

# Inheritance of Values of Local Wisdom *Cuci Negeri* through Social Studies Learning:

A story from Ambon

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**Abstract**—This study discusses the importance of the values of local wisdom *cuci negeri* to build the ecological intelligence of students in social studies learning as a solution to overcome environmental problems in Ambon city. This study aims to find out how to inherit the values of local wisdom *cuci negeri* in social studies learning and whether the inheritance of the values of local wisdom *cuci negeri* can enhance students' ecological intelligence. This study uses a qualitative approach with classroom action research methods. This study was carried out in one of junior high school in Ambon, involving 27 students. Data was collected from students through tests, non-tests and observations. The results of the study show that the inheritance of the values of Local Wisdom *cuci negeri* can be carried out through the implementation of the value of the character of environmental care and collaboration in social studies learning. An eco-pedagogic approach with the selection of CTL methods, roll play, and outdoor learning as the right strategies can be used by teachers so as to improve students' ecological intelligence.

**Keywords**—*inheritance; value of local wisdom cuci negeri; ecological intelligence*

## I. INTRODUCTION

Climate change, global warming, degradation of biodiversity and natural resources are environmental issues that have raised human awareness of the importance of environmental sustainability for human welfare [1]. Awareness and concern for the natural environment is very important to maintain the quality of the environment and conserve natural resources. An effort is needed to foster awareness and intelligence about the importance of preserving nature through eco-pedagogic-based education. Ecological intelligence must be an important part of education, especially education in social science.

One of the objectives of learning in social studies based on curriculum 2013 is to recognize the concepts related with the life of community and the environment, the ability to communicate, collaborate, and compete in the community at the local, national and global levels. The learning process applied in the curriculum 2013 is a scientific process approach to face the 21st century.

As an effort to deal with the 21st century, teachers must have several skills to be applied in learning. Faulkner states that qualified teachers are teachers who can help students to build their skills and pleasure on how to find and solve problems [2]. The 21st century learning emphasizes student-centered learning. Teachers must be able to change the way that theoretical teaching becomes practical. Students must as much as possible prove by themselves a theory that can be practiced so that students are able to build their knowledge. The 21st century teachers must develop their learning skills. Trilling explain that there are three aspects of skill need to be mastered by a teacher in the 21st century learning, namely learning and innovation skills, career and life skills and digital literacy skills [3].

Learning innovation skills are teachers' skills in creating innovative learning so students have 21st century skills. Learning innovation skills are related to pedagogic abilities. The pedagogical ability is the ability to manage learning which includes understanding of students, planning and implementing learning, evaluating learning outcomes and developing students to actualize their various potentials (National Education Standards).

Teachers must be able to design a model of learning that can stimulate student's activity and grow their ecological intelligence with an eco-pedagogic approach. Eco-pedagogics is an academic movement to save the earth and all living things in it for the sake of its sustainable development. The eco-pedagogic education is a movement of back to nature by digging back the values contained in the cultural heritage of nature conservation. These days, we need an eco-pedagogy and eco-education [4]. We need an earth pedagogy precisely because without this pedagogy to re-educate men and women, we can no longer speak of earth as a home, as a burrow for the "animal-man" [5].

In this study, researchers designed social studies education with an eco-pedagogic approach based on local wisdom *cuci negeri*. Eco-pedagogical implementation with the values of local wisdom *cuci negeri* is expected to create changes in students' attitudes and knowledge, and be able to enhance the ecological intelligence of the students. Eco-pedagogic education can foster ecological literacy awareness [6].

In Ambon society, cultural values serve as a guide of life and regulate individual behavior in society. The values of local wisdom *cuci negeri* are passed down from generation to generation through the learning process both formally and informally.

The formal learning process is carried out through education programs implemented in subjects and curriculum. Local wisdom will be maintained if it is implemented in a concrete life every day. Local wisdom *cuci negeri* must be implemented in social studies education. Thus, the local wisdom *cuci negeri* can effectively function as a deterrent of the natural damage that occurs.

Taylor explain that local knowledge is an important value in supporting technical investigations, developing policies, and effective use of environmental decision-making processes [7]. Local wisdom *cuci negeri* must be preserved and maintained for the sake of its sustainability. A culture of responsibility and care for the environment is part of the local wisdom *cuci negeri*. It should be revitalized to enhance students' ecological intelligence. Exploration and implementation of local wisdom *cuci negeri* can provide benefits for eco-pedagogical education and also help preserve the values of local wisdom. Our obligation is to explore the existing values of local wisdom so in one side they will not lost swallowed up by the times, but on the other side, they become the identity of the Indonesian people.

In the activities of *cuci negeri*, there are some characteristic values that need to be preserved, namely caring for the environment and responsibility. The culture of caring for the environment and responsibility needs to be instilled in students to foster their ecological intelligence. Humans are obliged to maintain their harmony and continuity with the nature [8].

## II. METHOD

The method used in this study is classroom action research. Classroom action research is a systematic study carried out by teachers through cooperation or not with education experts in order to reflect and enhance learning practices continuously and to enhance teacher professionalism.

This study uses the classroom action research model from Kemmis & Taggart adapted from Wiriaatmadja which consists of four components: plan, action, observation, and reflection in a multi-cycle spiral design [9]. The planning stage is carried out by implementing a learning plan with an eco-pedagogic approach that implements the values of local wisdom *cuci negeri* with contextual teaching and learning methods (CTL) and outdoor learning.

CTL is a learning method that can help students to explore their abilities by learning concepts and applying them in the real world. Johnson states that contextual learning is a system that stimulates the brain to compose patterns that connect the academic content with the context of everyday life [10].

The action stage is carried out by giving an action in the form of learning materials with an eco-pedagogic approach and the values of local wisdom *cuci negeri* to enhance ecological intelligence and preserve the culture and local wisdom of

Ambon. The indicator of the success of the study is an increase in students' ability to preserve local culture with a minimum grade average of class 75 with a percentage of completeness 75% of all students.

The research subjects are 7th grade students of SMP Negeri 2 Ambon consisting of 27 students. Class selection was conducted based on the results of interview with teachers who teach in social studies area who informed that the ecological intelligence of students of this grade had not developed optimally.

In this study, researchers act as a teacher and collaborating with the teachers of social studies area as partners. Data are collected through tests, non-tests, open and structured observations, interviews, and document studies (student work and activities). Data processing was carried out by analyzing the results of questionnaires, interviews, and documentation during the study that reflect the achievement of the research objectives.

## III. RESULT AND DISCUSSION

At the planning stage, the teacher chooses material about the scarcity of natural resources to be developed. Learning activities are planned to consist of nine meetings in three cycles. In this planning process, researchers and teacher partners prepare a design of learning implementation plan and an instrument of activity for context. The observation in cycle 1 shows that the average of class was 64. Table 1 shows that only 5 of 27 students (18.5 %) got score above 75.

Contextual teaching and learning methods (CTL), group discussions, and instruments for observation. With this CTL method, it is expected that the ecological intelligence of the students can improve both aspects of knowledge, attitudes and skills.

Cycle 1 is focused on building students' ecological intelligence on aspects of knowledge. Through group discussions, students are asked to understand and discover the environmental issues that surround them, namely the scarcity of natural resources. In addition to knowledge aspects, affective aspects and student skills are also developed.

At the implementation stage, activities at the first meeting begin with dividing students into small groups of 5-6 people and giving questions that provoke them to thinking critically. At the second meeting, each group was asked to arrange the problems that occurred. At the third meeting, students asked to formulate a solution.

The observation in cycle 1 shows that the average of class was 64. Table 1 shows that only 5 of 27 students (18.5 %) got score above 75. At the reflection stage, after processing field data, the researcher and teacher partner concluded that the results in cycle 1 were not optimal. Thus, it was decided to proceed to cycle 2 (Table 2).

TABLE I. STUDENT LEARNING OUTCOME IN CYCLE 1

Score	Frequency	Percentage
75-100	5	18.5 %
55-74	13	48.2 %
25-54	9	33.3 %
0-24	-	-
Total	27	100 %



Fig. 1. Role playing outside of the classroom.

TABLE II. ACHIEVEMENT OF ECOLOGICAL INTELLIGENCE COMPETENCIES IN CYCLE 1

Competence	Indicator	Information	Category
<b>Aspect of Attitude</b> Give attention, empathy, and respect to other people and creatures.	Students can reflect the relationship between the scarcity of the natural resources with their own conditions and environment.	The reflection notes made by students indicates that they can associate the scarcity of the natural resources with their own condition and environment.	Less
<b>Skills Aspect</b> Change beliefs into action which is practical and effective.	Students can do community service in cleaning the environment.	Cleaning up the environment is done together, but there are some students who still do not have responsibility in maintaining cleanliness.	Enough
Students keep the environment clean	Be positive by not littering, picking up trash.	Students are used to throwing garbage in the trash, and keep the environment clean and tidy	Less

TABLE III. STUDENT LEARNING OUTCOME IN CYCLE 2

Score	Frequency	Percentage
75-100	14	51.9 %
55-74	8	29.6 %
25-54	5	18.5 %
0-24	-	-
Total	27	100 %

TABLE IV. ACHIEVEMENT OF ECOLOGICAL INTELLIGENCE COMPETENCIES IN CYCLE 2

Competence	Indicator	Information	Category
<b>Aspect of Attitude</b> Give attention, empathy, and respect to other people and creatures.	Students can reflect the relationship between the scarcity of natural resources with their own conditions and environment.	The reflection notes made by students indicates that they can associate the scarcity of the natural resources with their own condition and environment.	Enough
<b>Skills Aspect</b> Change beliefs into action which is practical and effective.	Students can do community service in cleaning the environment.	Cleaning up the environment is done together, but there are some students who still do not have responsibility in maintaining cleanliness.	Enough
Students keep the environment clean	Be positive by not littering, picking up trash.	Students are used to throwing garbage in the trash, and keep the environment clean and tidy	Enough

Cycle 2 is carried out in four actions based on the results of reflection and evaluation in cycle 1. Weaknesses in cycle 1 are corrected in cycle 2. Researcher and teacher partners compile an RPP based on the results of reflection. In cycle 2, learning process is carried out inside and outside of the class (Fig. 1). The aim is to foster ecological intelligence and instill students' awareness of the importance of the values of *cuci negeri* in order to increase the attitude of caring of the environment by take care and manage the natural environment that can increase natural resources to meet the needs of human life, with produce, distribute, consume and market natural products. In this cycle, students are asked to certify the values of *cuci negeri*, make value decisions in the form of behavior that must be done and practiced in a concrete form by make a market in school (Table 3 and 4).

At the implementation stage, researchers use role playing learning models. Role playing is a learning model which in its implementation involves collaboration with students [11]. Researchers prepare learning scenarios about ecological intelligence with the values of *cuci negeri*. Students have to demonstrate that scenario. Each student observes and discusses the all things performed and displayed by the other groups and draws conclusions. Based on the observation in cycle 2, the average class was 68. Table 3 shows that only 14 of 27

students (51.9 %) got score above 75. The student learning outcomes in cycle 2 shows that there is an increase, but the classical completeness has not reached 75% (Table 4). Therefore, after a reflection on it, the researcher and teacher partners decided to proceed to cycle 3 (Table 5 and 6).

At the preparation stage, researchers and partner teachers prepare learning scenarios outside the classroom. Students are asked to prepare equipment and develop it according to the creativity of each group. The material used in this cycle is human life in pre-literacy. The aspects of attitude and skill are the main focus of achieving students' ecological intelligence. This third cycle is an implementation of cycle 1 and cycle 2.

TABLE V. STUDENT LEARNING OUTCOME IN CYCLE 3

Score	Frequency	Percentage
75-100	21	77.8 %
55-74	6	22.2 %
25-54	-	-
0-24	-	-
Total Score	27	100 %

TABLE VI. ACHIEVEMENT OF ECOLOGICAL INTELLIGENCE COMPETENCIES IN CYCLE 3

Competence	Indicator	Information	Category
<b>Aspect of Attitude</b> Give attention, empathy, and respect to other people and creatures.	Students can reflect the relationship between the scarcity of natural resources with their own conditions and environment.	The reflection notes made by students indicates that they can associate the scarcity of the natural resources with their own condition and environment.	Good
<b>Skills Aspect</b> Change beliefs into action which is practical and effective.	Students can do community service in cleaning the environment.	Cleaning up the environment is done together, but there are some students who still do not have responsibility in maintaining cleanliness.	Good
Students keep the environment clean	Be positive by not littering, picking up trash.	Students are used to throwing garbage in the trash, and keep the environment clean and tidy	Enough

At the seventh meeting, students used the method of tourism, while at the eighth meeting they studied *cuci negeri* drama script. After that, the students practiced the role of *cuci negeri* figure by using role playing methods. At the last meeting, students did community service outside the classroom. At this stage, the awareness of the values of *cuci negeri* has been seen in their knowledge and attitudes.

Students show more caring attitude and concern about protecting the environment. They work together in cleaning the environment, caring for and planting trees. Based on observation in cycle 3, the average class was 75. Table 5 shows that 21 of 27 students (77.8 %) got score above 75 (Table 5).

The enhancement of student learning outcomes by the implementation of eco-pedagogical learning method concerning the values of local wisdom *cuci negeri* is presented in figure 2.

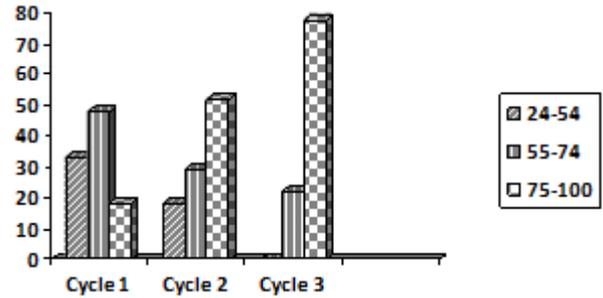


Fig. 2. Student learning outcomes of cycle 1, cycle 2, cycle 3.

IV. CONCLUSION

The results of this study show that the preservation of the cultural values of local wisdom *cuci negeri* can be done by teachers among students in school through social studies education in both economy and history subjects. The inheritance of the values of local wisdom *cuci negeri* at school can be done by implementing those cultural values into learning process. Social studies learning with an eco-pedagogic approach, CTL learning methods, roll playing, learning outside the classroom and other methods can be created and developed by teachers. It will be more interesting if students are given the opportunity to design their learning needs according to the given scenario. Students will be very enthusiastic in displaying the result of their creativity.

Social studies learning with an eco-pedagogic approach in order to inheriting the values of local wisdom *cuci negeri* can improve students' ecological intelligence. By this approach, the values of local wisdom itself can be well understood and preserved by students.

ACKNOWLEDGMENT

We would like to express our deep gratitude to acknowledge Drs. D. Talakua as the Headmaster of SMPN 10 Ambon. Last but not least we want to acknowledge all teacher for their undying dedication, and students in class VII who participate in this research.

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