

Fostering Character: Embracing Local Wisdom through Mamanda Theater Arts for Collaborative Learning

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ABSTRACT

This research explores the integration of character education, specifically focusing on drawing inspiration from the abundant cultural wisdom embedded in Mamanda theater – an invaluable cultural asset in South Kalimantan. The central aim of the study is to evaluate the effectiveness of utilizing Mamanda's theater arts as a catalyst for collaborative character-building within the realm of education. The collaborative characters, symbolic of the harmonious dynamics inherent in the learning process, undergo evaluation through the implementation of a Likert scale. The research encompasses a cohort of 83 students, all actively engaged as respondents. The outcomes highlight the notably high effectiveness of incorporating Mamanda's theater arts to facilitate the collaborative character-building endeavor. Beyond its immediate findings, this research contributes substantively to the ongoing academic dialogue surrounding character education. Moreover, it serves as a valuable resource for educators and lecturers, offering insights into the practical application of local wisdom, specifically through Mamanda theater, to instill character traits firmly rooted in cultural richness and educational excellence.

Keywords: Character Education; Collaborative Learning; Local Wisdom; Mamanda Theater Arts

1. Introduction

Character development is universally acknowledged as pivotal in molding a high-caliber next generation (Elder & Swinney, 2020). It entails cultivating inherent qualities guiding individuals toward morally sound responses to diverse situations (Thomas, 1991). Despite character education being a focal point in the Law of the Republic of Indonesia Number 20 of 2003 on the National Education System, its optimal implementation encounters challenges stemming from its intricate nature and expansive scope. Endeavors to instill noble national character remain suboptimal, particularly in education, where integration across diverse fields of study is insufficient. Various educational practitioners have initiated character education integration in different disciplines, underscoring the significance of cultivating habits in daily life (Kosasih et al., 2020; Oktari & Kosasih, 2019; Zdenek & Schochor, 2007).

Training, modeling, conditioning, and habituation are employed in values and character transmission (Hakam, 2018). However, their impact remains modest compared to life's intricacies. A prominent challenge is the decline in collaborative characters, influenced by increasing individuality resulting from technological advancements (Amrulloh et al., 2021).

Educational settings provide a platform for fostering collaborative characters, especially through collaborative learning and the incorporation of character education enriched with local wisdom from school, family, and community culture (Ruyadi, 2010). Developing an education curriculum based on local wisdom has shown promising results (Masub et al., 2016).

The concept of collaborative learning stands out in the domain of education, an ideal field for character education integration. Collaborative learning, proven to enhance motivation (Pai et al., 2015), is recognized for positively impacting learning outcomes (Hasnunidah, 2006).

South Kalimantan boasts the Mamanda art, a traditional theater form intertwining entertainment with education, providing a unique medium for character education. Preserving Mamanda's local wisdom in learning contributes to character education and the preservation of this traditional art form (Fajarini, 2014; Ramdiah et al., 2020).

Mamanda theater art can be further developed as a learning model based on local wisdom, particularly for role-playing. The interactive and directly engaging nature of Mamanda's performances, akin to interactive drama, provides a platform for effective learning, material mastery, and character education (Boggs et al., 2007; Dewi et al., 2017; Pala, 2011; Verstegen et al., 2021).

Cooperation, a fundamental aspect of collaborative character building, enhances creativity and is integral to success in various domains (Lee, 2019; Suh & Shin, 2008).

While Mamanda's local wisdom has been utilized for role-playing in Indonesian language studies, its application in the educational field, specifically in learning fundamental concepts, remains unexplored. Hence, this research aims to investigate the effectiveness of collaborative character-building in education through Mamanda Theater Arts.

In light of the above, the research problem is formulated: "How effective is collaborative character building in learning fundamental concepts through the local wisdom of Mamanda theater art?" The study aims to examine the effectiveness of collaborative character building in learning fundamental concepts through applying Mamanda theater arts' local wisdom.

2. Literature Review

2.1. Character Education in Education Systems

The history of character education within the context of the national education system reflects the evolution of values and principles that form individuals' moral and ethical foundations. Initially closely tied to religious and philosophical values highly esteemed by

society, character education has adapted in response to the moral and ethical challenges faced by the younger generation in this era of globalization (Akbar et al., 2022; Harmadi et al., 2022; Nur, 2022).

In Indonesia, the history of character education is deeply rooted in the rich local wisdom. The principles and values derived from culture and tradition serve as the primary foundation for shaping students' characters. Character education in Indonesia goes beyond emphasizing moral aspects, incorporating local values such as respect, cooperation, and environmental care (Hidayati et al., 2020; Nugroho, 2016; Sugiyo & Purwastuti, 2017).

Approaches to character education can vary depending on the education level and the values intended to be emphasized (Berkowitz & Bier, 2005; Schuitema et al., 2008). At the elementary school level, character education is often integrated into everyday learning. This model focuses on developing fundamental values such as honesty, responsibility, and collaboration through moral stories and group activities.

Character education programs can be integrated into the formal curriculum at the middle school level. Learning materials encompass ethics, leadership, and more complex moral concepts. Additionally, extracurricular activities, such as ethics clubs or social projects, provide avenues for applying character values in real-life situations.

In higher education, character development often involves learning through community projects or community service. Mentorship programs, character seminars, and collaborative activities among students contribute to shaping individual characters within the university context, preparing them for the workforce.

In Indonesia, character education is often reinforced through an approach rooted in local wisdom (Eko et al., 2020; Suhartini et al., 2019; Trilaksana et al., 2023). Introducing cultural values, such as the spirit of cooperation and other local wisdom, is a strong foundation for shaping characters in alignment with Indonesian values. Collaboration between the government and the private sector is crucial for character education. Joint programs encompass resource provision, teacher training, and the evaluation of the effectiveness of character education programs.

The history and development of character education in the national education system signify an effort to shape individual characters in the face of the complexity of values and moral challenges in the modern era. The approaches and models of character education applied vary across different education levels, emphasizing the importance of integrating local values as an integral part of shaping students' characters in Indonesia.

2.2. Local Wisdom in Education

In education, local wisdom emerges as a cornerstone, offering a rich of knowledge, values, traditions, and practices woven into the cultural fabric of a specific community. Serving as a reservoir of collective wisdom passed down through generations, local wisdom becomes a contextual framework that addresses educational challenges with a nuanced understanding of community dynamics (Anwaruddin, 2015; Ma' Arif, 2018).

An essential role of local wisdom in education lies in its capacity to nurture a profound sense of identity and cultural pride among learners. By infusing educational practices with local wisdom, students journey to comprehend their cultural heritage, fostering a deep-rooted connection to their origins. This cultivates a sense of belonging and strengthens community bonds, contributing to a cohesive social fabric.

Beyond cultural identity, local wisdom is a repository of practical knowledge intricately linked to the local environment. Its integration into educational curricula empowers students to

acquire practical skills aligned with their immediate surroundings. Whether it involves mastering sustainable agricultural techniques, traditional craftsmanship, or ecological conservation methods, local wisdom equips learners with real-world skills that transcend theoretical knowledge.

Furthermore, local wisdom promotes respect, cooperation, and social responsibility within educational settings. Environments infused with these values create a positive and harmonious space for learning. In such settings, students not only glean insights from textbooks but also draw lessons from the lived experiences embedded in their local culture, fostering a well-rounded and socially conscious mindset.

The intentional infusion of local wisdom into teaching models and curricula is a strategic endeavor to embed traditional knowledge and practices into the educational framework. This integration takes diverse forms, tailored to each community's needs and characteristics (Ningrum, 2016; Parwati et al., 2018; Pornpimon et al., 2014). Here are key aspects:

1) Curricular Integration

Seamless integration of local wisdom into formal curricula spans various subjects, incorporating local stories, historical events, or traditional practices into lesson plans. Students gain a more meaningful and relevant learning experience by contextualizing education within the local culture.

2) Experiential Learning

Local wisdom implementation often involves hands-on, experiential learning approaches. Students engage in practical activities, field trips, or community projects, directly connecting them with local knowledge and practices, enhancing their understanding and application of learned concepts.

3) Community Involvement

Collaboration with the local community is pivotal in implementing local wisdom in education. Involving community members as guest speakers, mentors, or curriculum contributors establishes a bridge between classroom learning and real-world experiences, enriching the educational process and fortifying community bonds.

4) Cultural Events and Celebrations

Enhanced by celebrating cultural events and traditions, incorporating local wisdom into education takes on a vibrant dimension. Schools organizing cultural festivals, traditional ceremonies, or thematic events showcase and celebrate the richness of local heritage, fostering pride and unity among students.

5) Multilingual Education

Integrating local languages into the education system preserves and promotes local wisdom in regions marked by linguistic diversity. Bilingual or multilingual education models recognize the value of local languages, ensuring students maintain a connection with their cultural roots.

The role of local wisdom in education transcends the preservation of cultural heritage. It actively contributes to a holistic and contextually relevant educational experience, shaping individuals who are academically proficient, culturally grounded, and socially responsible. Implementing local wisdom in teaching models and curricula embodies a dynamic and adaptive approach to education, recognizing the unique strengths of each community.

2.3. Collaborative Learning in Education

Collaborative learning, a dynamic educational approach, is rooted in the fundamental concept of students collectively co-creating knowledge and solving problems within a group (Bovill, 2020; Cook-Sather, 2022; Medero et al., 2022). Departing from traditional teaching methods, this approach emphasizes active involvement, communication, and cooperative participation among learners. Several key concepts underpin collaborative learning, including interdependence, face-to-face interaction, individual accountability, the promotion of social skills, active engagement, and group processing.

In collaborative learning, interdependence signifies the reliance of group members on each other's contributions to achieve shared learning objectives. Success becomes a collective endeavor, fostering shared responsibility among participants. Face-to-face interaction, whether in-person or through virtual platforms, is pivotal for facilitating direct communication, enabling learners to engage in discussions, share ideas, and jointly explore the subject matter.

While emphasizing group dynamics, individual accountability remains essential in collaborative learning. Each student is responsible for their understanding, with assessments considering individual and group achievements. Collaborative learning also seeks to develop social skills, enhancing students' ability to work effectively in teams, communicate ideas clearly, and appreciate diverse perspectives. Moreover, active engagement is a central tenet, encouraging learners to participate actively in problem-solving, critical thinking, and the practical application of knowledge. The approach also incorporates group processing, where learners reflect on group dynamics, teamwork, and problem-solving strategies to facilitate continuous improvement.

In educational settings, implementing collaborative learning yields various benefits and presents certain challenges (Barkley et al., 2014; Kaendler et al., 2015; Talmo et al., 2022). The advantages are noteworthy. Firstly, collaborative learning correlates with heightened academic performance by encouraging the exchange of ideas, peer teaching, and collective problem-solving, fostering a more profound understanding of the subject matter. Secondly, the interactive nature of collaborative learning nurtures critical thinking skills. Students develop robust critical thinking abilities by engaging in discussions, analyzing diverse viewpoints, and evaluating information critically. Thirdly, the active participation and social dimension of collaborative learning enhance students' motivation. Working together on projects and shared goals makes learning more enjoyable and meaningful. Fourthly, collaborative learning prepares students for real-world collaboration scenarios, equipping them for future professional environments where teamwork is essential. Lastly, group interactions expose learners to diverse perspectives and experiences, fostering an appreciation for diversity and cultural understanding.

Nevertheless, challenges accompany the implementation of collaborative learning (Brian, 1999). Unequal participation is a notable issue, as ensuring equal engagement proves challenging in group settings, where some students may contribute more actively than others, impacting overall group effectiveness. Conflict resolution skills are essential, as group dynamics may lead to conflicts that require effective resolution to maintain a positive learning environment. Time management becomes crucial, as collaborative projects may demand more time than individual assignments, necessitating effective balancing to cover the curriculum. Assessing individual contributions within a group setting poses complexity, requiring educators to determine fair and accurate assessments that reflect each student's input. Lastly, varied learning styles pose a challenge, as collaborative learning may not cater to the preferences of all students, necessitating educators to employ a mix of instructional approaches.

While collaborative learning is a progressive educational approach with numerous benefits, addressing challenges such as unequal participation and effective assessment is crucial to maximizing its potential in educational settings.

3. Research Methodology

This study employs a qualitative approach to evaluate learning effectiveness, incorporating elements of character education and local wisdom through Mamanda's theatrical art media. The instructional session involves active participation from students engaged in role-playing. The interactive nature of Mamanda's theater performance facilitates dynamic engagement between student actors and the audience, creating an immersive learning environment that integrates principles of character education and draws upon local wisdom.

The research population comprises 83 students enrolled in the Animal Physiology Course within the Department of Biology Education, Faculty of Teacher Training and Education, Universitas Lambung Mangkurat. All 83 students actively participated as respondents in the study. Following the role-playing session using Mamanda's theater media, respondents completed a structured questionnaire to assess their collaborative attitudes infused with character education and local wisdom. The questionnaire encompasses components such as (1) Awareness of the achievement of common goals, (2) Intensive communication, (3) Being responsible, (4) Mutual understanding and trust, (5) Appreciating the performance among members, (6) Respecting differences of opinion; (7) Healthy competition; (8) Good management.

The questionnaire utilizes a collaboration attitude scale test, employing a Likert scale for responses. The Likert scale comprises five options: (1) Strongly Agree (SA) with a score of 5, coded as F5; (2) Agree (A) with a score of 4, coded as F4; (3) Somewhat Agree (SWA) with a score of 3, coded as F3; (4) Disagree (DA) with a score of 2, coded as F2; (5) Strongly Disagree (SDA) with a score of 1, coded as F1.

The index value is calculated using the following calculation as follows:

$$\text{Score} = (F1 \times 1) + (F2 \times 2) + (F3 \times 3) + (F4 \times 4) + (F5 \times 5) \quad (1)$$

The following calculation will obtain the percentage score:

$$\text{Percentage Score (\%)} = (\text{Total Score} / \text{Maximum Score}) \times 100 \quad (2)$$

The index and interval of effectiveness of characters planting with the following criteria: (1) Index value $0\% \leq x \leq 20\%$ with very low effectiveness; (2) index value of $20\% < x \leq 40\%$ with low effectiveness; (3) Index value $40\% < x \leq 60\%$ with sufficient effectiveness; (4) Index value $60\% < x \leq 80\%$ with high effectiveness; (5) Index value $80\% < x \leq 100\%$ with very high effectiveness (Sappaile, 2007).

4. Results and Discussion

Following the implementation of learning the concept through Mamanda's theatrical media in collaborative character building, students participating in the lectures completed a questionnaire sheet with 10 questions related to collaboration. The results, including the weighting and the effectiveness index values, are presented in **Table 1**.

Table 1. Results of Weighting and Index Value of Learning Effectiveness of Concepts through Mamanda Theater Arts in Collaborative Character Building

Score	Collaboration Characters Component								Total
	1	2	3	4	5	6	7	8	
5	60	25	58	26	55	23	35	55	337
4	14	25	10	25	10	27	37	12	153
3	5	15	10	22	11	20	13	10	106
2	3	13	3	6	3	10	3	5	46
1	1	5	3	4	4	3	2	1	22
Total	83	83	83	83	83	83	83	83	664
Total Score	378	301	368	312	358	306	342	364	

Information:

Collaboration characters components:

- 1) Aware of the achievement of common goals (Very high effectiveness).
- 2) Intensive communication (High effectiveness).
- 3) Responsible (Very high effectiveness).
- 4) Mutual understanding and trust (High effectiveness).
- 5) Appreciate the performance among members (Very high effectiveness).
- 6) Respect differences of opinion (High effectiveness).
- 7) Healthy competition (Very high effectiveness).
- 8) Good management (Very high effectiveness).

The analysis of the assessment interval for building characters in collaboration with eight components has an index value ranging from 72.53% (high effectiveness) to 91.06% (very high effectiveness). The overall average effectiveness of collaborative character building is 82.20%, indicating very high effectiveness.

- Collaboration characters component 1 (Awareness of achieving common goals) achieved an index of 91.08%, falling within the assessment interval of $80\% < x \leq 100\%$, indicating very high effectiveness.
- Collaboration characters component 2 (Intensive communication) achieved an index of 72.53%, within the assessment interval of $60\% < x \leq 80\%$, indicating high effectiveness.
- Collaboration characters component 3 (Responsible) achieved an index of 88.67%, within the assessment interval of $80\% < x \leq 100\%$, indicating very high effectiveness.
- Collaboration characters component 4 (Understanding and trusting each other) achieved an index of 75.18%, within the assessment interval of $60\% < x \leq 80\%$, indicating high effectiveness.

- Collaboration characters component 5 (Appreciating the performance between members) achieved an index of 86.27%, within the assessment interval of $80\% < x \leq 100\%$, indicating very high effectiveness.
- Collaboration characters component 6 (Appreciating differences of opinion) achieved an index of 73.73%, within the assessment interval of $60\% < x \leq 80\%$, indicating high effectiveness.
- Collaboration characters component 7 (Healthy competition) achieved an index of 82.41%, within the assessment interval of $80\% < x \leq 100\%$, indicating very high effectiveness.
- Collaboration characters component 8 (Good management) achieved an index of 87.71%, within the assessment interval of $80\% < x \leq 100\%$, indicating very high effectiveness.

There are three components of collaborative character building with high effectiveness:

- 1) Intensive communication
- 2) Mutual understanding and trust, and
- 3) Respecting differences of opinion.

These three components achieved high effectiveness, influenced by the intensive communication component. Although there are some communication barriers, achieving high effectiveness is significant. However, intensive communication has not reached very high effectiveness, impacting the components of mutual understanding and trust and respecting differences of opinion, resulting in high effectiveness.

Five components of collaborative character building achieved very high effectiveness:

- 1) Awareness of achieving common goals;
- 2) Being responsible;
- 3) Appreciating the performance among members;
- 4) Healthy competition; and
- 5) Good management.

Being aware of achieving shared goals significantly influences successful collaboration. Recognizing and rewarding the performance and achievements of group members enhances motivation and cooperation. These components collectively contribute to very high effectiveness.

The effectiveness of learning the concept through Mamanda's theatrical media in collaborative character-building is considered very high. Integrating Mamanda's theater media in learning creates a dynamic and immersive environment that effectively instils collaborative character traits. This success is influenced by the careful stages of collaboration character strengthening, including reading the concept, collaborative group activities, role-playing exercises, and theatrical performances.

This study aligns with the principles of character education and local wisdom in its approach to collaborative character building. The Mamanda theater media, deeply rooted in local culture, serves as a vehicle to instill academic knowledge and positive character traits. The collaboration components assessed in this study resonate with the core values of character education, emphasizing aspects such as responsibility, mutual understanding, and appreciation of diversity.

The high effectiveness demonstrated in collaboration character building, especially in components related to awareness of common goals, responsibility, appreciating performance,

healthy competition, and good management, showcases the successful integration of character education principles. These components directly reflect the values instilled through character education, contributing to the holistic development of students.

Furthermore, Mamanda's theatrical media, with its inherent connection to local wisdom, adds a cultural dimension to the collaborative learning environment. The appreciation of local wisdom, as evident in the Mamanda theater performances, enriches the student's learning experience. The study suggests incorporating local wisdom in learning enhances collaboration by fostering a deeper understanding of cultural values and traditions.

The combination of Mamanda's theatrical media, character education, and local wisdom creates a powerful synergy, resulting in a very high effectiveness in collaborative character-building. This approach not only enhances academic learning but also contributes to cultivating positive character traits rooted in local culture and global principles of collaboration.

While Baehr explores the impact of character education on interpersonal skills (Baehr, 2017), this current study takes a step further by integrating Mamanda's theatrical media. Utilizing this unique cultural medium enhances collaborative character building and infuses local wisdom into the learning process. This distinction highlights this study's multidimensional approach, combining character education, collaborative learning, and cultural enrichment.

In contrast to Carol-Ann Burke et al., which emphasizes theatre's role in academic understanding (Carol-Ann Burke et al., 2018), this current study extends the focus to collaborative character building. Mamanda's theatrical media serves as more than a tool for academic enhancement; it becomes a catalyst for instilling positive character traits. This comparative analysis underscores our study's broader impact on students' holistic development, going beyond academic achievements to nurture collaborative attitudes and behaviors.

Drawing parallels with the hypothetical of Shuter et al., which explores the influence of cultural context on educational media (Shuter et al., 2016), this current study uniquely applies this concept to collaborative learning. Mamanda's theater, deeply rooted in local wisdom, becomes a vehicle for character education within a culturally rich context. This comparison emphasizes the importance of considering cultural elements in educational media and collaborative character-building endeavors.

5. Conclusion

The findings and discussions presented in this study affirm the efficacy of collaborative character-building in learning general physiological concepts by incorporating local wisdom, particularly Mamanda's theatrical media. The comprehensive analysis of collaborative character components reveals an overall very high effectiveness, emphasizing the success of our approach in integrating cultural elements into the educational process.

The assessment of collaborative character components, encompassing awareness of common goals, intensive communication, responsibility, mutual understanding and trust, appreciation of performance, respect for differences of opinion, healthy competition, and good management, consistently yielded high effectiveness. Mamanda's theatrical media played a pivotal role in achieving very high effectiveness in collaborative character-building. Its integration not only enhanced academic understanding but also instilled positive collaborative character traits in students. The study demonstrates the significance of local wisdom and cultural context in educational practices. Mamanda's theater, deeply embedded in cultural richness, provided a unique platform for character education, fostering a dynamic and immersive learning environment.

While intensive communication achieved high effectiveness, future implementations can focus on refining communication strategies to reach very high effectiveness, addressing potential barriers. The success of integrating local wisdom suggests the continued incorporation of cultural elements in educational settings. Institutions can explore diverse cultural mediums to enhance academic understanding and character development.

Future research endeavors can delve deeper into collaborative learning methodologies, exploring varied cultural contexts and media. Comparative studies across different cultural settings can offer valuable insights into the universality of collaborative character-building approaches.

Investigate the long-term impact of Mamanda's theatrical media on collaborative character traits, extending the study beyond immediate effectiveness to assess lasting behavioral changes. Explore the applicability of collaborative character-building methodologies in diverse cultural settings, considering the nuances of different cultural mediums for educational enrichment. Conduct research integrating quantitative and qualitative methods to provide a more nuanced understanding of the interplay between collaborative character development, Mamanda's theatrical media, and cultural elements.

This study contributes to the growing body of literature on collaborative learning and character education and underscores the importance of cultural enrichment in educational practices. The very high effectiveness observed in collaborative character building is a testament to the potential of integrating local wisdom for holistic student development.

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