

THE ENGLISH TEACHERS' ROLE IN INTERNALIZING LOCAL WISDOM VALUES IN TEACING ENGLISH AT UPTD SMP NEGERI 3 MANDREHE

By Veber Alfani Gulo

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SMP NEGERI 3 MANDREHE**

UNDERGRADUATE THESIS



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CHAPTER I

INTRODUCTION

1.1. Background of The Research

Education has an important role in maintaining culture in this modern era. With the existence of learning that is integrated with the value of local wisdom in it can help maintain the cultural values that exist around. As said in the national education law no 20 of 2003 says that education must be carried out by adjusting the culture and character of the nation. Where the character of the nation is local wisdom that contains the values of the Indonesian nation. Which can be a guideline for maintaining local wisdom in Indonesia which is being hit by many foreign cultures that come in this era of globalization.

The curriculum is the basis of education and consists of various learning plans used to achieve educational goals. The 2013 curriculum is an effort made by the government to improve the quality of education at the primary and secondary levels. The 2013 curriculum aims to prepare students to become a generation that is faithful, productive, creative, innovative, and characterized.

The Minister of Education and Culture of the Republic of Indonesia (2014) in Ministerial Regulation (Permendikbud) No. 79 of 2014 concerning Local Content of the 2013 Curriculum, especially article 2, explicitly states that local wisdom is very necessary to be instilled in the midst of Indonesian citizens. Curriculum 2013 provides flexibility for teachers in developing creative, innovative, and character-based learning. This opens opportunities for teachers to integrate local wisdom in learning according to the context and needs of students in their respective regions. Because learning that ¹internalizes the value of local wisdom can make ³students not only know their own identity, but also know other local identities from other regions in this republic (Sari, 2021).

6 Learning that utilizes local wisdom as part of the material contained in a subject will also affect the strengthening of various literacies. The implication is that there is a demand for the teacher's ability to be able to strengthen the concepts that students learn. However, there needs to be innovation in every planning, implementation and evaluation or assessment of learning in its implementation. What is more critical is what subjects are relevant so that educators need skills to package local wisdom-based learning. One of the lessons that can be integrated with the value of local wisdom is English language learning. English is one of the languages used internationally, as a global language, it has a significant role in opening the door to the outside world for Indonesian students. So that English is used as an important basis for people who want to be broad-minded and knowledgeable (Sintadewi et al, 2020). Albantani in Irwan et al (2019) argues that local wisdom needs to be carried out in foreign language teaching activities, even though they need to learn a foreign language, they will not lose their original identity. To maintain local wisdom, the teacher as a teacher has an important role in introducing and maintaining existing local wisdom.

In previous research by Imelda and Budi (2023) entitled "The Teacher's Role in Internalizing Local Wisdom Values At Sma PGRI Kupang" This study aims to determine the role of teachers at SMA PGRI Kupang and to find out how teachers internalize local wisdom values at SMA PGRI Kupang. The results of this study indicate that the role of teachers at PGRI Kupang High School is that teachers internalize the value of local wisdom so that students continue to preserve local wisdom that has existed since long ago from religious values that require students to pray before carrying out learning activities with the aim of students sticking to their respective religious teachings.

Based on the previous research above, researcher will conduct research on English teachers to find out how the role of English teachers in maintaining knowledge about local wisdom through English language learning. Teachers who have a deep understanding of local wisdom can

integrate it effectively in English learning. This creates a more meaningful learning experience for students, as they can see the connection between English as a global language and local wisdom as an integral part of their cultural identity. For example, by using local stories or traditional songs in English learning, teachers can enrich students' learning experience while also strengthening their sense of pride in their own culture. Thus, the role of teachers in shaping students' cultural identity cannot be underestimated. By modeling, facilitating and connecting English and local wisdom, teachers have great potential to help students strengthen connections with their cultural identity, while also developing the English skills they need to interact in an increasingly connected global world.

Based on the phenomenon and previous research, the researcher is interested to more deeply examine "The Teachers' Role In Internalizing Local Wisdom Values In Teaching English at SMPN 3 Mandrehe".

1.2 Focus of the Research

Based on the background above, the focus of the research is :

1. To analyze the English teachers role in internalizing local wisdom in English language learning.
2. To analyze the obstacles for the English teachers in internalizing local wisdom values in English language learning.

1.3 Formulation of the Research

1. What are the English teachers role in internalizing local wisdom values in teaching english?
2. What are the obstacles of the English teachers in internalizing the values of local wisdom in English language learning?

1.4 Objective of the Research

The purpose of this study is to analyze the English teachers role in internalizing local wisdom values in teaching English and also to analyze are obstacles for teachers in internalizing local wisdom values in teaching English.

1.5 Significance of the Research

The usefulness of the research results is the benefit to be achieved after the research is carried out. The uses of this research are:

1. Theoretically

This research can provide more understanding about the role of English teachers in internalizing the value of local wisdom in English learning. It can complement existing learning theories and enrich academic literature related to local wisdom in the context of education.

2. Practically

a. For schools, it can find out the right way to prepare teachers in internalizing local wisdom values in learning to maintain local cultural values.

b. For teachers, the results of this study are expected to provide input and consideration in internalizing the value of local wisdom in English language learning.

c. For students, this research can help students strengthen their cultural identity, which in turn can increase self-confidence and pride in their own culture.

d. For researcher, gaining and adding knowledge about the role of English teachers in internalizing the value of local wisdom in English language learning.

CHAPTER II

LITERATUR REVIEW

2.1 Theoretical Framework

2.1.1 Definition of Teacher

Teacher is a profession, which has certain qualifications in carrying out its duties in terms of educating, teaching, guiding, motivating, facilitating students in learning in order to achieve predetermined educational goals. Teachers not only convey knowledge, but also shape character, guide, and become role models for students. Law No. 16/2005 on Teachers and Lecturers (Article 1) states that: "Teachers are education professionals with the main task of educating teaching, guiding, directing, training, assessing, and evaluating students in formal education, primary and secondary education pathways". For this reason, teachers are the main pillar in the world of education.

Teachers help their learners to work together and motivate their interest in the learning process. In this case the teacher creates a pleasant condition, a familiar and friendly situation in the learning process. In addition, Bognar and Matijevic in Yalda 2020, state that a teacher is an organizer and leader in the educational process, because the teacher knows how to guide, how to do didactics in the learning process and knows teaching methods and has good experience in the field of education. As individuals who have knowledge, skills, and experience in a particular field or discipline, teachers have a great responsibility in shaping future generations.

Teachers have a role as learning facilitators. They not only deliver subject matter, but also choose teaching methods that suit students' needs and learning styles. With innovative and interactive approaches, teachers are able to make learning more interesting and relevant to students.

Teachers are not only responsible for imparting academic knowledge, but also educating students in values, ethics and morals. They help students understand the importance of integrity, responsibility, and cooperation in everyday life. By setting a good example and providing proper guidance, teachers help shape students' characters and bring a positive impact to society as a whole.

In addition, teachers also have a responsibility to create a safe, inclusive and motivating learning environment. They create an atmosphere that supports student growth and development, and promotes diversity and respect for differences. By creating a conducive learning environment, teachers ensure that every student has an equal opportunity to learn and develop.

Based on the discussion above, it can be concluded that a teacher is a profession that has the responsibility to educate, teach, direct and educate. Teachers have a very important role in the world of education. They are not only conveyors of knowledge, but also character builders, mentors, and role models for students. By providing guidance, support and inspiration, teachers help students reach their highest potential and bring positive change to society and the world at large.

2.1.2 Teacher Role

Teachers have a very important role in education. Teachers have a role to educate and teach students. A very important role for a teacher besides educating and teaching is the teacher as a medium and means that can bring positive changes to the behavior of students. Thus the teacher must be able to place himself as someone who can provide positive changes to students by becoming a teacher who can guide and help students develop their potential to the fullest. By providing direction, support, and motivation, as well as helping students overcome learning difficulties and achieve optimal achievement. Havighurst in Rohman explains that the role of the teacher in school is as an employee in official relations, as a subordinate to his superiors,

as a colleague in his relationship with peers, as a mediator in his relationship with students, as a disciplinarian, evaluator and substitute for parents.

According to Prey Katz in Uci et al (2023), describes ¹⁴ the role of the teacher as a communicator, a friend who can provide advice, a motivator, as a provider of inspiration and encouragement, a guide in the development of attitudes and behavior and values, a person who ¹⁴ masters the material being taught. In addition, the role of the teacher is more defined as a facilitator who prepares conditions and activities that allow students to work with language because they have a real interest in the results of these tasks (Siddiqui & Ahamed, 2020). In addition, teachers' duties and responsibilities in learning generally include delivering material in the classroom, learning outside the classroom, as well as support through extracurricular activities. All of this can be successful if the teacher's role is carried out appropriately and efficiently (Imelda and Budiyanto, 2023). The roles that must be carried out by teachers include: as a corrector, inspirer, informer, organizer, motivator, initiator, facilitator, guide, demonstrator, class manager, mediator, supervisor and evaluator (Nurzannah, 2022: 34).

¹¹ Based on the results of research conducted by Momay et al (2023), he explained ¹ that a teacher must be able to do various innovative ways to provide various learning resources so that what the teacher ¹ delivers to students can be understood. Teachers also have a role to guide if in the learning process there are students who do not understand what is given by educators through the implementation process. The best way for guidance to be carried out is for the teacher to take a special approach to students. Creating harmony between educators and students so that there is no awkwardness in interacting in learning activities or outside learning activities. Apart from some of the roles above, teachers also create a conducive atmosphere and provide motivation to students because the motivation from the

teacher can make them confident when they are in the classroom and participate in activities outside the classroom.

In addition, Momay also stated that the role performed by the teacher when in the classroom is to direct students to focus only in the classroom, so that students can respond to what will be delivered and the learning process can run well. There are several ways to do this, including improving the quality as a teacher, maximizing learning facilities, using good media and learning methods. Providing motivation to students when they are lazy to participate in teaching and learning activities, and also delivering material in accordance with reality and taking examples that actually occur in their environment so that students can easily understand and digest it. It is the responsibility and obligation that must be carried out by the teacher so that learning can run well and the material presented can be implemented in their daily lives, so what the teacher does is direct the attention of students to focus or concentrate during teaching and learning activities.

Based on the discussion above, it can be concluded that the role of teachers is to educate, teach, guide, and assess students in accordance with predetermined educational objectives, in addition to conveying academic knowledge, teachers also play a role in shaping the character, ethics, and morals of students, as well as providing good examples as role models, teachers not only convey subject matter, but also choose teaching methods that suit the needs and learning styles of students so that learning becomes more interesting and relevant, and have the responsibility to create a safe, inclusive, and motivating learning environment, and ensure that every student has the same opportunity to learn and develop.

2.1.3 English Teacher

English teacher is a professional who teaches English to students at various levels of education. To be a good and professional teacher, they must not only be an example in the classroom, but also be a

controller, organizer, assessor, guide, participant, resource person, observer, and tutor in their classroom Harmer in Oktavia (2022). However, in teaching English, a teacher must not only fulfill these roles, but they must also be able to make their class interesting. They must love their job as a teacher and then they must have a lot of knowledge as well as the ability to be an entertainer. Based on Berlin's research in Alzebare (2021), said the qualities of a good English teacher based on students' perceptions in his research are (1) a good English teacher must care about the individual differences of students in the English class (2) English teachers must make connections with the real world (3) English teachers must consider the relationship between students and teachers (4) English teachers must have a sense of humor (5) Students highlight love and state that there is a relationship between love and learning.

Based on the above statement, it can be concluded that being a good English teacher requires more than just mastery of material and teaching skills. Exceptional teachers possess qualities that enable them to create positive, engaging and effective learning experiences for all students.

2.1.4 Local Wisdom

a. Definition of Local wisdom

Each region has its own local wisdom. ⁸ Local wisdom is a characteristic of each region that has the potential to support the development of a region. Local wisdom is a habit and opinion that is considered valuable by the community in each region ⁹ and is passed down from generation to generation. Local wisdom concerns how ⁸ knowledge and skills are produced, stored, applied, managed, and passed down from generation to generation (Sugiantoro et al., 2021). Local wisdom preserves traditions and customs that are passed down from generation to generation and fosters a harmonious order of life with the environment (Muhammad, 2023). Local wisdom is something that is considered

good and is used as a guide by the community in everyday life. Local wisdom in a society can take the form of social practices based on cultural wisdom in the form of values, norms, ethics, beliefs, customs, customary laws, special rules, and various other forms (Dwiningrum, 2019: 45). Local wisdom is seen as local ideas that are wise, full of wisdom, have good values, are embedded, and are embraced by the community in a society (Irwan et al., 2020). Each region has its own local wisdom. Local wisdom is a characteristic of each region that has the potential to support the development of a region. Local wisdom is a habit and opinion that is considered to have good value by the community in each region and is passed down from generation to generation. Local wisdom concerns how knowledge and skills are produced, stored, applied, managed, and passed down from generation to generation (Sugiantoro et al., 2021). Local wisdom preserves traditions and customs that are passed down from generation to generation and fosters a harmonious order of life with the environment (Muhammad, 2023). Local wisdom is something that is considered good and is used as a guideline by the community in everyday life. Local wisdom in a society can be in the form of social practices based on cultural wisdom in the form of values, norms, ethics, beliefs, customs, customary laws, special rules, and various other forms (Dwiningrum, 2019: 45). Local wisdom is seen as local ideas that are wise, full of wisdom, have good values, are embedded, and are embraced by the community in a society (Irwan et al., 2020). In Sutianto (2023) said that local wisdom that is real, textual, several types of local wisdom such as value systems, procedures, special provisions that are poured into the form of written notes such as those found in traditional wisdom books, calendars and inscriptions or written cultural writings on palm leaves. Buildings/Architecture, Cultural Heritage/Traditional Objects (Artworks), such as keris, batik and so on. While

intangible local wisdom such as advice delivered orally and passed down from generation to generation can be in the form of songs and hymns containing traditional teaching values. With advice or other intangible forms of local wisdom, social values are delivered orally from generation to generation.

b. Dimensions of Local Wisdom

Local wisdom consists of several dimensions. These dimensions are in accordance with Mitchell's statement in Arif (2022) which includes:

1. Local Knowledge Dimension

Every society has the ability to adapt to its environment because the society has local knowledge in mastering nature. Such as community knowledge about climate change and a number of other natural phenomena.

2. Local Value Dimension

Every society has local rules or values related to actions or behaviors that are obeyed and agreed upon by all its members, but these values will change along with the development of the society. The values of actions or behaviors that exist in a group may not necessarily be agreed upon or accepted by other groups of society, which are unique in nature.

3. Dimensions of Local Skills

Every society has the ability to survive (survival) to meet the needs of the family, or what is called economic substance. This is a way of sustaining human life that depends on nature, from hunting, gathering, farming to home industry.

4. Dimensions of Local Resources

Each community will use local resources according to their needs and will not exploit them on a large scale or commercially. The community must balance the balance of nature so as not to cause harmful impacts on nature. The Local Decision-Making Dimension Every community basically has its own local government or what is called a tribal government.

Tribes are legal entities that order their citizens to act in accordance with mutually agreed rules. If anyone violates these rules, then there are certain sanctions imposed by the tribal chief as the decision maker.

5. Dimensions of local Wisdom Solidarity

Humans are social creatures who depend on the help of others in their work because humans cannot live alone, such as how people work together to protect the environment.

From the description above, it can be concluded that local wisdom is an invaluable asset that reflects the identity and uniqueness of a community. Through local knowledge, values and skills, people can adapt to the environment and natural phenomena, and maintain their survival. Local values also guide behavior and actions, providing the basis for solidarity and unity among community members. By understanding and maintaining local wisdom, communities can preserve and enrich their own culture, while developing local potential to support sustainable regional development.

c. **The value of local wisdom of Indonesian society**

The following are the values of local wisdom of Indonesian society according to Saidah et al (2020):

1. Religious values

Religious values come from the belief system of a society. These values are closely related to beliefs about the existence of God as the creator and the relationship between humans and Him. As Indonesia is a nation that adheres to the Pancasila ideology, the terms “religion” and “religious” cannot be separated from each other. According to Rifa'i (2020), religion is defined as teachings that come from God or human musings that are passed on from generation to generation in holy books. Its purpose is to provide humans with life guidance and guidelines to achieve happiness in the world and the hereafter.

2. Tolerance Values

The value of tolerance is the glue of national unity. Without a high attitude of tolerance, the Indonesian nation, which is rich in diversity, will be divided, because each individual and group imposes what they believe. Therefore, tolerance values need to be instilled in students from an early age. Our local wisdom has shown how to maintain tolerance between groups. Therefore, despite having various differences in backgrounds, people in the region have long been able to coexist peacefully.

3. Gotong royong Value

Gotong royong is a word that comes from the Javanese language. Gotong royong can be interpreted as the word pikul or lift. The meaning of gotong royong itself is lifting something together or doing something together (Rochmadi, 2020). In other words, gotong royong can be equated with a form of cooperation within a community. According to Koentjoroningrat (in Irfan, 2020), dividing gotong royong into two definitions, namely gotong royong in the sense of helping and gotong royong in the sense of community service. Gotong royong means helping in agricultural activities, activities related to household activities, party activities, celebrations as well as in the event of disasters and death. Gotong royong means community service is a cooperative activity that is usually carried out for something that is in the public interest

4. The Value of Love Peace

As a nation known for its diversity in various fields, it is very important to have an attitude of loving peace so that unity is maintained so as to minimize conflicts due to differences. According to Sahlan and Angga (in Solaikah, 2014), peace love is an attitude, words and actions that cause others to feel happy and safe in their presence. This means that pacifism is able to present a feeling of protection for others and does not feel a

threat because of the presence of a person or a certain community.

4

5. The Value of Caring for the Environment

Caring for the environment is defined as an attitude and action that always tries to prevent damage to the surrounding natural environment and develops efforts to repair the damage to nature that has occurred. Caring for the environment is stated as an attitude possessed by someone who tries hard to manage and repair the surrounding environment properly. Thus, the environment can be enjoyed continuously without damaging its condition, while maintaining and preserving it so that the environment remains protected.

In addition, other local wisdom values that exist in the community are as follows:

a. Value of Discipline

The value of discipline is an attitude and behavior that reflects compliance with applicable rules, norms, or standards, both in personal life and in social contexts. Discipline involves the ability to control oneself, comply with obligations, and behave in accordance with established principles. This value is very important in shaping the character of individuals and societies that are orderly, productive, and harmonious.

b. Value of Responsibility

The value of responsibility is the attitude and behavior of a person in fulfilling the obligations or duties given with full awareness and seriousness, and is willing to accept the consequences of actions or decisions taken. This value reflects commitment to duty, personal integrity, and concern for the impact on others or the environment.

c. Value of Respect

The value of respect is an attitude of appreciation and respect for others, both in social relationships, family, and community environments. Respect reflects recognition of the dignity, rights and roles of individuals in groups, and shows awareness of the importance of maintaining good relationships and mutual respect.

2.1.5 Local Wisdom of Nias

The Nias tribe is a tribe whose people live on Nias Island. The Nias people refer to themselves as “Ono Niha” (ono = Son/Descendant; Niha = human) and Nias Island as “Tano Niha”. Nias is an archipelago located west of the island of Sumatra, Indonesia. According to Telaumbanua in Waruwu (2021) Nias local wisdom is the local cultural identity of Nias related to the knowledge and habits of the Nias people in answering every life struggle in order to realize a prosperous life. Nias local wisdom is reflected in diversity, customs, beliefs and leadership traditions. To maintain this local wisdom, it is necessary to teach and socialize the values of local wisdom to the community, especially during this globalization period.

Teaching or socializing cultural values or local wisdom from cultural heritage to be applied in the world today, especially in local content in schools.

In addition, Waruwu 2021 states the local wisdom of Nias related to character education, namely:

1. Fangowai Niha : yaahowu

Every culture has its own characteristics. When meeting other people at home, on the street and in public places, the first greeting of Nias people is Ya`ahowu. The person being greeted will reply with the same word: Ya`ahowu.

The word Ya`ahowu is very embedded in the interaction of Nias people in everyday life. This word always begins and ends a conversation in an encounter with another person. The word itself is a

greeting that reflects courtesy, blessing, care, brotherhood and warmth. According to Basha, the word Ya`ahowu itself has become the breath of the Nias people. This word radiates positive energy in the spirit of brotherhood (Basha in waruwu, 2021).

2. Famee Fegero

Fegero is a small meal that is shared with neighbors. Fegero is shared when the family slaughters pigs, chickens, harvests rice, durian and others. It is a form of notification to neighbors and gratitude for God's good fortune. Fame`e fegero to neighbors has its own meaning. Fame`e fegero has the following meanings: a) Caring for kinship ties; b) The willingness to care for others, the happiness of sharing food, and the joy of being together; c) Eliminating suspicion fame`e langu on others Conversely, not sharing food with neighbors (lö fabe`e fegero) means breaking kinship ties.

3. Fa`atalifusöta

Fa`atalifusöta is a word that means brotherly affinity. Fa`atalifusöta is not only based on blood relations, but sambua banua despite different clans, tribes and religions. Nias people highly value brotherhood. Differences in religion, ethnicity and political sect do not matter. They remain brothers, best friends.

4. Falulusa halöwö

Falulusa halöwö is an activity carried out jointly between two or more people. Falulusa halöwö is done in jobs such as harvesting rice, tapping rubber, building houses, and others. This word has the meaning of cooperation, helping each other and lightening the burden of others.

5. Samaeri

Samaeri is one who looks after, nurtures, protects and raises. This word reflects the activities of someone who serves others with all their thoughts and strength. The term samaeri in this paper emphasizes the attitude of serving others.

2.1.6 Internalizing Local Wisdom Values in Teaching English

¹ Internalization of local wisdom values in learning can improve the preservation of local culture for students who are increasingly being lost due to the times with the presence of foreign cultures in the era of growing modernization (Momay et al, 2023). There are two things that can be obtained by incorporating local wisdom into the national curriculum. First, local identity will be more attached to students so that they know the local identity where they come from, live, and interact. Second, the goal of national education to introduce and teach national identity is achieved, where Indonesia with its various cultures is internalized into students. They not only recognize their own identity, but also recognize other local identities from other regions in the republic (Irwan 2020).³

Integrating local wisdom in education is an important step in strengthening national identity rooted in cultural diversity. It not only helps students understand and appreciate Indonesia's cultural heritage, but also builds a strong foundation for a society that is inclusive, tolerant and proud of their national identity (Mulyana, 2024).

The steps that teachers must take in internalizing the value of local wisdom in Asyif's research (2019), namely in overcoming the problems that occur, one of the ways that teachers can do is by implementing a method that is in accordance with the conditions and characteristics of students. Slameto (2019: 65) states that teaching methods affect the course of learning activities because the right learning method makes learning activities more enjoyable and a conducive learning atmosphere for students. Therefore, the teacher will easily attract students' attention and students will be more active. Furthermore, teachers can find or create learning resources, teaching materials, or learning media that are appropriate to answer the problems as stated above. After that the teacher must be able to manage learning well and involve students in learning so that students

can think critically so that learning goes well and learning objectives can also be achieved.

2.1.7 Teaching English

Teaching English is not only delivering materials to students but also requires action. Therefore, English teachers not only present English subject matter to students, but also think, decide, and take appropriate actions to educate students to be proficient in spoken and written English (Jon et al, 2021).

Teaching English is something that must be done in this modern era. Dewi (2020) states that English is very influential in the modern era because language dominates communication and is the most important communication tool. English plays an important role in many aspects of life, which is why it is very important to be understood and mastered by everyone around the world. In an era where everyone is competing with each other, competing in English can help a person become better and smarter.

By teaching English to students, it can help students understand and improve their English skills in order to adjust in this globalization era. English teaching in education can help students to access information widely, can use digital media that uses English as the main language, such as on the Internet, email, social media, and computers (Masita, 2021). English is one of the subjects that is considered very important in developing the knowledge of school-age children. The ability to speak English is seen as very important as a provision for the future where the international world is in sight. Understanding English is important for one's competitiveness. With good English skills, competitiveness will be good, which is useful for our country as well (Maduwu in Nety et al., 2023). For this reason, teachers who have English language skills are needed to teach students to speak English properly and correctly.

Based on the above, teaching English is needed to educate the nation's life, by teaching students to speak English can help them to prepare themselves to face the world in this era of globalization.

2.1.8 Challenges of English Teaching

Teaching English may seem similar to teaching anything else, but it has its own challenges. As an English teacher, it is not only about teaching and paying ⁵ attention to students' language skills, such as reading, writing, listening, and speaking, but also about helping, facilitating, and encouraging students to have enthusiasm, good attitudes, and motivation towards English. In addition, teachers must also understand what students are learning, how and why the learning affects them, and how the learning can benefit them in the future. (Derakhshan, 2017). To do all of that, of course, teachers have challenges in carrying it out, as for some of the challenges, namely:

1) Mixed-level classes

Valentic (2023) explains that a mixed ability classroom means that a teacher has students who have varying levels of ability in fluency and accuracy, grammar knowledge, vocabulary count, receptive (reading, listening) and productive (reading, and writing) skills. Teaching students with diverse ability levels in schools provides additional challenges for many teachers, such as trying to integrate students, balance topics, materials and learning activities, understand and accommodate the operational pressures of schools, while trying to meet the needs of students.

2) Managing behavior discipline

According to Conroy et al. (2023) poor classroom management can disrupt the teaching and learning process. Smith Liu and Meyer (2023) state that classroom management problems can lead to teacher dissatisfaction and hinder retention among them. Westling (2010) pointed out that most educators do not use appropriate classroom management strategies. Strategies that

encourage appropriate prosocial behavior and enhance meaningful interactions will make a better classroom environment for teachers and students.

3) Choosing material appropriate and activities

According to Yalin (2023), the use of materials is the main component that ensures the efficiency of learning, for this reason, teachers must be able to adjust learning materials by analyzing students' needs so that it can help to determine language learning objectives or sometimes to choose the most relevant materials that are most relevant to the English syllabus.

4) Building good relationships with students

Building good relationships with students is one of the challenges for teachers. Studies focusing on teacher-student relationships from the teacher's perspective show that constructive and positive teacher-student relationships correlate with higher student academic achievement (increasing academic excellence) and draw them into the learning process, school adjustment, prosocial behavior, as well as playing a key role in mediating students' later success in school.

Based on the discussion above, it can be concluded that teachers have challenges in teaching English, some of the challenges faced by teachers are different abilities in students, class management, determining materials that suit the needs of students, and also the challenge of building relationships with students.

2.2 Conceptual Framework

The conceptual framework in this study aims as a direction in conducting research. Guidelines for understanding the flow of thought so that the analysis is more systematic. In this study, the researcher chose SMP Negeri 3 Mandrehe, especially two English teachers in grade VIII students as research informants.

This research was motivated by the gap between expectations and reality. Based on the National Education Law Number 20 2003 which states that

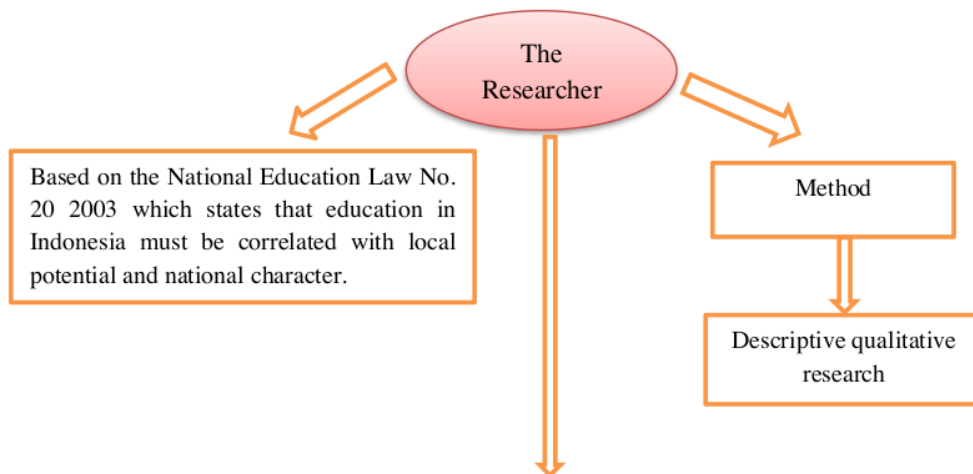
education in Indonesia must be correlated with local potential and national character.

But in reality, based on the phenomenon gap found by researcher and also supported by previous researcher and also some theories that researcher get, researcher know that at this time the understanding of existing culture in Indonesia by the community, especially today's children, is starting to fade and is starting to be replaced by outside cultures that enter in this era of globalization, so this causes researcher to be interested in conducting research.

The focus of the research conducted by researcher in this case there are two scopes, namely how the role of the teacher in internalizing the value of local wisdom in English language learning and what are the obstacles for teachers in internalizing it. Therefore, researcher want to conduct research using qualitative research, especially descriptive approaches.

Then, to collect data, researcher will use instruments in the form of interview guidelines with English teachers, observation of how students understand the value of cultural values by seeing how enthusiastic they are in learning that is integrated with local wisdom values in it. After collecting data, the researcher will report the results of the study in accordance with the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of the data. Furthermore, researcher will analyze the data suggested by Miles & Huberman's theory, namely data collection, data reduction, data display, and conclusion drawing.

Furthermore, the conceptual framework of “The Role of English Teachers in Internalizing the Value of Local Wisdom in English Language Learning at UPTD SMP Negeri 3 Mandrehe” is depicted in the following scheme.



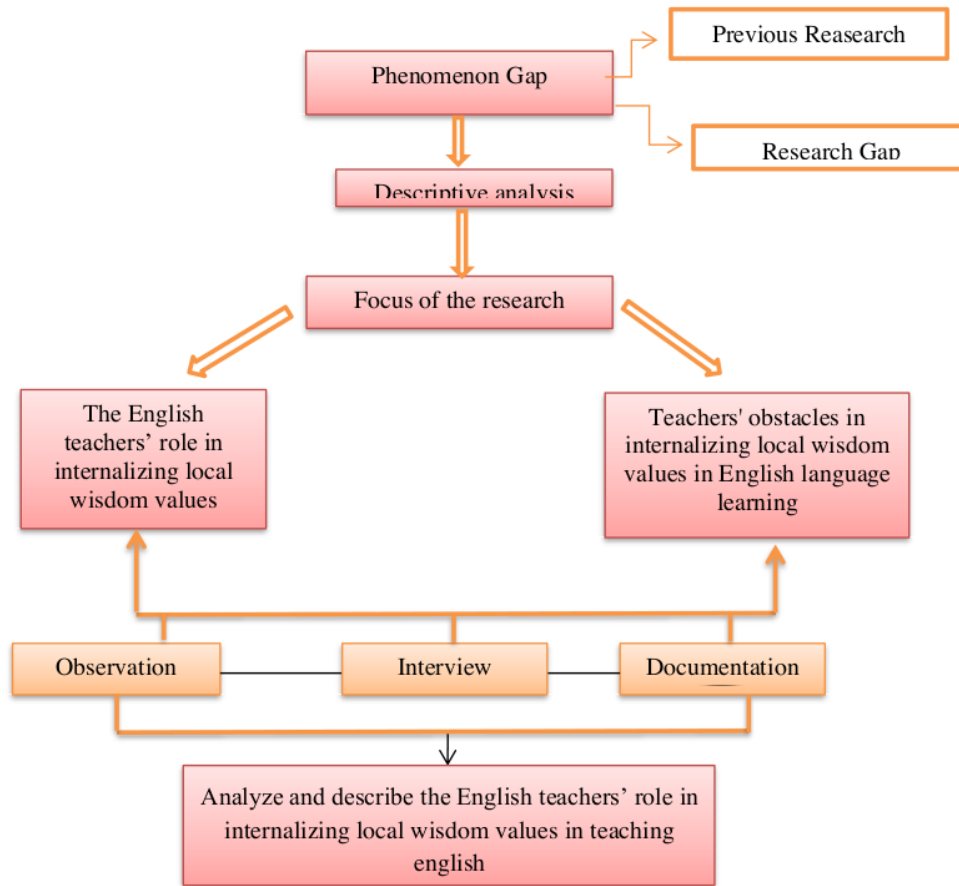


Figure 2.1 The conceptual Framework

CHAPTER III

RESEARCH METHODS

3.1 Research Approach and Method

Researcher will conduct this investigation using qualitative research methods. Researcher will use descriptive qualitative research methods. Qualitative research seeks to understand certain phenomena. These phenomena can be behaviors, perceptions, motivations, actions, and so on, all of which can be comprehensively defined verbally and thoroughly explained using language that accurately describes the circumstances. The collected data is handled qualitatively and analyzed using inductive/qualitative methods. The findings of this qualitative research emphasize meaning rather than generalization (Fiantika et al., 2022: 5).

In this study, researcher will use descriptive qualitative to understand the clarity of a phenomenon in the role of teachers in internalizing the value of local wisdom in English language learning, especially at the research location to be studied, namely SMP Negeri 3 Mandrehe. By using descriptive qualitative methods, researcher will analyze and be able to provide explanations and descriptions in the form of words and sentences that will be arranged according to the results of the research that has been done.

3.2 Variables of Research

According to Sugiyono (2020) Research variables are basically things in the form of anything that is determined by the researcher to study so that information is obtained about it and then conclusions are drawn. In this study, the research variables studied by researcher are: 8th grade English teacher as an informant of the data obtained.

3.3 Setting and Schedule of the Research

This research will be conducted in Class Eight of UPTD SMP Negeri 3 Mandrehe, which is located in Lologolu Village, Mandrehe District, West Nias Regency, North Sumatra Province.

3.4 Source Data

A research data source is any source that provides information or data used in the research process. Research data sources can be people who researcher observe, read, or ask about specific details related to research problems or questions. Based on Sugiyono (2022), there are two types of data sources, namely:

1. Primary Data Sugiyono (2022), primary data is a direct source that provides data for researcher, such as the results of interviews and questionnaires. This data comes from the results of observations, interviews, and documentation.
2. Secondary Data According to Sugiyono (2022) secondary data is an indirect source that provides data for researcher, the data is obtained from sources that can provide research support such as literature and documentation. Researcher get secondary data from previous research, articles, journals and books, internet sites, and other information related to the research title.

3.5 Instrumen of the Research

Research instruments are tools or methods used by researchers to collect data in a study. Murdiyanto (2020) stated that research instruments are tools used in data collection methods by researchers to analyze the results of research carried out in the next research step. The results of a study are greatly influenced by the data source of how the instrument reveals the results. In this study, researchers will use research instruments in the form of observation sheets, interview sheets, and documentation. By using observation sheets, researchers can find out what indicators teachers use in internalizing local wisdom values in English language learning. The second instrument is an interview sheet. Through the interview sheet, researchers obtain information about the obstacles faced by teachers in internalizing local wisdom values in English language learning. The last is documentation. To support the data, researchers also need documentation in the form of books, regulations, photos, and relevant videos, as data relevant to the study.

3.6 Data Collecting Technique

Data collection is a process or activity carried out by research to reveal phenomena, information or location conditions in accordance with the research. Ahmad (2021) states that then the data that has been collected is carried out the next process, namely processing and analyzing, the method applied in analyzing qualitative is described in words, not in the form of numbers. The data is obtained through a variety of techniques, for example using interview techniques, analyzing documents, observation, focused discussions, which are poured into notes in the field. Also a form that can be used by photographing or video recording.

There are several data collection techniques that researcher will use, namely:

1. Observation

Observation is the process of collecting data by directly observing the situation in the field. Observed data can be in the form of attitudes, behavior, actions and interactions. Nasution (2020) states that observation is the basis of all science. Scientists can only work based on data, namely facts about the world of reality obtained through observation.

In this study, researcher will use checklist observation as a data collection technique with the aim that researcher can see and observe directly what and how ⁴ the role of teachers in internalizing the value of local wisdom in teaching English at UPTD SMPN 3 Mandrehe.

2. Documentation

Documentation is a data collection technique that is not directly shown to the subject under study, but through documents. This technique is a way of collecting data in the form of written relics in the form of school data archives, students, transcripts and field notes and others related to research problems. Documentation was conducted to obtain data on ⁴ the role of English teachers in internalizing the value of local wisdom in English language learning at UPTD SMP Negeri 3 Mandrehe.

3.7 Data Analysis Tehnique

5 Data analysis in qualitative research is carried out during data collection and after data collection within a certain period. Miles and Huberman in Nursapia (2020) revealed that data analysis activities in qualitative research are carried out interactively and take place continuously until completion so that the data is saturated. Activities in data analysis are data reduction, data display and conclusions or verification. The steps of analyzing qualitative research data are:

5 1. Data collection

Data collection by observation, in-depth interviews and documentation or a combination of the three. In this case the researcher explores in general to get more data on the object under study so that the data obtained is more numerous and varied.

12 2. Data reduction

Reducing data means summarizing, selecting key things, focusing on important things, and looking for themes and patterns. The data that has been reduced will provide a clearer picture and make it easier for researcher to collect further data. Data reduction is a sensitive thinking process that requires intelligence, breadth and very deep insight. In this case, researcher will select the data studied through observations of the teaching and learning process, interviews with teachers, and documentation.

10 3. Data Display (Presentation of data) Data presentation is also a stage of qualitative data analysis techniques. Presentation of data is an activity when a set of data is arranged systematically and easily understood, thus providing the possibility to produce conclusions. In the data display, the data will be displayed in an organized and decomposed manner. The purpose of presenting data is to make it easier to draw conclusions and take action. Seeing the data display helps us understand what is happening and do something about it, either analyze it further or take action based on that understanding. Good data display is the main road to strong qualitative analysis. In this study, after categorizing the role of teachers in

internalizing the value of local wisdom based on the results of observations and interviews with teachers, then the researcher will present his findings in the form of an extensive description. In this case, researcher will describe and explore more fully the role of teachers in internalizing the value of local wisdom in learning.

4. Conclusion drawing/ verification Conclusion is the last step in a research period in the form of an answer to the problem formulation (Sugiyono 2017: 216). In this section later the researcher will express the data that is the conclusion of the data that has been obtained.

CHAPTER IV
RESULT & DISSCUSION

4.1 Result

4.1.1 Research findings

4.1.1 Observation Result

Based on the research objective to analyze the role of English teachers in internalizing the value of local wisdom in English learning, the first step that the researcher did was to observe the teacher in English learning activities. The English teacher is Mr. Nestin Junius Zai, S.Pd. Researchers made observations on Saturday, August 26 and Thursday, August 01, 2024. For more details, the following are the results of observations that researchers get.

Tabel 4.1 Lembar observasi kelas VIII 1

Observation Sheet				
Nama Sekolah : UPTD SMP Negeri 3 Mandrehe				
Nama Guru : Mr. Nestin Junius Zai, S.Pd				
Mata Pelajaran : Bahasa Inggris				
Topik pelajaran : Narrative Text				
Hari/Tanggal : 26 Agustus 2024				
No	Aspects observed	Yes	No	Description
1	Opening			
	a. The teacher gives greetings and invites students to pray before starting the lesson.	✓		The teacher gives greetings and invites students to pray, the value taught by the teacher here is religious.
	b. The teacher checks the students' physical and	✓		The teacher asks if the students are ready to

	psychological readiness.			learn.
	c. The teacher checks student attendance	✓		The teacher asks who is absent
	d. The teacher reviews the lesson material from the previous meeting.	✓		The teacher again asks what the material they last covered was to remind them of the previous lesson and to find out whether the students have understood the previous material correctly.
	e. The teacher asks some triggering questions	✓		The teacher asks questions about whether the students have heard stories or read stories and what stories they have read and listened to.
	f. The teacher presents the learning objectives.	✓		The teacher explains the learning objectives of narrative text
	g. The teacher forms groups based on the learners' favorite stories	✓		The teacher tells the students to form groups
2	Core Activities			
	a. Learners are given a worksheet containing some questions about the narrative text that will be listened to	✓		The teacher provides a worksheet containing questions about the sangkuriang reading text.

	together.			
	b. Learners read the sangkuriang text	✓		The teacher and students read the story of Sangkuriang together.
	c. Learners and teachers discuss and ask each other questions about the worksheet that has been given.	✓		The teacher and students discuss what the students have done.
	d. Peserta didik diberikan LKPD 2 yang berisi beberapa pertanyaan tentang informasi rinci/spesifik tentang narrative text	✓		Learners are given LKPD 2 which contains several questions about detailed/specific information about narrative texts.
	e. Peserta didik diberikan LKPD 3, dimana peserta didik diminta untuk menganalisis generic structure of the text dan menyimpulkan social function and moral value of the text.	✓		Selain itu siswa diberikan tugas selanjutnya untuk menganalisis generic structure of the text dan menyimpulkan social function and moral value of the text pada text sangkuriang
3	Penutup	✓		
	a. Peserta didik dan guru menyimpulkan materi pembelajaran.	✓		Guru beserta siswa menyimpulkan materi tentang tekx sangkuriang
	b. Peserta didik dan guru melakukan refleksi pembelajaran yang telah berlangsung	✓		Guru kembali menanyakan kepada siswa tentang apakah siswa memahami

				pembelajaran hari ini dan apa saja yang peserta didik ketahui tentang pembelajaran yang mereka pelajari hari ini
	c. Guru menyampaikan rencana materi pada pembelajaran selanjutnya.	✓		sebelum pembelajaran sekalas selesai guru menyampaikan apa yang menjadi pe, belajaran selanjutnyakepada peserta didik

Tabel 4.2 Lembar observasi kelas VIII 2

No	Aspek yang diamati	Yes	No	Keterangan
1	Pembukaan			
	a. Guru memberi salam dan mengajak siswa berdoa sebelum memulai pembelajaran.	✓		Guru memberi salam dan mengajak siswa berdoa, nilai yang diajarkan guru disini adalah religius
	b. Guru memeriksa kesiapan fisik dan psikis siswa.	✓		Guru bertanya apakah kalian baik baik saja? Apakah kalian siap untuk belajar?. Dai itu adalah salah satu pentuk kepedulian guru terhadap siswa.
	c. Guru memeriksa	✓		Guru menanyakan siapa

	kehadiran siswa		saja yang tidak hadir, disini guru menunjukkan kepedulian unruk memeriksa siswa yang belum hadir dan menanyakan alasan kenapa siswa itu tidak hadir.
	d. Guru mereview materi pelajaran pada pertemuan sebelumnya.	✓	Guru kembali menanyakan apa materi yang terakhir mereka bahas guna untuk mengingatkan kembali pelajaran sebelumnya dan untuk mengetahui apakah siswa sudah benar paham materi sebelumnya . disini menunjukkan bagaimana rasa hormat siswa terhadap pembelajaran yang telah guru berikan dan menunjukkan bagaimana tanggungjawab siswa sebagai pelajar atas pelajaran yang telah dipelajarinya
	e. Guru menyampaikan beberapa pertanyaan pemantik	✓	Guru memberikan pertanyaan tentang apakah siswa pernah mendengarkan cerita atau

				membaca cerita dan cerita apa saja yang pernah siswa baca dan dengarkan
	f. Guru menyampaikan tujuan pembelajaran.	✓		Guru menjelaskan tujuan pembelajaran dari narrative text
	g. Guru membentuk kelompok berdasarkan cerita favorite peserta didik	✓		Guru menyuruh siswa untuk membentuk kelompok
2	Kegiatan Inti			
	a. Peserta didik diberikan worksheet yang berisi beberapa pertanyaan tentang teks narrative yang akan disimak bersama.	✓		Guru memberikan worksheet yang worksheet yang berisi pertanyaan tentang teks bacaan sangkuriang
	b. Peserta didik menyimak sebuah video tentang the story of "The Monkey and the Crocodile	✓		Guru dan siswa membaca bersama cerita sangkuriang bersama sama
	c. Peserta didik dan guru saling berdiskusi dan bertanya jawab membahas worksheet yang telah diberikan.	✓		Guru dan siswa membahas tentang apa yang sudah dikerjakan siswa
	d. Peserta didik diberikan	✓		Selanjutnya untuk

	LKPD 2 yang berisi beberapa pertanyaan tentang informasi rinci/spesifik tentang narrative text			melatih kemampuan siswa menyimak cerita guru memberikan tugas kepada siswa untuk mencari informasi yang terdapat dalam cerita sangkuriang
	e. Peserta didik diberikan LKPD 3, dimana peserta didik diminta untuk menganalisis generic structure of the text dan menyimpulkan social function and moral value of the text.	✓		Selain itu siswa diberikan tugas selanjutnya untuk menganalisis generic structure of the text dan menyimpulkan social function and moral value of the text pada teks sangkuriang
3	Penutup	✓		
	f. Peserta didik dan guru menyimpulkan materi pembelajaran.	✓		Guru beserta siswa menyimpulkan materi tentang teks sangkuriang
	g. Peserta didik dan guru melakukan refleksi pembelajaran yang telah berlangsung	✓		Guru kembali menanyakan kepada siswa tentang apakah siswa memahami pembelajaran hari ini dan apa saja yang peserta didik ketahui tentang pembelajaran yang mereka pelajari hari ini
	h. Guru menyampaikan rencana materi pada pembelajaran selanjutnya.	✓		sebelum pembelajaran selesai guru menyampaikan apa yang menjadi pembelajaran

				selanjutnyakepada peserta didik
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Based on the table above, the researcher conducted observations in 2 meetings in two classes with the same lesson topic, namely in class VIII-1 and VIII-2 with the topic of Narrative text. The observation sheet above consists of activities carried out by the teacher based on the RPP that has been made by checking the yes or no column if the activity has been carried out or not and filling in the description column which is used to explain what activities have been carried out. Based on these activities, researchers can see how the role of English teachers in internalizing the value of local wisdom in English language learning. And the results of observations from both classes have the same results. The activities are as follows:

In the opening activity, the teacher first gave greetings and invited students to pray before starting the lesson. The role of the teacher is that the teacher starts the learning by inviting students to pray, which reflects the value of religious local wisdom. By greeting and praying, the teacher instills the habit of always prioritizing spirituality in all activities. This also reinforces the important religious values in the local culture.

Second, the teacher checks the students' physical and psychological readiness. The role of the teacher is by asking about students' readiness, the teacher shows concern for students' physical and psychological conditions. This reflects the value of gotong royong and a sense of togetherness, where the welfare of individuals is a common concern. The teacher acts as a figure who is sensitive to the condition of students, which is also part of the value of local wisdom.

Third, the teacher checks students' attendance. The teacher emphasizes the importance of each student's togetherness and participation in the teaching and learning process. This shows how the value of social responsibility is internalized, where the presence of each student is considered important in building a solid classroom community.

Fourth, the teacher reviews the lesson material in the previous meeting. The role of the teacher is that by reviewing the material, the teacher helps students link the new knowledge with the previous one, which reflects the value of continuous learning. The teacher teaches the importance of reflection, which is part of local wisdom in maintaining the continuity of knowledge and traditions.

Fifth, the teacher asks some sparking questions. The role of the teacher is that these sparking questions encourage students to remember and share local stories that they know. This is one of the ways teachers integrate local cultural values through stories that may be familiar to students.

Sixth, the teacher conveys the learning objectives. The teacher's role in explaining the learning objectives helps students understand the direction and context of learning, which can be related to local values such as life purpose and the broader meaning of learning in their cultural context.

Seventh, teachers form groups based on students' favorite stories. In this case the teacher's role to form groups based on students' favorite stories encourages a sense of community and appreciation for the diversity of local stories. This teaches students to work together and appreciate other people's preferences and stories, which is the value of local wisdom.

Furthermore, in the core activities, the teacher first provides worksheets to students and conducts discussions on narrative text (Sangkuriang). The role of the teacher is that by using local stories such as Sangkuriang, the teacher directly internalizes the value of local wisdom in the learning material. This helps students understand and appreciate their cultural heritage while learning the elements of narrative text in English.

Secondly, the teacher invites the students to read the available reading which is Sangkuriang's ceroat text. Having students read and understand the story in the book helps in enriching students' understanding of the local story. The accompanying discussion allows students to explore the deeper meaning of the story, including the moral and social values contained in it.

Thirdly, the teacher directs students to analyze and deduce the moral value of the story, which reflects the effort to internalize life lessons from

local wisdom in language learning. This teaches students to see the text not only as academic material but also as a means to understand and apply cultural values.

And the last activity is closing, in the closing activity the teacher firstly summarizes the material and conducts reflection, which is an opportunity to reinforce the values that have been learned. This reflection allows students to connect the lesson to their daily lives and their own culture.

And lastly, the teacher conveys the next lesson plan helping students to prepare themselves, as well as linking the learning with the upcoming cultural context.

4.1.1.2 Interview Result

Further data collection is done through interviews. The purpose of this interview is to find out the obstacles of English teachers in internalizing the value of local wisdom in English learning. The interview was conducted by interviewing the 8th grade English teacher on behalf of Mr. Nestin Junius Zai on August 1 and 3. as for the results of interviews that researchers have conducted as follows:

Informant Identity		
Name : Mr. Nestin Junius Zai		
Position : English Teacher		
Day/Date : Saturday, August 1st, 2024		
Time : 09.00 am		
Location : Office Room UPTD SMP Negeri 3 Mandrehe		
No	Questions	Answer
1	Are there any constraints related to limited time or materials in the curriculum that	The constraints related to the limited time or materials in the curriculum that hinder your efforts in internalizing the value of local wisdom in English learning are the lack of sufficient time to

	hinder your efforts in internalizing the value of local wisdom in English language learning?	integrate the value of local wisdom in the curriculum and the lack of materials relevant to the value of local wisdom in a dense curriculum, it is often difficult to find sufficient time to integrate the value of local wisdom values. In addition, the materials provided in the curriculum may not always be relevant or cover the aspects of local wisdom that you want to teach.
2	What are the obstacles you face when trying to integrate local wisdom in lesson planning?	The obstacles I face when I try to integrate local wisdom in lesson planning are the lack of understanding of local wisdom values and the lack of relevant resources. You face difficulties in understanding and identifying local wisdom values that are relevant to the learning topic.
	Do you have sufficient access to resources such as books, modules, or learning media oriented to local wisdom values?	I have sufficient access to resources such as books, teaching modules or learning media that are oriented towards local wisdom values. Adequate access to resources oriented towards local wisdom values is very important if teachers have sufficient access, they can more easily integrate these values in learning.
	What about the availability of facilities and infrastructure that support local wisdom-based	The availability of facilities and infrastructure that support local wisdom-based learning is quite adequate such as classrooms equipped with supporting technology. In this case, the use of infocus projectors. Relevant materials

	learning?	and a conducive learning environment are very helpful in implementing local wisdom-based learning.
	How difficult or easy is it for you to find suitable materials to teach local wisdom in the English context?	Finding appropriate materials to teach local wisdom in an English context can be a challenge. The materials need to be relevant, interesting and appropriate to the students' level of understanding. I find suitable materials to teach local wisdom in an English context that are easy enough so that learners can more easily understand the material that I will convey.
	Do you feel the need to create your own teaching materials to integrate local wisdom? If yes, what are the challenges?	I feel the need to create my own teaching materials to integrate local wisdom. The only challenge is that it requires sufficient time and resources. Challenges in this case include the need for time, creativity and in-depth knowledge of local wisdom.
	Are there any cultural constraints or barriers that you need to consider when trying to integrate local wisdom values in English language learning?	What cultural constraints or barriers do I need to consider I try to integrate local wisdom values in English language learning is the cultural and value differences between local wisdom and western culture. The cultural difference between local wisdom and western culture which is often the basis of English learning can be one of the barriers. Teachers need to consider how to harmonize the two cultures without

		losing the essence of each.
	What do you think should be done to overcome these difficulties?	I have to create my own local wisdom-based teaching materials by looking at their relevance to the topic being studied, that is one way to be able to overcome these obstacles.

For the first question, Mr. Nestin Junius Zai said that time limitation and the density of material in the curriculum are one of the main obstacles. Teachers revealed that the current curriculum does not provide enough space to integrate local wisdom values. The materials in the curriculum may not always be relevant or cover aspects of local wisdom, so teachers have to put more effort into adding additional materials or adjusting existing materials.

For the second question, Mr. Nestin Junius Zai said that the lack of understanding of local wisdom makes it difficult to understand and identify local wisdom values that are relevant to the learning topic. In addition, although teachers have sufficient access to books and teaching modules, there are still difficulties in finding specific and relevant resources for local wisdom-based learning.

For the third question, Mr. Nestin Junius Zai answered that he has a lack of access to local wisdom-oriented books and teaching modules because many textbooks use examples and illustrations outside the surrounding culture.

For question four, Mr. Nestin Junius Zai answered that although the availability of facilities and infrastructure such as classrooms and supporting technology is adequate, challenges arise when relevant teaching materials are difficult to find or unavailable.

For question five, Mr. Nestin Junius Zai replied that finding appropriate materials to teach local wisdom in an English context can be a

challenge. The materials must be relevant, interesting and appropriate to the students' level of understanding. So it is very difficult to find materials that are appropriate to the topic at hand.

For the sixth question, Mr. Nestin Junius Zai answered that as a teacher he feels the need to create his own teaching materials to integrate local wisdom, but the main challenge is the need for time, creativity, and in-depth knowledge of local wisdom. So it is difficult to create your own teaching materials.

For the seventh question, Mr. Nestin Junius Zai answered that the cultural obstacle he faced when trying to integrate local wisdom values in English learning was the cultural and value differences between local wisdom and Western culture. This obstacle arises because English learning is often based on Western cultural contexts, which can differ significantly from local cultures.

And for the last question, Mr. Junius Zai answered that teachers need to create teaching materials based on local wisdom by considering its relevance to the material being taught.

4.2 Discussion

4.2.1 The Description and Intepretation of the Research Result

Based on the results of the research that the researchers have provided above, the following researchers will provide a discussion of the results of the study to answer the formulation of the problem of the Role of English Teachers in Internalizing Local Wisdom Values in English Language Learning, namely how the role of English teachers in internalizing local wisdom values in English language learning and what are the obstacles for English teachers in internalizing local wisdom values in English language learning.

4.2.1.1 Observation Result

Based on the results of the research that the researchers have provided above, the following researchers will provide a discussion of the results of the study to answer the formulation of the problem of the Role of English Teachers in Internalizing Local Wisdom Values in English Language Learning, namely how the role of English teachers in internalizing local wisdom values in English language learning and What are the obstacles for English teachers in internalizing local wisdom values in English language learning The first step that researchers take is to make observations to answer the formulation of the first problem, namely by making observations to see the role of English teachers in internalizing local wisdom values in English language learning. The observation sheet contains the steps in learning along with the discussion:

Based on the results of observations of Mr. Nestin Junius Zai, S.Pd, there are 5 values of local wisdom in accordance with what is written in saidah & Damariswan, (2020) The value of local wisdom of Indonesian society includes:

A. Religious Value

Religious values come from the community's belief system. These values are closely related to beliefs about the existence of God as the creator and the relationship between humans and Him. Since Indonesia is a nation that adheres to the Pancasila ideology, the terms "religion" and "religion" cannot be separated from each other. According to Rifa'i (2020), religion is defined as teachings that come from God or human musings that are passed on from generation to generation in holy books. The aim is to provide humans with life guidance and guidelines to achieve happiness in the world and the hereafter.

Based on observations made by researchers, there are teachers inviting students to pray together, thus the teacher acts as an educator who teaches religious values to students before learning. Teachers teach students to always be grateful for God's blessings and also ask for God's protection and inclusion in the learning process, in this case the teacher teaches students to prioritize God in everything.

Furthermore, in learning the teacher uses the Sangkuriang text which also teaches religious values in it, where Dayang Sumbi pleads with the gods when she does not want to marry Sangkuriang, who turns out to be her own son. Dayang Sumbi prayed to Sang Hyang Tunggal to be given guidance and strength to face this situation. This shows a belief in supernatural powers in solving problems.

B. Tolerance Values

Based on the observation of the value of tolerance that teachers teach in learning is when the teacher discusses the story of Sangkuriang where it is found that in the story, although Sangkuriang was disappointed because he did not get what he wanted, he did not immediately vent his anger with violence against Dayang Sumbi. This shows tolerance and patience in the face of rejection, even though in the end his anger was provoked by deep disappointment. Indirectly, the teacher teaches students to be able to respect someone's opinion and decision even though they differ with us.

C. Value of Gotong royong

Based on the observation, the teacher teaches the value of gotong royong through group assignments that the teacher gives, where students together with their group members work together and discuss together to do the tasks given by the teacher. Thus the teacher acts as an educator who teaches students the value of gotong royong which is the local wisdom

of Indonesian society which is highly expected to continue and be preserved.

D. Value of Peace

Based on the observation, the teacher teaches students to respect each other when students are giving their opinions. The teacher reprimands students who are noisy when their friends are presenting the results of their group work,

E. Value of caring for the environment

Based on the research results, teachers teach the value of caring for the environment by teaching the moral values contained in the narrative text story. This shows the teacher's concern for students.

So based on the research above, Mr. Nestin Junius Zai, S.Pd plays an active role in internalizing local wisdom values in English learning. By integrating folklore such as Sangkuriang and emphasizing values such as religiosity, togetherness, social responsibility, and reflection, teachers not only teach language but also strengthen students' cultural identity. This is important in educating students to not only understand the subject matter, but also to appreciate and apply cultural values in their lives.

4.2.1.2 Interview Result

The next step that researchers take is to conduct interviews with English teachers. The results of this interview are used to answer the second problem formulation, namely what are the obstacles for teachers in internalizing the value of local wisdom in English language learning. And based on the results of interviews with English teachers there are teacher constraints in internalizing the value of local wisdom in English language learning.

The first obstacle is the lack of time and limited material to internalize the value of local wisdom, in the 2013 curriculum it is very difficult for teachers to internalize the value of local wisdom in English language learning, in the 2013 curriculum there are

many stages in carrying out learning in the classroom so that the lack of time is one of the obstacles for teachers in internalizing the value of local wisdom. As well as the limited material that can be internalized local wisdom values such as in tatabahaa learning is very difficult for teachers to internalize the material with local wisdom values.

The second obstacle is the obstacle in making lesson plans, this is due to the lack of teacher understanding of local wisdom around and the lack of understanding of how to connect local wisdom values in each material to be taught, as well as the lack of experience to internalize local wisdom values in learning, especially in English language learning.

The third obstacle is the lack of sufficient access to resources such as module books, as well as learning media that support teachers to internalize local wisdom values in learning. Teachers find it difficult to find local wisdom-based teaching materials that are relevant to the material being studied. So this makes teachers use teaching materials available in books that may not contain local wisdom values in them.

The fourth obstacle is the cultural differences between western culture and the culture in Indonesia which is often the basis of English learning can be one of the obstacles. Teachers need to consider how to harmonize the two cultures without reducing the essence of each.

That is what is an obstacle for teachers in internalizing the value of local wisdom in English language learning. But to overcome these obstacles based on the results of interviews with English teachers that teachers must understand more deeply about local wisdom and teachers must be creative in making materials that have relevance to the value of local wisdom, so that teachers can internalize the value of local wisdom in English learning.

4.2.2 The Research Result Versus the Latest Related Research

The first study was conducted by Imelda Sari Inda Momay and Budiyanto Tukang in 2023 with the title "THE ROLE OF TEACHERS IN INTERNALIZING LOCAL WISDOM VALUES AT SMA PGRI KUPANG" The type of research used for this study was qualitative to deeply understand the role of teachers in internalizing local wisdom values at SMA PGRI Kupang. Data collection techniques used were observation, interviews and documentation. The results of this study indicate that the role of teachers at SMA PGRI Kupang is that teachers internalize local wisdom values so that students continue to preserve local wisdom that has existed since ancient times, both from religious values that require students to pray before carrying out learning activities with the aim that students remain obedient to the teachings of their respective religions. Second, the value of mutual cooperation with the aim of creating solidarity, fostering an attitude of mutual assistance and strengthening a sense of brotherhood. Third, cultural and artistic values that require students to obey the rules at SMA PGRI Kupang and continue to carry out positive habits such as the 3S culture (smile, greet, say hello), use of school uniforms according to the rules and recommendations to maintain 5K (cleanliness, security, order, beauty and family).

A comparison between the similarities and differences is as follows. The similarity of my research is that both analyzed the role of teachers in internalizing local wisdom values, and the results also have similarities in that teachers have internalized local wisdom values in learning. For example, religious values that require students to pray before learning activities with the aim of keeping students obedient to their respective religious teachings, and also teachers instill the value of cooperation through group assignments given so that students work together to complete tasks. Apart from the

similarities, there are also differences between my research and Momay (2023) research. Momay (2023) research showed how the role of teachers in internalizing local wisdom values in sociology learning, while my research showed how the role of teachers in internalizing local wisdom values in English language learning. In addition, Momay (2023) research only examined how the role of teachers in internalizing local wisdom values, while my research also analyzed the obstacles faced by teachers in internalizing local wisdom values."

Researchers The second previous research is a study conducted by Nuryana & Dede 2021 with the title "The Role of Teachers in Internalizing the Values of Local Wisdom in Madrasah Ibtidaiyah". Wisdom in Madrasah Ibtidaiyah" This research uses a descriptive qualitative ethnographic approach collaborated with quantitative descriptive survey method. Data collection techniques used in this study are questionnaires, observations and interviews. The results showed that the role of teachers in internalizing the value of local wisdom values to students of Madrasah Ibtidaiyah in Cirebon City has not been maximally applied in learning. learning. This can be seen in how the ability and competence of competencies of teachers who are considered still not qualified to be able to internalize the values of local wisdom in values of local wisdom in learning in madrasah ibtidaiyah. So far the application of local wisdom in learning is only limited to inviting students to visit historical places, making traditional arts as a form of learning. to historical places, making traditional arts as one of the extracurricular activities and telling stories about the history of Cairo. extracurricular activities and telling stories about the history of Cirebon during learning. Supporting factors include government policies that state that local wisdom is important to maintain its existence and sustainability. The inhibiting factors were found to come from

teachers, parental support, curriculum load and also the cost of visiting cultural sites.

The comparison between similarities and differences is as follows. The similarity of my research is to analyze the role of teachers in internalizing the value of local wisdom, while the difference lies in the details and focus of the two studies I conducted related to English lessons while Nuryana et al (2022) focused on social science lessons. And the results of Nuryana et al's research (2022) also show about the factors that support the value of local wisdom in learning while in my research only focuses on analyzing the role and constraints of teachers in internalizing the value of local wisdom.

4.2.3 The Research Result Versus the Theoris

Based on the results of research that researchers have conducted with the title "The English Teachers' Role in Internalizing Local Wisdom Values in Taching English at UPTD SMP Negeri 3 Mandrehe" there are conformities and discrepancies with existing theories about The English Teachers' Role in Internalizing Local Wisdom Values in Taching English. After obtaining the results of the study, the researcher will describe the conformity and discrepancy of the research results with the existing theory.

The value of local wisdom obtained through observations made by researchers in the English language learning process shows that there are 5 local wisdoms, namely religious values. This is in line with Pajarianto et al., 2022 who said Religious culture is an important local wisdom tradition in the life of society in Education, both formal and informal, plays an important role in transmitting religious culture from one generation to the next. In the context of formal education, religious values are often taught as part of the curriculum, either in the form of religious subjects, character

education, or moral education. This teaching aims to form individuals who are not only intellectually intelligent, but also moral and ethical.

The second local wisdom value is tolerance. According to Karacabey 2021, local wisdom values such as cooperation, mutual respect among the community must be maintained. The goal is to be able to make future generation students become role models by being tolerant of differences. Karacabey's opinion, which emphasizes the importance of maintaining local wisdom values such as cooperation and mutual respect among the community, is very relevant to the current educational context. Local wisdom, which is the result of centuries of accumulated knowledge, values and practices, contains valuable life wisdom. These values have stood the test of time and have proven to be able to maintain the harmony and sustainability of society. In the era of globalization, students will interact with a wide variety of people with different backgrounds. Local wisdom values such as mutual respect and tolerance will greatly help students in building harmonious relationships with others. They will more easily accept different opinions, beliefs, and cultures. This was found in the researcher's observation of the English teacher at uptd smp negeri 3 mandrehe, that the English teacher also teaches the value of tolerance to students in learning activities by teaching students to respect each other when friends give opinions and also when friends display the results of group assignments.

Furthermore, the opinion of Satya Prayogi & Utaya, 2019 As an alternative to teaching local wisdom values derived from local culture, teachers can utilize the uniqueness of the local area and the potential around their students during the learning process. In addition to the uniqueness of the region, the potential that exists around students can also be utilized as a learning medium. For example, community leaders who have in-depth knowledge about local wisdom can be invited as resource persons.

Alternatively, students can be invited to visit historical places or cultural sites around the school. Through activities like this, students will more easily understand and appreciate the values of local wisdom. This shows the difference with the results of my research, because in the results of my research the teacher still uses local wisdom from other regional cultures, not from the culture around the teacher and students.

Based on some of the theories above, it can be concluded that the theory about the role of teachers in internalizing the value of local wisdom in learning is still not fully in accordance with the conditions and reality at school.

4.2.4 The Research Result Implication

The results showed that the role of teachers in internalizing the value of local wisdom in learning is very important. The implication of this finding highlights the importance of teachers' understanding of local wisdom values so that teachers can internalize local wisdom values in English learning. Teachers' understanding of local wisdom values is the main key in successfully internalizing these values into the learning process. When a teacher deeply understands the values embraced by the local community, he will be able to:

1. Choose Relevant Materials: Teachers can choose learning materials that are relevant to the local cultural context. For example, in teaching vocabulary about the environment, teachers can use examples from local wisdom related to environmental management.
Making Meaningful Connections: Teachers can make meaningful connections between learning materials and students' life experiences. By connecting the subject matter with values that students are familiar with, learning will become more meaningful and memorable.
2. Being a Role Model: Teachers, as figures respected by students, will become role models in implementing local wisdom values.

When students see teachers applying these values in their daily lives, they will be motivated to imitate them.

3. Creating a Conducive Learning Environment: Teachers can create a conducive learning environment for students' character development by instilling values such as gotong royong, tolerance, and mutual respect.

4.2.5 The Research Result Limitation

In the results of this study, the researcher realized that there were several limitations that influenced the results of the study entitled "The Role of English Teachers in Internalizing Local Wisdom Values in English Learning at UPTD SMP Negeri 3 Mandrehe". The results of this study provide insight into the role of teachers in internalizing local wisdom values in English learning, but are not free from several limitations that can be explained as follows.

1. **Methodological Limitations:** This study used observation and interview as the main methods to collect data on teachers' roles and constraints in internalizing local wisdom values in English language learning. While this method provides deep insights into teachers' practices, its methodological limitations include the potential for interpretative bias from observers and subjectivity in interview reports. Observations that are limited to a specific time or session may not cover the full range of classroom management practices used by teachers.

2. **Time and Resource Limitations:** The limited duration of the study and available resources posed significant constraints. Observations and interviews were conducted over a short period of time, which may not have been sufficient to capture the long-term changes or full impact of the classroom management strategies implemented. This limitation also restricted the researcher's ability to conduct a more thorough analysis and

comprehensive evaluation.

3. **Limitations of Generalization:** This study focused on two teachers in one school, which may limit the ability to generalize the findings to a wider context. Findings from one school with two teachers may not be fully representative of the class.

BAB V

CONCLUSION & RECOMENDATION

5.1 Conclusion

Teachers have a very important role in education. In this era of globalization, teachers have a very important role in internalizing local wisdom values to students. The role of teachers in internalizing the value of local wisdom in English language learning has been carried out quite well. Teachers internalize the value of local wisdom values such as, religious values by teaching students to keep remembering God Almighty before doing learning activities in the classroom, then teaching students the value of tolerance by teaching students to respect each other through reprimanding students who are noisy when their friends are giving opinions or when presenting their assignments, Next, the value of mutual cooperation by teaching students to work on assignments together with their group friends, then the value of peace by teaching students to respect each other and work together to create a peaceful classroom atmosphere, and the last is the value of caring for the environment by teaching students about the value of local wisdom in the narrative story text, this shows the teacher's concern for students so that students know the value of good values to be known by students.

However, the ability and competence of teachers in this regard still need to be improved. Teachers still have many obstacles that hinder teachers in internalizing the value of local wisdom, namely, lack of sufficient time allocation to internalize the value of local wisdom, lack of teacher understanding of local wisdom, limited access to teachers in finding resources such as books, modules, and also local wisdom-based media that are suitable for English language learning.

5.2 Recommendation

However, the ability and competence of teachers in this regard still need to be improved. Teachers still have many obstacles that hinder teachers in internalizing the value of local wisdom, namely, lack of sufficient time allocation to internalize the value of local wisdom, lack of teacher understanding of local wisdom, limited access to teachers in finding resources such as books, modules, and also local wisdom-based media that are suitable for learning. Based on the research results and research findings, there are several suggestions for the future goodness related to the integration of local wisdom in English language learning, which can be explained as follows.

1. For English teachers of UPTD SMP Negeri 3 Mandrehe. It is important to search for and develop knowledge about existing local wisdom and improve the ability to integrate it in English learning and to integrate local wisdom more often in English learning to increase experience which can affect later on the increasing ability of teachers.
2. For schools, to provide training support for teachers related to the integration of local wisdom in English language learning to improve teacher abilities and teacher understanding, as well as complete facilities and infrastructure that can be accessed by teachers to get materials related to local wisdom.
3. For future researchers, it is hoped that they can conduct better research related to the role of English teachers in internalizing the value of local wisdom in English language learning, as well as using more informants or participants to provide broader knowledge.

THE ENGLISH TEACHERS' ROLE IN INTERNALIZING LOCAL WISDOM VALUES IN TEACING ENGLISH AT UPTD SMP NEGERI 3 MANDREHE

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