Improving The Ability of Vacational High School Teachers To Implement Student-Character Education Based on Local Cultural Wisdom

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Abstract: This community service project aims to increase the capacity of SMK Negeri 6 Seluma teachers to educate students' moral values/character based on local cultural wisdom. Community service activities were implemented through a mixed approach of lectures, discussions, and workshops such as forum group discussions, demonstrations, role plays, and panel group discussions. The implementation of community service activities carried out using these methods has made changes in the ability level of SMK Negeri 6 Seluma teachers in (1) mastering the concepts/theories of character education (planting approach, cognitive moral development approach, value analysis approach, value clarification approach, action learning approach, and value integrated approach); (2) identifying the moral character values of local cultural wisdom that are aligned with the moral character values in the teaching materials expected to be studied by students and aligned with the core competencies, basic competencies, and criteria in question; (3) analyzing the subject matter, core competencies, basic competencies, values, and panel group discussions for each grade level; (4) analyzing based on core competencies, basic competencies, panel group discussions, and local values cultural wisdom to be taught to students; and (5) compilation.
Keywords: ability; education; local culture; moral values

How to cite: Badeni, B., Saparahyuningsih, S., & Juarsa, O. (2024). Improving the ability of vacational high school teachers to implement student-character education based on local cultural wisdom. *Bubungan Tinggi: Jurnal Pengabdian Masyarakat*, *6*(3), 649-656.

INTRODUCTION

Revolution has been taking place today in all parts of life due to the growth of science, technology, and art (science and technology), in particular (Jamun, 2018; Mulyani & Haliza, 2021; Wahab & Sapriya, 2011). Transformations are emerging in both developed and developing countries. Students in the UK, for example, reported an increase in negative behaviour, anti-social behaviour, indiscipline, underachievement (ICM Research, 2005), intoxication, and dangerous sex as a result of science and technology (United Nations report, 2007). Based on this situation, the UK is trying to improve character education and pro-social behaviour (White, 2010), while the US is shifting the concept of character education towards character development efforts (Jensen, 2019).

The impact of science and technology on character change, as shown in the media, such as TV and newspapers, is also happening in Indonesia. Many incidents of student brawls, underage sexual behaviour, irresponsibility, lack of discipline, short-term thinking, reduced pro-social spirit, egoism, loss of awareness and willingness to participate socially, the development of corrupt behaviour at almost all levels, and street violence that is difficult to control. This is a cause for concern for cultural observers and teachers in Indonesia. As a result, in 2010, the Ministry of National Education organized workshops and seminars. According to the findings, cultural and national character education is very important (Ministry of National Education, Curriculum Research and Development Agency, 2010). Concerns about the impact of science and technology on unpredictable character changes spread throughout society, including teachers of SMK Negeri 6 Bengkulu, who stated that "there are many unpredictable behavioural changes in students of SMK Negeri 6 as a result of science and technology that they need to be given character education from an early age" (Interviews with the principal and teachers of SMK Negeri 6 on March 2023.)

In response, the principal and teachers of SMK Negeri 6 collaborated with Erlangga Publishers in January 2013 to offer training in character education to teachers at the school. Every teacher at SMK Negeri 6 participated in this training. The community service team conducted a discussion with administrators and teachers of SMK Negeri 6, who claimed, "We feel very unsatisfied with the results of the training." The training received had thematic teaching materials that integrated the quality of moral character values into the teaching themes. The teachers believe that they have not been able to investigate the character values contained in each core competency and basic competency to be learned, both the concept and theoretical approach to character education/character values that should be used, and how to develop and arrange lesson plans that allow these character values to be embedded in students. Character/courtesy, teaching students, and assessing the results of implementing character moral values education are required. They argued that they felt they could not investigate the character values in each core competency and basic competency to be researched, as well as what theories and concepts on character value education should be used and how to develop possible lesson plans that can be used as a way to instil these values. These include moral character or manners, how to teach them, and how to measure the results of character value education for students. The content of the training includes training and mentoring with (1) theories, concepts and approaches to character education/character values that must be implemented, (2) how to explore character values in each content competency and basic competency to be studied, (3) how to make a syllabus (a device for planning and organizing the implementation of learning and its assessment) and lesson plans that can be used to instil character values, (4) how to instil moral character values into students, and (5) how to evaluate the results of character values.

This concern encouraged the principal and teachers of SMK Negeri 6 Selus. In connection with this problem, the implementation of community service is intended to achieve an increase in (a) the capability of SMK Negeri 6 teachers to explore character values (both character values in general and other values); (b) understanding, mastery, selection and application of concepts, theories and educational approaches to moral/character values of teachers at SMK Negeri 6 in internalizing

moral/character values of students to what they learn; (c) the ability of teachers at SMK Negeri 6 in preparing lesson plans for guidelines in instilling character values in students; (d) the ability of teachers at SMK Negeri 6 to teach character values to enable students at SMK Negeri 6 to internalize the values they learn truly; and (e) the ability of teachers at SMK Negeri 6 in evaluating the results of character education collaborated with Erlangga Publishers in January 2013 to provide character education training to the teachers. All teachers at SMK Negeri 6 attended this training. The community service team discussed with administrators and teachers of SMK Negeri 6, who claimed that "we have not been satisfied with the results of the training." The training received had thematic learning materials, which integrated character qualities into the lesson's theme. They believe that they have not mastered the ability to investigate the moral character values in each core competency and basic competency to be learned, what concepts and theoretical approaches to character education/character values should be used, and how to make lesson plans that can be used to instil the core moral character values. These include manners, teaching procedures, and how to assess the products of character and moral values education for students. Their wishes and requirements for moral/character education should be embraced. In this regard, the community service team as members of the Faculty of Teacher and Education, Bengkulu University, which has the duty and responsibility to produce and develop teachers, are compelled to conduct moral and character education training for teachers at SMK Negeri 6 Bengkulu. The content of the training included training and monitoring on (1) the theories, concepts and approaches to character values education that must be implemented, (2) how to explore character values in each core competency and basic competency to be learned, (3) how to create a syllabus and learning implementation plan that can instil character values, (4) how to instil/teach moral and character values to students, and (5) how to evaluate the results of learning moral and character values.

METHOD

The science and technology that has disseminated and displayed its application to teachers at SMK Negeri 6 is a research result that begins with the socialization of concepts, theories, and approaches to the implementation of character/character education, the practice of implementation, and the evaluation of the implementation of character/character education, as aforementioned facts. The training includes (1) explanation of the ideas, theories, and methodologies used, (b) focus group discussion, (c) practice, (d) communication of practice results accompanied by panel discussion, and (e) evaluation. They are able to master concepts and theories through these activities and are able to practice, evaluate, and even develop activity plans in the form of moral character education learning implementation that they will apply based on the evaluation of the results of the practice they have done.

The community service activities for teachers at SMK Negeri 6 were technically carried out through the following steps: (1) evaluating the mastery of the theory and concept of character education and how to explore the benefits of local culture to be taught to students; (2) socializing the concept, theory, and moral character education approach method through lectures and class discussions; and (3) learning the concept, theory, and moral character education approach method. (4) discussing everything they have learned; (5) they were asked to explore the usefulness of local cultural wisdom that

is in line with the moral character values in the core competencies, basic competencies, and study materials that students want to study within two weeks; (6) communicating and panel discussion on the results of exploring local cultural wisdom that is in line with the moral character values of core competencies, basic competencies, and study materials that students want to study; and (7) forum group discussion on how to develop lesson plans and evaluation procedures that will be implemented in the classroom.

RESULT AND DISCUSSION
The first year of the training activities is divided into two stages, with the first focus on assessing the teachers' abilities of (a) knowledge and understanding of the concept of character education and (b) identifying the superiority of cultural character values that are in line with local cultural values. The moral values of existing characters will be taught to students in teaching materials; (b) the capacity to recognize moral values through panel group discussions about local cultural wisdom in learning materials that will be taught to students; (c) expertise in the preparation of planning tools and arrangements for implementing learning and assessment based on analysis of core competencies, basic competencies and superior local culture values to be taught to students; (d) capacity to develop lesson plans based on core competencies, basic competencies, and superior local culture values to be taught to students. Meanwhile, the second stage includes implementing community service activities in the form of training through predetermined steps.

Based on the evaluation of teachers' abilities in SMK Negeri 6 through FGDs and tests, it has been determined that (1) the level of understanding of theories and concepts of character education for teachers in SMK Negeri 6 still needs to be higher. In other words, they have not possessed the knowledge of the concepts and theories of character education; (2) Most of the teachers cannot identify values and characters (3) the majority do not have sufficient ability to compile a set of plans and arrangements for the implementation of learning and assessment based on core competencies, basic competencies, and superior values of local culture assessment that will be taught to students; (4) the ability to compile a plan for implementing learning based on core competencies, basic competencies, and norms and superior values of local culture assessment that will be taught to students.

Upon completion of the training activities, the teachers of SMK Negeri 6 could (1) knowledge of character education concepts such as (a) values and norms, (b) cognitive moral development, (c) value analysis, (d) value clarification, (e) action learning, and (f) integrated value approach. Teachers recognize that the inculcation strategy focuses on teaching children social ideals. This method of character education aims to (1) instil specific values in students and (2) alter students' unfavourable values and social norms into desirable ones. They also recognize that the learning process approach includes, for example, positive and negative reinforcement, simulation, role acting, narration, and others. This technique has both supporters and detractors.

The moral development method focuses on cognitive and developmental factors. It encourages students to consider moral issues and actively create moral choices. According to the teacher, individual moral reasoning develops gradually by following a certain sequence in forming judgments of moral character values from lower to higher levels. According to this method of moral development, the goals of value education are (1) to help students develop more sophisticated patterns of moral reasoning based on a higher order of

moral values and (2) to encourage students to explore the reasons for their choices and value positions. Students carry out moral ideals not only by sharing with others but also by acquiring modifications in the degree of reasoning. This technique uses a learning process in which moral quandaries are addressed in small groups in order to obtain argumentative and organized answers and/or responses without necessarily being able to draw right or wrong conclusions.

The analysis method emphasizes on improving students' skills to think logically, critically, systematically and scientifically by examining social value issues. When comparing the value analysis technique with the cognitive-developmental approach, one of the significant differences is that the value analysis approach focuses more on examining difficulties that include social values. Individual moral challenges are emphasized in the cognitive developmental approach. According to this approach, the main goals of moral education are (1) to help students use logical thinking skills and scientific discovery to analyze social problems related to specific moral values and (2) to help students use rational and analytical thinking processes to connect and formulate concepts about their values. Individual or group learning about social issues with moral ideals, library studies, outdoor research, and class debates based on logical thinking are all common learning approaches.

The value clarification method is a learning strategy that encourages students to evaluate their thoughts and actions to become more aware of the values and norms within them. Based on the clarification approach, there are three goals of value education: (1) to make students aware of and able to identify both their values and the values of others; (2) to make students aware of communicating honestly and openly with others, about their values; and (3) to apply the ability to reason and control emotions together to realize and understand their feelings, values, and behaviour (Lipe, 2010; Sukitman, 2016; Supriatna, 2018). Simulations, role plays, outdoor activities, small group discussions, and deep self-analysis exercises are some teaching modalities applied in the norms and values clarification approach.

The action-learning approach is a way of learning moral values that emphasizes providing opportunities for students to perform moral activities individually and in groups. This method has two main objectives (Lipe, 2010). First, it provides opportunities for students to perform moral actions, individually and collectively, based on their values. Second, it encourages students to perceive themselves as individuals and social beings interacting with others, with limited freedom, yet as citizens of society. The learning methods used in the value analysis and value clarification approaches are also applied in this approach, which teachers have understood.

Teachers recognize that an integrated approach to teaching values is the best approach to implementing Character Education. This strategy enables individuals to fulfil their fundamental capital in the learning process in an intellectual, affective, and psychomotor manner, in addition to efforts to instil the noble ideals of the culture and Pancasila ideology of Indonesia. In essence, the integrated moral learning scenario and method consists of the following steps: (1) introducing information about the learning topic to be conveyed; (2) conveying the learning objectives to be achieved; (3) conveying the benefits of what is learned; (4) encouraging students to be active in examining contextual teaching materials; (5) encouraging students to be active in studying more deeply the meaning of the learning

materials studied; and (6) providing time and space for students to discuss and reason about why these values need to be understood. (7) providing opportunities for students to develop a joint activity plan that is a manifestation of logically acceptable values; (8) encouraging students to continue to implement the activity plan that has been made; and (9) jointly monitoring the implementation of the activity plan in daily life. (10) Recognizing the quality of local cultural wisdom characters in learning materials that will be given to students in accordance with core competencies, basic competencies, and indicators (Badeni & Saparahayuningsih, 2022; Hidayat 2014; Muslih, 2010).

The professors have also compiled and categorized several excellent values of local cultural wisdom that are based on religion (especially Islam) and locals' lives. The following are examples of better ideals in local culture. Religion-based local superiority values (Pingge, 2017; Rummar, 2022; Tusriyanto, 2020): (a) except for those who do good deeds, humans are losers; (b) high motivation in working and doing everything whatever is allowed by God (*halal*); (c) humans as leaders and guardians of the earth; (d) seeking the necessities of life while maintaining self-respect; (e) working diligently to earn a living; (f) communicating and spreading good greetings; (g) communicating in a good and polite manner, such as greeting others; (h) maintaining friendship and communication; (i) be honest, never cheat, and fulfill commitments in size/scale, and trustworthy; (j) do justice, love and care for each other; (k) be patient and hopeful (l) work hard; (m) love and respect for parents; (n) be generous; (o) empathy, compassion as an expression of kindness; (p) state the truth and never lie; (q) constantly appreciate; (r) not arrogant; (s) doing everything in good manners; (t) longing for knowledge, asking in spirit; (u) behaving as it is

(honest); (v) consistent; (w) steady, never giving up; (x) responsible; and (y) a sense of loving peace.

Local wisdom values are based on ongoing expressions in people's lives include (a) *ibarat sapu terbang dalam kehidupan sosial dan berbangsa;* (b) *contoh orang yang berprestasi demi masyarakat;* (c) *bagian belakang pisau, jika diasah, juga akan tajam;* (d) *belajar sebagai seorang anak adalah seperti mengukir batu;* (e) *kedalaman pengetahuan, lautan kebijaksanaan, gunung ucapan;* (f) *murah bicara lembut, mahal di timbangan,* (j) *tidak ada gunanya berdoa jika Anda memiliki pengetahuan setinggi langit.* (k) *orang-orang kaya akan menghadapi Anda bahkan jika Anda miskin;* (l) *seperti buah kempung, dengan kulit besar tetapi tanpa isi;* (m) *tidak ada hari tanpa baca;* (n) *belajar dengan mudah karena pengulangan; (o) ketika engkau berada di tepi semak dan jatuh dan melayang ke langit, doa tidak ada gunanya bahkan jika engkau memiliki pengetahuan setinggi langit; (p) buah bakak cempedak seribu kali gelar tidak belajar seribu indera dan tidak mampu belajar seribu kali; (r) baris kedua; (s) seijau serasan; (t) asam di gunung bertemu garam di laut dalam toples; dan (u) bermain dengan air basah, pisau yang terluka, dan api yang membakar.*

The teachers can also check the topics, core competencies, basic competencies, values, and indications per level. In addition, they will be able to analyze based on the core competencies, basic competencies, and local cultural wisdom values that will be taught.

According to the description above, The community service process for teachers at SMK Negeri 6, which begins with evaluation activities for mastery of character education concepts or theories and techniques for exploring local cultural wisdom that will be taught to students, has given the team the possibility to determine the extent of their

knowledge of concepts and theories of character education, and the ability of teachers to explore the benefits of local wisdom values that will be given to children. Determining the initial state of the teachers' skills at SMK Negeri 6 made it easier for the team to estimate what core learning materials to share with the teachers. It also provides inspiration and excitement and avoids boredom for the teachers to get the reinforcement provided. This is due to the fact that the content of the reinforcement is relevant to the level of knowledge required while avoiding common knowledge. Providing opportunities for participants to study and discuss concepts, theories and methods of approaching character education, as well as strategies and techniques for exploring local cultural wisdom in core competencies, basic competencies, and learning materials that students want to learn in the prepared workbook, has increased the ability of participants' knowledge and skills in applying, and understanding the difficulties. The ability to investigate the benefits of local culture wisdom that is consistent in the values and moral character of the core competencies, basic competencies, and content that students want to learn developed so rapidly that they had the opportunity to practice, present, and ask questions about the exploration they did. It also happens when they try to write lesson plans for character education in the classroom.

CONCLUSION
Community service activities were conducted in an integrated manner, applying the methods of lectures, discussions, workshops, focus group discussions, demonstrations, role plays, and panel group debates. These strategies were used as alternatives.

Community service activities applying a combination of lecture, discussion, and learning methods that focus on direct interaction between participants and teachers in the form of forum group discussions, games, role-playing, and panel group discussions have upgraded the capacity of SMK Negeri 6 teachers related to: (1) deepening of concepts and theories; (2) selection and discovery of values; (3) evaluating topics, core competencies, basic competencies, values, and indications for each level; (4) analyzing the relationship between core competencies, basic competencies, and values of local cultural wisdom to be taught to students; (5) preparing syllabus and lesson plans systematically and comprehensively based on core competencies, basic competencies, and values of local cultural wisdom to be taught to students based on themes; and (6) preparing lesson plans on moral values based on local cultural wisdom by applying an integrated value approach, values and indicators for each level.

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