

## Siri' and Pacce as a Paradigm of Islamic Character Education Based on Local Culture in South Sulawesi

**Muhammad Ilham Hidayat<sup>1</sup>, Musyrifah Rasyid<sup>2</sup>, Ismi Nurannisa<sup>3</sup>, M. Syahrul<sup>4</sup>,  
Muhammad Tang<sup>5</sup>**

<sup>1,2,3,4,5</sup> Pascasarjana Sekolah Tinggi Agama Islam Al-Furqan Makassar

[muhilhamhidayat.mih@gmail.com](mailto:muhilhamhidayat.mih@gmail.com)<sup>1</sup>

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### ABSTRACT

This research aims to examine the values of Siri' Na Pacce as a paradigm of Islamic character education based on local culture in South Sulawesi. Siri' Na Pacce is a philosophy of life for the Bugis-Makassar community that contains moral, social, and spiritual values such as self-esteem (siri') and social concern (pacce). This study uses a qualitative approach with the library research method, exploring various cultural, Islamic, and character education literature. The analysis was conducted descriptively and analytically to explore the relevance between Siri' Na Pacce values and the principles of Islamic character education. The research findings indicate that Siri' aligns with the Islamic concepts of 'izzah (self-respect) and haya' (shame toward sin), while Pacce reflects the values of rahmah (compassion) and ukhuwah islamiyah (Islamic brotherhood). These two values have great potential to be integrated into the Islamic character education curriculum thru curriculum approaches, habituation, and role modelling. Case studies in several Islamic educational institutions in South Sulawesi show that applying the values of Siri' Na Pacce can strengthen the character development of students to be honest, responsible, and caring toward others. Thus, Siri' Na Pacce is not only a local cultural heritage, but also a paradigm of Islamic character education that is contextual and relevant in addressing the moral challenges of the younger generation in the era of globalization.

### 1. INTRODUCTION

Character education is one of the main pillars in shaping students' personalities to be moral, ethical, and responsible (Karadona & Sari, 2025). In the context of Islam, character education is not only oriented toward moral and social development, but also emphasizes the spiritual aspect rooted in piety toward Allah Almighty (Arqam et al., 2026). Islam places character education at the core of the entire educational process, as the goal of Islamic education is to form a perfect human being, the complete person, who is faithful, knowledgeable, and righteous in deeds (Rohani et al., 2025). This is in line with the word of Allah SWT in Surah Al-Qalam [68]: 4, "And indeed, you (Muhammad) are of a great character." This verse serves as the foundation that character and morals are essential dimensions in the development of a civilized human being.

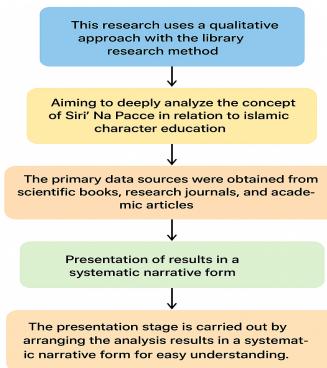
In the Indonesian context, character education has become an important part of national education policy, especially thru the implementation of Strengthening Character Education (PPK), which aims to instill moral and spiritual values in students (Karadona et al., 2022). However, character building cannot be separated from the socio-cultural context of the society in which students live and develop (Hidayat, 2019). Local wisdom plays a significant role as a source of values, norms, and ethics that can enrich educational practices (Abdullah et al., 2025). Therefore, integrating local cultural values that align with Islamic principles is a strategic step in building character education that is contextual and deeply rooted in the nation's culture (Khomsinnudin et al., 2024).

One of the local cultural values that has a close connection with Islamic teachings is *Siri' Na Pacce*, which grew and developed among the Bugis-Makassar people of South Sulawesi (Hisbul et al., 2024a). *Siri' Na Pacce* merupakan falsafah hidup yang mencerminkan harga diri, kehormatan, rasa malu terhadap perbuatan tercela (*siri'*), serta empati, solidaritas, dan kepedulian sosial terhadap penderitaan sesama (*pacce*) (Darwis & Dilo, 2012). In Bugis-Makassar society, *siri'* is understood as the highest moral value that governs individual behavior in maintaining their own and their family's honor, while *pacce* is a manifestation of deep humanity, which requires a person to share the suffering of others and act to help them (Surianto et al., n.d.). These two values complement each other and shape the dignified, courageous, honest, and socially responsible character of the Bugis-Makassar people. From an Islamic perspective, the values contained in *Siri' Na Pacce* have a strong alignment with the principles of Islamic moral education. The value of '*siri'* reflects the concept of '*izzah* (self-esteem and dignity), which is a characteristic of believers as mentioned in Surah Al-Munafiqun [63]: 8, that glory belongs only to Allah, His Messenger, and the believers. Meanwhile, the value of "*pacce*" aligns with the teachings of "*rahmah*" (compassion) and "*ukhuwah islamiyah*" (Islamic brotherhood), which are the foundation of social relations in Islam. Thus, *Siri' Na Pacce* can be seen as a cultural manifestation of Islamic values that have become deeply ingrained in the lives of the Bugis-Makassar community.

Integrating the values of *Siri' Na Pacce* into Islamic character education is important in building a young generation that is not only intellectually intelligent but also possesses noble character based on faith and culture. In today's modern reality, the challenges of globalization and technological advancements have had a significant impact on the moral degradation of the younger generation. Phenomena such as individualism, hedonism, and the weakening of social solidarity are evidence of the need to revitalize noble values derived from religion and local culture. By strengthening the values of *Siri' Na Pacce*, Islamic character education can gain a new dimension that is not only normative but also contextual and grounded in the lives of the people of South Sulawesi. Thus, this study aims to examine the values of *Siri' Na Pacce* from an Islamic education perspective and explore how these local cultural principles can be integrated into the Islamic character education paradigm based on local wisdom. This research uses a qualitative approach with the literature review method, examining various sources of cultural, Islamic, and character education literature. Through this study, it is hoped that a comprehensive understanding will emerge on how *Siri' Na Pacce* can be used as the basis for developing Islamic character education that is relevant to the socio-cultural realities of South Sulawesi society.

## 2. METHODS

This research uses a qualitative approach with the library research method, aiming to deeply analyze the concept of *Siri' Na Pacce* in relation to Islamic character education based on local culture in South Sulawesi (Safarudin et al., 2023). This approach was chosen because the research focus lies in tracing, collecting, and analyzing various relevant literature sources without conducting direct field research. The primary data sources were obtained from scientific books, research journals, academic articles, local literary works, and Bugis-Makassar cultural manuscripts that discuss the values of *Siri' Na Pacce* and the principles of character education in Islam. In addition, supporting literature was also used to examine character education theory, local cultural values, and the integration of Islamic values into the education system.



**Figure 1. Stages of research methods**

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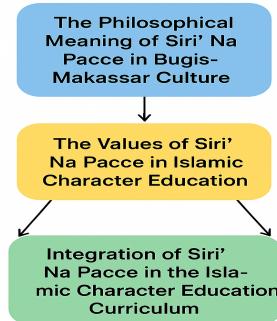
### 3. RESULTS AND DISCUSSION

#### 3.1. The Philosophical Meaning of Siri' Na Pacce in Bugis-Makassar Culture

The concept of *Siri' Na Pacce* is a philosophy of life of the Bugis-Makassar community that is loaded with moral, social, and spiritual values (Hasbullah, 2025a). Etymologically, *siri'* means self-respect, honor, and shame for reprehensible acts. This value is the main principle in the life of the Bugis-Makassar community which requires a person to maintain the behavior, honor of the family, and the good name of his community (Ruyadi & Wilodati, 2025). *Siri'* is considered a moral boundary that determines human existence in society. A person who loses *his siri'* means losing his dignity as a moral human being. Therefore, the value of *siri'* is not only a symbol of shame, but also a form of moral and spiritual responsibility to live a life of honor, honesty, and integrity. Meanwhile, *pacce* has a broader meaning and touches on a deeper dimension of humanity (Rezkiana & Basuki, 2024). *Pacce* describes empathy, social concern, and solidarity with the suffering of others. This value encourages the Bugis-Makassar community to help each other, make sacrifices for the common good, and maintain social harmony. *Pacce* is the foundation that strengthens human relationships, because it instills the awareness that happiness will not be meaningful if there are still others who are suffering. In social life, *pacce* manifests in acts of mutual cooperation, mutual help, and sincerity in doing good without selflessness. Therefore, *pacce* is not only a moral value, but also a social ethics that forms unity and solidarity in the Bugis-Makassar society (Anjana et al., 2025).

From an Islamic point of view, these two values are in line with the teachings that emphasize the importance of maintaining *'izzah* (self-glory) and fostering *rahmah* (affection) for others (Rahman, 2014). *Siri'* can be understood as a manifestation of the awareness of faith to maintain self-honor as explained in QS. Al-Munafiqun [63]: 8, "Glory belongs only to Allah, His Messenger, and to the believers." A true Muslim will not demean himself by immoral acts or behavior that tarnish

his honor. Meanwhile, *pacce* reflects the values of *ukhuwah islamiyah* and *ta'awun* (help in kindness) as expressed in QS. Al-Maidah [5]:2, which commands people to help each other in virtue and piety. Thus, *Siri' Na Pacce* is not only a local ethic, but also a reflection of the universal values of Islam that uphold glory, justice, and compassion.



**Figure 2. Result**

Furthermore, *Siri' Na Pacce* has a philosophical depth that shows a balance between individual and social responsibility. The value of *siri'* emphasizes the personal aspect related to integrity and self-respect, while *pacce* emphasizes the social aspect related to empathy and solidarity towards others. In the life of the Bugis-Makassar community, these two values cannot be separated, because a person is considered dignified only if he is able to maintain his honor while caring for others. The balance between *siri'* and *pacce* is what creates social harmony, as well as being the main capital in building human character that is just, courageous, and noble in character. In the context of Islamic character education, the philosophical meaning of *Siri' Na Pacce* can be used as the basis for the formation of a complete personality. Education that instills the value of *siri'* will give birth to a generation that has integrity, moral responsibility, and shame for sinful acts. Meanwhile, education that fosters *pacce* values will create students who are empathetic, socially minded, and have a concern for justice and the common good. Thus, the integration of *Siri' Na Pacce* values in Islamic character education not only strengthens moral and spiritual aspects, but also affirms local cultural identity as a source of values that are in harmony with the universal teachings of Islam.

### 3.2. The Values of Siri' Na Pacce in Islamic Character Education

The main values in *Siri' Na Pacce* such as responsibility, honesty, shame for sin, and social concern have a very close relevance to the dimension of Islamic character education (Hasbullah, 2025b). In the Islamic view, character education is not only the formation of good moral behavior, but also a spiritual process that aims to foster self-awareness as a faithful and pious servant of Allah SWT. (Choli, 2019). *Siri' values* instill awareness of the importance of maintaining the honor of self, family, and society. A person who has *Siri'* will not commit deeds that degrade his dignity, either before man or before Allah. This principle is in line with the concept of *haya'* (shame) in Islam which is referred to as a branch of faith, as the Prophet (peace and blessings of Allaah be upon him) said, "*Shame is part of faith.*" Shame is a moral control that prevents humans from committing sins and motivates them to always do good deeds and uphold justice. Meanwhile, the value of *Pacce* reflects the spirit of empathy, solidarity, and social concern for others. In the context of Islamic character education, this value is in line with the concepts of *rahmah* (affection) and *ukhuwah islamiyah* (brotherhood of fellow Muslims) (Hisbul et al., 2024b). *Pacce* fosters an awareness that the suffering of others is a shared responsibility. This is in line with the words of the Prophet (peace and blessings of Allaah be upon him), "*A person's faith is not complete until he loves his brother as he loves himself.*" Through *Pacce*, students are taught to have social sensitivity, the spirit of mutual cooperation, and concern for the surrounding environment (Septika, 2024). In school life, this value can be realized through activities such as community service, social programs, or caring for friends who have learning and economic difficulties.

In the context of education in South Sulawesi, *Siri' Na Pacce values* have become an integral part of the formation of students' character, especially in Islamic-based educational institutions (Efendy et al., 2024). Violations such as cheating or not keeping promises are considered a form of *loss of Siri'* or shame that lowers self-respect. On the other hand, the value of *Pacce* is realized through socio-religious activities, such as fundraising for disaster victims, visits to orphanages, and *environmental care student* programs. This kind of activity forms students who are not only intellectually intelligent, but also empathetic and have concern for others (Rusdi & Prasetyaningrum, 2016). The application of *Siri' Na Pacce values* in Islamic character education plays an important role in shaping a young generation with integrity and noble character (Aisyah, 2024). *Siri' values* encourage students to have a sense of responsibility for trust, keep promises, and work hard with dedication, while *Pacce* fosters a spirit of togetherness and social care. In the modern context, these two values become a moral filter against the negative effects of globalization such as individualism, hedonism, and the degradation of social ethics. By internalizing *the values of Siri' Na Pacce* into the education system both through formal learning, extracurricular activities, and habituation in the school environment, Islamic character education in South Sulawesi can present a holistic learning model: building spiritual, emotional, social, and cultural intelligence in a balanced manner.

Therefore, *Siri' Na Pacce* not only serves as a legacy of local wisdom, but also as a paradigm of contextual and transformative Islamic character education. The integration of these values in the world of education in South Sulawesi shows that local culture and Islamic values can run in harmony, strengthening each other in forming students who are faithful, civilized, and responsible for themselves, society, and their God. Thus, *Siri' Na Pacce* can be a strong foundation for the development of culture-based Islamic character education that is relevant to the needs of the times and the identity of the Bugis-Makassar community.

### 3.3. Integration of *Siri' Na Pacce* in the Islamic Character Education Curriculum

The integration of *Siri' Na Pacce* values in the Islamic character education curriculum is a strategic step in forming students with noble character and at the same time firmly rooted in local cultural values (Sholeh et al., 2025). The curriculum not only functions as an instrument of knowledge transfer, but also as a means of internalizing values and forming personality (Sabir et al., 2025). In this context, *Siri' Na Pacce* values need to be presented systematically in the learning process, both through teaching materials, learning methods, and social interaction in the educational environment. The goal is for students not only to understand Islamic teachings cognitively, but also to live them affectively and apply them in social life in accordance with the wisdom of Bugis-Makassar culture.

The first approach is a curriculum approach, namely by integrating *the values of Siri' Na Pacce* into Islamic Religious Education (PAI) subjects and co-curricular activities. For example, *Siri' values* can be included in moral learning to instill the importance of maintaining self-respect, honesty, and responsibility. Meanwhile, the values of *Pacce* can be integrated in material on ukhuwah, helping, and social care. Teachers can use contextual methods by displaying local stories that illustrate the spirit of *Siri' Na Pacce* as an example of applying Islamic values in daily life.

The second approach is the habituation approach, which is to create a school culture that reflects the values of *Siri' Na Pacce*. This school culture can be realized through routine activities such as mutual cooperation, mutual respect between school residents, and the enforcement of discipline based on responsibility and shame for violations. This habituation will foster the character of students who are civilized, honest, and caring about their social environment. The school environment becomes a miniature society that instills the principles of dignified living and social solidarity as taught in Islam and *the values of Siri' Na Pacce*.

The third approach is the exemplary approach (uswah hasanah). Teachers play an important role as moral figures who display behavior in accordance with *the values of Siri' Na Pacce*. The example of teachers in being honest, responsible, respecting others, and caring for others is a real example for students. In the Islamic view, example is the most effective method of education as

exemplified by the Prophet (peace be upon him). Teachers who uphold *the values of Siri'* will behave responsibly and honorably, while teachers who practice *Pacce* will show empathy and compassion in their interactions with students.

With the application of these three approaches, the integration of *Siri' Na Pacce* in the Islamic character education curriculum will strengthen the Islamic identity of students without neglecting their local cultural roots. Students not only become religious and noble individuals, but also have cultural awareness, respect for traditions, and the ability to adapt to modern values wisely. Thus, *Siri' Na Pacce* has the potential to become a paradigm of character education that is contextual, sustainable, and relevant to the needs of the formation of a generation with integrity in South Sulawesi.

The findings of this study reveal that the concept of *Siri' Na Pacce* embodies profound philosophical meaning within the Bugis-Makassar culture. The value of *siri'* represents self-respect, honor, and a sense of shame toward disgraceful acts. It serves as a moral compass that guides individuals to preserve their dignity, honesty, and integrity in social life. Meanwhile, *pacce* expresses empathy, solidarity, and deep social concern for others. Both values are inseparable, as a person is considered honorable only when they are able to maintain personal dignity while showing care for others. The balance between *siri'* and *pacce* forms the essence of moral and social harmony and reflects the ideal of a civilized human being in Bugis-Makassar philosophy.

From an Islamic perspective, the values of *Siri' Na Pacce* align closely with the teachings of Islam that emphasize *'izzah* (self-glory) and *rahmah* (compassion). The principle of *siri'* corresponds to the Islamic call to preserve human dignity and moral integrity, as expressed in the Qur'anic verse, "Glory belongs only to Allah, His Messenger, and to the believers" (QS. Al-Munafiqun [63]: 8). On the other hand, *pacce* reflects the spirit of *ukhuwah islamiyah* (Islamic brotherhood) and *ta'awun* (mutual assistance in goodness), as emphasized in QS. Al-Maidah [5]: 2. Thus, *Siri' Na Pacce* is not merely a local ethical code, but also a reflection of universal Islamic values that promote dignity, justice, empathy, and social harmony. The application of *Siri' Na Pacce* values in Islamic character education contributes significantly to shaping a generation of students who possess integrity, moral awareness, and social empathy. The value of *siri'* instills an awareness of maintaining personal and communal honor, fostering honesty, responsibility, and a sense of shame for sinful acts concepts that resonate with *haya'* (modesty), a fundamental aspect of faith in Islam. Meanwhile, *pacce* cultivates compassion, social solidarity, and empathy, encouraging students to care for others and engage in acts of kindness. In the educational context of South Sulawesi, these values are embodied in various practices, such as the culture of mutual cooperation, social service activities, and discipline as a reflection of *siri'*. Such practices not only develop moral intelligence but also strengthen students' emotional and social sensitivity.

Integrating *Siri' Na Pacce* into the Islamic character education curriculum can be realized through three main approaches: curricular, habituation, and exemplary approaches. The curricular approach involves embedding the values of *siri'* and *pacce* into Islamic Religious Education (PAI) subjects and co-curricular programs, for example, through lessons on honesty, brotherhood, and social responsibility contextualized with local stories. The habituation approach emphasizes the creation of a school culture that mirrors *Siri' Na Pacce* values, such as cooperation, mutual respect, and discipline grounded in moral responsibility. Meanwhile, the exemplary (*uswah hasanah*) approach highlights the teacher's role as a moral model who demonstrates integrity, empathy, and compassion in daily interactions with students. Through these approaches, the integration of *Siri' Na Pacce* within Islamic character education provides a comprehensive and culturally grounded model of moral development. It not only strengthens students' Islamic identity but also nurtures cultural awareness, respect for local traditions, and resilience against negative global influences such as individualism and moral relativism. Therefore, *Siri' Na Pacce* serves as a transformative paradigm of Islamic character education one that harmonizes faith and culture to cultivate individuals who are faithful, ethical, and socially responsible.

#### 4. C ONCLUSION

Based on the results of the literature review, it can be concluded that the values of *Siri' Na Pacce* have a strong relevance to the principles of Islamic character education. *Siri'* as a symbol of honor, responsibility, and shame towards sin is in accordance with the Islamic teachings on *'izzah* and *haya'* as the moral fortress of a believer. Meanwhile, *Pacce* which reflects empathy, solidarity, and social concern is in line with the teachings of *rahmah* and *ukhuwah islamiyah* which emphasizes the importance of affection and brotherhood in community life. Both form a balance between individual and social responsibility, which is the foundation of an intact Islamic character. The integration of *Siri' Na Pacce values* in Islamic character education in South Sulawesi can be carried out through three main approaches: (1) curriculum approach, by integrating local cultural values in Islamic Religious Education learning; (2) habituation approach, through the cultivation of a school culture that fosters respect, honesty, discipline, and empathy; and (3) an exemplary approach, by making teachers as models of behavior with the character of *seri'* and *pacce*. The application of these three approaches has proven to be effective in forming students who are not only knowledgeable and moral, but also deeply rooted in the Bugis-Makassar cultural identity.

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