

## Culture-Based Character Education Communications in Bukit Wolio Indah

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### ABSTRACT

*The development of culture-based character-based education needs to be a regional program, especially for the people of Bukit Wolio Indah Village. In developing culture-based character communication, it has not been fully maximized so that the development of culture-based character education in Bukit Wolio Indah Village in the spiritual, emotional and intellectual fields has not been so balanced and harmonious. In addition, there are many teenagers and young people who apparently do not know or are not familiar with the existing culture-based character education and it turns out that it contains noble character values. The method of this service activity is a descriptive qualitative study method. This method is the result of the author's ideas which are then developed based on theories that are in accordance with the discussion. The results of this service explain that the process of character building based on culture has been able to instill values that are grown and developed in the form of basic cultural values. These values include honesty, trustworthiness, togetherness, tolerance, responsibility, and caring for others.*

**Keywords:** Communication; Character Education; Culture; Socialization

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### 1. Introduction

A person's character, character, morality, or personality are produced by the effects of internalizing various values that he believes in and uses as a basis for perspective, thinking, behaving, and acting. Some of the ideals, ideas, and conventions that make up virtue include honesty, courage to act, trustworthiness, respect for others, and so on (Arham & Dwiningsih, 2016). Human life has become inextricably linked to communication. Humans are social animals who cannot survive without interacting with others. In order for human relations to work smoothly and reach harmonious goals, effective communication is required (Romi, 2021). Effective communication influences individual engagement or communication, one of which is in an effort to meet survival needs (Kurniawati & Koeswanti, 2021).

Individual communication abilities can be discerned by the manner in which they express themselves. Word choice, fluency, pace, and voice tone all show individual distinctions in communication style. In the view of others, everyone's communication style has an impact on their identity and self-image. The success or failure of conveying knowledge to the society is primarily affected by one's communication style, which is defined as making things good for the purposes of communication (Wati, 2021).

A person's character, character, morality, or personality are produced by the effects of internalizing various values that he believes in and uses as a basis for perspective, thinking, behaving, and acting. Some of the ideals, ideas, and conventions that make up virtue include honesty, bravery to act, trust, and respect for others (Dwijayani, 2019). The way a person interacts with other individuals influences the character of society and the nation. Everything a teacher performs in character education and the culture of this country must be able to influence the pupils' character. The teacher, as a shaper of pupils' character, must set an example. Every aspect of a teacher's demeanor should serve as an example to students. For example, how the teacher speaks or delivers the subject, how tolerant the teacher is, and a variety of other factors. The purpose is to mold the characters of teens into excellent human beings, citizens, and citizens (Fauziyah et al., 2021).

Character education is an endeavor to help a human kid develop his or her character, morality, or morals in order to live a better, more humane, and more humane life. In cultural studies, the phrase refers to the principles that underpin a society's numerous activities in daily life (Ais Rosyida, 2019). In other words, by analyzing the activities of daily living such as sincerity, honesty, wholeness, maturity, mental capacity that can or is worthy of being trusted in a simple elderly community such as in rural or urban areas, it can be identified the values of identity that underlie these activities.

Culture is a way of life or a social inheritance that each individual obtains from inside his group, and which produces a well-patterned habit, and which is functionally interconnected between one individual and another that forms a larger group. or specific social groups (Wijayanto et al., 2020). Individual and social attitudes and behaviors will be shaped, strengthened, and changed in the cultural environment by many types of culture. For example, in formal and non-formal schooling, education and socialization are important. In a broad sense, culture refers to anything that includes tradition, science, belief systems, and art. As a result, Ienaga defined culture as "anything that is concrete that is processed by humans to fulfill their requirements." Culture, on the other hand, is semiotic in a limited sense. Culture is extremely significant in social life; whether or not a region advances is determined by the culture of the people who live there (Yudasmara & Purnami, 2015),

Given the importance of character education in community social interactions, it is critical to begin instilling character education at a young age. The development of cultural values and national character is a protracted process that begins at a young age. A child's character is created in both his or her internal and exterior environment. In the internal environment, character education begins with the family. The community is included in character education in the external environment. As a result, collaboration between parties in the external and internal environments is required.

## 2. Implementation Method

A descriptive qualitative study method was used for this service activity. This strategy is founded on the author's thoughts, which are then developed based on theories that are relevant to the debate (Pradilasari et al., 2019). To carry out community service activities in order to meet the goal, take the following steps:

- a. Inviting the residents of the lovely Wolio hill village
- b. Provide items that are culturally relevant, such as daily activities and cultural events.
- c. Dialogue and discussion

### 3. Results and Discussion

On 12 January 2022, a socialization of cross-cultural character education communication activities was held at Bukit Wolio Indah Village.

#### 3.1 Results

Character education is the study of how to shape one's personality through character education, with the outcomes seen in one's real activities, such as good behavior, honesty, responsibility, respect for others' rights, hard effort, and so on. Character is defined as a person's innate tendency to respond morally to situations, as shown in actual behaviors such as good behavior, honesty, accountability, respect for others, and other noble characteristics.

Culture-based character education is one of the alternatives for implementing character education in accordance with each region's cultural advantages in preventing and mitigating shifts in human values as a result of globalization. This is consistent with the purpose of national education, which is to develop capabilities and shape the character and civilization of a dignified nation in order to educate the nation's life, as well as to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and democratic and responsible citizens. Furthermore, it is intended to mold the nation's character or character so that it can become a civilized and dignified nation capable of gaining competitive advantages over other nations.

Character education communication that is based on culture can assist the community in better understanding character ideals. The moral messages in the dialogue's examination of culture are contextual and simple to comprehend. Character education is critical, particularly for teenagers and young people, because character is the foundation for future success. Because success is a combination of intellectual, emotional, and spiritual intelligence, being intellectually clever does not ensure success. This is inextricably linked to parental involvement, which is the most significant kind of socialization for adolescents and kids. As a result, in this study, adolescents and teenagers were socialized about the necessity of culture-based character education.



**Figure 1.** Discussion and dialogue activities



Figure 2. Activity participants

### 3.2 Discussion

The development of culture-based character-based education, particularly for the people of Bukit Wolio Indah Village, should be a regional initiative. It has been possible to infuse values that are grown and developed in the self, notably in the form of core cultural values, in the process of building a culture-based character. Honesty, trustworthiness, togetherness, tolerance, responsibility, and caring for others are among these values. Input is needed, among other things, on models of culture-based character development as an integrated part of the extracurricular education system, for the development of culture-based character-based education. Because it necessitates a great deal of sacrifice, the necessity is nonetheless taken seriously. The concerns and longing of many parties to re-strengthen character education and national culture need to be responded well. Therefore, accurate data concerning models of character development and national culture need to be explored and implemented through empirical studies, namely research activities. The criteria for a good human being, a good citizen, and a good citizen for a society or nation are generally based on certain social values, which are heavily influenced by the culture of the community and nation. Therefore, the essence of character education and national culture is value education, namely the education of noble values originating from the nation's own culture, in order to foster the personality of the younger generation.

Character education is a systematic effort to assist children understand the ideals of human behavior in relation to God, oneself, other humans, the environment, and nationality, as exhibited in ideas, attitudes, feelings, words, and acts based on norms religious tenets, legislation, etiquette, culture, and traditions.

### 4. Conclusion

The development of culture-based character education requires a common understanding between the government, educational institutions and the community regarding the importance of cultural-based character development. Character learning must be integrated, both in culture, extracurricular activities, as well as daily activities at home and

in the community. In character development, it is necessary to pay attention to the forms of national culture. Character formation starts from the desire to know and do good things in order to create habits, both in the heart, mind, and behavior. In building a positive character, we need to know the reasons why we do good, feel good, and do good. The need for a positive and caring environment that is marked with compassion, full of care.

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