



LOCAL WISDOM VALUES IN SOCIAL STUDIES TEXTBOOK ON JUNIOR HIGH SCHOOL

Supardi

pardi@uny.ac.id

Universitas Negeri Yogyakarta

Abstract : Textbooks have an important role in achieving the goals of education and learning. Planting traditional values and local wisdom can also be done through the presentation of Social Studies Textbook on Junior High School. This study aims to describe 1) the values of local wisdom contained in Social Studies Textbook on Junior High School; 2) presentation of Social Studies Textbook on Junior High School containing the values of local wisdom in. This research is a qualitative research, carried out by analyzing the content of Social Studies Textbook on Junior High School used in Indonesia, and interviewing the figures involved in the preparation of textbook, academics, and users of Social Studies Textbook. Data validity techniques using data source triangulation and data collection techniques. Data analysis techniques using interactive analysis of Miles and Huberman. The results showed that; 1) the values of local wisdom in Social Studies Textbook on Junior High School include the values of local wisdom in local processes, local community solidarity, local institutions, local knowledge/skills, and local learning resources. 2) The values of local wisdom are integrated into the presentation of Social Studies Textbook on Junior High School. The integration of local wisdom values in learning material appears in various examples of Indonesian people's cultural activities and results, illustrations, and student learning activities.

Keywords : local wisdom, textbook, social studies, junior high school

I. INTRODUCTION

Indonesian national social and cultural diversity is positively related to the diversity of values and traditions of local wisdom. Each community has unique values and traditions, in the form of local wisdom. Every tradition and local wisdom has wise values that need to be instilled and developed in education.

Koentjaraningrat (1994), states that although the Indonesian nation has a diversity of traditions and cultures, it has similar basic values. As a nation, Indonesian people have historical and life experiences, which have many similarities. This affects the nature and mentality of the Indonesian people. Based on this reality, the cultivation of traditional values and local wisdom of the Indonesian people can be taken from the example of one community's life to become a mirror for the lives of other people.

One of the strategic media in the cultivation of local wisdom values is social studies textbooks. As Shannon (2010) called, Textbooks are commodities, political objects, and cultural representations and, therefore, are the site and result of struggles and compromise in order to determine how and by whom they will be produced, how and by whom their contents will be selected, how and to whom they will be distributed, and how teachers and



students will make use of them. Somantri (2001) asserts that social studies as a synthetic discipline plays an important role in the formation of student skills.

Instilling the values and traditions of local wisdom in junior high school social studies textbooks is very important, given the increasingly challenging challenges of globalization. Globalization and westernization go hand in hand, which threatens the values of the eastern nation of Indonesia. As (Dewantara, 1977: 138), Tilaar (2009), (Djumhur 1976: 1) states that education is essentially a spirit of culture, if denied, education will only become a factory of intellectualism, which endangers human life.

In the era of revolution 4.0, textbooks still have an important role as students' learning resources. Verma and Doshi's research (2017) states that the use of textbooks has a positive correlation with students' academic performance. Ebied and Rahman (2015) found that there were significant differences between groups of students who studied using e-books and non e-books. These two studies illustrate the importance of textbooks in social studies learning both as learning resources and as learning media.

Mohammadi and Abdi (2014) stated that textbooks are very important in relation to the planting of educational values. The results of Muhammadi and Abdi's research also emphasize the importance of teachers in the use of textbooks. The research above confirms that textbooks are not just a source of information for students, but also as media that provide messages relating to education skills and attitudes.

The strategic role of this textbook, also plays an important role in instilling various values or character content. For junior high school students textbooks become learning resources as well as models in their ways of thinking. Various values or characters can be embedded through textbooks. This study aims to describe the values of local wisdom contained in junior high school textbooks, and describes the process of presenting SMP IPS textbooks that contain local wisdom values.

II. METHOD AND RESEARCH DESIGN

This study uses a qualitative approach, (Cresswell, 2008), where researchers are very dependent on information from objects/participants in a broad scope, questions are general. The technique of collecting data uses document and interview techniques, namely in the form of texts of social studies textbooks on junior high school used in schools. The validity of the data is done by triangulation method. The data analysis technique uses qualitative analysis.

III. RESULTS AND DISCUSSIONS

Local wisdom is ideas, values, or views from a place that has a wise and valuable character that is followed and trusted by the community in a place and has been followed for generations. Nakorn Thap (1996) local wisdom is the basic knowledge gained from living in balance with nature, with cultural issues in society that accumulated and inherited. This wisdom can be abstract and concrete, but an important characteristic is that it comes from experience or truth obtained from life. Wisdom from real experience integrates self, spirit, and environment. This policy also emphasizes respect for parents, their life experiences, and moral values.



Ife (2002) mentions 6 forms of local wisdom, namely: local knowledge, local values, local skills, local resources, local decision-making mechanisms, and local group solidarity. Every local community has the six forms of local wisdom, each of which is unique. The values of local wisdom can be integrated in social studies textbooks, given the function of the textbook itself. Gerard & Roegiers (Peyer et al, 2006: 37) suggest that in textbooks play a role in; knowledge transmission, Development of skills and competences, Consolidation of achievements, Evaluation of achievements, Assistance with integration of achievements, Reference, Social and cultural education.

The textbooks analyzed are social studies textbooks of the junior high school published by the Ministry of Education and Culture, in 2017, consisting of Books for Students in grades VII, VIII, and IX. Based on content analysis, the values of local wisdom contained in social studies textbooks are local knowledge, local values, local skills, local resources, local decision-making mechanisms, and local group solidarity.

Local knowledge is basically contained in the skills or expertise of the local community. Specific local knowledge can be seen in the symbolic meaning of the cultural results of local communities in Indonesia, both in the form of physical and non-physical cultures. Every local community has different knowledge related to their relationship with the social environment and physical environment. This local knowledge influences various beliefs and skills of the community.

Local values of Indonesian society appear in textbooks related to spiritual and social values. These values are often mentioned in the assignment of digging activity of students with community values and insert sentences motivation. These values arise in various activities of community life, as well as inherited cultural results.

The value of local wisdom in the form of local skills, or expertise skills of local people appear in some materials developed by social studies on junior high school textbooks. Various cultural results of the community at the local level illustrate the expertise or proficiency of local communities. For example, various types of food in various regions in Indonesia not only illustrate the richness of cuisine in Indonesia, but also the values of local wisdom. Every regional food has a history of the life of the local community.

This also appears in various other local skills, such as diversity of clothing, architectural techniques, and fulfillment of other economic needs. Local clothing shows the values believed by the local community. Likewise with architectural art, building forms that exist in the local community have local wisdom values of the local community.

Local solidarity describes local wisdom in the community in the process of solidarity. Efforts to help each other in the form of cooperation such as 'mutual cooperation' which developed in various local communities emerged in the presentation of material and textbook activities. Examples of images and descriptions of local solidarity can also be seen in pictures or student learning activities.

Local source, appears in various subjects of the social studies on junior high school textbooks. Examples shown are not just historical evidence or explanations of abstract concepts, but also contain messages of local wisdom values. Local resources can be in the form of human and natural resources. The typical characteristics of the Indonesian community in economic activity, such as satay = Madura, Padang dishes, meatballs = Java,



Phinisi ship = Bugis, and other examples of the wealth of local resources which are not merely economic means, but it has its own values.

Local wisdom is seen in local institutions that appear in social studies on junior high school textbooks. Examples of social institutions at the local level indicate the content of local wisdom values of the local community. An example is the role of various traditional institutions in various regions, such as in traditional wedding ceremonies, parties, religious ceremonies, and economic activities.

Social processes at the local level, have various characteristics that are loaded with various contents of local wisdom. Social processes in textbooks, for example, are found in the material in class VII about the arrival of ancestors, the entry of Hindu Buddhism, the development of Islam, the colonial government, and the period of independence in Indonesia. The examples mentioned in the textbook such as the historical evidence of the lives of Indonesian people in the past, both physical and non-physical relics, provide examples of social processes in the lives of Indonesian people in various regions.

The concepts of acculturation and assimilation at the local level emerged in several cases of people's lives in various regions. The Textbook has also tried to present examples of social processes at the local level that represent various regions in Indonesia, although it is not possible to present all the uniqueness of the social processes of all Indonesian people.

In addition to appearing in the content of the material presented, social processes in local communities also appear in learning activities. Each chapter and sub-section in Social Studies textbooks includes learning activities both as assignments to find concepts and follow-up. There are several activities that encourage students to explore various social processes at the local level.

The process of presenting local wisdom values in social studies on junior high school textbooks can be seen in the design of social studies books in junior high school. Social studies on junior high school books use an integrated approach, where social studies subjects contain concepts and material from the social sciences. The design of social studies textbooks in Indonesia can be seen in the format of the presentation of the book consisting of material, illustrations, learning activities, other information, and competency test exercises.

The format for presenting social studies textbook material is presented with material concept construction and deepening. In the process, the values of the local wisdom of the community are presented through various examples of community life. Illustrations and/or images that clarify the material concept also contain local wisdom values. Learning activities in each chapter or sub-section encourage students to dig up information that also emphasizes the local wisdom of the community. Other information is presented in various terms, for example, inspirational stories and regional special stories.

IV. DISCUSSIONS AND RECOMMENDATIONS

The values of local wisdom contained in social studies textbooks include local wisdom values in local processes, local community solidarity, local institutions, local knowledge/skills, and local sources. The values of local wisdom are integrated in the presentation of social studies textbooks in junior high schools.

The presentation of local wisdom values in social studies on junior high school textbooks is carried out in an integrated manner with learning materials and activities. The integration of learning material is shown by the construction of concepts by presenting cases,



examples, illustrations, and evidences by using various local wisdoms of the Indonesian people. In learning activities, the integration of local wisdom values is demonstrated through students' assignments to explore various concepts or material from various local sources, as well as provide follow-up to students to carry out activities that encourage students to understand the values of local wisdom.

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