

The Role of PKN Teachers in Integrating PKN Material Based on Local Wisdom at Junior High School 1 Maumere

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ABSTRACT

The world of education is the most effective way to instill basic values, especially those born from local customs to be used as material in the learning process. For example, the integration of civics material based on local wisdom. Through an understanding of local wisdom, students can love, preserve, and introduce regional culture to the next generation so that local wisdom is not lost along with the times, and can instill noble values such as tolerance, mutual cooperation, and social concern which are very important for the formation of student character. The purpose of this study is to describe the role of civics teachers in integrating civics material based on local wisdom at SMP Negeri 1 Maumere and identify the challenges faced by civics teachers in integrating civics material based on local wisdom. This study uses a descriptive qualitative method, the main data sources are the Principal, and Civics subject teachers. Secondary data sources are lesson implementation plans (RPP), teaching materials, and other sources from articles and books. Data collection techniques used are interviews, observations, and documentation. Data analysis by collecting data, reducing data, presenting data, and finally drawing conclusions. The role of teachers in integrating local wisdom-based civics material at SMP Negeri 1 Maumere is to use various teaching methods, various teaching media, plan effective learning, build good relationships with students, understand individual needs of students, practice local wisdom values in everyday life and evaluate themselves. However, in this role there are challenges faced by civics subject teachers that can come from within themselves, other people and the surrounding environment.

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1. Introduction

Indonesia is a diverse country that has many tribes, cultures, traditions, and local wisdom in each region. Conditions like this can be used as a national treasure in placing Indonesia as a multicultural country and at the same time has the potential to integrate cultural diversity into the education system to enrich the curriculum, as well as instill and develop local wisdom in students. This is in line with the mandate of Law No. 20 of 2003 article 1 (1), education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state.

A clearer description of character education is stated in Government Regulation (PP) No. 19 of 2005 concerning National Education Standards article 17 paragraph 1 contains, "the curriculum at the level of educational units from elementary school to high school or equivalent is developed with educational units, students, socio-culture and the potential of each region". Based on the State policy above, it is very clear that the existence of a teacher in an educational unit must develop his role well and be oriented towards

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his professionalism. One of the main roles of a teacher is to develop teaching materials based on local wisdom.

Teachers must study and understand the values of local wisdom that exist in the surrounding environment, such as traditions, culture, folklore and traditional practices. The importance of applying local wisdom values in learning is useful in increasing understanding and increasing students' knowledge to recognize local wisdom in their respective regions. In Civics lessons, teachers explain and direct students so that they can foster a sense of love for their homeland in themselves (Mamonto et al., 2020). Local wisdom that contains values, characters and philosophies that live in the region is a source of ethics, part of the nation's cultural wealth that must be maintained, preserved and preserved as a basis for living in society (Nuwa et al., 2023).

According to Santika and Purana in (2019) in their research on the Development of Balinese Wisdom-Based Civic Education Learning Materials, they found several things, including a lack of emphasis from teachers and the use of local wisdom-based learning models in Civic Education, causing these values not to be well understood by students. The planning and learning process of teachers are only spontaneous in integrating local wisdom values, which means that the Learning Implementation Plan (RPP) is still general and the creativity of teachers in developing materials seems to be only incidental.

Referring to the results of previous studies that have been presented above, and their relation to the research plan that will be carried out by the researcher, it can be concluded that the focus or theme of the research that will be carried out by the researcher has never been done by previous researchers. As a comparison, the main focus of the research that will be carried out by the researcher occurs in different areas and the orientation of the research is on the integration of civic education materials and not the development of teaching materials. The purpose of this study is to describe the role of Civic Education teachers in integrating local wisdom-based Civic Education materials at SMP Negeri 1 Maumere and identify the challenges faced Civics teachers in integrating civics material based on local wisdom.

2. Method

This research was conducted at SMP Negeri 1 Maumere, Sikka Regency, East Nusa Tenggara Province. The method used in this study is descriptive qualitative. This study attempts to describe or depict the Role of Civics Teachers in implementing Civics material based on local wisdom at SMP Negeri 1 Maumere, and identify the challenges faced by Civics teachers in integrating Civics material based on local wisdom. The data sources used are primary data and secondary data. Primary data includes the Principal, and Civics subject teachers, while secondary data is seen from the lesson implementation plan (RPP) and teaching materials. The collection techniques and procedures used in this study were through observation, interviews, and documentation.

Observation by directly observing the object or phenomenon being studied. Interviews are used as a data collection technique that aims to further explore an event or activity of the research subject. The interviews used by researchers with the source of the researcher's interviews were Civics subject teachers in grades 7 and 8 of SMP Negeri 1 Maumere. Documentation, researchers will analyze documents in the form of photos of student learning activities in class, the school environment, learning books, and lesson implementation plans that have been made by teachers. Data analysis techniques by collecting data, reducing data, presenting data, and drawing conclusions.

3. Results and Discussions

SMP Negeri 1 Maumere is one of the junior high schools with A accreditation located in Alok Timur District, Sikka Regency, East Nusa Tenggara Province. SMP Negeri 1 Maumere was founded on January 1, 1970. SMP Negeri 1 Maumere makes various efforts, both in developing the quality of learning, fulfilling the needs of learning facilities and infrastructure, improving school institutional management, and fostering student activities. In improving the quality of student development, efforts are made in an integrated manner, both in academic and non-academic achievements which are held in the form of intracurricular, co-curricular, extracurricular activities, and Pancasila student profiles through various systematic and systematic activity programs.

The actions taken by the school to implement local wisdom in students are that every Wednesday and Thursday all students are required to wear regional clothing (sarong), at every Youth Pledge Day celebration students are required to wear regional clothing (complete from hair to sarong), in art performance activities students are asked to perform regional dances, regional choirs, and do fashion shows using regional clothing, and in P5 and PKn learning.

3.1 The role of civics teachers in integrating civics material based on local wisdom

a. Facilitator

As a facilitator, the teacher not only delivers the material, but also helps students to discover their own knowledge, encourages involvement, and supports the development of critical and creative thinking skills. In line with the role of the teacher as a facilitator is to ensure that all students have access to the necessary learning resources so that they can carry out their learning in a friendly, joyful, energetic, anxiety-free environment where they feel free to share their opinions (Sari et al., 2022). The role of the Civics subject teacher in SMP Negeri 1 Maumere as a facilitator is to use a variety of teaching methods by providing discussion space for students on local cultural themes (**Figure 1**). These efforts are made by teachers to create a supportive learning environment and ensure that students have the opportunity to actively participate in discovering new knowledge that can develop insights into the culture and customs that exist in the Sikka Regency area.



Figure 1. Teacher opens discussion space

b. Teacher

Creating effective, meaningful and quality learning is the role and function of a teacher. (Suhandi & Robi'ah, 2022). Teachers as the spearhead of educational success are expected to be able to design or develop learning based on local wisdom (Parmadi et al., 2022). The role of teachers as educators carried out at SMP Negeri 1 Maumere is to use various teaching media and plan effective learning. The observations made in grade 8 in the integration of local wisdom-based materials, in providing material, PKn subject teachers use various media that can support learning activities (**Figure 2**).

The tools and media used are in the form of projectors, laptops, LCDs, speakers, games, and interactive quizzes related to local culture. Also before starting learning in class, the teacher invites students to sing regional songs together and show videos about the culture and uniqueness of the East Nusa Tenggara Province - Cultural Series related to the material on preserving the culture of my nation. This is done so that students feel comfortable and do not get bored quickly during the learning activities. The role of teachers as educators, in the learning process must use various teaching media through the use of existing technology (**Figure 3**). These efforts are made by teachers to create a more interesting, effective learning experience, and in accordance with the needs of students and improve students' abilities about the subject matter they are studying.



Figure 2. Teacher uses technology to display teaching materials

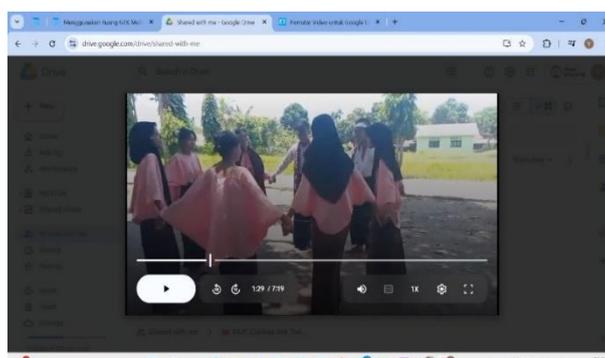


Figure 3. Teacher uses Google Forms to send group assignments

c. Motivator

Teachers as motivators are very important in supporting students' development and enthusiasm for learning. As a motivator, teachers not only teach material, but also provide encouragement, enthusiasm and inspiration so that students can continue to try, achieve and overcome various challenges in the learning process. Therefore, for effectiveness in teaching, teachers must try to understand the meaning of learning motivation itself and develop and move students' learning motivation to the maximum level. (Umasugi, 2020).

As a motivator, teachers have a role in building good relationships with students. This aims to create a conducive learning environment, supporting the emotional, social, and moral development of students. Building good relationships with students can also increase students' willingness to continue learning local culture, for example, students are involved in cultural activities in the surrounding environment. This makes students more easily motivated.

d. Mentor

In the ever-evolving world of education, understanding the needs of students is one of the key factors that determines the success of the learning process. According to (Ummah, 2019). The role of a teacher as a mentor is to formulate learning objectives and direct students according to learning objectives. The application of the restitution triangle makes teachers more patient in dealing with various student characters. The role of PKn teachers as mentors in SMP Negeri 1 Maumere is not only to provide knowledge but teachers are required to be second parents, and provide direction and guidance. This effort is made so that students can more easily find a way out when facing learning difficulties. So that teachers find it easier to design appropriate and relevant learning, and teaching and learning activities can run according to learning objectives.

e. Exemplery

To achieve local wisdom-based learning, teachers need to practice local wisdom values in everyday life. This is in line with the role of teachers as role models, namely having a role that can show attitudes that can inspire students to do the same things or even better (Evita Sari Dalimunthe & Muhammad Syahbudi, 2023). As a respected figure, the teacher's attitude and behavior will greatly influence how students see and practice these values in everyday life.

In educating and strengthening character in students, a figure is needed who can be a role model and guide and a model that is very close to the student's environment, so that character building is easier and more effective. In this case, the PKn teacher must truly be a role model for students, not only in delivering knowledge but also in personality transfer activities. In this case, the actions taken by the PKn teacher in SMP Negeri 1 Maumere as a role model are to have an attitude of tolerance and foster cultural identity by appreciating and respecting the culture of each student when making presentations related to local wisdom material.

f. Evaluator

After the learning process takes place, of course a teacher must evaluate the results that have been carried out during the learning activities. The role of the PKn teacher as an evaluator in self-evaluation is very important to ensure that the learning process carried out is effective and in accordance with the goals to be achieved. This evaluation is not only to evaluate the success of students in achieving goals in teaching and learning activities. But it also becomes an evaluation of the success of teachers in implementing teaching and learning activities (Evita Sari Dalimunthe & Muhammad Syahbudi, 2023).

Self-evaluation is one way for teachers to reflect, understand the strengths and weaknesses in teaching, and find ways to improve the quality of teaching and learning. In this case, PKn teachers provide feedback by asking for responses and input from students, to find out whether the teaching methods and models are in accordance with the needs of students or whether improvements are needed.

3.2 Challenges faced by Civics Teachers in Integrating Civics Material based on Local Wisdom

Integrating local wisdom-based civics material into learning certainly presents its own challenges for teachers. These challenges can come from within, other people, and the environment. The challenges faced by civics teachers in SMP Negeri 1 Maumere are designing and implementing effective and innovative learning, controlling emotional and psychological maturity, lifestyle changes and the influence of technology, lack of support from parents, diverse cultural backgrounds of students, and time in the learning process.

a. Teachers must innovate in every learning activity.

Learning is said to achieve its goals if a teacher is able to design and implement effective and innovative learning. This is a challenge for a teacher in integrating PKn material based on local wisdom. PKn material often focuses more on general concepts about rights, obligations, and national and state life. Teachers are encouraged to carry out various learning innovations so that learning can run effectively, efficiently and productively so that the quality of learning can increase (Susilo, 2020).

Based on the results of the interview with Mrs. Yersin as a PKn subject teacher, she said that *"Designing and implementing effective and innovative learning is the main challenge for a teacher in the learning process. Teachers must innovate in every learning activity, to ensure that students not only master the subject matter but can also implement wisdom-based PKn material in everyday life. Effective and innovative learning does not only focus on knowledge transfer, but also on a comprehensive and enjoyable learning experience for students"*. Integrating local wisdom that may be related to traditional values and local culture requires adjustments to remain relevant to the curriculum.

b. Various student characters

In dealing with various characters of students, emotional maturity and psychological stability become challenges that come from within a teacher, considering the important role of a teacher in guiding and educating students. Teachers must upgrade their abilities, in this case, the main challenge is within the teacher himself, namely the will and professionalism (Retnaningsih, 2019). A teacher's professionalism in dealing with emotional maturity is very important to create a positive, supportive, and productive learning environment. A teacher's emotional maturity affects how they interact with students, manage the classroom, and maintain balance in dealing with various challenges that arise. Teachers in dealing with emotional maturity and psychological stability of students are very important in creating a healthy and productive learning environment.

c. Influence of technology

Technological advances can influence the mindset, attitudes, and behavior of the younger generation, which often distances them from local cultural values that are part of the nation's identity. Of course, being a teacher has its challenges, especially now that education is developing in the Era of

Globalization (Ardila & Rigiante, 2023). In this modern era, students tend to prefer social media over learning about local culture in the region. The role of PKn teachers in integrating PKn material based on local wisdom in dealing with the influence of technology is very important to maintain a balance between technological progress and the preservation of local cultural values.

PKn teachers have a responsibility to teach students how to use technology wisely, while still maintaining and appreciating local wisdom values. In this case, PKn teachers at SMP Negeri 1 Maumere utilize various digital platforms, such as Google Chrome, Quizizz, and the use of cellphones in the classroom so that students can access information about local wisdom, history, and national culture.

d. Students are less involved in cultural activities

An education is said to be successful if there is support from parents, this is a challenge for PKn teachers in integrating local wisdom-based materials. The family is the first center of education, where children interact and gain emotional life (Syahrial Harahap et al., 2023). In terms of local wisdom, the role of parents is to introduce the culture of origin to students. However, basically there are still some parents who do not take on this role.

The lack of student involvement in cultural events is a challenge that needs to be overcome, because cultural events can be an effective means of introducing local values, developing a sense of love for the homeland, and enriching students' social experiences. Cultural events provide experiences that enrich students' knowledge and understanding of cultural heritage, while fostering a sense of love for the homeland and pride in traditional values. When parents do not actively involve their children in cultural events, children may miss the opportunity to connect with their culture and appreciate the importance of preserving local culture.

e. Not all students consider certain local wisdom relevant.

The diverse cultural backgrounds of students are also a challenge for teachers in learning activities. This is because not all students consider other people's cultures as something true or relevant, especially in the context of cultural diversity in society. A teacher must first study the regional cultures of students, then apply them into one material according to the learning objectives. In this case, the PKn teacher asks each student to tell their experiences when attending cultural events. This demand is a challenge for teachers to design learning according to the characteristics of students (Suhandi & Robi'ah, 2022).

f. Reduction of learning time

In civic education learning activities based on local wisdom, teachers certainly need enough time to transfer knowledge about local culture. The limited time is also an obstacle that causes learning to be rushed so that learning is not fully achieved (Dan & Fasilitas, 2025). Reducing learning time, especially for materials related to local wisdom, can indeed be a big challenge for a teacher. This requires teachers to adjust the material being taught, which has the potential to reduce or even eliminate some important topics. Local wisdom, which includes cultural values, traditions, and local knowledge, plays an important role in shaping the character and identity of students. However, with the limited time available, teachers must face various obstacles in delivering this material optimally.

4. Conclusions

Integration of local wisdom values in civic education learning has a significant role in shaping the civic character of students. Civics material based on local wisdom is very important to shape the character of students who respect and preserve the cultural values that exist in an area. Teachers have a responsibility to introduce and instill national insight that is connected to local traditions and wisdom, so that students can understand the importance of cultural diversity in the context of national and state life and have an attitude of tolerance for the cultural diversity possessed by students.

The role of Civics teachers in integrating Civics material based on local wisdom is very important to build a deep understanding of the national, social, and cultural values contained in local wisdom. Teachers need to deepen their knowledge and understanding of local wisdom in the surrounding community and need to use creative and interactive learning methods, such as discussions, case studies, or project-based learning. This allows teachers to more easily integrate local values in Civics learning and can help students to better understand the values of local wisdom applied in everyday life.

A teacher also needs to make students aware of the importance of preserving and implementing local wisdom in facing the challenges of the times, so that cultural values are not forgotten and remain relevant in social life. Not only a teacher, but parents also have an important role in integrating local wisdom through daily attitudes and actions, such as maintaining traditions, introducing local values, providing knowledge about local wisdom by telling history, folklore, or legends originating from their area and celebrating local cultural holidays.

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