Developing Students’ Character through Implementation of Culture-Based Learning Media

Dwhy Dinda Sari1,2, Muhammad Ilham2, Noval Fuadi3, Rahima Nurviani4
Institut Agama Islam Negeri Lhokseumawe, Indonesia1,2,3,4
Email: dwhydinda@gmail.com1, muhammadilham@lainlhokseumawe.ac.id2, novalfuadi@lainlhokseumawe.ac.id3, rahima.nurviani@lainlhokseumawe.ac.id4
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Article info

Abstract

The purpose of the study was to determine how Srikandi Kindergarten in Lhokseumawe uses culture-based learning media to build students’ character and what challenges teachers have when using it in the classroom. A descriptive qualitative research methodology was employed in this study. The participants of this study included principals, home teachers, and students from Srikandi Kindergarten in Lhokseumawe. The data collecting, data reduction, data presentation, and conclusion drafting are the data analysis approaches used in this study. By promoting a deeper awareness and appreciation of diverse cultural perspectives, beliefs, and practices, culture-based learning media significantly contributed to students’ character development, according to the study’s findings. Additionally, by exposing kids to the customs, practices, and ways of life of other cultures, culture-based learning media fostered empathy and understanding of others. Kindergarteners were taught to appreciate and acknowledge the diversity and commonalities among people through storytelling, music, and visual artifacts from various cultures. The students cultural knowledge and perspectives were identified as the impediments.

Keywords: Culture-Based Learning Media, Character, Early Childhood.

Abstrak


Kata Kunci: Media Pembelajaran Berbasis Budaya, Karakter, Anak Usia Dini.
INTRODUCTION

Education is an important part of life. Education prepares a person to become a person of faith, quality, creativity, and able to overcome difficulties in everyday life. Daily life. According to Law Number 20 of 2003 concerning the Education System, education aims to develop the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Gazali, 2016).

Education cannot be separated from learning, both inside and outside the classroom (Desmita et al., 2023; Nurlaila et al., 2023; Sari et al., 2022). Education, learning, and learning media are closely interrelated, forming an environment that facilitates effective learning. Education is a systematic and deliberate process of imparting knowledge, skills, and values to individuals. Learning, on the other hand, is the result of the educational process, which involves individuals to gain new knowledge, develop abilities, and internalize certain ideals. Learning media, such as textbooks, movies, educational software, and interactive games, help facilitate the learning process (Ardhi & Warmansyah, 2023). Learning media allows the delivery of information that is more interactive, visual, and interesting, so that students can actively participate in the teaching and learning process. By using the right learning media, educators can increase learning effectiveness, encourage deeper knowledge, and make education more accessible to a wider range of students. Thus, education, learning, and learning media support each other to create a dynamic learning environment and enable optimal student growth and development (Barus, 2020).

The use of learning media is expected to provide convenience and increase the effectiveness of learning. Therefore, the learning media chosen by the teacher must be close to students or in other words always in contact with students and not foreign to them, one of which is culture. By utilizing culture in the development of learning media, educators can create more authentic and relevant learning experiences for students. Culture-based learning media not only informs students about the traditions, history, and values of a culture, but also helps them internalize and appreciate their own cultural heritage, as well as other cultures. In addition, culturally reinforcing learning media can help bridge cultural gaps in education by offering broader and more inclusive access to learning materials that represent cultural diversity. Thus, by incorporating culture into learning media, educators can play an important role in increasing cross-cultural knowledge, valuing diversity, and building students' cultural identities (Gazali, 2016).

This culture-based learning media is expected to develop student character. Culture plays an important role in shaping the character of students because the values, norms, and traditions that exist in a culture can be the basis of personality formation. Students not only learn about their identity, but also internalize the ideals carried by their culture. Students in cultures that value cooperation and mutual assistance, for example, are more likely to acquire inclusive attitudes of solidarity and leadership. Conversely, a society that values individualism can have an impact on the development of student character in terms of independence and initiative. Therefore, learning that uses culture-
based learning media allows students to connect more deeply with their cultural roots while internalizing positive ideals to develop a strong and dignified personality. By understanding the relationship between culture and student character, educators can design learning programs that utilize cultural richness as a resource to strengthen student character development.

The use of culture-based media enables youngsters to recognise and appreciate their cultural identity (Laela et al., 2023). This is essential for developing self-esteem and pride in their cultural heritage. According to studies, children who are exposed to culturally relevant media are more likely to have a high level of cultural awareness and respect for their cultural customs and values. Culture-based media frequently include stories and essential moral values (Safitri et al., 2023). Traditional folktales, legends, and fairy tales, for example, frequently teach values such as kindness, honesty, courage, and wisdom. According to research, children who engage with culturally relevant media acquire better moral and social values than those who are not exposed to it (Ghufron et al., 2017).

While in extracurricular activities, cultural activities like art, music, and theater help children develop their creativity and imagination (Warmansyah et al., 2022). According to research, children who participate in culturally related extracurricular activities boost their creative thinking and problem-solving skills. Culture-based extracurricular activities can help youngsters develop a feeling of identity and pride in their cultural heritage. According to research, youngsters who participate in traditional dance, drama, or handicrafts have a better sense of self-confidence and cultural pride. This contributes to their personal and collective identity (Firdaus et al., 2023).

The difference between this research and the above and previous research is that this research uses culture-based learning media specifically local culture, especially Aceh and this research takes research subjects in kindergarten.

**RESEARCH METHOD**

The author used qualitative research methods. This research method used qualitative and descriptive approaches. Qualitative method was characterized as social science research methods that collect and analyze data in the form of human words and actions, with researchers not attempting to count or quantify the qualitative data obtained, and thus not analyzing numbers (Afrizal, 2016).

Qualitative descriptive research was aimed at describing existing phenomena, both natural phenomena and human engineering, which pay more attention to the characteristics, quality, relationships between activities. Furthermore, descriptive research does not provide therapy, modification, or alteration on the variables evaluated, but rather reports a condition in the circumstances as they are. The only treatment given is the research itself, which is carried out through observation, interviews, and documentation (Sukmadinata, 2017).

The subjects in this study were students from Srikandi Lhokseumawe Kindergarten. Data collection techniques used observation and interviews. Observation
instruments were used to see or directly observe the application of Aceh culture-based learning media in the classroom and interview instruments are used to extract information related to understanding and application of Aceh culture-based learning media. As for those observed are students and those interviewed are class teachers and principals.

The data analysis technique used in this research is interactive analysis by following the data analysis method according to Miles and Huberman. The steps of data analysis according to Miles and Huberman are data collection, data reduction, data presentation and withdrawal of conclusions (Miles et al., 2018).

RESULT AND DISCUSSION

Learning media profoundly impacts the learning process by serving as a dynamic catalyst that shapes and enhances educational experiences. Learning media, with its broad set of tools, resources, and technologies, plays an important role in engaging learners, increasing comprehension, and facilitating tailored learning opportunities. Engaging multimedia, interactive simulations, and gamified platforms pique learners’ interest and encourage active participation, resulting in deeper engagement with course materials (Rejeki et al., 2020). Furthermore, learning media improves understanding and retention by delivering knowledge in a variety of formats and modalities, responding to different learning styles and preferences. Visual aids, interactive modules, and multimedia presentations engage numerous senses, allowing for a deeper understanding of complicated subjects and improved long-term memory (Rahmi & Nari, 2022). Learning media also facilitates personalized learning experiences by providing adaptive education, tailored learning paths, and personalized feedback, allowing students to advance at their own speed and address specific learning needs. Furthermore, learning media fosters cooperation and social learning by allowing learners to engage, share knowledge, receive peer feedback, and solve problems collaboratively. Through its accessible characteristics, learning media also provides educational possibilities to learners with varied needs and backgrounds, supporting diversity and fairness in education. In summary, learning media transforms the learning landscape by leveraging technology to provide interesting, dynamic, and effective learning experiences that enable students to achieve their academic goals and reach their full potential.

Culture-based learning media contributes significantly to students’ character development by encouraging a deeper awareness and appreciation of diverse cultural perspectives, beliefs, and practices (Yuningsih & Sari, 2023). By incorporating cultural components into educational materials, students are exposed to a diverse range of experiences that influence their worldview and contribute to their personal growth and development. Culture-based learning media promotes cultural sensitivity and respect, which helps students build their character. Students acquire empathy for other people’s points of view and appreciation for cultural diversity by engaging with information that represents their experiences and customs. This exposure enables students to interact with openness and understanding, resulting in a more inclusive and peaceful learning environment (Winangun, M., 2020).
Culture-based learning media can help kindergarten pupils build strong character by instilling a sense of identity, empathy, and appreciation for cultural diversity. Children are highly attentive to their surroundings during this formative era of development, making it an ideal time to expose them to a variety of cultural experiences and perspectives (Ramlafatma et al., 2021). Culture-based learning media designed for kindergarten pupils can accomplish this in a variety of ways. To begin, culture-based learning media can foster a positive sense of self-identity by highlighting cultural diversity and portraying a variety of backgrounds and perspectives. When kindergarten students see themselves mirrored in tales, images, and activities that highlight their cultural history, they feel validated and proud of their cultural backgrounds. This affirmation of identity lays the foundation for healthy self-esteem and confidence as they navigate their social and academic environments (Sinaga, 2018).

Second, culture-based learning media fosters empathy and understanding for others by exposing children to other cultural traditions, practices, and ways of life. Kindergarten kids learn to recognize and respect human differences and similarities through stories, music, and visual representations of various cultures (Muhammad et al., 2023). This exposure promotes empathy as youngsters learn that everyone has distinct experiences and opinions impacted by their ethnic backgrounds. Furthermore, culture-based learning media can improve social skills and cooperation by enabling collaborative learning experiences based on cultural themes. Group activities such as cultural celebrations, arts and crafts, and role-playing allow kindergarten kids to collaborate, exchange ideas, and learn from one other. Children gain critical interpersonal skills like communication, teamwork, and conflict resolution through collaborative activities that showcase cultural diversity. These abilities are the cornerstone of effective social relationships.

Furthermore, culture-based learning media can instill a sense of global citizenship and duty in kindergarten pupils by exposing them to the world outside their local surroundings. Children learn about global interconnectedness and the value of cultural diversity through age-appropriate content that covers many cultures from across the world. This awareness creates the framework for instilling a sense of duty to promote equity, inclusivity, and social justice in their communities and outside.

To summarize, culture-based learning media helps kindergarten pupils build character by encouraging self-identity, empathy, respect for cultural diversity, social skills, and global awareness. By adding cultural components into educational materials and activities, educators may build inclusive learning environments that promote children's holistic development and prepare them to flourish in an increasingly diverse and interconnected world (Syahraini, 2023; Tanu, 2016).

Implementing culture-based learning material in kindergarten settings involves a number of problems that have an impact on student character development. One key problem is to ensure cultural sensitivity and correctness in the materials used. Inaccurate or stereotyped depictions of various cultures can exacerbate biases and impede the promotion of empathy and respect. Educators must choose culturally appropriate
resources that accurately reflect varied perspectives and experiences. Additionally, ensuring that culture-based learning resources resonate with all students' different backgrounds and experiences presents a problem (Afrida, E et al., 2024). Materials that are meaningful to certain students may not reflect the experiences of others, necessitating educators to include a diverse range of cultural viewpoints to ensure inclusion.

Language obstacles can also hamper successful engagement with culture-based learning material, especially among students from non-dominant language backgrounds. Access to culturally relevant resources is limited due to resource restrictions, exacerbating the problem. Furthermore, engaging parents and caregivers in supporting culture-based learning activities at home can be difficult, since some may have a limited awareness or understanding of the value of cultural diversity in early childhood education. Overcoming these challenges necessitates a collaborative and culturally responsive approach that includes continuous reflection, dialogue, and adaptation to ensure that culture-based learning media effectively support kindergarten students' character development while promoting equity, inclusion, and respect for cultural diversity.

The use of folklore and literature as learning tools to create early childhood character has numerous advantages. Folklore and literature are rich in moral and ethical principles, which can help mold children's personalities. Folklore and literature can be used in early childhood learning and character development in the following ways, with practical methods for implementation: The use of folklore and literature as learning media to develop early childhood character has many benefits. Folklore and literature are rich in moral and ethical values that can help shape children's character. Here are some ways in which folklore and literature can be used in early childhood learning and character development, as well as practical steps for implementation:

Benefits of Folklore and Literature in Character Development. 1) Teaching Moral Values: Folktales often contain strong moral messages, such as honesty, courage, humility and kindness. Children learn these values indirectly through the characters and storylines. Empathy and Emotion Development: Listening to stories helps children understand the feelings and perspectives of others. This can improve their ability to empathize and manage their own emotions. 2) Strengthening Cultural Identity: Folktales help children recognize and appreciate their cultural heritage. This is important for the development of self-identity and pride in their culture. 3) Stimulation of Imagination and Creativity: These stories are often full of fantasy and adventure elements that can stimulate children's imagination and encourage them to think creatively. 4) Improved Language and Literacy Skills: Listening to and reading stories helps enrich children's vocabulary, improve language skills and foster an early interest in reading.

CONCLUSION

In conclusion, culture-based learning media stands as a powerful tool in fostering the holistic development of students' character. By integrating cultural elements into educational content, learners are not only equipped with academic knowledge but also imbued with values, empathy, and a deep appreciation for diversity. Through exposure to
different cultures, students cultivate respect, open-mindedness, and a sense of global citizenship, essential attributes in today’s interconnected world. As educators continue to harness the potential of culture-based learning media, they play a pivotal role in shaping individuals who are not only academically competent but also morally upright and culturally aware, contributing positively to society at large.

REFERENCES


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