



LOCAL WISDOM TRACES IN BASIC EDUCATION LEARNING

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Abstract. Social Studies (IPS) education plays a crucial role in understanding local wisdom as a cultural resource that supports sustainable development and is responsive to social contexts. This study explores the integration of local wisdom into elementary school curricula and learning practices using ethnographic qualitative methods, including in-depth interviews with teachers, classroom observations, and document analysis. The results indicate that local wisdom is embedded in local languages and dialects, in folklore, and in arts and crafts. However, challenges such as a lack of teacher training and limited resources were also identified. This study emphasizes the importance of well-planned pedagogical strategies to develop students' character and social attitudes.

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INTRODUCTION

Education faces complex challenges in the context of globalization, where strong foreign cultural influences require geographical understanding to help students appreciate cultural diversity and preserve local identities. In this situation, local wisdom becomes essential to integrate into education so that students not only gain academic knowledge but also understand and appreciate their own culture (Ulum, 2013). Local wisdom encompasses values, norms, and practices that have existed in society for years and can serve as a guide in behavior and social interactions (Rahayu et al., 2022). Local wisdom also plays a role in building students' cultural identities. According to Fransyaigu (2015), education that integrates local wisdom can help students better understand and appreciate cultural heritage, allowing them to grow into individuals who take pride in their cultural identity. However, despite the importance of local wisdom in education, many schools still neglect this aspect in their curricula. This is due to various factors, including a lack of training for teachers and limited supporting resources (Heick, 2017).

In efforts to integrate local wisdom into elementary education, it is important to understand the theoretical foundations underlying it. Constructivist theory, proposed by Jean Piaget and Lev Vygotsky, emphasizes that knowledge is constructed through experiences and interactions with the environment. In this context, local wisdom can provide a rich context for building students' knowledge. Local wisdom, encompassing values, norms, and cultural practices that have long existed in society, provides relevant and contextual learning experiences for students. By drawing on local wisdom, students not only learn the subject matter but also understand and appreciate their own culture. This aligns with Vygotsky's view that social and cultural interactions significantly influence the learning process (Maidin, 2020).

Furthermore, contextual learning theory posits that effective learning occurs when students can relate subject matter to their everyday contexts. According to Bissessar et al. (2014), contextual learning helps students connect new knowledge with existing experiences, making it easier to understand and remember information. Local wisdom, as part of cultural wealth, provides a relevant context for student learning. For example, through folklore, traditions, and local cultural practices, students can learn about moral values, ethics, and cultural identity. Thus, the integration of local wisdom into elementary education not only enriches instructional materials but also shapes students' character and identity.

Multiculturalism theory also underscores the importance of appreciating and integrating diverse cultures in education. Multicultural-based education aims to create an inclusive learning environment that values cultural diversity. According to Morgan et al. (2007), multicultural education helps students understand and appreciate cultural differences while developing attitudes

of tolerance and mutual respect. Local wisdom, as part of a region's cultural wealth, must be integrated into the curriculum to enhance understanding of cultural identity and societal values. Thus, students not only learn about their own culture but also appreciate other cultures, thereby strengthening national unity.

Research on visitor satisfaction factors at intangible cultural heritage museums in China provides a relevant theoretical foundation for developing local wisdom-based learning models in elementary schools. Findings on the importance of service management, adequate facilities, and an engaging learning atmosphere can be adapted to design more meaningful cultural learning experiences for students. Meanwhile, the emphasis on the cognitive value of museum exhibition content aligns with contextual learning approaches that combine local wisdom knowledge with interactive activities and enjoyable learning environments to enhance student engagement and deep understanding of cultural heritage (Zhou & Ramli, 2025).

From a legal perspective, several regulations support the integration of local wisdom into education. Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional (Kemendikbud, 2003) on the National Education System emphasizes that national education aims to develop students' potential to love their homeland and have a sense of nationalism. This aligns with efforts to preserve local wisdom. In this context, education that integrates local wisdom can help students understand and appreciate their own culture while fostering a love of their homeland. Additionally, Kemendikbud (2013) emphasizes the importance of character development and cultural values in education, which can be achieved through the integration of local wisdom. Thus, these regulations provide a strong legal foundation for schools to integrate local wisdom into the curriculum.

Cultural advancement also regulates the protection and promotion of culture, including local wisdom, which must be taught to the younger generation (DPR RI, 2017). This law emphasizes that local wisdom is part of the cultural heritage that must be preserved and passed on to future generations. In the context of education, schools have a responsibility to teach students the values of local wisdom so that they can understand and appreciate their own culture. With this regulation in place, it is hoped that schools can be more active in integrating local wisdom into the learning process.

However, in practice, various issues hinder the implementation of local wisdom in elementary education. One of the main problems is teachers' limited understanding of the importance of local wisdom and of how to integrate it into instruction. Many teachers have not received adequate training on local wisdom, making it difficult for them to teach this material to students. According to research conducted by Supriyadi (2020), many teachers feel insecure about teaching local wisdom due to a lack of understanding and available resources. This indicates the need for teacher capacity building through training and workshops focused on integrating local wisdom into instruction.

Additionally, the limited resources available through local wisdom complicate teachers' efforts to implement contextual learning. Many schools lack teaching materials or learning media that accommodate local cultural aspects, making it difficult for teachers to present the material in an engaging and relevant manner. Research conducted by Rahmawati & Zidin (2019), indicates that the lack of access to local wisdom-based learning resources is one obstacle to implementing local wisdom in education. Therefore, it is essential for the government and educational institutions to provide adequate resources to enable teachers to teach local wisdom more effectively.

The existing elementary education curriculum also does not fully support the integration of local wisdom, resulting in the overlooking of many local values. Although there have been some efforts to include local wisdom in the curriculum, its implementation is often inconsistent and poorly planned. This results in many schools not systematically teaching local wisdom. According to research conducted by Hidayati Azkiya et al. (2022), many schools still prioritize academic subjects and neglect local values that should be taught. Therefore, there is a need to revise and develop a more inclusive curriculum that integrates local wisdom as an integral part of education.

On the other hand, students may be less interested in material that is considered outdated



or irrelevant to modern life. In an era of globalization and rapid technological advancement, students tend to be more interested in modern technologies. Therefore, an appropriate approach is needed to attract interest in local wisdom. Research conducted by [Oktaviyanti et al. \(2020\)](#), indicates that students are more interested in learning that utilizes technology and interactive media. By leveraging technology in teaching local wisdom, it is hoped that students will be more engaged and involved in the learning process.

The learning process can be made more engaging and effective by using interactive media, such as flipbooks, which can enhance student engagement and support understanding of cultural and environmental concepts. By integrating local wisdom, students not only learn academic material but also develop critical thinking skills essential for analysis and problem-solving. Research findings by [Supriatna \(2025\)](#) affirm that flipbooks are an effective strategy to improve the quality of Social Studies (IPS) learning and encourage students to be more active in exploring knowledge. Additionally, research by [Yufiarti et al. \(2018\)](#) emphasizes the importance of adapting the curriculum to reflect local cultural values and practices, enabling students to better understand and appreciate their environment. By prioritizing local wisdom, this curriculum model aims to enhance students' environmental awareness and social responsibility, encouraging them to contribute to environmental preservation. Both studies indicate that a local wisdom-based approach to learning can strengthen environmental education and create a generation more concerned about environmental issues.

This research aims to raise awareness among educators and stakeholders of the importance of local wisdom in elementary education. This study also aims to develop an effective learning model that integrates local wisdom and is applicable in schools. With the implementation of an innovative learning model, teachers are expected to find it easier to teach students about local wisdom. Furthermore, the policy recommendations generated from this research are expected to encourage policymakers to systematically incorporate local wisdom into the elementary education curriculum. Thus, integrating local wisdom into education is expected to contribute to the preservation of culture and national identity among the younger generation.

In conclusion, the integration of local wisdom into elementary education is an important step in preserving culture and shaping students' character. By understanding the theoretical foundations underlying it and supporting it with existing regulations, it is hoped that local wisdom can be effectively integrated into the learning process. Despite various challenges in the field, this research aims to provide constructive solutions and recommendations to enhance the application of local wisdom in elementary education. Thus, the younger generation can grow into individuals who are not only academically intelligent but also possess a strong cultural identity and love for their homeland.

This research aims to examine how local wisdom is integrated into elementary school curricula and instructional practices. By understanding how local wisdom is applied in education, it is hoped that more effective strategies can be found to integrate local cultural values into the learning process ([Widiya & Radia, 2023](#)). Additionally, this study aims to identify the challenges faced in implementing local wisdom in elementary education and provide recommendations for developing educational policies that are more responsive to local cultural contexts ([Kurniawan, 2021](#)).

The benefits of this research are significant for both educational policy development and practical learning in the field. First, this research is expected to contribute to the discourse on pedagogy relevant to culture, thereby increasing awareness of the importance of local wisdom in education ([Boripis et al., 2024](#)). Second, the results of this research can serve as a basis for developing improved educational policies and curricula that preserve traditional knowledge within formal education ([Wahyudi et al., 2025](#)). Third, this research can also provide insights for teachers and educators on effective ways to integrate local wisdom into learning, thereby enhancing students' learning experiences ([Patras et al., 2025](#)).

Local wisdom is an important cultural resource in building education that is responsive to social and cultural contexts. In an era of rapid globalization, where local cultural values are often threatened by modernization, it is essential for the education system to integrate local wisdom



into the curriculum and learning practices. Education that prioritizes local wisdom not only preserves culture but also strengthens students' identities as members of a society rich in traditions and local values (Rahayu et al., 2022). Therefore, this research aims to examine traces of local wisdom embedded in the curriculum and learning practices in elementary schools.

RESEARCH METHODS

The research method used in this study is qualitative with an ethnographic approach, designed to provide an in-depth understanding of the implementation of local wisdom in the learning process. The ethnographic approach is used to investigate the social and cultural contexts in which learning occurs, revealing how local wisdom, values, and practices are integrated into education. With a focus on individual experiences and perspectives, this research aims to examine more deeply the meanings of interactions among students, teachers, and the learning environment.

Data in this study were collected through several methods, including in-depth interviews with teachers and students. These interviews provide valuable insights into teachers' and students' views and experiences regarding the integration of local wisdom into learning. Through open-ended questions, the researcher can explore how teachers understand the importance of local wisdom and the challenges they face in its implementation. The information obtained from interviews with teachers and students provides a foundation for understanding the attitudes and strategies teachers use when teaching materials related to local wisdom.

In addition to interviews, classroom observations were also conducted to directly see how local wisdom is applied in learning practices. These observations enable the researcher to document interactions between teachers and students and the teaching methods used in real contexts. Furthermore, document analysis of the curriculum helps the researcher understand how local wisdom is accommodated within broader educational policies. By combining these three methods, this study can provide a comprehensive picture of how local wisdom is integrated into the learning process and its impact on students. Thus, the validity of the data used in this study is ensured through triangulation techniques, which involve validating the data collection methods of interviews, observations, and documentation.

Data analysis involved reducing and organizing data and drawing conclusions. First, data reduction is the process of filtering and sorting information obtained from interviews, observations, and documents, where the researcher identifies relevant and significant information while eliminating unnecessary data to focus on key themes. Second, data organization involves categorizing the reduced information into identified categories or themes, thereby enabling the researcher to discern relationships among data elements. Finally, drawing conclusions is the stage at which the researcher analyzes the collected data and formulates the study's main findings, evaluates emerging themes, and considers the implications of these findings for educational practices. By following these steps, qualitative data analysis can be conducted systematically, resulting in a deep understanding of local wisdom in the learning process in elementary schools conducted in Brebes Regency, Central Java.

RESULTS AND DISCUSSION

The study's results indicate that local wisdom is increasingly integrated into various aspects of school learning, particularly in the teaching of the arts, language, and moral values derived from local traditions. The use of local wisdom aims not only to enrich students' learning experiences but also to strengthen cultural identity as part of efforts to preserve the nation's cultural heritage. For example, the introduction of folklore in learning serves as an effective educational medium for instilling local moral and ethical values (Lailiyyah & Sanjoto, 2021). Through these stories, students not only learn about the past but also understand messages that are relevant to their lives.

Character education grounded in local wisdom plays an important role in developing students' potential to become faithful, responsible, and accountable citizens. In the context of fourth-grade Social Studies (IPS) learning, integrating local wisdom, particularly regarding the preservation of coastal ecosystems, can enhance students' environmental awareness and develop



social skills (Damopolii et al., 2024).

Interviews with teachers and students about the introduction of folklore in the curriculum indicate that this method is highly effective in instilling moral and ethical values in students. Elementary school teachers explain that the folklore taught in class not only serves as entertainment but also as a vehicle for teaching valuable lessons about honesty, hard work, and respect for parents. Teachers report that students often actively engage in discussions after listening to the stories, during which they share their views and personal experiences relevant to the story's theme. Meanwhile, fourth-grade students report enjoying the folklore taught, such as "Malin Kundang," because the story emphasizes the importance of respecting parents. They feel inspired to behave well and strive hard in their studies. From these interviews, it is evident that the introduction of folklore not only enriches students' learning experiences but also contributes to character formation and cultural identity, in line with the goals of preserving the nation's cultural heritage.

In addition to its linguistic and moral dimensions, local wisdom also serves as a source of inspiration in art education. Students are encouraged to create artworks that highlight local culture, such as batik motifs and the introduction of traditional houses (see Figure 1). This not only enhances creativity but also helps build pride in their local culture. Such activities serve as a bridge between formal education and sustainable cultural preservation. Students' active involvement in producing traditional art provides meaningful, hands-on experiences that reinforce cultural recognition through creative practices.



Figure 1. Student Artwork on Traditional Houses

In the language aspect, the integration of local wisdom takes the form of teaching local languages and understanding local idioms and expressions. The use of local languages facilitates more personal and contextual communication, deepening students' understanding of the cultural values embedded therein. A study by Maharani et al. (2024) reveals that mastery of local languages enhances students' self-confidence and helps preserve local languages and cultures that are at risk of extinction.

Education about Indonesia's cultural wealth in elementary schools, especially for fourth-grade students, is crucial for them to appreciate the heritage of their ancestors and national identity (Nurpratiwiningsih et al., 2023). Through relevant practical activities, students are encouraged to engage actively in cultural learning, which in turn helps them understand the role of culture in everyday life and develop a character that values diversity. One method that shows great potential for increasing students' interest and understanding is the Sido Nembang learning method, which is grounded in local wisdom in IPS education. Wardatussa'idah et al. (2016) note that this method not only enriches students' learning experiences but also helps preserve local cultural values. By integrating cultural learning through enjoyable methods such as play and singing, students can more easily understand the concepts being taught and feel a closer connection to their culture.

The implementation of Islamic values in local wisdom-based learning at Antawirya Elementary School, which integrates Javanese culture into the curriculum, also contributes

positively. The "*dolananku*" program, which teaches traditional games, is not only fun but also educational, thereby enhancing students' understanding of Indonesia's cultural wealth (Najiyah et al., 2024). This approach aligns with the goal of integrating learning about local cultural values, allowing students to learn while playing. Local wisdom guides behavior and social interactions, helping students understand their cultural identity (Annisabrina et al., 2023).

However, there are various real challenges in integrating local wisdom into formal education processes. One of the major challenges is the lack of adequate teacher training. Many teachers still feel they lack the knowledge and skills to teach local wisdom effectively, resulting in suboptimal classroom implementation. This condition requires structured training and mentoring programs so that teachers are competently prepared to meet the demands of local wisdom-based learning.

Resource limitations also pose a significant barrier. Teaching materials that incorporate local wisdom remain scarce, as do adequate learning media to support teaching and learning. Wang (2021) explains in his research that the limited facilities and learning media hinder the application of innovative methods, including local wisdom-based learning. This limitation affects the quality of students' learning experiences and diminishes their interest.

Interviews with teachers and students regarding the application of local wisdom-based learning methods in the classroom reveal significant challenges faced in the teaching and learning process. Elementary school teachers report that resource constraints, such as the availability of teaching materials that incorporate local wisdom and adequate learning media, are the primary obstacles to implementing innovative methods. Teachers explain that although there is a desire to integrate local wisdom into instruction, limited access to relevant resources impedes the creation of engaging and meaningful learning experiences for students. On the other hand, fourth-grade students report feeling less engaged when the material taught is not supported by engaging media. Students add that when learning relies solely on textbooks, their interest in local wisdom material decreases (see Figure 2). From these interviews, it is evident that resource limitations not only affect the quality of students' learning experiences but also can reduce motivation and interest in studying the rich local culture.

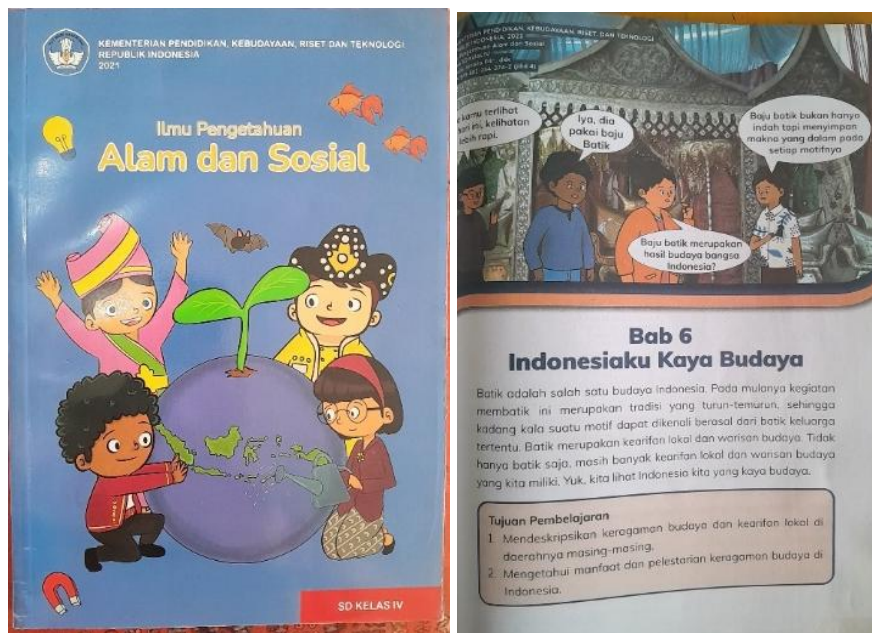


Figure 2. Textbook for Grade IV Elementary School

Additionally, the learning approach that is still dominated by lecture methods reduces students' active involvement in the classroom. This condition may reduce learning engagement and hinder the development of social skills, which are crucial in elementary education. Passive learning activities can limit students' opportunities to communicate, collaborate, and empathize with others, necessitating a shift to more interactive and contextual approaches.

Inquiry-based learning models offer a solution to these problems. Through inquiry-based learning, students are encouraged to actively seek information, discuss, and collaborate in groups, thereby developing social skills and deepening their understanding of local mangrove wisdom. [Heick \(2017\)](#) explains that inquiry methods not only enhance students' conceptual understanding but also foster social skills such as collaboration and effective communication.

The social learning approach was developed by [Bandura \(2020\)](#) is also relevant, in which teachers serve as role models for developing students' social skills through positive reinforcement and behavioral modeling. Providing appropriate rewards and consequences can enhance students' motivation and self-confidence to actively participate in classroom social interactions. High self-efficacy is key for students in developing effective social skills.

In Brebes Regency, the development of local wisdom-based learning models is not free from challenges that could threaten the region's sustainability. Rapid development across various sectors has increased land conversion. Therefore, intensive educational efforts are needed to raise awareness among the younger generation of their potential role as agents of environmental preservation.

Ecotourism has proven to be a successful example of applying local wisdom to educate and raise community awareness about the importance of environmental conservation ([Khusniyah & Hakim, 2019](#)). Ecotourism not only provides economic benefits but also serves as an effective learning medium through which students can directly understand the conditions and functions of ecosystems. According to ([Bramwell & Lane, 2019](#)), ecotourism activities can also encourage students' social skills through collaborative experiences and social interactions in real environments.

Similarly, research on the Batik Pesindon Tourism Village ([Kusumawati et al., 2022](#)) shows that local wisdom, such as batik, can serve as an important trace integrated into elementary education to instill cultural values, develop character, and enhance cultural literacy among students through contextual learning. The decline of mangroves and increased abrasion in Semarang, as highlighted in the literature, underscores the urgency of integrating local wisdom into coastal environmental management into elementary education. This aims to ensure that students understand the importance of mangrove ecosystems and are motivated to preserve traditional practices for environmental sustainability ([Sidiq et al., 2025](#)).

Based on various studies, integrating local wisdom into IPS learning across diverse learning models is expected to foster students' social attitudes that are more environmentally and culturally conscious. Emphasizing active and contextual learning will help students develop skills such as collaboration, communication, and critical thinking, which are essential in the modern era ([Fatonah et al., 2021](#)). This research aims to describe local wisdom learning in Brebes Regency as an effort to realize more meaningful and beneficial education.

However, this study also identifies several challenges faced in integrating local wisdom into elementary education. One of the main challenges is the lack of teacher training in effectively implementing local wisdom. Additionally, limited supporting resources pose obstacles to implementing local wisdom-based learning. Therefore, this study emphasizes the importance of developing more deliberate pedagogical strategies that leverage local wisdom as a foundation for holistic education. Thus, education should not only focus on academic achievement but also on the development of students' character and social skills.

CONCLUSIONS AND SUGGESTIONS

The findings of this study confirm that integrating local wisdom into elementary education is a strategic approach to strengthening students' cultural identity, character development, and meaningful learning amid globalization. As proposed in the introduction, local wisdom functions as a contextual bridge between academic knowledge and students' lived experiences, and this has been realized through the use of folklore, local arts, language, environmental values, and community traditions in classroom learning. The results demonstrate that local wisdom-based learning enhances students' cognitive, social, and moral development while supporting constructivist, contextual, and multicultural learning theories. By grounding education in local



cultural contexts, schools contribute not only to academic achievement but also to the preservation of cultural heritage and the formation of socially responsible citizens.

Despite these positive outcomes, the study identifies several challenges, including limited teacher training, insufficient learning resources, curriculum constraints, and the dominance of teacher-centered approaches. Therefore, it is recommended that policymakers and educational institutions strengthen teacher professional development, provide adequate local wisdom-based learning materials, and revise curricula to more systematically accommodate local cultural values. Future research should explore the long-term impact of local wisdom-based learning across diverse regions and investigate innovative, technology-supported models to further enhance culturally responsive and sustainable elementary education.

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