

Implementation of Local Wisdom-Based Social Studies Learning to Instill Moral Values in MTsN 1 Jember Students

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Abstract : *This study aims to explore the effectiveness of implementing local wisdom-based social studies learning in instilling moral values in students. Local wisdom-based social studies learning is important in the context of character education, considering that moral values such as tolerance, cooperation, and honesty can be strengthened through local traditions and cultures in the community. This study uses a qualitative approach with a case study method at MTsN 1 Jember, which has a wealth of local wisdom as part of its social environment. Data were collected through observation, interviews with teachers and students, and document analysis such as syllabus and lesson plans. The results of the study indicate that the integration of local wisdom in social studies learning is effective in instilling moral values in students, through practical activities that connect theory with real experiences. The role of teachers in directing students to understand and apply these values is crucial. However, challenges in implementing local wisdom-based learning, such as lack of resources and time, need to be addressed with a more flexible and collaborative approach. This study concludes that local wisdom-based learning not only enriches students' social knowledge but also contributes to the formation of strong character and better morality.*

. Keywords— Social Studies learning, local wisdom, moral values, character education, socio-culture, MTsN 1 Jember

1. INTRODUCTION

Moral education plays a very important role in learning Social Sciences (IPS) because it is the basis for forming the character of the young generation with integrity, ethics, and responsibility. IPS as a subject that studies the relationship between individuals in social life not only functions to transfer knowledge, but also instills moral values such as honesty, tolerance, cooperation, and responsibility. Through moral education in IPS, students not only understand social phenomena but also learn to become individuals who are able to face life's challenges with a wise attitude and based on noble values.

In this era of globalization, students' morality faces increasingly complex challenges. Advances in information and communication technology have opened up wide access to global culture, which often conflicts with local moral values. The ease of obtaining information is often accompanied by the spread of negative content, such as individualism, materialism, and violence, which can influence students' mindsets and behavior. This phenomenon demands the strengthening of moral education so that students are not only intellectually intelligent but also have the ability to filter out bad influences and maintain noble values in their lives.

In this context, local wisdom has a strategic role in shaping students' character and morals. Local wisdom is a collection of noble values inherited by society from generation to generation, such as mutual cooperation, respect for others, and love for the environment. These values are in line with the principles of moral education that are intended to be instilled through social studies learning. By integrating local wisdom into the learning process, students are not only

taught to understand local history and culture but are also empowered to use these values as a guide in their daily lives. This approach not only preserves local culture, but also helps students become individuals who are moral, have character, and are able to face the dynamics of globalization without losing their identity.

Local wisdom-based social studies learning is one approach that is considered effective in instilling moral values in students. However, a deep understanding is needed on how the implementation of this learning is carried out, from planning to implementation in the classroom, as well as the strategies used by teachers in integrating local wisdom into social studies material. In addition, it is also important to identify what moral values can be instilled through this local wisdom-based approach, such as the values of tolerance, cooperation, and responsibility, which are relevant to the needs of education in the era of globalization. Thus, this study aims to answer two main questions, namely how the implementation of local wisdom-based social studies learning is carried out and what moral values can be instilled through this approach.

This study aims to identify strategies used in the implementation of local wisdom-based social studies learning, both in terms of planning, implementation, and evaluation of learning. By understanding these strategies, it is expected to provide practical guidance for teachers in integrating local wisdom values into the social studies learning process effectively. In addition, this study also aims to explore the contribution of local wisdom in the formation of students' moral values. The focus is on exploring how local values such as mutual cooperation, tolerance, and responsibility can be transformed through learning to form

students' characters who are moral and rooted in local culture, while being able to face the challenges of the globalization era.

2. Literature Review

2.1 Relevant Theory

Local wisdom-based social studies learning to instill moral values is an important effort in creating holistic education that is relevant to people's lives. Several theories underlying this approach can provide deeper insight into the importance of integrating local wisdom into the educational process. Jean Piaget, in his theory of cognitive development, explains that children learn through direct experience with their social environment. Local wisdom-based learning is in line with Piaget's theory because it allows students to engage directly with local traditions and cultures, making it easier for them to understand and internalize moral values such as cooperation, tolerance, and honesty through concrete experiences they experience in everyday life. This active involvement gives students the opportunity to directly experience the meaning of each value taught.

Lev Vygotsky, with his social cognitive theory, emphasized the importance of social interaction in learning. Vygotsky stated that the learning process occurs in a social context and through collaboration with others, be it adults or peers. In the context of local wisdom-based social studies learning, this theory is very relevant because moral values are taught not only through direct instruction from the teacher, but also through group discussions, collaboration on projects, and collaboration with the local community. Learning like this allows students to discuss and understand moral values in their social context, which helps deepen their understanding of values such as justice, responsibility, and empathy.

Jerome Bruner proposed the theory of discovery-based learning, which states that learning will be more effective if students are given the opportunity to discover knowledge through direct experience and investigation. In local wisdom-based social studies learning, students are given the opportunity to discover moral values contained in local traditions through practical activities, such as telling local stories, participating in traditional ceremonies, or working together in social activities. This approach invites students to not only receive knowledge passively, but also to be active in discovering and applying moral values in their lives, which is in accordance with Bruner's theory of discovery-based learning.

Lawrence Kohlberg, through his theory of moral development, explains that morality develops through several more complex stages, starting from simpler morality based on immediate consequences (pre-conventional) to more mature ethical considerations (post-conventional). Local wisdom-based social studies learning provides students with the opportunity to think about their moral actions in a broader social context, where local values, such as mutual cooperation and social justice, can be used as references in making moral

decisions. Through this approach, students not only learn moral values in a personal context, but also in relation to their society, which enriches their moral development process.

Howard Gardner, with his theory of multiple intelligences, emphasizes that every individual has various types of intelligence, including interpersonal and intrapersonal intelligence. In local wisdom-based social studies learning, students not only develop their academic intelligence, but also social intelligence through involvement in activities that involve social interaction, such as group work or observation of social practices in the community. Local wisdom-based learning develops students' social intelligence by encouraging them to work together, understand others, and appreciate cultural differences in society, which ultimately strengthens the formation of positive moral values.

2.2 Social Studies Learning Theory

The theory of social studies learning is based on the basic concept that social studies is a field of study designed to help students understand society and human interaction in their environment. Social studies learning includes various social science disciplines such as history, geography, sociology, economics, and anthropology which are packaged in an integrative manner to build students' understanding of social life. The main objective of social studies learning is to equip students with the knowledge, skills, and attitudes needed to become responsible, critical citizens who are able to contribute to society. In addition, social studies aims to develop students' social awareness of global, national, and local problems.

The relationship between social studies and value education is very close because one of the main functions of social studies is to instill moral and social values in students. Social studies does not only focus on cognitive aspects, but also on character building and developing positive attitudes that support community life. Values such as tolerance, justice, responsibility, and cooperation are at the core of social studies learning. Through value education in social studies, students are taught not only to understand facts and concepts, but also to internalize these values in everyday life, so that they are able to behave in accordance with the norms and ethics that apply in society.

2.3 Local Wisdom

Local wisdom can be defined as knowledge, values, and practices that develop in a particular society in response to its social and natural environment. Local wisdom includes traditions, culture, customs, norms, and outlooks on life that are passed down from generation to generation and become the identity of a community. The main characteristics of local wisdom are its contextual, adaptive, and functional nature in maintaining balance between humans and the environment, both physical and social. Local wisdom is also dynamic because it can develop along with changing times, but still maintains core values that are relevant to community life.

In learning, local wisdom has significant relevance because it can be an effective means to instill moral values and character in students. Integrating local wisdom into learning, especially social studies, helps students understand and appreciate the culture and traditions around them. This not only strengthens students' cultural identity but also encourages them to internalize positive values, such as mutual cooperation, respect, tolerance, and love for the environment. Local wisdom also provides a real context that makes it easier for students to understand abstract concepts in social studies, so that learning becomes more relevant, meaningful, and has an impact on the formation of their character.

2.4 Moral Values in Education

Moral values in learning refer to ethical principles that are used as guidelines for behaving well and correctly in society. The concept of moral values includes universal values such as honesty, responsibility, tolerance, justice, empathy, and cooperation that function to build moral individuals and are able to carry out their roles as members of society. In the context of learning, moral values are not only taught through subject matter, but also through teacher and student interactions, as well as various activities that prioritize positive attitudes. Moral education aims to help students develop critical thinking skills about ethical dilemmas, make decisions based on values, and apply appropriate behavior in everyday life.

Social studies learning has a strategic role in instilling moral values in students. As a subject that studies social interactions and societal problems, social studies provides an opportunity to explore moral issues in a real-life context. Through the study of history, culture, and social relations, students are invited to understand the importance of values such as tolerance in diversity, justice in community life, and responsibility towards the environment. Social studies learning also encourages students to reflect on these values through discussions, simulations, or case studies, so that they are able to internalize morality in everyday behavior. Thus, social studies not only provides knowledge about society, but also forms individuals with character and morals.

3 RESEARCH METHODOLOGY

This study uses a qualitative approach with a descriptive design to explore in depth the implementation of local wisdom-based social studies learning and the moral values instilled through the approach. The qualitative approach was chosen because this study aims to understand the phenomenon holistically, exploring the experiences, views, and strategies used by teachers in a particular context. The descriptive design allows researchers to provide a detailed description of the process, constraints, and results of the implementation of local wisdom-based social studies learning.

The type of research used is a case study or classroom action research (CAR), depending on the focus of the research. Case studies are suitable if the research highlights a particular school or community as the subject of research to

understand the dynamics of the implementation of local wisdom in social studies learning. Meanwhile, classroom action research (CAR) can be used if the focus is on efforts to improve or develop social studies learning strategies based on local wisdom through a cycle of actions involving planning, implementation, observation, and reflection. Both types of research provide flexibility to deeply identify the learning context and moral values that have been successfully instilled in students.

The subjects of this study were teachers and students at MTsN 1 Jember, which was chosen as the research location because this school has great potential in integrating local wisdom in social studies learning. Teachers who are the subjects of the study are those who teach social studies and have experience in developing learning strategies based on local values. Meanwhile, students who are the subjects of the study are those who participate in social studies learning and are part of the process of implementing a local wisdom-based approach.

MTsN 1 Jember was chosen because it is located in an area rich in local wisdom, such as the tradition of mutual cooperation, arts and culture, and local customs, which have high relevance to be integrated into social studies learning. The focus of this study is on how an environment rich in local wisdom is utilized by teachers to instill moral values in students, so that learning is not only theoretical but also contextual and relevant to students' lives. This study also explores the extent to which local wisdom around the school can be a source of learning that enriches the social studies learning process.

This study uses three main techniques in data collection, namely observation, interviews, and document analysis, to gain a deep understanding of the implementation of local wisdom-based social studies learning.

Observations were conducted directly during the classroom learning process to observe how teachers integrate local wisdom into social studies materials, the methods used, and students' responses to the learning. This observation aims to capture the dynamics of learning naturally, including interactions between teachers and students, as well as the application of moral values in learning activities.

Interviews were conducted with social studies teachers to explore strategies, experiences, and challenges faced in integrating local wisdom into learning. In addition, interviews with students were conducted to understand their perceptions of local wisdom-based learning, including the moral values they learn and apply in their daily lives. These interviews were semi-structured to provide flexibility in exploring various aspects relevant to the study.

Document analysis was conducted on the syllabus, Learning Implementation Plan (RPP), and teaching materials used by social studies teachers. These documents were analyzed to see the extent to which local wisdom was integrated into learning planning and its suitability with the

moral education goals to be achieved. Document analysis techniques helped complement data from observations and interviews, thus providing a comprehensive picture of the implementation of local wisdom-based social studies learning.

In this study, data analysis techniques were carried out through three main stages: data reduction, data presentation, and drawing conclusions. The analysis process begins with **data reduction**, which aims to filter and sort data that is relevant to the focus of the study. Data obtained from observations, interviews, and document analysis will be categorized based on the main themes that emerge, such as strategies for implementing social studies learning based on local wisdom and moral values instilled in students. This reduction is important to simplify complex data and ensure that only relevant information is analyzed further.

At the **data presentation stage**, the reduced information will be systematically arranged in the form of descriptive narratives, tables, or diagrams to facilitate understanding and interpretation. Data presentation aims to clearly describe the research findings, including how teachers implement local wisdom in social studies learning and what moral values have been successfully instilled in students. This structured presentation allows researchers to see the relationship between data and provide a deeper picture of the processes that occur in the field.

And at the **conclusion stage**, it can be concluded that the main findings of the data analysis that have been carried out. Conclusions are drawn by connecting the data that has been presented with the purpose of the study, namely to understand how local wisdom-based social studies learning is applied and its contribution to instilling moral values in students. The conclusions produced will describe the main findings and provide relevant recommendations for the development of social studies learning in the future. These three stages will be interrelated and support a deeper understanding of the implementation of local wisdom-based social studies learning in the context of moral education.

4. Results and Discussion

4.1 Description of the Implementation of Local Wisdom-Based Social Studies Learning

The implementation of local wisdom-based social studies learning at MTsN 1 Jember is carried out by integrating traditional values and practices in the teaching and learning process. One example of a learning activity carried out is history and social learning that raises local stories or legends, such as the story of the struggle of local heroes or the tradition of mutual cooperation in everyday life. In this activity, students not only learn about historical events, but also explore the moral values contained in the story, such as the spirit of unity, courage, and a sense of responsibility towards the community. Another activity carried out is inviting students to participate in social activities based on local wisdom, such as community service to clean the school

environment, which teaches the values of mutual cooperation and concern for the environment.

The role of teachers in integrating local wisdom is crucial in this process. Teachers not only act as teachers, but also as facilitators who are able to connect learning materials with local contexts. For example, social studies teachers at MTsN 1 Jember use local folklore or customs as teaching materials to discuss moral values that can be taken from these traditions. In addition, teachers also provide concrete examples through practical activities that are relevant to local wisdom, such as organizing discussions or debates on the importance of preserving local culture and its application in everyday life. Teachers play a role in creating a learning atmosphere that focuses not only on academic achievement, but also on the development of students' character and morals. With this approach, students not only gain social knowledge, but also values that support the formation of their character and morality.

4.2 Moral Values Instilled

In the implementation of local wisdom-based social studies learning at MTsN 1 Jember, several moral values that have been successfully instilled in students include tolerance, cooperation, and honesty. These values are taught through learning activities that integrate local wisdom, so that students not only understand social concepts, but also internalize moral values that are relevant to their daily lives.

An example of moral values that are instilled is **tolerance**, which is taught through understanding and respecting differences in culture, religion, and social background. In the context of local wisdom, the value of tolerance can be found in the traditions of the Jember community which always prioritize togetherness and respect for differences, for example through traditional activities that involve various elements of society. Teachers encourage students to discuss the importance of respecting differences and living side by side in diversity, both at the family, school, and community levels.

Cooperation is also an important moral value taught in local wisdom-based learning. In Jember, the value of mutual cooperation or cooperation in solving problems together is highly respected. In learning, teachers associate this mutual cooperation value with various activities, such as cleaning the school environment together or working on group projects. Students are encouraged to realize the importance of working together in achieving common goals, both in social and academic contexts. This is in line with local wisdom which emphasizes the importance of solidarity and togetherness in maintaining community harmony.

In addition, the value of **honesty** is also instilled in every learning activity. Teachers emphasize the importance of being honest in everyday life, both at school and outside of school. This honesty is related to the values contained in local traditions, where local people consider honesty as one of the keys to maintaining harmony and mutual trust in the

community. In learning, students are invited to associate the value of honesty with stories or traditions that teach about the importance of maintaining integrity in social life.

Thus, moral values such as tolerance, cooperation, and honesty are not only taught as abstract concepts, but are practiced in real-life contexts influenced by local wisdom. Through this approach, students can more easily internalize and apply these values in their daily lives, both at school and in society.

4.3 Challenges and Solutions in Implementation

In the implementation of local wisdom-based social studies learning at MTsN 1 Jember, teachers face several obstacles that need to be overcome so that learning can run effectively. One of the main obstacles is **the lack of understanding and training** on how to systematically integrate local wisdom into the curriculum. Many teachers do not fully understand how to properly insert local values into social studies teaching materials without reducing the academic substance that must be taught. This can cause uncertainty in choosing the right method or content that can create a balance between knowledge and character building for students.

In addition, **the lack of resources and references** relevant to local wisdom is also a challenge. Although many local values are strong and rooted in the Jember community, often the available resources, such as teaching materials or literature that connects local wisdom with social studies learning, are still limited. This makes it difficult for teachers to design integrative and meaningful learning for students.

To overcome these challenges, **a training and professional development approach** for teachers is essential. Teachers need to be given training that not only teaches theories about local wisdom, but also provides practical examples of how to integrate it into social studies learning. This training can involve collaborative discussions with fellow teachers or local cultural experts, as well as the use of existing local resources, such as teaching through folklore, art, or social practices that already exist in community life.

In addition, **cooperation with local communities and traditional figures** can also be a solution to enrich teaching materials with relevant local wisdom. Teachers can invite community figures to provide additional materials or share experiences about local values that can be applied in learning. In this way, limited resources can be utilized more optimally, and teachers can obtain richer references in teaching moral values contained in local wisdom.

Finally, **adjustments and flexibility in the curriculum** are also needed so that local wisdom-based social studies learning can run effectively. A curriculum that is too rigid or does not provide space for the integration of local values can be an obstacle. Therefore, it is important to give teachers the freedom to adapt the material to the existing local context, while maintaining broader learning objectives. With a flexible

and character-oriented approach, challenges in implementation can be overcome gradually.

4 CONCLUSION

Based on the results of research on the implementation of social studies learning based on local wisdom, it can be concluded that this approach has proven effective in instilling moral values in students. Through learning that involves local traditions and culture, students not only gain knowledge about their social life, but are also taught to internalize and apply the moral values contained in the local wisdom. Learning activities based on direct experience, social interaction, and knowledge discovery enable students to understand values such as tolerance, cooperation, honesty, and responsibility in a context that is more applicable and relevant to everyday life.

Teachers have an important role in integrating local wisdom into learning, by designing activities that not only teach academic material, but also direct students to discuss and internalize moral values through real experiences. This local wisdom-based learning also makes a significant contribution to the development of students' character, strengthening their social and emotional intelligence, and increasing a deeper understanding of morals.

Overall, local wisdom-based social studies learning is an effective strategy to instill moral values in students, while maintaining and preserving local cultural heritage. This approach provides students with the opportunity to develop not only in cognitive aspects, but also in social and moral aspects, which in turn supports the formation of better characters in the future.

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