CHARACTER EDUCATION AS A FOUNDATION FOR MORAL STRENGTHENING BASED ON LOCAL WISDOM: AN ANALYTICAL STUDY IN PRIMARY SCHOOL SETTINGS

PENDIDIKAN KARAKTER SEBAGAI LANDASAN PENGUATAN MORAL BERBASIS KEARIFAN LOKAL: STUDI ANALITIS DI SEKOLAH DASAR

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Abstract: This study aims to analyze the implementation and influence of character education based on local wisdom on strengthening the morals of elementary school students. This study used a quantitative approach with an ex-post facto method. The sample in this study was selected through a purposive sampling technique. The research instrument was a Likert scale questionnaire whose validity and reliability have been tested. Data analysis was conducted using descriptive statistical techniques. The results of the study indicate that character education integrated with local cultural values is effective in instilling moral values in students. The distribution of moral value instillation dimensions in Grades 4 and 5 shows relatively even results across the three indicators, each ranging from 32 percent to 34 percent. The distribution of local wisdom-based character dimensions in both grades also shows a balanced proportion across the five indicators, namely between 19 percent and 21 percent. The frequency distribution shows that character indicators including independence, nationalism, religiosity, mutual cooperation, and integrity, as well as moral dimensions including moral values, beliefs, and identity, contribute equally to the formation of student morality.

Abstrak: Kajian ini bertujuan menganalisis penerapan dan pengaruh pendidikan karakter berlandaskan kearifan lokal terhadap penguatan moral siswa sekolah dasar. Kajian ini menggunakan pendekatan kuantitatif dengan metode ex-post facto. Sampel dalam kajian ini dipilih melalui teknik purposive sampling. Instrumen penelitian berupa angket skala likert yang telah diuji validitas dan reliabilitasnya. Analisis data dilakukan dengan menggunakan teknik statistik deskriptif. Hasil kajian menunjukkan bahwa pendidikan karakter yang dipadukan dengan nilai-nilai budaya lokal efektif dalam menanamkan nilai moral pada siswa. Distribusi dimensi penanaman nilai moral pada Kelas 4 dan Kelas 5 menunjukkan hasil yang relatif merata pada ketiga indikator, masing-masing berkisar antara 32 persen hingga 34 persen. Distribusi dimensi karakter berbasis kearifan lokal pada kedua kelas juga menunjukkan proporsi yang seimbang pada lima indikator, yaitu antara 19 persen hingga 21 persen. Pendidikan karakter berbasis kearifan lokal mampu memperkuat moralitas siswa sekaligus menjadi strategi efektif dalam menghadapi tantangan globalisasi. Distribusi frekuensi memperlihatkan bahwa indikator karakter yang meliputi kemandirian, nasionalisme, religiusitas, gotong royong, dan integritas, serta dimensi moral yang mencakup nilai moral, keyakinan, dan jati diri, berkontribusi secara seimbang terhadap pembentukan moral siswa.

INTRODUCTION

Character education holds a highly strategic position in shaping morally upright, responsible, and integrity-driven individuals, particularly at the primary school level. Character values in the context of Islamic education serve as the essential foundation for nurturing an excellent generation, as good character forms the basis for the optimal development of students' educational potential (Ambarwati et al., 2023; Ardi et al., 2024). Effective character formation must go beyond the cognitive domain and encompass moral values that positively influence students' attitudes and behaviors in daily life (Sugiyo & Purwastuti, 2017). Education is a key character in building a generation that is not only intellectually intelligent, but also has a personality based on morals and noble values.

Indonesia's national education system places strong emphasis on reinforcing enduring national character values as a fundamental pillar for building a high-level civilization. This is reflected in the national education goals, which include nurturing students who have faith in and devotion to God Almighty (Hubi et al., 2024). Given Indonesia's rich cultural diversity, character education should ideally be integrated with local wisdom as a means of preserving ancestral cultural heritage. Indonesia's cultural plurality reflects extraordinary richness not commonly found in other nations (Hasdin et al., 2024). Integrating local wisdom values into education is a strategic step to instill a strong national character while preserving Indonesia's cultural identity.

Challenges to character building in the era of globalization have become increasingly complex. Globalization introduces foreign cultural influences that do not always align with the nation's noble values. Consequently, character education has become ever more crucial in developing a generation that is not only intellectually capable but also morally sound and able to uphold local cultural identity (Sugiyo & Purwastuti, 2017; Sumanda & Yunita, 2025; Alhudawi & Malihah, 2020). The nation's future depends significantly on the quality of today's youth quality that is measured not only by academic achievements but also by moral integrity (Juhriati & Rahmi, 2022). Strengthening character education based on local wisdom is an important step to protect the younger generation from the negative impacts of globalization and maintain national identity.

One major contributor to the moral crisis in Indonesia is the suboptimal inculcation of religious values from an early age. The education system's failure to internalize religious values in students has resulted in moral decline later in life. This condition paints a grim picture of an educational system that has yet to fully actualize religious teachings in the learning process (Jaya & Sudarsana, 2024). The current phenomenon of moral degradation reflects the deteriorating quality of the nation's character, especially among the younger generation. Based on the results of observations conducted at Boronguntia Presidential Elementary School, it shows that the implementation of character education in elementary schools still faces quite significant challenges. Many students have yet to internalize moral values such as honesty, responsibility, and empathy. This is evident in behaviors such as frequent rule-breaking, lack of empathy toward peers, and disregard for prevailing social norms. Character education must be approached holistically, involving teachers, parents, and the broader community.

The issue of moral degradation in recent years has become a serious concern in the world of education and social life. Moral degradation is defined as a decline in positive attitudes and behaviors (Sitinjak et al., 2021). A person is considered moral when their behavior aligns with the prevailing moral values in society, and conversely, is considered immoral when it contradicts those values (Azura & Yudhyarta, 2020). Today's moral crisis signals a serious erosion of values that threatens the social fabric of society (Nugraha et al., 2024). Contributing factors include inadequate guidance from families due to busy schedules or broken home conditions and schools' limited ability to monitor student behavior due to constraints in time, personnel, and financial resources (Istiqomah & Marzuki, 2024). Synergy is needed between families, schools and the social environment to re-instill strong moral values in the younger generation.

Deviant behaviors frequently observed in schools include truancy, wandering in and out of classrooms during lessons, tardiness, disrespectful language toward teachers, stealing, smoking, and

vandalism of school facilities (Ardiyansyah et al., 2019). Alarming manifestations of juvenile delinquency include lack of honesty, discipline, and adherence to rules (Widiawati et al., 2020). Social media and exposure to negative content exacerbate these issues, making it easy for youth to access values that contradict local norms and morals (Rohimah et al., 2025). The role of teachers is pivotal in shaping the "Pancasila Student Profile" by instilling deep-rooted moral and ethical values while fostering a respectful and inclusive learning environment (Rahmawati et al., 2025). Schools, as formal educational institutions, should create opportunities for moral habituation through both curricular and extracurricular activities such as scouting, spiritual gatherings, congregational Dhuha prayers, environmental care campaigns, group exercises, and more (Sikarti et al., 2024)in-depth interviews, and documentation. Data analysis techniques using interactive models Miles and Huberman help ATLAS TI 9 software. The results obtained in this study are (1. Efforts to form moral character in schools need to be carried out in a sustainable and comprehensive manner.

Education as a character is one of the main focuses in efforts to form a generation with noble morals and personalities in accordance with national values. Currently, many schools are adopting a model of integrating character values into all subjects (Ardi et al., 2024). Local value-based approaches are considered effective in strengthening students' morality and enhancing their compliance with school regulations (Hasni et al., 2024; Alhudawi & Malihah, 2020). The integration of local wisdom such as values from Pancasila and the 1945 Constitution forms a crucial foundation for safeguarding the nation's cultural identity (Sitinjak et al., 2024; Ramadhan, 2022). However, gaps remain in its implementation, particularly at the primary level. Effectively applying Pancasila values can help address various moral issues (Nugraha et al., 2024). That Pancasila values helped them deal with everyday moral challenges. This study aims to analyze the (1) implementation of local wisdom-based character education can improve the moral development, and (2) influence of character education based on local wisdom on strengthening students' morality.

METHODS

This study employed a quantitative approach using an ex-post facto research design. The ex-post facto method was selected because the variables under investigation had already occurred and did not require manipulation or special treatment by the researcher (Permadi et al., 2020; Waruwu et al., 2025). The primary research instrument used was a likert-scale questionnaire consists of five response options ranging from strongly disagree to strongly agree. This research was conducted at Boronguntia Presidential Elementary School involving two classes, namely grade four with 15 students and grade five with 14 students, so that the number of research participants was 29 students. The sample was selected using a purposive sampling technique, which involves deliberately selecting participants based on specific characteristics that align with the study's objectives. Data were collected by distributing the likert-scale questionnaires to students in both selected classes. After the data were gathered, the next stage involved data analysis, which was conducted using the Statistical Package for the Social Sciences version 25. The analytical techniques included descriptive statistical analysis, such as frequency distributions, means, and standard deviations, to describe the overall distribution of the data. Additionally, validity and reliability tests were conducted to ensure that the research instrument accurately and consistently measured the intended variables. An instrument is declared valid if the item correlation value r-count is greater than r-table, and reliable if the Cronbach's Alpha value exceeds 0.60 (Anggraini et al., 2022; Forester et al., 2024). Valid and reliable instrument is considered capable of representing theoretical constructs accurately and consistently.

RESULTS AND DISCUSSION

Local Wisdom-Based Character Education in Improving Moral Development

Character-based education based on local wisdom significantly influences moral formation, increases tolerance, and improves the quality of students' social interactions. The school environment also significantly influences student morality (Ardiyansyah et al., 2019). The physical and social environment of

a school influences moral development. Schools that provide adequate facilities, a conducive learning environment, and positive interpersonal relationships between students, teachers, and staff are more effective in fostering moral values (Setiawan et al., 2024). Conversely, an unsupportive environment can contribute to the emergence of deviant behavior. Collaboration between local wisdom-based character education and a conducive school environment is the key to forming a generation that is moral, ethical, and has a noble personality.

There is a significant relationship between character education and local wisdom values. The integration of character education with local wisdom has a significant correlation with students' understanding of cultural values and moral strengthening (Nasrun, 2022). When contextualized within local culture, character education has been proven to strengthen students' moral awareness, shape social ethics, and instill integrity and responsibility as part of their identity as good citizens. In the context of civic education, one key strategy to overcome moral degradation is the consistent reinforcement of Pancasila values (Revalina et al., 2023). The noble values of Pancasila, when applied within a local wisdom framework, contribute to the formation of students' character that is strongly rooted in national identity (Irsan et al., 2024). Teachers who are competent in understanding local wisdom can make culture an effective means of building students' character, such as attitudes of mutual cooperation, responsibility, and love for the homeland (Hatima, 2025). The practical implementation of these values in classroom learning and daily life enriches students' learning experiences and deepens their understanding of the national cultural heritage.

The practical implications of this study are wide-ranging. Local wisdom is a value held by a community, and community involvement helps students understand these values and how to implement them (Atmaja, 2024). Through collaboration between schools, parents, and the community, local values can be more effectively transferred to the younger generation. This not only improves the quality of education but also strengthens social and community ties (Sarumaha et al., 2024). First, teachers should go beyond merely delivering formal curriculum content and strive to integrate local values into teaching and learning activities. This can be achieved through folk stories, traditional games, or cooperative activities that reflect local cultural values. Such contextual learning helps students understand moral values in a more concrete and applicable manner (Gunawan & Najicha, 2022). Second, schools as formal educational institutions must create a learning environment that supports character development. This includes modeling good behavior, implementing habit-forming programs, and conducting extracurricular activities that instill noble values.

Character is a crucial aspect for future human success. Character education serves to develop fundamental potential for good hearts, good thoughts, and good behavior, to strengthen and build a multicultural nation, and to enhance a competitive national civilization in global society (Halawati & Firdaus, 2020). Moreover, synergy among schools, families, and the wider community is essential to ensure the success of character education programs (Sudjarwati & Fahyuni, 2019). Parents, as the first and foremost educators at home, have the responsibility to instill moral values from an early age (Prihatmojo & Badawi, 2020). The local community can also play a role by participating in educational efforts through social activities, cultural preservation, and community-based character development initiatives. This cross-sector collaboration forms a strong foundation for a sustainable and contextual education system (Faiz & Purwati, 2022). Harmonious collaboration between schools, families, and communities is the main key in creating a generation that has character, is competitive, and contributes positively to the progress of the nation.

Character education has an important role in shaping children's personalities to align with the nation's cultural values. The integration of local wisdom values into character education plays a vital role in addressing the challenges of globalization (Nabiilah et al., 2025). If children do not practice good habits, they will feel that something is odd about them. Therefore, in the stages of character development in children, communication and extra attention are essential to ensure the process of character formation runs optimally. Of course, parents and educators must also pay attention to certain rules (Jannah, 2020). The massive flow of foreign

information and cultural influences requires a strong foundation of national values to serve as a moral and cultural filter (Lestari et al., 2025). Reinforcing character education based on local wisdom is a strategic effort to safeguard national identity, while nurturing a generation that is not only intellectually capable but also morally and spiritually strong.

Influence of Character Education Based on Local Wisdom on Strengthening Students' Morality

The initial stage of the research involved validity testing before distributing the questionnaires to respondents. Validity testing was conducted to ensure that the instruments used could accurately measure the intended constructs, while reliability testing was performed to evaluate the consistency of the results obtained from the instrument. The validity test aimed to determine the extent to which the instrument could measure students' character, while the reliability test ensured the consistency and stability of the data derived from the instrument. This second test was conducted to ensure that each statement in the questionnaire truly represents the character aspect to be measured and produces reliable data (Anggraini et al., 2022). Both steps are crucial to ensuring the quality and trustworthiness of the data and the credibility of the research instruments in capturing the studied phenomenon.

The validity test results show that all character indicators for Grade 4 meet the validity criteria, as each r-calculated value is higher than the r-table value of 0.51. Specifically, the Independence indicator obtained a value of 0.66, nationalism 0.65, religiosity 0.60, mutual cooperation 0.69, and integrity 0.67. These results confirm that each instrument is valid and suitable for measuring the corresponding character traits, indicating strong alignment with the intended conceptual framework. Character education helps train self-awareness of moral values, so that individuals are able to make good decisions in everyday life. (Sagala et al., 2024). Character education has been proven to not only about transferring knowledge, but also guiding individuals to become qualified individuals and have good ethics.

The validity test results for Grade 5 students, indicate that all character indicators meet the validity criteria, with each r-calculated value exceeding the r-table value of 0.53. The Independence indicator achieved a value of 0.65, nationalism 0.77, religiosity 0.72, mutual cooperation 0.64, and integrity 0.67. These findings indicate that the instruments used to measure character dimensions at this grade level. The measurement tools used across both grade levels are reliable for assessing student character in the context of character education rooted in local wisdom. The high validity provides assurance that the collected data can be effectively used to evaluate and develop students' character traits. Character education isn't just limited to theory taught in the classroom, it must be realized through the practice of positive behavior in everyday life. This practice is crucial because students' character develops through the habits they practice regularly (Sujarwo, 2024). The instruments used are not only statistically sound, but also have practical relevance in strengthening the implementation of local wisdom-based character education in elementary schools.

The results of the validity test in Grade 4 demonstrated that all three instruments used to measure students' moral dimensions had r-calculated values significantly higher than the r-table value. The first instrument, which aimed to assess the cultivation and instillation of moral values, obtained an exceptionally high r-calculated value of 9.80, clearly indicating a very high level of validity. The second instrument, which focused on enhancing and expanding belief systems within individuals or groups, recorded an r-value of 0.76, also exceeding the r-table threshold. The third instrument, which measured the development and improvement of self-identity or personal quality, yielded an r-value of 0.72, confirming its validity as well. Therefore, it can be concluded that all instruments used in Grade 4 are valid, as their r-calculated values substantially exceed the r-table value. This indicates that the instruments are effective in accurately measuring the intended moral constructs.

Moral values are the most important tool for students to develop and prepare the nation's next generation, in line with the mandate of education itself. Instilling moral values from an early age is necessary, especially in the school environment, to create a superior generation that has good role models (Yuswita et al., 2024). The validity test of the moral dimension for Grade

5 students from the three instruments used produced a calculated r value greater than the table r value, namely 0.53. The first instrument, which assessed the cultivation and instillation of moral values, obtained an r-calculated value of 0.66. The second, which measured the enhancement and expansion of belief systems within individuals or groups, recorded a value of 0.67. The third instrument, aimed at evaluating the development and improvement of self-identity or personal quality, showed a value of 0.73. These results indicate that all instruments used in this study are valid and trustworthy for measuring the moral dimensions of Grade 5 students, as all r-calculated values exceeded the required threshold. Subsequently, the study proceeded with reliability testing to determine whether the questionnaire consistently produced reliable results under similar conditions.

Each instrument plays a significant role in capturing the overall moral aspects of fifth-grade students. The consistently higher r-values than the tabular r-values demonstrate that the indicators developed are capable of capturing the essence of the moral variables being measured. This also confirms that the research instrument development process was carried out carefully and in accordance with methodological principles, enabling the instruments to serve as a basis for drawing accurate conclusions about students' morality based on local wisdom. Successful validity testing is also an important initial step before conducting reliability testing. Validity ensures that the instrument actually measures what it is supposed to, while reliability provides an overview of the consistency of respondents' responses to the instrument (Anggraini et al., 2022). Valid but unreliable results will weaken the research's strength. Reliability testing is a crucial next step to ensure that the instrument is not only on target but also consistent when used in different situations and at different times.

Test results for moral dimensions among Grade 4 students, all three instruments demonstrated excellent reliability. The first instrument, cultivating and instilling moral values, achieved a Cronbach's Alpha score of 0.92, indicating very high internal consistency and strong reliability. The second instrument, enhancing and expanding belief systems of individuals or groups, scored even higher with a Cronbach's Alpha of 0.94, confirming that the instrument is highly reliable in measuring this particular moral aspect. The third instrument, developing and improving self-identity or personal quality, also recorded a Cronbach's Alpha of 0.92, again reflecting strong reliability and consistency, making it suitable for continued research applications. The high Cronbach's Alpha values for these three instruments indicate that the instruments used are not only valid but also consistent when applied to different respondents within the same grade. The questionnaire items have strong correspondence and are able to provide a stable picture of students' morality. Furthermore, high reliability also strengthens the instrument's position as a measurement tool that can be reused in similar studies in the future. With guaranteed consistency, this instrument is not only relevant for Grade 4 but also has the potential to be adapted to broader contexts with necessary adjustments.

Reliability test results for Grade 5 students which confirm consistent outcomes. The first instrument, cultivating and instilling moral values, achieved a Cronbach's Alpha of 0.90, indicating high reliability for assessing this moral dimension in Grade 5 learners. The second instrument, enhancing and expanding belief systems, also scored 0.90, slightly lower but still well above the minimum threshold, suggesting adequate reliability. The third instrument, developing and improving self-identity or personal quality, recorded a Cronbach's Alpha of 0.93, reflecting very strong internal consistency in measuring this moral aspect. Thus, the results show that all instruments for Grade 5 students have a very good level of reliability and can be trusted to be used to measure moral dimensions consistently and accurately.

The reliability test for the character dimensions among Grade 4 students shows that all instruments achieved Cronbach's Alpha scores above the threshold of 0.60, which confirms adequate internal consistency and measurement reliability. The independence dimension yielded a Cronbach's Alpha of 0.68, demonstrating that the instrument is sufficiently reliable for assessing student autonomy. The nationalism and religiosity dimensions each scored 0.65, which, while slightly lower, still meet the standard threshold for reliable measurement. Finally, both mutual cooperation and integrity achieved Cronbach's Alpha values of 0.69,

indicating that these instruments are also reliable for evaluating the respective character traits in students. Meanwhile, the reliability test results for character indicators among Grade 5 students. The instrument measuring independence obtained a Cronbach's Alpha of 0.66, which, although slightly lower than that of Grade 4, still exceeds the minimum reliability standard. The nationalism indicator scored 0.72, reflecting good consistency in measuring students' nationalistic attitudes. Religiosity showed excellent reliability, with a Cronbach's Alpha of 0.80, indicating strong internal consistency and a high level of reliability in assessing students' religious character. Mutual cooperation scored 0.67, and Integrity scored 0.66 both above the minimum required threshold, confirming that these instruments are sufficiently reliable for evaluating the respective character traits in Grade 5 students.

The frequency distribution Grade 4 shows that instilling moral values scored 965, representing 32% of the total. The second indicator, enhancing and expanding belief systems of individuals or groups, had a total score of 1,004, or 34%, and the third indicator, developing and improving self-identity or personal quality, scored 997, also contributing 34%. The overall score of 2966 was nearly evenly distributed across all three components, each accounting for between 32% to 34%. This indicates that all three indicators play equally significant and complementary roles in building morality based on local wisdom. Strengthening character cannot be achieved through just one aspect, but through the integration of values that reflect a harmonious relationship between individuals, society and culture (Alhudawi & Malihah, 2020). None of the dimensions is seen as more dominant than the others. Local wisdom-based moral education adopts a holistic approach, where each dimension supports the deep development of students' moral values balancing the individual, group, and overall personal moral qualities.

The results of the Grade 5 analysis showed a pattern that was consistent with the findings of Grade 4 students.. The cultivating and instilling moral values indicator scored 897, equivalent to 32%. enhancing and expanding belief systems achieved 924 (34%), and developing and improving self-identity or personal quality

obtained 932 (34%). The total score of 2753 again reflects a nearly equal distribution across the three indicators, with each contributing between 32% to 34%. This balanced distribution underscores the fact that all moral dimensions are interrelated and mutually reinforcing within the local wisdom-based framework. None stands out as superior or more influential, emphasizing the importance of nurturing all dimensions equally. Local wisdom-based moral learning can be viewed as a comprehensive educational approach (Ramadhan, 2022). This approach fosters students' moral development through balanced attention to individual growth, social belief systems, and the formation of a strong personal identity.

Frequency distribution of character dimensions based on local wisdom Grade 4 shows that independence obtained a total score of 336, accounting for 20% of the total. Second, nationalism recorded a total score of 349 (21%), while religiosity scored 320 (19%), slightly lower compared to nationalism and independence. Fourth, mutual cooperation achieved a score of 323 (19%), and lastly, integrity scored 338, contributing 21% of the total highlighting its importance in the character education process. The overall total score of 1,666 is distributed relatively evenly across the five indicators, with proportions ranging from 19% to 21%. These results indicate that while all indicators play significant roles, Nationalism and Integrity carry slightly more weight in local wisdom-based character education for Grade 4. This multi-aspect character formation approach aims to develop students who are not only academically competent but also morally and ethically grounded, both in social life and in national identity.

Frequency distribution of character dimensions based on local wisdom Grade 5 shows that independence obtained a total score of 303 (19%). Nationalism followed with 324 (20%), while religiosity scored 317 (20%). Mutual cooperation had the highest score at 328 (21%), and integrity closely followed with 325 (20%), underscoring its significance in the character education framework. The total score of 1597 is relatively evenly divided among the five indicators, with relative frequencies ranging from 19% to 21%. This even distribution indicates that each character trait plays an

equally important role in shaping the character of Grade 5 students. The local wisdom-based approach to character education emphasizes the holistic development of students, aiming not only to provide academic knowledge but also to instill strong moral and ethical values (Ariasa et al., 2020). Instilling values such as mutual cooperation, nationalism, religiosity, integrity, and independence into daily learning aims to foster a generation with strong character. Students, especially in elementary schools, are expected to have not only intellectual abilities but also moral resilience to face future challenges.

The balanced distribution of scores across each indicator demonstrates that the local wisdom-based character education approach provides proportional attention to the various moral dimensions of students. No single indicator significantly dominates, indicating that the learning process is balanced in instilling all aspects of character. Students have equal opportunities to develop themselves in the areas of independence, nationalism, religiosity, mutual cooperation, and integrity. Learning that integrates local wisdom values contributes to the development of holistic personalities in students (Alhudawi & Malihah, 2020). Each indicator complements each other and serves as a crucial foundation for building a young generation's identity rooted in national culture. This demonstrates that character education should not emphasize only one particular value but should be oriented toward the synergy of various values so that students are prepared to face social, cultural, and global challenges without losing their local identity.

The results of this study indicate that character education based on local wisdom has a significant influence on strengthening students' moral values in primary schools. Character education is not only an integral part of the learning process but also a key element in shaping children's attitudes and behavior. Values such as honesty, responsibility, empathy, respect, and compassion serve as foundational pillars in the character development of elementary school-aged children (Ismail et al., 2025). This stage is considered a critical period in the formation of self-identity, meaning that the consistent internalization of moral values at this age can have a long-term impact on the development of a noble personality (Fatimatuzzahro, 2018). The implementation of character education based on local wisdom is a strategic step to form a young generation with noble morals, strong personalities, and embedded in the nation's cultural values.

CONCLUSION

Local wisdom-based character education plays a crucial role in shaping the morals of students in elementary schools. The impact of local wisdom-based character education in Grades 4 and 5 shows a relatively balanced distribution of scores across each moral and character indicator. In the moral dimension of Grade 4, the indicator for cultivating and instilling moral values scored 32%, enhancing and expanding individual or group belief systems scored 34%, and developing and enhancing self-identity or personal qualities scored 34%. Meanwhile, Grade 5 showed consistent results, with indicators for cultivating and instilling moral values scoring 32%, enhancing and expanding individual or group belief systems scoring 34%, and developing and enhancing self-identity or personal qualities scoring 34%. In the local wisdom-based character dimension, the results for Grade 4 showed scores of 20% for independence, 21% for nationalism, 19% for religiosity, 19% for mutual cooperation, and 21% for integrity. Similar results were also found in Grade 5, with scores of 19% for independence, 20% for nationalism, 20% for religiosity, 21% for mutual cooperation, and 20% for integrity. Overall, the nearly even distribution of scores across both grades confirms that local wisdom-based character education is capable of fostering students' morality and character.

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