

## **BUILDING STUDENTS' CHARACTER ON CIVIC EDUCATION THROUGH LOCAL WISDOM OF SADRANAN**

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### **ABSTRACT**

*Sadranan* is a form of cultural assimilation of Hinduism and Buddhism by Islam whose activities are clean villages and visiting residents' homes. In some places *Sadranan* traditions have different forms of ceremonies. Some *Sadranan* in other places are called "clean villages". These activities include cleaning roads, markets, graveyards, village halls and fields. In this activity the community becomes one and jointly cleanses the place. The aim of this study was to determine how to build the students' character through cultural wisdom *Sadranan* at SD N 2 Ketaon. The method used in this study is descriptive qualitative. The researcher was conducted the research with collecting the data by observation, interview and documentation. The result of the research is the researcher can found the values of the *Sadranan* that are respecting to others, harmony, cooperation, hard work, gratitude, religious, and protecting the environment. The conclusion of this study is that students can show the better characters.

**Keyword:** *Students' Character, Local Wisdom, Sadranan, Civic Education*

### **INTRODUCTION**

Sadranan is a traditional ceremony that is held every year which is carried out when the month of Ruwah or the month of Ramadan. The cultural tradition of Sadranan in the Cepogo, Boyolali is cleaning the tomb, preparing foods, festivals at home and graves. Sadranan tradition has benefits for local people so that this culture is still sustainable and upheld. With the sadranan tradition can unite the community. This tradition has high plurality values. These values make the character of the local people different from other citizens.

Sadranan in each region is different in its implementation. For example in the Cepogo, Boyolali. In this area there is still a lot of sadranan culture. Unlike in Boyolali especially near center town, the tradition of nyadran has begun to erode and if there is already a different implementation even though the objectives are the same. Sadranan culture still has an important role in this area, because sadranan contains values that they must preserve for future generations.

At the moment there is a fourth industrial revolution marked by changes in the social order. These changes appear in technology and information that is very fast and without limits. These changes can erode local culture. Whereas local culture developed from antiquity to the present, making the culture firmly rooted. But because there are technology and information that change human behavior. Local culture is still a tradition because there are positive values for some people. The rapid flow of globalization and modernization will result in the erosion of local culture. Local culture is one of the assets of our ancestors. These changes will have an impact to people who

make them tend to leave the culture more and in the end these changes make the character crisis one of which occurs in basic education.

Doni Koesoema revealed that character education is a human effort in which there are educational actions intended for the growing generation. Character education has a good impact on students so students can become strong individuals. Character education should be carried out early.<sup>1</sup> According to Sutarjo Adisusilo states that character is very important and a person's character can be formed, can be developed with value education. Character education has similarities and differences with moral education, value education, religious education and civic education. Five concepts actually have different meanings, which makes the concept the same is the word 'education'. So character education is an effort made by humans that aims to provide action in the form of learning to form good and strong character.<sup>2</sup>

Character education is currently being driven by the government in order to achieve good education and have characters that are not only good but also smart. Basic education is seen as a foundation in education. So now, character education is being moved. Teachers are being driven by the authorities to conduct character-based learning. The importance of character education is the same as knowledge-based education. Knowledge must be balanced with good and strong characters so that students are able to face the challenges of change that can damage generations every day.

After observing, the researchers found several problems that occur, namely 1) students have good achievements, but they are morally lacking. 2) currently that is happening at SD N 2 Ketaon has many children are more focused on technology such as smartphones when they at home. When the children are playing smartphone, parents invite to talk but the child does not respond to the conversation. 3) lack of child courtesy to parents and teachers.

Researchers hope that in addition to preserving local culture, students can also improve their character which has gradually diminished due to the changing times. Not only focus on increasing the knowledge of the students, but the teacher must also be able to build the character of students to become a good and strong generation in knowledge and character.

Based on observations, researchers found several problems that occurred in SD N 2 Ketaon and researchers were encouraged to conduct research with the title *Building Students' Character on Civic education Through the Local wisdom of Sadranan at SD N 2 Ketaon*. This research is expected to be able to build students who are intelligent and have strong character. The aims of

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<sup>1</sup> Doni Koesoema A, *Pendidikan Karakter Strategi Mendidik Anak di Zaman Global*, (Jakarta: Grasindo. 2010), p.3

<sup>2</sup> Sutarjo Adisusilo, *Pembelajaran Nilai Karakter*, (Jakarta: Raja Grafindo Persada, 2012), p.76.

the research is to determine how to build the students' character through cultural wisdom *Sadranan* at SD N 2 Ketaon. This local wisdom after analyzing the values contained then researchers will apply these values in local wisdom-based learning. In addition to learning, it can also be used in the attempt to localize of local culture that is *Sadranan*..

## LITERATURE REVIEW

The research carried out was derived from several research results conducted by several researchers related to local wisdom and character education at schools in several regions. The following are some studies that still have to do with this research.

The first research conducted by La Taena in Southeast Sulawesi with a junior high school subject. This research has similarities and differences. The similarities of this study is to discuss the character education, the value and meaning of local wisdom by using a qualitative approach. But La Taena's research uses interpretative qualitative while this research uses qualitative descriptive. Another difference is that the local wisdom found in La Taena's research is *Khabanti Kantola* with the subject being Cultural Arts. Whereas in this study using *Sadranan*'s local wisdom in Boyolali and the subjects used were Civic Education. The subjects used were also different, where La Taena applied in junior high school, while the research was in elementary school.

The result of research from La Taena is the local wisdom of *Khabanti Kantola* still exists with its function as a means of communication and entertainment for the surrounding community. However, this culture has begun to diminish its existence, especially among the younger generation. The next result is the value contained in the culture of *Khabanti Kantola* are togetherness, ethics in politics, ethics in association and education and gender.

The second research was carried out by Parji in Tawun, Ngawi, East Java. This study uses qualitative methods and data collection techniques in the form of observation, in-depth interviews and documentation. The analysis used is descriptive qualitative. The same thing in this study. The results of this study are *sadranan* have socio-cultural values, namely religious values, mutual cooperation, tolerance, unity, respect for the environment, struggle, and the value of cooperation.

The difference between the research carried out by Parji and this research is where Parji research is social by digging up information about the values of *Sadranan* while this research is educational in primary school with a focus not only on the values in *Sadranan* but also its application in class as learning.

## MATERIAL AND METHODOLOGY

### 1. Data

Data collection techniques conducted by researchers are observation, interviews, documentation, and field notes. Observations, interviews and documentation in this study were carried out by researchers to the parties concerned. The first time researchers collected data by asking people who understood the sadranan culture. Ask about the values contained in the sadranan culture. After learning the researchers interviewed using triangulation source. The sources of interviewed included principals, teachers, and students. Interviews using unstructured interviews because researchers want to know other possibilities. Documentation is also used in the form of data collection in the form of photographs and learning implementation plan tools that will be used in this study.

### 2. Method

The qualitative approach is chosen based on the subject matter studied by the researcher. Qualitative research is used in this study because the problems discussed concern the social situation and are not generalized to the population.<sup>3</sup> Researchers conduct research with data that is not manipulated with the aim of the researchers to get the results of data that is truly valid and reliable. Researchers conducted qualitative research with qualitative descriptive types. Descriptive research is a research that tries to reveal the facts of an event, object, activity, process and human being as it is.<sup>4</sup>

## RESULTS

Obtained the data from sadranan is a local wisdom has values that are useful and can be used to building students' character. The values contained in sadranan include. Religious value, Indonesian people are famous for their very strong religious culture. Religion brings value about trust in God. In sadranan activities, people pray for their ancestors. They assume that they will also return to God later.

The value of harmony, in this sadranan activity they gathered together in one area with some food. When they gather in one activity, they uphold the equality, no one is poor and rich. They are more concerned with group interests than individual interests. When they clean the village they work together and look harmonious. The value of working hard, in sadranan activities they work together in cleaning the village environment. They worked together so that the work that seemed

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<sup>3</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, (Bandung: Alfabeta, 2013), p.298

<sup>4</sup> Marwoto, *Spiritual Phenomena In The Town Of Demak*, In the *Procedia-Social and Behavioral Sciences*, 2016, p.451-457.

heavy at first became lighter. They work hard to clean the environment so that the environment is neater and more beautiful.

Tolerance value, where sadranan is a culture of assimilation from Hinduism and Buddhism. There are still some people around who are still Hindus, Buddhists and even Christians. They respect each other's culture by coming and participating in the activities contained in the sadranan. For example, those who are non-Islamic come to every house to visit and enjoy the dishes.

Value of gratitude, people feel grateful for what they have gained for one year. They give each other and serve food to every citizen who visits homes. This activity is a form of gratitude for the blessings and sustenance they receive. Value for caring for the environment, people who have a sadranan culture attach great importance to environmental conditions by the way they work together in cleaning up the environment, for example they clean tombs, markets and public places. They maintain the environment well so that the community becomes comfortable and beautiful.

From some of these values researchers want to implement these characters in SD N 2 Ketaon. So they can improve and strengthen their character. the character of students in class IV needs to be built so that they have strong character and make students good and smart.

Some of these character values can be developed in Civic education subject learning in the fourth grade of elementary school. Where in the fourth grade there are also materials of local wisdom. Students are invited and implement the learning process based on sadranan. Local wisdom material is better if you apply local wisdom around. But in the book displays local wisdom in various regions and is limited so that they do not know the local wisdom that is around. After they find out they will try to preserve the surrounding culture.

The results that appear in the research through this observation is that building the character of students is very hard and difficult. Character education must be familiarized from an early. Building character is not as easy as giving and teaching knowledge through concepts. But the teacher must try how students can improve and give reinforcement about the character.

## DISCUSSION

Researchers are guided by one of the theories of Doni Koesoema, which states that character education is a human effort in which there are educational actions intended for the growing generation. Character education has a good impact on student, so students can become strong individuals. Character education should be carried out early.<sup>5</sup>

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<sup>5</sup> Doni Koesoema A, *Pendidikan Karakter Strategi Mendidik Anak di Zaman Global*, p.3

Sadranan tradition has been a tradition long ago. This culture is not easy to erode. Many cultural observers preserve so that sadranan is not extinct. The researcher strives that fourth grade students in SD N 2 Ketaon can take values in sadranan so that they will benefit that their character becomes stronger besides that they also play a role in preserving culture.

The results of the observations show that fourth grade students of SD N 2 Ketaon have strong characters after implementing learning based on sadranan local wisdom. They were originally weak in religious values, harmony, hard work, tolerance, gratitude and caring the environment. At first they were very low in doing worship, those who were initially easily influenced by the surrounding environment so there was a fight each other, those who were initially lazy to do something, especially school work, they had low religious tolerance, lowered each other's religion in class, students who always complain about what they get and those who previously did not care about others who are getting into a disaster, now they have changed even though not much because it takes a long time to build their character so they really become good and smart participants.

Civic Education subject learning can be developed through civic skills with sadranan traditions by implementing sadranan steps in learning. In sadranan activities there may be several steps that must be eliminated because it is not appropriate if applied in the fourth grade of elementary school. First the teacher explains what is sadranan which is local wisdom in Boyolali. After providing sadranan knowledge, students also explained what values contained in sadranan so that this tradition still exists today.

The teacher has difficulty in developing character-based learning. So the teacher only focuses on knowledge. Many people are wrong in the perception of learning focuses on memorization, but in learning Civic Education must be balanced between knowledge and attitude.

## **CONCLUSION**

Sadranan is a culture that results from the assimilation of Hindu and Buddhist cultures and is used by the guardians to spread the religion of Islam with its activities to cleanse the entire village, visit neighbors and pray for ancestors. Sadranan has values so that sadranan still exists and is maintained. These values include the value of tolerance, the value of religion, the value of harmony, the value of working hard, the value of gratitude, and the value of caring for the environment. The implementation of sadranan in learning Civic Education is still lacking, for example researchers have not been maximal and profound in carrying out research. So that makes the results of this study far from perfect. The benefit gained from this research is that character learning is very important, especially if it is related to local wisdom. So that students not only strengthen character but also can preserve local culture. The researcher hopes that this article can

be used and developed by further researchers so that it makes researchers related to sadranan, local wisdom or character education more complete and can be used by further researchers to be improved.

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