



# Public Test of A Student Management Model Integrating Local Wisdom Values for Revitalization and Reactualization of National Identity to Face The Challenges of Globalization

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## Abstract

The objective of the third year of research (2025) is to conduct a public test of a student management model that integrates local wisdom values for the revitalization and reactualization of national identity. The research method for the third year (2025) is a public test with a descriptive design. The research targets high schools and vocational schools in the regencies/cities of East Java: Mojokerto, Malang, Blitar, Sidoarjo, and Nganjuk. The number of respondents is 200 people, consisting of teachers and students. Data collection techniques include closed-ended and open-ended questionnaires. Quantitative data analysis with descriptive statistics of central tendency mean (Sugiyono, 2005). The results of the public test showed that the tested model was declared very feasible. Third year outputs: (1) Final research report (2) 1 international Procedural Article title, (3) IPR, (4) Poster, and (5) Exhibition.

## 1. Introduction

One form of high-risk behavior that occurs and becomes a problem for children in adolescence is behavior related to sexual behavior of married couples. Nashori (1996) shows statistics about the deviation of adolescent behavior which is getting bigger from year to year related to the sexual behavior of married couples. In the 1970s, research on the sexual behavior of married couples showed 7-9 percent. In the decade of 1980, premarital sex-free behavior increased to 12-15 percent. Next year 1990 increased again to 20 percent. This condition seems to be confirmed by the results of a study by the Presidium of SMA Kolese De Brito in 1994 which stated that 22 percent of students in Yogyakarta agreed to have sex outside of marriage.

In today's era, the Center for Criminology Studies at the Indonesian Islamic University in Yogyakarta found 26.35 percent of the 846 marriages had sexual intercourse before marriage, of which 50 percent resulted in pregnancy. In Kulon Progo Regency itself, based on the Ministry of Health's monitoring in 2006, around 44 percent of newlyweds who took a pp test were found to be positive for pregnancy.

Surprisingly, as released by online BKKBN, now every day there are 100 teenagers who have abortions due to pregnancies outside of marriage. If calculated per year, 36 thousand fetuses are killed by teenagers from the womb. This shows that free sex among Indonesian teenagers today is very concerning. According to Prof. Dr. Dadang Hawari, a psychiatrist, the influence of western lifestyles is the main reason why teenagers ignore moral values. They consider free sex as something natural. Even though religion strictly forbids free sex. According to Prof. Dadang, it's just called adultery, you can't even approach him, let alone do it. This proves that today's teenagers are very vulnerable to being affected by the bad effects of sex information that is not educational and does not comply with religious rules.

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According to research results from the Research Center for Health Ecology, Agency for Health Research and Development, the Indonesian Ministry of Health in 1990 on students in Jakarta and Yogyakarta, it was stated that the main factors influencing adolescents to have sexual intercourse were: reading pornographic books and watching blue films (54.39% in Jakarta and 49.2% in Yogyakarta). The main motivation for having sexual intercourse is consensual (76% in Jakarta and 75.6% in Yogyakarta), biological needs 14-18% and feeling less obedient to religious values between 20-26%.

News about the behavior of motorcycle gangs in Bandung lately can be considered very disturbing to the community, so it can be categorized as a social pathological condition, a social disease that needs to be treated immediately. The police agency even announced that it would shoot at the place of members of a motorcycle gang who carried out brutality.

Youth gang subcultures, say criminologists Cloward and Ohlin, will thrive depending on the type or mode of opposition in which they live. There are three types of gangs, first, gang thefts (thief gangs), they group up the theft which was originally only to test the courage of group members.

Second, conflict-gangs in this group like to express themselves through group fights to make them look dashing and brave. Third, retreat gangs, these gangs deliberately isolate themselves by drinking alcohol or drugs, which are often seen as a way of 'escape' from the real world. But it is possible for a gang to have more than one type. In gangs, a subculture of violence often grows. The emergence of subcultures is caused by a group of people who have a value system that is different from the dominant culture. Each subculture has different values and rules which then regulate the members of the group. These values continue because of the transfer of values from one generation to the next. This is exacerbated by the rapid changes (reforms) in society. Changes in social structures undermine traditional values associated with delayed gratification, not to mention an increasing number of middle class youths who no longer believe that the way to achieve their goals is through hard work and delaying pleasure. They are involved in the delinquent gang, hate gang, or satanic gang (devil worship) that is growing among middle-class youth in the United States

In Indonesia, the existence of this gang is not the same as in the US, because of cultural differences. For this reason, in-depth research is still needed so that this gang problem can be handled appropriately and with full policy. However, in general there are similar characteristics for adolescents around the world. They are energetic and dynamic, love to try new things that are challenging and have great curiosity and are very self-focused.

The characteristics of motorcycle gang members in Bandung City are as follows: age between 14-32 years; mostly male; very proud of his status as a member of a motorcycle gang; aggressive and challenging danger; education level between junior high school to university level; become a member of a motorcycle gang at the invitation of school colleagues and the environment. When their gang is exposed in the mass media, they feel very proud, so they are increasingly competing to carry out more behaviors that they think cause sensations that will be published by the media. Sometimes they do not realize that the act can be categorized as a criminal act. For example, taking other people's property, committing acts of violence, fighting between gangs, and killing other gang members as well as other motorcyclists or the public.

Sometimes they do not realize that there are opportunities for criminals to infiltrate motorcycle alleys, so that people assume that criminal behavior is carried out by teenagers who do not actually intend to commit a crime. The infiltration is difficult to identify, because the number of motorbikes in the city of Bandung is very large. And when performing the operation, they use a camouflage helmet that covers the entire face. So it is very difficult to identify the perpetrators, especially with costumes and motorbikes that are relatively the same in shape and brand.

This is what makes the police take repressive actions and declare shooting on the spot for perpetrators of violence from motorcycle gangs. However, the police must be careful to suppress this criminal behavior, so that the public is not anxious, especially for parents whose teenagers happen to be involved in motorcycle gangs. The police must really work hard to find out which teenagers are delinquent and which criminals under the guise of motorcycle gangs are also provocateurs.

Disbanding or prohibiting the growth of motorcycle gangs is not a good solution, it will even backfire for law enforcement. Because it will give birth to new social problems; teenagers will lose public space for self-expression, and seek other activities that may be more pathological in nature, such as speeding on the road.

The results of a 2003 study by the Cinta Anak Bangsa Foundation (YCAB) revealed that around 97% of the people of Jakarta knew the dangers of drugs, but the spirit to fight them was minimal. Meanwhile, 1 in 10 families in Jakarta is threatened by drugs, and 20% of them are still involved in drugs until now. Based on research conducted from May-October 2003, it is known that the average drug addict comes from the lower middle class. Almost 60% come from families with income below Rp. 500,000.00.

The study involved respondents in 90 urban villages in the DKI Jakarta area (or 33% of the total number of urban villages in Jakarta). Respondents are aged 7-55 years, the education level has not been to S-2, and involves 3,824 heads of families. The results per region are North Jakarta (15%), South Jakarta (20%), West Jakarta (17%), Central Jakarta, (23%) and East Jakarta (20%).

Similar research is also carried out nationally by the National Narcotics Agency (BNN) in collaboration with the University of Indonesia. The results show that there is a tendency to use drugs earlier. It was found that a 7-year-old child had already consumed inhalant drugs (inhaled steam). An 8-year-old child already uses marijuana. Then children aged 10 years use inhalant drugs, marijuana, morphine, ecstasy, and so on.

These figures indicate that drug abuse in Indonesia has become a serious threat. Socio-economic losses of drug abuse in 2004, for example, were estimated at 23.6 trillion, with an estimated number of users from 2.9 million to 3.6 million people or equivalent to 1.5% of the Indonesian population (BNN & Puslitkes VI, 2005).

One thing that is also important for teenagers today is to increase their mental resilience from the negative influences of the surrounding community. Negative influences invade from all directions in the form of quality spectacles, seeing firsthand negative behavior to the absence of a role model so that teenagers become confused in search of self-identity. This problem is compounded by the burden of the curriculum which only contains cognitive aspects (hard skills) which are very minimal in soft skills which will directly increase the mental resilience of adolescents. Even teenagers, with the invasion of westernization, seem to have been uprooted from their cultural roots. Losing the essence of local culture which is full of mental toughness values. This condition encourages this strategic research to be implemented. A handbook that can be used by high school teachers in integrating local wisdom and soft skills in learning in secondary schools. High school is a strategic target because at this age the mental condition is very vulnerable, volatile and easily carried away by negative currents.

Problem formulation: How is the public test of the student management model that can integrate local wisdom values for the revitalization and reactualization of national identity? Research objectives Public test of the student management model that can integrate local wisdom values for the revitalization and reactualization of national identity. The urgency of the research for: (1) Minister of Education, Culture, Research, Technology and Higher Education, to be an input for policies to strengthen student identity and national identity through the education sector amidst the threat of globalization in the industrial revolution 4.0 era; (2) Principals, student mentors and teachers, can be a guide in managing students, especially in injecting local wisdom values so that they are strong and not swayed by the currents of globalization in the industrial revolution 4.0 era..

## **2. Methods**

The third year (2025) of the research method continued the R&D method, which aimed to conduct a public trial of a student management model integrating local wisdom values for the revitalization and reactualization of national identity in facing the challenges of globalization.

The data collection technique for the public trial used a questionnaire, offering four response alternatives: 1 (Strongly Disagree/STS); 2 (Disagree/TS); 3 (Agree/S); and 4 (Strongly Agree/SS). The research targets were high schools and vocational schools in the regencies/cities of East Java: Mojokerto, Malang, Blitar, Sidoarjo, and Nganjuk. The number of respondents was 200, consisting of teachers and students.

Data collection techniques used closed-ended and open-ended questionnaires. Quantitative data analysis using descriptive statistics using the mean central tendency (Sugiyono, 2005). Quantitative data analysis techniques using descriptive statistics using the mean central tendency. The type of central tendency measure used is the mean (Sugiyono, 2005). To interpret the results of the public test data analysis, the following interpretation criteria were used: mean 1.00 – 1.75 = very unsuitable, (2) mean 1.76 - 2.25 = unsuitable, (3) mean 2.26 – 3.25 = suitable mean, and (4) 3.25 – 4.00 = very suitable.

## **3. Result and Discussion**

### **3.1. Publicly Tested Models**

There are three models being publicly tested: (1) the Model of Integrating Local Wisdom Values in Student Management for the Revitalization and Reactualization of National Identity, (2) the Model of Integrating Local Wisdom Values in Student Management to Face the Challenges of Globalization, and (3) the Model of Integrating Local Wisdom Values in Student Management to Solve Current Problems.

### 3.2. Public Test Results

Based on the public test results, local wisdom values that can be integrated into student management are as shown in Table 4.1.

Table 4.1. Public Test Results: Local Wisdom Values That Can Be Integrated in Student Management.

Number	Answers to Public Test Statements	Mean
1	The values of honesty	3,80
2	Compliance with teacher instructions and commands	3,75
3	3Respect for teachers	3,88
4	C4oncern for the environment and others	3,88
5	The value of responsibility for the mandate given to them	3,99
6	Respect for elders	3,85
7	The value of independence	3,88
8	The value of discipline	3,87
9	The ability to distinguish between good and bad deeds	3,86
10	The value of courage	3,89
11	The value of compliance with applicable rules	3,90
12	Compliance in participating in learning	3,88
13	Students are trustworthy	3,88
14	Students are able to apply and understand messages from parents	3,90
15	Students have a sense of compassion for others	3,86

Based on the overall results of the descriptive statistical analysis of the central tendency measure, the average or mean values obtained ranged from a low of 3.80 to a high of 3.99, which, according to the established criteria, falls within the very appropriate.

### 3.3. Results of the Public Test of the Revitalization and Reactualization of National Identity

Based on the results of the public test, the revitalization and reactualization of national identity are presented in Table 4.2.

Table 4.2. Results of the Public Test of the Revitalization and Reactualization of National Identity.

Number	Answers to the Public Test Statements	Mean
1	Students are able to understand the meaning of national identity	3,80
2	Students are able to practice the values of Pancasila	3,26
3	Students have a love for their homeland	3,50
4	Students have a love for the nation's cultural diversity	3,70
5	Students are able to preserve national culture	3,75
6	Students are able to foster harmony among each other	3,80
7	Students have a sense of mutual respect for differences	3,56
8	Students have an attitude of mutual cooperation	3,70
9	Students are able to appreciate cultural diversity	3,80
10	Students are able to implement the motto "Bhinneka Tunggal Ika"	3,90
11	Students are willing to sacrifice for the benefit of the nation and sta	3,64
12	Students are able to engage in deliberation	3,86
13	Students are able to respect differences of opinion	3,87
14	Students are able to uphold the spirit of family	3,89
15	Students have a strong sense of justice	3,70

Based on the overall results of the descriptive statistical analysis of the central tendency measure, the average or mean values obtained ranged from a low of 3.26 to a high of 3.89, which, according to the established criteria, falls within the very feasible category. Therefore, the components of the Revitalization and Reactualization of National Identity, according to the public test results, fall into the very feasible category.

### 3.4. Public Test Results: Globalization Challenges Faced by Students.

Based on the public test results, the globalization challenges faced by students are as outlined in Table 4.3.

Table 4.3. Public Test Results: Globalization Challenges Faced by Students

Number	Answers to the Public Test Statements	Mean
1	Students understand the meaning of globalization.	3,60
2	Students are able to keep up with increasingly rapid technological developments.	3,65
3	Students understand the positive and negative impacts of globalization.	3,60
4	Students are able to operate advanced technology such as cell phones, laptops, and other advanced technological devices.	3,65
5	Students have high competitiveness in the era of globalization.	3,45
6	Students are able to manage their time well.	3,40
7	Students are able to utilize sophisticated technology in the era of globalization.	3,87
8	Students are able to preserve local culture in the era of globalization.	3,88
9	Students are able to respond to incoming foreign culture.	3,70
10	Students have a love for domestic products.	3,60
11	Students are able to filter information widely circulated on the internet.	3,40
12	Students have a high curiosity about technological developments.	3,76
13	Students are able to maintain national character values.	3,80
14	Students are able to maintain an awareness of humanity, such as sympathy for others.	3,90
15	Students are able to cultivate a creative and innovative attitude in the era of globalization.	3,90

Based on the overall results of the descriptive statistical analysis of the central tendency measure, the average or mean value obtained ranged from a low of 3.40 to a high of 3.90, which, according to the established criteria, falls within the very adequate qualification. Thus, the components contained in the globalization challenges faced by students according to the results of the public test are in the very adequate category.

### 3.5. Results of the Public Test of Student Management Activities to Integrate Local Wisdom Values

Based on the results of the public test, student management activities to integrate local wisdom values are as outlined in Table 4.4.

Table 4.4. Results of the Public Test of Student Management Activities to Integrate Local Wisdom Values

Number	Answers to the Public Test Statements	Mean
1	Students are able to instill awareness of local culture through the arts	3,40
2	Students are able to preserve local wisdom values through the arts	3,60
3	Students are able to preserve traditional sports rich in local wisdom values	3,50

Number	Answers to the Public Test Statements	Mean
4	Students are able to become better and more devout individuals through religious activities	3,60
5	Students are able to develop their talents and potential through extracurricular activities	3,60
6	Students are able to implement a caring attitude in the school and community environment through social activities	3,40
7	Students are able to understand and apply local skills	3,50
8	Students are able to become responsible and disciplined individuals through OSIS activities	3,40
9	Students have a strong sense of mutual cooperation and respect for differences through OSIS activities	3,30
10	Students are able to develop healthy and independent behaviors through health services	3,60

Based on the overall results of the descriptive statistical analysis of the central tendency measure, the average or mean value obtained ranged from a low of 3.40 to a high of 3.90, which, according to the established criteria, falls within the very feasible qualification. Thus, the student management activities to integrate local wisdom values, according to the results of the public test, fall into the very feasible category.

### 3.6. Results of the Public Test: Problems faced by Principals and Supervisors in Integrating Local Wisdom Values with Students

Based on the results of the public test, the problems faced by principals and supervisors in integrating local wisdom values with students are as outlined in Table 4.5.

Table 4.5. Results of the Public Test: Problems faced by Principals and Supervisors in Integrating Local Wisdom Values with Students

Number	Answers to the Public Test Statement	Mean
1	Peer influence creates problems in integrating local wisdom values	3,40
2	Social media influences create problems in integrating local wisdom values.	3,30
3	Reading influences create problems in integrating local wisdom values.	3,28
4	TV shows influence create problems in integrating local wisdom values.	3,40
5	Hoaxes influence create problems in integrating local wisdom values.	3,46
6	Lack of socialization creates problems in integrating local wisdom values.	3,50
7	Lack of parental concern creates problems in integrating local wisdom values.	3,50
8	Lack of teacher concern creates problems in integrating local wisdom values.	3,50
9	The rise of global culture creates problems in integrating local wisdom values.	3,30

Based on the overall results of the descriptive statistical analysis of the central tendency measure, the average or mean values obtained ranged from a low of 3.30 to a high of 3.50, which, according to the established criteria, falls within the very appropriate category. Therefore, the challenges faced by principals and guidance counselors in integrating local wisdom values into students fall within the very appropriate category, according to the results of the public test.

### 3.7 Public Test Results: Accuracy, Ease, Clarity, and Attractiveness of the Model

Based on the results of the public test, the levels of accuracy, ease, clarity, and attractiveness of the model are as presented in Table 4.5.

Number	Public Test Results: Model Accuracy, Ease of Use, and Clarity	Mean
1.	Model Accuracy	3,65
a.	Model aligns with theory	3,60
b.	Model aligns with facts	3,50
2.	Model Readability	3,40
a.	Model is easy to read	3,40
b.	Model is easy to understand	3,40
c.	Model flow is logical	3,40
d.	The text and language used in the model are easy to understand	3,40
3.	Use of Symbols	3,30
a.	The symbols used in the model are easy to understand	3,30
b.	The symbols used in the model are not confusing	3,30
4	Model Form	3,60
a.	Model form is simple	3,70
b.	Model form is relatively new and creative	3,50
5.	Model Attractiveness	3,50
A	Model is interesting	3,60
B	Model is not boring to look at	3,40

Based on the overall results of the descriptive statistical analysis of the central tendency measure, the average or mean value obtained ranged from a low of 3.30 to a high of 3.65, which, according to the established criteria, qualifies as very appropriate. Therefore, the accuracy, ease of use, clarity, and attractiveness of the public model fall within the very appropriate category. Specifically, the model's accuracy is very appropriate, the model's readability is very easy, the use of symbols is very easy to understand, the model's format is very simple and creative, and the model's attractiveness is very appealing.

#### 4. Conclusion

The research concludes that, first, three models underwent public testing: a model integrating local wisdom values into the Student Learning Program (MPD) for revitalizing and reactualizing national identity, a model integrating local wisdom values into the MPD to face the challenges of globalization, and a model integrating local wisdom values into the MPD to solve current problems. Second, after the public testing, local wisdom values were declared very appropriate for integration into student management. After a public test, the components of the Revitalization and Reactualization of National Identity were categorized as very feasible and can be integrated into student management.

The components of the challenges of globalization faced by students, according to the results of the public test, were categorized as very feasible to be addressed by student management. Student management activities, according to the results of the public test, were categorized as very feasible as a forum or vehicle for internalizing local wisdom values in high schools. The problems faced by principals and mentors in integrating local wisdom values into students, based on the results of the public test, were categorized as very feasible and can be resolved in student management. Third, the student management model that integrates local wisdom values for the revitalization and reactualization of national identity to face the challenges of globalization, after the public test was declared to have very high accuracy, ease, form, and attractiveness.

#### Recommendations

Based on the research findings, it is recommended that high school principals (SMA, SMK, and MA) use this model as a reference for integrating local wisdom values to strengthen national identity amidst the challenges of globalization. Student council (OSIS) advisors should further elaborate on this student management model that integrates local wisdom to strengthen national identity in facing the challenges of globalization. Knowledge developers and researchers in the field of educational management can further verify the research results that produced this model while integrating other elements to enrich the body of educational management knowledge

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