

Local Wisdom Integration in Islamic Education: Empowering Professionalism of Future Elementary School Educators

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Abstract

This study aims to analyze the religious character and independence of elementary school teacher candidates through Project Based Learning (PjBL) based local wisdom and to analyze the effect of the PjBL model based local wisdom on the religious character and independence of elementary school teacher candidates. This research is a combination research (Mixed Methods). The combined method design model used in this research is a sequential exploratory design. The subjects in this study totaled 120 elementary school teacher candidates in semester 6 who were joined in three classes. The first stage is to use a qualitative approach using data collection techniques through observation, interviews, and documentation through project-based learning. Test the validity of the data using triangulation techniques. The data analysis technique for the Miles, Huberman and Saldana model consists of three stages, namely data condensation, data display, and conclusions. The next stage is a quantitative study using a quasi-experimental type with nonequivalent control group design. The sample technique used was simple random sampling so that two classes were selected as the experimental class and one class as the control class. Data collection techniques using a questionnaire. The data analysis technique uses a statistical test, namely the Mann Withney-U test. The results of the analysis show that: 1) local wisdom plays an important role in learning in elementary schools, especially in developing religious character and self-confidence; 2) the project-based learning model based local wisdom can be used to strengthen the religious character and independence of prospective elementary school teachers as an effort to foster professionalism; 3) Project-based learning based local wisdom has a significant effect on the religious character and independence of prospective elementary school teachers with respective significance values of 0.002 and 0.003 meaning less than 0.05; 4) Religious character in terms of gender shows that women have a higher religious character than men; 5) Independence in terms of gender shows that men have higher independence than women.

Keywords: Local Wisdom, PjBL, Religious Character, Independence

INTRODUCTION

Teachers are an important element in education (Ludwikowska, 2019; Fredy, et al: 2022). Rosni (2021) states that the main factor that must be owned by a teacher is competence. Fredy, et al (2022) stated that competence can be interpreted as an ability to do a job based on skills and knowledge and supported by a work ethic that is relevant to the job. Meanwhile, according to Law No. 14 of 2005 concerning Teachers and Lecturers, competence is a set of knowledge, skills and attitudes that must be mastered and practiced by teachers in carrying out professional duties.

Symeonidis (2019) states that teacher competence indirectly affects student performance and achievement. The more competent a teacher, the performance and student achievement tend to increase. It is continued in Ludwikowska (2019) explaining that in order to increase students' knowledge and skills, a teacher must be competent and professional. In the context of teaching, a competent teacher is a teacher who is committed to student development and learning goals. Professional teachers are teachers who have the competencies as stipulated in the Regulation of the Minister of National Education No. 16 of 2017 concerning Academic Qualification Standards and Teacher Competency, namely teachers who have pedagogical competence, social competence, professional competence, and personal competence.

Pedagogic competence relates to mastery of student characteristics, mastery of learning theory, mastery of using information technology, mastery of making evaluations, and so on. Personality competence is related to the attitude of a teacher such as acting in accordance with applicable norms, having a noble character, being authoritative, and having a high work ethic. Social competence is related to the ability of a teacher to communicate effectively and politely, not discriminatory, and so on. Meanwhile, professional competence relates to material mastery, creative material development, sustainable professional development, and so on. Caena & Redecker (2019) states that a professional teacher must be responsible for preparing the environment and student learning experience. A teacher must be able to build trusting relationships with students, develop learning strategies and techniques to trigger student creativity, develop teamwork, and understand student characteristics and be able to develop student potential.

Given the importance of teacher professionalism for students, PGSD students as prospective teachers must be able to master and have teacher competence before practicing directly at school. So that prospective elementary school teachers are ready to educate and teach elementary school students. Teacher competencies that have been determined by the government need to be owned by prospective elementary school teachers in order to develop their professionalism. Teacher professionalism can be interpreted as the ability of teachers to carry out their teaching profession with high abilities (Taufiqurrahman, 2021). Professional teachers are teachers who have special abilities and expertise in the field of teacher training so that they can carry out their duties and functions as a teacher with maximum abilities. It was also explained that professional teachers are teachers who can provide the best service to students with their abilities, so that students can receive and understand the delivery of the material provided (R. Dewi & Khotimah, 2020).

Religious character and independence must be owned by a teacher because it is one of the efforts in developing competencies, especially personality competencies. Even religious character becomes the main aspect of character education. As mandated in Presidential Regulation No. 87

of 2017 concerning strengthening character education. Religious character is placed in the first position indicating the magnitude of the role of religious character for every student in Indonesia. Marzuki, et al (2018) stated that religious character is an important aspect and strategy in achieving national education goals. Indawati et al (2022) explained that religious character education is a character that must be firmly instilled by an educator. This is because before educating children, a teacher must be a good role model for students. Adnan, et al. (2021) emphasized that with a good religious attitude, a balance will be found between the functions of the mind and heart so that a person can think well, be calm, and be patient. Strengthened by Abdel-Klalek & Lester (2017), individuals in this case are prospective elementary school teachers who are religious are considered more capable of coping with the psychological pressures experienced in learning activities. Spiritually healthy individuals or students will have positive implications for the progress of national education (Anita & Kartowagiran, 2019). Especially in the midst of the rapid development of globalization which is very complex, it requires individuals who have a strong soul so that they avoid despair, depression, stress, and even suicide (Mufron, et al: 2021).

In addition to religious character, independence is important for educators or prospective teachers to have. Khayitovna (2023) explains that independence is a demand in today's education system, including the ability to solve problems and think critically and creatively. However, some of the problems that occur are the lack of emphasis on independence in the higher education system, including the ability to think critically and creatively and think systematically and analytically. Independence must be emphasized in the education system because it is a form of organizing the educational process that is able to stimulate activity and encourage student learning. Independent learning is an important factor in becoming a professional individual (Khayitovna, 2023). Mashrabovna & Kizi (2022) also reinforces that having an independent character will form quality individuals such as being able to find solutions to every problem and easily master topics that are difficult to understand.

Given the importance of religious character and independence that must be possessed by educators, efforts are needed to develop these characters, namely by using project based learning. Project-based learning provides a great opportunity for students to learn independently and make learning more meaningful (Sumarni, 2015; Hava & Michal, 2015; Suryandari, et al: 2017). This is also corroborated by the findings of Erwantiningsih, et al (2021) that project-based learning is proven to have a significant influence on independence. It was explained in his research that so far higher education institutions have not been optimal in producing competent student output and surviving in the competitive world of work, so that through project-based learning, learning is appropriate in shaping student independence through making projects and applying them to the real world. Project-based learning also provides deep freedom of thought so as to be able to develop problem solving skills, think creatively and critically (Hanafiah & Suhana, 2009; Suryandari, et al: 2017; Suryandari, et al: 2018; Fatimah, 2018). Project learning can also be used to develop students' religious character. Fatgehipon, et al (2021) explained that through project-based learning can develop anti-radicalism attitudes between individuals. The existence of collaboration between students will form a great attitude of tolerance such as accepting differences of opinion in order to find the right concept. Tolerance and respect for differences is one aspect of religious attitude and religious moderation.

There have been many studies examining project-based learning to develop religious character and independence. The findings of Erwantiningsih, et al (2021) lead to the conclusion that project-based learning is proven to have a significant effect on independence. Through quantitative analysis of student independence, the value of t count is greater than t table so that project-based learning affects student independence. The research results of Thamrin, et al (2022) also prove that project-based learning is effectively used in improving the quality of learning and independence. Through a quasi-experimental research design with a posttest control group design and analyzed with the Mann Whitney-U test, it was concluded that the project-based learning model affected students' independence. Other research was found by Sakinah, et al (2022) that through R&D research, project-based learning designs were stated to be valid, practical, and effective for increasing student independent learning. In addition, other findings that examine project-based learning can develop students' religious character. As in research by Fatgehipon, et al (2021) which proved that the development of project-based learning through the R&D research stage was proven to be able to develop an anti-radicalism attitude between individuals. The existence of collaboration between students will form a great attitude of tolerance such as accepting differences of opinion to find the right concept. Other findings from Lutfiyatun, et al (2023) also resulted in findings that through the development of a project-based model with R&D stages it was proven valid and effective in internalizing the religious character of religious moderation. Through pre-project, project implementation, and post-project activities students will learn about tolerance such as respecting others, accepting differences, and not forcing others to have the same thoughts and actions.

Local wisdom integrated learning can provide students with the opportunity to analyze their environment in depth. By getting to know their environment better, students will be more easily able to analyze local potential that can then become a learning resource for students. This is relevant to research conducted by Rahmat et al. (Rahmat et al., 2023) which found that local potential in the form of musical arts has been proven to provide students with an understanding of science concepts. Furthermore, Chajjalearn (Chajjalearn et al., 2023) produced findings on how to develop local wisdom as a learning medium in improving problem-solving skills. Chen (Chen, 2022) also proved that by utilizing local potential, one can develop self-efficacy and environmental awareness.

Based on the background above, this study aims to analyze project-based learning based local wisdom in developing the religious character and independence of prospective elementary school teachers. This study took the subject of 6th semester elementary school teacher candidates, totaling 3 classes with a total of 120 elementary school teacher candidates. This research was a combination research (Mixed Methods). Sugiyono (2013) states that mixed methods research is a research method that combines or combines quantitative methods and qualitative methods to be used together in a research activity to obtain more comprehensive, valid, reliable and objective data. Comprehensive data is complete data which is a combination of quantitative data and qualitative data. Meanwhile, Creswell (2009) mentions that this combination research is also known as multimethods, convergence, and combine. The combined method design model used in this research is a sequential exploratory design, namely a combination research method that combines qualitative and quantitative research methods sequentially, the first stage of the research uses qualitative methods and the second stage uses quantitative methods (Sugiyono, 2013). Qualitative

methods function to find hypotheses in certain cases or limited samples, and quantitative methods function to test hypotheses in a wider population. So, this method is useful for finding hypotheses and at the same time proving the external validity of these hypotheses.

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The first stage is to use a qualitative approach, namely by analyzing the religious character and independence of elementary school teacher candidates through observation, interviews, and documentation through project-based learning. Test the validity of the data using triangulation techniques. This study uses the data analysis technique of the Miles, Huberman, and Saldana model which consists of three stages, namely data condensation, data display, and conclusions (Miles et al., 2014). The results of the qualitative analysis are used as a reference in the quantitative phase of the research. This stage uses a quasi-experimental type with nonequivalent control group design. The population in this study were all 6th semester elementary school teacher candidates, totaling 120 students. The sample technique used was simple random sampling so that two classes were selected as the experimental class and one class as the control class. The data collection technique in this quantitative research phase was to use a questionnaire with five alternative answer choices, namely Strongly Agree, Agree, Fairly Agree, Less Agree, Disagree for measuring the independence of elementary school teacher candidates. The measurement of religious character is carried out using The Muslim Religiosity-Personality Inventory (MRPI) adapted from Krauss (2015), namely with a Likert size scale of 1 (low) to 5 (high). The MPRI test consists of two main dimensions, namely Islamic worldview and religious personality. However, this research only examines the dimensions of religious personality, this adjusts to the focus of measurement and analysis on the religious character of prospective elementary school teachers. The hypothesis test in this study uses the Mann Withney-U test, because the resulting data is not normally distributed.

DISCUSSION

This research was conducted for three months for elementary school teacher candidates in the 6th semester to analyze the implementation of project-based learning based local wisdom in strengthening the religious character and independence of elementary school teacher candidates through a mixed method approach. The first stage was carried out qualitatively through observation, interviews and documentation techniques. The following is a description of the subject of this study.

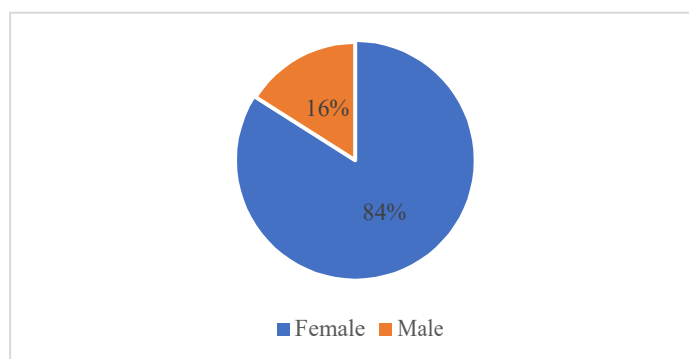


Figure 1. Characteristics of respondents based on gender

Figure 1 shows that the characteristics of respondents based on gender are 84% (100) female and 16% (20) male. Based on the results of observations, the religious character of prospective elementary school teachers during learning using the PjBL model based local wisdom for six months showed a good improvement. Religious character on the religious personality dimension analyzed includes three indicators, namely personal, social, and ritual. Following are the results of the observation table of the religious character of prospective elementary school teachers for each indicator.

Table 1. Religious Characteristics of Prospective Elementary School Teachers Based on Each Indicator

Dimention	Indicator	Percentage	Category
<i>religious personality</i>	Personality	80	Good
	Social	75	Good
	Rituals	83	Very Good
Average		79,34	Good

Table 1 shows indicators of the religious character of prospective elementary school teachers through PJBL based local wisdom. The results showed that the religious character of prospective elementary school teachers was in the good category with a percentage of 79.34%. Figure 2 is a comparison of religious characters.

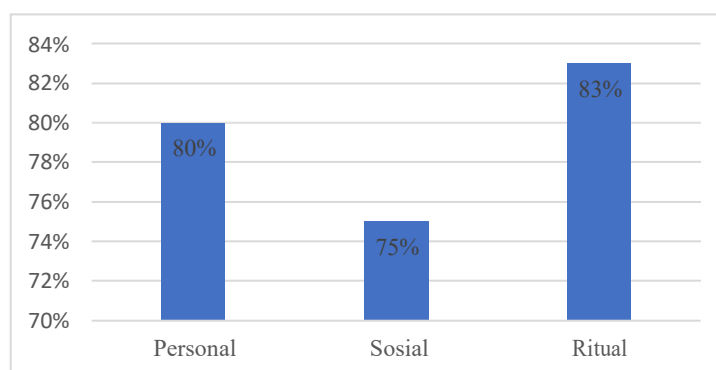


Figure 2. Comparison of Religious Character for each indicator

Figure 2 explains that the religious character of elementary school teacher candidates on the ritual indicator shows the highest percentage compared to the other indicators, with an achievement percentage of 83%. The ritual aspect relates to an individual who performs his ritual obligations in the religion he adheres to. For example praying, fasting, zakat, praying, reading the holy book, going to places of worship, and so on. This aspect of the ritual is usually carried out on campus by praying and praying in congregation at the prayer room. Based on the results of interviews with several prospective elementary school teachers, they are consistent with the Dhuha prayer schedule and congregational prayers at the prayer room. The mosque is a strategic place in developing religious character, especially in the ritual aspect. It can be seen that based on the results of observations and documentation, several elementary school teacher candidates worship and recite the holy book or even do murojaah with others. This aspect of the ritual, even though it is an attitude that is usually and repeatedly carried out in everyday life, but with positive activities that are carried out routinely and consistently will shape the character in depth. Based on the results of interviews with several elementary school teacher candidates, their motivation for carrying out routine ritual activities is to deepen worship and increase faith and piety to Allah SWT. In addition, there are also those who explain that worship is the obligation of every individual in the world. So we should do worship.

The formation of religious character in this case can be developed through project-based learning, which can be developed by providing a project to carry out the refraction of attitudes that contain religious values. the lecturer gives daily journals to prospective elementary school teachers to do habituation projects every day. The existence of this daily journal as a form of monitoring lecturers during project learning. This project can be done in groups as well as individually. Projects that can be carried out in groups are by praying in congregation and murojaah. Based on the results of observations and documentation, prospective elementary school teachers are enthusiastic about carrying out projects directed by educators. Having a religious-based project will increase one's faith and form the mentality of prospective elementary school teachers who are strong and always think positively so they don't easily give up when given challenges. Pridayanti, et al (2022) mentioned in their findings that every individual must have a religious character. Religious character is the main foundation in developing other characters because religious values serve as guidelines or directions for doing good deeds.

The results of the interviews show that prospective elementary school teachers are happy with project-based learning based local wisdom. With the existence of the project, prospective elementary school teachers are accustomed to cooperation to form an attitude of tolerance and mutual respect between differences. Tolerance is an aspect of religious character so that it will form high social attitudes for prospective elementary school teachers. Based on the results of the analysis, the aspect of cooperation which in this case is the social aspect in terms of religious character shows a good category with an achievement percentage of 75%. Even though in analysis, the social aspect is the lowest compared to other aspects, it still shows a good category so that it can be concluded that prospective elementary school teachers have religious character in high social aspects. Social attitude in this case is an attitude of tolerance which is an attitude that needs to be owned by prospective elementary school teachers so that it will form good personality and social competence before becoming a teacher in school. Dewi & Stefany (2019) state that a teacher needs to have a good attitude of tolerance because the teacher will educate diverse students.

In the aspect of independence, project-based learning makes a major contribution to developing independent character. The following is an independent profile of prospective elementary school teachers.

Table 2. Independence of Prospective Elementary School Teachers

Indicator	Percentage	Category
Initiative and intrinsic learning motivation	89	Very Good
The habit of diagnosing the need for self-study	87	Very Good
Setting goals/targets	88	Very Good
Monitoring, organizing, and controlling learning activities	85	Very Good
View difficulties as challenges	86	Very Good
Utilize and search for relevant learning resources	85	Very Good
Choose, implement learning strategies	85	Very Good
Evaluate the process and learning outcomes	80	Very Good
Self ability	85	Very Good
Average	85,56	Very Good

Table 2 shows indicators of independence for prospective elementary school teachers through PJBL. The results showed that the independent character of prospective elementary school teachers was in the good category with a percentage of 85.56%. Figure 3 is a comparison of independence.

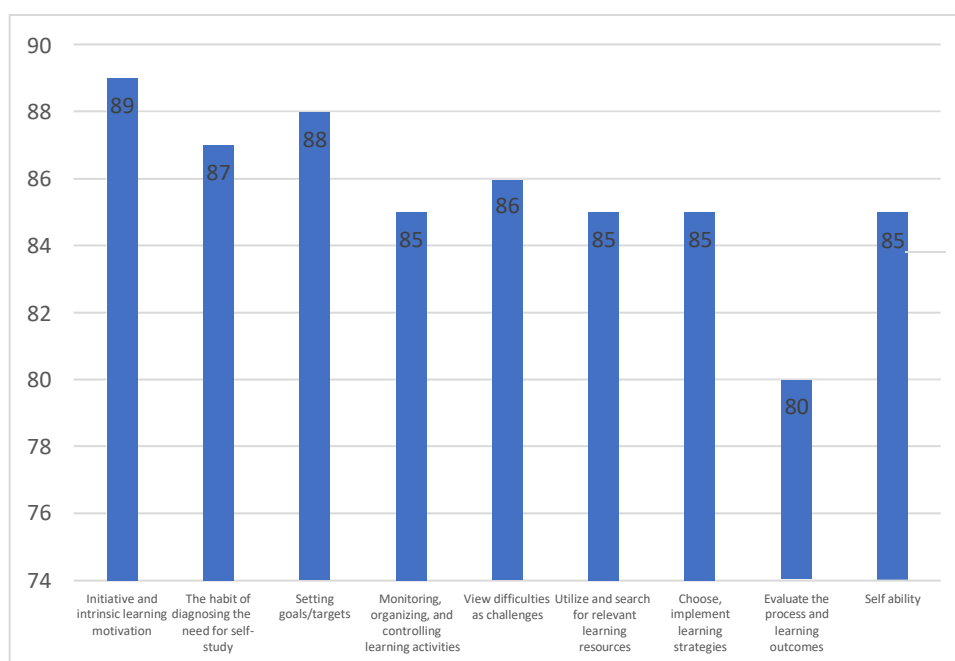


Figure 3. Comparison of the Independence of each indicator

Figure 3 explains that the independence of prospective elementary school teachers on indicators of initiative and intrinsic learning motivation shows the largest percentage compared to other indicators, namely the percentage of achievement of 89%. However, in all indicators, the independence of elementary school teacher candidates shows a very good category. Reviewing the results of this analysis, it can be seen that the project-based learning model is proven to be able to develop the independence of prospective elementary school teachers very well. This result is in line with research conducted by Ariyanto, et al (2022) that the PjBL model is proven to be able to increase student independence. Likewise, the research results of Kasiyanti & Hayati (2022) show that the PjBL model has proven effective in increasing student independence.

Aspects of initiative and intrinsic learning motivation are big aspects compared to other aspects in the independence of prospective elementary school teachers. Based on the results of observations and documentation, prospective elementary school teachers often provide questions or respond to creative ideas related to learning topics. Especially when lecturers do brainstorming, many students feel challenged to provide responses in each case study given by the lecturer. Brainstorming is an activity to explore understanding of prospective elementary school teachers and at the same time be able to develop critical and creative thinking skills as well as problem solving skills. This is in line with the research of Suryandari, et al (2017) and Ganaphaty, et al (2017) that brainstorming activities can develop students' reasoning abilities and train problem solving skills.

Based on the interview results, project-based learning based local wisdom provides many opportunities for students to learn independently in discovering a concept. With this independence, students will be more creative in finding a lot of reference literature. The many and extensive reference excavation activities will also train in developing literacy skills. The results of the interviews also showed that the majority of prospective elementary school teachers used library facilities to find literature.

Table 3. Types of Student Literature Searches

No	Type literature	Percentage (%)
1	Scientific journals	60
2	Proceedings	10
3	Books	25
4	Videos	5
5	Thesis	0
Total		100

Based on table 3, 60% of students do more literature searches from scientific journals. The results of the interviews show that prospective elementary school teachers have more access to scientific journals in finding a concept because there are many creative ideas contained in the contents of the journal, besides that scientific journals, are valid and reliable references due to the research process. The existence of internet facilities makes it easier for prospective elementary school teachers to access scientific journals and other references. Stephani Bell (2010) explains that in the 21st century students use computers in more advanced ways. Especially in project-based learning, in the problem-solving process segment, students can use a lot of knowledge by using internet facilities. Therefore learning by using ICT is also an important factor in learning.

The use of ICT in learning can be used as a support in project-based learning. Malini Ganapathy, et al (2017) explained their findings that most of the educators surveyed stated that various ICT tools used in learning can help develop student independence. They think that the use of ICT/ICT to gather and present information related to materials allows easy access to various online information and helps to plan learning and search for new information. In addition, the use of ICT can make learning more interesting and interactive for students in today's digital era. Students will be able to study in a more productive environment.

Project-based learning is proven to be able to develop student independence. Purnomo & Ekantini (2023) found that project-based learning is proven to increase student independence. Strengthened in Thamrin's research, (2022) also proves that project-based learning is effectively used in improving the quality of learning and independence. Project-based learning makes an alternative in developing student independence. Based on the results of observations, it was seen that many students carried out activities independently with the team to search for literature and complete projects given by lecturers.

Based on the results of the questionnaire analysis, religious character and independence were processed into high, medium and low classifications. Table 4 is a comparison of the percentage of religious character and independence in terms of gender..

Table 4. Percentage of religious character classification in terms of gender

Aspects	Classification	Gender	
		Male	Female
Religion	High	40%	60%
	Medium	60%	40%
	Low	-	-
Independence	High	85%	55%
	Medium	15%	45%
	Low	-	-

Table 4 shows that the aspect of religious character in terms of gender proves that women have better religious character than men. However, in contrast to the aspect of independence, men are better than women. These results indicate that men are more independent than women, while women have a religious character compared to men. This result is in line with Basri's research (2015) that women have a higher religious character than men. Strengthened in research by Ortega & Kauss (2013) proving that women's religiosity is higher than men's. Ismail (2009) also confirmed that the religious character of women is higher than that of men. This can also be seen based on the results of observations that the majority are female students who often worship in the prayer room and carry out other religious activities. Women tend to have more worship time than men. Based on the results of the interviews, it was also stated that women do not have much burden in life so they have more time to worship compared to men who have the burden of being breadwinners..

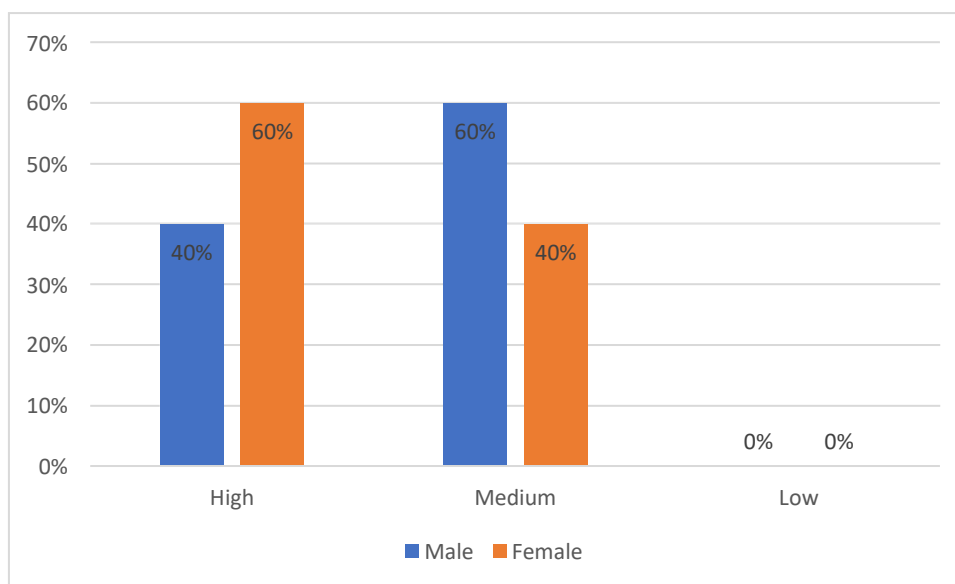


Figure 4. Classification of Religious Character in terms of Gender

The aspect of male independence is higher than that of women because based on the results of the analysis that men are used to parenting in the family who are educated to be independent because a man is a leader in the family so he must have the courage to stand alone / be independent. Meanwhile, women tend to be educated to follow the direction of their parents' upbringing and tend to need more help from others than men. These results are relevant to Tagela (2021) that gender has a significant difference in independence. Male sex is proven to have better independence than women. Likewise the results of research by Hasmalawati & Hasanati (2018) that there are significant differences in the independence of men and women. Men have higher independence than women.

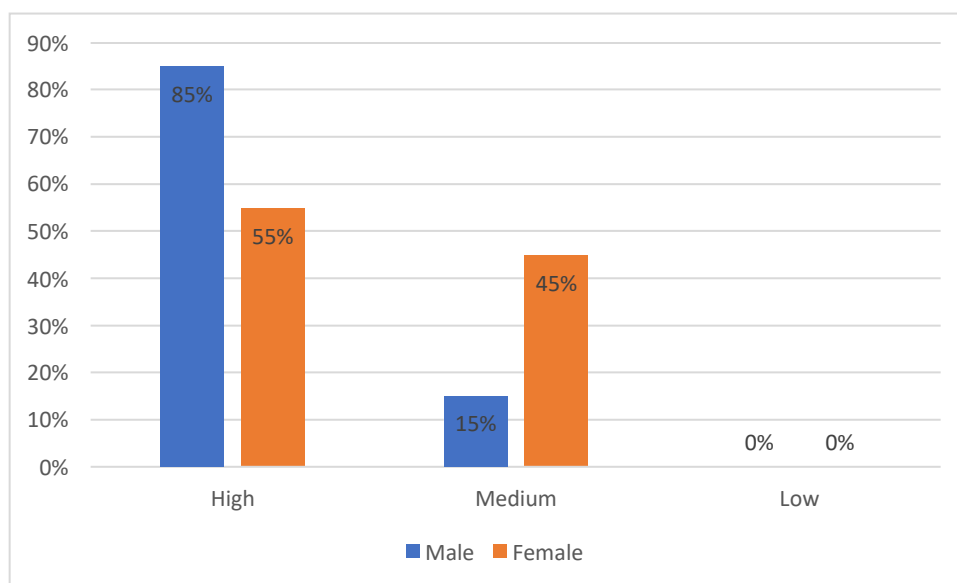


Figure 5. Classification of Independence in terms of Gender

Based on the results of the questionnaire analysis, project-based learning has proven to have an impact on the development of religious character and the independence of prospective elementary school teachers. This is also proven by the results of statistical tests. Based on the results of hypothesis testing using the Man-Whitney-U test, a summary of the results is shown in Table 5. The hypotheses in this study are:

Hypothesis 1: There is an effect of project-based learning on the religious character of prospective elementary school teachers.

Hypothesis 2: There is an effect of project-based learning on the independence of prospective elementary school teachers.

Table 5. Summary of Mann-Whitney-U Results

Test Statistics^a	
	Religion
Mann-Whitney U	360.000
Wilcoxon W	990.000
Z	-2.977
Asymp. Sig. (2-tailed)	.002

a. Grouping Variable: class

Table 5 shows that project-based learning has an effect on the religious character of elementary school teacher candidates with a significance value of $0.002 < 0.05$. These results are relevant to the findings of Fatgehipon, et al (2021) which prove that the development of project-based learning through the R&D research stage is proven to be able to develop an anti-radicalism attitude among individuals. The existence of collaboration between students will form a great attitude of tolerance such as accepting differences of opinion to find the right concept. Other findings from Lutfiyatun, et al (2023) also resulted in findings that through the development of a project-based model with R&D stages, it was proven valid and effective in internalizing the religious character of religious moderation. Through pre-project, project implementation, and post-project activities students will learn about tolerance such as respecting others, accepting differences, and not forcing others to have the same thoughts and actions.

Table 5. Summary of Mann-Whitney-U Results

Test Statistics^a	
	Independence
Mann-Whitney U	235.000
Wilcoxon W	670.000
Z	-2.608
Asymp. Sig. (2-tailed)	.003

a. Grouping Variable: Class

Table 5 shows that project-based learning has an effect on the independence of prospective elementary school teachers, with a significance value of $0.003 < 0.05$. These results are relevant to research by Thamrin, et al (2022) which also proves that project-based learning is effective in improving the quality of learning and independence. Through a quasi-experimental research design

with a posttest control group design and analyzed with the Mann Whitney-U test, it was concluded that the project-based learning model had an effect on students' independence. Other research was found by Sakinah, et al (2022) that through R&D research, project-based learning designs were stated to be valid, practical, and effective for increasing student independent learning.

CONCLUSION

The results of the study show that: 1) local wisdom plays an important role in learning in elementary schools, especially in developing religious character and self-confidence; 2) the project-based learning model based local wisdom can be used to strengthen the religious character and independence of prospective elementary school teachers as an effort to foster professionalism; 3) Project-based learning has a significant effect on the religious character and independence of prospective elementary school teachers with respective significance values of 0.002 and 0.003 meaning less than 0.05; 4) Religious character in terms of gender shows that women have a higher religious character than men; 5) Independence in terms of gender shows that men have higher independence than women.

Future research is expected to be able to measure other variables besides religious character and independence in project-based learning. HOTS variables, critical and creative thinking skills, and problem-solving skills can be measured.

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