

Buliding Character Trough Multikultural Education Base on Local Wisdom in Elementary School Student

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Abstract

This research aims to explore how character can be developed through multicultural education based on local wisdom among elementary school students. The research method used is a Systematic Literature Review (SLR), conducted through six stages: defining the theme, literature search, literature selection, analysis and interpretation of literature, drafting the article, and disseminating the writing results. The literature used in this research is categorized into themes of character education strengthening in elementary schools and multicultural education based on local wisdom. After selection, a total of 23 eligible articles were identified as suitable references. The research findings conclude that there are three traditions of character development in elementary schools: direct learning, habituation, modeling, and constructivism. The process of integrating character education with multicultural education based on local wisdom not only enhances academic aspects but also fosters holistic character development in students, aligning with Piaget's and Vygotsky's constructivist theories emphasizing the importance of cultural context in learning to create meaningful learning experiences.

Keywords: *Character Education, Multicultural Education, Local Wisdom, Elementary School Students*

INTRODUCTION

Effective character education is crucial in shaping individuals who are not only knowledgeable but also moral and ethical (Handayani Tyas & Naibaho, 2020; Sukatin & Al-Faruq, 2021; Muslich, 2022). Multicultural education based on local wisdom offers a rich and contextual approach to character-building in students. Implementing this approach is essential for developing the character of the nation's youth (Nurwahid, 2023). It helps students understand, appreciate, and respect the diverse cultures and traditions around them and fosters tolerance and respect for differences (Sipuan et al., 2022), which are integral to good character and conflict avoidance (Wulandari, 2020; Loke et al., 2023). Local wisdom encompasses values, norms, and practices that have stood the test of time (Febrianty et al., 2023) and remain relevant to contemporary society. Integrating local wisdom into education makes learning more relevant and meaningful for students (Suryadi & Jasiah, 2023; Annisha, 2024). Culturally based education helps students recognize and appreciate their identities (Zahrika & Andaryani, 2023; Saputra et al., 2023), thus fostering pride in their heritage and building a strong sense of self.

Recent studies on implementing multicultural education based on local wisdom highlight its importance and varied applications in educational contexts. Research by Suri (2021) emphasizes the necessity of introducing multicultural education grounded in local cultural values to shape character, enabling children to recognize the diversity around them, including ethnicity, religion, race, and culture. Teachers must prepare learning strategies that provide knowledge and help develop attitudes and behaviors for all students and school community members, fostering education based on multiethnic and multicultural values in the school environment (Suri & Chandra, 2021).

Mubin (2022) stresses the importance of early multicultural education to familiarize students with cultural and social diversity from a young age, as this diversity influences behaviors, attitudes, and thought patterns, leading to different usages, customs, mores, and traditions (Mubin & Aryanto, 2022). Muqarramah (2023) underscores the need to embrace diversity and create inclusive learning environments in faith-based education. Overall, these studies highlight the potential benefits of multicultural education at the elementary level, emphasizing its role in cultivating culturally competent individuals aware of globalization (Muqarramah Sulaiman Kurdi, 2023). These studies underline the effectiveness of integrating local wisdom into the educational curriculum. Such integration enriches the learning experience by connecting students with their cultural heritage and plays a crucial role in character formation and promoting multicultural understanding.

Building character through multicultural education is a crucial approach in the educational field (Sipuan et al., 2022; Hakim & Darajat, 2023).

There are notable gaps in education, as many schools have not comprehensively integrated multicultural education into their curricula (Sudargini & Purwanto, 2020; Handayani et al., 2024). Curricula often focus on academic aspects (Isma et al., 2023; Febria et al., 2024) without incorporating multicultural values. There is also a lack of teacher training for multicultural teaching approaches (Wahid, 2023; Maksum et al., 2023), which hampers the acceptance and effectiveness of multicultural education programs. Additionally, there are insufficient effective assessment methods to measure character development through multicultural education, as assessments often emphasize cognitive aspects. Furthermore, there is limited in-depth empirical research on the effectiveness of multicultural education based on local wisdom in building student character. Therefore, this study aims to strengthen previous research emphasizing the importance of character education based on local wisdom, particularly for elementary school students, and to draw the attention of policymakers to develop student character through multicultural education grounded in local wisdom.

Multicultural education holds significant potential for character-building in students. However, several gaps need addressing. One major gap is the need for empirical research on the impact of multicultural education based on local wisdom. Recent studies show positive and ongoing developments in this area. These initiatives are expected to contribute significantly to creating inclusive learning environments that support character development. Enhancing the quantity and quality of research in this field can provide strong empirical evidence to support the implementation of multicultural education.

This literature review focuses on the impact of multicultural education based on local wisdom implemented in elementary school curricula, contributing to character-building in students. This research examines how such educational approaches align with the cultural and geographical contexts of students, thereby enhancing their character development in a manner that respects and integrates their local cultural heritage. The research aims to provide a robust framework for integrating local wisdom into multicultural education, thereby fostering the holistic development of students. To Promote Cultural Identity and Social Cohesion: Explore the effects of multicultural education on students' cultural identity, empathy, social skills, and ability to appreciate and respect cultural diversity.

METHODS

The method used by the author in the preparation of this scientific paper is the Systematic Literature Review. The benefit of this method is to identify, examine, review, and interpret various studies that have been reviewed. In the process, the author reviews various studies that share a common theme with the author's topic, following the established procedures and steps. The stages of the Systematic Literature Review according to Isnaeni (2012) in (Nazib et al., 2023) can be outlined as follows: 1) formulation of research questions, 2) literature search, 3) literature

selection, 4) data analysis and interpretation, 5) article drafting, and 6) dissemination of results.

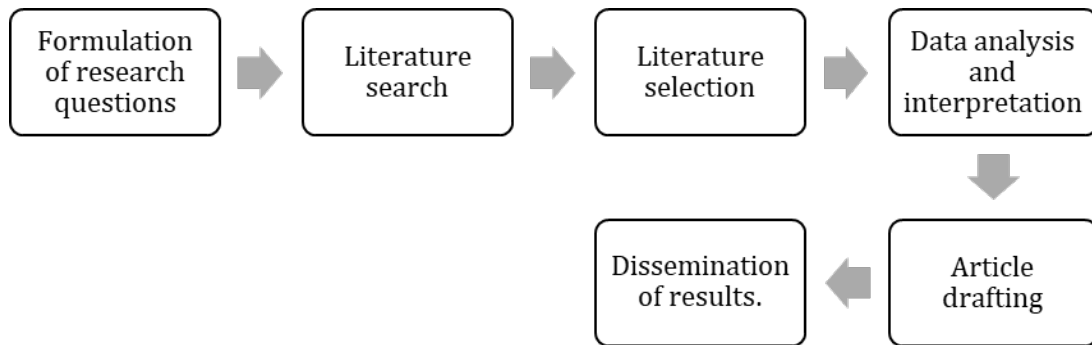


Figure 1. Systematic Literature Review Design (Isnaeni, 2012) in (Nazib et al., 2023)

In the initial stage, the researcher formulates clear and specific research questions that will become the focus of the Systematic Literature Review (SLR). This formulation of research questions will generate a focused study on the theme of Building Character Through Multicultural Education Based on Local Wisdom in Elementary School Students, encompassing three aspects: Character Education Strengthening Program in Elementary Schools, and Multicultural Education Based on Local Wisdom. The literature search employs a comprehensive strategy by identifying relevant literature sources. After the literature selection is conducted based on various aspects, including the type of research, publication year range, language, and relevance to the research questions, the author selects 23 eligible articles for review. The selected articles are then further analyzed and interpreted to derive a comprehensive conclusion addressing the study's theme in this literature review.

The research question in this study is: How can students' character be developed through multicultural education based on local culture in elementary schools? Three problem formulations have been composed, including:

RQ1: How is Character Strengthening Implemented in Elementary Schools?

RQ2: What is the form of implementation of Multicultural Education Based on Local Wisdom?

RQ3: What are the implications of character strengthening through Multicultural Education based on Local Wisdom?

RESULTS AND DISCUSSION

1. Character Education Strengthening Program in Elementary Schools

Character education aims to develop moral and ethical values in students, with the goal of shaping them into responsible, respectful, and empathetic individuals. Schools design programs related to how character education is

implemented. Below is a representation of research related to the implementation of character education in elementary schools:

Table 1. Representation of articles related to character-strengthening programs in Elementary School

Article Title and Author	Character Education Strengthening Program in Elementary Schools
Literature Study: The Importance of Character Education for Elementary Students in the Digital Era in Forming (Mansur & Sholeh, 2024)	Instilling the value of diversity can be started from an early age. This can aim to provide stronger reinforcement and cultivation of student character. These efforts can be made through cultural introduction activities both in learning activities and outside of learning.
Character Education Management of Elementary School Students (Suardin et al., 2023)	Character education based on learning is implemented by integrating character values into the themes of learning, extracurricular programs that develop students' talents, and enforcing school rules by habituating students to school discipline.
Character Education Learning Model for Elementary School Children (Fajarianto et al., 2023)	Using the character education learning model for elementary school children was able to facilitate and improve student learning outcomes and could create appropriate and effective learning and motivate students in character learning
Teachers' views on values-education: The case of secondary schools in East Gojjam, Ethiopia (Tadege et al., 2022)	Character education is an integral part of all academic subjects, which is integrated with teaching and learning tasks. Teachers must be involved in the process of developing moral values, through teaching methods and pedagogical strategies, teachers are responsible for developing ethical values and moral behavior.
How is the education character implemented? The case study in Indonesian elementary school (Aningsih et al., 2022)	Strategy character education applied in elementary schools, namely role modeling; habituation; school climate conditioning; learning integration in all subjects; and integration through extracurricular activities

Implementation of character education in state elementary schools (Yusnan, 2022)	The teacher's character education strategies include always reminding students of good things, issuing warnings, setting examples or being role models, engaging in routine or habituation activities, and increasing student awareness
Reinforcement of Character Education Based on School Culture to Enhancing Elementary School Students' Citizenship Character (Retnasari et al., 2021)	The school culture-based character education program is a civic reinforcement for students by familiarizing the main character values in religion, nationalism, independence, and cooperation in various school cultural activities
Implementation of Character Education for Elementary Students (Gunawan et al., 2020)	Character education for students is reinforced through the school culture, which encompasses values such as discipline, love of country, tolerance, religion, independence, cooperation, and a passion for reading.

2. Multicultural Education Based on Local Wisdom

Multicultural education complements character education by fostering appreciation for diversity, encouraging inclusivity, and promoting respect for different cultures and perspectives. Integrating multicultural education into character education provides a comprehensive approach to developing well-rounded individuals. Multicultural education based on local wisdom is an approach that combines an appreciation for cultural diversity with a deep understanding and respect for the local traditions and values that shape a community. Below is a representation of the form of multicultural education based on local wisdom:

Table 2. Representation of articles related to Multicultural Education Based on Local Wisdom

Article Title	Multicultural Education Based on Local Wisdom
Implementing Character Education	The school effectively integrates local wisdom
Based on Local Wisdom in a Public Islamic Elementary School (Mansur & Sholeh, 2024)	into Character Education through activities such as adopting the 5S culture (smile, greeting, greeting, politeness, and politeness), religious practices, sports, and scouting, all contributing to student character development.

Revitalizing local wisdom within character education through Ethno pedagogy approach: A case study on a preschool in Yogyakarta (Sakti et al., 2024)	Through Ethno pedagogy can improve awareness of local culture and foster character development by integrating local wisdom values into the learning process.
Chinese Traditional Culture Education: Implementing the Child's Position and Perspective in the Elementary School Textbook Morality and Law (Zhang, 2022)	Strengthening students' character through local culture in the Elementary School Textbook in China
A meta-analysis of Multicultural Education Paradigm in Indonesia (Jayadi et al., 2022)	The results of this research recommend that a comprehensive study be conducted regarding the implementation of multicultural education to achieve a harmonious and peaceful social life through strategies implemented by the government as policymakers, teachers as education implementers, and society as the object of multicultural study.
Indonesian Local Wisdom: State of the Art (Indah & Rohmah, 2022)	Local wisdom acts as a powerful force for moral education, particularly in its indispensable role in shaping character for the upcoming generations.
Teacher's Strategy for Implementing Multiculturalism Education Based on Local Cultural Values and Character Building for Early Childhood Education (Suri & Chandra, 2021)	Teachers can develop multicultural education from an early age through appropriate learning strategies to increase knowledge and develop the attitudes and behaviors of students and school residents. This approach fosters and implements educational interactions based on multiethnic and multicultural values in the school environment.
Local wisdom: Pillar development of multicultural nations and national education values (Eko et al., 2020)	The practical implementation of cultivating national character and multicultural education rooted in indigenous knowledge requires meticulous planning, organization, execution, and supervision. Understanding the factors influencing character development involves scrutinizing the content, orientation, goals, roles, and principles of multicultural education, alongside the roles and advantages of local wisdom, using an input-process-output system framework.

<p>The Importance of Local Wisdom in Building National Character in the Industrial Age 4.0 (Sumartias et al., 2020)</p>	<p>Local wisdom needs to serve as a life compass for the community. Many young people today are unfamiliar with local culture due to its perception as conservative. Therefore, policymakers and community leaders must</p>
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prioritize strengthening character through education rooted in local wisdom. They should actively oversee and sustainably manage local wisdom on a large scale to uphold the integrity of the nation's character.

3. Implications of Strengthening Character through Multicultural Education Based on Local Wisdom

By integrating multicultural education into character education, schools can develop well-rounded individuals who are not only academically competent but also culturally sensitive, ethically grounded, and socially responsible. The following implications of integrating multicultural education based on local wisdom are represented in the findings of the following research study:

Table 3. Implications of Strengthening Character Through Multicultural Education Based on Local Wisdom for Elementary School Students

<p>Author</p>	<p>Implications of Strengthening Character Through Multicultural Education Based on Local Wisdom for Elementary School Students</p>
<p>(Lalita et al., 2024)</p>	<p>Multicultural education has a positive impact on the development of attitudes toward tolerance</p>
<p>(Faturohim et al., 2024)</p>	<p>The management of character education at the Surakarta Palace, based on Javanese culture, involves the development and implementation of programs aligned with the school's vision, mission, and objectives. The school aims to provide an education rooted in Javanese culture to produce students who are knowledgeable, faithful, devoted to God Almighty, and possess noble character, while also preserving regional culture. Character education is integrated into both intracurricular and extracurricular programs.</p>
<p>(Tohri et al., 2022)</p>	<p>The richness and diversity of Sasak culture, with its local wisdom values, hold significant potential for holistic integration into the curriculum, encompassing co-curricular, intra-curricular, and extra-curricular activities. These cultural elements can also serve as a foundation for character education. Therefore, it is essential to implement character education in East Lombok elementary schools</p>

based on the local wisdom of the Sasak ethnic group.

(Elan & Solihati, 2022)	Baduy local wisdom contains character values crucial for shaping the development of elementary school-aged children. Baduy teachings are universal and religious, thus they can shape the morality of children, especially boys. The revitalization of Baduy traditional cultural values needs to be integrated into the social life of today's young generation. These values can be incorporated into the learning process..
(Choi & Lee, 2020)	Teachers need to have skills in teaching in multicultural classrooms, not only to develop these classrooms but also to improve the school climate. This ensures that multicultural classes can serve as a vehicle for comprehensive school reform and for providing better and more relevant learning experiences. These efforts contribute to building a constructive learning environment and enhancing social interaction at school.
(Siti Anisah & Holis, 2020)	The process of studying local cultural values can be carried out through thematic learning, facilitating the enculturation of character values. The enculturation process naturally occurs in formal, informal, and non-formal educational environments. In formal education, educators must pay attention to the characteristics of elementary school-age students, necessitating creativity in developing learning activities that include elements of play, creating a peer environment that teaches physical skills, socialization, collaboration, and contextual learning, thereby fostering character values throughout the learning process.
(Erlisnawati et al., 2019)	Character values based on local wisdom contained in the Pacu Jalur tradition in Teluk Kuantan Riau can be explored and transformed in learning in elementary schools. One of the character values contained in it is responsibility.

The implementation of character education in Indonesia, according to Hakam (2018), involves various critical aspects in shaping moral and ethical values among the younger generation. Integration of local cultural values, religion, and universal ethics is carried out within formal education curriculum programs (Hakam, 2018). Character education is further reinforced through both intra-curricular and extra-curricular learning activities (Faturohim et al., 2024). The pedagogical approach includes experiential learning (Choi & Lee, 2020; Siti Anisah & Holis, 2020),

habituation, modeling, constructivist methods, and active learning both inside and outside the classroom (Hakam, 2018). The role of teachers as exemplary figures is crucial in guiding students to internalize and apply character values in their daily lives (Siti Anisah et al., 2022). Overall, character education in Indonesia aims to develop students who are responsible (Erlisnawati et al., 2019), ethical, and capable of making positive contributions to society.

Beyond character development, the integration of multicultural education based on local wisdom enhances critical and reflective thinking about values and norms across cultures, including their own, a concept referred to as the internalization of values within constructivist traditions (Hakam, 2018). In the context of local wisdom, the development of universal values such as honesty, justice, responsibility, and cooperation can be taught through stories, legends, and local practices that are familiar and accepted by students (Tohri et al., 2022). This approach helps students understand and appreciate cultural diversity, fostering adaptability in facing global challenges and cultivating pride and responsibility in preserving and developing local cultural heritage. Moreover, it enhances a deep understanding of others' cultures and values and promotes empathy and social concern, thus sensitizing students to the needs and feelings of others, all of which are crucial aspects of good character development.

CONCLUSION

The literature review aims to contribute valuable insights into how character development through multicultural education based on local wisdom can be effectively applied in schools, particularly at the elementary level, as it is crucial for the holistic development of young children. This approach not only strengthens their moral and ethical foundation but also connects them with their cultural roots, fostering a sense of identity and community. Understanding the importance of integrating local wisdom into education from theoretical and psychological perspectives highlights its significant impacts, as emphasized by John Dewey, who stressed the importance of experiential learning. By incorporating local wisdom, education becomes more holistic, addressing not only intellectual but also emotional and social development. Based on Lev Vygotsky's social constructivism theory, the emphasis on cultural context in learning underscores that students' knowledge is constructed through social interaction and cultural tools, making the inclusion of local wisdom essential for meaningful learning experiences.

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