

Enhancing Student Character in History Education Through the Integration of Local Wisdom: The Case of the *Tepuk Tepung Tawar* Tradition

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ABSTRACT

Character education often overlooks the integration of local wisdom, despite its potential to significantly influence students' moral and ethical development. This study investigates the impact of incorporating the *Tepuk Tepung Tawar* tradition's local wisdom values on students' character development. The research method used is an experimental method with a one group pretest-posttest design. The subjects in this research consisted of 40 students taken using a saturated sampling technique. This study's data-collecting procedures included interviews and test results. The data analysis technique for this research uses the paired t-test and the N-Gain test. The results showed that there was a significant difference in student character building before and after the application of the local wisdom values of Tepung Tawar, with a significance value of less than 0.05. The N-Gain Test results showed a score of 70%, indicating an increase in student character scores after the application of the local wisdom values of Tepung Tawar. Therefore, improving student character can be done by teachers integrating local wisdom values to students in history learning.

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1. INTRODUCTION

Character issues are often in the spotlight in various contexts of life, especially in the realm of education, such as a lack of awareness of the importance of moral and ethical values in everyday life (Bietti, 2020). The Federation of Indonesian Teachers' Unions (FSGI) noted that as much as 73.3% of physical violence occurred among students. Apart from that, the influence of the social media environment can also worsen this situation by introducing unhealthy values to students (Loh et al., 2022). Kompas (2024) showed that as many as 19.3% of adolescents experience dependence on social media. Dependence on social media can create compulsive behaviour in a negative direction (Sachiyati, Yanuar, & Nisa, 2023). Therefore, character issues are not just trivial issues, schools need to take concrete steps to overcome these problems by strengthening students' character through implementing character education that integrates local wisdom values.

Education is not only limited to transferring knowledge but also plays an important role in shaping a person's character (Abdullah, Hudayana, Setiadi, Kutaneegara, & Indiyanto, 2019; Komariah & Nihayah, 2023; Taufik, 2020). A good educational process not only emphasizes academic achievement, but also the development of strong moral, ethical and personality values (Khaidir & Suud, 2020; Singh, 2019). Good characters, such as integrity, hard work, honesty, empathy and a sense of responsibility, are very important in forming individuals who are able to contribute positively to society (Arizaldy, Solihat, Riandi, & Firman, 2021; Kiritin & Darsono, 2019; Sarbaitinil, Rudagi, Rahmat, Elfemi, & Isnaini, 2023). This is all in line with the goals of national education which are not only to develop intellectual abilities, but also to forming character, a good and dignified civilization (Haryanto & Kurnia, 2023; Nabillah & Nisa, 2024). Therefore, comprehensive education must include character development as an integral part of the learning process.

The application of character education that integrates local wisdom values is an approach that is increasingly recognized as important in the world of education (Hidayati, Waluyo, Winarni, & Suyitno, 2020; Tohri, Rasyad, Sururuddin, & Istiqlal, 2022). This refers to efforts to not only teach universal moral and ethical values, but also introduce students to cultural values and traditions unique to their environment (Handayani Tyas, Sunarto, & Naibaho, 2020; Karimova et al., 2020). Through learning that utilizes local stories, traditions and values passed down from generation to generation, students can better understand and appreciate their own cultural heritage (Tzima, Styliaras, Bassounas, & Tzima, 2020; Yan & Chiou, 2021). Implementing character education that integrates local wisdom not only helps build strong character and good morality, but also strengthens a sense of pride in cultural identity (Atika, Arifin, & Jannana, 2021; Pradita, Sumarlam, Saddono, & Rohmadi, 2018). In doing so, students become better prepared to face global challenges while remaining true to their cultural roots.

One of the local wisdoms that can be applied in integrating character education in history learning is the local wisdom of *Tepuk Tepung Tawar* which comes from Riau province. The wisdom of *Tepuk Tepung Tawar* is a traditional Riau Malay cultural ceremony inherited from previous kings which is used as a form of thanksgiving offering (Ardiansyah & Masrokhin, 2023). Local wisdom is that *Tepuk Tepung Tawar* is usually used for certain events such as weddings, moving into a new house, driving a new vehicle, circumcisions, and other forms of outbursts of joy for people having celebrations (Mariatik, Maizatul, & Jailani, 2023; Rehayati, Hasbi, & Martius, 2023). Teachers might use the local wisdom of *Tepuk Tepung Tawar* to enhance pupils' character qualities. This can help students to develop a deeper understanding of local wisdom that still exists today (Hikmawati, Suastra, & Pujani, 2021). Thus, learning not only from textbooks, but also from cultural practices that have been passed down from generation to generation. This also strengthens students' sense of identity with the culture and society that occurs around them. One of the local wisdoms that can be applied in integrating character education in history learning is the local wisdom of *Tepuk Tepung Tawar* which comes from Riau province.

The wisdom of *Tepuk Tepung Tawar* is a traditional Riau Malay cultural ceremony inherited from previous kings which is used as a form of thanksgiving offering (Ardiansyah & Masrokhin, 2023). Local wisdom is that *Tepuk Tepung Tawar* is usually used for certain events such as weddings, moving into a new house, driving a new vehicle, circumcisions, and other forms of outbursts of joy for people having celebrations (Mariatik, Maizatul, & Jailani, 2023; Rehayati, Hasbi, & Martius, 2023). Teachers might use the local wisdom of *Tepuk Tepung Tawar* to enhance pupils' character qualities. This can help students to develop a deeper understanding of local wisdom that still exists today (Hikmawati, Suastra, & Pujani, 2021). Thus learning not only from textbooks, but also from cultural practices that have been passed down from generation to generation. This also strengthens students' sense of identity with the culture and society that occurs around them. Through the integration of local wisdom, such as *Tepuk Tepung Tawar* in the curriculum, teachers can help strengthen students' ties with the community and its cultural heritage, while instilling values such as gratitude, togetherness, and respect for traditions that are still relevant today.

Several studies on character formation through local wisdom values, such as research conducted by Muhtar (2024) which examine the implementation of local wisdom-based learning to improve student

character through literature studies that focus on local wisdom and student character. Research by Enceng (2023) which aims to develop character education values based on local wisdom in elementary school students by including local batik motifs. Furthermore, research conducted by Arizaldy (2021) shows that the application of a science learning model based on local wisdom can increase student creativity and learning outcomes by emphasizing the Pranata Mangsa Calendar in Javanese society. The research above has similarities with this research in that it both discusses local wisdom values which are used to form students' character values.

However, previous research has not focused its research on increasing character values through implementing *Tepuk Tepung Tawar* local wisdom values in history learning. So research is important to do. Therefore, the problem in this study is whether character education based on the local wisdom of *Tepuk Tepung Tawar* is effective in forming students' character values.

2. METHODS

This research uses the experimental method as an approach used to observe the impact of a particular treatment on other variables in the environment that can be controlled. The research design uses an experimental design approach One Group Pretest-Posttest Design. The One Group Pretest-Posttest approach is designed by conducting a pre-test before giving treatment and a post-test after giving treatment for each training session. The One Group Pretest – Posttest scheme can be seen in the following picture.

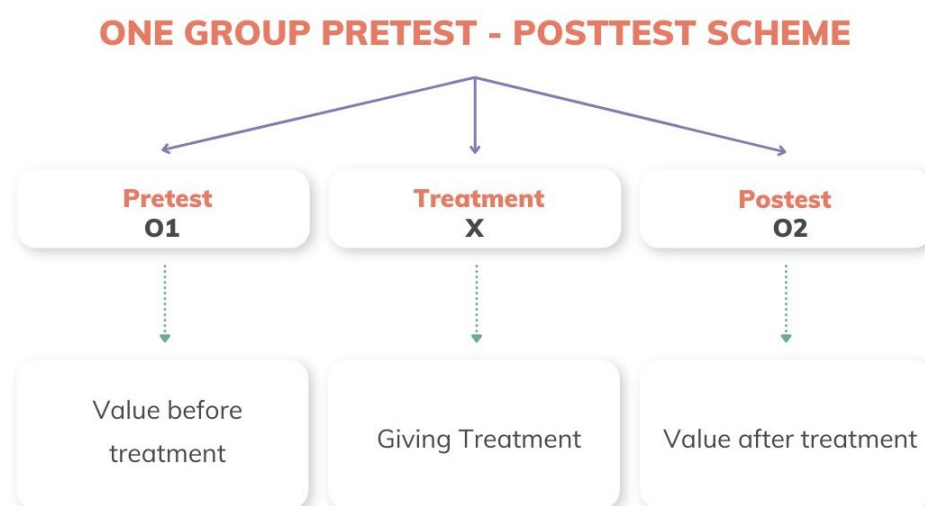


Figure 1. One Group Pretest – Posttest Scheme

The population in this study were students at SMA 1 Riau, where 40 students were included. Because the population is rather small, this study makes use of a saturation sampling approach. Research data was collected through interviews and student test results. The instrument used in this research uses TestChoiceDouble.

So that the instrument used can assess students' knowledge and understanding of the character values in the local wisdom of *Tepuk Tepung Tawar*, a validity and reliability test of the instrument was conducted. The following table shows the instrument validity test.

Table 1. Test Instrument Indicators Choice Double

No	Indicator	Sig value. (2-tailed)
1	Knowledge of local wisdom <i>Tepuk Tepung Tawar</i> .	0.512
2	Application of local wisdom values of <i>Tepuk Tepung Tawar</i> in everyday life	0.671
3	Reflective questions on how <i>Tepuk Tepung Tawar</i> local wisdom values influence student behavior	0.657

Table 1 reveals that all three indicator items have a significance value greater than 0.05. This demonstrates that the instrument may be used to evaluate students' knowledge and comprehension of character values in the local wisdom of *Tepuk Tepung Tawar*. Apart from that, The results of the instrument reliability test are shown in the following table.

Table 2. Reliability Test of research instruments

Cronbach's Alpha	N of items
0.689	3

This table shows that the Cronbach Alpha reliability test is 0.689, which is greater than 0.05. As a result, the the instrument can measure the developing worth of students' character. Based on this statement, it can be said that the instrument tested was successful because it was valid and reliable.

To evaluate the implementation of local wisdom values *Tepuk Tepung Tawar*, in enhancing students' character values during history lessons, a paired sample t-test was conducted to assess the effect of these values on students' character development. Additionally, the N-Gain test was employed to measure the extent to which *Tepuk Tepung Tawar* contributed to improving students' character values. The N-Gain criteria developed by Richard Hake (1999) were used for this analysis.

Table 3. Criteria for N-Gain Score

Intervals	Criteria
$g \geq 0.7$	High
$0.3 \leq g < 0.7$	Middle
$g < 0.3$	Low

In this study, quantitative and qualitative data analysis approaches were used. To describe the application of the local wisdom values of *Tepuk Tepung Tawar* in developing students' character values in history learning obtained from the results of observations, and interviews, a qualitative study was used. To assess the extent to which the local wisdom of *Tepuk Tepung Tawar* improves students' character values obtained from the test results, t-test and N-gain were conducted using SPSS version 25.0 software.

3. FINDINGS AND DISCUSSION

3.1 Normality test

Normality testing is used to assess whether the data shows a distribution pattern that matches the normal distribution using the Kolmogorov test. Data that is considered suitable for analysis in this study is data that has a distribution that is close to normal. The basic assumption for using this test is that if the significance value is greater than 0.05, it indicates that the data does not significantly deviate from the normal distribution. Conversely, if the significance value is smaller than 0.05, it can be concluded that the distribution is not normal. The results of the normality test can be seen in Table 4.

Table 4. Normality Test

Data	Competence	Standard Deviation	SPSS data		Conclusion
			Sig	A	
Pretest	Student Character	10,947	,456	0.05	Normal
Posttest	Student Character	11,983	,630	0.05	Normal

The table from the normality test calculations indicates a normal distribution. This is demonstrated by the presence of a significance value or sig (2-tailed) > 0.05. This means that it can be concluded that the data from the variable of local wisdom values of Fresh Flour is normally distributed.

3.2 Homogeneity Test

The homogeneity test determines if the degree of variance in the data is constant or not. In this study, pretest and posttest data will be analyzed for homogeneity using the Levene SPSS 25.0 statistical technique. Data homogeneity decisions are based on the test results' significance level. If the significance value is more than 0.05, it may be stated that the differences between the samples in the research are homogenous. Table 5 shows the homogeneity test findings.

Table 5. Homogeneity Test

Levene Statistics	Df1	Df2	Sig
2,145	4	12	,165

Table 5 reveals that the homogeneity test has a level of significance of 0.165, which is more than 0.05. So, we may infer that the samples utilized in this research are homogenous.

3.3 T-test

Hypothesis testing was carried out to determine whether there were differences in students' character values before and after applying the local wisdom values of *Tepuk Tepung Tawar pat*. The data used will be analyzed using t-test calculations in the SPSS 25.0 program. According to the hypothesis testing criterion, if the data has a sig value > 0.05, then H_0 is accepted and H_a is rejected. If data has a sig value < significance threshold, H_0 is rejected (sig < 0.05) and H_a accepted. The t test results can be seen in Table 6.

Table 1. Paired Sample T-Test

	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Q	df	Sig. (2-tailed)
				Lower	Upper			
				Pair 1 Pre-Test Post-Test	17.30704			

The results of the t-test analysis showed a significant difference in students' character scores before and after applying *Tepuk Tepung Tawar* local wisdom values. This means that the approach successfully positively influenced students' character development, showing a marked improvement in their character quality after the intervention. This significant difference emphasises the importance of integrating local values in the learning process to enrich students' educational experience and help shape better character.

3.4 N-Gain Test

The N-gain test is designed to determine the percentage increase in a student's character score. The N-Gain test results are presented as follows.

Table 7. N-Gain Test Results

No.	Indicator	N-Gain Score	Categories
1	Knowledge of local wisdom <i>Tepuk Tepung Tawar</i> .	0.73	High
2	Application of local wisdom values of <i>Tepuk Tepung Tawar</i> in everyday life	0.69	Medium
3	Reflective questions on how <i>Tepuk Tepung Tawar</i> local wisdom values influence student behavior	0.70	High
	Mean	0.70	High

Based on the table above, it is known that overall, the local wisdom values of *Tepuk Tepung Tawar* are able to increase students' character values by 0.70 or 70%, which is classified in the high category. This increase shows the significant effectiveness of the implementation of these values in supporting students' character development. Therefore, it can be concluded that the implementation of the local wisdom values of *Tepuk Tepung Tawar* has an important role in strengthening students' character values, making a substantial contribution to the formation of a better and more integrity person.

3.5 Contains local wisdom values of *Tepuk Tepung Tawar*

The local wisdom of *Tepuk Tepung Tawar* contains many character values that exist in every activity carried out (Ardiansyah & Masrokhin, 2023). The local wisdom of *Tepuk Tepung Tawar* contains deep values, including respect, warmth and unity. Through *Tepuk tepung tawar*, students are taught the importance of respecting other people, as well as how to maintain harmony in social relationships. Thus, *Tepuk Tepung Tawar* has become a strong symbol of local Indonesian wisdom which should be preserved and made an integral part of character education.

Clapping *Tepuk tepung tawar* is not only a ritual but also reflects the values contained in each activity. In this tradition, *Tepuk Tepung Tawar* is used for thanksgiving or wedding celebrations. The process of clapping *Tepuk Tepung Tawar* is also an important moment because it involves participation from various elements of society, from traditional leaders to family members. The following is an example of a *Tepuk Tepung Tawar* activity at a wedding.

Table 8. The values contained in the Local Wisdom of *Tepuk Tepung Tawar*

<i>Tepuk Tepung Tawar</i> Clapping Activity	Character Values	Explanation of Character Values
The opening activity began with the delivery of prayers and reading of holy verses	Religion	The applause of <i>Tepuk Tepung Tawar</i> which is always preceded by prayer and reading of holy verses represents a form of religious value.
The following is the sequence of initial activities for the implementation of <i>Tepung Tepung Tawar</i> : <ul style="list-style-type: none"> Take some turmeric rice, white rice, and bertih from the container. Sprinkle the rice over the head, right shoulder and left shoulder of the bride and groom while chanting shalawat to the Prophet Muhammad once. Soak the perenjnis leaves in <i>Tepuk tepung tawar</i> water. 	Moral	The representation of moral values that can be seen in the <i>Tepuk Tepung Tawar</i> activity is politeness and ethics, where in the process of carrying out <i>Tepuk Tepung Tawar</i> always giving priority to those who are older, or who are in a higher position. The elders or traditional figures, usually taking turns, will take <i>Tepuk</i>

- Sprinkle water from the perenjis leaves on the forehead, right shoulder, left palm, right palm and left shoulder of the bride and groom to form the letters Lam Alif.

The following is the sequence of subsequent activities from Tepuk Tepung Tawar which are carried out in rotation:

- Retrieving Eggs: Take one egg from the container or storage area.
- Surrounding the Bride and Groom's Faces with Eggs: Surround the bride and groom's faces with the egg, gently and symmetrically.
- Taking and Applying Henna: Take some henna and rub it on the right and left palms of the bride and groom

The final activity is the reading of a prayer of congratulations led by local religious or traditional leaders. This prayer is recited when all the Tepuk tepung tawar patters have finished the bride and groom.

Unity

Social

Tepung Tawar with their hands and touch or throw it towards the bride or groom or the person who is to be congratulated. Pat the *Tepuk Tepung Tawar* gently while including prayers or good words.

The representation of the value of unity can be seen from the *Tepuk Tepung Tawar* which is carried out in turns by the traditional leader, closest family, and relatives.

The representation of social values that can be seen from the activity of *Tepuk Tepung Tawar* is involve many people and means to gather relatives.

The values contained in the local wisdom of *Tepuk Tepung Tawar* are; 1) Religious Values, shown through gratitude to God; 2) Social Value, demonstrated through activities that involve the entire community and invite the surrounding community to thanksgiving activities; 3) Moral Values, showing politeness and ethics in these activities; 4) The value of unity, which is shown through the involvement of many outgoing members between the bride and groom.

3.6 Application of the Local Wisdom Values of *Tepuk Tepung Tawar* in History Learning

The findings of the study suggest that the use of local wisdom values of *Tepuk Tepung Tawar* can enhance students' character values. The t-test reveals a significant result of less than 0.05, which means there is a difference before and after implementing the local wisdom values of *Tepuk Tepung Tawar* in history learning. The results of the N-Gain Test show an increase in student character scores by 70%. Thus, it can be concluded that the application of local wisdom values of *Tepuk Tepung Tawar* has succeeded in significantly increasing students' character values. The results of this study support previous research conducted by Enceng (2023) which aims to develop character education values based on local wisdom in elementary school students by including local batik motifs. Furthermore, research conducted by Arizaldy (2021) showed that the application of a science learning model based on local wisdom can increase student creativity and learning outcomes by emphasizing the Pranata Mangsa Calendar in Javanese society.

Developing character values based on the wisdom of *Tepuk Tepung Tawar* is an effort that combines local traditions with the formation of strong character for students (Nurdiansyah, Bunyamin Maftuh, & Elly Malihah, 2023). The local wisdom of *Tepuk Tepung Tawar* has many values that can be developed and can be applied to history learning such as social values, moral values, religious values, and the value of unity (Siregar, 2023). The local wisdom of *Tepuk Tepung Tawar* can teach students the importance of respecting and glorifying other people, maintaining harmonious relationships in society, and developing a humble and loving attitude (Jumriani, Mutiani, Putra, Syaharuddin, & Abbas, 2021; Uge, Neolaka, & Yasin, 2019). Thus, developing character values based on the wisdom of *Tepuk Tepung*

Tawar not only enriches cultural identity, but also provides a strong foundation for a good and ethical student personality for each individual.

The application of *Tepuk Tepung Tawar* local wisdom values in learning can be done with a strategy that emphasises the integration of character values in daily activities. According to Ardiansyah & Masrokhin (2023), *Tepuk Tepung Tawar* contains character values such as respect, warmth, and unity, which are found in every activity. In a learning context, students are taught to appreciate and respect others and maintain harmony in social relationships. This strategy could involve the introduction and implementation of *Tepuk Tepung Tawar* as part of the curriculum, where students not only learn about the ritual but also understand the values contained in it. This tradition is usually used in thanksgiving or wedding celebrations and involves participation from various elements of the community, including traditional leaders and family members. By making *Tepuk Tepung Tawar* a symbol of strong local wisdom and an integral part of character education, students can develop better character and strengthen their cultural identity. For example, in weddings, *Tepuk Tepung Tawar* can be introduced through simulations or group projects where students learn and carry out the activity, emphasizing the values of togetherness and cooperation.

The implementation of *Tepuk Tepung Tawar* local wisdom values in studying history gives various benefits, including 1) the introduction of local wisdom, students will learn to understand and maintain local wisdom values; 2) Introducing local wisdom to pupils provides an understanding of how cultural diversity and traditions can enrich life and respect differences between individuals; 3) Character formation based on local wisdom can help students become more sensitive to social problems that occur in the surrounding environment. By understanding local wisdom, students will learn to find solutions that suit their cultural values and contribute positively to society.

4. CONCLUSION

The research results demonstrate that integrating the local wisdom values of *Tepuk Tepung Tawar* can boost pupils' character values. The t-test reveals a significant result of less than 0.05., where there is a difference before and after implementing the local wisdom values of *Tepuk Tepung Tawar*, while the N-Gain test shows an increase in student character values by 70%. These results illustrate that character development based on local wisdom not only enriches cultural identity but also provides a solid foundation for the formation of good personalities in students. Thus, It is possible to infer that character development based on local wisdom contributes positively to the formation of student character and enhances local wisdom values in the educational setting. Limitations in this research are mainly related to the limitation of the trial which was only carried out in one school. Apart from that, the focus of this research is only limited to the application of local wisdom character values, so it does not include the diversity of other local values and culture. It is hoped that future research can increase sample coverage by involving different schools and communities, as well as exploring various aspects of character values from different local wisdom. This research makes a significant contribution to education, especially in terms of character education policy. By highlighting the effectiveness of *Tepuk Tepung Tawar* local wisdom values in improving students' character, this research offers empirical evidence that can support curriculum development that focuses more on the integration of local cultural values, thus enriching students' learning experiences and building a strong cultural identity.

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