THE ROLE OF EDUCATORS IN DEVELOPING SOCIO-CULTURAL CHARACTER IN LOCAL WISDOM-BASED LEARNING

Siti Fatmah Hiola*
Universitas Negeri Makassar, Indonesia
E-mail: fatmah.hiola@unm.ac.id

Abd. Muis
Universitas Negeri Makassar, Indonesia
E-mail: abd.muis@unm.ac.id

Abstract
This research aims to examine the role of educators in fostering students' socio-cultural character through local wisdom-based learning. The study was conducted using a literature review approach on various relevant scientific sources, including journals, books, and research reports that discuss the integration of local values in character education. The study results indicate that educators have a strategic role as agents of cultural value transformation in the learning process. Through contextual, project-based, and culture-based learning models, teachers can internalize values such as mutual cooperation, tolerance, and social responsibility to students. Learning practices that utilize folk tales, traditional songs, and local traditions have proven effective in strengthening students' cultural identity and shaping positive social behavior in the school and community environment. This research emphasizes the importance of educator training, policy support, and community involvement in developing character education that is contextual and rooted in local culture.
Keywords: Educators, Socio-Cultural Character, Learning, Local Wisdom

INTRODUCTION

In the fast-paced era of globalization, the flow of information and foreign cultures enters society without limits, including students. This brings positive impacts in the form of open-mindedness, but it also threatens the existence of local values that are the nation's identity. One of the most affected is the character of the younger generation, which is beginning to show signs of individualism, consumerism, and weakening social solidarity. Character education, which should serve as a bastion of noble values, seems to be less than optimal in addressing this challenge. Schools as formal institutions have not yet fully succeeded in effectively instilling socio-cultural

values (Martanti et al., 2024). Therefore, a more contextual approach based on local values is needed.

The role of educators becomes very important in this situation, because teachers are not only transmitters of knowledge but also character builders for students. Teachers become role models and drivers of moral and social values in the educational process. Through meaningful learning, teachers can instill values such as mutual cooperation, tolerance, and social responsibility. However, many teachers have not consciously integrated these character values into the teaching and learning process (Martiningsih, 2023). This could be due to a lack of training, awareness, or concrete references that can be used as a guide. Therefore, strengthening the role of teachers in character education needs to be a focus in the development of national education.

One of the potential approaches to building students' socio-cultural character is through the integration of local wisdom in learning. Local wisdom contains cultural, ethical, and spiritual values that have been passed down through generations and have proven to be a guiding principle for society. These values reflect wisdom in maintaining social harmony, appreciating differences, and upholding togetherness (Rasyid. & Aisa, 2024). In the context of education, local wisdom can serve as an authentic and contextual learning resource. When local values are incorporated into learning, students will feel closer to the material being studied. This strengthens their understanding of their own culture while also shaping a strong national character (Hadi et al., 2023).

Unfortunately, the integration of local wisdom into formal education is still minimal and not systematic. The national curriculum still places more emphasis on cognitive achievements and provides less space for local cultural values. In many schools, the curriculum does not explicitly accommodate local culture in its content. Teachers often do not have guidelines or teaching models that utilize local wisdom as part of character education (Ariusnita & Bayu, 2023). In fact, this approach could be an effective way to address the challenge of the erosion of socio-cultural values among students. This condition indicates a gap between local potential and the ongoing educational practices.

Many studies show that learning based on local wisdom can enhance students' concern for their social and cultural environment. For example, folk tales, traditional ceremonies, and traditional games can be used as media to shape character traits such as honesty, cooperation, and a sense of

responsibility. Through this method, students not only learn theory but also internalize values through contextual direct experiences. Teachers who can package learning with a local approach will be more successful in shaping strong social character. Therefore, a culture-based approach not only enriches the teaching materials but also strengthens national values. This is a strategic opportunity in building meaningful education rooted in national identity (Sati & Kuntoro, 2023).

However, the success of local wisdom-based learning highly depends on the active role and awareness of teachers. Teachers need to understand local culture as an important part of the educational process, not just as an addition. This requires teachers to explore local culture, engage in dialogue with the community, and adapt these values into the learning process (Firmansyah et al., 2023). In addition, support from educational institutions, such as the provision of training and the development of contextual curricula, is also very important. With this collaboration, local-based character education will be easier to implement comprehensively. Therefore, building the capacity of teachers becomes the key to the success of this approach.

Effective character education is education that can be grounded in the context of students' lives. It is not enough to teach values verbally; teachers need to present these values in real situations that are relevant to students' daily lives. Local wisdom provides a bridge that connects ideal values with actual social practices. In this context, teachers play a role as a bridge between local culture and modern education (Yusuf, 2023). Therefore, learning strategies that integrate local values will be a solution for building contextual socio-cultural character. This will provide a strong foundation for students to act ethically, tolerate, and contribute to society.

Thus, it is important for the world of education to strengthen the role of educators in fostering socio-cultural character through local wisdom-based learning. This literature review will explore how teachers can become agents of value change in education. In addition, this research will also identify strategies that can be used to integrate local values into the character education process. The main focus is on how local wisdom-based learning shapes students' identity and social character. With this study, it is hoped that a more comprehensive and practical understanding of the synergy between teachers, local values, and character education will emerge. This research makes an important contribution to building an education rooted in the culture and values of the nation.

RESEARCH METHOD

This research will use a literature review approach by examining various academic sources, industry reports, and relevant case studies. A comparative analysis of existing studies will be conducted to identify patterns and common findings. In addition, interviews with experts and practitioners in the field of content marketing will also be conducted to gain further insights (Earley, M.A.2014; Snyder, H.2019).

RESULT AND DISCUSSION

Educators as Agents of Socio-Cultural Transformation in Education

Educators hold a strategic position within the education system as agents of change, not only in academic aspects but also in shaping the character and socio-cultural values of students. Teachers play a role in transforming local values that exist in society into the classroom through a contextual approach. This is done by incorporating values such as mutual cooperation, politeness, and appreciation for local culture into the lesson materials (Aksiutina, 2022). In this context, teachers not only convey knowledge but also serve as a bridge between cultural heritage and the younger generation. This transformation of values is important so that students can understand and apply the social norms that prevail in their society. Thus, the role of the teacher goes beyond being an instructor; they are the guardians of cultural identity.

The transformation of socio-cultural values through education requires educators to recognize and understand the richness of local culture. This understanding allows teachers to relate the lesson content to the students' daily life context. For example, in teaching the values of responsibility or honesty, teachers can draw examples from folk tales or local traditions that are rich in moral messages. This approach makes learning more vibrant and meaningful, as students feel connected to the material being taught (Chubina et al., 2022). Moreover, culture-based learning can strengthen students' love for their social environment. This also strengthens the school's existence as part of the community's cultural society.

The exemplary behavior of teachers is the key to the process of internalizing socio-cultural values in students. Students learn not only from what is taught but also from the behavior and attitude of teachers in daily life. Therefore, teachers are required to set an example in applying values such as discipline, politeness, and respect for cultural diversity. This exemplary behavior will form a strong emotional bond between teachers and students in

the character education process (Vladlenov, 2024). In the context of cultural transformation, teachers who consistently demonstrate noble values through real actions will be more successful in influencing students. Teachers become living representations of the cultural values that want to be instilled.

Besides through exemplary behavior, the communication of cultural values is also very important in the educational process. Teachers need to actively convey and discuss the meaning of local cultural values in the teaching and learning activities. Reflective discussions on the importance of respecting customs, preserving the environment, or honoring parents can be part of cross-curricular learning. This communication can be done verbally or through learning media such as traditional stories, regional music, or local arts. When these values are conveyed consistently and creatively, students will find it easier to absorb and apply them. Therefore, the ability to communicate cultural values becomes an important competency that teachers today must possess (Fidalgo & Magalhães, 2023).

Various literature studies show that education based on local values has a positive impact on the character formation of students. In several regions in Indonesia, this practice has been implemented with various forms of approaches. For example, in Yogyakarta, the learning of traditional gamelan arts is used to develop values of cooperation and discipline. In Bali, the values of spirituality and harmony with nature are introduced through traditional ceremonial practices as part of the curriculum. Another study also notes how local wisdom in Papua's indigenous communities is used to teach the importance of solidarity and sustainability. All these practices demonstrate that local values can be effectively integrated into formal education (Rehman, 2023).

However, the implementation of local cultural values in education still faces various challenges. One of them is the limited understanding of teachers about local culture and how to relate it to the national curriculum. On the other hand, education policies that are more oriented towards academic achievements have also sidelined the development of character based on values (Abdullah & Kusaeri, 2024). Therefore, training for teachers on the integration of local culture into learning has become very urgent. This training must emphasize the importance of the local context as an educational strength, not as an obstacle. With policy support and teacher capacity building, the transformation of cultural values in education will be more optimal.

The importance of collaboration between schools and communities cannot be overlooked in the effort to transform socio-cultural values. The community, as the owner of local culture, plays an important role in providing resources and cultural references for learning. Teachers can involve local leaders, local artists, or students' parents in the learning process as cultural informants or facilitators. Activities such as cultural visits, local wisdom documentation projects, or regional art performances can serve as effective integrative media (Kamola, 2022). This collaboration strengthens the relationship between schools and communities in preserving living cultural values. This also makes the school a center for strengthening cultural identity.

With all those strategic roles, educators truly deserve to be called agents of socio-cultural transformation. Through exemplary behavior, value communication, and the integration of local culture in learning, teachers not only educate but also shape individuals with character. They preserve cultural continuity while equipping the younger generation with relevant life values (Poszytek, 2024). Therefore, the success of character education cannot be separated from the quality and cultural awareness of the educators. There is a need for systemic support and policy bias towards education based on local values. In the hands of educators who are aware of their role, socio-cultural transformation in education is not only possible but also very real.

Local Wisdom-Based Learning Strategies for Character Strengthening

Effective learning strategies in shaping students' character must be rooted in real-life situations and contextual experiences. One relevant approach is local wisdom-based learning, which highlights the cultural values of the surrounding community as a source of learning. This learning model utilizes the social, cultural, and natural environment as a medium to develop character values (Yulianto et al., 2023). In practice, this approach can be developed through various models, such as contextual teaching and learning, project-based learning, and cultural-based learning. Each of these models allows students to directly experience the meaning of local values in their daily lives. This makes learning more meaningful and has a long-term impact on character formation.

The contextual learning model emphasizes the importance of linking lesson material with students' real-life experiences. In the context of local wisdom, teachers can relate lessons to community activities such as traditional agricultural practices, customary deliberation systems, or cultural celebrations. In this way, students not only learn concepts but also the values

of hard work, togetherness, and social responsibility that are inherent in the local culture. This model provides space for students to think critically and reflectively about their community life (Jayanti & Wulandari, 2024). Furthermore, contextual learning encourages teachers to create learning situations that touch the real lives of students. Character values such as care and social solidarity naturally grow through relevant learning experiences.

The project-based learning model is also very suitable to be applied in the context of local wisdom. Teachers can design learning projects that involve students in the preservation of local culture, such as documenting folk tales, creating regional cultural encyclopedias, or organizing traditional art performances. These projects not only hone academic skills but also instill a sense of responsibility, cooperation, and love for one's own culture. Students are involved in a long and meaningful process, from data collection, group discussions, to presenting the results. Through this active involvement, they learn that local culture is an important part of personal and national identity (Novitasari & Walid, 2024). This strategy simultaneously significantly enhances students' social and communication skills.

The culture-based learning model emphasizes the integration of values, symbols, practices, and cultural products into the entire educational process. In this model, local culture is not just supplementary material, but becomes an integral part of the learning process across various subjects. For example, in the Indonesian Language subject, students can study the structure of the language in folk tales or local poems. In the Cultural Arts lesson, students can practice traditional dances or create regional crafts (Badeni & Saparahayuningsih, 2024). In this way, cultural values such as beauty, hard work, and simplicity can be internalized through enjoyable activities. This model enriches the learning experience while strengthening students' emotional ties to their culture.

A concrete example of the implementation of local values in education can be seen in the use of traditional children's songs in early childhood education in Java. These folk songs contain moral messages such as honesty, cooperation, and mutual respect. Teachers can use these songs as part of literacy or character education. In addition, traditional ceremonies such as Sedekah Bumi, Mapag Sri, or Ngaben can also be used as contexts for teaching values of spirituality, respect for ancestors, and gratitude. Meanwhile, folktales such as "Malin Kundang," "Timun Mas," or "Tangkuban Perahu" can be used as media for moral reflection and character discussion in

learning. Various forms of local cultural expressions enrich teachers' pedagogical approaches in instilling life values (Rahmi et al., 2023).

The effectiveness of local wisdom-based learning in shaping students' character is increasingly proven through various studies. Students involved in value-based local learning tend to show an increase in social empathy, respect for differences, and a sense of belonging to their own culture (Suastini & Sumada, 2022). In addition, this learning also fosters ecological awareness and responsibility towards the surrounding environment. The values they learn do not just become theory, but are internalized in their daily behavior. Teachers who use this Musyawarah approach report an increase in student enthusiasm for learning and greater participation in social activities. Learning based on local values becomes an effective bridge between the school world and the social reality of students.

The implementation of this strategy also helps strengthen students' cultural identity amidst the tide of globalization. When students recognize and understand their local culture, they will have a strong foundation of identity and will not be easily influenced by foreign cultures that do not align with national values. They learn to appreciate their ancestral heritage and take pride in being part of their community. Education rooted in local culture also provides them with more adaptive and tolerant social skills in facing diversity. Teachers who facilitate this process make a significant contribution to maintaining cultural continuity and strengthening social integration in society (Jana et al., 2024). This makes schools a bastion for preserving local values.

Thus, a learning strategy based on local wisdom is a holistic approach to building students' character. Through relevant and contextual learning models, as well as the reinforcement of local cultural values in learning practices, students not only become cognitively intelligent but also socially and emotionally mature. Educators play an important role in designing and implementing this strategy creatively and adaptively according to the characteristics of each region. Support from the curriculum, education policies, and community involvement will strengthen the effectiveness of this approach. Therefore, learning based on local wisdom is not only relevant but also very urgent in the current era of cultural disruption. This is a concrete step towards education that is rooted, meaningful, and character-building.

The Impact of Strengthening Socio-Cultural Character on Students

Strengthening socio-cultural character through local wisdom-based learning has a significant impact on students' value literacy. Students become more sensitive to the cultural meanings that live around them and are able to identify noble values such as mutual cooperation, respect for parents, and tolerance. This value literacy is not only manifested in knowledge but also in an appreciative attitude towards local cultural heritage. The learning process that highlights folk tales, traditional customs, and local arts engages students emotionally. They learn not only to recognize but also to respect and preserve those values (Sitinjak & Permanasuri, 2022). This creates a generation that is culturally aware and not detached from its identity roots.

A positive attitude towards local culture also encourages changes in students' social behavior in the school environment. Students who understand the importance of the value of mutual cooperation, for example, will find it easier to work together in groups. They also show concern for friends, teachers, and the surrounding environment. The habituation of these values through direct practice in learning and school activities creates a harmonious social climate. The growth of empathy and politeness becomes an important indicator of the success of character education based on local wisdom. Schools become social spaces that support the growth of healthy collective behavior (Viratama, 2023).

Besides at school, the positive impact is also seen in the students' lives in the community. Students who are accustomed to discussing local values and culture become more communicative and polite in interacting with the surrounding community. They understand the importance of respecting customs and traditions, as well as showing polite behavior towards elders. This shows that character strengthening through a cultural approach does not stop in the classroom, but spreads to a wider social environment (Masruroh & Bz, 2022). Thus, students become active cultural agents who preserve and pass on the noble values of their nation. This positive social change also strengthens the relationship between schools and the community.

Although the positive impact is quite clear, character strengthening through a local approach also faces its own challenges. One of them is the difference in students' cultural backgrounds, which makes local values not always uniformly accepted. In schools with students from various ethnicities and cultures, teachers need to develop inclusive and sensitive approaches to diversity. If not managed properly, local approaches can lead to cultural exclusivity or imbalances in value representation. Another challenge is the lack

of understanding or training for teachers in integrating local wisdom into learning (Susilawati et al., 2022). Therefore, the role of educational institutions and the government is very important in providing the right guidance.

However, behind those challenges, a local approach also offers great opportunities in building authentic and contextual character. Local values are derived from the real-life experiences of the community, making them easier for students to understand and accept. This makes learning more relevant and closer to the students' daily lives. Moreover, strengthening local cultural values makes an important contribution to the preservation of culture and national identity amidst the threats of globalization. Students not only become academically intelligent but also have a strong sense of identity. This is an important capital in building a empowered and cultured society (Wijayanti et al., 2023).

One of the indicators of successful character strengthening is the increased involvement of students in school and community cultural activities. Activities such as regional art performances, cultural festivals, or craft exhibitions become spaces for the actualization of the values that have been learned. Students are more confident in showcasing cultural works and explaining the meanings behind them (Kusnadi, 2023). This shows that character strengthening not only shapes internal attitudes but also fosters active cultural expression. Students feel they have a role in preserving culture and are proud of their identity. This active involvement strengthens the emotional bonds between students, the school, and the community.

The formation of socio-cultural character also enhances students' resilience in facing social changes. Values such as togetherness, tolerance, and social responsibility equip them to adapt to various situations. When students are equipped with a strong identity and noble values, they are not easily swayed by negative external influences. In the long term, this helps create a generation that is not only resilient but also capable of becoming moral leaders of change. They will become part of the social solution, rather than victims of uncontrolled social change. Character education based on local values becomes an important foundation for future social stability (Amalia et al., 2023).

Thus, strengthening socio-cultural character through a local wisdom approach is a long-term investment for education and national development. Despite facing various challenges, its impact on value literacy, social behavior, and cultural resilience among students is very significant. This approach integrates learning with real life and local culture, making education more

meaningful. Educators, schools, and communities must continue to collaborate in strengthening this strategy. The expansion of best practices, the enhancement of teacher capacity, and policy support are the next important steps. With sustained commitment, character strengthening based on local wisdom will shape a generation that is strong in character, cultured, and ready to face global challenges.

CONCLUSION

The results of the literature review indicate that local wisdom-based learning has great potential in fostering the socio-cultural character of students. The role of educators is very important as agents of value transformation, especially in integrating local values into the formal education process. Learning strategies that utilize contextual models, project-based approaches, and local culture have proven capable of enhancing students' empathy, social responsibility, and cultural identity. Various practices such as the use of traditional songs, folk tales, and cultural ceremonies have become effective means to introduce and instill character values. The impact of this approach is not only seen in the increased appreciative attitude of students towards culture but also in the change of social behavior both in the school environment and the community. Value literacy and active student involvement in cultural preservation become indicators of the success of contextual character building.

From this study, it can be affirmed that teachers play a central role in shaping students' character through relevant local approaches. The exemplary behavior of teachers, their skills in selecting appropriate teaching strategies, and their sensitivity to the cultural context of students are key to the success of character education programs. Strategies based on real-life situations and local values can bridge the gap between the world of education and the social realities of students. Therefore, character education cannot be separated from the cultural context of the society where students grow and learn. To strengthen this role, teacher training, educational policy support, and synergy between schools, families, and local communities are needed. Thus, education based on local wisdom not only shapes academically intelligent students but also those with strong character rooted in their culture.

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