

Local Wisdom-Based Pedagogy: Critical Study of Education Based on the Value of Local Wisdom in the 21st Century

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Abstract: This study aims to analyze the pedagogic nature based on local wisdom, explain pedagogic objectives and functions in the basis of local wisdom, and explain the implementation of local wisdom-based education in the 21st century. This research uses a qualitative approach with the library research method. Data collection method with documentation method, collecting sources and written data both from books, journals, research reports and others about pedagogics based on local wisdom. Indonesia is a compound country that has a variety of races, tribes, religions, languages, and customs. In maintaining this plurality, it must maintain integrity and preserve culture. However, along with the massive development of information technology in the 21st century, it has begun to erode local values as a national identity. For this reason, efforts are needed to overcome these problems realized through education that emphasizes the value of local wisdom. The pedagogic essence

based on local wisdom is that education is carried out in schools based on local wisdom values. The implementation of education in schools must not eliminate the values of local wisdom and become the identity of the Indonesian nation in the 21st century era. The form of implementing local wisdom-based education is to include it in the educational curriculum at the elementary school to tertiary level.

Keywords: Pedagogic, Local Wisdom, Education, 21st Century

Introduction

Advances in technology and information are running very fast resulting in changes in the global world. Everything can be accessed anytime and anywhere that allows a person to know and understand other cultures without having to come to that country or area. However, on the other hand, globalization has created a crisis of character values which has resulted in the fading of local identities. For this reason, efforts are needed to overcome these problems, one of which is through education, or known as pedagogy. According to Dariyo (2013) that pedagogy is a scientific discipline that studies the processes, objectives and benefits of educational activities for the development of all potential individuals and groups from infancy to adulthood in order to become citizens who are responsible for society (Rachmawati, Et all, 2021).

The study of pedagogy is also a concern of Freire in his book entitled "Pedagogy of Oppressed" stating that there is an effort to understand life holistically to build awareness in order to improve the quality of life and human life. Awareness that is built is guided by the educational process undertaken. For this reason, culture or local wisdom values are needed as the foundation of education so that these values are maintained and become the identity of the Indonesian nation (Bani, 2021).

The pedagogical concept was also expressed by Langeveld in Hendriani, (2018) that pedagogy is a theory that carefully, critically and objectively develops its concepts regarding human nature, the nature of children, the nature of educational goals and the nature of the educational process. Pedagogic is a

science that humanizes humans. This study is the main foundation in the world of education. Then the development of education also becomes part of the pedagogical development itself. For this reason, it is necessary to discuss and analyze pedagogical studies so that they can be developed with the changing times. Besides that, pedagogic studies can also be analyzed into content in developing local wisdom values. This value is the basis for carrying out educational science or pedagogic science.

Local wisdom values are values contained in all forms of knowledge, beliefs, understandings, and traditions that accompany human behavior in an area or community (Keraf, 2002). Meanwhile, according to Kartawinata, (1999) that local wisdom consists of values, meaning and knowledge in people's lives, especially people in the modernization era. Then Wagiran (2012) and Supriatna (2020) see local wisdom values as an effort to build national character.

But nowadays, what is happening is that discussions about pedagogy are only discussed individually without involving the functions of other elements, one of which is local wisdom (Siska et al., 2021). Especially in the digital era and the rapid development of technology in the 21st century, one only focuses on global world conditions so that local wisdom values become neglected and even experience an identity crisis for the younger generation. For this reason, 21st century learning must have the main principle that learning must be student-centered, pay attention to local, collaborative, contextual values and be integrated with the community. In the sense that learning must be adapted to the students' culture (Zubaidah, 2016; Yusuf, 2016).

Looking at the problems above, pedagogic education based on local wisdom is needed to live life in the 21st century. So the aims of this research are 1) to describe the nature of local wisdom-based pedagogy, 2) to explain the purpose and function of local wisdom-based pedagogy, 3) to explain the implementation of local wisdom-based education in the 21st century.

Methods and Research Design

The method used in this research is library research, which is a series of research by collecting library data or digging up information through books, journals, documents, newspapers, magazines and encyclopedias. Library research research is also called the library research method or literature review. Library research consists of a series of activities reading, taking notes, then processing source materials without having to go to the field (Zed, 2004). This research focuses more on discovering theories, laws, propositions, principles, or ideas that are used to find solutions to the formulation of the questions asked.

The stages of this research activity are the stages of collecting data by finding sources of journals, books, and documents related to local wisdom-based pedagogy. Then record the findings and analyze the findings from the reading and finally criticize and provide critical ideas in the research results.

Results and Discussion

Pedagogic Nature Based on Local Wisdom

In terms of pedagogic has several meanings and meanings. In English it is called "pedagogy". Whereas in Ancient Greek it was called "padagogeon" which means leading children. Another term that defines pedagogy is the science or art of teaching (Herlambang, 2018). Pedagogic in the dictionary of education means that pedagogy concerns the knowledge of the theory and practice of teaching children which includes philosophy, sociology, psychology, and methodologies related to teaching children (Lohithakshan, 2009). Education also aims to build human resources which are developed through an attitude of mutual cooperation, work ethic, discipline, which exist in humans. These values are actually noble values that were developed by the ancestors of the Indonesian nation through local wisdom values.

Local wisdom is a system in an order of local community life, be it social, political, economic, and cultural that is dynamically sustainable in the form of a set of rules, knowledge, skills, as well as values and ethics that governs the

community order that continues to live and develop from generation to generation. to generation. Local wisdom is also referred to as "local wisdom".

Education according to Dewey is a process of forming intellectual and emotional fundamental skills for nature and fellow human beings. The purpose of education in this case is that the younger generation as successors inherit all the experiences, knowledge, abilities and skills that are the background of the values and norms of life and life (Herlambang, 2018).

Value change is basically based on cultural change. These changes are reflected not only in the structure of the system, but also indicate the direction in which the characteristics of the system develop. In addition, education as a social institution performs a conservative function based on the consideration that in society there are values, knowledge and patterned behaviors that are still relevant and considered good which must be preserved. In other words, education can be interpreted as a human effort to foster his personality in accordance with the values in society and culture (Hasbullah, 2008).

Education in culture as a form of revitalization or reviving the spirit of cultural wealth which in turn will color Indonesian education in finding its identity. Substantively and philosophically it can be interpreted that the educational process is carried out in the human and cultural space.

Purpose and Pedagogic Functions Based on Local Wisdom

Pedagogic education based on local wisdom is education that uses anthropological, sociological and cultural approaches. This is because education is carried out and given according to the culture and culture of a region. Local culture has an important role in shaping one's character, so that in the process of solving problems a cultural approach is needed (Siska & Supriatna, 2021). In addition, the values of local wisdom as part of tradition have the function of maintaining noble values, as a national identity, preventing conflicts and strengthening a sense of nationalism of a nation.

Local wisdom as a nation's cultural heritage has the following basic functions:

1). Local wisdom as the identity of an area, 2). As a tool to unite the nation, 3). As wealth owned by a community group, 4). Local wisdom as a cultural heritage that is taught and passed on to the next generation, 5). As a filter for outside cultures (Bani, 2021).

Local wisdom education is one of the strategies in building the existence of the Indonesian nation's values and wisdom practices. In the western conception, philosophical values are known as altruism and hard work, as well as the Indonesian people who are familiar with the terms gotong royong and tepo seliro and rame ing rawe sepi ing selfless, barek samo dipikuah, ringan samo dijinjing. In addition, there are actually many local wisdom values that can become the social capital of the Indonesian nation in realizing a dignified country.

The development of education is part of the development of society and education must work together or side by side in collaborating to apply local wisdom values in the educational process which aims to improve the quality of education for the Indonesian people.

Implementation of Pedagogic Based on Local Wisdom in 21st Century Learning

The implementation of pedagogical education based on local wisdom in the 21st century is a process of internalizing cultural values carried out in the educational process. The 21st century is marked by the speed of information, rapid technological and industrial advances and massive use of the internet and humans can be connected to each other between continents or the whole world. Then these skills need to be empowered in learning activities to feel the ability to think critically, problem solving, metacognitive, communication skills, collaboration, innovation, creativity, hard work, and various other skills. These skills are contained in the local wisdom values of an area. For this reason, it is important to apply local wisdom values in education so that Indonesian people do not lose their identity.

Based on the results of Asmani's research in Herlambang (2018) that there are several strategies carried out in implementing local wisdom- based schools, namely as follows:

a. Local excellence inventory stage

This stage is to identify the local cultural advantages that exist around the school environment, which are sourced from human resources, natural resources, history, geography, and community culture. The data was obtained through the results of observations, interviews and documentation.

b. The analysis stage of the readiness of the education unit

At this stage the educator or team assigned to the school analyzes all the internal and external strengths or advantages of the educational unit seen from various aspects.

c. The stage of determining the theme and type of local excellence

This stage is carried out by considering the results of an inventory of local advantages, the results of internal analysis and the talents of students. Because this is important in determining local wisdom applied in schools.

d. Field implementation stage

This stage must be adapted to the capabilities of each educational unit which refers to the results of the previous stages. This stage must pay attention to the competencies to be developed.

This implementation phase must also pay attention to the skills needed in the 21st century. That creativity and innovation, problem solving is one of the skills that must be possessed by students in the 21st century. Thus pedagogic education based on local wisdom in the 21st century is education that is able to strengthen national identity without being an old school nation. Local wisdom is used as a transformation of the nation and lives according to the times.

Conclusion

Based on the results of the discussion above, that local wisdom-based pedagogic education in the 21st century era can be concluded: 1). The essence of local

wisdom-based pedagogy is that education is carried out in schools sourced from local wisdom values. Implementation of education in schools must not eliminate local wisdom values and become the identity of the Indonesian nation in the 21st century era, 2). The purpose and function of pedagogic education is as a local identity, heir to local culture, conflict prevention and as a filter for outside culture so that people are able to maintain local wisdom values in the 21st century, 3) implementation of local wisdom-based pedagogy through the inventory stage, analysis of the readiness of educational units, determine the theme of local excellence, and apply it to the field. Then the form of implementing local wisdom-based education is to include it in the education curriculum at the elementary school level to university.

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