skills. So here the teacher only acts as a facilitator to help students understand the lesson.

Local wisdom is said to be the most important part of society, therefore local wisdom cannot be separated from human life. Local culture should be the obligation of the community, government and us as the younger generation to protect and preserve it. The values contained in local wisdom aim to strengthen national unity which is able to create togetherness and harmony between people in everyday life (Bauto, L. M, 2016). The values in local wisdom can be implemented in social studies learning, whether it is affective learning, namely related to character values, or cognitive learning, namely related to science. Integrating local wisdom values into learning materials aims to make learning more meaningful and as an effort to preserve or pass on these values to the next generation. Through social studies learning based on local wisdom, it is hoped that it will be able to become a filter to prevent the negative influences of globalization from entering (Mamangan, J. I. S, 2021).

According to Effendi (Komara, E., & Meliyani, N, 2021) the importance of applying local cultural wisdom values in social studies learning can be studied through the flow of perennialism in education. Perennialism considers education to be an urgent system of cultural value heritage. The cultural values of society must be modified into the world of education so that they are known, recognized and can be appreciated by students. Perennialism views that values that have existed in the past are valuable things to be given to the younger generation as a legacy. Examples include using traditional games as a learning resource. Traditional games are a cultural heritage. We indirectly teach character education to students such as respect, mutual

appreciation, solidarity, mutual interaction and other lessons contained in this traditional game. Apart from instilling character values, students are also provided with knowledge related to material about local wisdom in certain areas.

## **CONCLUSION**

The importance of integrating local wisdom in social studies learning is as a filter for the influx of globalization. This learning can be applied through two aspects, namely affective in the form of instilling local wisdom values and cognitive in the form of material taught related to local wisdom in an area which can broaden students' insight and knowledge. The values contained in local wisdom can be used as one of the social studies learning resources, with the hope that it can provide concrete learning experiences to students and learning will be meaningful. The values in local wisdom can be implemented in social studies learning, whether it is affective learning, namely related to character values, or cognitive learning, namely related to science. Integrating local wisdom values into learning materials aims to make learning more meaningful and as an effort to preserve or pass on these values to the next generation. Through social studies learning based on local wisdom, it is hoped that it will be able to become a filter to prevent the negative influences of globalization from entering.

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