

Analyzing The Influence of Mappatabe' Culture on Education in The Bugis Region

Muh. Riswan

riswan994455@gmail.com

Syamsu T

syamsutang64@gmail.com

Syahrir L

syahrirl@gmail.com

Nurul Faradillah

nurulfaradillah1401@gmail.com

Sam Hermansyah

sam.hermansyah82@gmail.com

Universitas Muhammadiyah Sidenreng Rappang

ABSTRACT

This study aims to analyze the influence of Mappatabe' culture on education in the Bugis region, with a particular focus on Lasiwala Village, Sidrap District, South Sulawesi. Mappatabe' is a local tradition that reflects the values of respect, politeness, and morality passed down from generation to generation in Bugis society. This study used a qualitative approach with in-depth interviews, participatory observation and document analysis to collect data from various parties, including religious leaders, educators, traditional leaders and the younger generation. The results showed that Mappatabe' culture has an important role in shaping students' character, especially in terms of respect for parents, teachers, and others. The values contained in Mappatabe' also contribute to improving discipline and order in the school environment. However, the main challenge in preserving this culture is the influence of modernization and globalization which tends to reduce traditional respectful practices. In addition, the lack of in-depth understanding of the values of Mappatabe' makes most of the younger generation only see it as a formal ritual without understanding the moral essence contained in it. To maintain the sustainability of this culture in education, this research recommends collaboration between families, schools and communities in integrating Mappatabe' values into the formal and non-formal education curriculum. Strategies that can be implemented include strengthening local culture-based character education, increasing the involvement of traditional leaders in learning, and using interactive learning methods such as traditional games and folklore. This research makes an important contribution to the development of local culture based education in Indonesia, particularly in maintaining Bugis cultural identity

amidst changing times. By maintaining and adapting the Mappatabe' culture, it is hoped that the younger generation can still understand and apply the ethical and moral values that characterize Bugis society.

Key words: Character Education; Local Culture; Buginese

INTRODUCTION

The Mappatabe' culture is an essential aspect of Bugis society, reflecting values of respect, politeness, and morality. This culture has been passed down through generations and has become a vital part of Bugis identity. In the context of education, Mappatabe' plays a significant role in shaping students' character, particularly in fostering respect for parents, teachers, and the surrounding environment. Therefore, it is crucial to understand how this culture can be integrated into the Bugis education system to ensure its sustainability. Education plays a strategic role in preserving local cultures, including Mappatabe'. In Bugis schools, these cultural values are often taught as part of character education. According to previous research, schools in the Bugis region have attempted to integrate Mappatabe' culture into their curriculum to ensure that respect remains instilled in younger generations. In Bugis society, Mappatabe' is not merely a tradition but a philosophy of life that reflects harmonious social relationships. The attitude of respecting parents, teachers, and peers reflects the cultural values highly upheld by the Bugis people. This culture also emphasizes the importance of maintaining etiquette in communication and social interactions.

However, a significant challenge in preserving Mappatabe' culture is the increasing influence of modernization and globalization. Many young people are beginning to perceive this culture as outdated and irrelevant to modern life. As a result, the values of respect embedded in Mappatabe' are gradually diminishing. Moreover, the lack of deep understanding of Mappatabe' values has led many young individuals to view it merely as a formal ritual without grasping its moral essence. Therefore, a collective effort involving families, schools, and communities is needed to ensure that these values remain intact and are applied in everyday life.

One strategy that can be implemented in education is strengthening character education based on local culture. Local culture-based education can help students understand the importance of their own culture and apply it in daily life. Consequently, they will not only gain academic knowledge but also develop strong moral values. Teachers play a crucial role in teaching Mappatabe' culture. They must serve as role models in applying values of respect and politeness in schools. By providing real-life examples, students will find it easier to understand and practice these values. Apart from schools, families also play a crucial role in preserving Mappatabe' culture. Parents, as the first educators of their children, must ensure that these cultural values continue to be taught at home. With synergy between families and schools, Mappatabe' culture can be well maintained. Community participation is also essential in preserving Mappatabe' culture.

Traditional leaders, religious figures, and the local community should collaborate with schools to create an environment that supports the preservation of this culture. Thus, Mappatabe' culture is not only taught in schools but also practiced in daily life.

The use of more interactive learning methods, such as traditional games and folklore, can also help enhance students' understanding of Mappatabe' culture. These methods will make the learning process more engaging and easier for students to comprehend. By understanding the role and challenges of Mappatabe' culture in education, concrete steps can be taken to ensure that this culture remains relevant in the lives of younger generations. This effort requires the involvement of all stakeholders, including the government, educational institutions, and the wider community. This study aims to explore how Mappatabe' values can be integrated into formal and non-formal education in Bugis. By understanding the relationship between culture and education, it is hoped that the findings of this research can provide useful recommendations for the development of local culture-based education in Indonesia.

LITERATURE REVIEW

Mappatabe' is a traditional Bugis cultural practice that emphasizes respect, politeness, and moral values. This culture has been passed down for generations and serves as a fundamental aspect of Bugis identity. According to Sulaiman (2019), Mappatabe' plays a crucial role in shaping social behavior and instilling ethical values in individuals. In educational settings, Mappatabe' has been observed to promote discipline, respect, and moral responsibility among students. Character education plays an essential role in modern learning environments, particularly in regions with strong cultural identities like Bugis. According to Rahmat (2021), integrating Mappatabe' into the educational curriculum can significantly influence students' ethical development. Mappatabe' teaches values such as humility, obedience, and social responsibility, which align with the broader goals of character education.

Education serves as a primary tool in preserving and transmitting cultural heritage. Several studies highlight the importance of incorporating cultural elements into the curriculum to enhance students' understanding of their traditions (Hasanuddin, 2020). In Bugis communities, schools have adopted various methods to integrate Mappatabe' into character education, ensuring that younger generations continue to uphold these cultural values despite modernization pressures. While Mappatabe' has a strong presence in Bugis culture, its relevance in contemporary education faces numerous challenges. One major issue is the increasing influence of globalization, which has led to a decline in traditional practices among the younger generation (Muhammad, 2022). Additionally, the lack of formal integration into school curricula and insufficient awareness among educators about the significance of Mappatabe' contribute to its diminishing role in education. To ensure the sustainability of

Mappatabe' culture in education, various strategies have been proposed. One effective approach is to integrate Mappatabe' into character education programs through interactive and experiential learning methods, such as storytelling, role-playing, and traditional ceremonies (Andi, 2019). Another approach is to involve local cultural leaders in educational activities, providing students with firsthand knowledge and experience of Mappatabe' practices.

Several educational theories support the integration of cultural values into learning environments. Vygotsky's Sociocultural Theory, for instance, emphasizes the role of social and cultural contexts in learning, suggesting that students develop better when exposed to culturally relevant teachings (Vygotsky, 1978). Similarly, the Constructivist Learning Theory supports experiential learning, which aligns with the interactive methods used in teaching Mappatabe' values. Numerous studies have explored the impact of Mappatabe' on students' character development and discipline. A study by Sari (2021) found that students exposed to Mappatabe'-based education exhibited greater respect towards teachers and elders. Another study by Nuraini (2023) highlighted the correlation between cultural integration in education and students' overall academic performance and social behavior. The literature review highlights the significance of Mappatabe' culture in shaping moral and ethical values within Bugis society. Despite challenges posed by modernization and globalization, strategic integration of Mappatabe' into educational settings can help preserve this cultural heritage. Future research should focus on developing innovative methods to enhance the role of traditional values in contemporary education, ensuring that Mappatabe' remains relevant in shaping future generations.

METHOD

Design and Sample

This study employs a qualitative research approach to explore the influence of Mappatabe' culture on education in the Bugis region. A case study methodology is used, focusing on Lasiwala Village in Sidrap District, South Sulawesi, as it remains a stronghold of Bugis cultural traditions. The qualitative approach allows for an in-depth exploration of participants' experiences and perspectives. Participants are selected through purposive sampling, including religious leaders, traditional leaders, educators, students, and parents. These participants provide insights into how Mappatabe' is practiced and integrated into educational settings. The selection ensures a diverse range of perspectives on the cultural significance and educational impact of Mappatabe'.

Instruments and Procedures

This study employs semi-structured interviews, direct observations, and document analysis as data collection methods. Semi-structured interviews are conducted to

capture personal experiences and cultural perspectives on Mappatabe', providing in-depth insights into its significance in education. Direct observations offer real-time insights into the practice of Mappatabe' within educational settings, focusing on student interactions, rituals, and community involvement. Additionally, document analysis involves reviewing school curricula, educational policies, and previous research related to cultural integration in education, ensuring a broader contextual understanding of Mappatabe' in learning environments. To ensure reliability and validity, the study applies triangulation by utilizing multiple data sources to confirm findings. Member checking is also conducted by sharing preliminary results with participants for verification. Ethical considerations include obtaining informed consent, ensuring confidentiality, and adhering to research ethics guidelines.

Data Analysis

Thematic analysis is used to analyze the collected data, following a structured process. First, familiarization with the data is conducted by reviewing interviews, observations, and documents to gain an overall understanding. Then, key themes and patterns related to Mappatabe' and its influence on education are identified through coding. These themes are categorized to explore connections and relationships among different aspects of cultural integration. Finally, the findings are interpreted in relation to existing literature, providing a comprehensive understanding of how Mappatabe' shapes students' character and reinforces traditional values in both formal and informal learning environments. This approach ensures a systematic and reliable analysis, contributing to a deeper understanding of cultural influences in education within the Bugis region.

RESULT AND DISCUSSION

The study finds that Mappatabe' culture has a profound impact on students' behavior, particularly in shaping respect, discipline, and social harmony. Interviews with educators, parents, and students indicate that those who practice Mappatabe' exhibit higher levels of politeness and responsibility. Observations in schools further support this, showing that students who adhere to Mappatabe' values are more cooperative and engaged in academic and social activities. Furthermore, students who are deeply involved in Mappatabe' practices tend to develop a stronger sense of belonging within their school communities. This cultural practice fosters mutual respect among students and strengthens their relationships with teachers and elders. Such behavioral changes contribute to a more positive learning environment that enhances academic performance and moral development.

Findings reveal that Mappatabe' is integrated into school curricula primarily through character education programs and extracurricular activities. Some schools incorporate traditional Bugis teachings into formal lessons, while others reinforce cultural values through ceremonies and student interactions. However,

there is inconsistency in the implementation, with some schools placing greater emphasis on modern education at the expense of local traditions. Educators who actively promote Mappatabe' report higher levels of student engagement in cultural discussions and activities. Students in these environments not only learn about their cultural heritage but also develop essential values that shape their personalities. Schools that have successfully integrated Mappatabe' into their curriculum serve as models for how cultural education can be maintained alongside contemporary subjects. Despite its significance, the study identifies several challenges in maintaining Mappatabe' culture. The influence of modernization and globalization has led some students to view traditional practices as outdated. Furthermore, a lack of structured educational policies and resources on cultural integration makes it difficult for educators to consistently teach and uphold Mappatabe' values in the school environment.

Another challenge is the generational gap between students and elders, which affects the transmission of cultural knowledge. As younger generations become more exposed to global influences through media and technology, their connection to traditional practices weakens. Schools and communities must find ways to bridge this gap by making cultural teachings more accessible and relevant to modern learners. To enhance the preservation of Mappatabe', the study suggests several strategies, including formalizing its inclusion in school curricula, training educators on traditional values, and fostering collaborations between schools and community leaders. The use of digital media and interactive learning methods, such as storytelling and role-playing, is also recommended to make cultural education more engaging for students. Additionally, integrating Mappatabe' into school activities beyond the classroom—such as school-wide events, cultural competitions, and leadership programs—can reinforce its significance. Encouraging parental involvement in cultural education at home can also strengthen students' appreciation and practice of Mappatabe' outside school settings. Students who practice Mappatabe' demonstrate enhanced discipline and self-control. Educators report that students familiar with this cultural tradition are more likely to adhere to school rules, respect authority figures, and exhibit positive behavior in their academic and social lives. The structure and values embedded in Mappatabe' serve as guiding principles that help shape students into responsible individuals.

Discipline, as nurtured by Mappatabe', extends beyond the school environment into students' daily lives. Parents and community leaders observe that individuals raised with Mappatabe' principles tend to show greater respect and accountability in their personal and professional interactions as they grow older. Community involvement plays a crucial role in sustaining Mappatabe'. Traditional and religious leaders, alongside parents and educators, must work together to ensure that younger generations continue to practice and value their cultural heritage. Local events, religious gatherings, and mentorship programs can serve as platforms to instill Mappatabe' values in students. Incorporating Mappatabe' into modern educational initiatives can help bridge the gap between

tradition and contemporary society. By collaborating with cultural organizations and community figures, schools can create a holistic approach that reinforces the importance of Mappatabe' beyond the academic environment. Mappatabe' plays a vital role in shaping students' behavior and preserving Bugis cultural identity. While its integration in education is evident, challenges such as modernization and inconsistent implementation persist. Collaborative efforts between schools, families, and the community are essential to ensuring the sustainability of Mappatabe' in education. Future research should explore innovative teaching methods to modernize cultural education while maintaining its core values. Schools must adopt flexible strategies to keep Mappatabe' relevant, ensuring that its values continue to guide future generations in their academic and personal lives.

CONCLUSION

This study concludes that Mappatabe' culture plays a crucial role in shaping education in the Bugis region by fostering values of respect, discipline, and social harmony. The practice of Mappatabe' strengthens the moral foundation of students, encouraging positive interactions within schools and communities. However, challenges such as modernization and the diminishing appreciation for traditional practices threaten its preservation. To address these challenges, families, schools, and community leaders must collaborate in promoting Mappatabe' values. Parents should serve as role models at home, while educational institutions should integrate cultural teachings into character development programs. Additionally, cultural leaders can reinforce these traditions through community activities and events that highlight the importance of Mappatabe'. By implementing these strategies, Mappatabe' culture can remain a vital part of Bugis society, contributing to the preservation of cultural identity and the promotion of ethical and harmonious social interactions. Future research should explore innovative methods to integrate traditional values into modern educational settings, ensuring their relevance and sustainability for future generations.

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