

Harmonizing Traditional Values in Modern Education

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Abstract

This study explores the integration of traditional principles in the Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan curriculum. This research utilizes a qualitative approach with a case study type to achieve this goal. Data collection involves procedures including interviews, observations, and documentation. The data analysis technique used in this research is the data analysis technique from Miles and Huberman, by doing four ways, namely reducing data, presenting data, presenting data and drawing conclusions. This study's results significantly contribute to designing a future hybrid education model. This model is rooted in traditional values yet remains relevant to the demands of modern times. Thus, this research proves that modern education and traditional values can go hand in hand. This allows the younger generation to understand and appreciate their cultural heritage, while remaining prepared for the challenges of the future. This research is expected to provide new and valuable insights for educational practitioners and researchers in the same field. As such, this study can potentially enrich academic literature and educational practice.

Keywords: Harmonization; Hybrid education model; Traditional values; Modern education

INTRODUCTION

In this dynamic era of globalization, character education, and local wisdom have emerged as key elements that must be considered in modern education systems (Revell & Arthur, 2007). These two elements serve as a bridge between traditional values and the demands of modern times, both of which are important in shaping individuals who are noble and contribute positively to society (Astuti, Waluyo, & Rohmadi, 2019).

Character education, which aims to form noble individuals, includes the development of moral values, ethics, and good behavior (Laiuluy, 2023). This goal aligns with local wisdom education, which serves as a source of values that can be used as a reference in character building. Local wisdom includes knowledge, beliefs, and traditions passed down from generation to generation in a society (Sholichah, Indriayu, & Widiyanto, 2023).

Many researchers have recognized the importance of character education and local wisdom in modern education. For example, a study by Daniah (2016) showed that character education can increase students' positive behavior. This study shows that character education focuses not only on academic knowledge but also on the formation of students' character. Meanwhile, research by Jufrida, Basuki, & Rahma (2018) showed that local wisdom can be an effective learning resource in character education. Through harmonization between character education and local wisdom, it is expected that the next generation will emerge who are not only academically intelligent but also have a strong personality and love for the nation's cultural heritage (Fitri, Izzatin, & Ferryansyah, 2019).

One of the significant challenges in modern education is the integration of traditional values into a curriculum that tends to focus on technical knowledge and skills (Nuraini, 2022). Local wisdom, a repository of traditional values, often does not get enough attention. The values contained in local wisdom are very relevant and important in student character building (Berkes, Colding, & Folke, 2000).

Local wisdom, which includes knowledge, beliefs, and traditions passed down from generation to generation, can provide deep context and relevance for student learning (Heri & Ruswandi, 2022). These values can help students understand and appreciate their cultural heritage and provide them with an ethical framework for interacting with the world. Character education and local wisdom can serve as important tools in modern education to shape individuals who are knowledgeable, honest, and deeply rooted in their local culture and traditions (Rachmadyanti, 2017).

The main challenge in modern education is integrating the intrinsic values of character education and local wisdom into a curriculum that tends to be oriented towards knowledge and technical skills. This requires a holistic and inclusive approach to teaching, which focuses not only on knowledge transfer, but also on forming students' character and identity.

Character education and local wisdom have become a major focus in educational research. Both elements are recognized as essential components in a sustainable and holistic education. However, the literature has significant gaps on effectively integrating these two elements in modern education (Iswatiningsih, 2019).

Previous research tends to focus on specific contexts, such as education in primary or secondary schools or rural or urban areas. Results from these studies often cannot be generalized to a wide range of other educational contexts. This creates gaps in our understanding of integrating character education and local wisdom in modern education.

One of the most glaring gaps is the lack of research on integrating character education and local wisdom in diverse modern education contexts. While some research has been conducted in this context, it is still very limited.

To address this research lacuna, the present study investigates the integration of local wisdom and character education within various contemporary educational contexts. This research offers novel and practical insights for stakeholders to apply in everyday work and support strategic and tactical decision-making in educational settings.

This study aims to offer remedies for the current obstacles encountered in education by incorporating local wisdom and character education into the curriculum and instructional approaches. This study's findings are significant for educational practitioners and researchers in this sector. This essay offers valuable ideas on integrating character education with local wisdom, serving as a crucial reference for establishing effective curriculum and learning approaches.

This research endeavors to provide a significant scholarly contribution to the field of education by examining the incorporation of local wisdom and character education into contemporary curricula and learning methodologies. This research aims to offer innovative and practical insights for stakeholders to enhance their daily work and support strategic educational decision-making. It demonstrates how character education and local wisdom can positively impact student character development.

METHODOLOGY

This research is qualitative, as Lexy (2011) defines it as a research that is more sensitive and adjusts to the management and value patterns encountered. Researchers use the type of case study to elaborate on research questions because case studies are ideal methods when they require an in-depth investigation of research objects that are not extensive.

Data collection techniques in the study used several steps; First, interviews: researchers conducted in-depth interviews with various parties involved in the educational process at Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan including; principals, teachers, students, and parents of students. This interview aims to understand how traditional principles are integrated in the curriculum and educational practices in the madrasah. Second, observation: the researcher directly observed the learning process and extracurricular activities at Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan. Observation aims to see how traditional principles are applied in practice. Third, document study: the researcher reviewed relevant documents, such as curriculum, learning modules, and activity records. This document study aims to understand how traditional principles are integrated in educational planning and implementation.

The data analysis technique used in this study is the data analysis technique of Miles & Huberman (1994), which involves four steps: reducing data, presenting data, verifying data, and drawing conclusions. Data reduction is done to sort and simplify the data that has been collected. Data presentation is done to organize data to make it easy to understand. Verification is done to ensure the validity of the data. Conclusion drawing is done after all the data is analyzed to get the research results.

DISCUSSION

Overcoming Gaps in Character Education and Local Wisdom

Efforts made by the educational institution MIN 2 Pamekasan in building harmonization of traditional values in modern education are carried out by strengthening the understanding to all madrasah residents that traditional values carry a rich heritage in culture. Values such as simplicity, hard work, respect for parents and teachers, and ethics in interacting with others have become an important part of shaping the character of our society. This explanation is conveyed in various moments, for example in the flag ceremony held on Monday, during the opening of activities before entering class, before the implementation of the habituation of reading Al-Qur'an juz 30.

In his explanation, the madrasah head of MIN 2 Pamekasan understands that modern education has an important role in applying and shaping these values so that they remain relevant in the context of an ever-evolving era. With the harmonization between traditional values and modern education, MIN 2 Pamekasan can create a learning environment that respects cultural heritage while still preparing the younger generation to face future challenges.

In the context of implementing such harmonization, it will also provide opportunities for the younger generation to develop a deep understanding of how traditional values can be applied in modern life. This will help them build skills and a solid character, and make them agents of positive change in society.

Through a deeper approach to the harmonization of traditional values in modern education, future learners will understand how these values translate into cooperation, mutual respect, and an attitude of responsibility towards oneself and the environment. Thus, we can envision a society with strong integrity and determination to build a better future.

Integration of Traditional Principles in Madrasah Curriculum

In the era of globalization marked by the rapid development of technology and information, the education system needs to keep and maintain the traditional values that have been passed down by the ancestors. Principles such as simplicity, mutual cooperation, honesty, and integrity are an integral part of our culture that must be upheld in every aspect of education. Some steps taken by MIN 2 Pamekasan include:

1. Implementation of Traditional Principles in the Curriculum

Character education and local wisdom have an important role in shaping moral and cultured individuals. However, in this modern era, there is often a gap between character and local wisdom education and modern education. Therefore, an integrated approach is needed to overcome this gap.

Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan has made important efforts in building harmonization of traditional values in modern education. This effort is done by strengthening the understanding to all madrasah members that traditional values carry a rich heritage in culture. Values such as simplicity, hard work, respect for parents and teachers, and ethics in interacting with others have become an important part in shaping the character of our society. This explanation is conveyed in various moments, for example in the flag ceremony held on Monday, during the opening of activities before

entering the class, before the implementation of the habituation of reading the Qur'an juz

30. In the interview, the head of MIN 2 Pamekasan said;

Basically, our society must be grateful because we get a cultural heritage that is full of noble values, we no longer need to search and examine what values will be instilled in students, because noble values are very universal and touch all aspects of learner activities, what is done by MIN 2 Pamekasan is a form of gratitude for two things first, for the cultural value of heritage and technological progress, the form of gratitude is to integrate both.

In addition, Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan has taken the initiative in integrating local values into its curriculum as part of the effort to maintain and care for local cultural heritage. One of the methods they have adopted is by organizing film screenings during the commemoration of holidays. The films that are screened cover a wide range of topics, from Islamic holidays to national holidays, giving students a broader insight into various traditions and celebrations.

The aim of this initiative is to help students better understand and appreciate the traditions that have been passed down by previous generations. Thus, they not only learn about their history and culture but also learn to appreciate and celebrate the diversity of their cultures and traditions.

According to informants, this step is an integral part of MIN 2 Pamekasan's efforts to ensure that local cultural heritage remains relevant and valued by the younger generation. In this way, MIN 2 Pamekasan contributes to preserving local cultural heritage and ensuring that these values and traditions continue to live and thrive among the younger generation. This is an example of how education can be used as a tool to preserve and promote local culture and traditions.

2. Maximizing the Role of Educators in Instilling Traditional Values

Educators have an important role in practicing and instilling these traditional values to students. As a good example, educators can guide students to apply these values in their daily lives and in their social interactions. One approach is to incorporate traditional values in classroom learning practices. For example, in history lessons, stories about the courage of heroic figures in fighting for independence can inspire students to apply the values of courage and honesty in everyday life. This explanation can be found in an interview with Mr. Zaini Harmoko, he said.

As the appeal of the head of MIN 2 Pamekasan, we teachers were asked to read and examine many community stories, especially the stories of the community leaders of Sana Daja village, and this inspired me to insert stories in every lesson in

class, and the result is Alhamdulillah, some material is more easily understood by students.

3. Local community involvement in education

The involvement of local communities can be a strategic step in strengthening the integration of traditional values in modern education. One of the efforts that can be made is to invite traditional leaders or cultural figures as guest speakers at school. Thus, students can gain a deeper understanding of traditional values directly from the source. In addition, collaboration with local communities can also provide opportunities for students to engage in various activities aimed at strengthening a sense of community and concern for cultural heritage.

As part of the effort to integrate cultural values in education, Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan has established cooperation with the Banjari group. This cooperation is realized in the form of extracurricular activities that involve students directly. In addition, the school also organizes Pagar Nusa extracurricular activities as part of the same strategy.

By involving students in these activities, they not only gain academic knowledge and skills but also gain a deeper understanding of traditional values and local culture. This is in line with educational objectives that focus not only on academic aspects, but also on character development and students' understanding of local culture and values.

To strengthen students' understanding and knowledge of local culture, MIN 2 Pamekasan also invites culturalist D. Zawawi Imron in various activities, such as the commemoration of the Prophet's birthday and farewell events. The presence of the culturist in these activities provides an opportunity for students to learn directly from the source of local cultural knowledge, thus enriching their understanding of local culture and values.

4. Strategies for Integrating Cultural Values in the Education System

Integration of cultural values in the education system can be done through various strategies that involve all elements in the educational environment. One of the strategies that can be applied is to develop a learning module that includes cultural values and local traditions. In this module, students can learn about the history, beliefs, arts or customs that are an important part of their culture. By understanding the origins and meanings of these cultural values, students are expected to appreciate their cultural heritage more.

The integration of cultural values at MIN 2 Pamekasan is realized through the development of an inclusive and diverse curriculum. This approach allows various aspects

of culture and tradition to be introduced to students, so that they can understand and appreciate the cultural diversity around them. An inclusive curriculum can also increase tolerance and reduce stereotyping of certain cultures.

The use of technology in education can also be a strategy to integrate cultural values. By using digital media, students can access information about culture more easily, for example through online learning or the use of specialized applications that contain cultural content. Technology can also be used as a tool to document local cultural heritage, so that the younger generation can stay connected to traditional values even in the digital age.

Collaboration between educational institutions, government and local communities is a key strategy in integrating cultural values into the education system. Close cooperation between these various parties allows for mutual support in efforts to preserve and strengthen cultural values in education.

For example, the government can provide support in the form of policies or funding allocations for the development of culturally oriented education programs. Meanwhile, local communities can provide resources and support directly to educational institutions. One form of concrete support from the Pamekasan Regency government is through a policy that requires the use of sakera clothes on the 27th of each month.

By applying these strategies, it is expected that the integration of cultural values in the education system at Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan can make a significant contribution to efforts to preserve cultural heritage. In addition, these strategies are also expected to help in building a young generation that has a diverse and deep understanding of local knowledge and values.

Maintenance of Local Tradition in Contemporary Education

In the context of implementing the harmonization of cultural values in the education system at Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan, it provides opportunities for the younger generation to develop a deep understanding of how traditional values can be applied in modern life. This will help them build skills and solid character, and make them agents of positive change in society (Rohman & Hairudin, 2018).

The maintenance of tradition in contemporary educational settings plays an important role in enriching students' learning experiences. One way to achieve this is through organizing cultural events in the school environment that involve the local community. For example, presenting cultural figures and the obligation for students to wear regional

traditional clothes according to the schedule determined by the madrasah. In line with these findings, Ilmi's research (2015) also states that the values and characters of the wise expressions of Minangkabau customs can be integrated as the basis of character education.

Introducing students to local traditions, such as customs, traditional ceremonies, and local festivals can also be done through extracurricular programs. Thus, students not only learn in the classroom, but can also feel, understand and participate in cultural practices that live and develop around them.

The maintenance of tradition can also be realized through the cultivation of noble values in daily life in the school environment. For example, by encouraging students to participate in gotong-royong activities, helping in community social events, or involving them in religious activities that are part of the local culture. Through experiences like these, students can gain a deeper understanding of the importance of tradition and noble values in community life.

The maintenance of traditional values in contemporary educational settings has a much wider impact than simply enriching students' learning experiences. Old values passed down from ancestors play an important role in shaping students' characters and cementing their cultural identity.

Future Hybrid Education Concepts Rooted in the Past

Education that combines traditional values with modern educational methods is a concept that can stretch the younger generation between the past and the future. By introducing the concept of hybrid education, students will be accustomed to understanding old values while still being prepared for the demands of an ever-evolving age (Eyal & Gil, 2022).

To realize the concept of hybrid education that combines traditional values with modern educational methods, the first thing that needs to be done is to integrate both approaches in the school curriculum (Ogunmakin, 2024). Curriculum development should take into account the learning of traditional values through relevant and engaging approaches for students, while utilizing modern educational technologies and concepts in their delivery (Pavlidou, Dragicevic, & Tsui, 2021).

In a school setting, extracurricular activities can also be an effective platform to implement this hybrid education (Hua & Liu, 2021). Extracurricular activities such as

traditional choir, traditional art theater, or cultural discussion groups can be a means for students to further explore and apply traditional values in real-life activities.

When enriching students' learning experiences through traditions, one thing to note is the recognition of the diversity and complexity of cultural values (Rathunde & Csikszentmihalyi, 2005). Each tradition has stories, meanings and values implicit in it, and as educators, it is important to provide space for students to explore and understand these diverse cultural backgrounds (Hung, Chen, & Lee, 2021).

With respect for traditional values, educational innovation can set the stage for integrating local wisdom with relevant and engaging learning for the younger generation. This will help realize the goal of education that not only produces academically intelligent individuals, but also has a depth of understanding of human values that have proven to be relevant throughout time in the same context Georgios, (2018) revealed that the younger generation will be able to learn their own identity and make the best of the past to live happier today and create a better future.

Apart from classroom teaching, extracurricular activities can also be an effective means to dig deeper into local wisdom and traditional values. For example, environmental education that utilizes local wisdom in preserving nature, traditional martial arts training, or volunteer activities in preserving traditional crafts (Tarrapa & Junaedi, 2021). By engaging in these kinds of activities, students can experience firsthand how traditional values are implemented in everyday life.

CONCLUSION

Madrasah Ibtidaiyah Negeri (MIN) 2 Pamekasan has made important efforts in building harmonization of traditional values in modern education. This effort involves various strategies, including the application of traditional principles in the curriculum, maximizing the role of educators in instilling traditional values, involving local communities in education, and developing strategies for cultural value integration in the education system. In addition, education that combines traditional values with modern education methods, or the concept of hybrid education, is also being introduced as a way to stretch the younger generation between the past and the future.

For further research, there are several areas that can be explored. *First*, research can be conducted to evaluate the effectiveness of the strategies that MIN 2 Pamekasan has implemented in integrating traditional values in modern education. This could involve

assessing the impact of these strategies on students' learning outcomes, as well as their understanding and appreciation of traditional values. *Secondly*, research can be conducted to explore how the concept of hybrid education can be applied in other educational contexts. For example, how traditional values can be integrated in higher education or non-formal education. *Thirdly*, research can be conducted to explore how technology can be used to support the integration of traditional values in education. For example, how digital apps or online learning platforms can be used to teach traditional values to students. *Fourthly*, research could be conducted to explore how local communities can be more involved in education. For example, how local communities can contribute to curriculum development or the provision of learning resources that focus on traditional values.

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