

## Work Ethic of Social Studies Teachers in the Implementation of Local Cultural Excellence of Tegal

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### Abstract

Work ethic of social studies teachers will be able to make social studies learning effective so that it can create students who have good achievement in both education and society. In accordance with the nature of social studies (NCSS, 2000) social studies is an integrated study to incorporate the elements of local culture and civic education to make students become good citizens. The objective of this study is how the work ethic of social studies teachers of junior high schools in Tegal and investigate the implications of the work ethic of social studies teachers in the implementation of local cultural excellence on social studies learning. The method employed in this research was a qualitative method. The techniques of data collection were in-depth interviews, observation and document study. The study results show that the work ethic of junior high school teachers in Tegal has views on work, enthusiasm, and creativity which are affected by the social action background of social studies teachers of junior high schools, and it has implications and achievement of the urgency of social studies think global act local on the students.

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## INTRODUCTION

Globalization has a great effect on the preservation of local culture in Indonesia. Education without cultural orientation will create a generation which lacks spirituality and is far from values. Today, many customs in Tegal are beginning to disappear. Many young people are no longer familiar with their local arts. One characteristic of globalization era is the advancement of technology and information, where humans can easily access any information in any part of the world. This is what triggers the social and cultural transformation of people. (Krisnaningrum, Masrukhi & Atmaja, 2017).

Suparman Sumamiharja in Su'ud (2002) stated that Tegal people are an example of a community having a high entrepreneurial spirit. People often compare it to Japanese people, or called "Indonesian Japanese". It is affected by the spirit of Tegal people which is related to the quality of the diversity characteristics. Almost all used things can be utilized and processed by Tegal people. The characteristics of Tegal people have merged with the name of the area. There are 5 qualities of their spirit, namely *tatag*, *eling*, *gesti*, *agamis*, and *luwes*. *Tatag* or in its native language *dadag* means high self-confidence. *Eling*, which means always remember the meaning of life, which gives benefits or devotion. *Agamis*, meaning implementing and carrying out his religion well. *Luwes*, meaning that they can finish their work even though the equipment and theory are incomplete and easily adapt to their environment.

Based on the preliminary interviews conducted by researchers with community figures who are observers of Tegal culture, many young people nowadays are beginning to forget their identity as Tegal people. Even the cultural elements in Tegal are mostly unknown. Many young people are also reluctant and ashamed to use Tegal *ngapak* language as one of local culture elements in their communication (interview with cultural figure Tegal M. Hadi Utomo, on November 25<sup>th</sup>, 2015).

Language, traditional arts, folklore, procedures and ceremonies, even food and

clothing are studies that can be explored in the local wisdom of Tegal community. Unfortunately, Tegal culture does not have literacy tradition, so it is difficult to find in literature even through oral traditions (fables, folk songs, etc.) because the performers have never passed them on to the next generation. Retrieved from

<https://ccvcku.wordpress.com/2012/06/03/mo-dernisasi-dan-kearifan-lokal-dalam-perspektif-budaya-dan-bahasa-tegal>

The preservation of Tegal local culture is an absolute thing to do. Local culture in this study consists of several elements such as values, attitudes and behavior, beliefs, orientation, and general assumptions that spread among the community (Maharromiyati & Suyahmo, 2016). Community participation in the global era is characterized by their abilities to adapt to global demands because of their local culture elements such as work ethic and entrepreneurship support this adaptability. Local culture is explored and conveyed to the community to be used as a provision of life in facing globalization.

Social studies curriculum which contains local culture is expected not only as a document to be delivered to students (curriculum as a document) as practiced by positivistic-modernistic thinkers but also a praxis (curriculum as a praxis) or a process of interaction and dialogue between teachers and students with the existing curriculum documents as practiced by critical pedagogy thinkers (critical pedagogy) in postmodernism paradigm. Through the latter definition of curriculum, the elements of local culture such as local wisdom inherited from history to teachers and students in the local environment as well as knowledge obtained from various sources can be included and further studied without changing the existing curriculum content standards. In the social studies curriculum as a praxis, the elements of local culture can be selected and further studied to foster a global perspective, and this is a challenging material in the social studies curriculum.

Hastuti, Soegito & Roshayanti (2015), teachers work ethic in the field shows that there

is a lack of teachers seriousness, morale, and enthusiasm for teaching. The work attitude and behavior of the teacher in teaching. Such work attitudes and behavior indicate that some teachers have not lived up to the role of educating and teaching as a soul calling so that it is not optimal in actualizing their work ethic.

Research on local culture that has been conducted before revealed more about local culture and challenges and threats of globalization (Cheng, 2002), (Supardi, 2002), (Yuenyong, & Narjaikaew, 2009), Syafril Mubah, 2011), (Mungmachon, 2012), (Saputra, 2013). And studies on work ethic and teacher's motivation were conducted by (Karweti, 2010), (Hilmi, 2013), (Abu Nawas, 2015) and (Sumantri, 2017). This is important to show the position of this research, the similar studies that examine the relationship of social studies teachers and the implementation of local cultural excellence have not been done much before. Based on the above background, the objective of this study is how the work ethic of social studies teachers of junior high schools in Tegal and investigate the implications of work ethic of social studies teachers in the implementation of local cultural excellence to social studies learning.

One element in the world of education is a teacher is supposed to have a good work ethic so that the preservation efforts of Tegal culture are still achieved. Teachers should have a good work ethic to facilitate the achievement of the urgency of social studies learning both as social studies and civic education. To achieve the urgency of social studies, a teacher is indeed supposed to have excellent quality in delivering appropriate learning materials (contextual) to the students' social conditions. Therefore, it is expected that social studies delivered by teachers can be directly implemented in students' daily life.

## **METHODS**

This study employed a qualitative method with the work ethic of social studies teacher in junior high school and the implementation of cultural excellence that is carried out in Tegal as the unit of analysis. Tegal was selected as the

research site because it was suitable with the objectives and objects of the research conducted. The selection of the research site will be very important to help simplify the study and focus of the issues under study.

“It is important that you chose one specific site, this will help to keep things simple and to focus on the issues and areas for improvement. It is important to go into a site with an open mind, and not assuming you already know the solutions for other people's problems” (King Beach & Flavia Ramos in Sunarjan, 2014).

The data collected in this study was the data suitable with the research focus, about the work ethic of social studies teachers in Tegal. The types of data in this study were: (1) primary data, (2) secondary data. Primary data was obtained in the form of verbal or words or verbal sayings and behaviors of the subject (informant) related to the work ethic of social studies teachers in Tegal. Informants in this study consisted of principals, teachers, and students. Secondary data was from documents and photos that can be used as the complement to primary data. The phenomena were observed from April 2015 to May 2016.

The main data sources used in this research were obtained by using purposive sampling in selecting the informants based on the schools that were used as a unit of analysis, they were schools considered able to represent the data expected by the researchers. The first school represents favorite public schools in the city center, the second school represents favorite private schools in the city center and crowds, the third one is a common public school in mountain villages and all of them implement the 2013 Curriculum.

The technique of data triangulation used in this study was data with sources. It was by comparing the observational data with the results of the interview. The author in this step compared the data from the interview with the subjects and informants regarding the ethic of social studies teachers in junior high schools in Tegal and the implication of implementation of local cultural excellence in junior high schools in Tegal. The learning process from planning, implementation, until evaluation was also observed by the researcher. The data from observations and

interview data were compared to find out whether the observational data was suitable with the interview data. This step is conducted so that the writer knows the comparison of the data obtained from the personal utterances, as many subjects and informants did not provide data which was based on reality due to the consideration of certain social aspects.

The data analysis in this study employed qualitative data analysis from Miles (1992) which consists of three lines of activities that occur simultaneously, including data reduction, data presentation, and conclusion drawing or verification.

## RESULTS AND DISCUSSION

The perception towards work in ethics is a choice selected by someone to determine the work type or how someone behaves in doing the work. First, concerning the nature of work for life. The work nature a social studies teacher in Tegal which is the object of this research views work as a part of a life mission and for life. It means that the social studies teacher does a job as a goal of the achievement/project that should be achieved in life both in the form of material and non-material. For example, a social studies teacher of a junior high school has a mission not only to transfer knowledge to his students, but he also has a mission to educate and direct his students to preserve the local culture of Tegal to explore Tegal culture so that it is not extinct or replaced with external culture.

".....If we have enthusiasm for teaching, we will be passionate about delivering materials with the appropriate learning models and methods. Later, children will love social studies, if they already like social studies, wherever we bring them they will obey us. I am more concerned about the environment. At least the local cultural values of Tegal. Let them not be uprooted from their own cultural roots "(interview with the teacher with high ethics, November 15<sup>th</sup>, 2015).

The innovative learning program is done by designing learning into an interesting activity so that learning is not boring. Innovative

creativity is also carried out in creating cheerful learning situations and incorporating local culture into learning by field trip or outing class. Many locations in Tegal can be visited as social studies learning media for junior high schools which are also used to introduce the local culture of Tegal, for example the tomb of Amangkurat I, BMKG, TNI AL Office, Dr. Kardinah Hospital, Semedo site, a puppet house, even to traditional market to introduce, preserve Tegal typical culinary and others.

Social studies teachers of junior high schools in Tegal who have high ethic also feel they have moral responsibilities to achieve the urgency of social studies learning where one of the goals of social studies is to create good citizens (civic education). The media of being a good citizen is through family, community and of course school. In the implementation of Social Studies learning in junior high school which is carried out by a teacher who sees that life achievement must be beneficial, the implementation of social studies learning must be correct, as this becomes a very important matter. Besides the work view for a non-material living, there is a work view of a material living. It is when a teacher conducts learning by involving the purpose to obtain materials as a capital for the survival of his life and family. All work efforts are measured by obtaining material only. And the material is as a spirit to boost the performance of a teacher. Second, the work view of finding a position. In this point, social studies teacher of a junior high school in Tegal as the research object sees work as the goal of obtaining a position.

The achievement of common desires so that life becomes harmonious, safe, and harmonious can foster local wisdom. Local wisdom is a potential element of local culture because of its proven ability to survive until now (Susilowati, Wasino & Utomo, 2016).

Suparman (2010), the philosophy of Tegal people characteristics is contained in each letter, thus forming the word "TEGAL". Below is the description: **T** : *Tatag/Teteg* which means full of confidence, knows no fear or reluctant. **E** : *Eling* which means remember or be aware, Tegal people have a high awareness in their own

behavior. They know where they are and take appropriate actions (entrepreneurial character) and dedication. **G** : *Gesit* shows the nature of Tegal people who are agile in looking at the environment. Trashes which are considered useless to them will be seen as potentially business goods. For example, iron processing which is printed and processed using machines will become a new typical item of home industry production, this is why Tegal is called "Indonesian Japanese/Japanese of Java". **A** : *Alim*, which means obeying religion. There is a perception that Tegal people are identical with *santri* (Islamic boarding school students). Tegal is also a mass base of religious organizations in Indonesia, such as NU, Muhammadiyah. **L** : *Lugas* which means Tegal people are able to appear as they are, without much formality. Retrieved from

<http://bantenglorenghinoncengan.blogspot.com/2015/04/makalah-kearifan-lokal-budaya-tegal.html>

Weber in Ritzer (2012) strengthened the results of the above statement which said that a person must be able to have a good work spirit, this good work ethic is able to make learning effective so that students with good achievement in the research site where the researcher observes in which the role of teacher in education to improve quality human life to be.

Teacher performance can be seen from the views of the results achieved which are actual with the standard results and the predetermined time. The assessment can be carried out by researchers by using several indicators, including (1) learning plan, (2) implementation of learning, (3) implementation of evaluation results.

The results of this study indicate that first, learning planning for social studies teachers who have a high ethic in Tegal will prepare learning tools carefully, teachers also often do self-reflection in teaching, follow ESQ training, maximize the use of the existing technology, utilize MGMP as a media to exchange knowledge and information. Meanwhile, for teachers who have a sufficient ethic level, they consider learning preparation as an ordinary routine, assuming instructional documents are

only limited to supplementary documents when supervision is carried out. Second, in the implementation of learning for social studies teachers who have a high ethics, they will do innovate according to the conditions in the classroom in learning, arouse students' enthusiasm, make a visit/outdoor activity at the location of history, arts, or only go to the community activities in Tegal to introduce and link locality in Tegal.

The results of observation in the field also show the same results as what students do in learning. Students are very enthusiastic about what the teacher delivered. The classroom atmosphere is very lively and teaching and learning activities run enthusiastically. The teacher's skills in managing to learn in the classroom have a great effect on the student's enthusiasm for receiving the lessons. The varied learning methods and models do not make students feel bored with what delivered by the teacher. The teaching spirit in the teacher also brings students in the spirit of learning. Even because of seeing the outstanding spirit of social studies teachers, social studies learning is more meaningful making some students want to take social studies majors when they later go to higher education and can become teachers in the social studies fields. This condition is different from a teacher who happens to teach in another school with sufficient/low ethics. From the observation results, the teacher did not appear to have high morale in teaching. They tend to teach monotonously using conventional methods, which is lecturing method. This is very boring for students, who have already considered social studies is the second lesson number 2 (two) and merely about memorization.

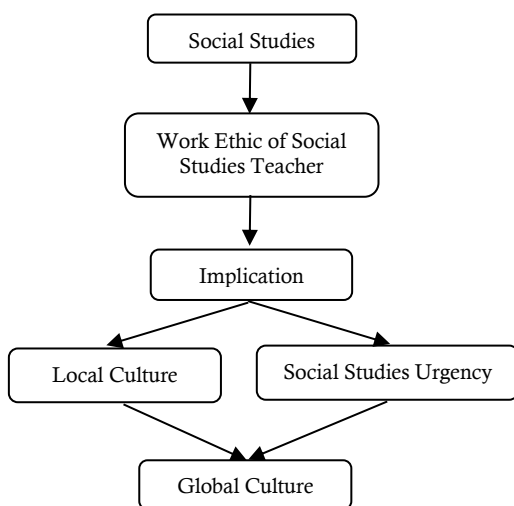
The evaluations carried out by the enthusiastic and high-ethic teacher. Evaluation is also considered an important thing in learning, as important as planning and implementation. They do not consider evaluation as a burden. According to them, this is an obligation that must be fulfilled. The statement from the teacher is the same as stated by one of the students taught in the class. The students see their teacher a discipline teacher. The teacher in fact, is able to bring

students into a disciplined manner in learning. Students become diligent in doing homework because every homework is always evaluated by the teacher. What the teacher reveals shows that the teacher has a high morale until the evaluation process is very well done. However, teachers who do not have enthusiasm and a good work ethic tend to consider the evaluation process as additional work that sometimes burdens the teacher.

Education based on local and global excellence is education that utilizes local and global excellence in the aspects of economics, arts and culture, human resources, language, information technology and communication, ecology, etc. into the school curriculum which is eventually beneficial for the development of students competencies that can be used for global competition.

“culturally responsive teaching is defined as using the cultural characteristics, experience, and perspective of ethnically diverse students as conduits for teaching them more effectively” (Gay, 2002).

The implementation of social studies learning in junior high schools collaborated with the work ethic of social studies teachers can be seen in the figure below.



**Figure 1.** Chart of Implication of Social Studies Learning with The Implementation of Culture

Local cultural excellence in Tegal is in the form of crops and sea, creations of art, tradition,

culture, services, natural resources, are human resources or other advantages that become the advantage of Tegal. Each region has the excellence of regional potential that needs to be developed better, so children in the regions are familiar with their own region and understand well about the potential and values as well as culture of their own region, and can develop and empower their regional potential in accordance with the demands of the global economy agreed by the Indonesian government. It is expected that with the global economy, each region, especially Tegal, can compete at the national and global level to promote the excellence of their own regions.

The implications of applying local excellence in the social studies learning in junior high school in Tegal are:

(1) social studies learning has an urgency in an effort to understand symptoms, social problems empirically and then form individuals (students) to become good citizens. In this case, it is achieved if the work ethic of the social studies teacher is high.

(2) Implications for students. Social studies learning delivered by a teacher with high work ethic, which incorporates the local culture of Tegal in the learning gives positive implications for students. Besides being interested in social studies and getting good grades, students, of course, will have a good social attitude towards their local culture. The pride to eventually wise attitude in seeing the local culture of Tegal. In the end, good character values will be reflected in each of his life behaviors. This is important because any qualitative information about culture will help the young generation to absorb the moral values of community, understand the standard principles of moral values and can improve the way students perceive tolerance for differences (Constantin, Vida & Popescua, 2015).

(3) Teachers professionalism. Professional teachers will always and continuously try to learn to explore the local culture of Tegal. What is done by the teacher is as a manifestation of the preservation action of local culture to achieve the urgency of social studies learning.

The implications for facilities and infrastructure, learning resources and media. Social Studies learning with 2013 Curriculum in Junior High Schools, the government emphasizes the aspects of character and skills development. This can be seen in the division of subjects into 2 (two) groups, they are a subject group with intellectual and affective development orientation and the subject group that emphasizes skills development. To fulfill these demands, the role of the work ethic here is one of the keys. Two junior high school locations where the researcher observes are quite favorite and located in the city center with high-ethic teachers, the school has made a number of changes. However, this is not yet significant. In addition to the limited time problems, the school also needs the support of facilities that certainly require funds. Whereas in junior high schools located in rural areas, the problem of facilities is increasingly being concerned, the Principal revealed that the facilities in the school have not been sufficiently supporting the urgency of social studies with the 2013 curriculum. This is because the school is not allowed to raise funds from the student's parents, only relying on BOS which can only cover operational cost.

The obstacle in this study is the different perspectives towards teachers work ethic. Therefore, it requires self-awareness and the role of the principal in fostering, routinely conducts periodic evaluations as well as systematic and continuous monitoring, and encourages teachers to attend training related to curriculum development. Eliminating mindset that social studies the second subject (marginalized) because social studies have an important role in life implementation in the direct community.

## CONCLUSION

Social studies teachers in several junior high schools that the researcher selects to be the location of research objects show a result that the teacher's perspective towards work is different from a teacher to another teacher. Teachers who are passionate perceive work as an obligation, work as a worship service, work as a soul calling

and work as a gift to be grateful for. Meanwhile, the perception towards work by moderately to low passionate teachers perceive work as a routine, work is limited to material fulfillment activities, work is solely the fulfillment of administrative matters. One of the characteristics of the Human Resources (HR) expected by developed and developing countries is citizens who have a high work ethic. With the high work ethic of social studies teachers in Tegal, it is hoped that it can make learning especially social studies learning in junior high schools effective so that students can be excellent in both education and society. The implications of applying local culture in social studies learning enhance teachers professionalism, teachers will always and continuously try to learn to explore Tegal local culture, eager to increase creativity and achievement in the education field. The implications for students, it makes students motivated, creates students who are creative, active and get good grades as well as having a social attitude, being proud of their culture to be wise in seeing local culture. The implication for infrastructure, learning resources, and learning media is it begins to be concerned.

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