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Management of Local Wisdom Development to Improve Student Character at Leading Schools in Mertoyudan District

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ABSTRACT

This research explores how management develops local wisdom to enhance student character in schools in Mertoyudan District. It finds that local wisdom practices at MI Ma'arif Bulurejo and Al Firdaus Islamic Elementary School significantly improve students' character and spirituality. Using a qualitative descriptive approach, data were collected through interviews, observations, and documentation, with triangulation for data validity. Findings reveal that school leaders and teachers actively preserve both tangible (e.g., Suronan, Nyadran) and intangible local wisdom (e.g., verbal advice, traditional practices) at these schools. Furthermore, school principals, teachers, and parents play a crucial role in shaping student character through regular local practices and fostering positive habits beyond the school environment. These activities have a notable impact on students, helping them develop spirituality, discipline, curiosity, teamwork, and good social relations, ultimately improving their overall character.

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A. INTRODUCTION

Building national character is one of the main priorities in education policy in Indonesia. Based on the National Policy Main Book for National Character Development for 2010-2025, the government emphasizes the importance of character education as an effort to overcome various problems faced by the Indonesian nation. The main reasons that encourage the need for character education include disorientation towards Pancasila values, limited integrated policy tools to realize Pancasila values, shifting ethical values in national and state life, waning awareness of the nation's cultural values, threat of national disintegration, and weakening of national independence. Character education is not only important in the context of individual development, but also as a foundation in the formation of a nation's civilization. Law No. 20 of 2003 concerning the National Education System emphasizes the commitment to character education, where national education is expected to be able to develop the potential of students so that they have superior, Islamic, faithful, skilled, knowledgeable, creative, capable, independent and devout character. Allah SWT. This shows that character education is at the core of national education goals, which not only aim to produce individuals who are intellectually competent but also moral and have noble character.

The importance of character education is also emphasized in various studies and research which show that character education plays a strategic role in determining the direction of national development. Character education is not only the responsibility of formal educational institutions such as schools, but must also be embedded within the family and community. The family, as the smallest unit in society, has a very important role in shaping children's character from an early age. Schools then continue this role by providing more structured and programmed character education. It is hoped that the combination of character education provided at home and at school will be able to form a generation that is not only intellectually intelligent but also has a strong personality and integrity.

However, in practice, character education in Indonesia is still far from expectations. Lack of attention to character education is one of the main problems in everyday life. Many parents and educators focus more on academic aspects without paying enough attention to the formation of children's character. As a result, many young people grow up without having a strong foundation of character, which ultimately has an impact on the moral and ethical quality of the nation as a whole. In the context of increasingly strong globalization, the challenges in maintaining and developing national character are becoming increasingly complex. Advances in information and communication technology, as well as foreign cultural influences, often pose a threat to local wisdom and the nation's cultural values. Therefore, it is important for educational institutions in Indonesia to not only focus on improving academic quality, but also ensure that character education based on local wisdom remains an integral part of the curriculum.

Local wisdom, which is often referred to as local wisdom, is knowledge and values that develop in society as a result of collective experience and reflection on various life phenomena. This local wisdom contains values that are believed to be true and serve as a reference for behavior in everyday life. In education, local wisdom can be a very valuable resource in developing the character of students. Local wisdom values which contain elements of intelligence, creativity and local knowledge can be used as a

reference in forming strong character education that is relevant to the cultural context of the local community.

Various studies have shown that the development of teaching materials based on local wisdom can provide a more meaningful and contextual learning experience for students. For example, research (Imron and Shobirin 2021) shows that teaching materials developed by including elements of local wisdom can help students to learn and take lessons from existing cultural values. Additionally, research (Rahayu 2021) also found that the religious character values developed in learning based on local batik wisdom were able to create batik motifs as messages and prayers addressed to Allah SWT, which ultimately reflects human life which is always bound by cultural symbols. The importance of character education based on local wisdom is also confirmed by research (Maharani and Syarif 2022) which shows that the management of character education at MTs N 4 Karawang through programs such as mabit (night of piety guidance) and reading the Koran together is able to develop students' morals to be better. This research shows that strengthening character education based on local values is able to have a positive impact on the formation of students' character. Additionally, research (Zakaria 2022) also shows that local wisdom values integrated in thematic learning can increase students' interest in learning and foster love for their homeland. This shows that learning strategies that prioritize local wisdom are not only able to improve the quality of learning, but are also able to strengthen students' cultural identity. In an effort to strengthen character education based on local wisdom, it is important for schools to continue to develop learning strategies that are able to integrate local values into the curriculum.

Research (Rasyid 2020) shows that strengthening character education based on local wisdom is very important in introducing students to the history and culture of their country. With a good understanding of local history and culture, students are expected to be able to internalize these values and make them part of their character. Apart from that, research (Kinanti and Wicaksono 2021) also shows that character education based on local wisdom can be an alternative solution in character education in Indonesia. Through character education based on local values, it is hoped that students can grow into individuals who are not only intellectually intelligent but also have strong and dignified character. In this digital era, the role of family, teachers and the surrounding community is very important in improving the character of the nation's future successors. Research (Lestari and Handayani 2023) emphasizes that the family, as the main and first place for students to live their lives and education, must supervise and guide them lovingly, firmly and carefully. Teachers, as role models in the eyes of children, must also play an active role in shaping the character of students through example in daily attitudes and behavior.

Thus, character education based on local wisdom is not only a solution in facing the challenges of globalization, but also a strategic effort in maintaining and preserving the nation's cultural values. Research (Idhayani et al. 2023) shows that innovative learning with local wisdom is able to create an interesting learning environment and supports children's development by enriching the experience of local values and traditions. By integrating local wisdom in learning, it is hoped that students can grow into individuals who not only have strong character but also have a deep love for the culture and values of their nation.

Character education based on local wisdom is an effective strategy in forming strong and dignified student characters. Through education that integrates local values, it is hoped that Indonesia's young generation can grow into individuals who have Islamic character, integrity, and are able to compete on the global stage without forgetting the nation's cultural identity and noble values. Therefore, the author took the theme of this research to be the management of local wisdom development in improving the character of students in superior schools in Mertoyudan sub-district.

B. METHOD

The research method used in this study is a qualitative approach with descriptive methods. The qualitative approach was chosen because of its descriptive and analytical nature, which allows researchers to describe and analyze events, phenomena and social situations that are relevant to the research topic. In this context, qualitative research is used to provide an in-depth description of "Local Wisdom Development Management to Improve Student Character in Leading Schools in Mertoyudan District." This research is descriptive, which means that this research aims to provide a systematic and accurate picture of the phenomenon being studied, without trying to find or explain relationships between variables or test certain hypotheses. This descriptive method is very suitable for research that requires a deep understanding of the social context of the research object. In this case, research participants are individuals who directly experience and interact with the social context studied, namely the management of local wisdom development in superior schools. This research also utilizes existing theories as a framework for formulating problems, building a framework for thinking, and compiling research instruments. Apart from that, theory is also used as a means to interpret data and see differences or similarities with previous theories (Waruwu 2023). In this case, the function of theory is to expand understanding and provide guidance in analyzing the data collected.

This research was carried out at two leading schools in Mertoyudan District, namely SD Islam AlFirdaus and MI Ma'arif Bulurejo, both of which have received A accreditation. These two schools were chosen as research locations because they were considered representative in the application of local wisdom development management in an educational context. This research was conducted in July 2024.

The data sources in this research consist of primary data and secondary data. Primary data was obtained directly from informants who were closely related to the research topic, namely local wisdom development management. Meanwhile, secondary data was obtained through observations and interviews with stakeholders at SD Islam AlFirdaus and MI Ma'arif Bulurejo. Data collection techniques used include interviews, observation and documentation. Interviews are used to gain an in-depth understanding of participants' experiences and views regarding the phenomenon under study. Observations are carried out to observe relevant social interactions, behavior and environments. Documentation involves collecting data from documents, archives, or other written materials related to the research phenomenon. The data collected through this technique is then analyzed descriptively non-statistically to get a clear picture of the existing facts. (Ardiansyah, Risnita, and Jailani 2023)

The validity of the data in this research was checked using triangulation techniques, which include method triangulation, data source triangulation, and theory

triangulation. Method triangulation was carried out by comparing information obtained through interviews, observation and documentation. Data source triangulation involves extracting the truth of information from various sources, while theory triangulation is carried out by comparing research results with relevant theories to avoid bias.(Zainuddin Iba 2023) The data analysis process in this research involves three main steps: data reduction, data presentation, and conclusion checking or verification. Data reduction is the process of selecting and simplifying data obtained from the field. Presenting data involves organizing information so that it makes it easier for researchers to carry out further analysis. The final step is drawing conclusions and verification, where the researcher interprets the data and makes conclusions that are supported by strong evidence.(Rijali 2018) By using this method, it is hoped that this research can provide a comprehensive picture of the management of local wisdom development and how this contributes to the formation of student character in superior schools in Mertoyudan District.

C. RESULT AND DISCUSSION

Implementation of local wisdom development management in improving the character of students at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School. It can be concluded that in these two schools, from planning to assessment or evaluation, it has been implemented quite well, only in the process of developing local wisdom for Improving the character of students at MI Ma'arif Bulurejo shows that there is a slight difference in terms of the number of teachers, which is not many, so that in the division of tasks, each teacher does not only get or focus on one task but can do more than one, of course with their respective expertise, so that MI teachers Ma'arif Bulurejo is required to maximize even more in terms of energy, thoughts and also divided focus. However, at MI Ma'arif Bulurejo, overall it has been implemented quite well and optimally. Meanwhile, at AlFirdaus Islamic Elementary School, supported by a larger number of teachers, teachers at the school can focus more on one goal with their respective tasks that have been given, so that implementation is more optimal.

In analyzing data regarding the management of local wisdom development and its impact on student character at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School, it appears that both schools have succeeded in implementing an effective approach to influencing the character of their students. The results of interviews conducted at MI Ma'arif Bulurejo showed that routine activities based on local wisdom significantly contributed to the development of students' character. Mrs. Ela and Mrs. Sri revealed that although not all students show the same character, this activity has helped improve various aspects of character, both religious and social. Routine activities at this school, such as the implementation of worship and muamalah which are based on strong beliefs, help students become more tolerant, obedient to the rules, and have a deeper spirituality. For example, students who previously tended to argue with or disrespect teachers, after taking part in this activity, slowly showed changes in becoming more respectful of teachers, obedient to rules, and have a high curiosity. Meanwhile, at AlFirdaus Islamic Elementary School, interviews with Mrs. Diah and Mrs. Dini showed that local wisdom development management also had a significant positive impact on student character. Activities such as reading the Koran, praying Dhuha in congregation, and

planting herbs and spices contribute to improving students' character in aspects of discipline, environmental awareness, and national spirit. Students show progress in terms of responsibility, cooperation and love for their homeland through these activities. For example, involvement in spice planting activities shows an increase in creativity and social responsibility, while religious activities strengthen religious character and good communication.

In general, both MI Ma'arif Bulurejo and SD Islam AlFirdaus have succeeded in implementing local wisdom development management to improve the character of their students. Both schools show that familiarizing themselves with local wisdom can have a significant positive impact, such as increasing discipline, spirituality and a sense of responsibility. This is in line with the theory of character education which states that character is not something that is inherited, but something that is built continuously through various daily actions and habits. This research also shows that character development through local wisdom is closely related to efforts to interpret local history and culture. As explained by (Rasyid 2020), character development is not only an affirmation of one's identity, but also a strategy for placing oneself in the midst of cultural competition. Character education in these two schools involves not only teachers and students, but also the community and parents, which is in accordance with (Rasyid 2020), views regarding the importance of involving various parties in character education. Through routine activities that are maintained and implemented consistently, students at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School show significant progress in their character. Characters such as discipline, tolerance, caring and national spirit develop along with the activities carried out. This experience underlines the importance of developing local wisdom as an effective method in character education, which also supports the view (Rokhman et al. 2020) regarding the importance of character education as a necessity in the world of education.

Overall, this research confirms that the local wisdom development management implemented at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School plays an important role in improving student character. By involving various aspects of character education through activities rooted in local culture and wisdom, these two schools provide good examples of how character education can be effectively integrated into the education system. This experience shows that a local wisdom-based approach can be a successful strategy in shaping student character and creating better individuals personally and socially. The implementation of local wisdom development management at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School shows significant progress in improving the character of students through the use of local wisdom. In these two educational institutions, implementation is carried out using a structured approach, involving integrated planning, organizing, implementation and supervision.

At MI Ma'arif Bulurejo, planning plays an important role in ensuring the effectiveness of local wisdom development. The teachers explained that careful planning helps set goals and steps that need to be taken to improve students' character. Interviews with several teachers show that they consistently pay attention to planning so that the results are optimal, with the aim of instilling good character values in students. This is in line with planning theory which states that planning is the process of determining goals and the resources needed to achieve

them.(Shaifudin 2021) Organization at MI Maarif Bulurejo involves a clear division of tasks according to the expertise of each teacher. This division of tasks is carried out by the head of the madrasah to ensure that each individual can focus on their field and the results obtained are optimal. This approach reflects the principles of good organization, namely the effective distribution of tasks to achieve the desired results. Interviews with teachers at MI Maarif Bulurejo confirmed that good organization supports efficient implementation and maximum results.(Mamoto, Sumampouw, and Undap 2018)

At AlFirdaus Islamic Elementary School, planning is also an important stage in the management of local wisdom development. Researchers found that planning at this school was carried out carefully to integrate local wisdom in teaching and learning activities. Good planning ensures that routine activities involving local wisdom can run effectively and produce the desired results. This is in line with the opinion of Mrs. Diah and Mrs. Dini who emphasize the importance of planning to achieve optimal results. Organization at AlFirdaus Islamic Elementary School involves the division of tasks by the principal, ensuring that each teacher can carry out their duties according to their expertise. This good organization allows the implementation of local wisdom programs to run smoothly and efficiently. The experience of teachers at AlFirdaus Islamic Elementary School shows that proper division of tasks helps achieve better results in character education.

Implementation at AlFirdaus Islamic Elementary School also showed positive results, with the integration of local wisdom in teaching and learning activities. Habits such as mushafahah and planting spices not only improve students' character but also preserve local values. This reflects the effective implementation of local wisdom in the educational process. Supervision at AlFirdaus Islamic Elementary School is carried out with regular evaluations to monitor the progress and success of the program. This evaluation helps schools understand the extent to which local wisdom influences the character of students and ensures that the activities carried out achieve the expected goals. Interviews with teachers indicate that ongoing supervision is key to maintaining program quality and effectiveness.

Overall, both MI Ma'arif Bulurejo and SD Islam AlFirdaus show that management of local wisdom development which involves good planning, organizing, implementation and supervision can improve the character of students effectively. The implementation carried out in these two schools reflects the integration of local wisdom in education which not only maintains traditions but also strengthens Islamic character values in students. Data analysis and discussion regarding management of local wisdom development at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School show that both educational institutions face various challenges in efforts to improve the character of students through preserving local wisdom. Both face similar problems but with different contexts and solutions, depending on the situation of each school. At MI Ma'arif Bulurejo, the problems that arise in developing local wisdom revolve around internal and external factors. From an internal perspective, students' lack of motivation and concentration is the main obstacle. Students who do not fully understand or appreciate the values of local wisdom need additional encouragement to increase their participation in routine activities oriented to local wisdom. This indicates a gap between theoretical understanding of local wisdom and its implementation in students' daily lives. Apart

from that, external factors such as lack of supervision from the family environment also influence learning outcomes in madrasah.

The solutions implemented at MI Ma'arif Bulurejo include providing positive affirmations and in-depth explanations about the benefits of local wisdom. Teachers at this madrasah are also active in holding meetings with parents or guardians of students to strengthen cooperation in preserving local wisdom values. This effort aims to make students more motivated and understand the importance of these values in shaping their character. According to Kartini Kartono's theory.(Efendi, Lubis, and Nasution 2018) The problems faced by MI Ma'arif Bulurejo are included in the category of difficult problems, which require in-depth treatment and structured and unstructured strategies. On the other hand, AlFirdaus Islamic Elementary School faces similar obstacles, namely lack of attention and supervision from parents, as well as interference from external factors such as gadgets and children's interactions. This obstacle has an impact on the application of local wisdom values taught in schools, which are often neglected when students are outside the school environment. To overcome this, AlFirdaus Islamic Elementary School seeks to provide understanding to students and parents through routine sharing and communication activities. This solution aims to ensure that local wisdom values remain relevant and are applied consistently both at school and at home.

The supporting and inhibiting factors in these two educational institutions show similarities and differences in the context of implementing local wisdom development. Supporting factors in both schools include teacher experience, school or madrasa environment and regulations, as well as adequate facilities and infrastructure. The teachers' extensive experience allows them to apply various methods in teaching local wisdom values, while a conducive environment and supportive regulations strengthen the habituation of these values. Adequate facilities and infrastructure also contribute to the smooth learning process.

However, inhibiting factors such as limited time, lack of parental attention, and the influence of social interactions and gadgets represent challenges that must be overcome. Limited time at school hampers the teacher's ability to consistently develop character. The lack of parental attention affects support at home, while social influences and gadgets can divert students' attention from the local wisdom values taught at school. According to(Tohri et al. 2022), the role of the school principal in managing and controlling educational activities is very important. An effective school principal must be able to organize, implement and control educational activities involving all school components. In this case, the principals at MI Ma'arif Bulurejo and SD Islam AlFirdaus have demonstrated strategic leadership by dividing tasks according to the abilities of each teacher. This approach is expected to increase focus and effectiveness in implementing local wisdom development. The success of developing local wisdom depends on the joint commitment between schools, teachers, students and parents in maintaining and preserving these values.

Overall, both MI Ma'arif Bulurejo and SD Islam AlFirdaus show that developing local wisdom to improve the character of students is a complex process and requires attention from various parties. Awareness and joint efforts from all elements of education are very important to achieve this goal. Implementing the right strategy and adapting to existing challenges can help in creating a generation that not only has good character, but also has a sense of pride and connection to their local

wisdom. The local wisdom found at MI Ma'arif Bulurejo is tangible local wisdom. Like Suronan (Hijriyah New Year), Suronan which is preserved and implemented at MI Ma'arif Bulurejo also teaches students to have an Islamic and religious character. Then there is Nyadran (Ruwahan) Nyadran is a cultural set that involves cleaning ancestral graves and planting flowers, usually with an event in the form of kenduli, slametan at the ancestral graves. Then there is Friday Birrul Walidain, by sending prayers to both parents, both living and deceased and also praying for the ancestors. This certainly makes students' character improve, especially in terms of spiritual character and high curiosity so that students deepen and expand more about new things they receive or know and are also able to improve the character of honesty, gentleness towards parents, caring for others and always get closer to Allah SWT. Apart from that, there is the Thursday wage mujahadah where a group prayer is held to get closer to Allah. This routine mujahadah activity is able to improve the religious character of students so that students not only have good spiritual awareness but have the character of great curiosity about something they have just learned about or that is happening at MI Ma'arif Bulurejo. Students become individuals who have a high tolerance character towards something they may have just encountered or when there is a difference of opinion towards each other. individuals who have a high tolerance character towards something they may have just encountered or when there is a difference of opinion towards each other.

The local wisdom contained in AlFirdaus Islamic Elementary School is local wisdom in an intangible form. Such as Asaku Menembus Langit or the habit of reading Asmaul Husna which is carried out together with the class teacher which aims to improve students' character, such as having a good religious attitude. The development of existing local wisdom is able to improve the character of students to be disciplined, have good spirituality, have good morals and can instill religious character values so that students are able to apply them inside and outside school or the surrounding community. Then there is traditional dance combined with extra activities at AlFirdaus Islamic Elementary School. This is in accordance with the aim of arts and culture education, namely so that students are able to develop knowledge, understanding and skills, as well as aesthetic sensitivity that occurs in students' lives, according to their learning abilities. Because building education in schools, such as improving the character of students through local wisdom, contains values that are relevant and very useful for educational institutions. The main aim of arts education in schools is not only to make students skilled at art but also as a forum for forming character for students. Apart from that, there is local wisdom or routines that are preserved at the school, namely the Introduction to Spices and Traditional Food. From the development of local wisdom at AlFirdaus Islamic Elementary School in the use of information about the diversity of herbs and spices as a learning resource, it can shape students into individuals who are tenacious, skilled, broad-minded and also students become more aware that these spices are not only used for cooking but can also be used as medicine or to maintain the health of body organs. Then Sima'an Al-Qur'an, this not only teaches students the importance of improving spiritually and increasing faith in Allah SWT, but is also able to improve and shape the character of students regarding the importance of tolerance towards whatever they have just encountered or he knows that he is also able to instill a character that has moral integrity, has an open attitude towards others, a caring attitude, a global perspective

and so on. So that students are expected to be able to develop and practice it in the surrounding community later.

From these two schools, it can be concluded that the existence of local wisdom development management to improve the character of students at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School has had an influence on improving the character of students. With the routine activities that have been maintained and carried out until now, they have been able to improve the character of their students, such as having a high level of curiosity, honesty, discipline, but at AlFirdaus Islamic Elementary School, the students have more creativity through the spice planting activities carried out. starting from making pots with the work and ideas of the students. However, from these two schools it can be said that the character of the students has improved significantly.

In developing local wisdom management to improve student character, this cannot be separated from obstacles, the problems faced by MI Ma'arif Bulurejo are through internal factors such as lack of self-confidence, lack of concentration in the learning process, and lack of supervision and follow-up in the home environment or family. Meanwhile, the problems faced by AlFirdaus Islamic Elementary School are not much different from MI Ma'arif Bulurejo, namely the lack of supervision and follow-up in the home or family environment. So that these two schools have good solutions to deal with the problems or obstacles that occur, namely making efforts to provide positive affirmations and understanding about the benefits of preserving local wisdom taught in schools and also motivating their students. It is not uncommon for schools to hold sharing sessions with student parents with the aim of creating a generation of people who are superior, have achievements, have good morals and character.

Data Analysis and Discussion of Local Wisdom in Improving the Character of Students at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School Local Wisdom at MI Ma'arif Bulurejo: Suronan (Hijri New Year) The Suronan tradition at MI Ma'arif Bulurejo is an example of the application of local wisdom in real forms that is effective in shaping the character of students. Suronan, which is celebrated on the 10th of Muharram, has deep religious significance for Islamic communities. This activity not only involves fasting and prayer, but also various social traditions such as processions and the distribution of Asura porridge. From interviews conducted with Mrs. Sri and Mrs. Zuli, it appears that Suronan at MI Ma'arif Bulurejo functions as a means of teaching gratitude, mutual cooperation and social care to students. Suronan teaches important character values such as gratitude, concern for others, and mutual cooperation. This activity educates students about the importance of doing good and sharing, as well as strengthening social relationships with the surrounding community. The application of these values is in line with William James' theory of religious maturity, which emphasizes religious experiences that shape an individual's personality and character.(Dr. Siswanto 2015)

Besides that Nyadran (Ruwahan), Nyadran or Ruwahan is a tradition of cleaning ancestral graves and praying which has been adapted from Hindu-Buddhist culture to become an Islamic tradition in Java. At MI Ma'arif Bulurejo, this activity not only preserves cultural traditions, but also teaches Islamic values such as worship, muamalah, and friendship.(Rosydiana 2023) The results of interviews with Mrs. Rizki Dwi Septiani show that Nyadran functions as a tool to increase students' religious

and social awareness. The process of cleaning graves and praying together teaches the importance of respecting ancestors, praying and staying in touch. Furthermore Friday Birrul Walidain, The Birrul Walidain Friday tradition at MI Ma'arif Bulurejo emphasizes filial piety to parents, which is an important aspect in forming the character of students. In an interview with Mrs. Sri and Mrs. Zuli, it was explained that this activity serves to increase attitudes of respect and attention towards parents. This is in line with Islamic principles regarding the importance of being kind to parents and can reduce negative behavior such as arguing with parents. Instilling the values of Birrul Walidain can shape students' better character by teaching them to respect and love their parents. Mujahadah Thursday Wage, Mujahadah is a tradition that aims to fight lust and draw closer to Allah. At MI Ma'arif Bulurejo, this activity is led by a murshid teacher and involves prayer and dhikr. The interview results show that Mujahadah Kamis Wage helps students increase their spiritual awareness and religious character. Apart from that, this tradition also involves the habit of mushafahah and memorizing the Koran, which can increase moral integrity and a caring attitude towards others. This habit supports William James' theory of religious maturity which involves spiritual development through religious practice.

Then, the local wisdom at AlFirdaus Islamic Elementary School includes: Asaku Penetus Langit, Asaku Penetus Langit is a tradition that involves learning Asmaul Husna at AlFirdaus Islamic Elementary School. This learning aims to instill religious character by introducing students to the names of Allah and practicing them in everyday life. According to (Mubarok, Nawawi, and Rahmawati 2021), religious education in schools has an important role in forming religious character. This tradition not only increases students' knowledge about Asmaul Husna but also forms a strong spiritual character. Then, Traditional Dance, Traditional dance at AlFirdaus Islamic Elementary School is an example of real local wisdom that supports the formation of students' character. Traditional dance, as expressed by (Mairani and Mardiyana 2023) is a way to instill cultural values and character through art. Traditional dance activities at school not only introduce students to local culture but also improve skills, aesthetic sense and appreciation for cultural heritage. Learning this dance also instills a sense of love for local culture and improves positive characters such as discipline and cooperation. Then, Introduction to Spices and Traditional Foods, The introduction of spices and traditional foods at AlFirdaus Islamic Elementary School is an effort to equip students with knowledge about local culture and health. This activity aims to increase understanding and appreciation for the richness of local culinary delights, as well as instilling health values and good eating habits. Through this introduction, students learn about the importance of maintaining traditions and the health of their bodies, which contributes to the formation of a healthy and cultured character.

Lastly there is local wisdom or the routine activity of Sima'an Al-Qur'an, Sima'an Al-Qur'an is a tradition of reading and listening to the Al-Qur'an in congregation which is implemented at AlFirdaus Islamic Elementary School. This tradition aims to instill Islamic teaching values and increase students' faith. According to (Maskur 2021) Sima'an Al-Qur'an is an effective method for memorizing and understanding the Al-Qur'an. This activity not only deepens students' religious knowledge but also improves their spiritual character through the habit of listening to and reading the Qur'an.

Analysis/Discussion (1000-1500 words)

1. Characters of MI Ma'Arif Bulurejo MI and Alfirdaus Islamic Elementary School students

In developing local wisdom to improve the character of students at MI Ma'arif Bulurejo and Alfirdaus Islamic Elementary School, this has been very good and optimal. By having good habits at school, students' character will be formed into good character, such as having good spirituality, discipline, tolerance towards others, humility towards teachers, and having a high curiosity. According to the author, this statement is very consistent with Helen G. Douglas' statement in (Najili et al. 2022), stating that character is not inherited, but is something that is built continuously day by day through thoughts and actions, thought after thought, action after action. . Character education is indeed a necessity that every human being must have, in order to be able to become a useful person and also be useful to other humans. So the principal and teachers at the two schools strive to continue to preserve routine activities or local wisdom in order to improve the character of students to the maximum.

2. Implementation of local wisdom development management at MI Ma'arif Bulurejo and Alfirdaus Islamic Elementary School

The implementation of local wisdom development management in the two schools is quite significant in improving the character of students. Both schools have developed local wisdom in tangible and intangible forms. As researchers have found when conducting observations and interviews in the field, MI Ma'arif Bulurejo emphasizes local wisdom in tangible (tangible) forms in improving the character of students, while Alfirdaus Islamic Elementary School focuses more on local wisdom in intangible forms such as verbal advice or advice and other habits.

3. Local Wisdom Existing at MI Ma'Arif Bulurejo and Alfirdaus Islamic Elementary School Which Can Improve the Character of Students

From the management of local wisdom development carried out at MI Ma'arif Bulurejo and Alfirdaus Islamic Elementary School, it can improve students' character, such as religious character, this is reflected in students' activities when praying in the morning, memorizing selected surahs and hadiths according to their respective targets. each class, listen to the Al-Qur'an which is carried out by students at Al-Firdaus Islamic Elementary School, pray midday prayers, and midday prayers in congregation. Then the honest character, this can be seen when students carry out routine activities when they are not supervised by the accompanying teacher, then students have the character of tolerance, this can be seen when students have different opinions with friends around them regarding the local wisdom they have just encountered, Then next there is the character of discipline, students will get used to discipline such as participating in activities on time so that the habits of these routine activities can be carried out well. Apart from that, students are also able to have good spiritual character, have high curiosity, such as teachers giving students the freedom to ask questions and answers about things they don't know or don't understand.

Then students can improve their national spirit character, this can be seen when they carry out routine activities such as traditional dance with various kinds of

dances so that they not only dance but know where the dance was created. Not only that, students will also have the character of working together and having good social relations, this can be seen when MI Ma'arif Bulurejo students carry out the process of developing local wisdom such as nyadran, suronan, jum'at birra walidain, and mujahadah Thursday wage. This wage takes place because in cultivating local wisdom, this does not only involve teachers and students but also involves the local community and the students' parents. And also care about the surrounding environment, such as when AlFirdaus Islamic Elementary School students planted spices in groups, starting from expressing their ideas during the process of making pots to planting spices.

4. Problems and management solutions for developing local wisdom at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School

However, in implementing the habit of developing local wisdom to improve the character of students, of course not everything goes smoothly. The Head of MI Ma'arif Bulurejo and also the Head of AlFirdaus Islamic Elementary School are well aware that not all teachers have the same abilities and expertise and of course have their own shortcomings compared to the much larger number of students. In this regard, the Principal of AlFirdaus Islamic Elementary School and the Principal of MI Ma'arif Bulurejo distributed tasks to each teacher according to their field and abilities in order to obtain optimal results. The results of this research are in accordance with Putra's findings namely that the school principal is responsible for organizing, managing, implementing and controlling educational activities developed in the school because the progress of the school is in the hands of the school principal, because the role of the school principal is very strategic and decisive for school development, especially in mobilizing and empowering the components of the school. School components such as teachers and principals must fully understand school management and must have targets for the school's progress.(Tohri et al. 2022)

From the statement above, it can be concluded that after the school principal divides tasks to each teacher with their respective abilities and expertise in developing local wisdom in improving the character of students, they can increase focus in implementation and obtain optimal results.

D. CONCLUSION

Local wisdom applied at MI Ma'arif Bulurejo and AlFirdaus Islamic Elementary School has an important role in forming the character of students. At MI Ma'arif Bulurejo, traditions such as Suronan, Nyadran, Jum'at Birrul Walidain, and Mujahadah Kamis Wage help in teaching deep religious and social values. Meanwhile, at AlFirdaus Islamic Elementary School, the introduction of Asmaul Husna, traditional dance, spices, and Sima'an Al-Qur'an functions to shape the religious and cultural character of students. Through the application of local wisdom, the two educational institutions not only preserve culture but also contribute to the formation of better student character.

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