

Research Article

The Influence Of Local Wisdom Characteristics Of The Community Inhabit Megalitics Sites At Napu Valley On The Integrated Social Studies Learning At Junior High Schools In Napu Valley

Nuraedah*, Junarti and Charles Kapile

Universitas Tadulako, Central Sulawesi, Indonesia

Abstract.

In the last few years, the discussion about local wisdom has become an interesting issue. Local wisdom can affect social interaction, especially in education. The existing condition of an area affects the local wisdom adopted by the people living in that area. The purpose of this study is to analyze the relationship between the characteristics of local wisdom on integrated social studies learning. The research location is in Napu Valley, Poso Regency. The area has unique characteristics both the social conditions of the people and the existing conditions of the region. Napu Valley is a valley between hills in the central part of Central Sulawesi Province. The techniques of data collection are literature studies, observation, interviews, and questionnaires. The research method used descriptive methods that describe the relationship between local wisdom factors with integrated social studies learning through related data collection. The research method uses descriptive methods that describe the relationship between local wisdom factors with integrated social. The results indicated that the characteristics of local wisdom have a close and moderate relationship between social studies learning with a value of correlation coefficient (r^2) of 0.62 in Lore Utara Sub-district. 0.76 in Lore Peore Sub-district, and 0.53 in Lore Utara Sub-district.

Keywords: Local wisdom; social interaction; integrated social; social studies learning

Corresponding Author:

Nuraedah; email:
nuraedaha@gmail.com

Published 03 March 2023

Publishing services provided by
Knowledge E

© Nuraedah et al. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the PVJ-ISHESSH 2021 Conference Committee.

1. Introduction

Local wisdom is a typical attitude and behavior in the daily life of a community. Local wisdom is a view of life, knowledge and various ways and strategies of life in carrying out activities in local communities to provide solutions to problems related to everyday life [1]. This has become a great potential for the Indonesian nation with various ethnic groups in the Republic of Indonesia as a social interaction node. Social problems due to the fulfillment of increasingly varied human needs, from primary, secondary, tertiary

 OPEN ACCESS

and so on. As a result, environmental damage often occurs in several areas. Therefore, the function of local wisdom can minimize these negative impacts. Local wisdom concerning culture includes customs, arts, clothing, shelter, buildings, weapons and others. The United Nations Educational, Scientific and Cultural Organization (UNESCO) has recognized several cultures of the Indonesian nation

The Central Sulawesi region has various geographic and social characteristics. Hilly and mountainous areas are the dominant areas compared to the plains in the valley areas locate on the highlands. Generally, those areas are found in Poso Regency, including the Tentena Valley, Besoa Valley, Bada Valley and Napu Valley. Napu Valley is a valley area which is the closest area from PaluCity as the capital of Central Sulawesi Province. The Napu Valley area has its charm because there are several Megalith sites scatter in several places. The megalith site is believed to have existed since \pm 1,500 BC which later became the oldest megalith site in Indonesia. Most of the megaliths in Central Sulawesi are located in the Lore Lindu National Park [2].

Law No. 20 of 2003 concerning the National Education System has set national education standards. Article 35 of the law states that the national education standards consist of content standards, processes, competency of graduates, educational staff, facilities and infrastructure [3]. However, in reality these standards are not implemented properly in some areas. This fact is none other than the result of regional autonomy related to the APBD, which varies greatly from province to province.

Related to learning at the junior high school level, the subject most closely related to local wisdom is the integrated social studies subject. The results of Abubakar and Anwar's research suggest that the content of local wisdom in learning has not been implemented properly [4]. Moreover, if it is associated with local wisdom, the Napu Valley Region has distinctive characteristics. For this reason, the learning component that best suits local wisdom is learning material. Integrated social studies learning materials such as geographic conditions and social interaction materials are the main content containing local wisdom. Social studies learning can build individual human character through education that provides noble values [5]. Integrated social studies learning seeks to provide assistance to students in solving problems faced, so as to provide understanding for students as individuals and to understand the social environment of the community. Based on some of the descriptions above, local wisdom is interesting to be studied further. In addition, it is necessary to develop integrated social studies learning materials, especially on materials that are closely related to local wisdom. This material is generally found in class VII. Therefore, it is necessary to study the relationship

between the characteristics of local wisdom and integrated social studies learning in the Napu Valley Area

2. Method

This research is a descriptive study with an observation technique that emphasizes the relationship between the characteristics of local wisdom and Integrated Social Studies learning at grade VIII of junior high school in the Napu valley area, Poso Regency. The Napu Valley area includes three sub-districts, they are North Lore District, East Lore District, and Lore Peore District. The area has various geographical conditions consisting of plains, hills to mountains. The community resides in this area is a pluralistic society that consists of several ethnic groups. Data collection in this study aims to inventory both primary data and secondary data. The methods of collecting data are observation, interview, questionnaire, and documentation. Besides, this research also uses literature studies to analyze research data.

3. Result and Discussion

The results of data collection and analysis on observations, interviews, questionnaires, documentation, and literature studies related to this research, they are described as follows:

3.1. Local Wisdom of Communities in Napu Valley Megalithic Sites

Based on the results of data collection related to the location and research topic, there is some information that supports the research. The Napu Valley area consists of 3 districts, North Lore District, East Lore District, and Lore Peore District. North Lore district has an area of 466.75 Km² with the capital city in Wuasa Village. The total population in North Lore District is 14,587 people. The number of Junior High School in North Lore District is 2 schools with 43 teachers. The number of students at Junior High School in North Lore District is 493 students [6]. East Lore District has an area of 112.40 Km² with the capital city in Maholo Village. The total population in East Lore District is 5,960 people. The number of Junior High School in East Lore District is 2 schools with 24 teachers. The number of students at Junior High School in East Lore District is 376 students [7]. Lore Peore District has an area of 525.20 Km² with the capital in Watutau Village. The total population in Lore Peore District is 3,590 people. The number of Junior High School

in Lore Peore District is 2 schools with 31 teachers. The number of students at Junior High School in Lore Peore District is 261 students [8].

Based on the results of an interview with a teacher at Junior High School at North Lore district named Petronius Ndawu who stated that Lore Utara Sub-district has a megalithic site called Tolelembunga located in Sedoa Village. Tolelembunga is a heritage site for the beloved buffalo of the Princess of the Sigi Kingdom who moved from the Palu Valley and settled in the Napu Valley. East Lore district has a megalithic site located in Tamadue Village. The site is called Pekatalinga, it is a human-shaped stone with wide ears. Meanwhile, Lore Peore district has more megalithic sites than the other two sub-districts, those are Watutau, King Lore's Tomb, Mpolenda Statue, and Watunongko Sites. The Watutau site is a human-shaped stone site, so it is called watu means stone, and tau means person/human. The Watutau site has moved from its original location. Site relocation is due to the rampant theft of megalithic sites that occurred around 10-20 years ago. The Watunongko site is located at the eastern of Watutau Village, which is a site shaped like a stone mortar and a Colombia of different sizes. Apart from several megalithic heritage sites, the Napu Valley has a distinctive exotic valley landscape, namely a vast savanna. Also, Napu Valley has a lake located in Wanga Village, which also regularly holds an annual cultural festival called "Lake Wanga Festival".

The various megalith sites that have been mentioned above are very influential on the culture and local wisdom of the local community. This proves that the civilization of the people in the Napu Valley Region was created thousands of years ago. There are several buildings that appear to represent local wisdom. Traditional buildings or houses in an area certainly maintain local wisdom in accordance with the people living in it [9]. Local wisdom contained in the area is still preserved with local cultural values. In addition, the local community is also very open to individuals and communities of immigrants who live or just seek and manage agricultural products. Local communities also develop trade, services, government services in addition to the agricultural and plantation management sectors. The tourism sector has also been developed with better management of tourist sites in the past 1 to 10.

3.2. The Relationship Between Local Wisdom of Communities in Napu Valley Megalithic Sites Integrated Social Studies Learning at Junior High Schools

Contents of integrated social studies learning to the grade VII consists of 13 learning materials. The Integrated social studies learning materials conform to the K-13 curriculum



Figure 1: Tambi Sites.



Figure 2: King Lore's Tomb.

as education regulation in Indonesia. If it is related to local wisdom, it has the potential in the K-13 curriculum content due to regional characteristics in several aspects such as culture, economy, ecology, information technology and others [10]. The contents of integrated social studies learning related to local wisdom in grade VII at the Napu Valley State Junior High School are not concretely contained in the material presented in the classroom. The material of local wisdom is always conveyed implicitly in the learning activities both inside and outside the classroom. The material that is often presented by the teachers is about local wisdom which is related to megalithic sites in each sub-district specifically and across sub-districts in general. The observation results to the

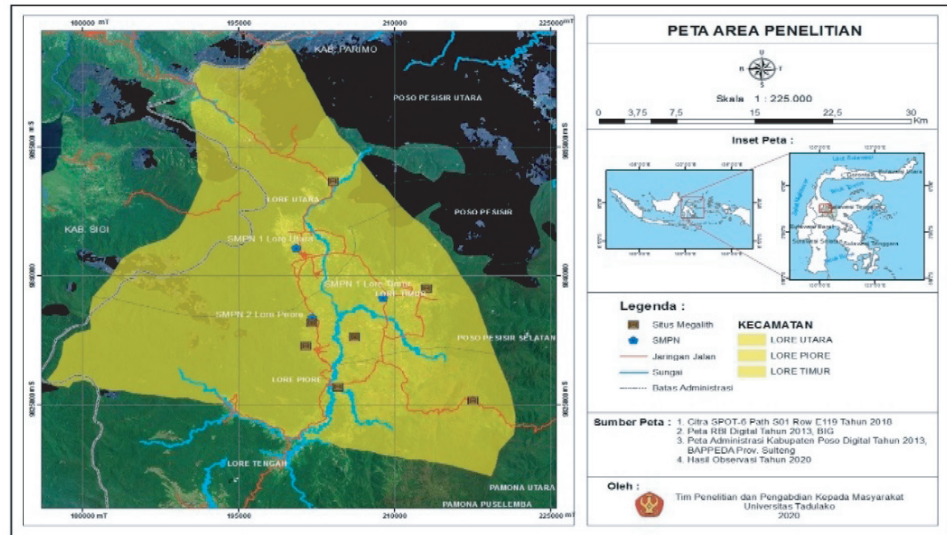


Figure 3: Map of research site.

teachers of social studies, homeroom teachers, and the principals of the three sample schools suggested that students indicate that they are very interested in local wisdom material, the Megalith sites in particular.

Based on research observations, the distance and accessibility between schools to megalithic sites greatly affect the visitation of these sites. For the compilation of research data, questionnaires were also distributed, especially on learning materials and the distance and accessibility between schools to the megalithic sites. If you pay attention, the distance consists of about 1 Km to 27 Km. The following is the distance and accessibility between the school and the megalithic site as follows:

TABLE 1: Distances and accessibilities between schools and megalithic sites.

| No. | School | Site | Distance | Accessibility |
|-----|-------------------------------|--|---|--|
| 1 | North Lore Junior High School | Tolelembunga | ± 9 Km | good (Asphalt) |
| 2 | Lore Peore Junior High School | King Lore's Tomb Mpolenda Statue Wanga Lake Watutau Watunongko | ± 1,5 Km ± 4 Km ± 4,5 Km ± 8 Km ± 27 Km | Moderate (dirt road) Moderate (dirt road) Moderate (combination) Good (Aspal) Good (Aspal) |
| 3 | East Lore Junior High School | Pekatalinga | ± 7 Km | Good (Asphalt) |

The results of data analysis, especially on the influence of the research variables, the distance, and accessibility between the school and the megalithic site, used the correlation coefficient technique. The number of distributed questionnaires 20 questionnaires at North Lore Junior High School, 10 questionnaires at Lore Peore Junior

High School, and 20 questionnaires at East Lore Junior High School. The classification of the correlation coefficient (r) consists of: 0,00 – 0,19 = very weak

0,20 – 0,39 = weak

0,40 – 0,59 = moderate

0,60 – 0,79 = strong

0,80 – 1,00 = very strong

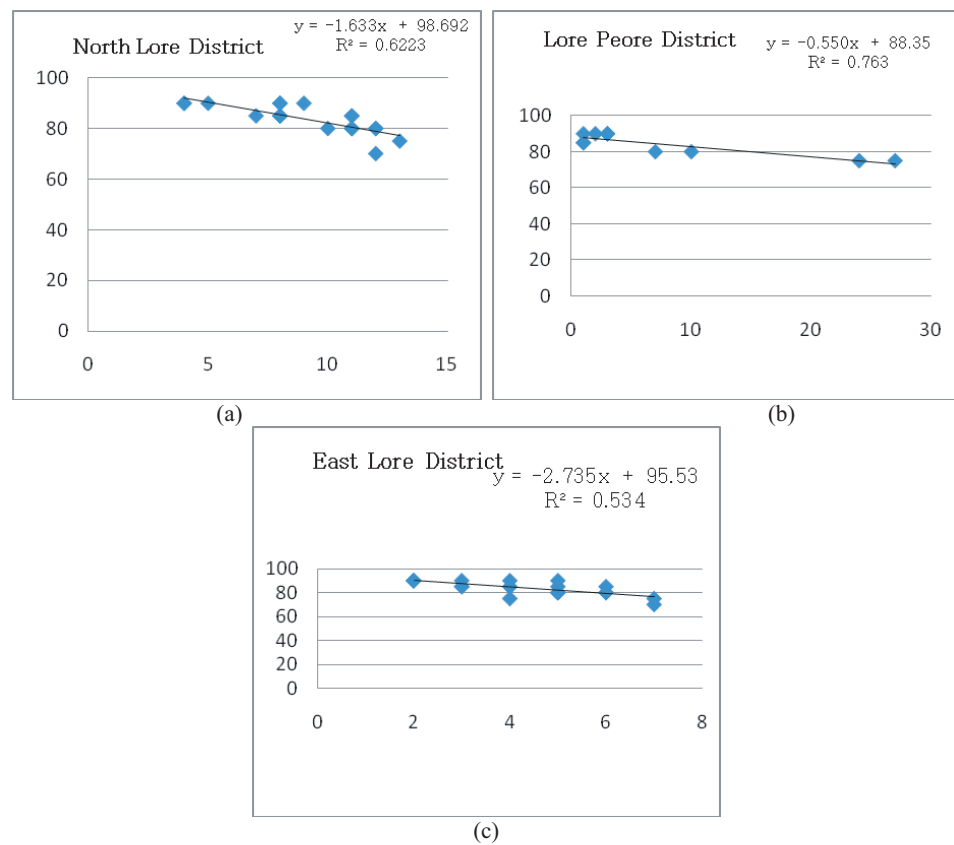


Figure 4: North Lore District, Lore Peore District and East Lore District.

Megalith Site Area, on integrated social studies learning tends to have a relatively strong and moderate relationship. North Lore district has a correlation coefficient (r²) with a value of 0.62, while Lore Peore district has a correlation coefficient (r²) with a value of 0.76, and east Lore district has a correlation coefficient (r²) with a value of 0.53. It shows that Lore Peore district has the strongest relationship compared to the other three districts. One of the reasons that the number of megalith sites that are more diverse in Lore Peore District compared to North Lore and East Lore districts.



Figure 5: Location of Megalithic Sites and schools of the research site.

4. Conclusion

Two conclusions can be drawn from this research. First, The Napu Valley area has a wide variety and number of megalithic sites. The megalith site signifies a distinctive feature of the local wisdom of the community surrounds the area. The local wisdom of the people in the Napu Valley area attracts the enthusiasm of various groups, both residents and visitors as well as institutions whose purpose of the visit is to conduct research. Second, the existence of megalith sites and local wisdom in the Napu Valley area has a positive impact on the learning of grade VII students at several junior high schools in the Napu Valley area. Therefore, it needs management and recognition from the government and the community to preserve megalithic sites and local wisdom.

References

- [1] Ayu NP, Pamadhi H, Garbo A. Local wisdom values in kawung batik and its relevance to moral education. *Adv. Soc. Sci. Educ. Humanit. Res.* 2019;327(2018):178–182.
- [2] Iksam. Potensi peninggalan arkeologi sulawesi tengah untuk pengembangan informasi di museum. *Prajanparamita J. Museum Nas.* 2013;01:7–17.
- [3] Undang-undang republik indonesia, undang - undang republik indonesia nomor 20 tahun 2003 tentang sistem pendidikan nasional. 2003;1:6–8.
- [4] Abubakar, Anwar. Analisis karakter dan kearifan lokal dalam pembelajaran sosiologi di kota banda aceh. *Komunitas Int. J. Indones. Soc. Cult.* 2014;5(2):287–295.
- [5] Ahmal A. Kearifan lokal dan pendidikan ips: Studi peduli lingkungan dalam hutan larangan masyarakat adat kampar. *SOSIO-DIDAKTIKA Soc. Sci. Educ. J.* 2017;4(1):61–70.

- [6] Badan Pusat Statistik; Kecamatan lore utara dalam angka 2019. 2019.
- [7] Badan Pusat Statistik; Kecamatan lore utara dalam angka 2019. 2019.
- [8] Badan Pusat Statistik; Kecamatan lore utara dalam angka 2019. 2019.
- [9] Harisun E. Typology of fala kanci house as a north maluku traditional house. *Local Wisdom Sci. Online J.* 2020;12(2):148–155.
- [10] Subali B, Sopyan A, Ellianawati. Developing local wisdom based science learning design to establish positive character in elementary school. *Indones. J. Phys. Educ.* 2015;11(1):1–7.