Implementation of Local Cultural Values in the Formation of National Character and Culture Based in the School Environment

Implementasi Nilai-Nilai Budaya Lokal dalam Pembentukan Karakter dan Budaya Bangsa Berbasis Budaya di Lingkungan Sekolah

Mirna Safridatul Ulah[1], Nyoman Suwarta[2*], Anis Fitriyah[3], Siti Nisaaul Akmaliyah[4], Itqon Tsaqif[5]
Elementary School Teacher Education Study Program, Universitas Muhammadiyah Sidoarjo, Indonesia
*Corresponding Author Email: nyoman1@umsida.ac.id

Abstract. *Education is a tool to shape the character and identity of the nation's next generation, because education creates quality of the young people, high knowledge, broad insight, and able to compete in global developments. The purpose of this study is to analyze the implementation of local cultural values in the formation of national character and culture based on the school environment. Using qualitative methods, data were obtained through observation, in-depth interviews and interpretation of events, using human instruments. The results of the analysis explain the implementation of local culture that has been applied in schools include: traditional food, local traditional toys and dances, wearing traditional East Java clothes, making miniature traditional houses, routine Istighosah every month, singing folk songs, banjari extra-curricular activities, tahfidz juz 30, habituation of 5S application, dhuhur prayers in congregation, salim/kiss hands when meeting parents, friendly prayers, art, and local cultural values. There are student self-development activities at school, including: Scouts, Flag Ceremony every Monday, commemoration of state holidays, wearing batik clothes on the first week of every month. Barriers to the implementation of local cultural values in character building and national culture in the school environment include: limited resources, time, environment, family, and friends.*

Keywords – Education, Local Cultural Values, Character Building

I.INTRODUCTION

The learning process triggers students' social relationships with the surrounding environment (Suwarta, 2022). Education is important in aspects of life, because it influences human civilization, so that they are able to survive and fulfill their daily needs. Education is given from an early age so that educational values can be easily applied in everyday life. For humans, education is an absolute need that must be fulfilled throughout their lives. Without education, human groups find it relatively difficult to live, develop and prosper in accordance with their ideals.

Education in accordance with the life perspective and socio-cultural background of each community environment is a comprehensive and uninterrupted process from generation to generation. The success of education from an early age is influenced by the environment, namely parents and teachers, which is done through providing educational stimulation, during physical and spiritual growth and development so that children are ready to enter further education (Magta M, 2013). To achieve educational success, students' welfare must also be considered because students' welfare is an important measure of their development (Elmore & Huebner, 2010). According to (Young et al., 2020) if educators care about the welfare of students, it will provide encouragement and produce positive education. Everyone wants a good and meaningful life, including students at school. A good and meaningful life is related to a healthy physical condition, a healthy psychological condition, a peaceful social life, adequate cognitive abilities, environmental and economic conditions are met. These conditions are all referred to as welfare according to

Grandsmith. The welfare of students is the responsibility of the school, family and community. Improving the welfare of students needs to be done, because the welfare of students in school is an important factor in education, the extent to which the quality and success of education can be felt effectively by every individual in it (Thoybah & Aulia, 2020).

Education is intended to grow children's character (character, inner strength), mind (intellect), and body to achieve perfection in life and harmony with the world according to Ki Hadjar Dewantara (Febriyanti, 2021). The educational process aims to develop the potential of each individual, including intellectual, social, emotional and spiritual aspects. Education shapes the character and identity of the nation's next generation of young people because it creates a young generation that is qualified, highly knowledgeable, broad-minded, and able to compete in global development. Through education, individuals acquire the knowledge, skills, values and attitudes needed to face life's problems and contribute positively to society.

All aspects of human life are experiencing major changes as a result of globalization, including education. Education must be able to adapt to face challenges and take advantage of opportunities in the era of globalization. The process of organizing societies around the world that do not recognize geographical boundaries is known as globalization. The essence of globalization is a process where ideas first emerge and are followed by other countries, until finally reaching agreement and becoming an outline followed by all countries in the world (Salim, 2014). In globalization, positive things will turn into threats if globalization cannot be controlled. The globalization process continues through two dimensions, namely time and space. Globalization takes place in all fields such as economics, politics, ideology and especially in the field of education.

The world of education is influenced by rapid globalization and advances in technology and science. Students in Indonesia can learn from a variety of sources as globalization allows access to knowledge and information. It also brought foreign culture to Indonesia and influenced existing customs and culture (Kholillah et al., 2022). The impact of the development of globalization is a threat to Indonesia regarding the character of the younger generation, especially the age of children who are still unstable in terms of students' moral development. Another angle is that globalization brings big challenges in the formation of student character, because the unlimited flow of information and changes in social values require the active role of schools and educators in forming students' strong character and integrity.

Forming students with strong character and integrity in education, rooted in local cultural values, is an important stage in creating a young generation that has a strong identity and cultural values. Indonesia is a country rich in diversity, especially in cultural diversity, the importance of integrating the nation's local culture in the education system cannot be ignored in maintaining and preserving local culture. In schools, integrating local culture by involving students can help them recognize, understand and appreciate the cultural heritage that exists in Indonesia. It can also help them strengthen their sense of national pride and identity as they find themselves amidst the tide of globalization.

A nation will be able to achieve a level of progress and continue to exist in global competition if its people are qualified (Nugraha & Hasanah, 2021). Character is the culmination of an individual's attitudes, behavior, motivation and skills. Maintaining and preserving the nation's cultural character is not easy, this is due to exposure to external or foreign culture which visibly implies luxury and unbridled freedom. Because the task is difficult, cultural values need to be instilled seriously through character education in schools from an early age.

Teaching local culture can be interpreted as a policy towards the noble values of local cultural riches in the form of customs, traditions, attitudes, mottos and words of wisdom (Ihsan et al., 2019). Local culture is a culture that is owned and recognized by the local community and grows and develops over time. Local culture can grow and develop within certain regional communities because of the ancestral heritage that has been preserved by generations. Local culture does not just appear, but rather goes through a long process so that it can be proven that local culture contains goodness for human life (Sudarmiani, 2013).

Character education must start with basic character values, which can then develop into higher values (not absolute or relative) according to needs, circumstances and the school environment (Sugita, 2018). Every teacher's action in character and national culture education must have the ability to influence student character. Teachers must set an example because they are responsible for shaping the character of their students. Teacher behavior must be an example for students. For example, the way teachers speak or deliver material, how they tolerate, and other related aspects. The goal is for children to become good individuals, members of society, and citizens.

The consideration for choosing the theme of Implementing Local Cultural Values in the Formation of National Character and Culture Based on the School Environment, first is the current strong current of globalization, which can be a threat to national character education, namely the preservation of national identity. One of the main challenges in implementing local school cultural values is resistance to change and adherence to traditional educational practices. Many educational institutions may be hesitant to deviate from conventional methods, which could hinder the integration of local cultural values into the curriculum (Modul et al., 2022). This resistance can be caused by various factors, including: Fear of disrupting existing routines. Lack of understanding of the benefits of including local cultural values, Concerns about the conformity of cultural values with academic standards. To overcome these challenges, it is important to: - Engage in open dialogue and communication with stakeholders - Provide training and professional development opportunities to educators on the importance and benefits of cultural integration - Demonstrate the positive impact of embracing local cultural values on student engagement and academic performance. By actively overcoming resistance to change and promoting the value of cultural diversity, schools can create more inclusive and enriching learning environments (Nuraeni et al., 2024)

Secondly, advances in science and technology have had a strong impact on the educational process and social life of society, and if we are not careful, they will give rise to a lack of respect for teachers and parents as well as personal and communal egoism. Another significant barrier to implementing local school cultural values is the lack of teacher training and resources for developing culture-based curricula (Nuraeni et al., 2024). Educators may not have the knowledge or support necessary to effectively incorporate local cultural values into their teaching practices (Asnawi & Sidiq, 2018). This lack of training can result in: - Inconsistent application of cultural content, Misinterpretation or misrepresentation of cultural values, Difficulty in engaging students with diverse cultural backgrounds. To address these challenges, schools may consider the following solutions: - Providing professional development workshops and seminars on multicultural education and cultural integration - Offering resources such as culturally relevant teaching materials, books, and digital content - Collaborating with community leaders and cultural experts to increase teachers' understanding of local traditions and values By investing in teacher training and resources, schools can empower educators to create culturally responsive and

inclusive learning environments that celebrate diversity and encourage cultural understanding (Yusrianti et al., 2023).

Third, moral responsibility as the nation's successors, the younger generation is obliged to preserve and develop the cultural values and customs of the archipelago so that they are maintained. Fostering cultural integration through multicultural education programs is essential to overcome the challenges associated with implementing local school cultural values (Asnawi & Sidiq). By embracing multicultural education initiatives, schools can create opportunities for students to learn about and appreciate diverse cultures, including their own local heritage (Modul et al., 2022). These programs can help in: - Promoting empathy, respect, and appreciation for cultural diversity - Increasing students' sense of belonging and identity - Strengthening partnerships and community engagement To increase cultural integration through multicultural education, schools can: - Integrate diverse perspectives and experiences into the curriculum - Organizing cultural events, celebrations, and activities that highlight local traditions - Encouraging student participation in community service projects that promote cross-cultural understanding By prioritizing multicultural education and encouraging cultural integration, schools can create inclusive learning environments that empower students to develop an appreciation deeper understanding of their own cultural heritage and the cultural heritage of others.

Several studies related to the implementation of local cultural values in the formation of national character and culture based on the school environment, the first is a comparison between the character of tolerance towards the development of local culture or the characteristics of a region in social studies learning content in elementary schools (Ubaidillah & Efendi, 2022) aimed at comparing local culture. In social studies learning, current technological developments are used to see indicators of tolerance character. Second, In Elementary Schools, Character Values are Emphasized in the Local Wisdom of School Culture (Asnawi & Sidiq, 2018), aims to get an idea of how character values are used in school culture. Third, creating a culture-based integrated learning model that increases students' appreciation for local culture (Nana Syaodih Sukmadinata, 2010), aims to find an elementary social studies learning model that can help students learn subject matter in the development of a culture-based integrated learning model with the aim of increasing appreciation of local culture. Another aim is to find out how effective the developed elementary social studies learning model is compared to conventional learning models (Modi et.al, 2022).

Research on the Implementation of Local Cultural Values in the Formation of National Character and Culture Based on the School Environment has been analyzed from a comparative perspective of local culture in social studies learning. By using modern technology, indicators of character tolerance can be seen, as well as a factual picture of the implementation of character values in school culture. Researchers believe that an in-depth analysis of the application of local cultural values in the formation of school-based national character and culture is needed. This is because there has been no analysis regarding the application of local cultural values in the formation of school-based national character and culture. Research on the implementation of local cultural values in the formation of national character and culture based on the school environment. Previous research and this research both use qualitative methods, but each uses different theoretical aspects.

This research focuses on the implementation of local cultural values in the formation of national character and culture in the school environment. The aim of this research is to analyze how local cultural values are applied in the formation of national character and culture in the school environment. The benefits of the research are as follows: 1. It is hoped that readers will gain an

understanding of how local cultural values are used in forming national character and culture in the school environment. 2. It is hoped that readers will become more intelligent and objective after knowing how local cultural values are used in forming national character and culture in the school environment. 3. It is hoped that various solutions will be found to the problem of forming character education and national culture today.

Habitus is an abstract concept of individual thinking in the realm of consciousness as a result of environmental interactions. Bourdieu uses the ideas of agency and structure to explain the conflict between objectivism and subjectivism. The relationship between the two is not contradictory but is related to social actions or practices in society. Social structures and individual understanding are interrelated, create dialectics, influence each other and are involved in reciprocal relationships (Choiriyati, 2023, p. 42).

Habitus is a decision that guides individuals to act and react to the environment. These decisions produce 'orderly' practices, perceptions and attitudes without conscious coordination. Decisions form habitus because they are deliberately implanted, structured, long-lasting, generative, and can be inherited. Decisions are obtained through a gradual cultivation process, with an important phase at an early age (Bourdieu, 1991, p. 12). An individual's habitus is obtained through various training and learning processes, so that a set of decisions is obtained that naturally come together and become a natural, structured characteristic in society, a reflection of the social conditions around them.

Culture-based education is an effective way to instill cultural basics with true identity character. This also helps preserve the value of local wisdom, or local wisdom, so that people are not uprooted (Oktavianti et al., 2017). It was further explained that students must know and learn certain values, morals, habits, customs and culture that exist in everyday life. National cultural character, according to research by Rosala (2016), consists of the ability to feel affection, the ability to imitate the attitudes, values and behavior of other people, the ability to appreciate, give and receive, and the ability to try to understand other people in a certain context .

Character is a person's natural nature in responding to situations morally. According to Lickona, character education shapes a person's personality through character, which can be seen in a person's real actions, such as good behavior, honesty, responsibility, respect for other people's rights, hard work, and so on (Iswatiningsih, 2019). A person's character is grown, instilled and strengthened over a relatively long time, starting in the family because the family is the main foundation for building a child's character (Iswatiningsih, 2019). (Shinta & Ain, 2021) stated that the environment, such as friends and family, as well as electronic media, influences student character.

National character is synonymous with "national character" which is related to personality issues in society (Apriyanti, 2022). One way to prevent damage to ethical and moral values is to shape character through school cultural values during the education process. Success in building student character automatically helps success in building national character. The progress of a nation depends on the character of its individuals, their thinking abilities, their intelligence abilities, the collaboration of leaders, and various other factors (Wahyuni et al., 2013).

Through local cultural values, an integrated national character consists of discipline, mutual cooperation, honesty, independence and hard work. Local cultural values determine national identity. Therefore, building national character begins with developing local cultural values. One way to build national character is by transforming local cultural values (Yunus, 2013). The process known as value transformation is an effort or efforts made to maintain the values that exist in a

culture so that the culture can answer the problems faced by society. The value transformation process allows people to know the values that serve as a reference in their lives so that they can adapt to current developments while still maintaining the basic values that exist in their local culture.

II. METHOD

This research method is qualitative, aims to understand the phenomena experienced by research subjects holistically, by means of descriptions in the form of words and language, in a special natural context and utilizing various natural methods (Moleong, 2021, p. 16). Research implementation procedures focus on one or two individuals, collecting data through collecting their stories, reporting individual experiences, and abbreviating the meaning of experiences (Creswell, 2016, p. 70). Research data collection begins with analyzing activity data and instilling values about local culture in elementary schools, as well as analyzing the elementary school environment and even conducting direct observations in the classroom. This research was conducted using in-depth interviews and interpretation of events. The research instrument or tool is the researcher himself/human instrument, functions to determine the research focus, select informants as data sources, carry out data collection, assess data quality, analyze data, interpret data and draw conclusions about the findings (Sugiyono, 2017, p. 222).

Qualitative researchers look at social phenomena comprehensively, seeing existing symptoms as a unified whole, as a means of exploring and understanding the meaning of individuals or groups, analyzing data inductively and obtained through in-depth interviews and field observations (Creswell, 2009, p. 22). In-depth interviews were carried out with consideration of objectivity, depth of information and competence, conducted with five sources with various professions in the city, namely the city of Sidoarjo. Observations of research objects were carried out in elementary schools in Sidoarjo district. The five speakers included elementary school principals, homeroom teachers, student parents, and lecturers.

III. RESULTS AND DISCUSSION

A. Implementation of Local Cultural Values in Character Formation in the School Environment

Education plays an important role in life, making it possible to gain useful knowledge as well as balance and perfection in the development of individuals and society. Education is a process of learning and developing abilities, knowledge, skills, attitudes and values that lasts throughout life. Cultural values are principles or standards of behavior that are believed and adhered to by a group of people. Cultural values are formed from norms, habits, traditions and beliefs that are passed down from generation to generation. Local cultural values become the community's identity and guidance in behaving, acting and interacting. Education plays an important role in the lives of the next generation, through education, noble cultural values can be maintained and developed as a foundation for character formation. Character formation is an important process in education. This character formation aims to increase one's potential optimally and build one's identity and identity

Culture-based education is an effective way to instill cultural basics along with a person's true identity. This also helps preserve the value of local wisdom, or local wisdom, so that people are not uprooted from their roots. In this research, we found data related to the implementation of local culture that has been implemented in schools through several things, including: traditional

food, local traditional toys and dances (dakon, hide and seek), wearing traditional Javanese clothing, making miniature traditional houses, Istighosah routinely every month, singing the regional song sugeng injing, banjari extra-curricular activities, tahfidz juz 30, getting used to implementing 5S, midday prayers in congregation, salim/kissing hands when meeting parents, praying together.

Table 1. Implementation of Local Culture in Schools

Number	Tangible/Treasure	Intangible/Not Material
1	traditional food	banjari extra curricular activities
2	local traditional toys and dances (dakon, hide and seek)	tahfidz juz 30
3	wearing traditional Javanese clothing	getting used to implementing 5S
4	making a miniature traditional house,	midday prayer in congregation
		shake/kiss hands when meeting parents
		prayer together

According to research sources, local culture is very good to preserve. As time goes by, young people or successors should protect cultural values so that they don't just disappear. Cultural values are very important to teach in schools because they can introduce our culture to school children. There is an important aspect of the role of parents in participating in supporting the learning of local cultural values at school, for example involving the community (a family group). Every time there is an activity, the school invites guardians or parents to participate. The function of the Association itself is to encourage parents to care and actively participate in supporting student learning outcomes. Not only during learning or in the classroom, but also activities outside the classroom, for example in the month of Ramadan holding iftar with the school community and parents/guardians of students, then sharing takjil, working together to make togas, etc (Giri, 2020).

Local cultural education can help students understand and appreciate the various cultures in their environment. In addition, incorporating local culture into education can strengthen national unity and unity and foster a sense of pride and love for the homeland. Therefore, school not only functions as a place to gain academic knowledge, but also as a place to build character in accordance with the noble values of the Indonesian nation. Character education comes from basic human values and comes from universal values. Based on these basic values, character education has clear goals. These goals can be adjusted to the needs, conditions and environment of each school (Harris, 1999).

Implementation in character building for students at school can be done through a plan so that it is carried out well. Careful planning in building local cultural values in schools with character must involve school components. Planning starts from the potential that exists in the school, by identifying the existing potential, presenting school components such as the school committee, teachers, student parents, school administrators and community leaders around the school environment. There are methods that schools use when integrating cultural values in life, by including in the school curriculum about cultural values in the school environment. Student habituation activities, which include the formation of student character through school and extracurricular activities that are in accordance with school goals. Local cultural values and activities that can improve the character values of children or students have been included in the

current curriculum, so that implementation can be controlled because it has been regulated in the curriculum. The school invites all necessary stakeholders when integrating local culture into the curriculum. This is done taking into account the internal circumstances of the school.

One of the main goals of education is character formation, which means students are educated to become people with noble character, morals and a sense of social responsibility. Efforts to build character can be strengthened through the implementation of cultural values in routine co-curricular activities at school. Routine activities are activities that students do regularly and repeatedly. Examples of activities such as Monday ceremonies, big state ceremonies, istighosah activities, wearing batik clothes on the first week of every month, carrying out traditional activities or games, getting used to implementing 5S (Smile, greeting, greet, polite, courteous) activities that can be implemented in schools such as mutual respect for teachers, school staff and friends in daily interactions, and the use of regional languages in daily conversations. The implementation of cultural values in this activity is an effective means of instilling positive values in a more contextual and flexible manner. Activities take the form of daily practices that reflect local cultural values, social interactions that reflect ethics, manners, and responses to certain situations that reflect local wisdom.

Basically, character education is an education system that aims to instill the main values of developing character education and national culture in students through local wisdom. This system includes aspects of knowledge, awareness, and will, as well as actions to implement these values. All elements of the school, including education itself, must be involved in its implementation. The important role of teachers in instilling character education. They are kind and flexible, especially when dealing with children, especially when implementing children's spiritual character habits. In the village that was the research observation location, almost 100% of the population was Muslim, so to implement positive character, the children were scheduled for midday prayers in congregation, Ramadhan boarding activities with tarawih prayers, the teacher's role in these activities was very good and united.

The formation of students' character through cultural values in schools can be carried out in an integrative manner, requiring strategies, including developing syllabi and lesson plans/teaching modules based on existing competencies in accordance with the values that will be implemented by the school, along with their components. The principal also plays a role in making decisions to determine local content activities that will be developed at the school. This aims to support the formation of students' character, by providing self-development activities which can be reflected in activities such as scouting. The strategy is implemented through active learning at school. Active learning approaches such as ICARE (Introduction, Connection, Application, Reflection, and Extension) can be used for learning activities within the framework of character development. Other approaches include contextual learning, cooperative learning, problem-based learning, project-based learning, and character-based learning. Self-development activities, both intracurricular and co-curricular, can be used to support school culture and learning activities.

The aim of the flag ceremony every Monday is to instill a sense of responsibility and discipline in students, instill love for their homeland, and show appreciation for state symbols. The ceremony also invites students to understand and appreciate national values, the spirit of struggle of the heroes who fought for Indonesian independence. Thus, the flag ceremony is an important moment in forming the character of nationalism and patriotism in students. Commemoration of major state holidays such as independence day, national education, heroes, can provide students with the opportunity to better understand the history and values of the nation's struggle. Through

activities such as speeches, drama, competitions related to national themes, students can learn about the fighting spirit of heroes, sacrifice and a sense of togetherness. This activity enriches students' historical knowledge, builds character, respects the services of heroes and has the enthusiasm to contribute to the nation and state. Wearing batik clothes on the first week of every month is an implementation of cultural values in the school environment. Batik, as a cultural heritage recognized by UNESCO, is a symbol of national identity and pride. Wearing batik clothes, students are invited to appreciate and preserve local cultural heritage, encourage a sense of pride in the richness of Indonesian culture, and strengthen the nation's cultural identity.

Figure 1. Student Self Development Activities
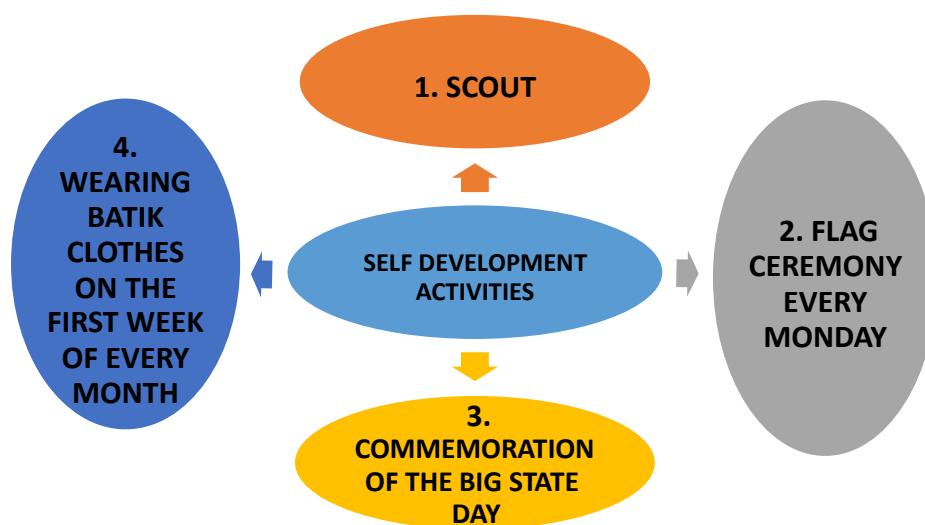
Extra-curricular activities are activities carried out outside formal lesson time and carried out by students voluntarily to develop their talents or interests. This activity functions as a means to develop students' talents and interests. It is also a place to instill cultural values and character formation. Media can create an environment that supports the formation of students' overall character through activities such as traditional dance, tahfiz Al-Qur'an, banjari, and futsal, which integrate local cultural values. This activity builds students' character by teaching them various social, emotional and spiritual skills. This requires consistency and example from teachers and school employees, who must be an example in its implementation. Students are encouraged to be actively involved in each activity and carry out evaluations and reflections to determine the impact and benefits of these activities.

Instilling character values in schools as stated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 is carried out by organizing school culture which is embedded in the Education Unit Level Curriculum (KTSP) and standard operating procedures (SOP) for its activities. The culture-based character values built in KTSP and SOP will be encouraged by all school equipment. The active role of all school members, including teachers, students and parents, is very important in supporting the application of cultural values in extracurricular activities to form a strong and cultured young generation. Collaboration from various parties, including teachers, students and parents, is expected to help implement local values in schools to shape students' character and national culture.

B. Barriers to the Implementation of Local Cultural Values in the Formation of National Character and Culture in the School Environment

Based on research data, we found several obstacles related to the implementation of local culture in schools. There are main obstacles faced by schools in implementing local cultural values, mainly limited resources. The state school funding system for school activities is purely from BOS funds, the use of which involves many activities as a whole, so limited resources greatly influence the implementation of cultural values. There are several other obstacles that also influence the formation of students' character, namely aspects of the environment, family and friends. Implementation of the formation of character values in schools includes daily implementation and habituation of 5S, reminders of classroom cleanliness, and cleanliness in the school environment itself.

Apart from that, another obstacle so far has been the implementation of the school curriculum which has not been optimal due to time constraints. Sometimes we have designed learning media, but at the appointed time, we are suddenly hampered by work duties, etc. The next problem is the limited resources and abilities of various teachers, especially teachers who are entering their retirement period, automatically and very humanly not being able to optimally implement the independent curriculum, especially since it must contain 21st century skills. Regarding several obstacles in learning, it is necessary to play a role. all parties so that the main learning objectives are achieved. Based on information from sources, it is necessary to realize that it is important to encourage parents to care and actively participate in supporting student learning outcomes. Not only during the learning process or in the classroom, but also activities outside the classroom, for example; in the month of Ramadan, hold iftar with the school community and parents/guardians of students, then share takjil, work together to make togas, etc.

Based on research data from sources, changes/replacements to the curriculum do not mean it is better, this is because in general the independent curriculum that has been implemented does not encounter significant obstacles, for technical obstacles in schools, there is a kind of learning competency that always transmits knowledge. -new knowledge to fellow colleagues, so that the curriculum does not need to be replaced or changed, only its implementation continues to be improved. According to information from sources, the implementation of the curriculum is relatively good and in accordance with the needs and interests of students' talents that have been implemented at school. Students can ask questions regarding what is done in learning practice, for example making herbal medicine. Students can ask what herbal medicine is, what it is used for, what it is made of, etc. So that students can dig deeper into learning knowledge directly and in a fun way. Activities that can reflect/increase students' character values have been integrated into the curriculum, so that implementation can be controlled because they are structured in the curriculum. In integrating local cultural values in the curriculum, the school also invites the relevant parties needed to prepare the curriculum document, of course by considering various internal aspects of the school.

IV. CONCLUSION

Implementation of local culture that has been implemented in schools includes: traditional food, toys and local traditional dances (dakon, hide and seek), wearing traditional Javanese clothes, making miniature traditional houses, regular Istighosah every month, singing the regional song sugeng injing, extra-curricular activities banjari , tahfidz juz 30, getting used to implementing 5S, midday prayers in congregation, salim/kissing hands when meeting parents, prayer together, art

and local cultural values. There are student self-development activities at school, including: Scouting, Flag Ceremony Every Monday, Commemoration of National Holidays, Wearing Batik Clothes on the First Sunday of Every Month. Barriers to the implementation of local cultural values in the formation of national character and culture in the school environment include: limited resources, time, environment, family and friends.

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