



Values of Betawi Ethnic Local Wisdom as a Source of Geographic Teaching Materials

Pref Bambang Tawakal^{✉1}, Enok Maryani², Nandi³

^{1,2,3} Postgraduate School, Indonesia Education University, Bandung, Indonesia

✉ preftawakal@gmail.com

Abstract. Betawi Ethnic local wisdom is the value of knowledge gained in response to the natural challenges faced. The Jakarta area is actually a fertile region and is very suitable for agriculture, so that the values of Betawi Ethnic local wisdom cannot be separated from the natural picture of the mind around agriculture which has undergone many changes. Understanding the values of local wisdom in interacting with daily life is believed by many parties to be able to keep the atmosphere of disharmony towards an atmosphere of harmony amid an increasingly complex circle of diversity. Local wisdom as a form of Betawi ethnic intelligence can be a guide to high-value social life in the current era of globalization. The local wisdom values of Betawi Ethnic can be integrated in learning, as one of the teaching materials in the effort to form and strengthen the nation's character based on local culture.

Keywords : Geography, Teaching Materials, Betawi Ethnic Local Wisdom

INTRODUCTION ~ In its development, the Betawi ethnic group grew in numbers and occupied several areas in what is now Jakarta. According to Suswandari (2009), it is stated about the classification of Betawi people based on their place of residence, namely: 1. Betawi Tengah, 2. Betawi Pinggiran, 3. Betawi Udik, and 4. Betawi Pesisir with the following regional divisions :

1. Betawi Tengah

Betawi communities included in the Betawi Tengah category include the Gambir, Menteng, Senen, Kemayoran, Sawah Besar, Taman Sari, Tanah Abang, and Jatinegara areas. According to the typology of the village, the Betawi Tengah region is included as a village in the city because it is located close to the centers of the crowd, both the government center and the economic and social center. The level of

population density in this region, at that time can already be said to be high. Based on its economic level, Betawi people living in this area can be said to be "*Gedongan People*". They have a better life.

2. Betawi Pinggiran

Those who are called the Betawi Pinggiran inhabit areas around agriculture from Pasar Rebo, Pasar Minggu, Pulo Gadung, Cilincing, Kebayoran Lama, Condet, Mampang Prapatan, Cengkareng, and Kebon Jeruk. This area is a suburb. Most people live from agriculture because their territory is fertile and has a lot of water. This view of education was not a priority for the Betawi Pinggiran at that time.

3. Betawi Udik

Includes Cengkareng, Tangerang, Ceper, Ciledug, Ciputat, Sawangan,



ICEE-2

Cimanggis, Pondok Gede, Bekasi, Cilandak, Kramat Jati, and Cakung areas. The area is a rural area and bordered by Sundanese – speaking areas. In a note Suswandari (2009) Betawi Udik divided into two groups. The first group was influenced by Sundanese culture, living in the East and South of Jakarta, Bekasi and Bogor. The second group of Betawi who are influenced by Chinese culture, live in North and West Jakarta and Tangerang.

4. Betawi Pesisir

Includes areas around Teluk Naga, Mauk, Japad, Tanjung Priok, Marunda, Kalapa, and the Thousand Islands. Based on the typology of the village, the Betawi Pesisir area is included in the Rawa or Marsland village, because it is a swamp and pond area, including the North Jakarta and Pluit areas.

METHOD

The method used in this study, namely using Literature Studies, both Primary Literature and Secondary Literature derived from the results of research and books related to this research.

DISCUSSION

A. Geography and Geography Concepts

Geography is an eclectic subject that ranges from physics to social science as well as arts and humanities. The

publication of the 1984 Joint Committee on Geographic Education Guidelines for Geographic Education was an important event in the national reform movement in geography education. It also contains a section that outlines basic social study skills and suggests strategies that teachers can use to analyze geographical information which in turn can be used by students to ask questions about and finally find solutions to questions or social problems.

Geography is an integrated scientific discipline in the study of social sciences and physical sciences, which enables students to apply geography knowledge and skills to various life situations, both at home and outside the home environment. By studying geography in social studies (Social Education) is intended to solve existing problems in life and the environment. Geography studies the similarities and differences in the surface of the earth from the point of view of territoriality and environment in spatial contexts (Effendi, Sapriya, and Maftuh, 2009).

The object of geography study is the geosphere which consists of the atmosphere, hydrosphere, lithosphere, biosphere, and anthroposphere which are studied in spatial, environmental, and territorial approaches. According to Richard and James (1994) the five themes are not intended to be definitive and complete explanations of



ICEE-2

geography as a field of study. The basic theme is the theme for organizing geographic content in a format that is comfortable and can be widely adapted.

Geography, like many other disciplines, defies a simple definition. The five themes do not represent the new geographical taxonomy. Although one can argue that location and place knowledge must logically precede the relationship between humans - the environment, movement, and territory. That is not always the best approach so it must be with student learning about location and place.

Another approach starts with other complicated concepts, such as global interdependence, and then integrates regions, movements and places. Each theme, as well as the overall theme framework, can be applied at various scales, from local, international to global. Combined as a content manager, the five themes demonstrate the coherent nature of geography through exposure to its spatial dimensions. The geographical (spatial) reality of the world is such that most geographical problems, topics, and problems involve at least some, if not all, five themes that cover the study of the geosphere.

B. Use of Teaching Materials in Learning

The teaching and learning process has three main components involved in it,

namely instructors (teachers), learners (students) and teaching materials (Anwar, 2012). The role of teaching materials is as written explanation material related to the oral explanation of the teacher. Descriptions and information that must be submitted by the teacher are compiled into a teaching material. Teaching materials or instructional materials generally consist of knowledge, skills and attitudes that students must learn in order to achieve predetermined competency standards. In detail, the types of learning materials consist of knowledge (facts, concepts, principles, procedures), skills, and attitudes or values (Depdiknas, 2006 : 3).

Teaching material is a set of learning material or substance that is systematically arranged, and displays in full the competencies that will be mastered by students in learning activities (Nasution, 1992 : 205). In line with that, Mudlofar (2012 : 129) stated that teaching materials are all kinds of materials used to help teachers or instructors in carrying out teaching and learning activities.

Prastowo (2014 : 17) in his book entitled creative guide to making innovative teaching materials mentioned that teaching materials are all materials (both information, tools, and texts) that are arranged systematically which displays a complete figure of competencies that will be mastered by



ICEE-2

students and used in learning process with the aim to plan and study the implementation of learning. Gofur (2004) explains that teaching materials are knowledge, skills and attitudes that must be taught by teachers and delivered to students. Toto (2009) explains that teaching material is a set of systematically compiled material used to assist teachers in carrying out learning activities and allows students to learn. Explanation of the teaching materials above, it can be concluded that teaching materials are all forms of written teaching materials or unwritten contains a set of materials containing learning, methods, limitations and ways of evaluating, systematically designed in order to achieve competency goals, so as to create an environment or atmosphere that allows students to learn and be able to help teachers to carry out teaching and learning activities in class.

C. Betawi Ethnic Local Wisdom

Likewise, Betawi Ethnics with local wisdom values that are so distinctive and deep, are covered in these three things with an explanation as follows below :

1. Values of Local Wisdom Relating to The Creator

The Betawi ethnic group is a religious ethnic group. Very close to the creator starting from prehistoric times and more strengthened when Islam entered and

became a basic value for the life of the Betawi people. Betawi people always give priority to religious teachings in their lives. The philosophy of life of the Betawi people is "kids still learning the Qur'an, adolescents learning pencak silat (martial arts), and old pilgrimage (Haji)". An understanding of religious knowledge is a major competency for Betawi people. In fact, the figure of a pious person gets a high position in the social structure of society. Their role in society often overcomes formal leaders, because what they say is always obeyed by the Betawi people.

2. Values of Local Wisdom Related to Nature / The Environment

The Betawi Ethnic Community, at first was the Kebon (plantation) farmers as part of a large colonial estate. So it is not surprising that in Jakarta there are village names that use the names of plantation crops such as : Kemanggisan, Kebon Jeruk, Kebon Melati, Kebon Kosong, Kebon Manggis, Kebon Sirih, Pondok Kelapa, Pangkalan Jati, Pangkalan Jati, Pedurenan, Jati Padang, and so on. Geographically, land in Jakarta is fertile land suitable for agriculture. In connection with that, Betawi Ethnic has local knowledge about natural phenomena related to plants, animals, and astrology in the sky as a determinant for the period of farming as in other areas.



ICEE-2

3. Values of Local Wisdom Associated with Humans

As a *Meltingpot* from various ethnic groups in Jakarta, Betawi Ethnic has local wisdom values that are highly related to interactions in daily life. Various basic forms of interaction between humans in Betawi society are characterized by behavior that prioritizes : a) Honesty, b) Tolerance, c) Pluralist, d) Openness, e) Egalitarian, f) Unyielding, g) Humorous, h) Creative and Innovative , i) Confidence, j) Resilient, k) Peaceful Love, l) Critical, m) Dynamic, n) Beauty Love, o) Friendly, p) Resilient, and q) Willing to Sacrifice.

CONCLUSION

The Betawi ethnic group, as a native of Jakarta, is currently relatively "eliminated" from Jakarta's urban areas, and displaced to settlements in buffer zones such as Depok, Tangerang, and Bekasi (detabek). Jakarta's rapid rate of development as the capital of the Republic of Indonesia, with limited land availability, is often considered to be the main factor causing the shift in ethnic Betawi settlements. Revealing the local wisdom values of the Betawi ethnic group which are related to God the Creator, the natural environment, democratic values, and the customary values of peace that contain the local wisdom values of the Betawi ethnic group as a source of teaching material,

especially to strengthen the character of patriotism.

REFERENCES

- Anwar, S. (2012). *Teaching Materials Processing*. Unpublished.
- Ministry of National Education. (2006). *Permendiknas No. 22 of 2006 concerning Content Standards*. Jakarta: Ministry of National Education.
- Effendi, R., Sapriya & B. Maftuh. (2009). *Elementary Social Science Education Development*. Jakarta: Directorate General of Higher Education, Ministry of National Education.
- Gofur, A. (2004). *Instructional Design: A Systematic Step in Preparing the Basic Pattern of Learning and Teaching Activities*. Solo: Triumvirate.
- Mudlofar, Ali. (2012). *Educational Unit Level Curriculum Development Applications and Teaching Materials in Islamic Education*. Jakarta: Rajawali Press.
- Nasution. (1992). *Various Approaches in Teaching and Learning*. Bumi Aksara: Jakarta.
- Prastowo. (2014). *Creative Guide to Making Innovative Teaching Materials*. Yogyakarta: Diva Press.



ICEE-2

Richard & James. (1994). *An Elaboration of the Fundamental Themes in Geography*. National Council for Social Studies.

A Portrait of the Life of a Woman in Gedong Village. UHAMKA Press.

Suswandari. (2009). *Adaptation and Emancipation of Betawi Women in Responding to Social Change:*

Toto, S. (2009). *Development of Science Teaching Materials*. Accessed from <http://repository.upi.edu>.