

INTEGRATION OF LOCAL WISDOM IN ENDE LIO IKAT WEAVING INTO CREATIVE ECONOMICS LEARNING MEDIA

Stefanus H. Gusti Ma^{1*}, Ana Maria Gadi Djou², Marsel Nande³,
Helena Rosalia Parera⁴, Sayful Amrin⁵

^{1,5}Management Study Program, Faculty of Economics & Business, Flores University, Ende-NTT, Indonesia

²Law Study Program, Faculty of Law & Social Humanities, Flores University, Ende-NTT Indonesia

^{3,4}Economic Education Study Program, Faculty of Teacher Training and Education, Flores University, Ende-NTT, Indonesia

*Corresponding author, email: ephentino@gmail.com

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Abstract. Ende Lio ikat weaving is a cultural heritage of East Nusa Tenggara that is rich in philosophical values and creative economic potential. Yet, the younger generation's knowledge of this local wisdom is increasingly fading. This activity aims to integrate the local wisdom of Ende Lio ikat weaving into creative economy learning media at Tri Dharma Ende Junior High School, thereby enhancing students' understanding of creative economic potential based on local culture, while preserving the ikat weaving cultural heritage that serves as the identity of the Ende community in East Nusa Tenggara. The implementation methods include: 1) Field observation, conducted to carry out initial coordination with Tri Dharma Private Junior High School to discuss the technical implementation of the activity. 2) Development of learning media on ikat weaving economic activities covering production, distribution, and consumption. 3) Classroom implementation, which involves conducting lessons in grade VII using the prepared media. Through a contextual learning approach, students are introduced to local wisdom values, the production process, and strategies for developing ikat weaving products as creative economy commodities. The results of the activity demonstrate an increase in students' understanding of the cultural values of Ende Lio ikat weaving and broaden their entrepreneurial insights based on local potential that can be applied in the future.

Keywords: creative economy, learning media, local wisdom

Abstrak. Tenun ikat Ende Lio merupakan warisan budaya Nusa Tenggara Timur yang sarat nilai filosofis dan potensi ekonomi kreatif, namun pengetahuan generasi muda terhadap kearifan lokal ini semakin memudar. Kegiatan ini bertujuan untuk mengintegrasikan kearifan lokal tenun ikat Ende Lio ke dalam media pembelajaran ekonomi kreatif di SMP Tri Dharma Ende sehingga dapat meningkatkan pemahaman siswa tentang potensi ekonomi kreatif berbasis budaya lokal, sekaligus melestarikan warisan budaya tenun ikat yang menjadi identitas Masyarakat Ende, Nusa Tenggara Timur. Metode Pelaksanaan meliputi 1) Observasi lapangan, dilakukan untuk melakukan koordinasi awal dengan pihak SMP Swasta Tri Dharma untuk membahas teknis pelaksanaan kegiatan. 2) Pembuatan media pembelajaran kegiatan ekonomi tenun ikat dari produksi, distribusi, dan konsumsi. 3) Implementasi di kelas yakni melaksanakan pembelajaran di kelas VII dengan menggunakan media yang telah disiapkan. Melalui pendekatan pembelajaran kontekstual, siswa diajak mengenal nilai-nilai kearifan lokal, proses produksi, hingga strategi pengembangan produk tenun ikat sebagai komoditas ekonomi kreatif. Hasil kegiatan menunjukkan peningkatan pemahaman siswa terhadap nilai budaya tenun ikat Ende Lio serta membuka wawasan kewirausahaan berbasis potensi lokal yang dapat diterapkan di masa yang akan datang.

Kata Kunci: ekonomi kreatif, kearifan lokal, media pembelajaran

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INTRODUCTION

Indonesia has an extraordinary cultural wealth, including various craft traditions that have been passed down from generation to generation (Asfina & Ovilia, 2016). One cultural heritage that has high historical, philosophical, and economic value is ikat weaving, especially Ende Lio ikat weaving from Ende Regency, East Nusa Tenggara. Ende Lio ikat weaving is not just a traditional fabric, but a representation of the cultural identity of the Ende people, imbued with local wisdom, life philosophy, and symbols that reflect harmony between nature and the Creator (Rodliyah, 2024).

However, amid the rapid pace of globalization and modernization, Ende Lio ikat weaving faces serious challenges. The younger generation, especially junior high school students, tend to be unfamiliar with and lack understanding of the meaning and value of their own traditional ikat weaving (Chantamool et al., 2024). This phenomenon is exacerbated by the school learning system, which has not optimally integrated local wisdom into the curriculum, especially in the context of the creative economy (Agus et al., 2021). In fact, Ende Lio ikat weaving has great potential to be developed as a creative economy product that not only preserves culture but also opens economic opportunities for the local community.

Tri Dharma Junior High School Ende, as one of the educational institutions in Ende Regency, faces concrete problems related to the lack of learning media that integrates the local wisdom of ikat weaving into creative economic materials. Teachers find it difficult to connect abstract, creative economic concepts with real contexts that are close to students' lives. As a result, creative economy learning becomes less contextual, uninteresting, and fails to foster students' appreciation of the economic potential of local culture (Comunian et al., 2015). This condition causes students to not understand how local wisdom, such as ikat weaving, can be a source of innovation and added value in the modern creative industry.

The gap between the potential of Ende Lio ikat weaving local wisdom and the reality of learning in schools and the economic conditions of the community inspired the implementation of this community service activity. A systematic educational approach is needed to integrate the local wisdom of Ende Lio Ikat weaving into innovative, contextual creative economy learning media that can foster students' awareness and competence in developing a creative economy based on local culture (Tuthaes et al., 2024). This activity aims to develop creative economy learning media that comprehensively and contextually integrate the local wisdom of Ende Lio ikat weaving for students at Tri Dharma Ende Junior High School and to increase students' understanding and appreciation of the values of local wisdom, philosophy, and creative economic potential contained in Ende Lio ikat weaving (Widyaswari et al., 2025).

Local wisdom is knowledge, values, and practices that have developed within communities based on long experience and harmony with the natural and socio-cultural environment (Ufie et al., 2021). According to research by Sedyawati (2006), local wisdom is not only a legacy of the past that must be preserved, but also a source of innovation and creativity that can drive sustainable economic development. In the context of the creative economy, local wisdom becomes cultural capital that can be transformed into high-value-added products and services. Research by Howkins (2001) in his book "The Creative Economy" explains that the creative economy is an economy based on creativity, skills, and individual talents that have the potential to create prosperity through the exploitation of intellectual property. In the Indonesian context, the Indonesian Ministry of Trade (2008) defines information and creativity as using ideas and knowledge from human resources as the main factors of production.

Ikat weaving is one of Indonesia's traditional crafts that has unique techniques and a variety of motifs that are rich in philosophical meaning. Research by Ramdhani and Ridwan (2019) reveals that ikat weaving in East Nusa Tenggara, including Ende Lio, has unique characteristics that distinguish it from weaving in other regions, both in terms of weaving techniques, natural dyeing, and motifs that reflect the cosmology and belief systems of the local community. From a creative economic perspective, ikat weaving has great potential to be developed into high-value fashion products, accessories, and interior decorations (Bose, 2024). A study conducted shows that design innovation and appropriate marketing strategies can increase the competitiveness of traditional woven products in national and international markets (Sudirjo, 2023). However, this development requires a deep understanding of the cultural values contained in the weaving so that it does not lose its authenticity and philosophical meaning (Parameswara et al., 2023).

The importance of integrating local wisdom into learning has been widely studied in various educational research. According to Mulyana (2024), learning based on local wisdom can increase the relevance of education to the context of students' lives, strengthen cultural identity, and develop students' character rooted in the noble values of the nation. Learning that integrates local wisdom has also been proven to be more effective in increasing student

motivation and learning outcomes because the material studied is close to their daily life experiences (Salmia & Bancong, 2024). In the context of creative economic learning, research by Susanti (2025) shows that learning media that integrate local cultural products can improve students' understanding of creative economic concepts while fostering a culture-based entrepreneurial spirit. This approach is in line with the contextual education paradigm, which emphasizes the importance of connecting learning materials to real-world situations and encouraging students to make connections between their knowledge and its application in everyday life (Johnson, 2002).

Learning media are tools used to convey messages or information from teachers to students in the learning process. According to Arsyad (2014), effective learning media must meet the following criteria: (1) be in line with learning objectives, (2) be practical and flexible, (3) be able to accommodate differences in student learning styles, and (4) be able to increase student motivation and active participation. In the digital age, learning media can be developed in various forms, ranging from visual media, audio-visual media, interactive multimedia, to mobile application-based learning. Research by Susilana & Riyana (2017) shows that learning media that integrate local content with an interactive multimedia approach have proven to be more effective in improving students' conceptual understanding and critical thinking skills compared to conventional learning. In the context of the creative economy, learning media needs to be designed in such a way that it not only conveys information but also develops students' creativity, innovative thinking skills, and entrepreneurial spirit (Malaikosa et al., 2022).

Based on the above description, the integration of Ende Lio ikat weaving local wisdom into creative economy learning media at Tri Dharma Ende Junior High School has a strong theoretical and empirical foundation. This community service activity is expected to make a real contribution in bridging the gap between local wisdom, creative economic learning, and the development of culture-based economic potential in the Ende community.

METHOD

This community service activity was conducted at Tri Dharma Ende Private Junior High School, situated in Ende Tengah Subdistrict, Ende Regency. The primary target of the program was seventh-grade students, as at this level, students are in the early stages of developing a conceptual understanding of economic activities and their relationship with the local socio-cultural environment. Methodologically, the implementation of the activity was designed in several systematic stages.

First, field observations were conducted to obtain a comprehensive picture of the learning conditions, the availability of supporting facilities, and the characteristics of the students. These observations were also accompanied by an initial coordination process with the school, particularly the principal and subject teachers, to agree on the technical implementation, activity schedule, and the roles of each party (Mulyaningsih et al., 2022). This stage is important to ensure that the program implemented is relevant to the school's needs and can run effectively (Liu et al., 2023).

Second, the team compiled and developed context-based learning media, namely the economic activity of ikat weaving. This media is designed to systematically describe the production, distribution, and consumption processes of ikat weaving as one of the region's distinctive economic activities (Chantamool, et al., 2024). The development of the media is carried out by considering pedagogical principles, such as material integration, ease of understanding, and meaningfulness for students, so that it is expected to increase engagement and motivation to learn (Chisunum & Nwadiokwu, 2024).

Third, the implementation stage is carried out through learning activities in grade VII using the prepared media. At this stage, teachers and the community service team facilitate interactive learning processes, encouraging students to discuss, ask questions, and relate the material to their real-life experiences (Hsbollah & Hassan, 2022). Through this approach, it is

hoped that students will not only understand economic concepts theoretically but also be able to relate them to everyday practices (Björklund et al., 2022).

Overall, this series of implementation methods is designed to support the achievement of learning objectives while strengthening the role of schools as vehicles for building economic literacy based on local wisdom (Wahyuni et al., 2024).

RESULTS AND DISCUSSION

This learning media for ikat weaving economic activities was created to convey messages or information from teachers to students in the learning process. According to Arsyad (2014), effective learning media must meet the following criteria: (1) in line with learning objectives, (2) practical and flexible, (3) able to accommodate differences in student learning styles, and (4) able to increase student motivation and active participation.

Stage 1. Field Observation

Initial coordination with the principal and social studies teachers at Tri Dharma Private Junior High School went well. The school enthusiastically welcomed the plan for local wisdom-based learning activities on ikat weaving. Technical agreements on implementation included the activity schedule, target class (7th grade), and facilities to be used. After coordination, the learning conditions were identified. Observations showed that social studies learning, especially economic activities, was still conventional, with a predominance of lecture methods. The learning media used were limited to textbooks and simple pictures (Russell III, 2010). Students lacked a learning context that was close to their daily lives, especially local wisdom such as ikat weaving. Based on the results of these observations, the next stage was to create learning media for ikat weaving economic activities (Sogen et al., 2024).



Figure 1. Field Observation

Stage 2. Creation of Ikat Weaving Economic Learning Media

At this stage, the team designed and developed instructional media centered on ikat-weaving economic activities. The development process was guided by principles of contextual and learner-centered pedagogy, ensuring that the materials were not only informative but also relevant to students' socio-cultural environment (Bishri, 2023). The learning media were structured to cover three core components of economic activity: production, distribution, and consumption (Ediyani et al., 2020).

First, the production media illustrated the entire ikat-weaving production cycle. The content depicted sequential stages beginning with the preparation of raw materials such as yarn and natural dyes, followed by spinning, motif tying, dyeing, drying, and the final weaving process

(Achaw & Danso-Boateng, 2021). Visual representations and step-by-step explanations were incorporated to help students comprehend the complexity of artisans' work and the time investment required to produce a single woven piece (Wood et al., 2009). This component was intended to foster appreciation of local craftsmanship while strengthening students' conceptual understanding of production activities (Anand & Bhasin, 2024).

Second, the *distribution media* explained the pathways through which ikat weaving products reach consumers. A distribution flow chart was developed to differentiate between direct channels (craftsmen → consumers) and indirect channels (craftsmen → traders → collectors → retailers → consumers) (Tamilia, 2016). Real examples were provided, including traditional markets, craft shops, and online platforms, to demonstrate how contemporary market systems integrate both conventional and digital modes of trade (Song et al., 2022). Through this material, students were encouraged to analyze the roles of different intermediaries and the implications of distribution choices for pricing and market reach (Spulber, 1996).

Third, the *consumption media* described the diverse functions of ikat weaving within community life ranging from traditional ceremonies and daily clothing to souvenirs and investment assets (Chantamool, et al., 2024). This section was complemented with brief data on consumer behavior, including motivations for purchasing, perceived product value, and factors influencing decision-making such as price, quality, cultural meaning, and authenticity (Li et al., 2023). By engaging with these materials, students were expected to develop a more holistic understanding of economic cycles and to recognize how cultural products operate within broader market dynamics (Storr, 2013).



Figure 2. Media design process



Figure 3. Learning media results

Overall, the integration of these three components aimed to produce learning media that are comprehensive, visually engaging, and contextually grounded, thereby supporting students' ability to connect economic theory with real-world practices embedded in local cultural heritage (Zhang et al., 2025).

Stage 3. Implementation in the Classroom

The learning implementation was conducted in Grade 7 using the instructional media that had been developed.

The learning process was organized into two meetings, each consisting of two 40-minute sessions. The first meeting focused on introducing the basic concepts of economic activities and explaining the stages of the ikat weaving production process. The second meeting emphasized the distribution and consumption aspects of ikat weaving, so that students were able to understand the complete economic cycle from production to the end-users. Throughout both meetings, various learning methods were applied, including interactive lectures, group discussions, and structured assignments, to encourage active participation and deepen students' conceptual understanding (Chi, 2009).

Student responses indicated a high level of enthusiasm during the learning activities. When the ikat-weaving learning media were presented, students showed focused attention, demonstrated curiosity, and asked several critical questions. Several students expressed that they had previously been unaware of the length and complexity of the weaving process, despite ikat weaving being a cultural product closely embedded in their daily lives (Chantamool et al., 2024). This finding suggests that contextualized learning media can help students recognize the economic value of local cultural heritage while simultaneously strengthening their learning motivation (Wijayanti et al., 2025).

Group learning activities were carried out through collaborative discussions. Each group was assigned a specific analytical task, such as identifying economic actors involved in ikat-weaving activities (producers, distributors, and consumers), examining key stages in the production process, or designing a simple distribution strategy for ikat products. The outcomes of these discussions were then presented in front of the class, with the teacher acting as facilitator to provide guidance, clarification, and reinforcement of key concepts (Zhang et al., 2011). Through this process, students not only developed their understanding of economic activities but also practiced communication, critical thinking, and teamwork skills that are essential for 21st-century learning (Thornhill-Miller et al., 2023).



Figure 4. Learning process

The use of ikat weaving as a context for learning economic activities has proven effective in improving students' understanding. Learning media that highlights local wisdom offers several advantages, namely, 1) it is contextual and relevant, allowing students to easily connect the learning material with their real lives. Ikat weaving is not just a theoretical example, but a

cultural product that they can encounter in their daily lives. This type of contextual learning helps students build a more meaningful understanding. 2) It builds cultural awareness. Through this learning, students not only understand economic concepts but also develop an appreciation for the local wisdom of their region. Students come to better appreciate the lengthy process and cultural value contained in ikat weaving (Sogen et al., 2024).

The effectiveness of classroom learning implementation showed positive results, marked by an increase in conceptual understanding. The results showed that most students were able to understand and explain the concepts of production, distribution, and consumption well. Learning became more concrete because students could see abstract concepts through real examples (Moreno et al., 2011). The high enthusiasm of students during learning showed that the media used was able to attract students' attention and motivation to learn (Liew et al., 2017). The active involvement of students in group discussions also shows that they are not only passive recipients of information but also active learners. Through discussion and analysis activities, students are trained to think critically in identifying economic actors, analyzing production processes, and designing distribution strategies (Kulalaieva et al., 2024). These skills are important in learning social studies, which requires not only memorization but also the ability to analyze socio-economic phenomena.

CONCLUSION

This community service activity has achieved its expected goal of improving the quality of Integrated Social Studies learning through the development and implementation of learning media based on local wisdom in ikat weaving. This activity proves that integrating local wisdom into learning can be an effective strategy for creating meaningful, contextual learning while preserving regional cultural values. To ensure the sustainability and development of the program after the community service activity is complete, several targeted and sustainable follow-up steps are needed. These follow-up actions focus on further training for teachers so they can develop and use similar media for other learning activities, developing learning media based on local wisdom for other Integrated Social Studies materials, facilitating field trips for students to ikat weaving production centers, and conducting long-term monitoring and evaluation of the use of this learning media.

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