

LOCAL WISDOM INTEGRATION IN LEARNING IMPLEMENTATION IN ELEMENTARY SCHOOL

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Abstract

Today, the rapid development of technology and information, as well as in the agenda of welcoming society 5.0 that is in sight, positions education at the basic level to be more concerned with cultural values that are the identity of the Indonesian nation. The problem found is that cultural values have begun to fade due to the development of the times. The integration of local wisdom values in school learning should be used as sustainable development goals by many parties. The purpose of this study is to describe how local wisdom which is the identity and identity of the nation is integrated in learning in elementary schools. This research uses a qualitative approach with a literature study method of data collection techniques to explore several reputable articles related to the research. The results of this study illustrate the many ways that schools integrate local wisdom including adjustments to strengthen character education, school literacy activities, and classroom learning. Of course, the implementation of local wisdom must be strengthened by the role of teachers, the role of schools and also the role of parents who are in direct contact with students.

Keywords: Local Wisdom; Integration; Learning; Primary School.

Abstrak

Dewasa ini perkembangan teknologi dan informasi yang pesat, serta dalam agenda menyongsong society 5.0 yang sudah di depan mata memosisikan pendidikan pada tingkat dasar untuk lebih peduli dengan nilai-nilai kebudayaan yang menjadi jati diri bangsa Indonesia. Permasalahan yang ditemukan bahwa nilai-nilai kebudayaan yang sudah mulai luntur akibat perkembangan zaman. Pengintegrasian nilai-nilai kearifan lokal dalam pembelajaran di sekolah harus dijadikan sebagai tujuan pengembangan yang berkelanjutan (*sustainable development goals*) oleh banyak pihak. Tujuan penelitian ini ialah untuk mendeskripsikan bagaimana *local wisdom* yang merupakan identitas dan jati diri bangsa diintegrasikan pada pembelajaran di Sekolah Dasar. Penelitian ini menggunakan pendekatan kualitatif dengan metode *studi literatur* teknik pengumpulan data menggali beberapa artikel bereputasi terkait penelitian. Hasil penelitian ini menggambarkan banyak cara yang dilakukan sekolah dalam mengintegrasikan *local wisdom* diantaranya dengan penyesuaian penguatan pendidikan karakter, kegiatan literasi sekolah, serta pembelajaran di kelas. Tentunya implementasi kearifan lokal ini harus diperkuat dengan peran guru, peran sekolah dan juga peran orang tua yang bersentuhan langsung dengan peserta didik.

Kata Kunci: Kearifan Lokal; Integrasi; Pembelajaran; Sekolah Dasar

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Introduction

Globalisation, modernisation and ever-evolving technology mean that elements of a nation's culture and identity are often challenged to remain relevant and sustainable over time. The Indonesian nation has noble cultural values that are colourful in each region, which are united by the value of Pancasila. Indonesia has enough capital to become a developed country, this is evidenced by the abundant natural resources, Indonesia's strategic position, the productive population that is being loved by the Golden Indonesia 2045. In preparing for the

Golden Indonesia 2045, it must be prepared from various fields, one of which is the field of education, which is the basis for the development of human resources (HR). The element that underlies Indonesia's status as a developing country is the result of an imbalance between the progress of the times and the knowledge, understanding and skills of the Indonesian people (civic knowledge).

The rolling era of globalisation makes the world seem borderless. No wonder then that countries can influence each other easily, including in the socio-cultural aspect (Maftuh et al., 2020). Reinforced by the phenomena of behavioural deviations that exist today are quite alarming, such as choosing foreign cultures that are more attractive than local cultures, both in the realm of art, technology, and culinary (Nahak, 2019). The decline in manners, honesty, gotong royong, resulted in many corruptors, thieves, and the community itself did not feel safe in its own space. This is reinforced that Indonesian teenagers are currently influenced by foreign cultures that will damage the identity of the nation's successors (Irmania et al., 2021).

For example, the increasing cases of misuse of technology and information such as buying and selling personal information and data on the internet, spreading hoax news, spreading immoral videos and misuse of technology facilities by Indonesian students to work on exam questions that will take place. This scene is certainly very disturbing, heartbreaking and embarrassing so that if it is not anticipated as early as possible it will result in a loose generation where a nation is inhabited by humans who no longer have self-confidence, pride in their own nation, even very far from religious values which religious values are one of the main foundations contained in the first principle of Pancasila. Explained in previous research that globalisation is not the reason for the destruction of the noble values of Indonesian culture contained in Pancasila, globalisation can be used as a promotional event for the culture of the Indonesian people (Ernawam, 2017).

Efforts can be made to maintain and develop civic culture and values by utilising local wisdom content. Local wisdom emerges from people's daily experiences in interacting with their natural, social and spiritual environment. Local wisdom or local intelligence of a community that originates from the noble values of cultural traditions to regulate the order of community life in order to achieve community progress (Daniah, 2016). Local Wisdom is identified with knowledge, values, traditions and practices that have been passed down from generation to generation in a particular community or culture. Learning about local wisdom in primary schools can help create learners who are more aware of their culture, more connected to their environment, and better prepared to face global challenges with a strong foundation of values and knowledge, so it is not surprising that local wisdom is currently one of the issues raised in education at the primary school level. One way to implement local wisdom is to integrate it into education. Integration of local wisdom can start from learning resources, learning processes, curriculum, to implementation in educational institutions (Indrawan et al., 2020).

Previous research that has been conducted found that strengthening character education through literacy based on local wisdom is contained in the form of folklore products, song art, and religious holidays (Winangun, 2020). In addition, research that has been conducted on the learning model of literacy education based on local wisdom values in primary schools suggests that learning is designed to be collaborated with the literacy learning process in primary schools (Lyesmaya et al., 2020). And it was also found that integrating local wisdom in learning in several ways in schools such as in entrepreneurship learning is in accordance with the characteristics of entrepreneurship, namely: hard work, creativity, independence, and honesty (Komara & Adiraharja, 2020). The difference between this research and other studies

is about how to integrate local wisdom values in learning at school. Researchers try to discuss more deeply how schools and teachers insert local wisdom values both in character strengthening, literacy, and classroom subjects.

At the primary school level, the factors that influence learning are all stakeholders ranging from principals, teachers, staff, committees, students, guardians, and communities. Primary schools should be able to integrate local wisdom values in every aspect such as starting from the school vision and mission, school goals, school programmes, learning activities in the classroom. This is needed as a basis for students to know how the culture that exists in the surrounding environment so that they can love cultural values. From the description above, researchers are interested in conducting research related to the analysis of local wisdom in the application of learning in elementary schools.

Research Methods

This research seeks to know and describe how schools integrate local wisdom in learning at school. In this case, this research uses a qualitative approach. This approach is relevant to the research to be researched because it is holistic and views as part of a whole, not based on variables or hypotheses so that through a qualitative approach carried out to obtain more information about the conditions, situations and events that occur (Moleong, 2014). With descriptive analysis techniques with library research, namely a series of studies related to library data collection methods, or research whose research objects are explored through a variety of library information (books, encyclopedias, scientific journals, newspapers, magazines, and documents) (Arikunto, 2019). The research questions in this study are, how to integrate local wisdom in strengthening character education, how to integrate local wisdom in school literacy activities, and how to integrate local wisdom in classroom subjects.

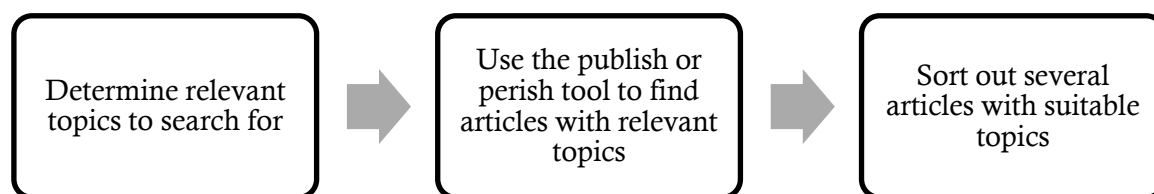


Figure 1. Research flow

The data collection technique described in the figure above, at the initial stage carried out by the researcher is to search for related journals regarding local wisdom values in learning through the help or publish or perish (POP) application, the researcher sorts out the articles that suit the needs, and the researcher gets 10 articles related to the integration of local wisdom in learning. The journals reviewed are presented in the following table:

Table 1. Year of Publication and Title of Article

Researcher Name and Year of Publication	Article Title	Publisher
(Jamaludin, 2022)	Wisdom values approach local in civix education learning as character strengthening	Jurnal of education, humaniora and social sciences mahesainstitute.web.id
(Winangun, 2020)	Strengthening character education through local wisdom-based literacy	Jurnal of religious, information, traveling, culture, and

Researcher Name and Year of Publication	Article Title	Publisher
(Ramdani, 2018)	Contextual learning model based on local wisdom as a strengthening of character education	communication science stahnmpukuturan.ac.id Jurnal of education social sciences Jurnal.unimed.ac.id
(Lyesmaya et al., 2020)	Value-based literacy education local wisdom in primary school	Journal of Physics: Conference Series. IOP Publishing
(Oktavianti et al., 2017)	Initiating studi wisdom local culture in primary schools through the school literacy movement	Proceedings national seminar
(Dermawan et al., 2019)	Primary school science multiliteracy conference based on local wisdom in the era of society 5.0	Prosiding international icee.upi.edu
(Farida Nugrahanian, Ali Imron A, 2020)	The local wisdom based school literacy movement and its contribution to character	Scientific journal of language an literature widyaparwa.kemdikbud.
(Raflesia & Maharani, 2023)	Education influence literacy based culture wisdom local on primary school children's education	Journal of Education and Instruction. ipm2kpe.or.id
(Widialistuti et al., 2023)	Internalisation in the formation of the character through te application of local wisdom values in mathematics learning in elementary school	Journal basicedu Jbasic.org
(Shufa, 2018)	Local wisdom-based learning in primary schools: a conceptual framework	Journal scientific. Jurnal.umk.ac.id

Results and Discussion

In the process of reviewing the literature on integrating local wisdom in school learning, the following data was found:

Table 2. Analysed findings of local wisdom integration in primary school learning

Researcher Name	Findings	Research Conlusion
Jamaludin	<ul style="list-style-type: none"> - Value in learning civic education as grounding the character values of the character building campus - Implementation of civic education learning based on local wisdom with a global outlook that examines national 	in civic learning, character values have been applied in accordance with the commitment of Medan State University in realising the character building university at UNIMED. However, further exploration in the study of local wisdom values as an approach to the content of civic material is still not integrated in detail and in detail included in the content of the content, resulting in

Researcher Name	Findings	Research Conlusion
	character	4 strong foundations of character, namely; olah hati, olah pikir, ilah rasa/karsa and olah raga based on local wisdom or noble intelligence with the concept of understanding knowledge and changing attitudes character. to the value while for of national the level of understanding and attitude contribution that tends not to be optimal is the aspect of strengthening olah rasa/karsa and olah raga.
I Made Ari Winangun	- 15 minute reading activity with books that are closely related to local wisdom	Concrete activities, namely literacy to explore Balinese local wisdom in chat ocal improving character education. One of the efforts implemented is local wisdom-based literacy activities. Through this activity, students are able to understand the message in information so that it becomes a foothold in behaviour towards a positive direction.
Emi Ramdani	- Civic education subject teach character education with a contextual model based on local wisdom to make students experience and apply concepts	Contextual learning model based on local wisdom to help learners understand the values in society through direct observation in the field. Learners will be able to distinguish behaviours that have positive and negative impacts on community life. This learning model has the disadvantage that it takes a long time and the role of the teacher is needed as a supervisor so that the material provided is appropriate.
D Lyesmaya, B Musthafa dan D Sunendar.	- The use of local wisdom value-based literacy education learning model	The designed local wisdom value-based learning model can be collaborated with the literacy learning process in primary schools. The model also promotes a positive classroom climate through dialogue between peers and teachers, develops learner responsibility by performing moral actions and maximises literacy learning opportunities by analogy.
Ika Oktaianti, Eka Zuliana, Yuni Ratnasari	- Literacy holistic effort as lifelong literate learning - Provide school library, reading area, good reading materials - Habituation to reading - Creating a text-rich environment culture	The development of such ethics, the literature used contains local cultural wisdom content. The habit of students reading literacy about local wisdom will affect a person's insight, mentality and behaviour. The hope is that in the future, these learners will become a generation that is able to preserve, develop and utilise the potential of their region and be able to behave in accordance with the wisdom of their local culture.

Researcher Name	Findings	Research Conlusion
Heri Dermawan	<ul style="list-style-type: none"> - Multiliteracy is popular in developing learners language, especially writing. 	<p>Learning media in the era of society 5.0 is a technology-based learning environment, where the learning environment is on social media which is otherwise very well known. The utilisation of social media as a means of learning and guiding learners is a natural step in that direction given that the current generation is very familiar with social media, and even their share of the virtual world is sometimes greater than their share of the real world.</p>
Nugrahani, F, Ali Imron, A.M, Mukti Widayati	<ul style="list-style-type: none"> - GLS activities in kab S responded positively to local wisdom-centred intellectual property - Stakeholder I the local education ecosystem participate and are responsible for the success of the character building GLS programme. 	<p>The character values of nationalism, independence and gotong royong can be instilled in students through the school literacy movement based on local wisdom 'traditional herbal medicine'. Literacy activities are carried out by introducing 'empon-empon' as an ingredient of traditional herbal medicine, and its benefits for health. The hope is that students will be able to understand, appreciate and develop the 'traditional herbal medicine' as a proud cultural heritage of their ancestors, and become a regional branding.</p>
Citra Rafleisa, Tidi Maharani	<ul style="list-style-type: none"> - Cultural literacy is important I maintining and building social relationships - Folklore reading activities, cultural theme art performances 	<p>Cultural literacy based on local wisdom is very influential to be applied to elementary school education as the Love Indonesian Language Movement (GCBI) to foster a love for Indonesian culture and still prioritise Indonesian as the national language. Cultural literacy based on Local wisdom in primary school education needs further research.</p>
Naela Khusna Faela Shufa.	<ul style="list-style-type: none"> - Implementation of thematic learing (Permendikbud Number 81A tahun 2013) - Steps to integrate local wisdom in school learning. 	<p>Local wisdom-based learning is very important for teachers to apply in learning which is useful for increasing students' knowledge and understanding as well as a medium for instilling a sense of love for local wisdom in their area, instilling positive character according to the noble values of local wisdom and equipping students to face all problems outside of school.</p>
Refnywidialistuti, Jamaris, Solfema,	<ul style="list-style-type: none"> - Development of cultured learner's competencies - Habituation of cultural and religious behaviour - Character that is in accordance with noble value - School conditioning 	<p>The process of internalisation, which is the process of internalisation of childhood and adolescence needed by students from teachers is direction and guidance to children Cultured values that have character, behave in accordance with cultural and religious values, responsibility, independence, creativity</p>

Researcher Name	Findings	Research Conlusion
		applied by teachers to students in learning Mathematics.

Integration of local wisdom in Strengthening Character Education (PPK)

In the research found by the researcher, it was explained that Strengthening Character Education (PPK) was carried out by applying the values of Pancasila in character education including religious values, honesty, discipline, tolerance, independence, hard work, creativity, democracy, national spirit, love for the country, love of peace, love to read, and responsibility. This actually already exists in the characteristics of Indonesian society such as the philosophical values of *tat twam asli* (mutual compassion) and *manyama braya* (mutual cooperation). Philosophically, the life values embraced by the community will affect the course of education (Winangun, 2020). The values of local wisdom as a civic content approach produce four strong foundations of character, namely; *olah hati*, *olah pikir*, *olah rasa karsa*, and *olah raga* based on noble intelligence with the concept of understanding knowledge and changing attitudes (Jamaludin, 2022). In the process, character education in schools is in line with the noble values that have long been rooted in a region. The process of character education cannot be done instantly but takes a long time. Character education is very appropriate if it can utilise the environment of students as a means of embedding values. Culture has a set of values that can be used to provide an understanding of values for students. (Ramdani, 2018).

From the research results, local wisdom values in school learning are closely related to character education. Strengthening Character Education (PPK) is carried out through habits in schools in accordance with school culture. Local wisdom as the noble intelligence of an area is certainly in accordance with the characteristics of the surrounding community. This character goes hand in hand with the form of culture both in *mantifact*, *sociofact* and *artefact*. This has been regulated by the Regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud, 2014) Number 20 of 2018 concerning Strengthening Character Education article 11 paragraph (2) that the implementation of PPK in five school days considers, (a) the adequacy of educators and education personnel; (b) the availability of facilities and infrastructure; (c) local wisdom; and (d) the opinions of community leaders and/or religious leaders outside the school committee. With this regulation, PPK activities are in accordance with (c) local wisdom in accordance with the characteristics and characteristics of the region. The integration of local wisdom and character education provides significant benefits for students in social life and can help students develop an understanding of cultural and moral values so that students can strengthen their identity, develop an attitude of respect, and prepare to become responsible and cultured citizens (civic citizen). This is reinforced by the theory that local values are the basis for character building, meaning that the values that have existed since long ago if implemented in learning will form a strong character (Firza, 2019).

Integration of Local Wisdom in School Literacy

Literacy is not just reading more than that literacy is about a concept of understanding related to something. It is explained in the National Literacy Movement guidebook that there are 6 (six) basic literacies, namely, reading literacy, numeracy literacy, science literacy, financial literacy, digital literacy, and cultural and civic literacy (Kemendikbud, 2017). The National Literacy Movement (GLN) is translated into the School Literacy Movement (GLS), which can be adopted in schools regarding habits and school programmes. The development of

school literacy is closely related to the habits that exist in the surrounding community. Local values are cultural concepts born from critical thinking in a region, there are also levels of moral development for students that are interrelated to build literacy based on local wisdom values (Lyesmaya et al., 2020). In connection with that, local wisdom activities through the integration of the School Literacy Movement (GLS) vary activities according to conditions at school, activities that refer to local wisdom form character for students (Farida Nugrahanian, Ali Imron A, 2020).

The cultivation of local wisdom through the School Literacy Movement can be done by reading activities such as storytelling that contains the value of life for 15 minutes, the School Literacy Movement (GLS) is carried out gradually, namely by habituation (Oktavianti et al., 2017). The GLS programme is integrated into learning (intra-curricular), kourikular, and extracurricular, in its activities in all schools, each teacher submits a learning planning document in the form of a syllabus and implementation plan in learning according to the subject (Farida Nugrahanian, Ali Imron A, 2020). The study of local cultural wisdom needs to be developed in education because it has the benefit of producing competent and dignified generations, reflecting cultural values Nasir and Hand (2006: 449) explain that "...research on race, culture, and schooling has revealed many significant factors affecting school achievement and has articulated many details of how culture and learning intersect in daily school life". Explaining that formal schools have the role of developing character in accordance with the wisdom of the nation's culture, education must be culturally orientated.

Cultural literacy is one of the important things to increase understanding, knowledge, and insight, reading stories, art tasks are one of the capital or provisions to live as a global society (Raflesia & Maharani, 2023) GLS has a general goal of fostering the character of students through the culture of the school ecosystem. Meanwhile, the specific objectives are (1) to develop a culture of literacy; (2) to develop the capacity of the school environment to become literate citizens; (3) to build a school as a place of enjoyable learning; and (4) to maintain sustainable learning through various reading strategies (Fauziah, 2016).

Integrating Local Wisdom in Classroom Learning

Related research was also found after conducting a literature review found that one of the ways to integrate local wisdom in learning is to identify the state and potential of the region, determine the function and purpose, determine the criteria and study materials, develop a learning plan (Shufa, 2018). In integrating local wisdom values, of course, there must be provision from the teacher in understanding the values that will be introduced by students. This is in accordance with regulations related to the Law of the Republic of Indonesia of 2003 concerning the National Education System in Chapter 1 General Provisions article 1 paragraph 16 states that "Community-based education is the implementation of education based on the religious, social, cultural, aspirations, and potential of the community as a manifestation of education from, by, and for the community". Furthermore, what is stated in the law.

Chapter 3 on the principles of education implementation, Article 4 paragraph 3, states that education is organised as a process of acculturation and empowerment of learners that lasts throughout life. As a professional teacher, we should be able to integrate cultural values in learning. The integration of cultural values can be implemented in learning, one of the determining factors is the ability of the teacher. As research found that there are several studies related to local wisdom integrated with learning models with subjects and literacy activities based on habituation for students. The contextual learning model based on local wisdom requires students to experience themselves by directly applying the concept of behaviours they

have learned in class which will indirectly make students feel aware that if students behave well, they will get a positive view from the community (Ramdani, 2018).

In learning at school, some subjects that are based on cultural values are Social Science (IPS), Civic Education (PKN), Cultural Arts and Crafts (SBdP), and mathematics can be integrated with local wisdom. The formation of the value of social care in social studies learning is carried out with the involvement of parents, teachers, and the community in encouraging students to be good role models in creating environmental awareness in social studies learning (Aisyah, 2021). Reinforced by the finding that mathematics learning can be integrated with local wisdom that can provide reinforcement to students' character education. Teachers organise local wisdom assessment in the process of learning mathematics in elementary schools. Mathematics learning in the classroom can integrate assessment based on the real world of students' lives (Widialistuti et al., 2023). In implementing learning, teachers as the spearhead of education have an important function to make learning meaningful. The meaningfulness of learning can be pursued by teachers by planning in accordance with the characteristics of students and learning materials. Learning planning using methods and models that are varied and appropriate. Such as the contextual learning model based on local wisdom requires students to experience themselves by directly applying the concept of behaviours they have learned in class which will indirectly make students feel aware that if students behave well, they will get a positive view from the community (Ramdani, 2018). With the explanation that this contextual model is a concept that connects teaching material with real conditions. The result with this learning model is that students can understand the meaning of learning, its benefits, status, and how to achieve it. In addition to the learning model integrating the value of local wisdom, namely with one of the learning methods, namely Active, Innovative, Creative, Effective and Fun Learning (PAIKEM) and the whole language approach and several beginning reading and writing techniques. Methods or approaches that can be applied in elementary schools are through the game approach, conferencing, Learning Experience Approach (LEA), process skills approach and Subject Specific Pedagogy or Deepening Field of Study (SSP Bahasa Indonesia), communicative approach, and thematic approach (Oktavianti et al., 2017). The implementation of learning by using a differentiated learning model based on character values in local wisdom in the perspective of global education goes well, evidenced by the learning components that have been successfully implemented, can provide the best by using a differentiated learning model based on character values in local wisdom in the perspective of global education (Kusuma et al., 2023). Discussing appropriate teaching methods and models from various literatures, one of the appropriate approaches emphasised in the 2013 curriculum is the scientific approach which is abstracted as a scientific process in learning activities carried out in a pleasant atmosphere because it involves children directly in the learning process and provides full opportunities for children to try and discover their own knowledge (Anida & Eliza, 2020).

This is in accordance with the juridical basis of the national policy on education based on local excellence, namely Government Regulation No. 17 of 2010 article 35 paragraph 2, that "The district / city government implements and / or facilitates the pioneering of educational programmes and / or units that already or almost meet the National Education Standards to be developed into international standard education programmes and / or units and / or based on local excellence". In this case, educators must provide an understanding of the values of social and natural responsibility to illustrate to students that they are part of a social system that must participate in synergy with fellow humans as part of the natural system and its contents. The significance of the research academically can be a reference to integrate

local wisdom in learning in schools in various ways. This research has several limitations, namely, because this research uses a literature review study, which has not been implemented in schools, the findings of this research cannot be generalised to schools.

Conclusions

Local wisdom means knowledge or understanding in putting something in its place in the situation it occurs. In its form, local wisdom can be like ideas, ideas, patterns of thought, social relations, social interactions, and objects. In the school environment, the integration of local wisdom is one of the aspects that must be integrated in various school activities, both co-curricular, intracurricular, and extracurricular. The development of local wisdom values in its regulations already has a juridical basis, schools can be given freedom in integrating it. The integration of local wisdom in schools can be through Strengthening Character Education (PPK), the Literacy Movement, and in learning. With education that instils the value of local wisdom, it can make students realise that they are part of a social system that synergises with nature and its contents.

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