



Achievement Levels of Sundanese Cultural Ethics in Early Childhood: A Descriptive Quantitative Analysis

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Sundanese cultural ethics;
Early childhood;
Local wisdom;
Character education

Abstract

This study aims to determine the level of achievement of Sundanese cultural ethics in early childhood, based on teachers' assessments in kindergartens in Tawang District, Tasikmalaya City. A descriptive quantitative method was used, involving 31 teachers from 16 kindergartens. The instrument was a Likert-scale questionnaire that focused on three central Sundanese ethical values: *silih asih* (compassion), *silih asah* (mutual learning), and *silih asuh* (protection). Data were analyzed using descriptive statistics with SPSS version 23. The results showed an average achievement score of 30.90 out of a maximum of 44, with 64.5% of respondents rating the children in the high category. These findings indicate that Sundanese ethical values have been well internalized through consistent practice in the school environment. The study highlights the importance of integrating local cultural values in early childhood education and provides a foundation for developing contextual character education policies.

Kata Kunci

Etika budaya Sunda;
Anak usia dini;
Kearifan lokal;
Pendidikan karakter

Abstrak

Penelitian ini bertujuan untuk mengetahui tingkat pencapaian etika budaya Sunda pada anak usia dini berdasarkan penilaian guru taman kanak-kanak di Kecamatan Tawang, Kota Tasikmalaya. Metode yang digunakan adalah pendekatan kuantitatif deskriptif dengan melibatkan 31 guru dari 16 lembaga taman kanak-kanak. Instrumen berupa angket skala Likert yang memuat tiga nilai utama etika Sunda, yaitu *silih asih* (kasih sayang), *silih asah* (saling memberi ilmu), dan *silih asuh* (melindungi). Data dianalisis menggunakan statistik deskriptif dengan bantuan SPSS versi 23. Hasil penelitian menunjukkan rata-rata skor pencapaian sebesar 30,90 dari total maksimum 44, dengan 64,5% responden menilai anak dalam kategori tinggi. Temuan ini menunjukkan bahwa nilai-nilai etika budaya Sunda telah terinternalisasi dengan baik melalui pembiasaan di lingkungan sekolah. Penelitian ini menegaskan pentingnya integrasi nilai budaya lokal dalam pembelajaran anak usia dini dan menjadi dasar untuk pengembangan kebijakan pendidikan karakter yang kontekstual.

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INTRODUCTION

Early childhood education is a fundamental phase in shaping character and ethics that will become the foundation of an individual's personality throughout life. Children begin to internalize moral values at this stage through interaction with their social environment, including family and educational institutions. Within the framework of local culture, Sundanese cultural ethics are a legacy of noble values that are very important to be introduced from an early age. Values such as *silih asah* (mutual education), *silih asih* (mutual love), and *silih asuh* (mutual protection) are the essence of Sundanese cultural ethics, which shape children's personalities to be polite, empathetic, and cultured. These values serve as an important bridge in building children's character based on general norms and strengthening local cultural identity manifested in daily behavior. In this context, young children's character is shaped by general norms and local values such as Sundanese cultural ethics. This ethic is part of the character that originates from local wisdom and is manifested in children's daily behavior. In other words, character traits such as empathy, concern, politeness, and cooperation are concrete manifestations of Sundanese cultural ethics values taught through interactions at school and home (Sutawan, 2024).

However, reality shows a gap between the ideal values sought and the actual behavior of children in educational settings. The rapid pace of globalization exacerbates this phenomenon, as does the influence of digital media and inconsistent parenting patterns (Sutawan & Winangun, 2024) in internalizing local values. (Kurniawaty & Faiz, 2022) The weak reinforcement of cultural values in the education system contributes to the decline in the quality of students' character. Even when local values are integrated into the curriculum, their implementation tends to be symbolic and does not deeply touch the affective aspects.

(Aprily et al., 2021) emphasize that the integration of local cultural values in the learning process, such as the philosophy of *cageur*, *bageur*, *bener*, *pinter*, and *singer*, can positively impact children's character development, especially when applied in daily activities. This study aligns with previous research highlighting the effectiveness of local values in shaping children's character. However, few studies have explicitly examined the extent to which Sundanese cultural ethical values are achieved in young children through a descriptive quantitative approach. This research gap provides a foundation for strengthening local culture-based learning approaches.

Furthermore, Faiz and Purwati (2022) emphasize the strategic role of teachers in shaping children's moral and cultural values. Teachers not only act as facilitators of learning but also as role models who demonstrate ethical values in their actions. However, the values instilled in the school environment often do not receive the same reinforcement from the family and community, resulting in a disconnect in the holistic character development of children (Nisa et al., 2024; Utama, 2024). Therefore, measuring the achievement of Sundanese cultural ethical values is necessary to ensure that culture-based character education programs are not merely slogans.

In response to the importance of preserving local cultural values in the digital age, Purwati and Gunawan (2019) highlight the growing crisis of politeness in digital communication, particularly among the younger generation, which has implications for their daily behavior. This reinforces the urgency of instilling Sundanese ethical values early on as a preventive measure to protect the younger generation from the degradation of values. In line with this, Faiz et al. (2020) emphasize that using *kaulinan barudak* as an educational medium effectively internalizes cultural and social values to children in a fun and participatory manner.

In the context of citizenship education, Elan and Solihati (2022) show that local wisdom values such as simplicity, honesty, and religiosity can be transformed into the educational process through a culturally-based contextual approach. This approach is believed to strengthen children's character and ethics early on. (Rizkiyani & Sari, 2022) emphasize that values of politeness in Sundanese culture can be integrated into learning activities; however, their implementation still faces challenges at the implementation level in Early Childhood Education (PAUD) institutions. Meanwhile, research by

Herliyanto (2023) shows that the application of learning strategies that integrate local wisdom values, such as cooperation, tolerance, and deliberation in civic education in elementary schools, can strengthen students' understanding of national values, enhance mutual respect, and foster love for local culture. However, according to Sutawan and Winangun (2024), the implementation of character education based on local culture has not been fully integrated into the formal education curriculum. The lack of understanding and attention to local wisdom values has prevented character education from comprehensively addressing the challenges of national character development. Research by Anggraeni et al. (2021) confirms that systematic strengthening of early childhood character based on local culture can shape children's social behavior through learning integrated with regional cultural values. Meanwhile, a study by Apriliani et al. (2020) states that the involvement of local culture in early childhood education activities, including through traditional children's games, positively impacts children's social skills and cultural identity.

Based on this, there is a research gap arising from the limitations of previous studies, which have focused more on describing the process of integrating local cultural values into learning without providing a quantitative picture of the level of achievement of Sundanese cultural ethical values in early childhood. Furthermore, few studies have explicitly measured the achievement of Sundanese cultural ethics based on teacher assessments as subjects who interact directly with children in an educational environment. Therefore, this study is important to provide empirical data on the achievement of Sundanese cultural ethics that can be used to evaluate and develop character education programs based on local wisdom.

Considering the complexity and urgency of these issues, this study aims to determine the level of achievement of Sundanese cultural ethics in early childhood based on the assessment of kindergarten teachers in Tawang District, Tasikmalaya City. This study uses a descriptive quantitative approach, which is expected to strengthen local cultural literacy in early childhood education and fill the research gap in systematically measuring the achievement of Sundanese cultural ethics values. Thus, this study not only provides a factual description of the extent to which Sundanese cultural ethics values have been instilled in children but also serves as a foundation for the development of a curriculum and learning strategies based on local culture that are contextual and sustainable.

This study focuses on identifying and describing the level of achievement of Sundanese cultural ethical values in early childhood based on the assessment of kindergarten teachers in Tawang District. In addition, the focus of the study is directed at three primary values, namely *silih asih*, *silih asah*, and *silih asuh*, which represent ethical values in Sundanese culture that are important to instill from an early age. Using a descriptive quantitative approach, this study aims not only to map the actual achievement of these values but also to present data that can serve as a basis for developing character education policies based on local wisdom at the early childhood education level. This study is also expected to bridge the gap between culture-based learning practices and objective, systematic evaluation, while strengthening the role of teachers as primary agents in the internalization of local cultural values in children from an early age.

METHOD

This study was conducted in July 2025 in Tawang District, Tasikmalaya City. This study used a descriptive quantitative approach that aimed to describe the level of achievement of Sundanese cultural ethics in early childhood based on kindergarten teachers' assessments. The research design was developed to obtain numerical data that could be statistically analyzed to provide an objective description of the variables under study. The study involved 31 teachers from 16 kindergarten institutions in Tawang District who taught in groups A and B as respondents. The research sample used purposive sampling, considering teachers from groups A and B actively teaching and willing to become respondents in each institution. Purposive sampling was deemed appropriate in this study because it was used to select respondents with specific characteristics and considered to have direct experience

and a deep understanding of early childhood behavior in the context of local cultural values. Although this technique is more commonly used in qualitative research, its use in descriptive quantitative research is permitted if the subjects selected are directly relevant to the research objectives and can provide representative information within the context of the problem (Etikan et al., 2016).

The research instrument was a Likert scale questionnaire developed based on Sundanese cultural ethics indicators: *silih asih*, *silih asah*, and *silih asuh*. The instrument was compiled as positive statements with four scale options (strongly agree, agree, disagree, and strongly disagree). Before use, the instruments were tested for content validity by experts, followed by validity and reliability tests on 30 respondents outside the research sample. Validity was tested using Pearson Product-Moment correlation, while reliability was tested using Cronbach's Alpha technique through SPSS. The results showed that all items were valid and reliable, with a reliability coefficient of 0.872.

Data was collected by distributing an online questionnaire (using Google Forms), accompanied by a cover letter and permission from the relevant institution. The questionnaire was completed between July 10 and 15, 2025. The collected data were analyzed using descriptive statistical techniques with the assistance of SPSS software version 23. The analysis was conducted to obtain the mean, percentage, and categorization of the results of Sundanese cultural ethics achievement based on specific value intervals that had been established.

RESULTS AND DISCUSSION

Result

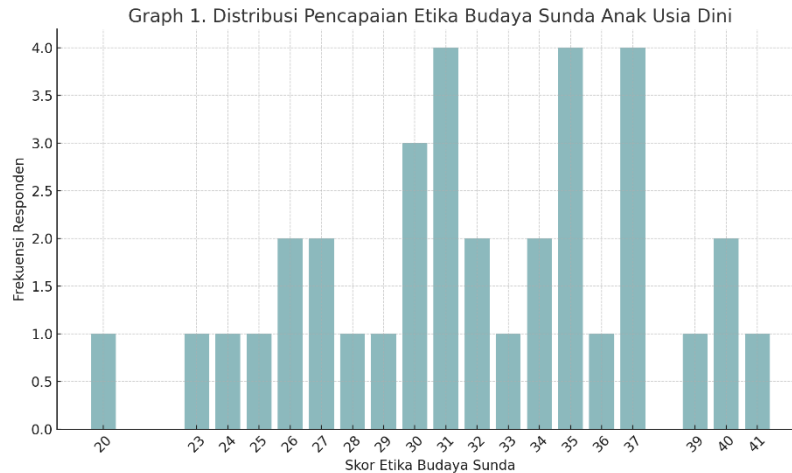
This study aims to determine the level of achievement of Sundanese cultural ethics in early childhood based on the assessment of kindergarten teachers in Tawang District, Tasikmalaya City. A total of 31 teachers assessed indicators of Sundanese cultural ethics, consisting of the values of *silih asah*, *silih asih*, and *silih asuh*.

Data were collected through a Likert scale questionnaire and analyzed using descriptive statistics via SPSS version 23. Based on the analysis results, the average score for the achievement of Sundanese cultural ethics was 30.90 with a standard deviation of 5.036, a minimum score of 20, and a maximum score of 41 out of a maximum possible score of 44.

When classified generally, 20 teachers (64.5%) rated children's ethical achievement as high (score > 30), while 11 teachers (35.5%) rated it as moderate to low (score < 30). These findings indicate that most children have demonstrated behavior that reflects Sundanese cultural ethical values, particularly in the dimensions of mutual love (*silih asih*), mutual education (*silih asah*), and mutual protection (*silih asuh*).

Table 1. Descriptive Statistic

N	Minimum	Maximum	Mean	Std. Deviation
31	20.00	41.00	30.90	5.036



Graph 1. Distribution of Sundanese Cultural Ethics Achievement in Early Childhood
(bar graph showing distribution of 20-41 based on respondent frequency)

Discussion

The data analysis results show that, generally, the level of achievement of Sundanese cultural ethics among early childhood in kindergartens in the Tawang sub-district is pretty good to high. Most teachers assessed that children demonstrated behaviors reflecting the values of *silih asih*, *silih asah*, and *silih asuh* in their daily lives, with an average score of 30.90 out of a maximum total score of 44. This indicates that most children have demonstrated behaviors that reflect Sundanese cultural ethics and values. This indicates that local cultural or Sundanese values can be effectively instilled through consistent learning processes and habits in the school environment. This finding aligns with Eisenberg's theory of prosocial moral development, which emphasizes the importance of empathy, concern for others, and prosocial behavior in children's moral development (Muhrima A. Kau, 2010).

Furthermore, this finding confirms the relevance of a local culture-based learning approach in early childhood education. Research (Apriliani et al., 2020) states that traditional games as part of local culture can improve children's social skills and prosocial behavior. This shows that education that integrates local cultural values can strengthen children's character from an early age in a fun and contextual way. (Aprily et al., 2021) also stated that the role of teachers is highly significant in instilling character values through habitual activities and modeling.

The value of *silih asih*, which relates to love and empathy, shows the highest achievement among the three Sundanese ethical values. This is in line with research (Apriliani et al., 2020), which reveals that instilling the value of love in playing together and using *kaulinan barudak* contributes to increasing children's empathy and social awareness. According to Anhar et al. (2024), local culture-based character education is highly effective in strengthening young children's cultural identity and morality through traditional games. Additionally, the value of "silih asah," which reflects the spirit of mutual teaching and learning from one another, also appears to be developing well. This approach is consistent with Vygotsky's constructivist learning theory, which states that children learn through social interaction and support from their immediate environment (Tamrin et al., 2011). Teachers who provide space for children to discuss and share knowledge help reinforce these values.

This support is reflected in the findings of a study (Rizkiyani & Sari, 2022) that highlights the importance of cultural contextual learning in instilling character values. Meanwhile, the value of *silih asuh*, which reflects care and protection for others, also shows positive results, although there are still some challenges.

This value aligns with Bronfenbrenner's ecological theory, which emphasizes the importance of a supportive environment in children's development (Evans, 2001). However, a study by Sutawan and

Winangun (2024) indicates that there is still a disconnect between the values instilled at school and home, which can hinder the optimization of the value of mutual care.

The results of this study support the findings (Herliyanto, 2023), which state that learning based on local wisdom values, such as cooperation and deliberation, can strengthen children's understanding of cultural and national values. Instilling Sundanese ethical values from an early age strengthens children's character and helps preserve local culture amid the challenges of globalization.

According to Masdiana and Malik (2024), integrating local cultural values in the learning environment positively impacts children's social-emotional aspects and cultural identity. The scores' diversity indicates variations in implementation between institutions and teachers, both in frequency and quality of Sundanese ethical values in the school environment.

This aligns with the view of Herliyanto (2023) that the effectiveness of character education based on local culture heavily depends on the integration between the curriculum, teaching methods, and the examples set by teachers. However, some respondents still had low scores, indicating challenges in consistently applying cultural values in children's environments. One possible cause is the limited involvement of families in reinforcing cultural values or the lack of teacher training in implementing local value-based learning. According to Manga et al. (2025), teacher training, adequate curriculum support, and collaboration with parents are key to successfully integrating local wisdom in education. Therefore, a more collaborative approach between schools and parents is needed (Hauliza & Satria, 2025). These findings indicate an important contribution to developing a local wisdom-based learning approach in early childhood education.

Through systematic measurement of the achievement of Sundanese cultural ethical values, this study provides empirical evidence that can serve as a basis for developing more contextual policies, curricula, and teacher training programs. The strength of this study lies in its descriptive quantitative approach, which has not been widely used in studies related to the achievement of Sundanese cultural ethics in early childhood.

Most previous studies are qualitative and only highlight the curriculum's learning process or the integration of cultural values. By presenting quantitative data based on assessments by teachers as direct actors in education, this study provides a new contribution in the form of a concrete mapping of the achievement of the values of *silih asah*, *silih asih*, and *silih asuh*. These results can serve as a basis for decision-making in developing culture-based learning models and evaluating character education programs in early childhood education in a more measurable and targeted manner (Fikrog et al., 2025).

However, this study has limitations regarding the scope of respondents, which are limited to one sub-district, and the instrument, which relies solely on teacher assessments, does not accommodate external factors such as the role of the family or the media. This is in line with (Anggraeni et al., 2021), which states that evaluating children's character or ethics requires data triangulation from various parties, including parents and other social environments. Therefore, for future research, conducting a longitudinal study observing children's development over a more extended period and expanding the scope to a cross-cultural context is recommended. This approach can provide a more comprehensive understanding of Sundanese cultural ethical values in young children.

CONCLUSION

This study concludes that the level of Sundanese cultural ethics achievement among early childhood in Tawang District is generally fair to high, based on the assessment of 31 teachers. This is reflected in the average score of 30.90 out of a maximum total of 44, with most teachers assessing that the children have demonstrated behaviors that reflect the values of *silih asah*, *silih asih*, and *silih asuh*. These findings reinforce the importance of integrating local cultural values into early childhood education. However, there are significant variations in achievement among respondents. Some teachers gave relatively low scores, indicating the need for more targeted learning strategies, ongoing teacher

training, and policy support to strengthen the consistent and comprehensive internalization of Sundanese cultural values in early childhood education settings.

Early childhood education institutions and local governments are advised to strengthen the integration of Sundanese cultural and ethical values in daily learning activities. Teachers also need to be facilitated with training that supports local culture-based learning. For further research, it is recommended to expand the scope of the study to include family environment factors or learning approaches used.

Further research is recommended to expand the scope of the study to several other subdistricts or cities to obtain a more representative picture of the achievement of Sundanese cultural ethics in various social contexts. In addition, a triangulation approach is highly recommended, involving teachers, parents, and independent observers to obtain a more objective and comprehensive picture of the development of cultural values in children. Longitudinal research can also be conducted to monitor changes in children's behavior over a specific period, so that the effectiveness of instilling Sundanese ethical values can be observed more comprehensively. It is also recommended to examine the influence of local culture-based learning models on children's character dimensions through experiments. Qualitative research exploring teachers' experiences in implementing Sundanese cultural ethics education will also provide deeper insights into challenges and successes in the field. Thus, local wisdom-based education strategies can be developed more appropriately.

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