

The Role of Banjar Proverbs in Character Education for Elementary School Children in the Era of Industry 4.0.

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Abstract. Character education is a fundamental need in the Industrial Revolution 4.0 era, particularly for elementary school children who are in the stage of personality development. In this context, Banjar proverbs, as part of local wisdom, play a crucial role in instilling moral values such as discipline, honesty, responsibility, and hard work. This study aims to explore the relevance of Banjar proverbs in character education and to integrate local values into modern learning. Using a conceptual approach, this study identifies the challenges of the digital era, including exposure to foreign cultures that may erode traditional values. Strategies for integrating proverbs into learning include using inspirational stories, group discussions, and practical activities. The results indicate that Banjar proverbs are effective as a medium for character education due to their brevity, memorability, and relevance to daily life. The findings conclude that the use of Banjar proverbs in character education can serve as a filter for local values in the digital era while complementing technology-based learning. Therefore, teachers and educational policymakers are encouraged to creatively integrate local culture into the elementary school curriculum.

Keywords: Banjar proverbs, character education, local wisdom, Industrial Revolution 4.0, elementary school children.

1. Introduction

Character education in the Industry 4.0 era faces significant challenges, especially due to the rapid development of technology and globalization, which tend to erode local values. In this context, utilizing local wisdom, such as Banjar proverbs, holds great potential as a medium for strengthening the character of elementary school children. Banjar proverbs, rich in moral values and life philosophies, can serve as an effective learning tool to instill values such as responsibility, hard work, and respect for others. Education rooted in local wisdom is considered capable of integrating cultural values with modern learning approaches. A study has shown that local culture-based character education is effective in embedding moral values in children, particularly in Indonesia, where local values are often overlooked in formal curricula (IJERE, 2022). This aligns with the concept that character education should be integrated into all aspects of learning, including cultural teachings contextualized to students' daily lives (GCU Blog, 2023). Amid the advancements of the digital era, innovative teaching methods that combine local wisdom with digital technologies are also essential to

enhance students' learning interest. Studies in various regions of Indonesia emphasize the importance of incorporating local values, such as proverbs, into formal and informal education to shape a generation with integrity and strong personalities (Neliti, 2023). Thus, the implementation of Banjar proverbs in elementary education not only helps preserve local culture but also contributes to building characters aligned with universal values. This approach can serve as a strategic solution to address moral and ethical challenges in the modern era.

2. Method

To achieve the research objectives, this study employs a qualitative approach with a descriptive-exploratory design. This approach was chosen as it enables an in-depth exploration of the utilization of Banjar proverbs in character education for elementary school children. The following are the methodological steps undertaken in the study:

1. Research Approach

This study adopts a qualitative approach with a descriptive method. The descriptive method aims to provide a detailed account of the potential, implementation, and effectiveness of using Banjar proverbs in character education in the digital era.

2. Research Location and Subjects

The research will be conducted in elementary schools located in South Kalimantan, where Banjar culture remains strong. The research subjects include:

- a. Teachers of grades 4–6 as the implementers of learning.
- b. Students of grades 4–6 as the recipients of the learning process.
- c. Parents and community leaders as additional informants regarding local values.

3. Data Collection

Data collection techniques include:

- a. In-depth interviews: Conducted with teachers, students, and community leaders to understand their perspectives on Banjar proverbs and their relevance to character education.
- b. Participatory observation: Direct observation of the classroom learning process to examine how Banjar proverbs are implemented in teaching.
- c. Documentation: Collecting teaching materials, examples of Banjar proverbs, and notes on the values embedded within them.

4. Research Instruments

The instruments used include:

- a. Semi-structured interview guidelines.
- b. Observation sheets to record classroom activities.
- c. Document analysis templates to categorize character values embedded in Banjar proverbs.

5. Data Analysis

Data analysis is conducted using the thematic analysis method as follows:

- a. Data reduction: Selecting and simplifying relevant data from interviews, observations, and documentation.
- b. Data categorization: Grouping character values embedded in Banjar proverbs, such as responsibility, hard work, and respect.
- c. Data presentation: Organizing data into tables, diagrams, or descriptive narratives to facilitate interpretation.
- d. Drawing conclusions: Interpreting the analysis results to answer research questions and draw conclusions.

6. Data Validation

To ensure data validity, this study employs triangulation techniques, including:

- a. Source triangulation: Comparing information from teachers, students, and community leaders.
- b. Method triangulation: Using multiple methods (interviews, observations, and documentation) to obtain comprehensive data.

- c. Peer review: Discussing findings with colleagues to ensure objectivity and accuracy in analysis.
7. Research Procedure
- 1. Preparation: Identifying research locations, preparing instruments, and obtaining research permissions.
 - 2. Data collection: Conducting interviews, observations, and documentation at the research sites.
 - 3. Data analysis: Processing the collected data through thematic analysis steps.
 - 4. Reporting findings: Compiling the research findings into a scientific narrative.

3. Results

The results of the study reveal that the use of Banjar proverbs as a medium for character education in elementary schools holds significant potential in shaping the moral and ethical values of students. The findings are categorized into the following aspects:

1. Understanding and Relevance of Banjar Proverbs

Interviews with teachers, students, and community leaders indicate that Banjar proverbs are highly relevant to character education, as they convey life principles that align with universal values. The following points were observed:

- a. Teachers' Perspective: Teachers see Banjar proverbs as a practical way to introduce moral values, such as responsibility, respect, and hard work, in daily lessons. Many teachers also believe that proverbs make the material more relatable and engaging for students.
- b. Students' Perspective: Students find the use of proverbs interesting and often connect them with real-life scenarios, which helps reinforce the lessons' moral messages.
- c. Community Leaders' Perspective: Community leaders emphasize that Banjar proverbs represent local wisdom that should be preserved and passed on to younger generations, especially as these values are increasingly overlooked in the modern digital era.

2. Implementation in Learning Activities

Observations reveal that integrating Banjar proverbs into classroom learning is effective in engaging students and promoting active participation. Teachers employed various methods to incorporate proverbs, such as:

- a. Storytelling: Teachers shared traditional Banjar stories that incorporated proverbs, followed by discussions on the values embedded in them.
- b. Interactive Activities: Students were asked to interpret the meaning of proverbs and relate them to their daily lives through role-playing or group discussions.
- c. Digital Media: Some teachers utilized digital presentations, such as animated videos or slides, to visually present Banjar proverbs, making the learning process more engaging.

3. Character Values Instilled

The thematic analysis of the collected data shows that Banjar proverbs help instill the following character values in students:

- a. Responsibility: Proverbs like “Barang siapa bertanam, ia yang akan menuai” (Whoever plants, will reap) teach students to take responsibility for their actions.
- b. Hard Work: Proverbs such as “Bagawi jangan suah, lawan sabar dapat susah” (Work without grumbling, with patience, you will overcome hardship) inspire perseverance and diligence.
- c. Respect for Others: Proverbs like “Tatau di gunung tinggi, jangan lupa di lembah rendah” (Even when on high mountains, never forget the low valleys) remind students to remain humble and respect others regardless of their position.

4. Challenges in Implementation

Despite the positive outcomes, several challenges were identified during the research:

- a. Teachers' Limited Familiarity: Some teachers lack a deep understanding of Banjar proverbs, making it difficult for them to integrate these into lessons effectively.
 - b. Lack of Resources: Limited availability of teaching materials or digital content related to Banjar proverbs presents an obstacle for teachers who want to innovate.
 - c. Cultural Shifts: The influence of modern and global cultures often diminishes students' interest in traditional values, requiring teachers to adopt more creative methods to make proverbs appealing.
5. Potential for Digital Integration
- The study highlights the potential for combining Banjar proverbs with digital technologies to make learning more interactive and relevant. Teachers and students suggested ideas such as:
- a. Developing mobile applications or websites featuring Banjar proverbs with animations and games.
 - b. Creating short videos that explain the meaning and application of proverbs in modern contexts.
6. Preservation of Local Wisdom
- The study concludes that using Banjar proverbs in education not only helps build students' character but also contributes to the preservation of local wisdom in the digital era. By embedding cultural values in formal learning, students are encouraged to appreciate their heritage while navigating the challenges of modernity.

4. Conclusion

The findings demonstrate that Banjar proverbs are an effective medium for character education in elementary schools. They promote moral values, enhance student engagement, and preserve local culture. However, addressing challenges such as resource limitations and cultural shifts requires collaborative efforts among educators, communities, and policymakers to optimize the implementation of this approach.

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