



Education of National Values and Local Wisdom in Junior High Schools

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Abstract: The aim of this research is focused on efforts to produce an overview of the potential and implementation of national values and local wisdom that will be integrated into the learning process. The initial field analysis reveals a gap between expectations and reality regarding the implementation of Aceh Qanun Number 11 of 2014, resulting in the integrated education system in Lhokseumawe City not being fully realized. The type of research used is descriptive qualitative research. This research was conducted at Junior High School in Lhokseumawe. The subjects of this study were teachers, students, and parents, while the object of the research was the implementation of national values and local wisdom to be integrated into the learning process. The data analysis technique used is the interactive: data reduction, data presentation, and conclusion drawing. The research findings indicate that the integration of national values and local wisdom in teaching leads to the development of students' character through habituation patterns and the creation of a conducive school environment. This process shapes students' attitudes and behaviors, resulting in students who possess academic abilities, skills, and noble character, all of which are beneficial to religion, the nation, and the state.

Keywords: Education; Nationalism; Local Wisdom.

1. Introduction

Education in Aceh is part of the national education system, tailored to the characteristics, potential, and needs of the community. Education is organized based on the principles of democracy and justice, upholding human rights, Islamic values, culture, and the diversity of the nation. The issues found in the field reveal that the practice of education in Aceh today tends to overlook the essence of educational goals as mandated in the Qanun [1]. This is evident in the lack of integration of divine values in the learning process and the school culture being developed. Ironically, there is a stronger focus on structural development rather than on these core educational values. Also found that Islamic law in Aceh seems unable to fully embrace the multicultural aspects of Aceh's society. The implementation of Islamic law requires a local-based approach that emphasizes multiculturalism as the foundation for educational policy-making [2]. The absence of a standardized format for internalizing Islamic, national, and Acehese values in the teaching and learning activities is one of the factors hindering the optimal implementation of the Aceh Education Qanun.

In order for national values and local wisdom to be fully integrated into teaching and learning activities, deep knowledge and skills are required to understand these three values. The

internalization of Islamic, national, and Acehese values should not only focus on the cognitive aspect, but must also optimize the affective and psychomotor aspects. This approach aims to develop the full potential of students in order to realize an independent, civilized, and dignified Acehese society, in accordance with religious teachings.

The application of national values and local wisdom can accommodate students in practicing and implementing these values to build their character, enabling them to understand and apply these values in their daily lives. As a result, students will be able to overcome negative influences and the challenges of changing times effectively [3-8]. These values are substantial because, in the education process, they are taught as essential principles for practicing life as part of the nation and state.

This is in line with the current educational initiative, which is a curriculum based on character education. In character education, the goal is to produce individuals who possess noble character, alongside adequate academic abilities and skills. One way to achieve this is by integrating character education into every lesson. Character education is carried out in an integrated manner across all subjects. The integration involves embedding values into the substance of all subjects and conducting teaching and learning activities that facilitate the application of these values in every learning activity, both inside and outside the classroom, across all subjects. The aim of this research is focused on efforts to produce a depiction of the potential and implementation of national values and local wisdom that will be integrated into the learning process.

2. Materials and Methods

The research uses a qualitative descriptive approach. Qualitative descriptive research is a type of research model with an inductive thinking technique, where humans (the researcher) serve as the main instrument. This type of research is carried out by collecting qualitative data. Through the use of qualitative methods, researchers employ inductive reasoning, a logic that moves from specific rules to general ones. The implementation of this method is aligned with post-positivism. This is based on the fact that qualitative methods in social research are rooted in the post-positivist paradigm, where every aspect of social reality is seen holistically as an integrated whole that needs to be interpreted in depth. Therefore, qualitative methods emphasize the search for meaning behind the empirical and social reality, so deep understanding of social reality is a key focus in this approach.

This study is conducted at Junior High School in Lhokseumawe. The subjects of this study are teachers, students, and parents, while the object of the study is the implementation of national values and local wisdom that will be integrated into the learning process.

Data collection in this study uses three techniques offered in-depth interviews; participant observation; and documentation study [9]. The data analysis technique used is the interactive model which includes: data reduction, data presentation, and drawing conclusions. Data validity in this study is ensured using triangulation techniques [10]. Triangulation is a technique for checking data validity by using other data sources outside the original data as a comparison or for cross-checking purposes. This technique involves searching for other sources that are related to the focus of the study. To establish data validity, a validation technique is applied.

3. Results and Discussion

The implementation The integration of national values and local wisdom can be realized by adopting the *dayah* (Islamic boarding school) education system. The purpose of *dayah* education is to develop the abilities and form the character of students (referred to as *thalabah*) in order to produce learners who are intelligent, Islamic, morally upright, and dignified. Junior High School in Lhokseumawe adopts this *dayah* education system to prepare students with Islamic character.

The integration of national value and local wisdom values in learning is essential to be implemented in student activities. To achieve educational goals, every teacher must have the ability to design effective learning strategies. This is because learning strategies play a critical role in realizing effective, efficient, and comprehensive learning. Therefore, teachers must design lessons that are easy for students to understand, enhancing their knowledge of Islamic values, national values, and local wisdom.

Research findings show that the integration of national and local wisdom values in learning at Junior High School in Lhokseumawe leads to the formation of religious character through habitual practices. These practices begin at the start of each learning activity with rituals such as greeting the teacher with respect (*saleum takzim ke guree*), reading prayers, reciting the Qur'an, and singing the national anthem, *Indonesia Raya*. Steps used by teachers to optimize the integration of these values include: 1) teachers must first understand the Islamic, national, and local wisdom values they will teach to students; 2) teachers should transform these values to students with sincere feelings, using role models to demonstrate the values so that students can see them in concrete examples and emulate them; 3) teachers support students in internalizing these values in their everyday behavior; and 4) teachers help and encourage students to manifest these values in their daily lives once they have mastered them. The realization of integrated national and local wisdom values in learning includes:

1. Integration of National Values

National values are integrated through extracurricular activities aimed at strengthening students' character in realizing the profile of Pancasila learners. Students are instilled with a spirit of nationalism by thinking, acting, and having a perspective that prioritizes the interests of the nation and state over personal or group interests. Students are directed to develop a sense of patriotism, which fosters love for the country and the commitment to serve both the nation and religion.

National values taught to students help foster self-awareness as servants of Allah and citizens who embody the characteristics of the Indonesian nation. These values are reflected in behaviors such as religiousness, honesty, sincerity, tolerance, independence, love for peace, responsibility, and hard work. National values in teaching and learning are reflected in activities such as singing the *Indonesia Raya* anthem before starting lessons, democracy in discussions, and non-discrimination against peers from different ethnicities or social statuses. These values are also seen in extracurricular programs, such as the enthusiasm for participating in flag ceremonies and active involvement in national hero's day celebrations.

National character education is not just about internalizing and transforming national values to students, but also about creating an environment conducive to reinforcing these values on an individual, community, and national level [11]. This proves that the essence of national values is closely intertwined with religious values as a foundation for building a strong, resilient character in students.

2. Integration of Local Wisdom Values in Learning

Local wisdom values of Aceh are integrated into learning by relating tools used in Acehnese daily life, such as the traditional sugarcane press (*nyeuuh teubee*) and the rice pounding tool (*jeungki*), to concepts in physics like moment and force. The sugarcane press (*nyeuuh teubee*) is a simple traditional tool used by the Acehnese to press sugarcane manually. The process involves pressing the sugarcane by lifting and pushing a lever, allowing the juice to flow into a container. The rice pounding tool (*jeungki*) is made of wood and used to pound rice or turn it into flour. It works by moving the lever with one's foot, which creates a pounding motion to break down rice grains.

Understanding the physics concepts through the integration of Acehnese local wisdom tools can help students better grasp the material and develop a sense of pride in their local culture. Research by Syarkani and Siraj (2018) has shown that using local cultural-based learning media significantly improves the effectiveness of teaching and learning processes. By incorporating local

wisdom into lessons, students are actively involved in discovering new knowledge sourced from their surroundings and gain a sense of pride in their region.

The integration of national values and local wisdom values in learning at Junior High School in Lhokseumawe has begun with policies from school stakeholders, which are then followed by the commitment of the school community in implementing them. These policies are integrated into creating a conducive school environment, behaviors, and attitudes, so that students acquire academic skills, talents, and noble character.

4. Conclusions

The research findings show that the integration of national values and local wisdom in the learning process results in the formation of students' character through habituation patterns and the creation of a conducive school environment. This process fosters positive attitudes and behaviors, ensuring that students acquire academic abilities, skills, and noble character that are beneficial to religion, the nation, and the state.

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