

# Instilling Local Wisdom's Value in the Learning of Social Studies as an Effort to Increase Social Awareness of Junior High School Students

Sugiantoro Sugiantoro\*, Joko Widodo, Masrukhi Masrukhi, Agustinus Sugeng Priyanto

Universitas Negeri Semarang, Department of Social Science Education, Indonesia

\*Corresponding Author: [sugiantoro110987@students.unnes.ac.id](mailto:sugiantoro110987@students.unnes.ac.id)

**Abstract.** Social studies learning contributes to social and human values. This study relates to the value of local wisdom in social studies learning in Sidoarjo Regency in order to increase the social awareness of junior high school students. This study aims to determine the inculcation of local wisdom values through planning, implementation, and student responses to the value of local wisdom in social studies learning. This study uses qualitative methods and research data sourced from primary and secondary data. Data collection techniques were carried out through observation, interviews, and documentation. Validity test using triangulation technique. Data analysis uses interactive analysis, namely through data reduction, data presentation, and data verification. The results showed that 1) the learning design prepared by the teacher was appropriate and categorized as good, 2) the implementation of the value of local wisdom in social studies learning was able to improve students' conceptual understanding, 3) student responses to social studies learning carried out by teachers combined with local wisdom were able to foster enthusiasm. because students can understand the material based on their experience. In conclusion, the inculcation of local wisdom values in social studies learning is able to increase learning motivation and develop students' social care attitudes.

**Keywords:** local wisdom's value; the learning social studies; social awareness.

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## INTRODUCTION

Social studies learning examines the pattern of interaction between humans and the surrounding environment which leads to the simplification of social sciences aimed at pedagogic abilities. Social Studies is designed on the basis of phenomena, problems, and social realities with an interdisciplinary approach that involves various branches of the social sciences and humanities in order to develop knowledge, attitudes, and social skills (Shofiatun Ni'mah, Arif Purnomo, 2020). Social studies learning can also form and develop good citizens' personalities, namely having knowledge, skills, attitudes, and values that can be used as the ability to solve personal problems or social problems, the ability to make decisions and participate in various social activities (Nursyifa, 2019).

The phenomenon of the digital era as it is today in addition to bringing positive and negative influences in everyday life which is marked by changes in human lifestyles and patterns so that the values of local wisdom are eroded and technology has an important role in human civilization (Nurhayati et al., 2020). This character crisis is characterized by an attitude of indifference to the social environment and a decrease in empathy for others and an

indifference to the values of local wisdom (Sa'adah & Sarmini, 2017). The big task, of course, is not to impose an aviated learning method or model, but can be done by making social issues as learning materials, especially those related to the values of local wisdom in communities that are close to the lives of students, so it is hoped that through learning based on more interesting teaching materials, social studies will be more fun and meaningful. The indifference of students to the values of local wisdom is caused because they are not aware of the existence of local wisdom that exists in their social environment while the existing local wisdom is one part of real learning resources and can be utilized in enriching knowledge.

One of the values of local wisdom that can be developed as social studies learning material is of course chosen based on social values which are expected to be able to help students to see and learn the meaning of life and apply it in everyday life. People who still maintain and preserve traditional values are called local wisdom (Rosidi, 2016). Education based on local wisdom is an approach that teaches students to always be close and responsive to the real conditions that exist in their real world. So that education based on local wisdom can be used as a medium to

preserve the potential of each region. It is undeniable that social studies education has a very important function in shaping the nation's personality, human quality, and Indonesian society in general (Hurri & Widiyanto, 2018). The success of social studies education in developing the values of national and state life among the younger generation is still questionable, considering the phenomenon of national and state life in Indonesia, especially the younger generation, its existence is increasingly doubtful in preserving cultural values, so there needs to be aware of the importance of local culture. as national identity (Nahak, 2019). Thus, efforts to maintain and preserve culture can be done by means of culture knowledge through social studies learning at school.

In essence, learning is a process of transferring knowledge with the aim of forming a cultured generation through cultural transmission into learning (Adelina Yuristia, 2018). Learning in schools is a center for socializing and enculturating moral values and shaping character by highlighting local wisdom because schools are places for human maturation. Education based on local wisdom can be used as a medium to preserve the potential of each region (Siriat & Nurbayani, 2018). The inculcation of local wisdom values is carried out through social studies learning that connects the material with local culture. How to instill the values of local wisdom is related to the material of the role and function of culture.

This study intends to raise the tradition of the Sidoarjo community which is full of values and can be used as a social study learning resource. Local wisdom that can be used as a social study learning resource is the *lelang bandeng* tradition, *Bandeng* is a type of fish that is cultivated by the Sidoarjo community and in English it is called milkfish (Jamaluddin et al., 2013). The *lelang bandeng* tradition held by the people of Sidoarjo has a noble purpose, because the proceeds from the auction or sale of *bandeng* are used for social and religious activities through the Sidoarjo Muslim Bhakti Amal Foundation. The funds were obtained from investors, government officials, business organizations, and all participants who made bids for some *bandeng kawak*. In addition, the *lelang bandeng* is a creative idea to unite togetherness between communities and maintain an identity as the best *bandeng* producer. The *lelang bandeng* has also proven successful in increasing *bandeng* aquaculture production and also attracting people from all over Indonesia. Another form of social concern is in the form of

low-cost *bandeng* market activities where the price of *bandeng* is sold at a low price compared to the market price with the intention that all people can buy and enjoy the harvest of the pond farmers. This activity is carried out in order to uphold the commemoration of the Birthday of the Prophet Muhammad SAW and intends to increase *bandeng* production through motivation and promotion.

The main study in this research is related to the social care carried out by the people of Sidoarjo through cultural values passed down from generation to generation which are faced with the fact of understanding the role of local culture as a form of social concern for others and often activities like this are underestimated by the community. students of SMP PGRI 8 Sidoarjo who are residents of Sidoarjo and reside in the area where the traditional *lelang bandeng* is held. This condition is related to the rapid progress and cultural shift in the current industrial revolution era. Excavation of local wisdom as content for character building of students which can later be inserted in learning is an effort to revitalize local wisdom, so that students live it because it is not far from the culture that exists in their original environment (Syaputra & Eka Citra dewi, 2020). From this understanding, the cultivation of local wisdom values in SMP PGRI 8 Sidoarjo is carried out through social studies learning on the role and function of culture. The process of inculcating the value of local wisdom in SMP PGRI 8 Sidoarjo with experience as a source of learning, this right is the same as the theory of cognitivism put forward by Jean Piaget which says that learning can be done by interacting with the environment. Social studies learning by implementing local wisdom can be done by studying and observing the environment or experience as a learning resource.

Studies related to social studies learning based on local wisdom have been widely researched but only focused on the environment as a learning resource, the success of social studies learning without any special planning both models and strategies and only relying on the ability to develop without using learning plans such as research conducted by (Hurri & Widiyanto, 2018), (Shofiatun ni'mah, 2019), (Hasni & Said, 2020), (Widodo, 2020), (Shofiatun Ni'mah, Arif Purnomo, 2020) while related research is limited. local wisdom of the Sidoarjo community as a source of social studies learning. So it is interesting to conduct research related to the inculcation of local wisdom values in students in

social studies learning through Contextual Teaching and Learning (CTL) with a mind mapping strategy to increase students' social awareness.

The problems studied in this paper are 1) the social studies learning design prepared by the teacher related to the values of local wisdom included in the lesson plan, 2) the implementation of social studies learning based on local wisdom values by providing direct examples during learning, 3) student responses Social studies learning combined with local wisdom shows that students will be more enthusiastic because they can understand local wisdom based on their experiences in their social environment. The purpose of this study is to explain social studies learning in instilling the values of local wisdom in students with the subject of the role and function of culture. Excavation of local wisdom as the content of character building of students which can later be transmitted into social studies learning which is an effort to revitalize local wisdom so that students live it. It cannot be separated and not far from their culture. This study wants to provide a perspective on the cultivation of local wisdom in social studies learning in an effort to increase students' social awareness.

## METHODS

This research was conducted using descriptive qualitative method. The rationale for using this research is that researchers want to know how the process of internalizing local wisdom values in social studies learning is carried out, and also to find out how the implementation and responses of students are. The informants in this study were social studies teachers in eighth grade and eighth grade student. Determination of the sample using purposive sampling technique.

**Table 1.** Research informants

<i>Number</i>	<i>Informan</i>	<i>quantity</i>
1	Social Studies Teacher for Eighth Grade.	1
2	Eighth Grade Students:	
	Male	8
	Female	7
	Total Subject	16

Data collection techniques using interview techniques, observation and documentation. In-depth interview technique is used to find out how teachers apply social studies learning strategies related to local wisdom in the classroom as well as interviews with students regarding learning

activities that have been carried out with teachers. The observation technique is carried out when the teacher carries out learning activities. The researcher acts as a passive observer. Documentation techniques are carried out by collecting written documents such as planning, learning, and teacher assessment tools. The validity of the data was obtained by using triangulation techniques. In this case, the researcher used a method other than direct interview, also using another method in the form of a questionnaire sheet.

The analytical technique used in this study uses the Miles and Huberman model analysis tool (Asriati et al., 2019), where the analytical activities are divided into three stages including: 1) data reduction carried out by selecting the main data according to the research topic; 2) data presentation is done by making a research matrix to make it easier for researchers to analyze data; 3) conclusions and data verification are used to answer problems that have been formulated from the beginning which are then analyzed and given an explanation related to these facts which results in a conclusion. In this way, the conclusions drawn are based on data that can be verified.

## RESULT AND DISCUSSION

### Instilling the Value of Local Wisdom in Social Studies Learning

Based on the results of data analysis, the cultivation of local wisdom values is carried out through learning tools through learning models and strategies, namely using the CTL model with a mind mapping strategy which is validated by two validators using a learning tool validation sheet. The tools that were validated were lesson plans, student worksheets, and learning outcomes tests. The results of the assessment of learning plans related to learning strategies, the ability of teachers to provide examples of social care attitudes to students both inside and outside the classroom, linking social studies subject matter with the values of local wisdom and relevant learning media with the results obtained an average value of 3.56 which means good criteria. According to Borich (Pelenkahu, 2014) the percentage of observer agreement is said to be reliable if it has a reliability value above 75%. This value indicates the lesson plan is made according to and is categorized as good. Revisions made include correcting writing errors and selecting images used in the lesson plans.

The results of the validator's assessment of student worksheets obtained an average value of

3.26 which means the criteria are quite good, with a percentage of agreement (reliability) value of 94.04% meaning that the agreement between the two validators is quite high, meaning that the worksheets made are suitable for use with minor revisions. Revisions were made to correct some writing errors and select images that were adapted to the material. The Student Worksheets made emphasize the CTL model with learning resources referring to the 2013 curriculum teacher and student books which are associated with the values of local wisdom of the people in Sidoarjo district.

Learning outcomes test is used to determine the level of mastery of knowledge on the material that has been taught. Learning outcomes test consists of 25 multiple-choice questions. The learning outcome test is used after being validated by the validator for the learning outcome test, the average value is 3.54 which means the category is good and feasible to use with a percentage of agreement (reliability) value of 95.25% which means that the agreement between the two validators is high. Revisions are made to correct the writing that best fits the questions on the item.

#### **Implementation of local wisdom values in social studies learning**

The research data was obtained from the implementation of local wisdom values through social studies learning activities with the application of contextual teaching-learning models with mind-mapping strategies in class VIII SMP PGRI 8 Sidoarjo. Observations were made by two observers with the aspects observed were preliminary, core activities, and closing activities. The results obtained are 82% with a good category with a reliability of 98% observation. While the results of observations of student activities are associated with indicators of research success, it can be concluded that student activity is 62.5 with an average value of 3.75

The high level of implementation of the learning plan is because, in the implementation of the research, the teacher fully strives to follow the syntax of the contextual teaching-learning model and is also supported by the background of students who support the implementation of the learning process. The success of achieving learning objectives by students also depends on the help and encouragement of students by teachers and paying attention to the level of student development.

The results of inculcating the values of local wisdom in class VIII students through social

studies learning based on the above observations have been embedded in a good category. Teachers have succeeded in instilling the values of local wisdom by social care indicators, including respecting others, working together, respecting the rights of others, helping and helping others. This is evidenced by students paying attention to their friends while presenting, collaborating through study groups, helping the park when there are friends who need help.

#### **Student Response**

The assessment of student responses was followed by students in class VIII using a student response observation questionnaire. The results of data analysis obtained: 87 percent of students like LKS, 93% of students like teaching materials, 93% of students like the classroom atmosphere by teaching contextual teaching-learning models with mind-mapping strategies, and 80% of students like the way teachers teach values-based materials. the value of local wisdom with a contextual teaching-learning model. 87% of students consider themselves to be helped and get better opportunities in learning this model. Most students feel that they have a good opportunity to express ideas, respond to questions, ask questions, and present their work as indicated by the presentation of 87% responses. The students' interest in learning activities based on local wisdom with the contextual teaching-learning model is very high.

#### **Discussion**

##### **Instilling the Value of Local Wisdom in Social Studies Learning**

Local wisdom-based learning is learning that places students at the center of learning rather than being centered on the teacher. This is in line with Suparno's statement in (Rosala, 2016) that learning is not just a passive activity of receiving material from the teacher, but an active process of exploring old experiences, seeking, and finding new experiences and assimilating and connecting between the two to form meaning. Meaning is created from what students see, hear, feel, and experience. For teachers, teaching is an activity to facilitate students in constructing their own knowledge through their involvement (Asri, 2016).

Local wisdom as a source of innovation and skills that can be empowered for the benefit of the community because it contains a collection of facts that exist in the community. Concepts, beliefs, and public perceptions related to the

world around are expected to be an alternative for solving everyday problems (Heriawan et al., 2018). Thus, local wisdom is related to how knowledge and skills are generated, stored, applied, managed, and passed down from generation to generation. Like the local wisdom that exists in Sidoarjo Regency, such as *lelang bandeng*, *tasyakuran laut* which one have character values in the form of caring values, gratitude and forms of piety as social studies learning resources for junior high school students in Sidoarjo Regency.

Social studies learning based on local wisdom values includes the elaboration of elements, characteristics, and traits (Utari et al., 2016). The cultivation of local wisdom values is expected to be a medium for achieving educational goals so that it can be used as a socio-cultural basis for the interests of national education. Social studies learning based on local wisdom values has the following objectives: 1) exploring the best values and experiences in implementing local culture-based education, 2) exploring core values as a socio-cultural basis for national education, 3) elaborating patterned behavior systems as contexts. social culture for national education (Hasni & Said, 2020).

The development of education in the perspective of learning based on local wisdom does not change the existing structures and programs, but rather on the renewal of educational practices that have been less than optimal in their implementation. Therefore, the nature of the renewal in social studies learning based on local wisdom values places more emphasis on cultural education and cultured education. So that education is not just a transfer of knowledge from educators to students but the educational process also contains the character development of students through local cultural values.

The process of inculcating the values of local wisdom is carried out through learning planning. The plan includes the act of verifying the material values of local wisdom of the people of Sidoarjo Regency which have been obtained, namely the tradition of *lelang bandeng* and *tasyakuran laut* then compiled in a learning material that is integrated with the theme "The Influence of Social Interaction on Social and National Life" in the sub-theme "Role and Nationality". Function of Culture" in social studies learning. The social studies learning materials are integrated with local wisdom values and verified whether or not they are relevant to the current environmental

conditions of students, namely on the subject of the role and function of cultural diversity. Next, make lesson plans, learning media that support learning such as social studies learning materials and the last is an evaluation tool. As for the observations, the researchers prepared an observation sheet.

Based on observations, it is known that the results of the validator's assessment of learning plans related to learning strategies, the ability of teachers to provide examples of social care attitudes to students both inside and outside the classroom, linking social studies subject matter with local wisdom values and learning media that are relevant to the results. The average value obtained is 3.56 which means good criteria, while the student worksheets get an average value of 3.26 which means the criteria are quite good, with a percentage of agreement (reliability) value of 94.04% meaning that the agreement between the two validators is quite high, meaning that the student worksheets that made fit for use with minor revisions. While the learning outcomes test is used to determine the level of mastery of knowledge on the material that has been taught. The learning outcomes test consists of 25 multiple choice questions. The learning outcome test is used after being validated by the validator for the learning outcome test, the average value is 3.54 which means the category is good and feasible to use with a percentage of agreement (reliability) value of 95.25% which means that the agreement between the two validators is high.

This learning plan is based on Freire's thinking in (Rohinah, 2019), namely a critical pedagogical approach, its implementation through the dialogue method, meaning that teachers and students are willing to listen to and respect each other in expressing opinions. In this context, students verify (re-examine) the values of local wisdom in their surrounding environment through discussion.

**Table 2.** Learning achievement indicators

Number	Achievement of Learning Objectives
1	Students are able to verify the values of local wisdom into the character of love to God (Religious)
2	Students are able to verify the values of local wisdom into the character of caring for the environment and practice it
3	Students are able to verify the values of local wisdom into social care characters and practice them

Based on the observations of the researchers, the implementation of the learning carried out by the teacher started from the initial activities, core activities, and closing activities. Learning begins with a greeting and greeting students, the teacher repeats the material that has been studied at the previous meeting and the teacher begins to enter the material by asking students about culture first using the Contextual Teaching and Learning (CTL) model. CTL learning uses the dialogue method which is realized through the discussion method. Discussions are carried out with the principle of equality, willingness to give and receive other people's opinions. Dialogic learning steps in the discussion for example 1) Religious character: why do the people of Sidoarjo believe that if they don't do sea *tasyakuran*, the catch of fishermen will decrease?, 2) *gotong royong* character: why do people who will carry out local traditions (*tasyakuran laut*, *lelang bandeng*) collect funds even the best tumpeng from all walks of life present?, 3) social care character: why are local traditional activities (*tasyakuran laut*, *lelang bandeng* tradition) used more for social activities, 4) obedience and obedience character: why before and after. After the traditional *tasyakuran laut* ceremony is held, fishermen are prohibited from going to sea for two or three days.

Based on the results of observations, the results of the assessment of lesson plans related to learning strategies, the ability of teachers to provide examples of social care attitudes to students both inside and outside the classroom, linking social studies subject matter with local wisdom values and relevant learning media, the average score is obtained. 3.56 which means good criteria. According to Borich (Pelenkahu, 2014) the percentage of observer agreement is said to be reliable if it has a reliability value above 75%. This value indicates the lesson plan is made according to and is categorized as good. The revisions made included correcting writing errors and selecting images to be used in the lesson plans. Abstract dialogues containing mythological values as mentioned above, are discussed by students to obtain relevant knowledge in accordance with modern science contained in social studies material. Students are shown pictures of local traditional activities carried out by the people of Sidoarjo through digital applications and videos related to the implementation of traditions in Sidoarjo Regency, students observe the contents of the video then discuss and analyze the roles and

functions of these traditions for the people of Sidoarjo. The abstract values of local wisdom are realized through field practice and followed by the practice of applying the values contained in the local wisdom in the real life of students and then the teacher evaluates.

Researchers observed the learning process carried out by teachers and students from initial activities, core activities, and closing activities then reflection. All student activities were observed using an observation sheet that had been prepared previously. Based on the observations made by researchers regarding the instillation of local values in social studies lessons, the subject of the role and function of culture will be more easily absorbed by students if accompanied by real examples given by teachers related to local wisdom in the surrounding environment. This is also supported by the results of interviews conducted with social studies teachers at SMP PGRI 8 Sidoarjo who provide social studies learning accompanied by concrete examples according to the culture in the student environment. In the classroom, the teacher shows examples of local traditions such as the *lelang bandeng* tradition, the *tasyakuran laut* tradition which is full of values, one of which is the value of social care. The examples given by teachers to students are also better understood because students already know the cultural activities exemplified by teachers around their environment, previously students did not realize that these activities were part of the values of existing local wisdom. in the real life of students.

This is in line with the cognitive learning theory proposed by Jean Piaget which states that experience can be used as a source of learning because it is related to the experiences of students in their real lives. The main principle of learning according to Jean Piaget is active learning, learning through social interaction, and learning through own experience. The interaction of students with the environment where they live makes students much more aware of what is around them (Rohinah, 2019). This interaction pattern makes the learner's experience a learning resource which will later be integrated with the theme "The Effect of Social Interaction on Social and National Life" in the sub-theme "Role and Function of Culture. So that by recalling or giving real examples it will build on the experiences experienced by students, through these experiences is a way to instill the values of local wisdom in students.

The researcher's findings on the subject to be

studied, it was found that the eighth-grade students of SMP PGRI 8 Sidoarjo knew local culture even though they were not aware that what they knew was local wisdom. Based on the results of interviews with students, it is known that male students actively participate in local traditional celebration activities while female students tend to be passive but some are actively involved in these activities, namely making dishes for celebrations such as making *tumpeng* and others. This becomes the capital for students to participate in maintaining and preserving the values of local wisdom that is around them.

The following are the values of local wisdom (*tasyakuran laut* and *lelang bandeng* tradition) that live in the Sidoarjo community related to social care.

1. *Tasyakuran laut*

- a. Religious values and respect for others, this traditional *tasyakuran laut* ceremony is held before the fasting month to welcome the month of Ramadhan, this ceremony is held as a form of gratitude to Allah SWT, because with the *tasyakuran laut*, people can feel the results and benefits for daily life, pray for the elders, heroes, family, friends who died at sea (pilgrimage). And in its implementation, there are also readings of the holy verses of the Qur'an, and prayers.
- b. The value of *Gotong Royong*, to hold a sea celebration ceremony, the fishing community sets up a stage together, holds a boat decorating competition, and cooking a food together to be distributed to the surrounding community as an expression of gratitude.
- c. The value of mutual respect, this ceremony is held to honor and remember the services of the caliphs, heroes, family, or relatives who died at sea. And respect the ancestors or people who have brought the existing values, thus providing great benefits for the community.
- d. Value of obedience

Before and after the traditional *tasyakuran laut* ceremony is held, fishermen are prohibited from going to sea for two or three days, this has been a rule since ancient times, and if anyone violates it, a

fine will be imposed, and so far, no one has violated it. This shows the value of obedience shown by the community to their leaders

2. *Lelang bandeng* Tradition

- a. Religious value and respect, the tradition of *lelang bandeng* is held to coincide with the commemoration of the Birthday of the Prophet Muhammad SAW. Traditional *lelang bandeng* activities are carried out with the aim of glorifying the commemoration of the Prophet's birthday.
- b. The value of social awareness, the noble goal of *lelang bandeng* activities is that all net income from *lelang bandeng* activities is entirely channeled to religious and social activities.
- c. Economic value / providing support to fishermen, the tradition of *lelang bandeng* is carried out as a whip for *bandeng* production in Sidoarjo so that it continues to increase both in quantity and quality

Observing this relevance, the values of local wisdom (the tradition of *lelang bandeng* and *tasyakuran laut*) that exist in Sidoarjo district can be an alternative source of social studies learning, especially for junior high school students. Local wisdom and social studies education can be synergized in order to achieve social studies learning objectives in regenerating the values of students' love for the noble values of their culture which become their identity.

The form of instilling the value of local wisdom is carried out by the teacher in a lesson plan that contains learning with the theme "The Effect of Social Interaction on Social and National Life" in the sub-theme "Role and Function of Culture", the existing sub-themes are then associated with the wisdoms of the local Sidoarjo community related to the role and function of local wisdom values in Sidoarjo district. When in class, teachers develop their own materials related to local wisdom, according to the situation and conditions and needs of students in the class. Based on the results of observations made by researchers, teachers carry out learning in accordance with the lesson plans developed related to the functions and roles of culture associated with local culture with the aim of instilling the values of local wisdom in students. The instilling of local wisdom values

carried out by teachers is not part of the school program but the teacher's initiative in developing learning media through examples of local wisdom values that exist in the social environment of students so that they have a real picture and can accept the learning delivered by the teacher.

Constraints experienced by teachers when inculcating the values of local wisdom include limited information related to implementation and documentation in the form of learning videos related to local traditions in Sidoarjo Regency as well as limited time for teachers to develop media related to local wisdom in Sidoarjo Regency. Teachers experience limitations in interacting with students, this is because learning activities are carried out online. However, this does not reduce the enthusiasm of students in learning, as evidenced by the enthusiasm of students when the teacher asks the variety of cultures that exist in their environment even though not all students know and are aware of the local wisdom that is around them.

### **Implementation of local wisdom values in social studies learning**

The application of social studies learning based on local wisdom values carried out by social studies teachers at SMP PGRI 8 Sidoarjo is delivered verbally and visually (video) regarding how local communities implement their cultural values, discuss them, then explore other potentials in the environment around participants educate. Local wisdom-based learning activities carried out by teachers related to the tradition of *tasyakuran laut* and *lelang bandeng* cannot be carried out directly, because these activities only occur at certain times so they cannot be done at any time.

Based on observations, it shows that teachers use contextual teaching and learning (CTL) with a mind mapping strategy that involves more students so that the learning process becomes fun through experience instead of memorizing. To find the concepts being studied, students are required to be active with the guidance of the teacher. Students are guided to construct their knowledge based on factual experiences that have been obtained in everyday life to encourage students to apply it in everyday life. The results of the application of this learning can indirectly reflect the student's brain and local wisdom is to balance the student's speech and behavior by instilling the student's personality. The results obtained are 82% with a good category with a reliability of 98% observation. While the results

of observations of student activities are associated with indicators of research success, it can be concluded that student activity is 62.5 with an average value of 3.75

The high level of implementation of the learning plan is due to the fact that in the implementation of the research, the teacher fully strives to follow the syntax of the contextual teaching-learning model and is also supported by the background of the students who really support the implementation of the learning process. The success of achieving learning objectives by students also depends on the help and encouragement of students by teachers and paying attention to the level of student development. This can also be seen when students are given the task of making concept maps related to the material of the role and function of culture associated with local wisdom, namely students are more active and creative in doing assignments and presenting the results in front of their friends. This shows that students can develop themselves by touching aspects of social values and aspects of social skills that will appear after students are given tasks related to solving social problems that exist in the environment around students through social studies learning with the material "The Effect of Social Interaction on Social and National Life. related to the role and function of culture. Teachers actively involve students in presenting materials related to local culture in the social environment of students as the development of social studies subject matter that is tailored to the basic competencies to be achieved in learning. The results of this study, students are actively involved, both physically, mentally, and socially in the learning process including students paying attention to their friends when presenting, collaborating through study groups, helping the park when there are friends who need help. Another thing is evidenced by the understanding of the concept of class students who have met 87% classical completeness with minimum completeness criteria >72. Based on these results, it proves that social studies learning based on local wisdom with the CTL model with the Mind Mapping technique can also improve the understanding of concepts for class VIII students of SMP PGRI 8 Sidoarjo.

### **Student Response**

In this study, the researcher examines, sees, and considers the results or impacts of social studies learning based on local wisdom. Any



information collected when teachers and students carry out learning activities is recorded in observation sheets and other additional notes. After completing the learning activities, the researchers as observers and teachers discussed improvements, both in terms of deficiencies in the preparation of learning tools, media, and teacher teaching methods in the classroom. Making solutions to teacher mistakes or forgetfulness in these learning activities and how to correct mistakes and minimize teacher forgetfulness in the next learning process. All processes of social cognition construction based on local wisdom in social studies learning are the process of transmitting or inheriting local wisdom values from teachers to students.

The results of data analysis obtained 93% of students like teaching materials associated with local wisdom. Students feel helped and get better opportunities in learning that is applied by the teacher as much as 87%. Most students feel that they have a good opportunity to express ideas, respond to questions, ask questions, and present their work as indicated by the percentage of 87%. Based on the results of student responses, it can be concluded that students can understand the learning delivered by the teacher, this is because the learning delivered by the teacher is often found in everyday life in the form of local wisdom, and is supported by the application of the CTL model with a mind mapping strategy so that participants Students find the relationship between the material being studied and real-life situations by mapping the information they get based on their experiences.

## CONCLUSION

Based on the explanation of the research results and the explanation of the above discussion related to the cultivation of local wisdom values in social studies learning, it can be concluded that the cultivation of local wisdom values in social studies learning is carried out by compiling a learning plan that is associated with local wisdom values as a learning guide. It is carried out by the lesson plan and is carried out using learning resources, learning strategies, learning media, and evaluation. The learning that is carried out uses experience as a source of learning as their knowledge. If students have experience and interaction with the environment, it is used as a learning resource, making it easier for students to participate in learning. Constraints faced regarding the cultivation of local wisdom are the lack of time allocation for deepening

lessons and the absence of special programs from schools related to the cultivation of local wisdom.

The application of learning based on local wisdom values given by the teacher uses a contextual teaching and learning model with a mind mapping strategy and incorporates local wisdom values into the lesson plan. The values of local wisdom are included in the tasks given by the teacher to students such as observation, discussion, groups. This learning can increase students' learning motivation and be able to develop students' self in recognizing various cultures and the values contained therein, students have courage in expressing opinions, respecting other people's opinions, helping and mutual cooperation which are exemplified through school life and in the community. Students respond well to learning based on local wisdom values as evidenced by the courage of students in expressing opinions, responding to questions and presenting work results. Students are faster to understand social studies learning that is associated with local wisdom that is around their environment.

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