

INTEGRATION OF LOCAL WISDOM IN OPTIMIZING SOCIO-CULTURE ELEMENTARY SCHOOL STUDENTS

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Abstract

This research focuses on helping students understand their identity and the local culture around them. By learning an education that respects and values local wisdom, students are expected to develop a strong character. This is important so that they can become citizens who are not only able to compete on a global level, but also still appreciate and hold on to the culture and values that have been passed down to them. Thus, this research emphasizes the importance of combining the ability to compete globally with the existing local culture. This research aims to explore the integration of local wisdom, which includes the values, traditions, and cultural practices typical of a community, in an effort to optimize social culture among elementary school students, as an important step to maintain and appreciate their cultural heritage in the midst of rapid globalization and modernization. This research uses the Systematic Literature Review method with a case study approach in several elementary schools that implement local wisdom in learning and extracurricular activities. The findings of this study are to investigate how to incorporate local wisdom, which are values, traditions and cultural practices typical of a community, in an effort to improve social culture among elementary school students. This is important so that students can get to know and appreciate their cultural heritage, especially in the midst of rapid changes due to globalization and modernization. Thus, the integration of local wisdom not only enriches students' learning experiences but also strengthens their cultural identity and social skills in an increasingly diverse global context.

Keywords: *Local; Wisdom; Cultural; Society.*

Abstrak

Penelitian ini memfokuskan untuk membantu siswa memahami identitas mereka dan budaya lokal di sekitar mereka. Dengan mempelajari pendidikan yang menghormati dan menghargai kearifan lokal, siswa diharapkan dapat mengembangkan karakter yang kuat. Ini penting agar mereka bisa menjadi warga negara yang tidak hanya mampu bersaing di tingkat global, tetapi juga tetap menghargai dan berpegang pada budaya dan nilai-nilai yang telah diwariskan kepada mereka. Dengan demikian, penelitian ini menegaskan pentingnya menggabungkan kemampuan untuk bersaing secara global terhadap budaya lokal yang telah ada. Penelitian ini bertujuan untuk mengeksplorasi integrasi kearifan lokal, yang mencakup nilai-nilai, tradisi, dan praktik budaya khas suatu komunitas, dalam upaya optimalisasi budaya sosial di kalangan siswa sekolah dasar, sebagai langkah penting untuk mempertahankan dan menghargai warisan budaya mereka di tengah globalisasi dan modernisasi yang cepat. Penelitian ini menggunakan metode Systematic Literature Review dengan pendekatan studi kasus di beberapa sekolah dasar yang menerapkan kearifan lokal dalam kegiatan pembelajaran dan ekstrakurikuler. Temuan penelitian ini untuk menyelidiki bagaimana menggabungkan kearifan lokal yaitu nilai-nilai, tradisi, dan praktik budaya khas suatu komunitas, dalam upaya meningkatkan budaya sosial di kalangan siswa sekolah dasar. Hal ini penting agar siswa dapat mengenal dan menghargai warisan budaya mereka, terutama di tengah perubahan cepat akibat globalisasi dan modernisasi. Dengan demikian, integrasi kearifan lokal tidak hanya memperkaya pengalaman belajar siswa tetapi juga memperkuat identitas budaya dan keterampilan sosial mereka dalam konteks global yang semakin beragam.

Kata Kunci: Lokal; Kearifan; Budaya; Masyarakat.

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Introduction

The significant changes that occur in society encourage many fields to innovate and develop. Education is one of the fields that continues to experience development and transformation along with technological advances (Leal Filho et al., 2018; Rieckmann, 2018). The use of technology in education is becoming increasingly important in improving the quality of learning and creating a more interactive and inclusive learning environment (Haleem et al., 2022; Rasmitadila et al., 2020). Technology enables wider access to information and learning resources, thus expanding opportunities for students to gain knowledge from a variety of relevant and reliable sources (Aljawarneh, 2020; Haleem et al., 2022). In the context of modern education, technology integration not only changes the way students learn, but also increases their engagement in the learning process (Ghavifekr & Rosdy, 2015). The use of digital learning platforms, for example, enables collaboration between students, teachers and even parents in supporting the educational process (Bordalba & Bochaca, 2019; Ferri et al., 2020). This provides opportunities for students to learn independently while developing collaborative and problem-solving skills.

The integration of technology in education presents challenges that need to be addressed, such as gaps in access to technology among students. Some students may not have adequate devices or internet connections, hindering their ability to learn effectively in a digital environment (Bingimlas, 2009; Ferri et al., 2020; Octaberlina & Muslimin, 2020). Therefore, it is important for educational institutions and the government to work together to provide the necessary infrastructure for all students to make optimal use of technology. In addition, training for teachers in the use of technology is also crucial so that they can implement innovative and effective teaching methods (Garzón Artacho et al., 2020; Ghavifekr & Rosdy, 2015; Tondeur et al., 2016). Integrating local wisdom into the curriculum can enrich students' learning experiences by connecting traditional knowledge and technology (Nuraini, 2022; Utami et al., 2017). By addressing these challenges and integrating local wisdom, it is hoped that education will become more equitable and inclusive, creating a generation that is not only academically competitive, but also values and preserves their cultural heritage while being prepared for the complexities of the modern world (Atmojo et al., 2024; H Hamdan, 2023).

Education at the primary school level plays a crucial role in forming the basis of students' all-round development. Education at the primary school level aims not only to transfer academic knowledge, but also to shape character and strengthen students' cultural identity (Banks, 2015; Verhoeven et al., 2019). In this context, local wisdom or local cultural wealth becomes an important part of building an inclusive and competitive social culture in primary schools (Tohri et al., 2022). Local wisdom includes values, traditions, languages and cultural practices that have been inherited in local communities (Affandy, 2017; Njatrijani, 2018). Integrating local wisdom in education will provide students with a rich experience of their own identity and the surrounding environment (Albantani & Madkur, 2018; Ardan, 2016; Smith et al., 2020). This not only increases pride in their culture, but also teaches values such as respect, cooperation and tolerance of differences.

Primary school education optimizes students' social culture creating an environment where students can grow and develop holistically (Parker & Thomsen, 2019; Shernoff, 2013). By strengthening their cultural identity, students learn to appreciate diversity and build the social skills needed to interact well in a multicultural society (Banks, 2004; Banks et al., 2001;

Suprayitno & Moefad, 2024). The integration of local wisdom in basic education helps create a deeper understanding of the cultural values, history and traditions that shape the identity of local communities (Mulyana, 2024; Mungmachon, 2012; Ufie et al., 2020). More than just understanding cultural values, socio-cultural optimization also includes learning to appreciate differences and build harmonious relationships between individuals from different cultural backgrounds (King et al., 2018; Ting-Toomey & Dorjee, 2018). Students learn to develop empathy, tolerance and appreciation for cultural diversity which are key aspects in preparing them to live and work in an increasingly globalized and multicultural world (Barrett, 2018).

Schools play an important role in promoting local wisdom through an inclusive curriculum and relevant extracurricular activities, schools can introduce students to various aspects of local culture, ranging from folklore, traditional arts, to local festivals (Maesaroh & Kustiarini, 2024; Rukanda et al., 2024) This not only helps maintain cultural heritage, but also builds a strong sense of identity in students with exploration and hands-on experience of local culture (Kastenholz & Gronau, 2022; Schaper et al., 2018). Students can develop a sense of pride in their cultural heritage as well as understand the values and norms inherent in the lives of the communities in which they grow and develop (Kastenholz & Gronau, 2022).

Research on the integration of local wisdom or socio-culture of elementary school students has been conducted by (Nuraini, 2022) which examines the cultivation of local wisdom values in elementary schools in mathematics learning. (Suttriso & Rofi'ah, 2023) examined to describe the integration of Bojonegoro local wisdom values through the concept of Pancasila student profile. Research on character education has been conducted by (Islami, 2022) on the importance of preserving local wisdom in the formation of student character. Research discussed (Iswatiningsih, 2019) on strengthening the importance of local wisdom in the character building of elementary school students in five strengthening character values, namely religious values, nationalism, independence, cooperation, and integration. Research conducted by (Faiz & Soleh, 2021) is about the implementation of character education models in cultural arts learning such as batik, glass painting, and cultural recognition in Cirebon.

The findings of this study are to investigate how to incorporate local wisdom, i.e. the values, traditions and cultural practices typical of a community, in an effort to enhance social culture among elementary school students. This is important so that students can get to know and appreciate their cultural heritage, especially in the midst of rapid changes due to globalization and modernization. Therefore, the novelty of this research lies in the subject of research, namely the optimization of the social culture of elementary school students who have never been studied before. Another novelty can be seen from the research results that can be used to enrich the cultivation of character education and knowledge in students through socio-culture. Based on this, this research is interesting to do so that the optimization of social culture is not only culturally charged but also has character values to produce a generation of nations with noble character and personality. This study aims to examine the value of character education contained in the socio-culture of elementary school students.

The aim of this research is to analyze education that reflects and values local wisdom to help students develop a deeper understanding of themselves and the society in which they live. This is not only important for students' character building, but also for preparing them to become highly competitive global citizens while remaining rooted in their cultural values. Thus, the integration of local wisdom in basic education is not only about preserving culture but also about building a strong foundation for students' overall social and academic development.

Research Method

This study used a systematic literature review. A Systematic Literature Review (SLR) is a technique of identifying, evaluating, and analyzing various existing and relevant information in the literature or references to answer research questions through deeper analysis (Snyder, 2019; Xiao & Watson, 2019). The research method used is in accordance with the aim of this research, namely analyzing education that reflects and respects local wisdom to help students develop a deeper understanding of themselves and the society in which they live. SLR has been proven to help summarize the latest knowledge on a particular topic with a systematic and transparent method for answering research questions (Paul et al., 2021).

Prisma

This systematic review was adapted according to the guidelines of the PRISMA statement (Schaper et al., 2018). PRISMA or Preferred Items for Systematic Reviews and Meta-Analyses, has been published as a standard to help conduct a systematic literature review. Using PRISMA can reduce the risk of misreporting and improve the clarity and transparency of reviews (McInnes et al., 2018; Page et al., 2021). PRISMA is suitable for systematic literature reviews in the social sciences because it helps 1) define clear research questions that enable systematic research; 2) identify inclusion and exclusion criteria; and 3) attempt to search a large database of scientific literature over some time. This improves search results for exact terms related to the Integrity of Local Wisdom in Optimizing the Social Culture of Elementary School Students.

The Systematic Review Process for Selecting the Articles

For the selection of the research papers, we used the terms "local and wisdom and cultural and society" in the disbursement menu in the Scopus database. The obtained data was stored in RIS format and was synchronized to the Reference Manager (Mendeley). Further, VOS-viewer software was used to visualize the data, resulting in a more communicative, interesting, and clearer information presentation.

Data Analysis

The papers that met the inclusion criteria were thoroughly reviewed for data analysis and subsequently categorized to extract systematic information by the criteria established for this research. The analysis was conducted focusing on the Integration of Local Wisdom in Optimizing Socio-Culture Elementary School Students, specifically on the (1) local; 2) wisdom; 3) cultural; and 4) society.

Result and Discussion

The databases used in the Systematic Literature Review (SLR) method using the PRISMA framework generally include reliable scientific sources that provide quality journals and research articles. Some frequently used databases include Scopus. These databases were chosen because they provide access to peer-reviewed articles and have multidisciplinary coverage. Each database allows researchers to conduct a systematic search of relevant literature, helping to filter articles according to the inclusion and exclusion criteria set out in PRISMA.

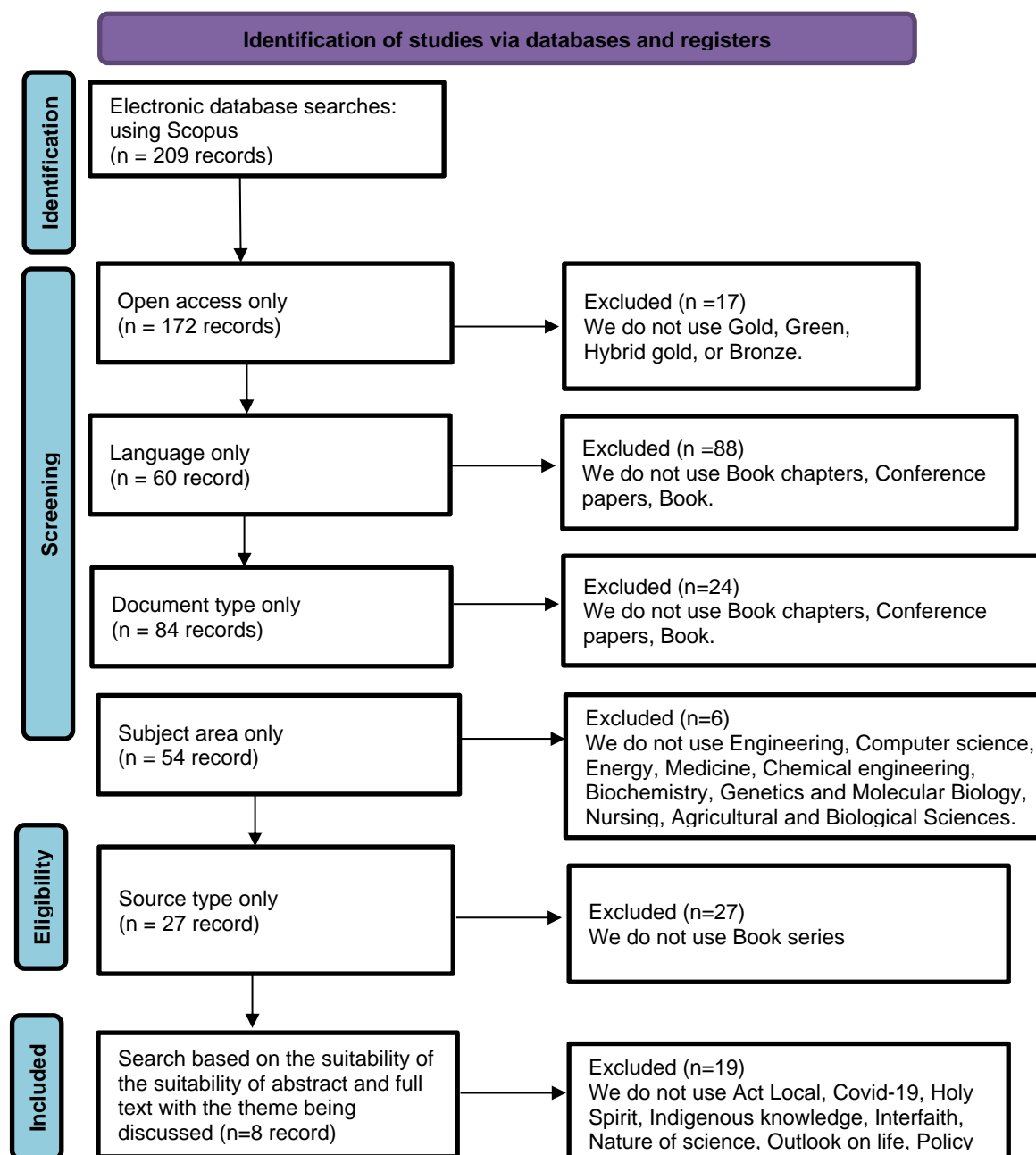


Figure 1. Systematic review flow diagram. Caption: The PRISMA flow diagram for the systematic literature review detailing the database searches, the number of abstracts screened, and the full texts retrieved. After analyzing using the PRISMA method, the results obtained are presented in the following table to provide a concise overview of the main findings of the articles analyzed.

Table 1. The main articles' summary, sorted by author name

No	Title	Author (s)	Aim	Main Result
1	Ideas and View of Life-Based on XVI-Century Ancient Sundanese Manuscripts	(Sumarlina et al., 2021)	The purpose of this article is to show how important Pancasila is. Despite the many challenges it has faced, Pancasila has managed to uphold and inspire this country to this day. Therefore, we celebrate the birthday of Pancasila and its significance every year.	There is no questioning the brilliance of Pancasila as a way of life and the cornerstone of the Republic of Indonesia; despite numerous tests, it remains resilient and energizes the country. For this reason, we celebrate Pancasila's birthday every year. Concepts and concepts, as well as the contents of Pancasila, comprise indigenous knowledge in the form of concepts, ideas, and philosophies that are drawn from a variety of scientific viewpoints, including cultural viewpoints.
2	Sufferance within a Cultural Framework as the Preaching Strategy of Sunan Gunungjati in Forming a Civil Society	(Hajam, 2021)	This research utilizes a culturally framed Sufism-based method that aims to explain how Sunan Gunungjati dedicated his entire life to religion and state. The findings show that, despite the difficulties faced at the time, Sunan Gunungjati contributed to the spread of Islam, particularly in West Java, Cirebon and the surrounding areas.	The findings demonstrated that, despite the difficulties of the times, Sunan Gunungjati contributed to the spread of Islam, particularly in West Java, Cirebon, and the surrounding areas. The social structures, religious rites, cultural customs, and insights of those who were already firmly ingrained in animist views proved to be a significant barrier. The previous faiths of the Buddha and the Hindus had supported these ideas. Sunan Gunungjati was inspired by this to explore for different approaches to win people over and persuade them to accept Islam.

No	Title	Author (s)	Aim	Main Result
3	Tapis Patterns in the Context of Ethnomathematics to Assess Students' Creative Thinking in Mathematics: A Rasch Measurement	(Suherman & Vidákovich, 2022)	This research aims to investigate ethnomathematics as an illustration of the geometric context of Lampung Tapis patterns in Indonesia. To provide a geometric framework for understanding the patterns of Lampung Tapis in Indonesia, this research utilizes an ethnomathematics approach. This research is a quantitative study using ethnographic methods with Rasch measurement, which measures people and things on the same scale.	Both conventional and nontraditional societies employ mathematics in their cultural activities. Mathematical concepts incorporated into a culture are referred to as ethnomathematics. Mathematical topics can be explored through culture in an attempt to alter mathematics and bring it closer to the reality and comprehension of its people. Furthermore, culture can serve as a basis for teaching mathematics in schools.
4	Cultural Capital For The Development And Conservation Of Ancient Cities In Western Thailand: A Case Study Of The Ratchaburi And Phetchaburi Provinces	(Chaiyapotpanit et al., 2023)	Aiming to creatively and sustainably develop and preserve these old cities, this research examines the cultural capitals of the ancient cities of Ratchaburi and Phetchaburi in western Thailand.	This article studies the cultural capitals of ancient cities in Ratchaburi and Phetchaburi in the western part of Thailand to develop and preserve these ancient cities in a creative and sustainable way. Analysis of literature evidence, along with historical, archaeological, artistic, and anthropological surveys, was used in this study.
5	Effects Of Islamic Scientist History On Seventh Graders' Understandings Of Nature Of Science In A Thai Islamic Private School	(Safkolam et al., 2021)	In order to bring about this change in a unique school context, science teachers should take the time to analyze the NOS hidden in the history of Islamic scientists. In addition, other Islamic contexts, such as Islamic local	How students comprehend the Nature of Science (NOS) is influenced by society and culture. By integrating students' social, cultural, and religious narratives into the learning process, it is possible to promote proper comprehension of the nature of science.

No	Title	Author (s)	Aim	Main Result
			wisdom, can also promote the understanding of NOS for students in Islamic private schools.	
6	Implementation of Islamic Economic System in Arek Cultural Society	(Sigit, 2021)	The goal of this study is to demonstrate how Islamic economics is used in actual cultural societies and their everyday economic activities. culture societies, in general, have a special way of organizing their lives, which is based on traditional knowledge that has been passed down through the generations.	This article aims to elucidate the role of local wisdom in al-urf, which is ushul fiqh's approach to determining an action's legal status from a Sharia standpoint. Qualitative research, information from in-depth interviews, and observations with informants who serve as key figures are all used in this study. The study's final findings demonstrate that there is strong evidence supporting the Arek community's cultural economic system implementation in Malang Regency, which is in line with Islamic economic principles.
7	Society's Legal Conflicts Due to Accelerated Socio-cultural Interactions between Foreign Tourists and the BOPUNCUR Community	(Roestamy et al., 2020)	To preserve local knowledge and the religious aspect of Sundanese society, particularly BOPUNCUR, this paper aims to promote local communities as tourist destinations. This will help to prevent harmful influences resulting from cultural mingling or social interaction that could affect the local community, especially the younger generation.	Some of the most popular travel destinations for Middle Easterners are Bogor, Puncak, and Cianjur (BOPUNCUR). The degree of connection between visitors and locals—including the advancement of culture, religion, and values—as well as the commercial partnerships and social activities undertaken by tourists, are distinctive. The local community has responded to this with enthusiasm, which has accelerated the development of social relations—the topic of community service in this essay.

No	Title	Author (s)	Aim	Main Result
8	Hegemony Practice of Consumers in the Disruption Era	(Subawa & Widhiasthini, 2020)	The findings demonstrate that in this disruptive era, producers have hegemony over consumers, which is demonstrated by their domination of social media. The promotion of tourism services has been disrupted, and marketing agents who start selling tour packages online, through networks, and applications are part of a disruptive society and attitude.	Disruption is defined as a shift that takes place through novel approaches and patterns; this has an impact on a variety of areas, including Bali's tourism sector. Information technology, particularly social media, is used extensively to impose hegemony. Producers and consumers do this through their digital marketing networks. Bali, a popular tourist destination in the globe that prides itself on upholding its traditions, customs, and culture, must embrace change and then some degree of disturbance.

Research Paper Identified by Search Terms

Based on Figure 1, it can be seen that in the initial search, we found 209 articles. Then we only took articles that were only open access. Articles that fit the criteria were 172 articles, which means there were 17 articles excluded because we did not use Gold, Green, Gold hybrid, or Bronze. Next, we used the document-type article criteria. 84 articles met the criteria, which means there were 88 articles excluded because we did not use Book chapters, Conference papers, or Books. We only used language articles and with these criteria, 60 articles met the criteria. There were 24 articles excluded because we did not use book chapters, conference papers, or books. We only used discipline articles and with these criteria, 54 articles met the criteria. There were 6 articles excluded because we did not use Engineering, Computer Science, Energy, Medicine, Chemical Engineering, Biochemistry, Genetics and Molecular Biology, Nursing, Agricultural Science, and Biology. Then we used the source type criteria. 27 articles met the criteria, which means 27 articles were excluded. In the final stage, we re-examined the articles, ensuring that they were appropriate to the themes covered, that the full text was accessible, and that the articles were published in English. Based on this, we found 8 articles that met the criteria, which means 19 articles were excluded because we did not use local law, Covid-19, Holy Spirit, Local knowledge, Interfaith, Nature of science, Worldview, and Policy.

Tren publikasi tema science learning

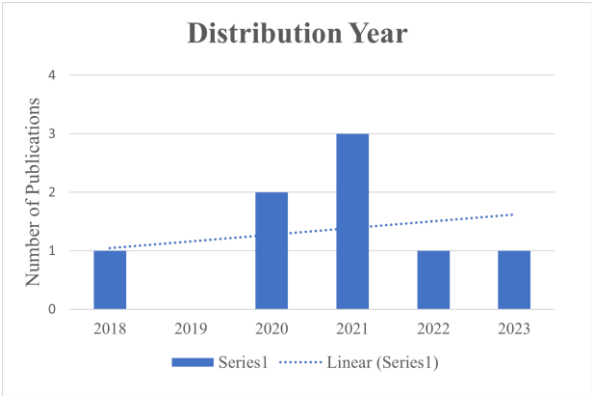


Figure 2. Shows the number of articles published per year from 2018 to 2024.

Based on Figure 2, it can be seen that the number of socio-cultural theme publications is the highest in 2018 and 2024, which is a total of 8 articles. In 2018 there was only 1 article on community culture. In 2020 there were 2 articles on the topic of local wisdom. In 2021 there were 3 articles with historical topics. In 2022 there was 1 article. In 2023 there was 1 article on the topic of traditional and non-traditional culture. The number of socio-cultural-themed articles published and recorded in the Scopus database in October-December 2024 may increase.

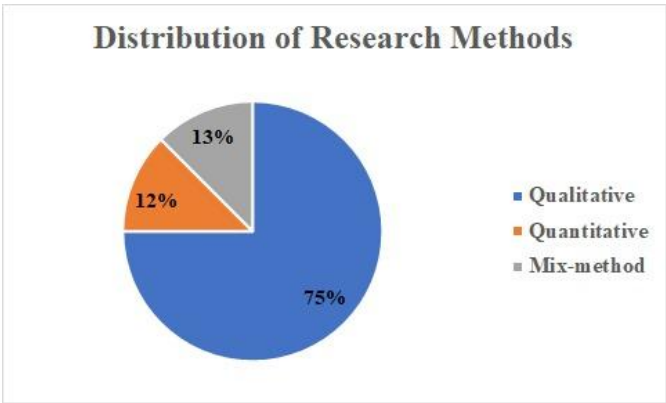


Figure 4: Distribution of Research Methods Used in Socio-Cultural Research

Table 2: Types of research on augmented reality in socio-culture

No	Type of Research	Amount	References
1	Quantitative	1	(Suherman & Vidákovich, 2022)
2	Qualitative	6	(Chaiyapotpanit et al., 2023; Hajam, 2021; Roestamy et al., 2020; Sigit, 2021; Subawa & Widhiasthini, 2020; Sumarlina et al., 2021)
3	Mix-method	1	(Safkolam et al., 2021)

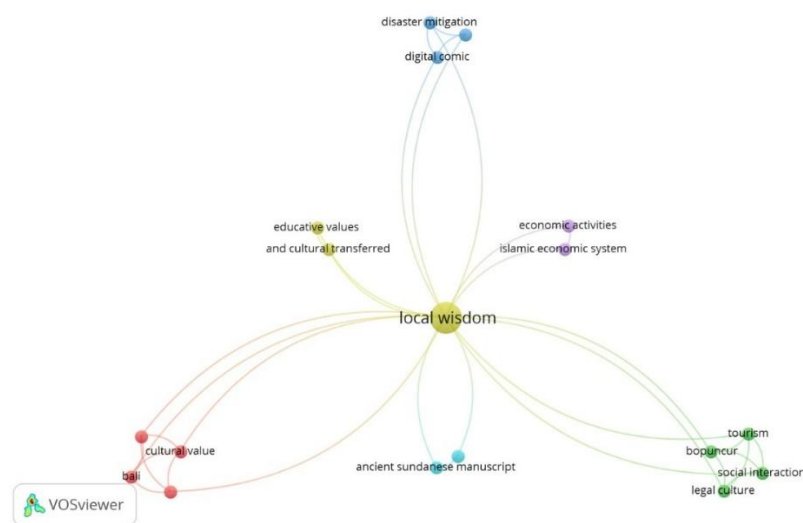


Figure 3. VOS-viewer display for type of analysis “Co-occurrence → keywords”

Figure 3. shows the trend of keywords that are widely used by authors in writing socio-cultural themes. Based on Figure 3, it can be seen that there is one main keyword that appears most often and is interrelated, namely local wisdom. Socio-cultural keywords are related to ancient Sundanese manuscript disaster mitigation, digital comic, cultural value, education values, cultural transfer, economic activities, Islamic economic system, tourism, bouncer, social interaction, legal culture, and Bali. The interesting thing is that the theme of socio-cultural learning is related to university students and higher education. Meanwhile, socio-cultural education is related to curriculum and system. It is also interesting that the theme of socio-cultural education is related to history. The Picture 3 of the bibliometric analysis results above shows how “local wisdom” is related to various topics in scientific studies. Through this visualization, it can be seen that local wisdom is closely related to several important aspects of people's lives.

First, local wisdom is closely related to cultural values. This is reflected in the strong relationship between local wisdom and cultural values. Local wisdom plays an important role in transferring cultural values and education, which serves to maintain the continuity of traditions and pass on cultural knowledge from one generation to the next. In addition, there is a significant relationship between local wisdom and economic activities, especially in the context of the Islamic economic system and economic activities in general. This indicates that local wisdom is not only limited to cultural aspects, but also has an important role in community economic management and development, especially those based on sustainability principles and Islamic ethics. Interestingly, local wisdom also plays a role in disaster mitigation. Traditional knowledge passed down from generation to generation is often used as guidance in dealing with and managing natural disaster risks. This shows that local communities have a reliable knowledge system in maintaining ecological balance and environmental safety.

On the other hand, local wisdom is also closely linked to social, legal and tourism interactions. The traditional values contained in local wisdom are often the basis for social and legal rules that apply in society, as well as being an attraction in the culture-based tourism sector. Overall, this analysis emphasizes the strategic role of local wisdom in various fields of life, ranging from education, economy, disaster mitigation, to social and tourism. Local wisdom is a valuable asset in the effort to build a more sustainable and adaptive society.

The theme of socio-cultural education related to history is very important in shaping students' understanding of the identity and values inherited by society. Through the teaching of history, students can explore the cultural journeys, traditions and local wisdom that shape the character of their society. This education not only helps students understand past events, but also relates their relevance to the current social context, so that they can learn from the mistakes and successes of previous generations. By studying history, students are expected to appreciate their cultural heritage and develop a critical attitude towards the ever-changing social dynamics. In addition, socio-cultural education rooted in history also encourages students' involvement in preserving cultural values, so that they become agents of change who are able to respond to future challenges.

Discussion

The integration of local wisdom in education is an important aspect in shaping the character and social identity of elementary school students (Damayanti & Nurgiyantoro, 2018; Darmadi, 2018; Tohri et al., 2022). In the era of globalization, local wisdom values help maintain cultural uniqueness while teaching the importance of cooperation and a sense of community (Albantani & Madkur, 2018; Darmadi, 2018; Marhayani, 2016; Noor & Sugito, 2019). By integrating local wisdom into basic education, schools can optimize students' social culture and equip students with relevant and valuable values (Haq et al., 2022; Muhammadiyah et al., 2022; Mustika, 2018; Rustan Effendi, 2020; Subali et al., 2015).

The integration of local wisdom in basic education begins with the introduction and appreciation of cultural identity (Ardan, 2016; Maretta, 2016; Suprpto et al., 2021; Vitasurya, 2016). Through learning that includes folklore, folk songs, traditional dances, and traditional ceremonies, students are taught to recognize and appreciate cultural heritage (Fatmawati, 2021; Howard, 2016; Mabingo, 2015; Rosala & Budiman, 2020). Through learning that includes folklore, folk songs, traditional dances, and traditional ceremonies, students are taught to recognize and appreciate cultural heritage. This appreciation of cultural identity helps students develop a sense of pride and love for the country (Lsitiani et al., 2023; Masri, 2020; Muzakki & Fauziah, 2015; Nurdiana & Indriyani, 2023). It also fosters respect for cultural diversity, which is an important foundation for building an inclusive and harmonious social culture (Gotsis & Grimani, 2016; Lozano & Escrich, 2017; Sharp, 2018).

Local wisdom is often loaded with social and moral values such as cooperation, respect, tolerance and honesty (Darmadi, 2018; Eko & Putranto, 2019; N. A. Hidayati et al., 2020). In the context of primary school education, teaching these values is very important to shape students' character. For example, through the practice of gotong royong in school activities, students learn the importance of cooperation and helping each other (Laia, 2022; Mulyani et al., 2020; H. Widodo, 2019). These values not only shape good individuals, but also create a positive school environment that supports students' social development (Darling-Hammond & Cook-Harvey, 2018; Deal & Peterson, 2016; Eccles & Roeser, 2015; Schonert-Reichl, 2017; Taylor et al., 2017).

The integration of local wisdom can also be applied through contextual learning that is relevant to students' daily lives (Nur et al., 2020; Pesurnay, 2018). Teachers can relate subject matter to local wisdom in the surrounding environment (Lestariningsih & Suardiman, 2017; Rahmatih et al., 2020). For example, in science subjects, students can be invited to study traditional medicinal plants in their respective regions (Alamgir, 2017; Balick & Cox, 2020; Pengelly, 2020; Tomlinson & Akerele, 2015). This contextual learning helps students see the relevance between what they learn in school and real life, thus increasing student motivation

and engagement in the learning process (Dewi & Primayana, 2019; Hwang et al., 2015; Lee & Hannafin, 2016; Suryawati & Osman, 2017).

Through teaching local wisdom, students are taught to understand and appreciate the perspectives of others (N. N. Hidayati, 2020; Setiawan et al., 2017; Uge et al., 2019). This is very important in the formation of empathy and social awareness (Decety & Fotopoulou, 2015; Goldstein & Michaels, 2021). For example, in folktales, students can learn about different characters and situations that illustrate struggle and wisdom (Anderson & Foley, 2019; Guroian, 2023). Through discussion and reflection, students are encouraged to think critically and understand the feelings and experiences of others (Bean & Melzer, 2021; Brookfield, 2017; Elder & Paul, 2020; Lismaya, 2019). This empathetic attitude is then reflected in students' daily interactions, both at school and in the community (Mirra, 2018; Okonofua et al., 2016; Warren, 2018).

Local wisdom integrated into education also strengthens students' engagement with the surrounding environment (Hasanah et al., 2016; Santika, 2022). Activities such as visits to historical sites, participation in traditional ceremonies and community projects that involve cooperation between schools and communities help students feel more connected to their surroundings (Driskell, 2017; Esteban-Guitart, 2016; Levstik & Barton, 2022). These experiences not only enrich students' knowledge, but also build a sense of responsibility and contribution to the environment (Abdullah, 2017; Cook-Sather & Luz, 2015; Cottafava et al., 2019; Luo et al., 2017).

The integration of local wisdom in basic education plays an important role in optimizing students' social culture (Amin et al., 2022; Darmadi, 2018; Istiqomah et al., 2023). By teaching and integrating the cultural, social, and moral values contained in local wisdom, schools can shape students' strong character, empathy, and concern for others and the environment (N. A. Hidayati et al., 2020; Hurri & Widiyanto, 2018; A. Widodo et al., 2020; H. Widodo, 2019). Through the introduction of cultural identity, the development of social and moral values, the application of contextual learning, the formation of empathetic attitudes, and strengthening attachment to the community (Barrett, 2018; Brown et al., 2019; Cefai et al., 2018; Sahroni, 2017). The integration of local wisdom equips students with a strong foundation to become individuals who contribute positively to society (Bauto, 2016; Fahmi et al., 2022; N. A. Hidayati et al., 2020; Wahid, 2023).

Conclusion

The conclusion of this study shows that the integrity of local wisdom plays a significant role in optimizing the social culture of elementary school students, particularly in the context of character value formation. By effectively incorporating and maintaining local wisdom values in the curriculum and school activities, students can develop strong character traits, such as honesty, cooperation, and respect for traditions and the surrounding environment. This approach not only enriches students' educational experience but also strengthens cultural identity and promotes positive engagement within the school environment. The importance of strengthening local identity in education makes students not only receive academic knowledge but also appreciate and internalize their cultural values in daily life. Thus, the integration of local wisdom in primary education is key in supporting sustainable and relevant character-building for the future of primary school students.

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