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**ICETA 9**

**The 9th International Conference  
on Educational Technology of Adi Buana**

*Future Education: Welcoming the Era of Exponential*

# CONFERENCE PROCEEDINGS

**Graduate Program  
University of PGRI Adi Buana Surabaya**  
*Best Western Papilio Hotel Surabaya, Indonesia  
26 August 2017*





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# LOCAL WISDOM AS FUNDAMENTAL KNOWLEDGE FOR SHAPING STUDENTS' MORAL IN ENGLISH LANGUAGE TEACHING TO FACE GLOBALIZATION ERA

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## ABSTRACT

*Indonesia is very famous for its tribes which have various culture and customs that live in harmony. Furthermore, the wealth of local wisdom in Indonesia plays a very important role in shaping students' moral, starting from the very basic level of education to the higher level, especially for facing the globalization era. The goal of this research is to find out the use of local wisdom as fundamental knowledge for shaping students' moral in English Language Teaching (ELT) to face globalization era. This research applied descriptive qualitative method. Interview and questionnaire were used in this research. The research subject involved the 2015-2016 academic year students of English Education Department, University of PGRI Adi Buana Surabaya. The research procedures were done by giving teaching materials which dealt with the use of local wisdom in teaching Post-Intermediate Academic Speaking subject. The result of this research showed that the use of local wisdom as fundamental knowledge for shaping students' moral in English Language Teaching (ELT) to face globalization era is very important, interesting and effective.*

**Keywords:** *local wisdom, fundamental knowledge, shaping students' moral*

## INTRODUCTION

Indonesia is very famous for its tribes which have various culture and customs that live in harmony. Furthermore, the wealth of local wisdom in Indonesia plays a very important role in shaping students' moral, starting from the very basic level of education to the higher level, especially for facing the globalization era.

According to Cheng (2000), there should be multiple globalizations including technological globalization, economic globalization, social globalization, political globalization, cultural globalization and learning globalization in the new millennium especially in ELT.

Inevitably, how education should be responsive to the trends and challenges of globalization has become a major concern in policy making in these years (Ayyar, 1996; Brown & Lauder, 1996; Fowler, 1994; Green, 1999; Henry, Lingard, Rizvi, & Taylor, 1999; Jones, 1999; Little, 1996; McGinn, 1996; Pratt & Poole, 2000; Curriculum Development Council, 1999). In addition, facing the increasing demands for the various developments of individuals and local communities in the new century and for maximizing the effectiveness of education, not only globalization but also localization in terms of exposing local wisdom is necessary in ongoing educational reforms.

Based on the writer's experience in teaching Post-Intermediate Academic Speaking, only a few of the students know what the culture, customs and local wisdom are in Indonesia which relate to the ELT for facing globalization era, while most of them do not know.

The writer used Cheng's research for the previous study of this research. Cheng, Y.C. conducted a research which dealt with reforming education by using local wisdom in Thailand in 2000. He applied triplization paradigm for curriculum revision for shaping students' moral to face globalization era. He tried to find out that the relationship between localization and globalization in education is dynamic and interactive. Localized globalization in education can create more values for local developments if local creativity and adaptation can be induced in the process of operational change and cultural change.

It can be said that the concept of highly localized and globalized way of learning is very important to know. It is very crucial to foster both individual knowledge and institutional knowledge as the major contribution to the growth of local knowledge in globalized education.

In globalizing education, the curriculum design should be very selective to both local and global knowledge which aims to choose the best elements from them. It means that fostering local knowledge is mainly a process to replace the invalid local knowledge with the vital global knowledge through globalization or globalized education. Therefore, the understanding of weak and strong elements in both local and global knowledge is necessary in education. Students are strongly encouraged to be open for transplanting any good elements into local contexts, in terms of local wisdom and the expected educational outcome is to develop a person with locally and globally mixed elements, who can act and think with mixed local and global knowledge.

Based on the previous study and the phenomena in ELT which happens to the fourth semester students of English Department academic year 2015-2016, it is very important to conduct a research which focus on using local wisdom as fundamental knowledge for shaping students' moral in ELT to face globalization era.

The difference of this research with the previous study is that this research dealt with the teaching materials and techniques while the previous research dealt with curriculum revision for shaping students' moral to face globalization era. This research is intended to find out how the use of local wisdom as fundamental knowledge for shaping students' moral in English Language Teaching to face globalization era.

## RESEARCH METHOD

In this research, the writer applies descriptive qualitative method. The goal of using descriptive method is to obtain by the systematic description and accurate fact.

Qualitative research is a research procedure which is interested in the process that deals with the pattern and structural features. Therefore, the data which are obtained in this research would be explained in the form of words, sentences, or statements that are used to answer the research question. A descriptive qualitative research is the research that produced descriptive data on verbal as well as written expressions and observed behaviours from the people being researched (Taylor and Bogdan, 1984).

The research was conducted at English Education Department, Faculty of Teacher Training and Education, University of PGRI Adi Buana Surabaya, Indonesia. The population of the research was the fourth semester students of English Department academic year 2015-2016 that consisted of four classes. The sample of the research were class A and B. The writer used purposive sampling in which the writer was the lecturer of those two classes. Class A consisting of 35 students and class B consisting of 34 students. The data collecting techniques used in this research were interview and questionnaire.

The research procedures were done by giving teaching materials which dealt with the use of local wisdom for shaping students' moral in ELT to face globalization era in teaching Post-Intermediate Academic Speaking subject.

## RESULT AND DISCUSSION

In the initial part of this research, the writer explained to the students that local wisdom is very important because it is the basic knowledge which was gained from living in balance with nature. Relating to shaping students' moral in ELT, the writer explained to the students about Raden Mas Soewardi Soeryaningrat who is very famous as Ki Hajar Dewantara used to be the first education minister in Indonesia. According to Ki Hajar Dewantara, there are three important things in Indonesian education philosophy that we can use as the concept of education. These three important things are called three piles of Ki Hajar Dewantara's education philosophy. The first is "*Ing Ngarsa Sung Tuladha*". The second is "*Ing Madya Mangun Karsa*". The third is "*Tut Wuri Handayani*". The first pile means that a teacher must have the ability of being a good role model for his/her students. The second pile means a teacher must have the ability of being a good innovator and motivator for his/her students. The third pile means that a teacher must be able to support his/her students' moral and spirit to learn. Based on the previous statements, it can be concluded that the three piles of Ki Hajar Dewantara's education philosophy can be used as the basic principle of being a professional teacher.

The reasons of using the three piles of Ki Hajar Dewantara's education philosophy are as follows: first, the students have to know that Indonesia has Ki Hajar Dewantara who is very expert

in education; second, it can be used for fostering their local knowledge and wisdom; third, the implementation of local knowledge and wisdom for shaping students' moral is expected to participate in improving students' sense of nationalism. Consequently, it can build the students' pride of being Indonesian citizens. Instead of Ki Hajar Dewantara who is very famous for his three piles of education philosophy, Indonesia also has R.A. Kartini who is very popular for her statements that men and women are equal in education. No gender discrimination in achieving knowledge and education.

The expected educational outcomes from this way of teaching is that we can make the students as local people with international look who act locally and develop their way of teaching globally. The features of local wisdom which are going to be implemented in this research deal with the students' ability to withstand foreign cultures, accommodate the elements of foreign cultures, integrate elements of foreign culture into the native culture, have self-control and give direction to the development of culture.

Given the increasing international concerns with both the positive and negative impacts of globalization on indigenous and national developments, how to manage the realities and practices of globalization and localization in education for maximizing the benefits and minimizing the disadvantages for the developments of students becomes a key concern in educational development particularly in the developing countries.

Clearly, the management and control of the impacts of globalization are related to how to maximize the positive effects but minimize the negative impacts of globalization is a major concern in current educational reform for national and local developments. Specifically, how can we foster local knowledge and wisdom for individual and local developments through globalization in education and from the global knowledge system, particularly in those developing countries that are facing the challenges of losing local identity in overwhelming globalization.

There is a strong reform movement in different parts of the world to promote campuses as learning organizations or communities such that they can learn to be adaptive and effective in facing up the various challenges from the fast changing educational environment in this new era of globalization and transformation.

The organizational learning and institutional knowledge fostering are in a context of globalization and localization in education. The process of organizational learning and knowledge fostering can benefit from the global knowledge and be affected by the theories of fostering local knowledge used to localize global knowledge. Through this way of teaching, the lecturer will make his/her students are ready to face globalization era.

In the next part of this research, the writer asked the students to work in group of four students. They had to discuss about Indonesian education experts who are famous of their teaching principles and point of views. After doing the discussion, the students had to present the result of the discussion in front of the class by using powerpoint presentation. Each group had ten minutes for presentation and five minutes for question and answer session. The writer gave feedback for each presentation.

In the last part of this research, the writer did the interview and gave questionnaire to each students based on the provided time allocation.

The data obtained from the interview showed that 55 students said that using local wisdom as fundamental knowledge for shaping students' moral is very important, interesting and effective, especially for preserving Indonesian culture and customs. The data obtained from the questionnaire showed that 50 students who used local wisdom as fundamental knowledge said that it is very important, interesting and effective because they are challenged to know and to find out the local wisdom of Indonesian education in ELT to face globalization era.

The result of this research is expected to be beneficial for lecturers to enrich their teaching materials for higher education students by using local wisdom as fundamental knowledge for shaping students' moral. It is also expected that the students can improve their speaking ability and skill by using local wisdom as fundamental knowledge for shaping their moral to face globalization era.

## **CONCLUSION**

Based on the research finding and discussion, it can be drawn the conclusion that the use of local wisdom as fundamental knowledge for shaping students' moral in English Language Teaching



(ELT) to face globalization era is very important, interesting and effective. Furthermore, based on the finding of this research, it showed that the students were enjoyed and interested in following the discussion and presentation which deals with local wisdom in Post-Intermediate Academic Speaking subject.

Shaping students' moral provides direction for coordination and cooperation of all activities so there will be interaction among the students. Building the feeling of trust is the part of affection process that is early established among them.

Maintaining of local wisdom as norms that believed by community, become one alternative to reduce bad moral of students that generated by individualistic behaviours such as cheating, telling a lie, bullying other students, etc.

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