

ABSTRAK

Siti Tariah. 2026. “Implementasi Kearifan Lokal Dalam Menanamkan Karakter Gotong Royong Pada Siswa Kelas V SDN Merjosari 3 Kota Malang”. Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. Program Sarjana Universitas Tribhuwana Tungadewi Malang. Pembimbing: (1), Siti Ni'matul Fitriyah, S.Pd., M.Pd (2), Muhammad Fauzy Emqi, S.Pd.I., M.Pd.I

Kata Kunci: Kearifan Lokal, gotong royong, kerja bakti, pendidikan karakter, sekolah dasar.

Implementasi kearifan lokal merupakan salah satu strategi dalam memperkuat pendidikan karakter sekolah dasar dalam menanamkan nilai gotong royong kepada peserta didik. Penelitian ini dilaksanakan di SDN Merjosari 3 dengan tujuan untuk mendeskripsikan pelaksanaan kearifan lokal dalam menanamkan karakter gotong royong pada siswa kelas V serta mengidentifikasi faktor pendukung dan penghambat dalam proses implementasi. Kearifan lokal yang dimaksud diwujudkan melalui kegiatan kebersihan bersama, kerja bakti, dan pembiasaan menjaga lingkungan sekolah.

Metode yang digunakan adalah kualitatif dengan pendekatan studi kasus. Teknik pengumpulan data melalui wawancara, observasi, dan dokumentasi yang melibatkan kepala sekolah, guru kelas V, serta siswa kelas V sebagai partisipan.

Hasil penelitian menunjukkan bahwa implementasi kearifan lokal dalam menanamkan karakter gotong royong dilakukan melalui pembiasaan rutin seperti piket harian, kegiatan cinta lingkungan dihari kamis, kerja bakti lingkungan sekolah, serta integrasi nilai kebersamaan dalam pembelajaran kelompok di kelas. Kegiatan tersebut mampu menumbuhkan sikap kerja sama, kepedulian dan tanggung jawab antarsiswa. Faktor pendukung meliputi komitmen kepala sekolah dan guru, keteladanan pendidik serta budaya sekolah yang kondusif. Selain itu, faktor penghambat antara lain kurangnya kesadaran sebagian siswa dan perbedaan latar belakang kebiasaan di lingkungan keluarga.

Kesimpulannya, implementasi kearifan lokal melalui kegiatan kerja bakti dan kebersihan bersama efektif dalam menanamkan karakter gotong royong apabila dilaksanakan secara terencana, konsisten, dan melibatkan seluruh warga sekolah. Saran yang diberikan adalah memperkuat kolaborasi antara sekolah dan orang tua, melengkapi sarana pendukung kegiatan, serta menyusun program pembiasaan yang lebih terarah agar pendidikan karakter berbasis kearifan lokal dapat berjalan maksimal dan berkelanjutan.

ABSTRACT

Siti Tariah. 2026. *“Implementation of Local Wisdom in Instilling the Character of Mutual Cooperation in Fifth-Grade Students of SDN Merjosari 3, Malang City.” Undergraduate Thesis. Elementary School Teacher Education Study Program. Undergraduate Program, Tribhuwana Tungadewi University, Malang. Advisors: (1) Siti Ni'matul Fitriyah, S.Pd., M.Pd (2) Muhammad Fauzy Emqi, S.Pd.I., M.Pd.I.*

Keywords: Local wisdom, mutual cooperation, community service, character education, elementary school.

The implementation of local wisdom is one strategy for strengthening elementary school character education by instilling the value of mutual cooperation in students. This research was conducted at SDN Merjosari 3 with the aim of describing the implementation of local wisdom in instilling the character of mutual cooperation in fifth-grade students and identifying supporting and inhibiting factors in the implementation process. The local wisdom in question is realized through joint cleaning activities, community service initiatives, and the practice of maintaining a clean school environment.

The method used was a qualitative case study approach. Data collection techniques included interviews, observation, and documentation involving the principal, fifth-grade teachers, and fifth-grade students as participants.

The results of the study indicate that the implementation of local wisdom in instilling the character of mutual cooperation is carried out through routine practices such as daily duty, environmental stewardship activities on Thursdays, community service activities, and the integration of the value of togetherness in classroom group learning. These activities foster a sense of cooperation, caring, and responsibility among students. Supporting factors include the commitment of the principal and teachers, the role models of educators, and a conducive school culture. Furthermore, inhibiting factors include a lack of awareness among some students and cultural differences within the family environment.

In conclusion, the implementation of local wisdom through community service activities and joint cleaning is effective in instilling the character of mutual cooperation when implemented in a planned, consistent manner, and involving the entire school community. The suggestions given are to strengthen collaboration between schools and parents, provide supporting facilities for activities, and develop more targeted habituation programs so that local wisdom-based character education can run optimally and sustainably.