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Implementation of Local Wisdom Values of Acehnese Regional Language for Character Building of Students in Improving the Quality of Education in State Junior High Schools of Samatiga District

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Abstract: A study is needed at Samatiga District State Junior High School to investigate how applying local Acehnese wisdom values in learning can improve student character and educational quality. Current learning often neglects these values, focusing mainly on cognitive and skill aspects, leaving negative student behaviors unaddressed. This qualitative study aims to describe and analyze the application of Acehnese local wisdom in shaping the character of seventh-grade students and enhancing education quality. Data will be collected through interviews, observations, and documentation from the principal and teachers, and analyzed descriptively. Initial findings suggest that using Acehnese local wisdom fosters discipline, polite communication, patriotism, respect for local customs, and adherence to school rules. Furthermore, it appears to improve learning quality by making material easier to understand, serving as an effective learning introduction, and providing relevant real-world examples.

Keywords: Local Wisdom Values, Acehnese Language, Student Character, Quality of Education

INTRODUCTION

Understanding the problem of education quality can be seen in two ways, namely referring to the education process and education results. A quality education process if all components of education are involved in the education process itself. Factors in the education process are various inputs, such as teaching materials, methodology, school facilities, administrative support, facilities and infrastructure and other resources as well as the creation of a conducive atmosphere. To run education with these various components, management is needed as a manager and director (Nita Agustina Nurlaila Eka Erfiana & Nabila Mareza, 2023; Writer, 2019).

Realizing quality education does not just happen by itself, without good quality management being carried out in the educational institution (M. Abdullah, 2018) stated that education quality management in a school is to prepare quality services to realize the hopes and

goals of the National Education System Law. (Suwardi et al., 2018) states that the essence and principle of educational quality is the realization of good results as the target of educational quality itself, realizing an integrated quality management process, ideally considering various factors, including teaching materials, methodology, school facilities, and other supporting sources. However, the quality of education does not only talk about the results, but also the process of education itself. Education is said to be of quality if the teaching and learning process runs well and smoothly. Likewise, the results obtained are satisfactory. The quality of education when viewed from the results, does not only refer to the achievements obtained by students or schools for a certain period of time, but the ability of the school to produce the best graduates in terms of knowledge, skills and attitudes or character (Akmaluddin & Mutiawati, 2018).

This is in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System Article 3 which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Building student character through local culture or local wisdom is very much needed in building a better society. Building student character in this case can be done by transforming local cultural values (local wisdom) as one of the means to build national character. Building national character is very important in national development, which requires multi-party and multi-level involvement such as family, government, formal and non-formal institutions and the wider community according to their respective local wisdom (Alawiyah, 2012).

In this study, the researcher focused on the quality of education in terms of instilling character values in students in junior high schools. Subdistrict Samatiga, West Aceh Regency, especially in class VII. (Haslan, 2021) stated that local wisdom is actually correlated with efforts to create a literate society. By integrating local cultural values, it will be able to increase knowledge of local traditions and customs so that there is a desire to learn and preserve them. Local wisdom is the most unique and creative thing in the culture of literacy itself.

The importance of implementing local wisdom values in grade VII students of Junior High Schools throughout Samatiga, West Aceh Regency, considering that grade VII students are students who have just entered secondary education and are still classified as early adolescents. Early adolescents in grade VII of Junior High Schools are potentially influenced by negative life values from the development of the times, especially the negative influence of the development of information technology.

Based on field observations at State Junior High School 2 Samatiga, for example, researchers found several character problems of students, both in terms of values of politeness, discipline and compliance with school regulations. Some students are still often found not serious about studying, such as talking to friends in class while studying, going in and out of class and even sleeping while studying is taking place. Not only that, at State Junior High

School 1 Samatiga, poor character values are also seen in the aspect of discipline, where some students are often late to class and attend school. Some students were even found to be disobedient to school rules, such as wearing sandals to school, leaving during study hours, not maintaining cleanliness and so on (Observation, January 19, 2024).

The above problems are also supported by the statement of an Indonesian language teacher at State Junior High School 4 Samatiga who stated that so far the instillation of students' character values has often experienced obstacles because students are greatly influenced by their social environment so that bad behavior and character are often seen brought to school. The teacher also stated that the instillation of character values so far at State Junior High School 4 Samatiga has not been supported by ineffective learning patterns without using adequate teaching materials and media, including in utilizing local wisdom which is still very minimal or has never been done at all (Interview: Teacher, January 23, 2024)

The phenomenon of facts in the field, of course, for schools, especially teachers, they have an important role in instilling character values in their students. (Fatonah et al., 2024) stated that character education is an effort to educate children to be able to make wise decisions and practice them in everyday life, so that they can make a positive contribution to their environment. (Oktafiana et al., 2023) put forward the basic values that must be internalized if a society is to live and work together peacefully. Values such as wisdom, respect for others, personal responsibility, a sense of shared destiny, shared suffering, and peaceful conflict resolution are values that should be prioritized in character education.

Instilling character values in students does not always have to be done through learning using textbooks, but can also be done by introducing local wisdom values found in regional languages, including local wisdom values in the Acehese language. (Irfan et al., 2021) mentioned that the importance of handling the low quality of students' characters can be done by using local wisdom from each region as a reference in living in society. Local wisdom is an important part that cannot be separated from society. This means that local wisdom is the result of a particular society through their experiences and is not necessarily experienced by other communities. These values will be very strongly attached to a particular society and these values have been through a long journey, throughout the existence of the society. Values that are believed to be true and become a reference in the daily behavior of the local community.

Efforts to improve the quality of education in terms of instilling character values in students through local wisdom are also recommended in the implementation of the current Independent Curriculum, learning of various disciplines has begun to be implemented based on local wisdom. Various writings on the basis of local wisdom in teaching religious knowledge, character building for elementary-secondary students to teaching mother tongue and regional languages have begun to be widely carried out. Educational units can add local content determined by the regional government according to local wisdom or regional characteristics.

Likewise, instilling character values in students in Samatiga 2 State Junior High School West Aceh Regency. Where teachers in conducting learning must strive to utilize local wisdom values as a source of learning for students. Local wisdom values that exist in the area around the school and are integrated into learning. The use of this learning resource is expected to play a role in the formation of student character in order to recognize the local wisdom of their area to be applied in everyday life. The local wisdom of the Acehese people is rich in values and must be taught or passed on to the next generation, especially to students, including integrating local wisdom values in local languages as part of the curriculum. Integration of local wisdom values in the Acehese regional language in the curriculum and learning process does not only mean learning the language itself, but also introducing and discussing the cultural and customary values contained therein. It is important for local governments, educational institutions, teachers, and local communities to work together in this effort. Thus, it is hoped that the young generation in Aceh can grow as individuals with noble morals, love local culture and contribute positively to the progress of the nation and state.

It is important to conduct a study related to the application of local wisdom values of the Acehese regional language for the formation of student character in improving the quality of education at the State Junior High School of Samatiga District considering that so far most of the learning has been lacking in utilizing wisdom values as an effort to shape student character and improve the quality of education, even some of the learning carried out by teachers at the State Junior High School of Samatiga District only focuses on cognitive and skill aspects, while negative student attitudes or behaviors seem lacking in overcoming them.

Studies related to the application of local wisdom values in regional languages to form the character of students in improving the quality of education have been studied by several previous researchers, such as studies (Purwanti & Sapriya, 2017) shows the process of implementing local wisdom values of Sundanese regional language in schools through learning activities, extracurricular activities, eating together and others. These activities have a great

impact on the formation of superior student characters and have regional values. Meanwhile, the study (Mujiburrahman, 2021) mentioned after the implementation of the school culture based on local values in Aceh, there has been a transformation and change in the school culture practiced in the school environment towards a better direction than before. This change essentially embodies the internalization of religious values and local wisdom in a specific educational dimension. Through the implementation and practice of the school culture, it has had a positive impact on the formation of student character towards a better direction in accordance with educational goals.

METHOD

This study uses a qualitative research approach. According to Kirk and Miller in (Moleong, 2017) Qualitative research is a particular tradition in the social sciences that fundamentally relies on observations of humans both in their context and in their terminology.

(Zaini et al., 2023) defines qualitative methods as methods with research processes based on perceptions of a phenomenon with an approach where the data produces descriptive analysis in the form of oral sentences from the research object. Qualitative research must be supported by extensive knowledge from the researcher, because the researcher interviews the research object directly. Meanwhile, Bogdan and Taylor in (K. Abdullah et al., 2022) states that qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observable behavior.

This type of research is descriptive. (Waruwu, 2023) define Descriptive research is a method of researching the status of a group of people, an object, a set of conditions, a system of thought or a class of events in the present. The purpose of descriptive research is to create a description, picture or painting systematically, factually and accurately regarding the facts, characteristics and relationships between the phenomena being investigated.

The reason researchers use a qualitative approach that is descriptive comparative in nature is because this research only wants to describe related words in a descriptive manner. local wisdom values of Acehese regional language applied in the State Junior High School of Samatiga District, the impact of the application of local wisdom values of Acehese regional language on the formation of student character and the quality of education in the State Junior High School of Samatiga District and the obstacles in the application of local wisdom values of Acehese regional language on the formation of student character and the quality of education in the State Junior High School of Samatiga District.

In qualitative research, research subjects are called respondents. (Sugiyono, 2019) stated that respondents are people who provide information about the data desired by researchers in relation to the research being carried out. (Moleong, 2017) stated that respondents or sources are people who are asked to respond to structured or semi-structured questions to become data sources in a study. This study was conducted on 3 The State Junior High Schools in Samatiga District are State Junior High School 1 Samatiga, State Junior High School 2 Samatiga and State Junior High School 4 Samatiga.. The respondents in this study can be seen in Table 1.

Table 1. Research Respondents

No	Respondents	Amount
1	HeadSchool	3 people
2	vice principal	3 people
3	Deputy Curriculum	3 people
4	Subject teachers	6 people
5	Head of Student Affairs	3 people
6	Grade VII students	6 people
Total		24 people

The subjects in this study were taken using purposive sampling technique. (Nursalam, 2013) stated that purposive sampling is the taking of respondents that is carried out in accordance with the required sample requirements. The taking of respondents is done intentionally by taking only certain respondents who have certain characteristics, traits, criteria, or traits. The criteria for respondents in this study are (1) schools that have knowledge of local wisdom values and speak Acehese in their daily lives and (2) students who use the Acehese regional language in their daily lives.

The data used in this study are primary data and secondary data. Primary data, namely data that is directly obtained from the first data source at the research location or research object (Sugiyono, 2019). The primary data used in this study are the results of interviews with the school and the results of direct observations in the field. The type of secondary data is data obtained from a second source or secondary source of the data we need (Sugiyono, 2019). The data used are reading literature that has relevance to this study such as school profiles, theses, scientific journals, books, magazines, articles and internet sites. Both types of research data, both primary and secondary, are collected through observation, interviews and documentation.

Data analysis is the process of systematically searching and organizing interview transcripts, or materials found in the field. Data analysis is the process of systematically searching and organizing data obtained from questionnaires, interviews, field notes and other materials, so that it can be easily understood, and all can be informed to others (Sugiyono, 2019). After all data is obtained through observation and interviews, all existing data will be processed to facilitate the data analysis process, then the existing data is sorted, the aim is to facilitate processing the data that has been collected based on the results of the author's interview.

The data analysis stage is a very important stage in a study, because at this stage, the author can formulate the results of his research. The data analysis process begins by reviewing all available data from interviews, observations and documentation. The stages of analyzing data in this study according to Miles and Huberman in (Sugiyono, 2019), qualitative analysis is divided into four parts, namely data collection, data reduction, display and data verification.

RESULTS AND DISCUSSION

In this section, the findings of related research are presented. application of local wisdom values of Acehese regional language for character building of students in improving the quality of education in State Junior High School of Samatiga District obtained from various statements of research informants. For more details, see the description below.

Implementation Local Wisdom Values of Acehese Regional Language in Forming the Character of Class VII Students at the State Junior High School in Samatiga District

The local wisdom values applied in class VII of State Junior High School, Samatiga District, West Aceh Regency are certainly intended to help the school, especially teachers, in forming better student characters. This is done by the school by implementing a school culture based on local values, especially those derived from Islamic teachings, in order to form better changes in student character, both in speaking, maintaining the cleanliness of the school environment and so on, as expressed by the principal below.

“In addition to implementing learning programs according to the existing curriculum, we from the school also utilize local wisdom values in shaping the character of students, one of which is by implementing a school culture based on local values that originate from Islamic teachings. This has changed the attitudes and behavior of students for the better. They (students) are now more polite in speaking compared to before when they still used harsh language when talking to their friends. Now they are also more polite and respect the teachers and guests who come to school. One more thing, the most obvious thing is that the school environment is getting cleaner, there is no more plastic waste or the like scattered around the school environment. This

is because there has been a growing awareness and practice of cleanliness among the school community, including its students” (Interview: FW, Principal of Junior High School 1 Samatiga, November 19, 2024).

The above expression explains that implementation of the local wisdom values of the Acehese regional language in shaping the character of grade VII students at the Samatiga District State Junior High School are given by implementing a school culture based on Islamic religious values, where teachers and students also communicate in the Acehese language. This local wisdom-based school culture is given to students by getting used to living clean and respecting each other, both with teachers and education staff and fellow schoolmates.

Meanwhile, the principal of SMPN 2 Samatiga also said something similar, stating the following:

“Actually, the practice of school culture based on local values and culture in our school has been implemented for a long time and has given very good results. This can be seen from the change in character attitudes of the students, where in the early years they entered as new students, they were still accustomed to the attitudes and behaviors innate to their environment which were sometimes not good, such as using rude and impolite language, and an unclean lifestyle. After they studied at this school for two years, there was a change in their attitudes and behavior, this can be seen from their daily clothes which are neat and clean, they no longer litter, and they use polite language when talking to their friends” (Interview: HR, Principal of Junior High School 2 Samatiga, November 22, 2024).

The above explanation explains that the application of local wisdom values in shaping the character of students in Junior High Schools in Samatiga District, West Aceh has been carried out since students entered school by providing character values such as a love of cleanliness, polite character and communicating well with fellow school community members.

The application of local Acehese wisdom values in students' lives while at school is also carried out to form students' disciplined character towards time, as stated by NA, one of the teachers at State Junior High School 2 Samatiga, namely as follows:

“Our school is a school that is close to an Islamic boarding school/dayah, so that Islamic and local culture-based school cultural practices can be easily implemented. There are several attitudes and behaviors of students that grow and develop well while they are studying at this school. For example, they are very disciplined and value time in studying, this is the influence of the learning culture applied in this school. Another thing, they also really respect and honor teachers, speak politely, and really maintain personal and environmental cleanliness” (Interview: NA Teacher of State Junior High School 2 Samatiga, November 21, 2024).

From the teacher's explanation above, it is clear that the formation of student character in State Junior High Schools in Samatiga District as seen in State Junior High School 2 Samatiga also prioritizes the character of discipline. Where the values of local wisdom are instilled in students by getting used to a disciplined life such as attending school on time and giving sanctions to students who are late. The value of discipline is also seen in learning activities by getting students used to doing assignments given by teachers in a disciplined manner.

Meanwhile, the student representative teacher of State Junior High School 1 Samatiga provided information regarding the application of local Acehese wisdom values in forming the character of students as follows:

“We at State Junior High School 1 Samatiga in terms of introducing local wisdom culture also by introducing the culture of dressing every Friday for all school residents, have fostered an attitude of love and pride in regional clothing. With this clothing culture, it also forms the attitude and character of students to always dress neatly and cleanly.” (Interview: SS, November 19, 2024).

Meanwhile, the Curriculum Representative of State Middle School 2 Samatiga also provided the following information:

"Another attitude that grows with the existence of local value-based school culture practices is the formation of behavior and attitudes that work together (mutual cooperation) and help each other in carrying out various activities at school. They also greatly respect and honor teachers and school guests, and respect and appreciate each other among students even though they have different religions. As far as our monitoring and monitoring has been carried out, they also speak politely when talking to teachers, they are able to speak politely with school guests, and we almost never find our students speaking dirty and rude language" (Interview: PH, November 25, 2024).

Implementation Local Wisdom Values of Acehnese Regional Language in Improving the Quality of Education in State Junior High Schools in Samatiga District

Language is a communication tool in the form of a system of sound symbols produced by the human speech organs. The main function of language is as a communication tool to convey information. However, it should also be noted that the function of language is basically more than just a tool to convey information, or express thoughts, feelings, or ideas.

Discussion of the function of language in learning regional languages at the Junior High School level is very meaningful. There are several reasons why the use of regional languages as the language of instruction in the world of education and teaching is offered. The first reason is related to applicable laws and regulations. Education and culture are included in the field of government that is the authority of the region.

In chapter IV, article 7 of Law Number 22, Year 1999, concerning Regional Government, it is stated that "regional authority includes authority in all areas of government, except authority in the areas of foreign policy, defense and security, justice, military and fiscal, religion, and authority in other areas". In fact, the field of education and culture is one of the areas of government that must be implemented by the Regency and City Regions, as stated in article 11, paragraph 2, chapter IV of the Law. Thus, making regional languages as the language of instruction in educational institutions is not a problem for the regional government because it is part of its authority.

In Chapter VII, Law Number 20, Year 2003, concerning the National Education System, Article 33, concerning the language of instruction, it is stated that the language of instruction in national education is Indonesian (paragraph 1); however, regional languages may be used as the language of instruction in the early stages of education if necessary in conveying certain knowledge and/or skills (paragraph 2).

The second reason is related to the effort to "force" parents to use regional languages when communicating with their children in the family or at home. It could be that the particular situation in question is learning in educational institutions that have a strong tendency to use Indonesian since kindergarten as the language of instruction. This assumption is reasonable because anyone would be worried that their children would not be able to participate in learning activities in class, because they could not master the language of instruction used. Therefore, the use of regional languages as the language of instruction in class will encourage parents to get their children used to speaking regional languages at home before entering the world of school.

The third reason is related to theoretical matters. Learning events are at least interactive events that take place between teachers and students. Interaction, in this case, is certainly language-mediated. If regional languages are required to be used as the language of instruction in learning, of course in that interaction the regional language is used. This means that learning events are enriched with an informal regional language environment that is very necessary in order for children to acquire the regional language.

As stated by (Jadidah et al., 2023), school is a very important place for the use of several aspects of language. The importance of interaction in language acquisition was stated by (Hatta, 2017). It is said that interaction can be hypothesized to contribute to language acquisition in

two ways. First, through the child's reception and understanding of the language used by the teacher.

The theory of language learning based on reception emphasizes the importance of input. The theory states that children acquire linguistic features according to their frequency as input. The more often a linguistic feature is heard by a child, the faster the feature is mastered by the child. Second, through the child's efforts to produce the language in the learning event. Swain in (Hatta, 2017) put forward the output hypothesis. This hypothesis states that children need opportunities to produce language in order to develop their level of grammatical proficiency.

This is apparently by (Hatta, 2017), output is very important for language acquisition. Thus, if the regional language is used as the language of instruction in learning, surely the mastery of the regional language by children will be improved. The role of the regional government where the author tried to take a sample from the author's domicile, namely Lamasi Timur District, hopes that the implementation of the policies to be taken can be considered by the regional government that the role of regional languages is very important in improving the quality of education. Especially at the Junior High School level in Samatiga District, this is the right moment for how the regional government pays attention to education in the region through policies taken by the regional government.

In order to improve the quality of education in various Junior High Schools in Samatiga District, West Aceh have attempted to take steps in terms of using local wisdom in the Acehese regional language. The basic services in the education sector that will be discussed here are how to implement regional language learning held in... Junior High Schools in Samatiga District, West Aceh. There are efforts to improve the quality of education, especially in terms of learning, as stated by the head of the school. State Junior High School 2 Samatiga Aceh below”

"Acehese regional languages must be cultivated to support the improvement of the quality of learning, so they must be taught even though it is in the form of *mulok*. There are several schools that study regional languages. It's just that we are constrained by teachers, so if it's a curriculum issue, we have appealed for the inclusion of Acehese regional language lessons. We expect a teacher who really understands the regional language, not like the ones in the markets, but it must be structured. It's just because there are no teachers, so almost all schools in *Junior High Schools in Samatiga District, West Aceh* not all learn regional languages, they just learn from books. So we have conveyed to the school how in the future this regional language will be held in every school. We encourage the government to appoint a minimum of one person per sub-district. So I am very concerned when there are no schools that teach regional languages (Interview: HR, Principal of Samatiga 2 Middle School, November 22, 2024)”.

The same thing was also expressed by the principal of Samatiga 1 State Middle School, who stated that:

“Acehese regional language as part of local wisdom needs to be taught in schools, the recommendation from the Education Office, must master three languages, namely, Indonesian, English and Acehese regional language, because students need regional language. The education office has also supported the curriculum for learning Acehese regional language. This can bring stories in the form of fables, *madih maja* and others in Acehese, then what is the meaning of the story, students are enthusiastic in learning. Students understand better when taught in Acehese or as an introduction in class. Accompanied and practiced with *pantun* children like it ”.

From the data that has been presented, it can be seen that Acehese regional language education, especially at the primary school level, is... Samatiga Junior High School, indeed less attention. Although there are schools that are still learning about the regional language itself, with certain efforts and efforts, schools are still able to provide time, teaching staff and facilities in the form of books obtained from purchases with school funds. With the reason that it requires our own awareness of how we preserve our region by cultivating regional languages.

Therefore, the government in this case the Education Office must do something so that the next curriculum in the next school year is fulfilled regarding regional language learning. With this change, the school is also expected to be able to raise the love of the region, especially school children, to understand and know the importance of regional language education, and how in the future students will be able to master the language wherever they are. And for that, the education office utilizes funding if it is included in regional funding. Furthermore, which can really be used to improve regional language education. The results of this study are described based on the results of interviews with selected parties according to the objectives of the study. As well as data collection methods that have been discussed in the previous chapter.

This research focuses on policy Junior High Schools in Samatiga District, West Aceh, in improving the quality of education in services, especially Acehese Regional Language Education. The location of the placement taken is Junior High Schools in Samatiga District, West Aceh, this is considering the author's own region of origin. The results of the description of this study can be presented in several supporting component details so that the problems in this study can be explained clearly, namely as follows:

Local Wisdom Values of Acehese Language Can Improve Education Service Policy as Language of Instruction

There are several reasons why the use of regional languages as the language of instruction in teaching is offered. The first reason is related to the applicable laws and regulations. Thus, if the Acehese regional language is used as the language of instruction in learning, surely the mastery of the regional language by children will be improved. Meanwhile, it states that:

The learning system in schools mostly still uses the Acehese regional language as a medium of learning, interaction usually occurs in class when the regional language is used in communication between teachers and students. The frequency is greater for teachers to use the Acehese regional language.

On the other hand, one of the School Teachers State Junior High School 2 Samatiga West Aceh States that:

For me, the Acehese regional language is a culture or wealth that needs to be developed, so it needs to be studied or taught, when teaching, 50% of us use the Acehese regional language as an introduction, because students understand the lessons given better. If possible, there needs to be a procurement of books, a language lab then combined with the arts, it is even more interesting”.

From the statement above, it can be concluded that the role of regional languages in teaching is very important. According to Swain's theory (Hatta, 2017) States that:

“Interaction can be hypothesized to contribute to language acquisition in two ways. First, through the child's reception and understanding of the language used by the teacher and second, through the child's efforts to produce that language in the learning event.”

Local Wisdom Values of Acehese Language Can Improve the Quality of Making Learning Tools

Improvement for junior high schools that create regional language learning devices (curriculum) To ensure the achievement of the quality of education organized in the regions, the Government through the Minister of National Education has set the Minimum Service Standards for Basic Education Number 15 of 2010 which has been updated Number 23 of 2013. As a benchmark for the performance of basic education services, as well as a reference in program planning and budgeting targets for each district/city area.

In the existing stages, in the basic education service standards it is stated that each teacher implements a learning implementation plan (RPP). Which is compiled based on the syllabus for each subject they teach. Teachers develop and implement assessment programs to help improve students' learning abilities. As explained in the previous chapter, the location of the

research conducted by the author, tried to study one of the schools, in this case, the School Junior High School in Samatiga District who are still carrying out the process of teaching and learning Acehese regional language education.

According to the opinion of one teacher who still teaches regional language education, he stated that:

"I personally feel called to teach Acehese regional language education as part of local wisdom, although it is not like other schools. This is also input from my own principal because we want progress in the Acehese regional language education sector, even though I am also a class teacher who teaches other subjects."

The explanation from the teacher above illustrates that educational services do not always have to wait for the regulations in the curriculum. If it is needed and considered necessary, then educational services about regional languages are mandatory. There is considering that Aceh Regional Language Education is part of character education in the Pancasila Student Profile (P5) for students. In that lesson, there are various things that will shape the character of children, such as politeness and responsibility. Because in addition to being part of character education, it also provides an understanding of nationality to students.

Mapping of Regional Language Lessons which has existed since 2009 in Junior High School 2 Samatiga, has created a curriculum for the Acehese regional language subject with stages per semester (Odd and Even), where the Standard Competencies for the learning process are reading, listening and writing. The teacher's explanation states that:

"This school teaches the regional language of the Acehese people, but for the Acehese language it is complete with the written letters, while for the Acehese language it is only the conversation and dialect."

This educational service can be an example as evidence of seriousness in the world of education. Because of the shortcomings in improving services, it is able to encourage the creation of a teaching process which is not in the national curriculum. This is where a policy lies because the decisions taken are right and towards the target which aims to improve the quality of education. In other words, the national education system always faces challenges according to the demands of changes in local, national, and global life. So that it is necessary to carry out directed and continuous renewal. In order to improve performance in equalizing educational opportunities, improving quality, relevance, and efficiency as well as education management.

CONCLUSION

Based on the results of the research and discussion above, it can be concluded that the application of local wisdom values of the Acehese regional language can shape the character of class VII students at the Samatiga District State Junior High School such as discipline, polite greetings in communicating, increasing patriotism/love for the country, character of attention to local customs and cultural values and obedience to various school rules. The application of local wisdom values of the Acehese regional language can improve the quality of learning at the State Junior High School of Samatiga District, which is indicated by the ease of students' understanding of the material from the teacher, can be used as an introductory language for opening learning by teachers and can be used as various real examples in the student environment in compiling learning devices.

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