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Influence of SASAMBO Cultural Values on Character Building and Civic Learning Management

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ABSTRACT

This study aims to analyze the influence of integrating SASAMBO local cultural values on character education strengthening and the management of Civic Education learning among students at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram. The study used a quantitative survey approach with a sample of 153 students selected through snowball sampling. Data were collected using a 25-item Likert scale questionnaire and analysed using descriptive statistics and multiple regression using SPSS. The results showed that local culture had a significant influence on character building with a contribution of 41.4%, while the influence on PPKn learning management was 9.2%. These findings confirm that the internalisation of the values of mutual cooperation, tolerance, religiosity, and social responsibility effectively strengthens students' attitudes and morals, but improving learning management also requires the support of pedagogical and institutional factors. The implication is that the integration of local wisdom needs to be optimised as the basis for character education and combined with managerial strategies and learning innovations so that the effectiveness of Civic Education in higher education is more comprehensive and sustainable.

INTRODUCTION

The rapid development of the times has brought about various changes in human life, especially for students as the young generation who are the future leaders of the nation. Technological advances in the current generation have had many negative impacts that deviate from the moral and ethical values that should be upheld. Therefore, in this situation, character building is very important so that the younger generation is not only intellectually intelligent, but also morally and emotionally mature. Character is a complex concept that

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encompasses a person's personality, behaviour, and moral qualities (Nurul Mahruzah Yulia et al., 2023). Character can be defined as basic traits that encompass aspects of the heart, soul, personality, morals, and behaviour (Ma'sumah et al., 2024). Character refers to a collection of attitudes, behaviours, motivations, and skills. Although often equated with personality, character encompasses values related to God, oneself, others, the environment, and the nation, which are reflected in thoughts, attitudes, feelings, words, and actions in accordance with religious, legal, ethical, cultural, and customary norms (Agus, 2023). Learning that emphasises character building is one of the most fundamental aspects and also the goal of all education (Wahono et al., 2021). Character building through learning carried out by educators can be done, among other things, by providing learning materials such as Pancasila and Civic Education (PPKn).

Pancasila and Citizenship Education is a subject that focuses on shaping citizens who understand and are able to implement the values of Pancasila students in order to become intelligent, skilled, and characterful Indonesian citizens as mandated by Pancasila and the 1945 Constitution ((Winata et al., 2020). PPKn is also an effort to equip students with basic knowledge and skills related to nationalistic values in accordance with Pancasila (Djunaidi & Sarimawati, 2019). Educators have a role to develop and design character learning that emphasises character building and personality development in students (Narimo et al., 2019). Currently, there are still many educators who lack innovation and effective designs in implementing character education in PPKN lessons when it comes to implementing and creating a character-based learning curriculum for students or university students (Hulu et al., 2024). They do not pay attention to the characteristics and environment of students (Fitri et al., 2023). A current issue that may hinder the development of students' character is the predominance of lecturer-centered (*teacher-centered*) learning approaches, which have not fully considered students' characteristics, personalities, and socio-cultural backgrounds. In fact, students at the university come from diverse ethnic groups in West Nusa Tenggara, namely (Lombok) *Sasak,* (Sumbawa) *Samawa,* and (Bima) *Mbojo,* each possessing distinct cultural values and characteristics. This diversity should serve as a potential resource for strengthening character education and for developing more contextual Civic Education (PPKn) learning management through the integration of local SASAMBO cultural values.

Integrating cultural values such as SASAMBO into lessons and fostering a collaborative environment between educators and students is essential for strengthening students' character (Farhaeni & Martini, 2023). Additionally, models based on local wisdom can develop teachers' professionalism and build the skills needed to implement character education effectively (Fahmi et al., 2022). SASAMBO is a cultural identity concept that describes the unity of three major ethnic groups in the West Nusa Tenggara region, namely students from Lombok Island (Sasak), western-central Sumbawa Island (Samawa/Sumbawa), and the Bima–Dompu in eastern Sumbawa (Mbojo/Bima). This approach is necessary given the urgency of strengthening character in cultural values in learning that is more focused on developing the personalities of students within a region (Siregar & Indrawati, 2024). This will also encourage active participation and meaningful character development in civic education as a means of strengthening national identity (Waluyo et al., 2022). Culture that is in line with student personality is a result obtained in the community environment, so that the growth and development of student character depends on the environmental conditions within the community (Shakilla Aura et al., 2023). Character education rooted in local wisdom not only

promotes ethical behaviour but also strengthens community bonds and environmental stewardship. Furthermore, incorporating local wisdom into the education curriculum helps preserve important cultural values, ensuring that students develop a strong sense of identity and responsibility towards their environment (Layli et al., 2023).

Based on several previous studies, many have developed Civic Education learning models in various ways to strengthen the character of students, including (Suharyanti, 2023)(Rachman et al., 2022)(Zuriah, 2021)(Santoso & Wuryandani, 2020)(Yuliatin et al., 2019)(Zuriah & Sunaryo, 2018)(Af, 2018)(Sulistiani, 2017)(Reh Bungaan, 2017). As explained in the research by (Hermansyah & Gunawan, 2021)(Lili Halimah et al., 2025) It explains that Civic Education learning based on local wisdom can enhance students' learning interest and shape their character to reflect Pancasila values such as justice, togetherness, and social responsibility. Wahyuningsih et al. (2025) showed that the implementation of Pancasila education with a local wisdom approach based on Bima culture enabled students to internalise values such as mutual cooperation, honesty, responsibility, respect, and tolerance.

Santoso & Wuryandani, (2020) mention the results of their research. The results of data analysis prove that civic education teaching materials based on local wisdom are very suitable for use in the classroom learning process. The results of this research and development can be the basis for further research and development to develop innovative teaching materials that are suitable for use to improve the success of the learning process. Ardiansyah et al. (2025) show that the local Sasak cultural values contained in the traditions of srakala (birth rituals), besiru (social cooperation), drum beleq (traditional music), guru (leadership figures), and paresean (symbols of strength and courage) can be contextually integrated into Civic Education materials. This integration process makes learning more innovative, relevant, and meaningful, and enables students to understand the concept of citizenship in a concrete and applicable way in their daily lives.

Narimo et al., (2019) The results of their research were the development of a Lesson Plan that integrates local culture with civic education, thereby contributing to improving the quality of education developed to integrate local culture with civic education. Juningtias et al. (2024) show that the local wisdom values of *Nggahi Rawi Pahu* (Bima) can shape the honest character of students. Teachers implement the values of *Nggahi Rawi Pahu* local wisdom (words matching deeds) in accordance with the lesson material so that students can carry out the function of *Nggahi Rawi Pahu* local wisdom values and use these values as guidelines in interactions that serve as self-control in socialising and facing the changing times. Study conducted by Setiyadi et al. (2025) The integration of *Nggahi Rawi Pahu* values as a cultural principle from Bima in the learning process has been shown to strengthen students' character development through the cultivation of values such as honesty, responsibility, mutual respect, and togetherness. These values also encourage the development of social ethics and collaborative skills through respectful dialogue and constructive interaction among students.

Based on previous studies, the development of Civic Education learning models based on local wisdom has been widely carried out as an effort to strengthen students' character formation. However, the integration of local cultural values in learning practices has not been implemented optimally and is often used merely as a complementary element of learning materials rather than as a conceptual foundation for character education. In addition, studies that specifically examine the integration of SASAMBO local cultural values (Sasak, Samawa, and Mbojo) in character education remain limited. This condition indicates a research gap

regarding the utilization of SASAMBO cultural values in Civic Education learning, particularly in higher education. Therefore, this study aims to examine the influence of Sasambo cultural values on the development of students' character in Civic Education (PPKn) learning at the Faculty of Teacher Training and Education, Universitas Muhammadiyah Mataram.

METHOD

This study employs a quantitative research method with a survey approach to examine the influence of SASAMBO local cultural values on character building and the development of Civic Education learning management. The population of this study consisted of all students of the Faculty of Teacher Training and Education (FKIP) at Universitas Muhammadiyah Mataram, representing seven study programs and actively involved in Civic Education learning activities. From this population, 153 students were selected as research respondents. The sampling technique used was snowball sampling, which was chosen because it enables researchers to reach a broader range of respondents through referrals from initial participants. This approach also facilitates the distribution of questionnaires within the student community, whose social networks are closely interconnected through WhatsApp groups or study program communities. The research instrument used was a questionnaire consisting of 25 statement items measured using a five-point Likert scale, namely strongly disagree (score 1), disagree (score 2), neutral (score 3), agree (score 4), and strongly agree (score 5) (Azwar et al., 2025). Prior to its implementation, the instrument was tested for validity and reliability to ensure that each item accurately and consistently measured the research variables. The validity test was conducted by examining the correlation between each item score and the total score, with the criterion that t-count > r-table. Meanwhile, the reliability test was performed using Cronbach's Alpha, with a coefficient value greater than 0.70, indicating an acceptable level of internal consistency of the instrument. The research procedure was carried out in several stages, beginning with the development of the research instrument based on the indicators of the variables under study, followed by instrument feasibility testing. Subsequently, the questionnaire was distributed to respondents through social media platforms and student WhatsApp groups. The collected data were then compiled and analyzed to identify the influence of SASAMBO local cultural values on the strengthening of character education and the management of Civic Education learning. The research concept is as shown in Figure 1.

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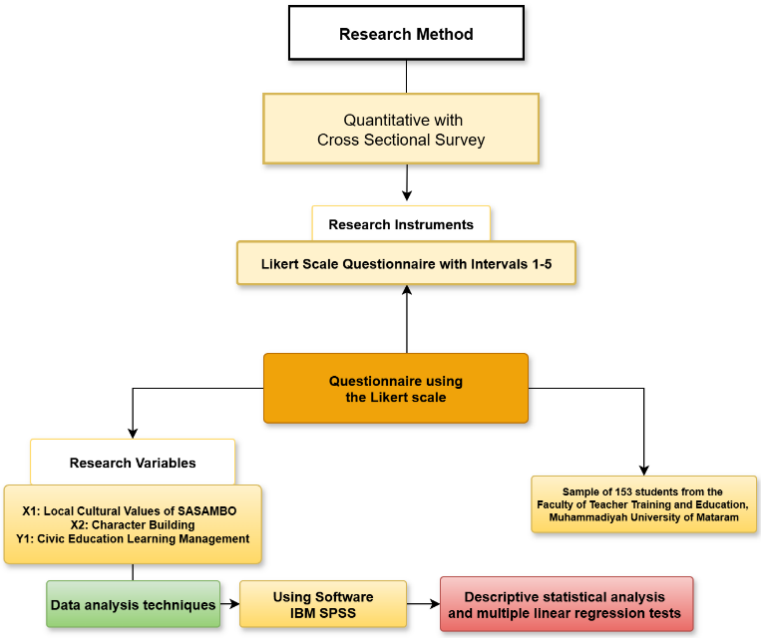

Figure 1. Research Flow Used

Figure 1 illustrates the research procedure, which was carried out systematically through several stages. The first stage involved instrument development, in which a questionnaire using a Likert scale ranging from 1 to 5 was constructed based on the indicators of the research variables, including SASAMBO local cultural values, character education strengthening, and the management of Civic Education learning. The second stage was the instrument validation procedure, conducted through a field validity test using the criterion that the calculated t-value (t-count) must be greater than the r-table value to ensure the validity of each questionnaire item. In addition, reliability testing was performed using Cronbach's Alpha, with the hypothesis that a Cronbach's Alpha value greater than 0.70 indicates acceptable reliability, confirming that the instrument is suitable for use in the study. The third stage involved data collection, which was conducted by distributing the questionnaire to 153 respondents through social media platforms and student WhatsApp groups within the Faculty of Teacher Training and Education at Universitas Muhammadiyah Mataram. The final stage was data analysis, which included data tabulation, descriptive statistical analysis to describe the characteristics of the research data, and multiple regression analysis conducted using IBM SPSS software to examine the influence of SASAMBO local cultural values on character education strengthening and the management of Civic Education learning among students.

RESULT AND DISCUSSION

Percentage Results of Statistics on the Influence of Sasambo Cultural Values in Character Building and Civic Education Learning Management

The data analysis involved descriptive statistics and multiple regression tests. SPSS software was used as the main analysis tool. The criterion for drawing conclusions was that if the Sig value was < 0.05, then H0 was rejected, indicating a significant influence of Sasambo Local Cultural Values on Character Building and PPKN Learning Management Development

among FKIP Students. Through this methodology, it is hoped that the research can provide a comprehensive picture of the relationship between the variables studied and make an important contribution to related research on Character Building and PPKN Learning Management among FKIP students. The distribution of FKIP student respondents at Muhammadiyah University Mataram is shown in Figure 2.

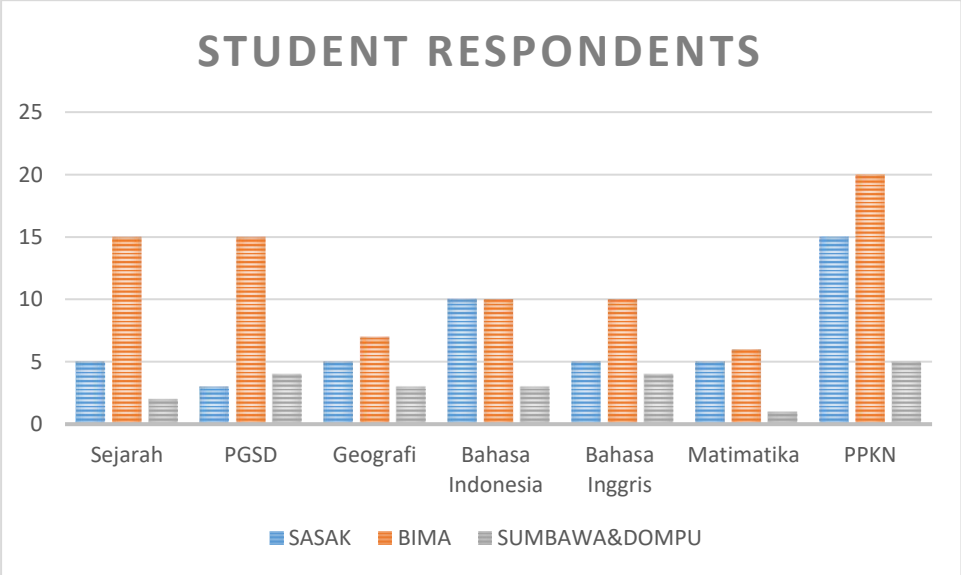

Figure 2. Distribution of Respondents from the Faculty of Teacher Training and Education, Muhammadiyah University Mataram

The distribution of respondents from the Faculty of Teacher Training and Education shows a total of 153 people from three local cultural backgrounds in SASAMBO, namely Sasak (48), Bima (83), and Sumbawa/Dompu (22). This composition is relatively balanced, reflecting the cultural diversity of students in various departments, with the highest numbers in Civic Education, History, and Primary School Teacher Education, indicating that local cultural diversity is an important asset in strengthening character and developing Civic Education learning management, as local wisdom values such as tolerance, mutual cooperation, and togetherness can be integrated contextually into the student learning process. The statistical description is as shown in Table 1.

Table 1. Descriptive Statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Statistic	Std. Error
X1	153	60	40	100	81.17	.938	11.607	134.721	1.362	.390
Y1	153	76	24	100	77.67	1.187	14.683	215.603	.998	.390
Y2	153	50	50	100	81.18	.798	9.869	97.400	2.020	.390

Valid N (listwise)	153

Table 1 shows descriptive statistics involving 153 respondents with three main variables: X1 (SASAMBO Local Culture), Y1 (Character Building) and Y2 (Civics Education Learning Management). Variable X1 has a value range of 60, with an average of 81.17 and a standard deviation of 11.607, indicating considerable data variation. Meanwhile, Y1 has a wider range, namely 76, with an average of 77.67 and a standard deviation of 14.683, indicating more diverse perceptions among respondents regarding learning management. Variable Y2, with a range of 50, has a mean of 81.18 and a standard deviation of 9.869, indicating a more centralised concentration of data compared to other variables. The kurtosis values for X1 and Y2, 1.362 and 2.020 respectively, indicate a more peaked data distribution compared to a normal distribution, while Y1 has a kurtosis of 0.998, which is close to a normal distribution. These results reflect differences in respondents' perceptions of the significant influence of local sasambo cultural values on character building and the development of civic education learning management among FKIP students, providing a basis for a more in-depth analysis of the relationship between variables. The results of the model summary regression test between variables X1 and Y1 are shown in Table 2.

Table 2. *Model Summary X1 and Y1*

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.643[a]	.414	.410	11.277

a. Predictors: (Constant), X1

b. Dependent Variable: Y1

Based on the results of Table 2 Model Summary, the correlation coefficient (RR) value of 0.643 indicates a fairly strong and positive relationship between local culture and character building among FKIP students. This means that the better the application of local culture, the greater its influence on the effectiveness of student character building and PPKN learning management. In addition, the coefficient of determination (R2R^2) value of 0.414 indicates that approximately 41.4% of the variability in character building can be explained by the local culture variable. The remaining 58.6% is explained by other factors outside this model. Thus, SASAMBO local cultural values have a significant contribution in influencing the quality of the significant influence of SASAMBO local cultural values on character building among students at FKIP Universitas Muhammadiyah Mataram. The results of the ANOVA regression test between Variable X1 and Y1 are shown in Table 3.

Table 3. *Model ANOVA Variabel X1 and Y1*

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13569.577	1	13569.577	106.707	.000[b]
	Residual	19202.083	151	127.166		
	Total	32771.660	152			

a. Dependent Variable: Y1

b. Predictors: (Constant), X1

Based on the results in Table 3, the ANOVA model test shows that the regression model testing the significant effect of local Sasambo cultural values on character building among students at the Faculty of Teacher Training and Education, Muhammadiyah University Mataram, is statistically significant. This is indicated by an F value of 106.707 with a Sig. value of 0.000, which is less than 0.05. This means that SASAMBO values (X1) have a significant effect on strengthening the character of students (Y1). In addition, the Sum of Squares value for regression of 13,569.577 shows a large contribution from local cultural values in explaining the variability in character strengthening. Meanwhile, the Mean Square regression value, which is higher than the residual, indicates that this model is able to explain the relationship between the two variables well. Thus, it can be stated that local cultural values have a significant influence on character building as studied in this research. The results of the coefficient test between Variable X1 and Y1 are shown in Table 4.

Table 4. *Cofficients Variabel X1 and Y1*

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	11.598	6.461		1.795	.075
	X1	.814	.079	.643	10.330	.000

a. Dependent Variable: Y1

Based on the results of Table 4 in the Coefficients test, the significant influence of local cultural values of SASAMBO on character building among students at the Faculty of Teacher Training and Education, Muhammadiyah University Mataram, can be explained as follows. The constant value of 11.598 indicates that without the variable of local SASAMBO cultural values (X1), the value of student character building (Y1) is 11.598. However, this constant is not statistically significant because the Sig. value of 0.075 is greater than 0.05. Meanwhile, the coefficient value for local cultural values (X1) of 0.814 indicates that every one-unit increase in local culture will increase the value of student character building by 0.814 units. The Beta value of 0.643 shows that local culture has a positive and moderate influence on the Y1 variable being studied. Furthermore, the t value of 10.330 with a Sig. of 0.000 indicates that the significant influence of local Sasambo cultural values on character building among students at the Faculty of Teacher Training and Education, Muhammadiyah University Mataram, is statistically significant, because the significance value is much smaller than 0.05. Meanwhile, to see the influence between variables X1 and Y2, refer to Table 5 of the regression model summary test.

Table 5. *Model Summary Variabel X1 and Y2*

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.303[a]	.092	.086	9.437

a. Predictors: (Constant), X1
b. Dependent Variable: Y2

Based on the regression test results in Table 5, it can be seen that the tested model has a coefficient of determination (R^2) of 0.092. This figure shows that approximately 9.2% of the variation in the dependent variable (Y2) can be explained by the independent variable (X1), which in this case is the influence of local culture on civic education management. Although the R^2 value is relatively low, this indicates that there are other factors not covered in this model that also influence the dependent variable. The Adjusted R^2 value of 0.086 corrects the R^2 value by considering the number of predictor variables, indicating that this model is still not entirely adequate in explaining the variation in the dependent variable. Nevertheless, this model provides sufficient information regarding the contribution of local cultural influences on learning management. Furthermore, the standard error of the estimate of 9.437 indicates the level of error in this model's prediction, where the smaller the standard error value, the better the model is at predicting the dependent variable. Although the standard error is not too small, this indicates a discrepancy between the model's prediction and the existing data, so improvements or the selection of other more relevant predictor variables are needed to improve the accuracy of the model.

Table 6. *Model Anova Variabel X1 and Y2*

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1356.898	1	1356.898	15.236	.000[b]
	Residual	13447.978	151	89.059		
	Total	14804.876	152			

a. Dependent Variable: Y2
b. Predictors: (Constant), X1

Based on the results of the ANOVA test in Table 6, there is a significant effect between SASAMBO local cultural values and PPKN learning management at FKIP. In the regression model tested, the Sum of Squares for Regression value of 1356.898 indicates that local cultural values as independent variables contribute significantly to explaining the variation in the success of PPKN learning management. Meanwhile, the Sum of Squares for Residual of 13447.978 illustrates the variation that cannot be explained by the model, or errors in prediction. With a fairly large Mean Square for Regression value of 1356.898 and a Mean Square for Residual of 89.059, it shows that the influence of local cultural values on PPKN learning management is quite significant. The F test result (15.236) obtained shows that this regression model is significant overall, meaning that SASAMBO values influence the strengthening of PPKN learning management to be carried out at the Faculty of Teacher Training and Education, Muhammadiyah University Mataram. The Sig. value (.000) is very small, much lower than 0.05, indicating that the null hypothesis stating that there is no influence between Variable X1 and Y2. Meanwhile, the coefficient test results are shown in Table 7.

Tabel 7. *Coeffcients Variabel X1 dan Y2*

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig.

1	(Constant)	60.289	5.407		11.150	.000
	X1	.257	.066	.303	3.903	.000
a. Dependent Variable: Y2						

Table 7 explains the results of the regression coefficient test obtained, stating that local cultural values have a very positive and significant effect on the formation of PPKN learning management as a reinforcement of FKIP students' character. The constant coefficient of 60.289 indicates that if the local culture variable (X1) has no effect, the value of variable (Y2) is 60.289. Meanwhile, the local culture coefficient of 0.257 indicates that every one-unit increase in local culture will increase variable Y2 by 0.257 units, reflecting a positive relationship between the two variables. The Beta value of 0.303 indicates a moderate relationship between local culture and PPKN learning management, while the t value of 3.903 indicates that the relationship is statistically significant. The very small significance value (Sig.) of 0.000 indicates that the influence of local culture on PPKN learning management in strengthening student character is significant. Thus, PPKN learning management through a combination of SASAMBO local cultural values is important in strengthening the character of FKIP students.

Interpretation of Sasambo Cultural Values in Strengthening Character and Management of Civic Education Learning

The results of research conducted on students at the Faculty of Teacher Training and Education, Muhammadiyah University Mataram, show that SASAMBO local cultural values play a significant role in shaping student character while also supporting the quality of Civic Education learning management. The regression analysis conducted between X1 and Y1 shows a fairly strong positive relationship (R = 0.643) with an explanatory contribution of 41.4%, as well as significant F and t tests (Sig. 0.000). This means that the stronger the application of local wisdom values such as tolerance, mutual cooperation, and togetherness, the more the students' character will improve. Winandar et al. (2023) emphasise that local culture is not merely a social identity but also an effective pedagogical asset in building discipline, responsibility, and integrity through contextual learning. Meanwhile, the influence of variable X1 on Y2 is relatively weaker (R^2 = 9.2%), although it remains statistically significant. This indicates that the management of Civic Education learning is also influenced by other factors such as lecturer competence, learning strategies, curriculum, and institutional support, so that local culture functions as a supporting factor, not the main determinant. Wardhani (2024) emphasises the importance of integrating socio-cultural contexts into learning in culture-based character education.

SASAMBO local wisdom serves as a strategic foundation of values in shaping student character, because culture not only shapes social identity, but also mindsets, attitudes, and behaviour in the learning process. Values such as mutual cooperation, tolerance, deliberation, and togetherness work as mechanisms for moral internalisation that strengthen students' responsibility, empathy, and integrity in academic life. Meanwhile, to strengthen learning management, such as in Civic Education lessons, it is not enough to rely solely on cultural values, but requires systemic support management in the form of learning planning, lecturers' pedagogical competence, and effective academic governance. Thus, the integration of local culture in character building and PPKN learning management is contextual and

transformative, not merely a tradition used as a supplement to the material, but rather a medium for character education that is alive and close to the daily reality of students.

CONCLUSION

The research findings indicate that SASAMBO local cultural values have a significant influence on strengthening the character of FKIP students in PPKn learning management. The internalization of values reflecting unity, tolerance, mutual cooperation, religiosity, and social responsibility can encourage the development of stronger civic character among students. These findings emphasize that local culture can serve as a strategic foundation for the development of character education in higher education institutions. However, the integration of local cultural values in the management of Civic Education learning still requires further strengthening through more structured, systematic, and integrative pedagogical approaches. Therefore, the integration of SASAMBO local wisdom in the learning process should not merely be positioned as supplementary material, but rather as an integral part of learning strategies aimed at comprehensively strengthening students' character.

It is recommended that further research examine other factors in greater depth, such as the social environment, learning methods, and the role of the family, which also contribute to the character formation of students, as well as developing more integrated and contextual local culture-based learning strategies. Alternatively, further research could also use mixed methods or experiments to explore the process of internalising local wisdom values in greater depth, not only based on statistical data but also on the real experiences of students in relation to Sasambo culture and the teaching of civic education by lecturers in the classroom.

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