



# Formation of the Character of Love Nation Through the Three Pillars of Cianjur Culture at Al-I'annah Cianjur Islamic Junior High School

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**Abstract.** In addition to Education, culture has a very important role and function as the main foundation of the building character, it can even be said that a great nation is a nation that upholds cultural values and has taken root in the joints of people's lives. But in fact in the current era of globalization In Indonesia, local culture is slowly being eroded by foreign cultures. Thus resulting in the next generation of the nation tends to know more about foreign cultures than its own culture. Therefore, this research aims to describe of building love National character with three pillars of culture of Cianjur Ngaos, Mamaos, Maenpo. The method used by the researcher in this study is a descriptive type qualitative method, where the subjects in this study are class VII and VIII students, principal, religious teacher, PKN teacher, coach and extracurricular trainer. The data analysis techniques used are reduction, display data, and inference. Based on the results of the study, it can be concluded that character formation through the three pillars are Ngaos, Mamaos, Maenpo et al.-I'annah Cianjur Islamic Junior High School which is implemented through extracurricular activities of Tahsin, Karawitan, and Pencak Silat, It turns out that it can form the character of students who have a sense of love nation that can be proven by the increasing insight of students about religion, traditional arts, proficiency in martial arts and the enthusiasm of students in learning and participating in extracurricular activities.

**Keywords:** Character Formation · Love of Nation · Ngaos · Mamaos Maenpo Culture

## 1 Introduction

One of the negative evidences arising from globalization is the low love for local culture. So that the local culture that is the ancestral heritage is forgotten by the heir, even many younger generations do not recognize the culture of their own region. They tend to be more proud of foreign works and imitate lifestyles from the outside than their own culture. The slogan "I love made in Indonesia" seems to be just a mere slogan without any real movement supporting the statement. In fact, many young people today are not familiar with culture and art in Indonesia, this is evidenced in mariani's research [2] the Korean pop fandom community malang mentioned that there are concerns for

the younger generation today, because the younger generation today prefers Korean culture to Indonesian culture. With this situation, it is necessary to instill the values of nationalism in the younger generation to increase their love for local culture.

So it is necessary to take the right steps to be able to increase the sense of love and care for the local culture, which we can improve through the formation of the character of love for the motherland. Where the character of love for the homeland can be raised in the younger generation through the learning process. Love of the homeland can be interpreted as an attitude of pride towards the country, as is the case according to Suyadi [7] love of the homeland can be described by attitudes and behaviors that reflect a high sense of pride, loyalty, concern and appreciation for language, culture, economy, politics, so that it will not be easy to accept the offer of other nations that harm their own nation. The attitude depicted in the character of love for the homeland refers to a nationalist sense towards the nation, so it is not surprising that students who have a spirit of nationalism will still love the culture of the homeland even though they have been influenced by foreign cultures.

To be able to form the character of this love of the motherland, character education is needed. According to Yaumi [8] character education is a deliberate effort in order to make people care, understand, and do in accordance with good ethical values. It is realized that in addition to character education, culture also turns out to have a very important role and function as the main foundation in character building, because culture is the entire knowledge and values possessed by a group of humans and is used as a life guide to interpret their environment in the form of daily actions. After we know that there is a relationship between character education and culture, in order to form the character of love for the homeland, it can be done through character education based on local cultural wisdom that can be taken by schools by integrating the values of local cultural wisdom in the learning process, extracurriculars, and student activities at school.

Therefore, the Al-I' anah Cianjur Islamic Junior High School in shaping the character of love nation of its students implements Cianjur culture, namely ngaos, mamaos and maenpo in extracurricular activities. Such as tahsin Qur'an, karawitan and pencak silat.

## 2 Research Methods

The method used in this study is qualitative descriptive research is one of the research methods in the design of qualitative research. This study aims to describe, describe, or illustrate the facts in the field systematically, factually, and accurately. Researchers want to know the formation of the character of love nation by applying the cultural pillars of Cianjur ngaos, mamaos, and maenpo through extracurricular activities. The subjects in this study were key informants consisting of class VII, class VIII students, principals, civics teachers, religious teachers and guidance teachers or extracurricular trainers et al.-I' anah Cianjur Islamic Junior High School. This research was carried out et al.-I' anah Islamic Junior High School Cianjur which is located at Jl. Nyi Raden Siti Bodedar No.24, Cianjur District, Cianjur Regency, West Java Province.

The implementation of the study was carried out for 1 month starting from February to March 2022. The data collected in this study are based on primary and secondary data obtained from field research, including direct observations to class VII and VIII students,

interviews to class VII and VIII students, principals, civics teachers, religious teachers and supervisors or extracurricular trainers as well as documentation of activities. The data analysis techniques used are reduction, data display and conclusion drawing.

### 3 Finding and Discussion

The development of the nation's character is not the responsibility of the school, only the community and family also contribute to building the character of the nation. The pillars of *ngaos*, *mamaos*, *maenpo* culture in Cianjur society are life attitudes and philosophies in life. These three values basically cannot be separated from each other, because they are a unity in thinking, behaving and behaving in everyday life as a reflection of a civilized society. The pillars of *ngaos*, *mamaos*, *maenpo* culture are the identity of the Cianjur people who are religious, have a high artistic spirit and have a firm attitude or stance.

The three pillars of culture have their own meanings, as according to Ruddy [4] *ngaos* has the meaning of recitation or reading both the holy verses of the Quran and reading other general knowledge. This philosophy can be interpreted that the Cianjur people, are expected to have broad knowledge by reading all the phenomena that exist in this universe so that in turn the Cianjur people are required to be able to study intelligently smartly and wisely so that they can cultivate nature well for the benefit of their lives optimally by adhering to the divine values contained in the Quran, *Mamaos* is a Cianjuran *tembang* art performed by a *sinden* (singer) accompanied by traditional musical instruments, namely the harp and flute, while *maenpo* is a martial art or *silat* native to Cianjur. In accordance with the explanation above that the cultural pillars of *ngaos*, *mamaos*, *maenpo* are believed to have good values when applied in everyday life.

From the results of the research conducted, regarding the formation of the character of love for the homeland through the cultural pillars of *ngaos*, *mamaos*, and *maenpo* et al.-I'anah Cianjur Islamic Junior High School, it can be seen that the school applies the cultural pillars into extracurricular activities of *tahsin quran*, *karawitan* and *pencah silat*. Mrs. Hanifah as the Principal said that the purpose of holding this extracurricular was motivated by the school's desire to preserve the culture of Cianjur *ngaos*, *mamaos*, *maenpo* so that students have a sense of love for their regional culture, with students loving their regional culture will certainly love their nation. In addition, these three pillars of culture have good values when applied so that they can help in the formation of the character of students. Therefore, the school implements this pillar of Cianjur culture into extracurriculars, where these three extracurriculars are mandatory for students. All students are required to take part in the extracurricular by choosing one of the three. The reason extracurriculars are chosen as a means of applying character building to love the nation, because it is believed that extracurriculars are a forum for students to channel students' talents and interests in addition to their knowledge. Similarly, it is the same as stated by [1] that extracurriculars are able to shape the character, morality, and foster national attitudes of students.

According to Hanifah's mother' statement, extracurricular teachers and trainers brought in competent people in their fields, not subject teachers from the school. Extracurricular activities of *tahsin Al-Quran*, *karawitan*, *pencah silat* are carried out once a week with different days. From the results of observations and interviews in the field, researchers obtained the following data:

### 3.1 Extracurricular Tahsin Al-Quran

Tahsin Al-Quran is an effort to improve and justify the reading of the Qur'an in accordance with the rules of tajwid science and also beautify the chanting of the Qur'an reading. Extracurricular tahsin al-Quran is held on Tuesdays at 14.00 to 15.30 WIB, The implementation stage is as follows:

1. Separating male and female students in different places. Especially for male students, it is carried out in the school mosque accompanied by a male coach, while for female students, it is also trained and guided by a female coach.
2. There is a selection by testing students to read the Quran. With the aim of dividing into 3 groups, the first group: namely students who still cannot read the Quran, the second group: students who have fluently read the Quran but still have many mistakes, the third group: students who have fluently read the Quran with few mistakes. This selection is carried out only once at the beginning of the implementation.
3. The advisers first give the student a spiritual flush or cultum for 10 min. Continued with the tahsin-quran activity. This activity is carried out continuously until students can read the Quran properly and correctly.

As for the results of interviews with tahsin supervisors or teachers, the extracurricular tahsin of the Quran et al.-I'annah Islamic Junior High School has a positive impact on students, because with this activity students can add understanding in tajwid science and also improve how to chant holy verses correctly. Students have good enthusiasm in participating in extracurricular activities, it can be proven by students never being late or absent in participating in extracurricular activities, students also have a broad insight into religion thus arising a religious character where this religious character is a reflection of the original character of the Cianjur community, where Cianjur is dubbed as the city of students. Correlation with the character of love nation, it can be seen that students have enthusiasm in participating in extracurriculars, we know that extracurricular tahsin is part of local wisdom indirectly, students of Al-I'annah Cianjur Islamic Junior High School already have the character of love nation.

### 3.2 Extracurricular Karawitan

According to Soedarsono [5], karawitan in general is an art that includes all branches of art that contain elements of beauty, subtle and complicated or ngrawit. In karawitan there are basic rules such as barrel, pathet, technique, and rhythm. The value system and rules that karawitan has as a form of difference with other cultures, then karawitan is a local cultural art that has special characteristics. Extracurricular karawitan et al.-I'annah Islamic Junior High School is usually held on Wednesdays from 14.00 to 15.30 WIB. The implementation stage is as follows:

1. The coach will do the introduction of traditional musical instruments to students so that they can recognize the various traditional musical instruments.
2. The coach will show videos about the karawitan performance, where this aims to give appreciation to the players of the show.

3. After showing a video about the karawitan performance, the coach will also provide motivation to the students so that they are always enthusiastic in participating in karawitan extracurricular activities.
4. The coach will look at each student's ability to play traditional musical instruments. The coach usually asks the student to play the instrument in turn, from there the coach can assess the student's ability to play the instrument according to the ability of each individual.
5. After the coach and each student know their ability to play an instrument, the coach will provide material on what to do next.

Based on the results of interviews that have been conducted with karawitan extracurricular guidance teachers et al.-Ianah Cianjur Islamic Junior High School, data was obtained that the reason the school made karawitan as one of the extracurricular activities is first, the school wants to accommodate the talents, interests and potentials of students who have potential in regional arts so that these students can develop their potential through these activities. Second, to increase student awareness in an effort to preserve regional culture. Third, to instill students' awareness to get to know and love their own regional culture better. Fourth, to form students who have noble character, virtuous and maintain regional cultural ethics. It is also known that the extracurricular karawitan et al.-Ianah Islamic Junior High School has won the karawitan competition several times at the provincial level. This proves that there is enthusiasm of students in learning karawitan and preserving the culture of their area, besides that extracurricular karawitan can form students who have the character of mutual cooperation and mutual respect.

Viewed based on the purpose and enthusiasm of students in participating in this karawitan extracurricular, it is proof that karawitan extracurricular is a tangible form in channeling student creativity and helping students to animate the noble values of their culture so that they can instill and increase the character of love nation.

### 3.3 Extracurricular Pencak Silat

According to Sucipto [6] pencak silat is the result of an Indonesian human culture to defend itself, maintain its existence and integrity towards the environment to achieve harmony or balance of life to increase faith and devotion to God Almighty. Extracurricular pencak silat et al.-Ianah Islamic Junior High School is usually held on Thursdays from 15.30 to 17.00 WIB. The stages of implementation are as follows:

1. The trainer provides a theory of learning in advance about how to move, attitudes, views, and things that can and cannot be done in pencak silat.
2. The coach begins to teach the basic movements according to the previously learned theory.
3. After learning the basic movements the coach begins to teach the moves to the students. A move is a series of several movements, the circuit is arranged in an orderly manner so that it becomes an alloy that has a certain purpose.
4. Students learn to understand the moves or every move that is carried out so that the student knows the function of the movement, so that the student will be able to issue moves according to needs.

5. The trainer tests the martial arts skills of students who are practiced with friends who of course also learn martial arts, so with practice students will better understand the meaning of each movement learned.

Based on the results of interviews conducted with extracurricular trainers et al.-I'annah Cianjur Islamic Junior High School, data was obtained that pencak silat is one of the applications of local wisdom, namely maenpo. In its implementation, students have enthusiasm in participating in the activities of recitation, it can be proven that before the exercise starts, students always come early and students have high enthusiasm and do not give up easily to learn every move taught.

The character that can be formed through extracurricular literacy is honesty, hard work, discipline, creative, independent, democratic, curiosity, national spirit, and of love nation. The correlation with the character of love nation, we already know that silat is one of the Indonesian cultural arts that we must preserve. When students take part in extracurricular pencaksilat, they have indirectly participated in preserving the culture of the Indonesian nation.

The results of this study stated that the formation of the character of love nation through local wisdom ngaos, mamaos, maenpo which was implemented into extracurricular tahsin Al-Quran, karawitan, pencak silat was proven to be able to grow the character of students et al.-I'annah Cianjur Islamic Junior High School to love of nation.

The character can grow because of the habituation carried out on the extracurricular activities. Mulyasa [3] also argues about the notion of habituation, which is something that is done regularly and continuously in order to become a habit. Habituation actually contains about experiences that are carried out repeatedly and continuously. In the view of psychology behaviorism also states that a habit can be formed due to conditioning or the provision of a stimulus. The results of the habituation have a positive impact on the students of Al-I'annah Cianjur Islamic Junior High School in the form of an attitude of respect for the nation's culture. Appreciating the nation's culture which is reflected in extracurricular activities of tahasin Al-Qur'an, karawitan and pencaksilat, namely by the enthusiasm of students in following and studying extracurricular activities. Adding insights, both about religion, traditional arts, and martial arts skills, can all be proven from some of the achievements obtained by Al-I'annah Islamic Junior High School in participating in karawitan competitions, and martial arts both at the provincial and district levels. Thus, students have a sense of pride in regional culture and have an interest in preserving by learning the culture owned by the Indonesian nation.

## 4 Conclusion

Based on the results of the research that has been described, it can be concluded that the formation of the character of love nation through the three pillars of the Cianjur ngaos, mamaos, maenpo culture et al.-I'annah Cianjur Islamic Junior High School can be implemented into extracurricular tahsin Al-Quran, karawitan, and pencak silat. The implementation of extracurricular activities is carried out once a week with different days. Through extracurricular tahsin of the Qur'an, karawitan, pencaksilat turns out to be able to form a character of love for the homeland to students, it is proven that students are very enthusiastic in learning the extracurricular so that students can have a broad

insight into religion, traditional arts and martial arts skills and students are proud of the culture of their region. Of course, this extracurricular activity can also be a good start for the application of love nation that wants to be instilled in the generations of the nation.

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