Teacher Strategies Based Local Wisdom in Building Character Effort of High School Students in Tomohon

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Abstract: Sociology as learning that plays a significant role in developing culture is expected to empower and make the best use of the existing local culture. Moral values that are implanted in sociology learning can build character which is the main foundation for the formation of a civilized and prosperous society. The purpose of this paper is to gain an understanding of the character education theory contained local wisdom through the sociology learning approach of High Schools students in Tomohon, which reflects the values of tolerance, solidarity, and togetherness. The analytical method used in this research is a qualitative method based on SWOT factors (strengths, weaknesses, opportunities, and threats). Based on results, several strategies that can be applied are providing teaching materials based on Minahasa cultural studies, forming sociology teaching patterns with direct practice applying local wisdom, monitoring through structured assignments inserted with the Minahasa Mapalus culture and preserving the Mapalus culture in school and community life.

Keywords: Sociology Learning, Local Wisdom, Character Building

Introduction

Education is very much related to the process, the process is in the form of learning and teaching, this process determines the learning objectives that will be achieved or not achieved. Achievement in a teaching and learning process is evidenced by a change in behavior. Changes in behavior involve changes in knowledge, skills, and regarding attitude values. In the teaching and learning process there are many factors that influence the achievement of learning objectives including educators, students, environment, methods, and learning media. In fact, what happens in learning often happens that the teaching process runs and is not effective, a lot of time, energy and costs are wasted while learning objectives cannot be achieved, even there is a process in communication between teachers and students. The above matters are still frequently encountered in the learning process so far.

With the teacher's strategy in learning, the oral and written traditions in the learning process can be more effective. The teacher or educator can create various classroom situations, determine learning strategies that will be used in different situations and create a healthy emotional climate among students. Thus a learning model that is concrete in nature that can be easily understood by students can arouse students' enthusiasm in learning and make students more interested in learning in order to achieve learning goals. So far, the learning process is still conventional, uninteresting and even boring. Here, we need a teacher who is expert and innovative in carrying out the teaching and learning process to make it more interesting and can arouse students' enthusiasm for learning.

The strategy carried out by the teacher in learning is a learning technique that is used by the teacher in teaching a certain subject (material) and in applying local wisdom it must first be adjusted to the subject matter. The level of student cognitive development and the

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available facilities are in accordance with the learning objectives so that the expected learning can be achieved. Learning strategies are used to help clarify procedures, relationships and the overall state of what is designed. In general, the learning strategy is a method or systematic presentation technique used by teachers in organizing the learning process experience in order to achieve the objectives of a lesson. In connection with the series of material presentation, the values of local wisdom can also be applied in the strategies given by the teacher.

Local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom is usually passed down from generation to generation through word of mouth. Local wisdom exists in folk tales, proverbs, songs and folk games. Local wisdom as knowledge found by certain local communities through a collection of experiences in trying and integrated with an understanding of the culture and natural conditions of a place.

Along with the times, local cultural values are quickly left behind with modernity and sophistication. This makes the students' understanding of local history and cultural traditions that exist in society increasingly depleted. Therefore, it would be better if efforts were made so that we can protect the various cultures we already have and preserve together. With education based on local wisdom (local wisdom), we can be optimistic about the creation of character education that is able to give meaning to Indonesian human life. Especially the younger generation, including high school students in Tomohon. This means that education will then be able to become a spirit that can color the lives of Indonesian people to become better and more advanced.

Literature Review

Teacher strategies based on local wisdom that are applied in learning can be interpreted as methods, examples or patterns, which have the aim of presenting messages to students that must be known, understood, and understood, namely by making a pattern or example with the materials chosen by the educators. or a teacher according to the material provided and the conditions in the classroom. A strategy will have certain characteristics seen from the factors that complement it. The learning strategy is a plan or pattern used in compiling the curriculum, arranging teaching materials and giving instructions to teachers in the classroom in teaching settings or other settings and must reveal various realities in accordance with the classroom situation and the kinds of views of life that result from work. with teachers and students.

Local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom is usually passed down from generation to generation through word of mouth. Local wisdom exists in folk tales, proverbs, songs and folk games. Local wisdom as knowledge found by certain local communities through a collection of experiences in trying and integrated with an understanding of the culture and natural conditions of a place. According to Sibarani (2012), local wisdom according to Sibarani is a form of original knowledge in society that comes from the noble values of local culture to regulate the order of community life or it is said that local wisdom. According to Padmanugraha (2010) local wisdom is part of the culture of a society that cannot be separated from the language of the community itself. Local wisdom is usually passed down from generation to generation through word of mouth. Local wisdom exists in folk tales, proverbs, songs and folk games. Local wisdom as knowledge found by certain local communities through a collection of experiences in trying and integrated with an understanding of the culture and natural conditions of a place. The relationship between education and local wisdom can be explained through article 2 of the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, namely "National education based on Pancasila and the 1945 Constitution of the Republic of Indonesia". That this article describes

the strength of the relationship between regional cultural values in Indonesia and our national education, because Pancasila is the embodiment of the values of the Indonesian nation's life which are extracted from the Indonesian people, in which it contains values in the form of local wisdom and some of them are even included. universal values.

The above statement implies that in the implementation of education there are a number of forms of social interaction that occur, such as interactions that give and receive various cultural aspects, such as: local wisdom, beliefs, values, knowledge, skills, structural relationships, and symbol systems. Social interaction in the implementation of education is intended primarily to focus on learning.

Research Methods

This research uses a descriptive research method with a qualitative approach. This descriptive research is also called a feasibility study which intends to obtain initial data (Soekanto, 1997). Descriptive research is studying problems in society and the procedures that apply in society and certain situations, including relationships, activities, attitudes, views, ongoing processes and the effects of a phenomenon. Descriptive research is usually carried out through observation, interviews, and case studies to describe behavior rather than using data that can be statistically analyzed.

The data analysis technique used in this study is to use the SWOT analysis technique with a qualitative approach, which consists of Strengths, Weaknesses, Opportunities and Threaths. SWOT analysis aims to maximize strengths and opportunities, but can minimize weaknesses and threats. According to Rangkuti (2014). According to Setiawan Hari Purnomo and Zulkieflimansyah (1999), based on the results of the SWOT analysis, there are four alternative strategies available, namely the SO, WO, ST and WT strategies.

Table 1. SWOT Factors Strategies

Internal Factors External Factors	Strength (S)	Weakness (W)
Opportunities (O)	SO strategy (The strategy make use of strength and opportunity)	WO strategy (The strategy minimize weakness and make use of opportunity)
Threats (T)	ST strategy (The strategy use strength and addressing threats)	WT strategy (The strategy minimize weakness and avoid threat)

The alternative strategy is the result of the SWOT analysis matrix which produces SO, WO, ST and WT strategies. The resulting alternative strategies are at least 4 strategies as a result of the SWOT matrix analysis.

Findings & Discussion
SWOT Factors of Teacher Strategies in Building Character Effort of High School Student in Tomohon

Education is to humanize young people. Appointment of young people to the level of education. Education is a conscious and systematic effort in developing character education based on the potential of students. Education prepares students in both physical, spiritual and one's abilities for their role in the surrounding environment in the future. Education is also an effort of the community and the nation in preparing their younger generations for a better life

of society and the nation in the future. This continuity is marked by the cultural inheritance and character of the people and the nation. Therefore, education is a process of cultural inheritance and national character for the younger generation as well as the process of developing the nation's culture and character to improve the quality of life of society and the nation in the future (Priyatna, 2016).

SWOT analysis is a systematic identification of strategic factors to formulate a strategy. Strategy is a very important tool to achieve goals (Porter, 1985). Meanwhile, according to Rangkuty (2014) strategy is a comprehensive master plan that explains how to achieve all the goals that have been previously set. Based on the results of the analysis that has been done, it is found that several internal and external factors influence character building in high school in Tomohon. Internal factors include: (1) Minahasa mapalus culture which is still thick, (2) Adequate human resources, (3) abundant natural resources, (4) Lack of public interest in implementing mapalus culture, and (5) Preservation of mapalus culture. which is increasingly eroded. External factors, consisting of: (1) the government takes part in promoting the mapalus culture, (2) a reflection of the identity of the Minahasa people (3) degradation of local culture, and (4) cultural alienation.

Teacher Strategies Based Local Wisdom in Building Character Effort of High School Students

In formal education there is a learning process that involves interaction between teachers and students. Where this interaction involves delivering information to students in the form of support or direction that communication is the process of transferring or delivering news / information that contains the meaning of one party (a person or a place) to the party (someone or other places) in an attempt to gain mutual understanding. It is intended that students actively develop their potential to have religious spiritual strength, self-control, intellectual personality, noble morals, and skills needed by themselves, society, nation and state for the progress of a country. Because humans are the main capital for the success of a country towards the gates of success (Nismawati, 2017).Character education are two words that have different meanings. Education is a process of maturing to humanize humans through the learning process, while character is "self-identity" (identity) which is inherent in the figure of the nation and state society, which has an open character to face change and to sort out critically (Soepeno, 2004). Character education moves from knowing to doing or acting. William Kilpatrick mentioned that one of the reasons for a person's inability to behave well even though he already has moral knowing is because he is not trained to do good (moral doing). Referring to this thought, the success of character education really depends on whether or not knowing, loving, and doing or acting in the implementation of character education. Moral Knowing as the first aspect has six elements, namely moral awareness, knowing moral values, perspective taking, moral reasoning, courage to make decisions. making), and self-introduction (self knowledge). The six elements are components that must be taught to students to fill their cognitive domains. Moral Loving or Moral Feeling is a strengthening of the emotional aspects of students to become human characters. This strengthening is related to the forms of attitudes that students must feel, namely awareness of self-identity, self-esteem, sensitivity to the suffering of others (empathy), love of truth (loving the good), self-control, and humility. After these two aspects are realized, then Moral Acting as an outcome will easily appear in students. There is another opinion that emphasizes that character is a character that is directly driven from the brain, so the three stages need to be presented to students through logical, rational and democratic ways. So that the behavior that appears is really a character, not a mask.

Character education is education that instills and develops noble characters in students so that they grow to have good character and can apply it in everyday life both in the family,

society and the State (Wibowo, 2012). Based on the internal and external factors of the SWOT factors that have been described, it can be concluded that several strategies can be applied by teachers in school learning, especially in sociology subjects at Tomohon High School, including providing teaching materials based on Minahasa cultural studies, forming sociology teaching patterns with direct practice applying local wisdom, monitoring through structured assignments inserted with the Minahasa Mapalus culture and preserving the Mapalus culture in school and community life.

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