

Budaya Longko As a Character Building of Student Speech

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Abstract:

In order to develop or train students' characters through introduction and character development in the fundamental education, the Longko culture must be effectively utilized. One example is the application of speaking with older people as elementary school students or as adults when speaking or interacting with seniors. Utilize standard vocabulary to make yourself understood in conversations. The deskriptio-qualitative methodology used in this study. The methodology used to analyze the data using Miles and Huberman's model consists of data collection, data reduction, data visualization, and the identification and verification of conclusions.

Keywords:

budaya longko; character; student speech

I. Introduction

Toraja-Leute have a set of life principles or guidelines that they constantly reflect upon and use in their daily activities. Tandungan and Mutaqqin (2020:16) mention that the Toraja are well known for the extremely high values of the local whiteness. The effectiveness of a nation in achieving its goals is determined not only by how its natural resources are used, but also by the caliber of its human resources. The National character is a crucial component of the quality of human resources (HR), since the strength of a nation's character determines its level of advancement (Khotimah, 2019:28). A good character produces good knowledge, good desires, and good behavior in terms of thoughts, feelings, and actions for someone in the family, the community, the country, and the governmental environment. Additionally, someone with good character will be able to make decisions and be willing to take responsibility for them.

Character education plays a significant role in the development of students who are not only cognitively brilliant but also have a good character. Due to the fact that elementary school students are the pinnacle of education, the development of character must begin early, namely in early childhood education. The best time to impart character development is at the elementary school level. The cooperation between school and family is crucial since basic education is a continuation of family education. The goal of character development is to equip students with the skills necessary to assess, personalize, and apply their knowledge in order to develop both their own and other characters' core values in order to make them more realistic in everyday life.

The cultural values of Longko are crucial to the development of the students' personalities. According to Pasande's (2013) research, the Longko culture also values tolerance, or the responsibility to treat others with respect and prudence in order to avoid putting them in a position of inferiority. Additionally, the Toraja are aware of the positive effects that Longko', Scham, and Honor have on a person's character. Based on the research findings of Mutmainah (2018), it can be seen that character development has a positive impact on students by enabling

them to change their bad habits, allowing them to develop good morals or good behavior, making them more mature in the eyes of older people, and making them more independent and self-reliant when completing their assignments. Good manners also emerge from a good character. Based on research carried out by Hakpantria, it was determined that Tabe culture is a distinctive feature of the Toraja people and is used in primary schools at SDN 2 Rantepao in accordance with the principles of Tongkonan Toraja philosophy. Breeches and traditions include human creations and works that become accepted beliefs through regulating the social order of life. A verbally or musically accompanied, or even without musical accompaniment, transmission of statements from a previous generation to the current one is known as a mute transmission. (Pane and others, 2020)

Manners are affluent customs that were established beforehand in a social setting between individuals (Nangimah, 2020). As a result of our parents teaching us this as children, we now accept gifts from people with the right hand and express our gratitude. This is known as etiquette, also known as manners or behavior, or ethics. A key factor in facilitating human interaction is the use of Umgangsformen, Umgangsforms, or what is commonly referred to as etiquette. The society will more readily accept a person who has good manners so they can live in their community. In conversations with other people, mannerisms are crucial as well.

Based on initial observations made by teachers during a survey in Class V of the SDN 2 Tondon, there are 25 students enrolled in Class V. Students in SDN 2 Tondon have quite good personalities. Students at SDN 2 Tondon have personalities that care about their friends, have an attitude of tolerance, honesty, and mutual respect, are always kind, collaborate, and greet their teachers and friends.

The aim of this study was to describe how Longko culture shaped the characteristics of the students' speech at SDN 2 Tondon.

II. Research Method

This research methodology is a qualitative approach. The qualitative approach was chosen to describe the teacher's actions while carrying out a lesson. This approach is also used to describe the actual issues that exist in the area, which are then discussed and analyzed on the basis of relevant theories. According to Hilal and Albari in their book Halaluddin (2019), qualitative research is a method of inquiry that identifies several realities, describes a phenomenon from the perspective of experts, and develops a comprehensive understanding of the phenomenon in a particular context. Hancock (2007:7) describes qualitative research as being concerned with the creation of social phenomenon explanations that aid in our understanding of the social environment in which we live and are subject to scrutiny. The Longko'-culture is being studied as a potential character builder for students at SDN Tondon. The aim of this study was to gather information regarding the use of Longko culture in enhancing the speech patterns of students at SDN 2 Tondon. The study's primary instruments at the time were observation, interviews, and documentation. In order to obtain results that are in agreement with the collected data, the data are grouped according to existing rules before being analyzed. When you go through the phases of data reduction, data presentation, data analysis, and drawing conclusions.

III. Result and Discussion

The results of the study were obtained based on research guidelines that had been prepared in advance. The type of research used is descriptive qualitative so that in this section the researcher tries to explain the data obtained from the research location, both data from interviews, observations, and documentation are described in accordance with the data obtained.

3.1. The culture of shame that is applied at the SDN 2 Tondon School

At SDN 2 Tondon, the teacher always teaches good things to students. Students at the SDN 2 Tondon school are always guided and taught about the shameful cultures that are applied at school. The culture of shame that is applied at the SDN 2 Tondon school is like being ashamed of littering, embarrassed to be late for school, embarrassed not to wear a uniform, embarrassed to go home early (skipping), ashamed not to do homework, ashamed to precede parents in speaking. Teachers at this school guide students so that they want to apply these cultures. The longko' culture practiced by students includes shame, tolerance, respect for parents, good manners in speaking and a strong sense of mutual cooperation. The application of longko' cultural habituation as a strengthening of the character of students' speaking manners has a very important and very influential role in the formation of polite character towards students. People who are accustomed to being polite both in speech and behavior must have good manners and behavior.

The values of speaking etiquette are greeting when meeting someone, always saying excuse me if passing in front of people or entering the room, saying thank you if you are helped or given something, sharing, helping each other, and not interrupting other people's words. In the tradition of society, cultural values are ethics in daily behavior. For the Toraja, politeness is a very high value, so that it affects the way of thinking, feeling and acting and can affect the pattern of values. The value of politeness is instilled in the Toraja community which is contained in the tabe hakpantria culture (2022) The Longko' culture not only includes shame and self-respect, but also involves tolerance, which is about one's obligation to be polite and respectful so as not to embarrass others (Pasande, 2013:119). Longko' culture supports the social demands of the Toraja people, which lies in trying to maintain harmony through their social attitudes

3.2 The strategy or way the teacher teaches the character of good speaking manners to students.

The teacher's way of teaching students about good speaking manners to students is that the teacher always guides students so that students always apply good speaking manners. Character education based on Tongkonan philosophical values contained in the local wisdom of Toraja Hakpantria 2021. The teacher also admonishes students if students do not apply this so that students can get used to respecting teachers, parents and friends. Good speaking manners taught by teachers to students are such as, saying thank you when given or assisted by others, apologizing if they do something wrong, not interrupting other people's speech, respecting and appreciating each other Nangimah (2020) etiquette is polite manners that have been agreed upon in the social environment between local people. The following are found in the longko culture '.

No.	Variables	The things that are obtained
1.	Budaya Longko'	<ul style="list-style-type: none"> • Have shame • Tolerance • Have respect for parents • Politeness in speaking • Have a sense of mutual cooperation
2.	Manners	<ul style="list-style-type: none"> • Say hello when meeting someone • Always say sorry if you pass in front of people or enter the room • Say thank you if you are helped or given something • Mutual sharing • Help each other • Don't interrupt what other people say

IV. Conclusion

Longko culture is shame, tolerance, respect for parents, good manners in speaking and having a strong sense of mutual cooperation.

The application of longko' cultural habituation as strengthening the character of students' speaking manners has a very important and very influential role in the formation of polite character towards students. People who are usually polite both in behavior and behavior in both language and language.

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Students who have applied the habit of good speaking manners, students have good behavior with polite character. Such as speaking softly, kissing hands when shaking hands, giving body when passing in front of the teacher, showing a smiling face when talking to the teacher and so on.

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