



Analysis of social sensitivity through a'maudu's local culture at elementary school

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Abstract

This thesis discusses the analysis of social sensitivity through a'maudu local culture a'maudu at SDN No. 101 Pattallassang Presidential Instruction, Pattallassang District, Takalar Regency. The formulation of the problem in this thesis are: 1) How is the social sensitivity formed in the implementation of local a'maudu culture at SDN No. 101 Pattallassang Presidential Instruction, Pattallassang District, Takalar Regency. 2) How are supporting faculties and inhibitors of the formation of social sensitivity in the implementation of local culture a'maudu at SDN No 101 Presidential Instruction Pattallassang, Pattallassang District, Takalar Regency. The objectives were : 1) To analyze the formation of social sensitivity in the implementation of local culture a'maudu at SDN No. 101 Pattallassang Presidential Instruction, Takalar Regency. 2) To analyze supporting factors and inhibiting for the formation of social sensitivity in the implementation of local culture a'maudu at SDN No. 101 Inpres Pattallassang, Takalar Regency. This study by the author applied, observation, and documentation methods. As for the analysis, qualitative descriptive analysis techniques, namely in the form of written or oral data from people and behavior observed so that in this case the author found out to conduct research that is through description of the actual circumstances. In addition, the validity of the data in check applied triangulation, triangulation techniques and time triangulation. The results of this study showed that this form of social sensitivity consists of empathy, social care and building harmony. Supporting factors were parental support and teacher assistance in the classroom, while the inhibiting factors were the students' economic background and environmental influences. The implication or suggestion of this study were to always follow the implementation of local culture a'maudu that can form an attitude of sensitivity, social action and build harmony in schools so that our culture was not extinct become and still survives from time to time".

Keywords: Social Sensitivity; Empathy; Social Actions; and Building Harmony.

PRELIMINARY

Globalization has significantly shifted indigenous Indonesian local cultural values. Foreign cultural values develop so rapidly in people's lives that they have a broad impact on environmental balance. Part of people's lives are still firm in maintaining traditions, in contrast to people who experience a shift in values. The reality of shifting cultural values causes local cultural values to be forgotten.

IndonesiaIndonesia is one of the largest archipelagic countries in the world which has various ethnic groups. Not only ethnic groups, there are also many languages and almost every tribe has its own language

characteristics. This shows that Indonesia is rich in culture. For example, in South Sulawesi, in the life of the Makassar people there are various cultures and philosophies. One of the cultural diversity is called "a'maudu" which is a reflection of the local culture that has been continuously guarded and preserved by the people of Makassar who are in Takalar Regency.

One of the subjects in elementary school that plays a significant role in developing culture is Social Studies (IPS). The main objective of social studies learning in elementary schools is to instill awareness of individual positions, both in their capacity as

individuals and as members of the community. This learning is strategic. This means that the success of social studies learning in elementary schools will lead students to a culturally aware situation. They are expected to have the awareness that they cannot live apart from the wider social-cultural network of life. Therefore, they must also have a commendable personality.

Moralor manners can be instilled in students through knowledge of Indonesian cultures. Schools as providers of education are instruments for maintaining and passing on good culture for the lives of students.

The flow of globalization can threaten the existence of Indonesian culture, for example, such as the loss of the culture of friendship, the decline in the sense of nationalism and the fading of the nature of kinship and self-confidence as a nation. Islamic cultural values that lead to the destruction of Islamic civilization. Therefore, the purpose of this study was to examine social sensitivity through the local culture of a'maudu at SDN No. 101 Inpres Pattallassang, Pattallassang District, Takalar Regency.

RESEARCH METHODS

Techniquedata collection by triangulation, data analysis is inductive/qualitative and qualitative research results emphasize meaning rather than generalization. So, in this study the author uses a descriptive approach and uses a qualitative type of research. This qualitative research is used to understand the actions of the subjects and objects studied through qualitative research techniques such as in-depth interviews and documentation. Because to get results from in-depth research on social sensitivity through local a'maudu culture, it would be better if it was done by means of observation, interviews and documentation.

RESULTS AND DISCUSSION

A. Research result

1. Formation of social sensitivity through the implementation of the local a'maudu culture at SDN No 101 Inpres Pattallassang.

The results of the data analysis show that the attitude of social sensitivity is formed in the implementation of the local a'maudu culture through several aspects, namely:

- a. Student Participation
- b. Cooperation, and
- c. Student concern

2. Factors that support and hinder the formation of social sensitivity in the implementation of local a'maudu culture at SDN No. 101 Inpres Pattallassang.

Then regarding the factors that support the formation of social sensitivity around the implementation of the local a'maudu culture at SDN No. 101 Pattallassang Presidential Instruction, Takalar Regency, there are the following aspects:

- a. School support
- b. Teacher assistance in class

Furthermore, regarding the factors that hinder the formation of social sensitivity around the implementation of the local culture of a'maudu at SDN No. 101 Inpres Pattallassang, Takalar Regency, there are the following aspects:

- a. Technological development
- b. Economic background

B. Discussion

Based on the results of interviews and observations (observations) made regarding the attitude of students' social sensitivity that appears in the implementation of a'maudu including attitudes of empathy, social care and building harmony is described as follows:

1. Formation of social sensitivity in the implementation of local a'maudu culture at SD Negeri no 101 Presidential Instruction Pattallassang

From the results of interviews and observations during the study regarding a student's social sensitivity to the surrounding environment which was assessed based on the implementation of a'maudu at SD Negeri No. 101 Inpres Pattallassang Takalar Regency and from the three attitudes, they are as follows:

a. Empathy

From the results of student interviews, the attitude of empathy that is built is the understanding of students that in this a'maudu activity students can learn to understand the conditions of the people around them and participate in this activity regardless of economic status. This is evidenced by the enthusiasm of students in preparing for the implementation of activities, including: preparing the event venue, decorating baskets, decorating eggs, and participating in activities or competitions held at school together and ending with a meal together.

In line with the results of Rosala's research (2016), in the context of art and cultural education it can be used as a medium to hone sensitivity related to aesthetics. So the results of the existing civilization of the Indonesian nation are very important to be considered, absorbed, and internalized both the value of the philosophy of life and the beauty that is stored in it, local wisdom actually contains a lot of exemplary and life wisdom.

b. social concern

Based on the results of interviews conducted regarding social awareness obtained in this a'maudu activity, that in building a sense of social awareness it is supported by the participation of the school principal, teachers and parents of students. This can be seen from the role and support of school principals, teachers and parents in every a'maudu activity to always understand the surrounding environment through an

understanding of Islamic teachings, especially a sense of social concern. It can be seen that the students never questioned the types of contributions from other students, so that the implementation of this a'maudu activity could run smoothly..

Likewise, the results of Isnaeni's research (2017), that Islamic religious education plays an important role in increasing children's social sensitivity in their daily lives through appreciation and practice of the values in the teachings of Islam.

c. Build harmony

The results of this study related to building harmony in the school environment during the implementation of a'maudu, it was found that students carried out activities ranging from preparation, decorating eggs, decorating baskets, to the final agenda, namely eating together, everything was done in full cohesiveness, collaborating and helping each other in completing their duties and responsibilities. None of them disturb other friends so that there is harmony in the class. This was realized because of the role of the Principal and Teachers in providing teaching and understanding to students in the implementation of this a'maudu activity, as well as the role of the parents of students in supporting the achievement of this activity.

The results of the study are also supported by Mahariyani (2018), the impact of the program for fostering students' religious tolerance at the Kauman 1 State Elementary School in Malang City, among others: students accept each other, respect friends of different religions, mingle together, and work together.

2. Factors that support and hinder social sensitivity in the implementation of local a'maudu culture at SD Negeri no 101 Inpres Pattallassang

a. Supporting factors

From the results of interviews and observations during the study, the supporting

factors of social sensitivity in the implementation of local culture at SDN No. 101 Inpres Pattallassang include:

- 1) Student participation and parental support
- 2) Teacher assistance in class
- b. Obstacle factor
 - 1) Student economic background
 - 2) The influence of the student's environment

CONCLUSION

A. Conclusion

Based on the results of the discussion on the Analysis of Social Sensitivity Through A'maudu Local Culture at SDN No. 101 Inpres Pattallassang, it can be concluded:

1. Social sensitivity of students on the implementation of local culture in a'mauduSDN No. 101 Inpres Pattallassang, Pattallassang sub-district, Takalar district consists of:
 - a. Empathy
 - b. Social care, and
 - c. Build harmony
2. Factors supporting and inhibiting social sensitivity in the implementation of the local a'maudu culture at SDN No. 101 Pattallassang Presidential Decree, Pattallassang sub-district, Takalar district.

Supporting factors of this implementation namely; (1) student participation and parental support, and (2) teacher assistance in class.

The inhibiting factors and constraints of the teacher's strategy in building students' social sensitivity are: (1) the school budget, and (2) the different backgrounds of students.

B. Suggestion

From the conclusions above, suggestions that can be put forward by the author are as follows:

Teachers should always try to improve the local culture in Takalar district so that it can increase student motivation in various local cultural implementations and can integrate cultural values in classroom learning

Students must always follow the implementation of the local a'maudu culture which can create sensitivity, social action and build harmony in schools. Students are also more obedient to the assignments given by the teacher and do not underestimate the assignments given.

It is hoped that the results of the research will become recommendations for the development of learning related to the implementation of local culture in building social sensitivity.

Researchers hope that at other times they will be able to develop this research and relate it to other phenomena, so that it will be more interesting and for other readers this research can be an initial capital to make other studies.

For related agencies as a recommendation for the development and improvement of the quality of the implementation of socio-cultural activities in Takalar Regency related to the development of social sensitivity.

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