

The Construction of Love for the Homeland Values Through Local Wisdom of Traditional House Architecture as a Form of Civic Character in Sade Village

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Abstract : *This study aims to analyze the local wisdom values embedded in the architecture of the traditional houses of Sade Village and to examine their role in shaping patriotism and civic character among the community. The study employed a qualitative approach with an ethnographic design conducted in Sade Traditional Village, Central Lombok Regency, West Nusa Tenggara, Indonesia. Data were collected through observation, in-depth interviews, and documentation involving traditional leaders, community members, and young generations selected purposively. Data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing, while data validity was ensured through source and technique triangulation. The findings reveal that the architecture of Sade traditional houses embodies the values of togetherness, mutual cooperation, deliberation, collective responsibility, respect for ancestral heritage, cultural identity, and harmony with the environment. Patriotism is constructed through the preservation of traditional houses, intergenerational cultural transmission, community participation in customary activities, and the interpretation of traditional houses as symbols of cultural and national identity. These values contribute to the development of civic character, including a sense of belonging to the nation, social responsibility, social participation, solidarity, environmental awareness, and tolerance. The findings confirm that the local wisdom embedded in traditional house architecture serves an educational function as a culture-based source of civic learning to strengthen patriotism and national identity in a sustainable manner.*

Keywords : *Love for the homeland, local wisdom, indigenous community, character education.*

Abstrak : Penelitian ini bertujuan menganalisis nilai-nilai kearifan lokal yang terkandung dalam arsitektur rumah adat Desa Sade serta mengkaji perannya dalam membentuk nilai cinta tanah air dan karakter kewarganegaraan masyarakat. Penelitian menggunakan pendekatan kualitatif dengan jenis etnografi yang dilaksanakan di Desa Adat Sade, Kabupaten Lombok Tengah, Nusa Tenggara Barat. Data diperoleh melalui observasi, wawancara mendalam, dan dokumentasi dengan melibatkan tokoh adat, masyarakat, dan generasi muda yang dipilih secara purposive. Analisis data dilakukan menggunakan model interaktif Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan, sedangkan keabsahan data diperkuat melalui triangulasi sumber dan teknik. Hasil penelitian menunjukkan bahwa arsitektur rumah adat Desa Sade mengandung nilai kebersamaan, gotong royong, musyawarah, tanggung jawab kolektif, penghormatan terhadap warisan leluhur, identitas budaya, dan keharmonisan dengan lingkungan. Nilai cinta tanah air terbentuk melalui pelestarian rumah adat, pewarisan budaya antargenerasi, partisipasi masyarakat dalam kegiatan adat, serta pemaknaan rumah adat sebagai simbol identitas budaya dan kebangsaan. Nilai-nilai tersebut berkontribusi dalam

membentuk karakter kewarganegaraan berupa rasa memiliki terhadap bangsa, tanggung jawab sosial, partisipasi sosial, solidaritas, kepedulian lingkungan, dan toleransi. Temuan penelitian menegaskan bahwa kearifan lokal arsitektur rumah adat memiliki fungsi edukatif sebagai sumber pembelajaran kewarganegaraan berbasis budaya untuk memperkuat karakter cinta tanah air dan identitas kebangsaan secara berkelanjutan.

Kata Kunci : Cinta tanah air, kearifan lokal, masyarakat adat, pendidikan karakter.

INTRODUCTION

The development of globalization, marked by advances in information technology, increasing social mobility, and the intensity of cross-border cultural exchange, has brought significant changes to people's perspectives on national identity and civic life. The flow of information that recognizes no geographical boundaries has created a global interaction space that allows people to access various foreign values, norms, and cultures quickly and massively in their daily lives (Swastiwi, 2024). This phenomenon provides opportunities for people to broaden their horizons and improve the quality of human resources through openness to international developments. The emerging reality shows that the penetration of global culture is often accompanied by a decline in appreciation for local cultural values that have long been the foundation of a nation's identity. Various social symptoms such as a weakening sense of ownership of cultural heritage, a decline in interest in regional traditions among the younger generation, and an increasing orientation towards global popular culture indicate serious challenges to the sustainability of national identity (Abdani et al., 2025). These conditions have the potential to influence the formation of citizen character, which should be rooted in the national and cultural values that develop in Indonesian society. A strong civic character requires a foundation of values capable of fostering awareness of the importance of maintaining national identity amidst the ongoing dynamics of global change (Febritama, 2025). Strengthening national identity is a strategic necessity because the success of national development is determined not only by economic and technological progress, but also by the community's ability to maintain the cultural values that characterize the Indonesian nation (Novaria et al., 2026). Studies on efforts to maintain civic identity and character in the face of globalization challenges are becoming increasingly relevant as part of developing citizens with Indonesian character and personality.

Civics Education plays a strategic role in shaping the character of democratic, responsible citizens, and those committed to national values and community life (Rahmatiani, 2020). The implementation of Civics Education at various levels of education still faces various challenges related to learning approaches that tend to be oriented towards cognitive aspects and mastery of conceptual material (Fernanda et al., 2025). Learning processes that emphasize memorization of concepts, norms, and legal provisions often fail to provide meaningful learning experiences for students in understanding the social realities that exist in their environment (Adzhar, 2025). The limited use of contextual learning resources results in civic values being understood more as theoretical knowledge than as behavioral guidelines in daily life. This situation impacts the low internalization of national values because students lack real-world experiences that can connect learning materials with the lives of the surrounding community. Developing learning that utilizes local cultural potential can be an alternative to strengthen the relevance of Civic Education to the social context of society. Utilizing the cultural environment as a learning resource allows students to understand civic values through empirical experiences close to their lives (Afianti et al., 2025). The integration of local cultural values in learning can also strengthen the process of character formation through a mechanism for inheriting values that have been tested in community life from generation to generation (Sudirman et al., 2025). The need for a more contextual and local

wisdom-based civic learning model is a crucial issue that requires attention in the development of character education in Indonesia.

The character of patriotism is one of the main dimensions in the formation of civic character, which serves as a foundation for the growth of a sense of belonging, pride, and commitment to maintaining the sustainability of the nation and state (Julfian *et al.*, 2023). The value of patriotism is not only manifested through formal symbols of nationality, but also reflected in attitudes of respect for culture, preserving ancestral heritage, and preserving local riches that are part of the national identity. The formation of patriotism requires a continuous process of internalization of values through various social and cultural experiences that individuals experience in daily life (Ndona, 2025). Local wisdom has great potential as a medium for learning values because it contains various moral teachings, social norms, and worldviews that develop and are passed down within society. The values contained in local wisdom generally arise from the collective experiences of the community in facing various life challenges, thus having strong relevance to the needs of character formation (Septarinjani *et al.*, 2025). The existence of local wisdom also shows that Indonesian society has a cultural richness that can be used as a source of authentic and contextual citizenship learning. Strengthening patriotism through local wisdom enables students to understand the meaning of nationality from a cultural perspective that is close to their lives (Sahaly *et al.*, 2026). This approach can strengthen the relationship between local and national identities, so that the two are not viewed as contradictory, but rather as complementary elements in the formation of good citizens (Nafi'ah, 2020). Utilizing local wisdom as a source of values in Civic Education is becoming increasingly important in facing the challenges of globalization, which have the potential to erode the cultural awareness of the younger generation (Handayani *et al.*, 2024).

One form of local wisdom with high educational value can be found in the architecture of traditional houses that developed in traditional Indonesian communities. Traditional house architecture not only functions as a residence but also represents the value system, outlook on life, social relationships, and cultural identity of the community that built it (Purba *et al.*, 2025). Sade Village, located in Central Lombok, is known as one of the indigenous communities that consistently maintains ancestral traditions and culture to this day (Aini *et al.*, 2026). The existence of traditional houses in Sade Village demonstrates a close relationship between the physical elements of the building and the cultural values that exist within the community (Saputra *et al.*, 2024). The building structure, spatial layout, construction materials, and patterns of space utilization reflect the values of mutual cooperation, togetherness, respect for ancestors, concern for the environment, and a commitment to maintaining cultural identity (Saputra *et al.*, 2024). These values have strong relevance to the character of citizenship because they contain elements of social responsibility, solidarity, community participation, and collective awareness of the nation's cultural heritage. The architecture of traditional houses in Sade Village can be seen as a cultural medium that stores various messages of values passed down from generation to generation (Wahyudi, 2022). The continuity of these traditions demonstrates the existence of social mechanisms that allow cultural values to remain alive and internalized in community life. The study of the architecture of the traditional houses of Sade Village is important because it can provide a deeper understanding of the relationship between local culture, character formation, and strengthening of civic identity.

Various previous studies have examined local wisdom from a cultural perspective, focusing on descriptions of traditions, customs, social systems, and symbolic meanings that develop within a particular society. Other studies have also discussed Civic Education from a normative and theoretical perspective, emphasizing the concepts of citizenship, democratic values, citizens' rights and obligations, and character education within the formal context of education (Bria *et al.*, 2026). These research findings provide important contributions to enriching the body of knowledge on

local culture and Civic Education (Bria et al., 2026). However, limitations remain, indicating that the study of the relationship between cultural architecture and the construction of civic values has not received adequate attention in previous research. The dominant focus of research on descriptive aspects of culture has often resulted in the under-analysis of the values contained in cultural artifacts as sources of civic character formation. Normative Civic Education studies also tend not to directly connect the concept of patriotism with the practices of community cultural life (Julfian et al., 2023). Research on the construction of patriotism values based on traditional house architecture as a form of local wisdom is still relatively limited in the academic literature. The relationship between cultural values embodied in traditional house architecture and the process of civic character formation has also not been studied in depth and systematically (Ramadhan et al., 2025). This research gap indicates the need for studies that integrate local cultural perspectives and Civic Education within a comprehensive analytical framework.

The urgency of this research lies in the importance of understanding how local wisdom values embodied in traditional house architecture can be constructed as a source for the formation of patriotism and civic character in community life. This study seeks to position local culture not only as a heritage to be preserved, but also as a source of values that have an educational function for strengthening citizen identity. An analysis of the life of the Sade Village community is expected to provide an empirical picture of the process of value inheritance that occurs through cultural practices and the actual social environment. The research focuses on identifying the local wisdom values embodied in the architecture of Sade Village's traditional houses as a representation of local culture. The research also aims to explain how the construction of patriotism values is formed through the interpretation and cultural practices related to the existence of the traditional house. Further analysis is conducted to understand the role of local wisdom values in shaping civic character as reflected in the attitudes, behavior, and social awareness of the community. This study is expected to provide theoretical contributions to the development of local wisdom-based Civic Education and broaden perspectives on sources of character learning originating from the community's cultural environment. The results of the study are also expected to enrich strategies for strengthening patriotism through an approach that is contextual, authentic, and relevant to the lives of Indonesian people. Based on this description, this study is directed to answer questions regarding the values of local wisdom contained in the architecture of traditional houses in Sade Village, the construction of patriotism values formed through this local wisdom, and the role of these values in shaping the community's civic character.

METHODS

The research method in this article uses a qualitative approach with an ethnographic approach to examine the construction of patriotism values through local wisdom in traditional house architecture as a form of civic character in Sade Village. A qualitative approach was chosen because it can provide a deep understanding of the meanings, values, and socio-cultural practices that develop in community life (Creswell & Creswell, 2022). The research was conducted in Sade Traditional Village, Rembitan Village, Pujut District, Central Lombok Regency, West Nusa Tenggara, known as the area of the Sasak indigenous community that still maintains ancestral traditions and cultural heritage. Research informants were determined purposively by involving traditional leaders, local communities, and the younger generation who understand and are involved in the process of inheriting cultural values (Sugiyono, 2020). Data collection was carried out through observation, semi-structured interviews, and documentation to obtain in-depth data that is in accordance with actual conditions in the field (Moleong, 2021). Data validity was tested using source triangulation and technical triangulation to increase the credibility of the research findings

(Sugiyono, 2022). Data analysis used an interactive model developed by Miles and Huberman, which includes data reduction, data presentation, and continuous conclusion drawing (Miles et al., 2014). Through these stages, the research sought to uncover the values of local wisdom contained in the architecture of the traditional houses of Sade Village and their relevance in shaping the character of patriotism and civic character of the community.

RESULTS AND DISCUSSION

Local Wisdom Values in the Architecture of Traditional Houses in Sade Village

The architecture of traditional houses in Sade Village serves not only as a residence for the Sasak community but also as a representation of local wisdom values that have been preserved across generations. Field observations show that the continued use of traditional materials, such as thatch, bamboo, wood, and earthen floors, reflects the community's commitment to preserving its ancestral cultural heritage and collective identity. One of the most prominent values embodied in the traditional houses is togetherness. The construction, maintenance, and renovation of these houses are carried out collectively through community participation. Interviews with traditional leaders revealed that renovation activities are preceded by deliberations involving traditional, religious, and community leaders, followed by collective action by community members. This practice demonstrates a shared understanding that traditional houses are not merely private property but part of the collective heritage and identity of the indigenous community. Community members also emphasized the importance of preserving traditional houses as ancestral legacies with significant historical, social, and cultural value. Furthermore, traditional houses function as spaces for social interaction that strengthen kinship and community bonds. These findings indicate that the value of togetherness is reflected not only in the physical construction process but also in the collective commitment to preserving cultural continuity, thereby reinforcing social solidarity within the indigenous community.

The value of mutual cooperation (*gotong royong*) is a key element of local wisdom reflected in the architecture of traditional houses in Sade Village. This value is evident in the maintenance and renovation of traditional houses, where community members voluntarily contribute labor and traditional building materials, such as thatch for roofing, without expecting financial compensation. Interviews with traditional leaders revealed that preserving traditional houses is regarded as a shared responsibility essential to sustaining Sasak cultural heritage. Field observations showed that community members actively participate in repairing structures, replacing thatch, and maintaining traditional buildings, demonstrating a strong culture of mutual assistance. Younger generations are also involved in these activities, including house maintenance, customary events, and environmental cleanliness, indicating that the value of mutual cooperation continues to be transmitted across generations. These findings suggest that traditional house architecture functions as a medium for preserving social values, strengthening responsibility, solidarity, and concern for the common good.

Another important value embodied in the architecture of Sade traditional houses is harmony with the environment. Traditional houses are constructed using locally available natural materials, such as bamboo, wood, thatch, and soil, without disrupting ecological balance. Community interviews revealed that earthen floors are regularly coated with cow dung to maintain their durability and strength. This practice reflects the ecological knowledge of the Sasak people in utilizing natural resources wisely while preserving traditional technologies inherited from their ancestors.

Traditional leaders explained that the community believes the condition of traditional houses is closely linked to environmental balance; therefore, these houses must be carefully

maintained. This belief reflects the view that nature is an inseparable part of the community's social and cultural life. Younger generations involved in cultural preservation also recognize that maintaining traditional houses means sustaining harmony among people, culture, and the natural environment. The use of environmentally friendly materials and traditional maintenance practices demonstrates the strong ecological awareness of the Sade community and highlights values of environmental sustainability that align with contemporary principles of sustainable development. In addition, respect for ancestral heritage, collective responsibility, cultural identity, and deliberation are deeply embedded in the architecture of Sade traditional houses. Interviews with traditional leaders revealed that any renovation or modification must comply with customary rules inherited from ancestors, reflecting strong respect for cultural traditions. Community members view traditional houses as symbols of history, cultural identity, and Sasak heritage that must be preserved, while younger generations expressed their commitment to safeguarding this legacy for the future. The value of deliberation is reflected in collective decision-making processes related to house construction and renovation, demonstrating a democratic culture based on consensus and mutual respect. These findings indicate that traditional houses serve not only as cultural symbols but also as a medium for transmitting social values. The integration of togetherness, mutual cooperation, environmental harmony, collective responsibility, respect for ancestors, and deliberation shows that the architecture of Sade traditional houses is a living expression of local wisdom that continues to strengthen social cohesion, cultural identity, and community character across generations.

The Construction of Patriotism

The construction of patriotism among the people of Sade Village is shaped through a continuous socio-cultural process embedded in the daily life of the Sasak indigenous community. The findings show that patriotism is not understood merely as a formal expression of love for the nation but as a collective commitment to preserve and protect ancestral cultural heritage. Interviews with traditional leaders revealed that traditional houses are regarded as symbols of Sasak identity that must be maintained as part of Indonesia's cultural diversity. Thus, preserving traditional houses is viewed not only as a local cultural obligation but also as a responsibility to safeguard national identity.

Field observations indicate that the community actively preserves the authenticity of traditional houses despite the influences of modernization, tourism, and technological development. This commitment reflects the internalization of patriotic values rooted in respect for cultural heritage. Community members perceive the preservation of traditional houses as an effort to protect history, identity, and cultural continuity, which are integral to the nation's heritage. Statements from community members that ancestral culture is a legacy entrusted to future generations further demonstrate a collective awareness of cultural preservation as a form of devotion to the homeland. These findings suggest that patriotism in Sade Village is constructed through a social process that positions local culture as an essential component of national identity.

The transmission of patriotism values in the Sade Village community occurs through everyday cultural practices involving all members of society rather than through formal educational mechanisms. The findings indicate that these values are internalized through participation in traditional activities, the maintenance of traditional houses, the practice of cultural traditions, and various community-based social activities. Community interviews revealed that children are introduced to cultural values from an early age through their involvement in family and community activities that uphold ancestral traditions. Through observation, experience, and

direct participation, younger generations naturally learn the meanings and importance of their cultural heritage.

Traditional leaders explained that knowledge about traditional houses, customary rules, and cultural preservation is passed down through advice, role modeling, and repeated daily practices. Field observations showed that young people actively participate in preserving traditional houses and maintaining the traditional environment rather than merely observing cultural activities. This involvement fosters a sense of ownership of their cultural heritage and strengthens patriotic values. Interviews with young community members further revealed that preserving traditional houses and cultural traditions is viewed as both a form of respect for ancestors and a contribution to safeguarding Indonesia's cultural diversity. These findings demonstrate that patriotism in Sade Village is developed through an integrated process of cultural transmission that becomes part of the community's collective awareness and daily behavior.

The symbolic role of traditional house architecture plays a crucial role in shaping the cultural awareness of the community and serves as an effective medium for constructing the value of patriotism. The study found that each element of a traditional house contains symbolic meaning related to the philosophy of life of the Sasak people and is passed down from generation to generation. Interviews with traditional leaders revealed that the building's form, the use of natural materials, the layout of the house, and various rules for building a traditional house hold philosophical values that teach respect for ancestors, simplicity of life, togetherness, and social responsibility. These symbolic meanings are not only understood as part of cultural tradition but also as moral guidelines that shape the way people think and act in their daily lives. Observations revealed that traditional houses are visual symbols that are always present in people's lives, so their presence indirectly serves as a reminder of cultural identity that must be maintained and preserved. The community views traditional houses as a tangible representation of their community's long history, which is closely related to the development of Indonesian culture. The younger generation interviewed stated that the presence of traditional houses makes them understand their cultural origins better and fosters a sense of pride in their local identity, which is part of their national identity. This experience demonstrates that architectural symbols have the ability to build emotional bonds between individuals and the culture inherited from their community. Research findings indicate that traditional houses function as symbolic media that strengthen cultural awareness and serve as a means of fostering a sense of love for the homeland through an understanding of the nation's cultural roots.

The construction of patriotism through the architecture of traditional houses in Sade Village is shaped by the integration of socio-cultural processes, everyday value transmission, and the preservation of cultural symbols by the indigenous community. The findings indicate that patriotism develops through continuous interactions between individuals and their cultural environment, influencing social experiences from childhood to adulthood. Traditional leaders emphasized that cultural continuity depends on each generation's commitment to preserving the heritage inherited from their ancestors. This perspective is reflected in the community's belief that maintaining traditional houses is a form of respect for history and national identity expressed through local culture.

Interviews with younger generations revealed a strong sense of pride in Sade Village as a representation of Indonesian culture recognized both nationally and internationally. This pride strengthens emotional attachment to cultural heritage and contributes to the development of patriotism. Field observations also showed that traditional houses function as centers of social and cultural activities where values are continuously reproduced and transmitted across generations. Thus, traditional house architecture serves not only as a material cultural heritage but also as a

social space for fostering and preserving national values. These findings confirm that patriotism in Sade Village is constructed through a living cultural process that promotes collective awareness to preserve local culture as an integral part of Indonesia's identity and sustainability.

Civic Character Building

The formation of civic character in the Sade Village community is closely linked to the local wisdom embodied in traditional house architecture, which represents the cultural identity of the Sasak people. The findings show that the continuous preservation of traditional houses fosters a sense of belonging to local culture, which gradually develops into a broader sense of belonging to the nation. Traditional leaders explained that traditional houses are viewed not only as ancestral heritage and symbols of community identity but also as part of Indonesia's national cultural heritage that must be preserved. This understanding encourages the community to see cultural preservation as a meaningful contribution to safeguarding national identity founded on cultural diversity.

Field observations revealed that the community consistently maintains the authenticity of traditional houses despite the influences of modernization and tourism. This commitment reflects a strong sense of ownership of cultural heritage as an integral part of national identity. Community members expressed pride in the traditional houses because they help introduce Sasak culture to national and international audiences. Similarly, younger generations stated that preserving traditional houses is their responsibility, as these buildings represent historical evidence and cultural identity inherited from their ancestors. These findings suggest that the internalization of patriotism through traditional house architecture contributes significantly to the development of civic character and a sense of national belonging rooted in respect for local culture.

Civic character in the form of social responsibility is developed through the preservation and maintenance of traditional houses in Sade Village. The findings show that community members share a collective awareness of protecting traditional houses as cultural assets that benefit both the community and future generations. Traditional leaders explained that every resident has a moral responsibility to preserve the traditional environment, maintain traditional buildings, and uphold cultural values inherited from their ancestors. Field observations revealed that community members actively participate in maintenance activities without expecting material rewards, viewing such efforts as a service to both culture and society.

Interviews further indicated that preserving traditional houses is regarded as a shared responsibility essential for ensuring cultural continuity. Younger generations also expressed their commitment to participating in cultural activities as heirs of their ancestral heritage. Through direct involvement in these activities, individuals develop attitudes of care, discipline, commitment, and concern for the common good, which are key elements of civic character. These findings suggest that traditional house architecture functions not only as cultural heritage but also as a social learning medium that strengthens individual responsibility toward the community, culture, and the nation.

The civic character of social participation is reflected in the active involvement of the Sade Village community in the construction, maintenance, and preservation of traditional houses and cultural traditions. The findings show that community members are not merely beneficiaries of local culture but also play a central role in ensuring its sustainability. Traditional leaders explained that activities related to traditional houses involve community participation through deliberation, collective work, and various forms of contribution based on individual capacities. Field observations revealed active participation in repairing traditional houses, maintaining village cleanliness,

preparing customary events, and supporting cultural traditions that continue to thrive in the community.

Interviews indicated that participation in social and cultural activities is considered an integral part of community life and identity. Younger generations are also actively involved in cultural preservation efforts, including traditional activities and programs that introduce Sasak culture to visitors. Their involvement demonstrates the successful transmission and internalization of participatory values across generations. These findings suggest that traditional house architecture functions not only as a symbol of cultural heritage but also as a center of social interaction that fosters civic participation and strengthens community engagement in preserving cultural sustainability.

The civic character of tolerance in the Sade Village community is shaped through social practices that emphasize togetherness, mutual respect, and acceptance of differences. The findings show that traditional houses function as socio-cultural spaces that encourage harmonious interactions among community members of different ages, social statuses, and roles. Traditional leaders explained that activities related to traditional houses promote respect for others' opinions and prioritize deliberation in resolving community issues. Field observations revealed that community members consistently demonstrate mutual respect and cooperation regardless of social differences, creating an environment that supports tolerance and collective action.

Interviews indicated that respect for others is taught from an early age through family role models and community practices. Younger generations stated that their participation in traditional activities has helped them appreciate differing opinions, listen to others, and maintain social harmony. These experiences serve as an effective means of developing tolerance as a key element of democratic citizenship. Overall, the values embodied in the architecture of traditional houses and the cultural life of the Sade Village community contribute significantly to the formation of civic character, including a sense of national belonging, social responsibility, social participation, and tolerance as essential foundations of community and national life.

Discussion

The local wisdom of the Sade Traditional Village community demonstrates that civic education extends beyond formal institutions and develops naturally through social and cultural experiences transmitted across generations. Traditional houses, weaving traditions, customary ceremonies, *awiq-awiq* (customary regulations), and the Sasak social system function as mediums of civic learning that embody values of responsibility, mutual cooperation, solidarity, cultural respect, and national identity. The findings show that the community preserves its cultural heritage as a form of collective consciousness that shapes civic character in everyday life.

These values reflect the core objectives of Civic Education, which seeks to develop citizens with social awareness, public responsibility, and commitment to national sustainability. This finding supports the view of Usmi and Puspitaningrum (2022) on the importance of civic knowledge, civic skills, and civic dispositions in shaping good citizens. In Sade Village, civic knowledge is acquired through understanding local history, culture, and identity inherited from ancestors. Civic skills are developed through practices such as mutual cooperation, deliberation, and collective problem-solving during traditional activities. Meanwhile, the community's commitment to preserving local culture amid modernization reflects civic dispositions, including responsibility, social concern, and dedication to maintaining national identity. These findings confirm that local wisdom in Sade Village serves as a strategic and sustainable foundation for civic education and character formation.

Values education can be understood through a constructivist perspective, which views learners as active participants who construct knowledge through real-life experiences in their social environment. The life of the Sade indigenous community illustrates how values are learned through continuous interaction with cultural traditions, social practices, and community life. For example, weaving activities taught to Sasak girls from an early age demonstrate that values such as responsibility, perseverance, discipline, and respect for culture are acquired through direct participation rather than memorization. This process supports the constructivist view that values become more meaningful when learned through authentic social experiences. Similarly, Lickona's (1992) theory of character education moral knowing, moral feeling, and moral action is reflected in the community's ability not only to understand cultural values but also to internalize and practice them. Knowledge of local culture is accompanied by pride in Sasak identity and expressed through efforts to preserve ancestral traditions. As a result, patriotism in Sade Village develops through a contextual, participatory, and experience-based process of values education.

These findings also challenge the dominant practice of Civic Education, which often emphasizes conceptual understanding, memorization, and cognitive achievement. As noted by Kusumawati and Mardianti (2025), students are frequently positioned as passive recipients of abstract national values disconnected from their daily experiences. In contrast, the people of Sade Village learn civic values through cultural practices embedded in their social environment. The preservation of traditional houses and weaving traditions demonstrates that patriotism is expressed not only through formal national symbols but also through respect for local culture as part of national identity. These findings suggest that civic values are more effectively internalized when learning is grounded in familiar socio-cultural contexts, highlighting the need for a more contextual, participatory, and local wisdom-based approach to Civic Education.

The local wisdom that has developed within the Sade Traditional Village community also demonstrates that civics education has a strong socio-cultural dimension in shaping the character of citizens. The social system, built on the values of togetherness, deliberation, social solidarity, and mutual cooperation, demonstrates that civic learning truly takes place through real-life practices. The philosophy of traditional art, which interprets the harmony of sound as a symbol of social cooperation, conveys a civic message highly relevant to the values of democracy and unity in national life. The presence of *awiq-awiq* as customary rules demonstrates how the community develops legal awareness, social responsibility, and adherence to mutually agreed-upon norms. These values are essential elements of Civics Education, which aims to shape democratic, responsible, and character-based citizens. Mali's (2026) perspective on Pancasila and Civic Education as a vehicle for nation and character building finds relevance in the lives of the Sade Village community, which utilizes culture as a means of building social character. The lives of indigenous communities demonstrate that civic learning occurs not only through the transfer of knowledge but also through a collective process of social habituation. The cultural experiences gained directly by the community result in a deeper understanding of the importance of unity, solidarity, and social responsibility as citizens. Local wisdom is a highly potential learning resource in the development of character-based civic education.

This research's contribution to the development of Civic Education lies in strengthening the perspective that local culture can serve as a primary source in a more meaningful and relevant civic learning process for students. The value of patriotism does not develop instantly through the delivery of theoretical material, but rather through individual involvement in ongoing socio-cultural practices (Prihatini *et al.*, 2025). The experience of the Sade Village community demonstrates that national identity can be built through respect for local identities without creating conflict between the two. Preserving local culture is an important foundation in strengthening a

sense of belonging to the nation and state because regional culture is an integral part of Indonesia's national identity. This conceptual contribution is for the development of a Civics learning model that integrates local culture as a medium for internalizing national values. The integration of local wisdom into learning enables students to understand the concept of citizenship through experiences close to their social lives. The use of traditional houses, cultural traditions, traditional arts, customary rules, and community social practices as learning resources can increase the relevance of Civics learning to the realities of students' lives. This approach has the potential to produce a more active, reflective, and meaningful learning process compared to learning models that only focus on mastering theoretical concepts. Developing civics education based on local wisdom is a strategic alternative to address the challenges of character education in the era of globalization.

The construction of patriotism through the architecture of traditional houses and cultural practices in Sade Traditional Village represents a form of civic education embedded in community life and sustained across generations. Traditional houses function not only as symbols of Sasak cultural identity but also as social spaces for transmitting national values, social solidarity, moral responsibility, and appreciation of cultural heritage. These values are internalized through participation in cultural, customary, economic, social, and religious activities integrated into daily life. Traditions such as weaving, customary ceremonies, deliberation-based decision-making, and the implementation of *awiq-awiq* demonstrate that civic values can develop naturally through cultural experiences.

The findings suggest that effective civic education should connect national values with the cultural contexts familiar to learners. The local wisdom of Sade Village plays an important role in shaping civic dispositions, including responsibility, social solidarity, environmental awareness, respect for diversity, and patriotism. Strengthening these values is increasingly important in addressing the challenges of globalization, which may weaken cultural identity and national character among younger generations. Therefore, Civic Education should integrate local wisdom as a contextual and authentic learning resource for developing culturally grounded citizens (Miskiyyah *et al.*, 2025). Ultimately, the construction of patriotism through the local wisdom embedded in traditional house architecture demonstrates that local culture is not merely a legacy of the past but a relevant source of civic education for fostering citizens with identity, integrity, and a strong national spirit.

CONCLUSION

The architecture of traditional houses in Sade Village represents the local wisdom of the Sasak people and embodies values of togetherness, mutual cooperation, deliberation, collective responsibility, respect for ancestral heritage, cultural identity, and environmental harmony. These values are continuously transmitted across generations through the social and cultural practices of the indigenous community. Traditional houses function not only as physical representations of local culture but also as social spaces for value internalization, cultural learning, and character formation that sustain Sasak cultural identity as part of Indonesia's cultural heritage.

The construction of patriotism in the Sade Village community develops through active participation in preserving traditional houses, practicing cultural traditions, maintaining the traditional environment, and engaging in socio-cultural and religious activities. These experiences strengthen a sense of ownership of ancestral heritage and national identity. Values are transmitted naturally through role modeling, cultural practices, community participation, and intergenerational interaction, enabling patriotism to become part of community awareness and behavior. The findings show that traditional houses have a strong symbolic role in fostering

emotional attachment to history, culture, and collective identity, making their preservation a moral responsibility toward safeguarding national culture.

The study also reveals that civic character including national belonging, social responsibility, participation, solidarity, environmental awareness, and tolerance is developed through lived cultural experiences. Furthermore, the local wisdom embedded in traditional house architecture contributes to the development of civic knowledge, civic skills, and civic dispositions through contextual, participatory, and community-based learning. These findings suggest that Civic Education grounded in local cultural experiences is more effective in internalizing national values than approaches focused solely on cognitive learning. Therefore, the local wisdom of Sade traditional house architecture can serve as an authentic, contextual, and sustainable source of civic learning for fostering citizens with cultural identity, social integrity, and a strong sense of patriotism.

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