


Character Education Based on Local Wisdom at SMA Negeri 1 Teladan Yogyakarta: A Model for Addressing Contemporary Challenges in the Digital Era

Zahro Ulfaturrohmatiririn ¹, Khoirun Nisa ^{2*}, Riziq Syehab ³, Fiki Khoirotussiha ⁴
^{1 2 3 4} Sunan Kalijaga State Islamic University Yogyakarta, Indonesia

Article Info	Abstract
<p>Article history: Received: 06/18/2023 Revised: 06/25/2023 Accepted: 07/07/2023</p>	<p>Purpose – This study aims to investigate the implementation of character education based on local wisdom at SMA Negeri 1 Teladan Yogyakarta and assess its impact on students' character development and academic performance in the context of contemporary challenges in the digital era.</p>
<p>Keywords: Character Education, Digital Era, Education, Local Wisdom</p>	<p>Design/methods– Utilizing a qualitative research methodology, the study focuses on an in-depth exploration of character education at SMA Negeri 1 Teladan Yogyakarta. Data collection methods include interviews, observation, and documentation, with a particular emphasis on how local wisdom is integrated into character education. Comparative analysis of the findings with existing literature on character education was conducted to assess the program's effectiveness.</p> <p>Findings – The study reveals a robust character education program at SMA Negeri 1 Teladan Yogyakarta, which includes character habituation during class, outside class, and in collaboration with parents and the community. The program positively influences students' enthusiasm for learning, collaboration, responsibility, and discipline, subsequently improving their academic performance. However, challenges such as student diversity and varying levels of character internalization were identified.</p> <p>Research implications/limitations – The research provides insights into the integration of local wisdom in character education, contributing to the discourse on character education in the digital era. Limitations include the focus on a single institution, which may affect the generalizability of the findings.</p> <p>Practical implications – The study offers a model for integrating character education based on local wisdom in educational institutions, highlighting the importance of a comprehensive approach that includes academic, extracurricular, and community aspects.</p> <p>Originality/value – This study contributes original insights into the field of character education by highlighting the integration of local wisdom at SMA Negeri 1 Teladan Yogyakarta. It presents a unique perspective on addressing contemporary challenges in education, particularly in the digital era, through a well-rounded character education program.</p>
	<div data-bbox="491 1639 644 1697" data-label="Image">  </div> <p>© 2023 by the authors. It was submitted for possible open-access publication under the terms and conditions of the Creative Commons Attribution (CC BY NC) license (http://creativecommons.org/licenses/by/4.0/).</p>

Introduction

The evolution of society in the digital era has presented significant challenges and opportunities, necessitating a reevaluation of educational paradigms, particularly in character education. The importance of character education, as defined by the Indonesian National Education System Law No. 20 of 2003, lies in its holistic approach to developing students' spiritual, personal, and social competencies (Herdiana et al., 2021). This comprehensive development is crucial in equipping students to navigate the complexities of the modern world, particularly in the face of rapid digitalization and its accompanying ethical dilemmas.

Existing literature highlights the significance of character education in promoting cognitive, academic, social, and emotional skills among students (Herdiana et al., 2021). It emphasizes the role of character education in fostering essential social skills like teamwork, leadership, and effective communication. These skills are vital for students to interact positively with others and build constructive relationships, which are increasingly important in the digital age. The integration of local wisdom into character education provides a culturally-relevant framework for moral and ethical development, emphasizing values like honesty, respect, responsibility, empathy, and compassion (Herdiana et al., 2021).

The integration of local wisdom in character education has been explored in various contexts, demonstrating its effectiveness in enhancing students' cognitive, affective, and psychomotor skills (Hadi & Manurung, 2020; Prihono et al., 2020; Titin Setiartin, 2021). These studies show how local wisdom can be incorporated into the curriculum through storytelling, community service projects, and ethical dilemma discussions, thereby fostering a sense of belonging and cultural connection among students. Such approaches are instrumental in preparing students for a rapidly globalizing world.

However, the existing body of research also reveals gaps and limitations in the implementation and understanding of character education based on local wisdom. While studies have shown its effectiveness in various educational contexts (Adnan et al., 2023; Irwansyah et al., 2020; Sholichah et al., 2023; Suhartini et al., 2019), there is a need for further exploration into its application in specific educational settings, such as SMA Negeri 1 Teladan Yogyakarta. Additionally, the impact of digitalization on moral values and the potential of character education in mitigating its negative effects have not been adequately addressed (Aziz et al., 2020; Jaedun & Manaf, 2020; Suciati et al., 2023).

This study focuses on exploring the implementation of character education based on local wisdom at SMA Negeri 1 Teladan Yogyakarta and assessing its impact on students' character formation and academic performance in the digital era. It aims to address the gaps identified in previous research by providing a comprehensive understanding of how character education, enriched by local wisdom, can prepare students to face the challenges of the digital age. The study contributes to the field by offering insights into the practical application of character education in a specific educational context and its potential in shaping well-rounded individuals capable of navigating the complexities of the modern world.

Methods

This study employed a qualitative research methodology, focusing on an in-depth exploration of character education at SMA Negeri 1 Teladan Yogyakarta, located at Jl. Hos Cokroaminoto No. 10, Pakuncen, Wirobrajan, Kota Yogyakarta, Daerah Istimewa Yogyakarta 55253. The research aimed to understand how local wisdom is integrated into character education to address contemporary strategic issues in the digital era. Data collection methods included interviews, observation, and documentation. Key informants, particularly the Vice Principal of Curriculum, provided valuable insights into the school's approach to

character education. Observations during break times revealed how students engaged in learning through peer discussions, demonstrating values such as respect and collaboration.

Data analysis involved comparing the interview and observation findings with existing literature on character education. This comparative approach highlighted similarities and differences, enriching the understanding of local wisdom-based character education's effectiveness against digital era challenges (Smith & Brown, 1986). The study also ensured reliability and validity through triangulation, cross-validating data from different sources, and maintaining reflexivity to mitigate potential biases (Adiputra, 2021). These measures guaranteed that the research was comprehensive, credible, and aligned with international academic standards.

Results

1. Character Education Program at SMA Negeri 1 Yogyakarta

SMA Negeri 1 Teladan Yogyakarta, true to its exemplary name, is well-known as a school that excels in academics, character, and morality, aiming to set a positive example for other schools, particularly in Yogyakarta itself. In the academic field, SMA Negeri 1 Teladan excels, as evidenced by its graduates who enroll in renowned universities. It is essential to balance this academic excellence with good character, enabling students to use their abilities for positive deeds. The implementation of character education at SMA Negeri 1 Teladan Yogyakarta involves habitual character development in students through the cultivation of specific behaviors, skills, competencies, and mindsets. This habituation is divided into several categories as follows:

a. Character Habituation During Class

Character habituation during class involves integrating character education into every subject taught at the school. Each teacher implements character education relevant to their subject. During the learning process, teachers and students engage in activities that derive values from the material presented. For example, in physics classes, students learn about the utilization of energy sources and are taught to apply these concepts to everyday life. Other learning activities include discussions and debates, through which students recognize each other's characters, respect different opinions, and foster tolerance and cooperation.

b. Character Habituation Outside Class

Character habituation outside class means this practice occurs when students are at school but not in class. An example is training responsibility and discipline. This begins with teachers greeting students at the school entrance with smiles, greetings, politeness, and checking students' tidiness according to school rules. Habituation also includes training responsibility and cooperation among students, such as creating a cleaning roster. These practices extend to extracurricular activities, such as scouting through Perjusa (Friday-Saturday camping), aiming to develop resilience, independence, and teamwork skills.

c. Character Habituation Outside School

Character habituation outside school involves collaboration between the school and parents, as outside school, responsibility rests with the parents. This type of character education is actually an extension of the character traits acquired at school and practiced in the surrounding environment. For example, students maintain the school's good reputation in the community, reflecting the school's positive character. One example of external character habituation is students participating in social service activities, which receive positive responses from the community and beneficiaries.

Character education at SMA Negeri 1 Teladan Yogyakarta has been in place since the school was established. Character habituation for students begins when they first enroll. This

includes participation in school orientation activities (MOS), which focus on character education over several months, not just a week. This approach ensures new students adapt smoothly to the school's character education. Students are also expected to understand their own characters as they interact with peers of different backgrounds. The positive atmosphere at the school is not only felt by students but also by new teachers, who are introduced to the school's positive character education culture.

2. Character Education at SMA N 1 Teladan Yogyakarta

Character education refers to the systematic efforts by educational institutions and society to develop and shape moral values, ethics, and positive attitudes in individuals. The goal of character education is to help individuals acquire the knowledge, skills, and attitudes necessary to become responsible, ethical, and positively contributing citizens. Several experts have provided views and contributions regarding character education. For instance, Martin Seligman, a positive psychologist, emphasizes the importance of character education in building individual well-being and happiness. He proposes the PERMA concept (Positive Emotions, Engagement, Relationships, Meaning, Achievement) as a foundation for developing strong character. James Arthur, a renowned character educator, stresses that character education should involve developing good attitudes, moral values, and ethics in daily life situations. Marvin W. Berkowitz, a professor of character education, focuses on developing children and adolescents' character. He highlights the importance of a supportive school environment in teaching and encouraging good character.

Character education can be conducted through various methods and approaches, including direct teaching, experiential learning, role modeling, curriculum development focused on values, and creating an environment conducive to character development. Additionally, character education involves collaboration among schools, families, and communities to create an educational environment that supports good character development. By prioritizing character education, individuals are expected to be better equipped to face life's challenges, build meaningful relationships, and contribute positively to society and their surroundings.

Effective character education should encompass the introduction and development of local wisdom values. Local wisdom refers to the knowledge, values, traditions, and practices associated with a community's culture, customs, and heritage. Character education at SMA N 1 Teladan Yogyakarta has been implemented since the school's inception in 1957. Character education is inherently ingrained in every educator, ensuring that teachers provide a variety of exemplary behaviors for students to emulate. At SMA N 1 Teladan Yogyakarta, character education is carried out comprehensively, meaning it is integrated into all school activities and incorporated into all subjects, the Vice of Curriculum at SMA N 1 Yogyakarta stated;

"The program is already seamlessly integrated with the school's curriculum; all school activities ultimately contribute to character education. Values like honesty and hard work are the primary objectives of our education, with academics considered as an additional benefit. Our core principle is to deeply instill character education. If a child's character is strong and on the right path, their academic abilities will hopefully follow suit. In each subject, teachers often relate the material taught to practical applications in daily life, with an eye towards future developments. For example, in physics lessons, we may incorporate local wisdom by exploring the use of renewable energy sources or alternatives. This approach integrates elements of character education, such as energy conservation, managing limited resources, and harnessing alternative energy sources available in our environment. The teaching approach varies depending on the nature of the subject material", one of the teachers at SMA N 1 Yogyakarta", said the vice of curriculum at SMA N I Yogyakarta.

Additionally, character education is implemented through a mentoring program mandatory for all 10th-grade students. Character education is not only integrated into classroom learning processes but also into extracurricular activities. By dividing Muslim students into groups for mentoring purposes designed specifically for 10th graders, principles tailored for Muslim students are promoted.

3. Character Education Model in History Lessons for 11th Graders

At SMA N 1 Teladan Yogyakarta, character education is embedded in all operational aspects of the school, including academic activities in the classroom. Each educator deeply incorporates character instruction into every research. History is a compulsory subject for students at SMA N 1 Teladan Yogyakarta as part of the implementation of good character education for 10th, 11th, and 12th graders in both the regular and accelerated programs. Character education for students is conveyed in the learning process when teachers engage in character reflection activities involving students and side discussions that become students' direct experiences. Sometimes, students unconsciously embody the characteristics of their teachers or independently implement these in their learning activities due to time constraints. According to observations made by researchers on educators' mindset in emulating character education for students to follow, some examples of such behavior include dressing neatly, interacting politely, and starting and concluding lessons in the classroom or social studies laboratory with greetings. Students directly experience the implementation of character traits like tolerance, valuing others' ideas, cooperation, and curiosity if these traits are discussed directly with them and if they participate actively in activities. Another illustration is when students actively participate in social theater and are given opportunities to play roles embodying specific characters.

Each educator receives guidance from the Ministry of Education and Culture on the best ways to instill eighteen national character traits in their students. These eighteen defining traits of the nation include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, patriotism, appreciation of achievement, friendliness and communicativeness, love for peace and reading, environmental care, social care, and responsibility. Character education based on local wisdom needs to integrate cultural values and local traditions into the learning process and the character development of both students and teachers. Local wisdom-based character education can take the form of value education, character education, moral education, and personality education, aiming to develop students' abilities to make decisions, maintain good, apply relevant strategies, and manifest goodness in daily life, including in religious life, science and technology, economics, social affairs, language and communication, and the arts.

4. Challenges in Implementing Character Education at SMA N 1 Yogyakarta

Implementing character education in schools, including SMA N 1 Yogyakarta, often faces new challenges due to zoning or the diverse backgrounds of students. Zoning refers to the practice of placing students in schools near their residences, resulting in schools within a zone receiving students with varied backgrounds, cultures, values, and experiences. The first challenge is the differences in values and cultures among students from different environments. Each student brings unique understandings and experiences reflecting their family background, religion, and values learned at home. Integrating consistent character education aligned with these diverse values is a complex task.

The second challenge relates to varying levels of understanding and internalization of character education. Each student has a different maturity level and understanding in internalizing the character values taught at school. Some may already have a strong foundation in these values, while others may need more guidance and support to understand and apply them in daily life. The third challenge is creating an inclusive and supportive environment for all students. Effective character education must reach all students regardless

of their background, requiring diverse and adaptive teaching approaches and strategies to accommodate the needs and diversity of students.

One of the sources elucidated that SMA N 1 Yogyakarta, which traditionally admits students with strong academic credentials, is currently facing heightened challenges due to the acceptance of students with lower academic qualifications stemming from the zoning system. The school is confronted with the task of transmuting ordinary students into individuals who epitomize the exemplary ethos of the institution.

Many cases exist where new students feel stressed by the character culture at SMA N 1 Yogyakarta. However, with the school's supportive environment, children's characters can change to reflect the school's character.

Implementing character education at SMA Negeri 1 Yogyakarta includes evaluating character education. An example of this evaluation is the year-end learning evaluation conducted by the MPK (Majelis Perwakilan Kelas) organization. This evaluation aims to identify how far the school has achieved its learning and character development goals. The results are presented by MPK members to the school as the starting point for improvement. The presentation includes identifying shortcomings in learning and character education, which the school will then address. The evaluation serves as feedback for students and parents, helping them understand their capabilities in learning and character development and receiving advice and direction to improve their achievements and behavior. Parents also get information about their child's progress and can provide more effective support at home. Overall, the student-conducted evaluation is a crucial effort in improving the quality of learning and implementing character education at the school. Conducted openly between students and the school, involving various stakeholders, it provides input for achieving better educational goals.

5. Supporting Factors in Implementing Character Education at SMA N 1 YOGYAKARTA

Several key factors play a vital role in shaping and strengthening student character in the implementation of character education at SMA N 1 Yogyakarta. One of the main factors is the school's prestigious reputation. The school's reputation, built over years through academic, sports, and extracurricular achievements, motivates students to reflect the positive image associated with their school.

Additionally, the influence of successful and renowned alumni significantly impacts character education implementation. These alumni can serve as role models for current students. Their inspiring stories of success, integrity, and positive contributions to society can motivate students to develop strong characters and achieve high accomplishments. The presence of influential alumni demonstrates that strong character education has produced successful individuals in the past, inspiring confidence and ambition in students to develop their character.

The community's trust in the school is also a primary factor in the implementation of character education. When the community believes that the school can provide quality education and foster good character development, they are more likely to support the school's efforts in this regard. This trust is reflected in their support for the school's character education programs, participation in school activities, and good relationships between the school and the surrounding community. With this support and trust, the school can create an environment conducive to the development of students' character.

Overall, the prestigious reputation of the school, successful alumni, and the community's trust in the school are key factors that can influence the success of character education implementation. As explained by the source, these factors are indirect but primary contributors to the success of character education implementation.

By effectively leveraging these factors, the school can create an environment that supports the development of students' character and helps them become individuals who are integral, responsible, and contribute positively to society.

6. *The Impact of Character Education at SMA N 1 Yogyakarta on Students' Academic Performance*

Character education is an essential aspect of students' educational process in schools. It involves forming and developing moral values, ethics, positive attitudes, and good behavior in students. These character values are not only important in students' daily lives but also have a significant impact on their academic performance.

One of the main influences of character education at SMA N 1 Yogyakarta on students' academic performance is through the formation of disciplined and responsible attitudes. When students have strong characters in discipline and responsibility, they tend to be more organized, focused, and highly committed to their academic tasks. They study diligently, complete assignments on time, and prioritize their time well. This positively impacts their academic performance.

Moreover, character education plays a role in shaping students' positive attitudes towards the learning process. When students possess values such as perseverance, hard work, and optimism, they tend to be highly motivated to achieve academic success. They view difficulties as challenges to be overcome and remain enthusiastic in facing them. In the long term, this positive attitude helps students overcome learning barriers and improve their academic performance.

Character education also plays a role in forming healthy social relationships among students. When students embody values such as tolerance, empathy, and cooperation, they tend to work well in group activities and support each other in learning. This positive collaboration not only helps solve academic problems but also creates an enjoyable and supportive learning environment. In this context, students' academic performance can improve as they leverage each other's potential and learn effectively together.

As the source overall stated, character education significantly impacts students' academic performance at school. Through the formation of disciplined and responsible attitudes, positive attitudes towards the learning process, and healthy social relationships, students can optimize their potential and achieve better academic success.

Discussion

The research aimed at exploring the implementation of character education based on local wisdom at SMA Negeri 1 Teladan Yogyakarta and its impact on students' character formation and academic performance in the digital era. This study aligns with the growing recognition of the importance of character education in educational settings (Firdaus et al., 2019; Pratiwi et al., 2022). The emphasis on local wisdom in character education echoes the global shift towards incorporating cultural values and traditions into educational frameworks (Hadi & Manurung, 2020; Prihono et al., 2020).

The results revealed a comprehensive character education program at SMA Negeri 1 Teladan Yogyakarta, integrating character values into academic and extracurricular activities. This approach mirrors findings from other studies highlighting the effectiveness of embedding character education in various school aspects (Suswandari, 2017; Titin Setiartin, 2021; Tohri et al., 2022). The integration of character education within academic disciplines, as observed at SMA Negeri 1 Teladan, aligns with the pedagogical strategies suggested by experts (Adnan et al., 2023; Irwansyah et al., 2020).

Comparing the study's results with previous research, the character education implementation at SMA Negeri 1 Teladan is consistent with the positive outcomes reported in similar settings (Sholichah et al., 2023; Suhartini et al., 2019). However, it contrasts with studies that highlight challenges in integrating character education, particularly in diverse

student populations (Jaedun & Manaf, 2020; Suciati et al., 2023). SMA Negeri 1 Teladan's success in overcoming these challenges suggests a unique approach to character education that warrants further investigation.

The study's findings support the effectiveness of a holistic approach to character education, as evidenced by the positive academic and behavioral outcomes observed at SMA Negeri 1 Teladan Yogyakarta (Aziz et al., 2020; Muhammad et al., 2021). This approach aligns with the principles of incorporating local wisdom in education, as seen in the successful implementation in various Indonesian regions (Sukemi, 2019; Supeni & Hakim, 2019).

The findings suggest that the character education program at SMA Negeri 1 Teladan Yogyakarta is effective in shaping students' character and improving academic performance. However, caution is advised in generalizing these results to other educational settings due to contextual differences (Pujaningsih et al., 2021; Rasna & Binawati, 2018). The impact of cultural and environmental factors on the success of character education programs should be further explored.

The study highlights the importance of considering the individual needs and backgrounds of students in character education programs. Despite the positive outcomes, challenges in implementing character education due to student diversity remain a concern (Nurdiansyah et al., 2023; Srimulyani, 2019). Future research should focus on developing adaptable and inclusive character education strategies.

The implications of this study are significant for educational institutions seeking to integrate character education based on local wisdom. The successful implementation at SMA Negeri 1 Teladan Yogyakarta serves as a model for other schools, emphasizing the importance of a comprehensive approach that includes academic, extracurricular, and community aspects (Badeni & Saparahayuningsih, 2021; Hermino & Arifin, 2020; Hidayati et al., 2020; Husni, 2021; Indriwati & Suhadi, 2018; Katili et al., 2018; Kerta Adhi et al., 2020; Permatasari & Hakam, 2018; Putra et al., 2021; Ramlan et al., 2023; Suzana et al., 2021; Syamsi & Tahar, 2021; Yustina, 2021). The study's findings contribute to the evolving discourse on character education, highlighting the role of local wisdom in fostering well-rounded, academically competent, and morally grounded individuals.

Conclusion

The study conducted at SMA Negeri 1 Teladan Yogyakarta has provided insightful findings on the implementation and impact of character education based on local wisdom. The primary aim was to explore the integration of this education in the school's curriculum and assess its influence on students' character development and academic performance. The results demonstrate a robust character education program, intricately woven into the fabric of the school's culture and activities. This program includes character habituation during class hours, outside class hours, and outside school, highlighting the school's commitment to holistic development. Significantly, the research found that character education positively influences students' enthusiasm for learning, collaboration, responsibility, and discipline, subsequently improving their academic performance. However, the implementation of this program is not without challenges, particularly due to the diversity of student backgrounds and varying levels of character internalization. Nonetheless, the school's ability to maintain a supportive environment has facilitated students' adaptation to its character culture.

The implications of this study are profound for the field of education, particularly in the digital era. It underscores the necessity for educational institutions to adopt a comprehensive approach to character education, integrating local wisdom and cultural values. This approach is crucial not only for academic competence but also for the moral and ethical development of students, preparing them to be responsible and positive contributors to society. In light of these findings, it is recommended that future research investigates the long-term effects of character education on students' life trajectories and the applicability of such programs in diverse educational contexts. This study contributes significantly to the discourse on

character education, emphasizing the vital role of local wisdom in shaping well-rounded, academically capable, and morally grounded individuals. SMA Negeri 1 Teladan Yogyakarta serves as a model for other schools, demonstrating the substantial benefits of a comprehensive character education program in enhancing students' academic and personal growth.

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