

LOCAL WISDOM LEARNING PROFILE IN PRIMARY SCHOOLS IN THE LAST FIVE YEARS

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Abstract

Local wisdom-based learning utilizes local knowledge, principles and culture when teaching. In elementary schools, local wisdom learning is important to implement as a solution in shaping students' character and identity from an early age. By integrating local values and traditions into the curriculum, students not only learn about their cultural heritage, but also develop a sense of pride and love for their social environment, local wisdom can influence students in critical thinking because by providing contextual learning it will be easy for students to understand, local wisdom learning is not only limited to social learning but can also be integrated into numeracy and science learning. In the initial stage, this research conducted a thorough literature review and accessed the latest scientific publications through various channels, including but not limited to Google Scholar. The main objective of this study is to evaluate the effectiveness of implementing local wisdom learning at the primary school level. This literature study collected secondary data from journals that discuss the implementation of local wisdom learning. Journals published between 2019 and 2024 were selected as a comparison of updated data on local wisdom-based learning in the hope that it can be a source of innovation in local wisdom-based learning. The analysis of 25 journals showed that local wisdom-based learning is significantly more effective in improving learning outcomes and student character. Students exposed to local wisdom-based learning have significant differences in their understanding of local wisdom culture.

Keywords: Local Wisdom Learning; Elementary Schools; Character; Development; Cultural Heritage; Learning Outcomes

Abstrak

Pembelajaran berbasis kearifan lokal memanfaatkan pengetahuan, prinsip, dan budaya lokal saat mengajar. Di sekolah dasar, pembelajaran kearifan lokal penting untuk di terapkan sebagai solusi dalam membentuk karakter dan identitas siswa sejak usia dini. Dengan mengintegrasikan nilai-nilai dan tradisi lokal ke dalam kurikulum, siswa tidak hanya belajar tentang warisan budaya mereka, tetapi juga mengembangkan rasa bangga dan cinta terhadap lingkungan sosial siswa, kearifan lokal dapat mempengaruhi siswa dalam berfikir kritis karena dengan memberikan pembelajaran kontekstual akan mudah dipahami siswa, pembelajaran kearifan lokal tidak hanya sebatas pembelajaran sosial namun dapat juga di integrasikan ke pembelajaran numerasi maupun sains. Pada tahap awal, Penelitian ini melakukan tinjauan literatur menyeluruh dan mengakses publikasi ilmiah terbaru melalui berbagai saluran, termasuk tetapi tidak terbatas pada Google Scholar. Tujuan utama dari penelitian ini adalah untuk mengevaluasi efektivitas penerapan pembelajaran kearifan lokal di tingkat sekolah dasar. Studi literatur ini mengumpulkan data sekunder dari jurnal yang membahas penerapan pembelajaran kearifan lokal. Jurnal-jurnal yang diterbitkan antara tahun 2019 dan 2024 dipilih sebagai pembandingan data yang diperbarui tentang pembelajaran yang berbasis kearifan lokal dengan harapan dapat menjadi sumber inovasi dalam pembelajaran berbasis kearifan lokal. Hasil analisis dari 25 jurnal menunjukkan bahwa pembelajaran berbasis kearifan lokal secara signifikan lebih efektif dalam meningkatkan hasil belajar dan karakter siswa. Siswa yang terpapar pembelajaran berbasis kearifan lokal memiliki perbedaan signifikan dalam pemahaman budaya kearifan lokal.

Kata kunci: Pembelajaran Kearifan Lokal; Sekolah Dasar; Karakter; Pengembangan; Warisan Budaya; Hasil Belajar

Received : 2024-11-14

Approved : 2025-01-14

Revised : 2025-01-13

Published : 2025-01-31



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Introduction

Education in Indonesia has a dual role, namely as a vehicle for transferring knowledge and at the same time as a stronghold for preserving local culture. Unfortunately, in the era of globalization, local wisdom values are often eroded and replaced by foreign cultures. Therefore, education must be proactive in instilling the nation's noble values. As emphasized by (Sholihah & Robikhah, 2023), changes in cultural values that occur consciously or unconsciously require concrete efforts to strengthen the nation's cultural roots through education. Local wisdom can be defined as the worldview, knowledge, and approach to life practiced by local communities (Islami, 2022). The term "local wisdom" refers to the knowledge, principles, and practices that develop in local communities, reflecting local culture and traditions. Folklore, songs, rituals, customs, and everything related to regionalism are examples of local wisdom (Nukman et al., 2024). Then local wisdom can be interpreted as everything that becomes symbolic in a particular area that has value and meaning.

Development and innovation steps have been taken to improve the quality of local wisdom learning. One interesting example is the Merdeka Belajar curriculum which incorporates local wisdom. Merdeka curriculum aims to create a Pancasila learner profile, namely global diversity, where students are expected to maintain local culture without being influenced by outside culture, so as to filter good outside culture and help students develop as learners (Handayani et al., 2022). This incorporation not only enriches students, but also creates a broader, inclusive and meaningful learning environment. Identification of local circumstances and potentials, determination of functions and objectives, determination of research criteria and materials, and preparation of local wisdom-based learning designs.

Various efforts have been made to support local wisdom in the curriculum. One study explains that the five approaches used by SDN 49 Liano to build a local wisdom-based school compile a teaching agenda for the priority of noble values of local wisdom, create supporting facilities, create implementation strategies, cooperate with outside parties, and collaborate with the community (Ahmad et al., 2021). Integrating local wisdom into the education curriculum, especially in elementary schools, local wisdom is very important in shaping student character, especially in elementary schools (Fa'idah et al., 2024). The integration of local wisdom is a necessity as a means of shaping student character.

Character education based on local wisdom in schools is very important and strategic in the process of building the nation because it can be one of the sources of noble values (Asriati, 2012), not only that through giving rights and obligations to local indigenous peoples, internalizing the principles of local wisdom can help preserve the natural environment (Niman, 2019). Local wisdom learning in primary schools has increased in the last five years.. By presenting local wisdom-based materials, students' mastery of concepts will improve and increase because learning becomes contextualized and no longer depends on textbooks, this can increase the value of learning activities (Wafiqni & Nuraini, 2018). Integrating local wisdom into learning is expected to help students understand and appreciate their cultural heritage and apply it in everyday life.

Although local wisdom has developed in primary schools, there are still some issues that need to be addressed. Among them are inadequate resources caused by a lot of funding, which is a major problem for some schools with little funding, then another problem is that local wisdom is not enforced in the community (Chairiyah, 2017). Given the important role of local wisdom in shaping the character of the younger generation.

Evaluating the literature on the profile of local wisdom-based learning in primary schools in the last five years is crucial to map progress, identify challenges and measure the success of implementation in the field. By analyzing various studies, we can identify research trends, methodologies used and the quality of existing research. In addition, this literature review allows us to measure the gap between policy and practice and identify factors that support successful implementation. Furthermore, the findings can be used as a basis for developing more contextualized and relevant education policies and providing specific recommendations to improve the quality of local wisdom-based learning. Thus, this research not only contributes to the development of science but also has significant implications for improving the quality of education in Indonesia, especially in the context of achieving the Sustainable Development Goals (SDGs).

Research Methods

Using literature from the last five years, this study describes and evaluates how effective the use of local wisdom learning is in primary schools. The purpose of this study is to find the benefits and drawbacks of using local wisdom. Journals from various sources published over the last few years between 2019-2024 on the implementation of local wisdom in primary schools are the main literature sources of this study. Figure 1 below shows the flow process of the literature study conducted to analyze the application of local wisdom.

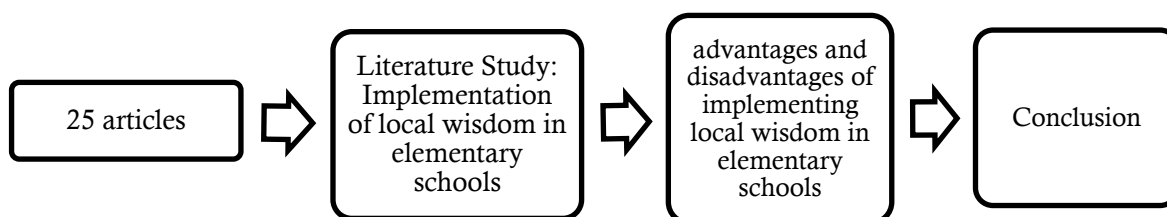


Figure 1. Flowchart of the literature review research to analyze the implementation of local wisdom in primary schools in the last five years

Results And Discussion

Local wisdom-based learning utilizes local knowledge, principles and culture when teaching. In elementary schools, local wisdom learning is important to implement as a solution in shaping students' character and identity from an early age. By integrating local values and traditions into the curriculum, students not only learn about their cultural heritage, but also develop a sense of pride and love for their social environment.

This helps students understand and appreciate the cultural diversity that exists around them, and increases the sense of solidarity and togetherness within the community. Local wisdom also makes learning more relevant and interesting as students can relate what they learn to their daily lives. Therefore, academic mastery is aided by local wisdom learning. It is also very important to form a young generation that is characterized, culturally aware and ready to face challenges.

Table 1. The analysis of 25 journals

No.	AUTHOR AND YEAR	SAMPLE	METHODELOGY	FINDING RESULTS
1.	(Anisa Ayu Nabilah & Feri Tirtoni, 2024)	25 Students	<i>Pre-Experimental Design</i>	Role Playing learning method on Pancasila learner profile based on local wisdom values in elementary school is declared effective in

No.	AUTHOR AND YEAR	SAMPLE	METHODELOGY	FINDING RESULTS
2.	(Kumalasari et al., 2023)	12 Students	<i>Research and Development (RnD) Borg and Gall</i>	improving student learning outcomes. E-module teaching materials based on local wisdom are effective for improving student learning outcomes
3.	(Harjanto et al., 2021)	29 Students	<i>Research and Development (RnD)</i>	Kvisoft flipbook maker is an effective local wisdom integrative thematic teaching material to improve student learning outcomes.
4.	(Asmah et al., 2022)	22 Students	4D (Define, Design, Develop, dan Disseminate),	With the support of the flipbook application, local wisdom-based e-modules can improve student learning outcomes.
5.	(Suttrisno et al., 2020)	20 Students	Quantitative experiment	Value Clarification Technique (Vct) Model Based on Local Wisdom is able to improve learning outcomes and student learning motivation
6.	(Damayanti et al., 2023)	20 Students	<i>Pre-Experimental Design</i>	Local wisdom-based learning assisted by learning modules can improve student learning outcomes
7.	(Hania & Mardiyana, 2023)	40 Students	Quasi Experimental	Value Clarification Technique (VCT) Learning Model Based on Madura Local Wisdom can improve Student Learning Outcomes
8.	(Afisa et al., 2023)	20 Students	ADDIE	Educational comic media based on local wisdom, effective for students' cognitive learning outcomes
9.	(Khaerani et al., 2020)	18 Students	4D (Define, Design, Develop, dan Disseminate),	Science Learning Tools Based on local wisdom can improve student cognitive learning outcomes in the medium category
10.	(Muzdalifah & Subrata, 2022)	Class I	4D (Define, Design, Develop, dan Disseminate),	The development of big book media based on local wisdom is declared effective to improve the beginning reading skills of grade I students.
11.	(Asrial et al., 2021)	57 Students	quantitative and qualitative approaches (Mixed Method)	Electronic Modules and Paper Modules of Local Wisdom of Ngubat Padi in Elementary School are said to be effective in improving Social Care Character
12.	(Roesmawati et al., 2022)	30 Students	4D (Define, Design, Develop, dan Disseminate)	Learning Handout Based on Reog Local Cultural Wisdom in Social Studies Learning is declared effective and practical as a strengthening of Character Education for Elementary School Students.
13.	(Sari, 2020)	32 Students	Qualitative	Local Wisdom-Based Education is declared appropriate as learning to shape Student Character
14.	(Saputra et al., 2022)	32 Students	ADDIE	Picture storybooks based on local wisdom can be used as a learning resource that can improve student character.
15.	(Aini et al., 2023)	44 Students	Quantitative	The peace-loving character of students with the application of E-Module is dominant in the very

No.	AUTHOR AND YEAR	SAMPLE	METHODELOGY	FINDING RESULTS
16.	(Aryani et al., 2023)	5 Students	ADDIE	good category, while the peace-loving character of students with the application of printed modules is dominant in the good category. E-book storybooks serve as digital-based learning tools that help students become smarter in reading and writing.
17.	(Wuwur et al., 2023)	Class IV	Qualitative	The implementation of Leva Nuang's local wisdom values in IPAS learning at SDI Lamalera makes a positive contribution to improving student learning and character.
18.	(Saputri & Desstya, 2023)	18 Students	Qualitative	Student creativity and learning outcomes can be improved by implementing a local wisdom-based science learning model.
19.	(Pristiwanti et al., 2024)	33 Students	ADDIE	As an alternative for teaching and learning media, a local wisdom-based E-LKPD liveworsheet can be used. It aims to improve students' critical thinking skills on the learning topic of my Indonesian cultural wealth.
20.	(Lestari & Setyawan, 2024)	32 Students	ADDIE	Companion Teaching Book Based on Local Wisdom of Jombang Region, Students have a better ability to understand local wisdom in the place of residence, especially related to the topic of cultural diversity in Jombang Regency.
21.	(Cahaya et al., 2024)	36 Students	quasi-experiment	The problem-based learning (PBL) model based on local wisdom in making lemang kancung buruk is declared effective in improving critical thinking skills by controlling students' initial critical thinking skills.
22.	(Octaviani et al., 2024)	30 Students	Classroom Action Research	The traditional Gobak Sodor game based on local wisdom can help students achieve optimal learning outcomes in Mathematics.
23.	(Naitili & Nahak, 2023)	27 Students	Quantitative	Local wisdom-based learning media "Eclipse Ammu Pe" significantly improves student learning outcomes in science subjects.
24.	(Ilham et al., 2024)	19 Students	ADDIE	Local Wisdom-Based Dance Teaching Materials for Elementary School Students are declared effective in improving student learning outcomes.
25.	(Putra et al., 2020)	6 Students	Borg & Gall	Media game monopoly yang didasarkan pada kearifan lokal telah terbukti bermanfaat untuk pembelajaran.

Analyzing 25 national journals related to local wisdom, activities that use local wisdom provide benefits for teachers in implementing culture into lessons and for students as learning subjects. Learning with local wisdom incorporates local values, culture, traditions and wisdom into the educational process. Local wisdom increases students' interest in learning, their engagement, character development, and their relevance to local realities. In fact, research shows the need for several aspects in implementing local wisdom into learning. This article aims to realize this so that learning innovations are needed that are able to integrate local wisdom into learning so that it helps students in understanding local cultural diversity.

The application of local wisdom learning in elementary schools can be applied in several ways that can motivate students to get to know culture more deeply and foster the character of love for culture, the way that can be done is to develop teaching materials, learning media and learning models based on local wisdom.

There are several advantages in applying local wisdom-based learning in this study (1) Local wisdom-based learning can increase enthusiasm and motivation, students are more motivated to learn if students see the connection between the lesson and daily life. (2) Helping students strengthen cultural identity by recognizing and appreciating local traditions and culture will make students feel proud of their cultural heritage and increase their confidence and attachment to local culture, (3) Local wisdom in learning increases student engagement. Students become more active in class discussions and activities, which enhances critical and creative thinking. (4) Local wisdom-based learning shapes the character of love for culture. By teaching students about local cultural values, such as tolerance, love of country, and good manners, students can internalize good traits. (5) By applying local wisdom in education, schools help preserve local culture, teaching students to appreciate and preserve the culture of others, which reduces the possibility of losing cultural values due to globalization.

Community involvement is key to the success of local wisdom-based learning. This article can be enriched with examples of collaboration between schools and communities, such as inviting local craftsmen to give workshops, involving traditional leaders in learning history, or working with farmer groups on agricultural projects. By involving the community, students not only gain knowledge, but also build strong social relations and foster a sense of belonging to the local culture.

On the other hand, there are some shortcomings and obstacles in implementing local wisdom-based learning, namely 1) Many educators do not have a deep understanding of the concept and role of local wisdom in education, making it difficult to integrate local wisdom principles into the curriculum and effective teaching methods. (2) Schools often do not have enough resources for local wisdom-based learning. This limitation can reduce the quality of learning. (3) A busy curriculum often makes it difficult to allow enough time to teach local wisdom in depth. Local wisdom-based learning may have to be accelerated or used only as a variation without providing a deep understanding. (4) A busy curriculum often makes it difficult to allow enough time to teach local wisdom in depth. Local wisdom-based learning may need to be accelerated or used only as a variation without providing in-depth understanding.

One of the main challenges in implementing local wisdom-based learning is limited resources, especially the lack of educators trained in integrating local wisdom into the curriculum. In addition, the limited time allocated for extracurricular activities is often an obstacle in implementing local wisdom-based projects. Overcoming these problems requires comprehensive teacher training, development of quality teaching materials, and support from the government and community.

Based on the results of the literature study that has been conducted in table 1 at the elementary school level, it can be concluded that local wisdom has a positive impact on culture-based learning, such as making a positive contribution to improving student learning and character (Wuwur et al., 2023), besides that local wisdom can improve student learning outcomes both in terms of cognitive improving students' critical thinking skills (Pristiwanti et al., 2024) and in terms of affective social care character (Asriati, 2012).

Overall, this article has shown the great potential of local wisdom-based learning in enriching students' learning experience and strengthening local identity. To realize this, support is needed from various parties, including the government, schools, communities and families. Recommendations include the development of local wisdom-based learning modules, training for teachers, and policy support that encourages the integration of local wisdom in the curriculum. Thus, local wisdom-based learning can become an integral part of education in Indonesia.

Conclusion

Based on literature studies from 25 journals that have been conducted, local wisdom-based learning at the elementary school level is effective for improving student learning outcomes both in terms of cognitive and affective. Local wisdom-based learning is useful for increasing motivation and learning outcomes besides that this local wisdom learning can help foster the character of love for culture, social care and mutual cooperation, to avoid obstacles in the implementation of local wisdom learning, adequate preparation is needed such as teacher readiness in providing local wisdom learning, then funding and the contribution of school residents. To find out how effective the use of local wisdom is in increasing interest in learning, student involvement, and character development, learning evaluations must be carried out thoroughly.

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