

Conference Paper

Using Indonesian Local Wisdom As Language Teaching Material to Build Students' Character in Globalization Era

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Abstract

This paper presents a review of the implementation of Indonesian local wisdom in language teaching material in order to build students' character as their foundation to face globalization era. Build students' character is the duty of all of school components including the language teacher. Therefore, the teacher needs media that can integrate character to the language teaching material. Considering that, this paper tries to give solution to the language teacher by using the wealth of Indonesian local wisdom. It is kind of qualitative study which draws argument based on library documentation. This library-based paper aims to show the evidence of the benefits of the use of local wisdom as language teaching material for students' character building. It builds the elaboration from various theories and relevant previous studies under the confines of character building, local wisdom, and language teaching material. Specifically, this paper tries to show the urgency of students' character building as the foundation to face globalization era and the implementation of Indonesian local wisdom in language teaching as one of solution to teach character to the students. It closes with some suggestion for the teacher about the way to adapt Indonesian local wisdom in language teaching material and simple examples of material design which can be adapted by the teacher.

Keywords: local wisdom, ELT, character education

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1. Introduction

Nowadays, people can go overseas and communicate to others in far away easily. The ease is the impact of the development of technology in this globalization era. However, the impact of globalization seems like two side of coin. It has both good and bad impact since there are a number new concepts of life come. As Celik & Gomleksiz (2000) explain, globalization is new era that every nation faces huge change in social,

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economic, and cultural ways. It brings new concepts of life. Consequently, people need to be smarter, wiser, more creative, and be open-minded to face the changes. Therefore, education has an important role to prepare the students as young generation not only with academic knowledge but appropriate lesson regarding to attitude and norm. Incorporating character education as part of school curriculum is the way to give the students strong foundation to prevent the undesirable action because of the impact of globalization era. Further, school is a place which has high contribution in shaping young people character (Character Organization, 2014).

However, implementing character in the school curriculum has to be supported by the entire school component including language teachers. The language teachers can embed the values of character in their instruction by adapting Indonesian local wisdom. As known that Indonesia has lot of cultures which are rich of local wisdom. Local wisdom derives from society. Therefore, it is relevant with the students' life. It enrich their knowledge and good character. Moreover, the use of local wisdom enables students become more aware with their own culture. Considering the explanation above, the authors intend to explain more about the implementation of Indonesian local wisdom in language teaching material in order to build students' character as their foundation to face globalization era.

This paper aims to show the benefits of the use of local wisdom as language teaching material for students' character building. It tries to elaborate the theories of character implementation in the school and the relation to the use of local wisdom. At the end of the paper, it shows the example of the use of local wisdom in the teaching process. By the example, it is expected to show the clear explanation about using Indonesian local wisdom in teaching material.

2. Character Education

Character education is an educational program which tries to integrate character building to the school curriculum. According to Berkowitz (2011) character education is educational practices which develop good characters on the students. In Indonesia, there are 18 character values that should be taught in the school. Those are religious, honesty, tolerance, discipline, perseverance, creativity, independence, democracy, curiosity, nationalism, patriotism, appreciation, communicative, love of peace, reading interest, environmental awareness, social awareness, and responsibility. Those values can be taught implicitly or explicitly inside and outside classroom.

There are numerous significances of character education. Character makes students become lifelong and critical learner, diligent and capable performer, a person with social and emotional skill, ethical thinker, respectful and responsible, discipline person who pursues a healthy lifestyle, contributing community member and democratic citizen, and spiritual person engaged in crafting a life of noble purpose (Davidson, Lickona & Khmelk in Nucci & Narvez, 2008). Those significances present a clear reaction of a recent metter regarding to the important of character education in this globalization era.

Besides that, in the development of economic field as the impact of globalization, the young generation has to be ready to compete in finding a job. Students need more than high GPA. They also have to possess good quality of character as well (Bialik, Bogan, Fadel & Horvathova, 2015). In short, the importance of character education is to shape the young generation to be ready in facing globalization era. More, it assists them to be able to decide the right and wrong even they are in a pressure condition.

3. Character Education and Local Wisdom

Local wisdom is local richness that contains rules or life view points. Local wisdom has function as the way to shape human beings to be wiser in their lives. It has similar notion with character education. As explain previously that character education is educational program which tries to integrate character building to the school curriculum. It aims to shape young generation to be a civilized and well mannered person in the future. Several previous studies already examined the use of local wisdom in teaching and learning process (Saputra, 2015; Ningrum, 2015; Anggraini & Kusniarti, 2015; Anggraini & Kusniarti, 2017). Some of them also relate the local wisdom and character building.

Moreover, the impact of globalization makes people loss their identity and forget their own culture because the changes of society. In this case, the use of local wisdom as teaching materials seems to be beneficial. It enables students to be more aware about their culture and respect to other culture as well. It Local wisdom might be applicable regionally but has a numerous meaning universally (Ningrum, 2015). Thus, the aforementioned are clear evidences that local wisdom can be adapted as language teaching material which aims to build students character.

Actually, there is no specific technique to implement character education in the classroom because it depends on the teacher and the school situation (Hanley, 2014). However, in Indonesian context, Ministry of National Education (2010) recommends several techniques to implement character in the classroom. Those are existing the characters in the learning materials, integrating characters as part of the learning materials, using

imagery and comparisons of the characters to the similar events in the students' lives, changing negative aspects into positive aspects, expressing characters through discussion and brainstorming activities, using stories to teach the characters, telling stories of the great men, using songs and music, using drama to illustrate the characters, and using various activities to bring characters into humanity. Those techniques seem to be relevant to the involvement of local wisdom in the language teaching materials.

Local wisdom has close relation to literature. Sultoni & Hilmi (2015) explain that literature is an integral part of culture. It shapes the personality of the nation. Besides that, in Indonesian culture, there are many stories such as legend, folklore and myth which may be included in learning materials. The teacher might be adapt or adopt the story of society around the school. The story might be in form of text or drama. Besides that, the teacher might tell stories of great men as one of the ways to implement character. In Indonesia, every region has their own exemplary figure. Take an example in Javanese context, they have *wali songo* as good people who comprise good attitude and respect to the culture. The story about them seems to be a good idea to be inserted in teaching process.

Next, traditional game is also part of local wisdom. In Indonesia, every place has different traditional game. The variety of traditional game seems to be an interesting way to deliver language materials. Moreover, traditional game has deep philosophy such as appreciation, tolerance, and social and environmental awareness. It is good for students' character development. Thus, based on the explanation above, it seems to be clear that local wisdom can be revitalized and included as part of language learning materials to build students' character.

4. The Example of Using Local Wisom as Language Teaching Material

The design below is an example of the implementation of local wisdom as part of language teaching material in English lesson grade seventh Junior Secondary School. The main material is describing place. The students are expected to understand a numbers of adjectives and able to use the adjective to describe place.

4.1. Opening

In this part, the teacher might ask students to describe the condition of their classroom. This activity can stimulate students' communicative value. The teacher also can know the students' basic knowledge of adjectives.

4.2. Whilst

The teacher asks students to bring their dictionary and go outside the classroom. Here, the teacher and students play *jamuran* to enrich students vocabularies. *Jamuran* is a traditional game from Indonesia but it is modified as part of teaching technique. The game plays with make a circle and the teacher stand in the middle of the circle. The students sing song of *jamuran* and the teacher answer the song by mentioning a word or sentence. The students has to find the meaning of the word or sentence in the dictionary and mention it loudly. The students who can answer first will replace the teacher as the center of the game. The students are expected to learn perseverance, independence, social awareness and communicative values by this game.

The teacher shares descriptive text of Prambanan Temple after the game is over. He/she asks students to read the text first to stimulate students' reading interest. Then, they can discuss together about the content of the text. After discussing the text, the teacher cannot forget about the grammar. The teacher should explain the generic structure of descriptive text and the language feature. Next, teacher asks students to identify the generic structure of text about Prambanan Temple. The students might be asked to work in group and present the result to encourage their democratic value, responsibility value, and communicative value.

4.3. Closing

The last is giving students homework. The homework aims to encourage students' independence and creativity. The teacher asks students to make observe an iconic place around them and make descriptive text about it. Observing an iconic place can increase students' environmental awareness. The teacher also can remember the students to avoid plagiarism and submit the homework before the deadline. It aims to teach them to be honest, responsible, and discipline.

The design above is only an example of the application of local wisdom in language teaching material to support character building. The teacher might be more creative

and innovative to arrange and design their materials using local wisdom. However, by considering the example above, it shows that adapting local wisdom as part of language teaching material is a good idea. It helps teachers to teach more than one value of character in interesting and relevant way for students.

5. Conclusion

From the whole explanation above, it can be concluded that having good character to face globalization era is important in order to be a person who can decide what is right or wrong. Therefore, the young generation needs to be prepared with the strong foundation of good character by including character as part of curriculum in the school. However, it is not a simple thing to implement by all of school components including the teachers. Therefore, this paper presents a suggestion of possible application of Indonesian local wisdom in language teaching material. As known that Indonesia has rich local wisdom which is full of philosophy and values.

The explanation of this paper is expected to help the teacher in finding ideas to design language materials which contained character values. However, this paper is far from perfect since it is only library based paper. It has not been applied in empirical situation yet. Therefore, the future researcher might use this paper as a reference to conduct an empirical study about the use of literary works in language class to support character education. Besides that, for the teachers who really know the situation of the students, they have to read and find more information to get more reference of materials design and character education. Finally, the teacher might make their own experiment based on their own ideas to find an appropriate learning material for students which employs the character values.

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