

The Urgency of Local Wisdom Content in Social Studies Learning: Literature Review

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Abstrak

Kearifan lokal merupakan karakteristik masyarakat di suatu daerah yang harus dijaga sebagai identitas konstruktif sekaligus sebagai filter bagi berbagai aspek kebudayaan luar yang destruktif. Dalam konteks demikian, kearifan lokal dipahami sebagai warisan dari generasi ke generasi agar tidak tergerus beragam unsur-unsur kebudayaan luar. Karena itu pembelajaran kearifan lokal merupakan kebutuhan yang tidak terelakkan, satu diantaranya melalui pembelajaran Ilmu Pengetahuan Sosial (IPS). Pembelajaran IPS merupakan sarana bagi terjaganya kearifan lokal. Penelitian melalui studi literatur ini bertujuan untuk mengidentifikasi pentingnya memanfaatkan konten kearifan lokal sebagai sumber belajar IPS. Studi pustaka dilakukan untuk mengumpulkan data dan informasi yang sesuai, kemudian dilakukan diskusi yang kemudian secara sintesis dinarasikan. Hasil diskusi memastikan bahwa pembelajaran IPS berbasis kearifan lokal menjadikan peserta didik dapat mengetahui, memahami, dan mempraktikkan dalam kehidupan sosial karakteristik lingkungan, baik lingkungan alam maupun lingkungan sosial sebagai sumber pembelajaran IPS.

Kata Kunci: Kearifan Lokal, Pembelajaran, dan IPS.

Abstract

Local wisdom is a characteristic of society in an area that must be maintained as a constructive identity and a filter for various destructive aspects of external culture. In this context, local wisdom is understood as a legacy from generation to generation, not eroded by various outside cultural elements. Therefore, learning local wisdom is an inevitable need, one of which is through learning Social Studies (IPS). Social studies learning is a means of maintaining local wisdom. Research through this literature study aims to identify the importance of utilizing local wisdom content as a social studies source. A literature study is carried out to collect appropriate data and information; then, a discussion is held, which is then narrated synthetically. The results of discussions to make sure that local knowledge-based social studies learning made for learners to know, understand, and practice in the social life of the characteristics of the environment, both natural environment and social environment as a source of social studies learning.

Keywords: Local Wisdom, Learning, and Social Studies.

PRELIMINARY

Local wisdom is a cultural characteristic of an area. Local wisdom can be in the form of an idea or an activity that includes ways of interacting with other humans, humans and the environment, and humans with their belief systems. Therefore, it can be said that local wisdom functions as social stability and control over various human activities that involve the owner's community's life and life.

In the current era of globalization, the discourse of local wisdom has received serious attention. Advances in science and technology due to globalization tend to loosen social and moral values of society, which stem from ignoring local wisdom (Abbas, 2018, 2020a). For example, in the context of the environment, technology makes human life more comfortable. Still, when it is not practical, this condition changes the way of life, thinking, and the pattern of relationships between humans and the environment. In Indonesia, from the results of LIPI's Oceanographic research, it was noted that environmental problems include air pollution issues, damage to ecosystems as a result of inappropriate technology; around 35.15% of coral reefs in Indonesia are in bad condition. Apart from natural factors, such environmental damage is also closely related to human behavior that exploits nature without paying attention to the carrying capacity of the environment contained in local wisdom in the environmental context. As human beings who have a reciprocal relationship with the environment, of course, they have to pay attention to how to use the environment so that a harmonious relationship can occur (Abbas et al., 2015; Maunah, 2015; Nasrudin et al., 2019; Sandoval-Rivera, 2020).

In connection with the above matters, the existence of local wisdom must be maintained. The goal is that future generations can use local wisdom as a filter for various inputs in various fields on the aspects of globalization to maintain stability in various elements in people's lives. Each local wisdom contains values based on social, cultural, and belief aspects held by a community group, a way of life (Abbas, 2020b; Anwar et al., 2019; Azzet, 2011).

Education is a route that can be developed to provide education to the community regarding local wisdom in the environment where they live and its usefulness as a guideline of life in various aspects. To support this, we need a system that can regulate education itself (Ilhami et al., 2019; Ma'nawiyah et al., 2019). One of them is by designing curriculum development through a learning process based on local wisdom to increase the awareness of students as future generations of the importance of local wisdom for people's lives.

Social Studies (IPS) is a subject in an appropriate educational unit to combine local wisdom content with learning. As the essence of social studies learning is to integrate local

wisdom values into learning activities. The scope of social science subjects, in essence, must be sourced from people's lives. On this basis, integrating local wisdom content in each region as the content of social studies learning materials will contribute to increasing knowledge and understanding of local wisdom of the local community so that future generations can use it as a guide in their behavior and activities in daily life (Susanto, 2015; Syaharuddin & Mutiani, 2020).

Integrating local wisdom as material content in social studies learning will also support the achievement of social studies learning objectives that strengthen knowledge theoretically and strengthen attitudes and skills. From this, it is essential to make social studies learning innovations based on local wisdom. Students as the next generation through social studies learning are always close to concrete situations every day. A culture-oriented learning model (local wisdom) is an example of learning that strongly correlates with the development of skills (life skills) based on developing potential local skills in each region.

METHOD

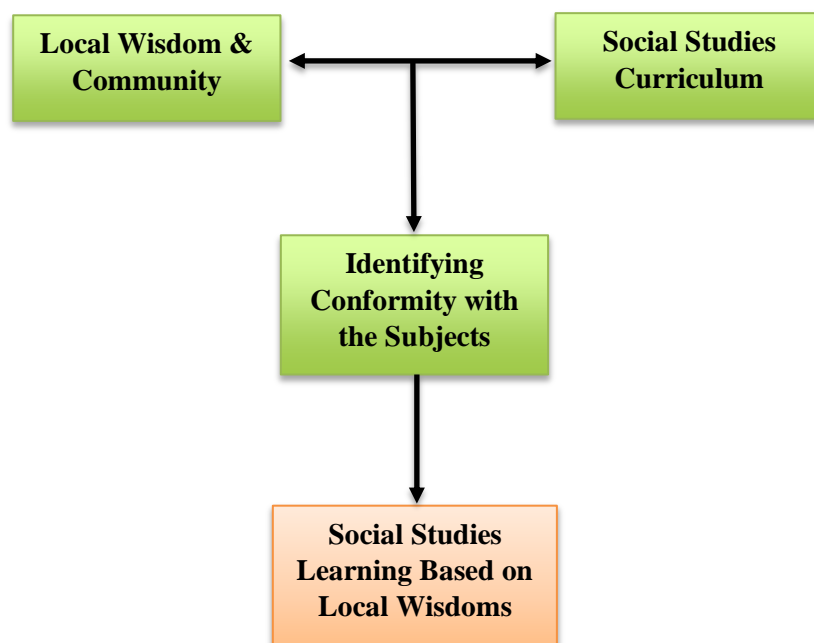
This research uses a qualitative approach. The research was conducted by collecting and studying various literature and literature studies. A literature study is used to collect data or sources related to specific topics from various sources such as journals, books, and other libraries (Snyder, 2019). Data collection techniques use secondary data obtained from various sources such as books, scientific journals, reports from research bodies that are accurate and relevant to the concept of local wisdom and social studies learning. The data or information that has been obtained will then be compiled based on the results of appropriate and accountable literature studies. The data analysis in the article consisted of two stages: data reduction and data presentation. Data reduction makes it easier for the author to select data from the literature validly while presenting the data in narrative form. The results of the discussion and conclusions in this article are the results of analyzing various relevant scientific sources to discuss the importance of local wisdom content in social studies learning.

RESULTS AND DISCUSSION

Local wisdom comes from two terms, namely wisdom and local. In terminology, the term local wisdom means local wisdom, which is interpreted as a wise local idea, which has value and is used as a guide for the community. Meanwhile, if interpreted from an anthropological perspective, local wisdom is a knowledge system in a specific group, the cultural identity. As the form of culture is not only in the form of an idea but also an activity that reflects a cultural value formed and embraced by a group of people (Al Muchtar, 2001; Saripudin & Komalasari, 2016).

Local wisdom has benefits for people's lives. Therefore, local wisdom should be maintained and recognized for its existence, even amid modernization and globalization. The education pathway can be used to maintain local wisdom so that it continues to grow and develop in the community. When the study of local wisdom becomes part of education, especially in learning, it will contribute to the formation of students who can reflect the values of local wisdom in their daily lives (Sriartha et al., 2017; Uge et al., 2019).

Picture 1. Integration of Local Wisdom into Social Studies Learning



Source: Literature Study Analysis Results (2021)

In the 2013 curriculum in Indonesia's education system, local wisdom has become part of the material contained in the 2013 curriculum. As the goal of the 2013 curriculum, which is identical to character education, is to instill students so that they not only have knowledge (cognitive) but are also able to feel (affective) and doing (psychomotor). In this context, it can be said that local wisdom plays an essential role in developing students' character following the local wisdom and culture of a nation.

Learning that utilizes local wisdom as part of the material contained in a subject will also affect the strengthening of various literacies. The implication is that there is a demand for teachers' ability to be able to strengthen the concepts learned by students (Sriartha et al., 2017). However, it is necessary to have innovation in every planning, implementation and evaluation or assessment of learning in its implementation. Even more critical is what subjects are relevant so that educators need skills to package learning based on local wisdom.

Social Studies (IPS) is a subject that can contain local wisdom in learning as social studies where learning plays a role in educating students to have social intelligence. Therefore, local wisdom can become a part of the material contained in social studies learning. Learning resources in social studies are not only in the form of books but also in the behavior of the surrounding community and local wisdom and cultures. Social studies learning through the application of local wisdom values is an effort to instill a sense of caring for others while at the same time expanding knowledge about the nation's culture (Hasanah et al., 2017; Mutiani, 2018). The connection with social studies learning is that it can contribute to future generations' knowledge and ability to maintain the existence of local wisdom through its use in learning materials. Social studies based on local wisdom does not only focus on delivering material but also builds the strengthening of students' social attitudes and skills so that it is not only knowing a learning concept but can implement it in everyday life according to the context of the environment in which they live (Purwanti, 2017; Putra, 2019).

Various social issues and problems in society today are a condition that supports the importance of local wisdom as content in social studies learning (Wulandari et al., 2019). By integrating local wisdom as the content of social studies learning materials, students can find out about the characteristics of their natural and social environment and provide solutions to various problems, as social studies learning aims to develop the potential of students to be sensitive to the environment and other aspects of society.

The use of local wisdom in social studies learning is a cultural-based learning dimension by utilizing various cultural forms rich in social and cultural values (Abbas, 2015; Widyanti, 2015). Suppose social studies education based on local wisdom can be realized in social studies learning. In that case, social studies education plays an essential role in fostering good citizens, mental and moral attitudes.

There are two benefits when local wisdom is used as a study in social studies learning. First, developing local wisdom in social studies learning can improve learning to be more meaningful and contextual in real life, strengthening education as a cultural process to develop student competencies holistically. Second, it can maintain local wisdom in students' environment as a cultural heritage that its existence must protect.

CONCLUSION

Local wisdom is a characteristic of a community group in a specific area. The form is not only in the form of ideas, but also can be in the form of rules, activities making it a guideline for community members to behave. Local wisdom is present *instant* in community life, but through a reciprocal process so that it becomes something that is believed in its truth and

usefulness. In the current era of globalization, the existence of local wisdom must be maintained. Local wisdom can become a filter for various global aspects that enter various aspects of people's lives. Therefore, in schools, primarily through social studies learning, the education path can be done by integrating the content of local wisdom as a source of material for social studies learning.

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