

## Local Wisdom-Based Education in Indonesian School

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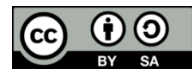
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### ABSTRACT

Local wisdom-based education is an essential approach to addressing the challenges of globalization, which often erodes national cultural identity. This study aims to describe the implementation of local wisdom-based education in schools, analyze its benefits, and identify the obstacles encountered in practice. A descriptive qualitative method was employed, with data collected through observation, interviews, and documentation. The research subjects consisted of teachers, students, and community figures directly involved in local wisdom-based educational practices. The findings indicate that local wisdom-based education is implemented through curriculum integration, local content subjects, and extracurricular activities rooted in local culture. The core values instilled include cooperation, deliberation, social responsibility, environmental awareness, and appreciation of cultural traditions. These practices positively influence students' character formation, enhance self-confidence, and strengthen the relationship between schools and local communities. However, several challenges remain, such as teachers' limited competence in delivering culture-based learning, the scarcity of culturally relevant teaching materials, and the dominance of global popular culture that tends to attract students more than their local traditions. This study recommends several strategic steps: strengthening the curriculum with local wisdom integration, improving teacher capacity through training, providing regulatory and resource support from the government, and encouraging active community involvement in school programs. With strong collaboration among schools, government, and society, local wisdom-based education can serve as a sustainable strategy to build young generations who are of strong character, globally competitive, and firmly rooted in their cultural heritage.

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## 1. INTRODUCTION

Education is a crucial instrument in shaping a generation with character, competitiveness, and a deep rootedness in the nation's culture. Amidst the rapid flow of

globalization, education in Indonesia faces a major challenge in the form of value homogenization that tends to erode local identity. This demands systematic efforts to maintain, preserve, and internalize local wisdom into the educational process in

schools. Local wisdom-based education serves as a strategy to develop a young generation that is not only intellectually intelligent but also deeply rooted in its national culture [1], [2], [3].

Local wisdom in Indonesia is diverse, encompassing the values of mutual cooperation, deliberation, respect for nature, and even artistic and cultural traditions passed down across generations. These values not only serve as cultural identity but also serve as guidelines for people's lives in interacting with their social and natural environments. Integrating local wisdom into education can strengthen students' character, foster greater environmental awareness, and foster a sense of pride in their local culture [4], [5], [6].

In schools, local wisdom-based education can be realized through local content, curriculum enrichment, and extracurricular activities. For example, learning based on folklore, the use of regional languages, the preservation of traditional arts, and even local agricultural and craft practices. A study in Serang, Banten, showed that the use of proverbs, local customs, and cultural practices in education contributed significantly to student character formation [7]. This integration is not merely an introduction to culture, but also a process of internalizing values that shape students' mindsets and behaviors.

However, implementing local wisdom-based education is not without challenges. Changes to a uniform national curriculum often limit the space for schools to explore local wisdom. Furthermore, teachers' limited competence in understanding and teaching local culture-based materials also poses a barrier. Many teachers focus more on achieving national academic targets than on strengthening local values. Sakti et al. [8] emphasize the crucial role of teachers and communities in ethnopedagogy, as they serve as bridges between local culture and formal education.

On the other hand, globalization has brought about the rapid penetration of foreign cultures through digital technology, social media, and modern entertainment. This

situation has made the younger generation more familiar with foreign cultures than with their own. If education in schools does not pay serious attention to local wisdom, it is feared that the younger generation will lose their cultural identity and increasingly distance themselves from their traditional roots. Therefore, schools need to exist as cultural bastions and spaces for dialogue between values, so that students can adapt to modernity without being uprooted from their local identity [9], [10], [11].

Research on local wisdom-based education also holds significant academic urgency. Several previous studies have shown that implementing local cultural values in schools can increase student engagement, strengthen character, and foster emotional closeness between the school and the community. Research at MIN I Bima, for example, confirmed that local wisdom-based learning fosters a sense of patriotism and strengthens nationalism [12]. Thus, local wisdom-based education is relevant not only for the development of educational science but also for the sustainability of national identity.

The primary objective of this research is to describe the implementation of local wisdom-based education in Indonesian schools, analyze its benefits for students and the community, and identify obstacles encountered in the implementation process. This research is expected to generate concrete recommendations for schools, teachers, and policymakers to strengthen the integration of local wisdom values into formal education.

Practically, this research is expected to contribute to strengthening the role of schools as centers for preserving local culture. Furthermore, the results can also support national education policies oriented toward developing national character. Thus, local wisdom-based education in schools will not be merely a discourse but a genuine solution for maintaining the sustainability of national identity amidst global challenges.

## 2. LITERATURE REVIEW

### 2.1 *Concept and Theoretical Foundation of Local Wisdom*

The concept of local wisdom essentially reflects the creativity, feelings, and intentions of a community, passed down from generation to generation and serving as a guideline in daily life. Local wisdom encompasses not only customary practices but also a system of values, norms, social rules, traditions, and traditional knowledge that have stood the test of time and are believed to maintain harmony between humans and their environment. The values contained in local wisdom are rich and diverse, ranging from the principles of mutual cooperation and deliberation to respect for nature and social life. Therefore, local wisdom has great potential to be used as a learning resource in schools because it can shape students' personalities, characters, and identities in accordance with national identity.

Harahap [13] states that local wisdom-based education teaches students to remain connected to the concrete situations of their region. This means that education is not solely oriented toward academic knowledge but also connects the learning process with students' real-life experiences within the context of local life. In this way, learning goes beyond simply transferring abstract knowledge to foster moral and spiritual awareness and social skills rooted in regional culture. This demonstrates that local wisdom serves as a character education instrument that can complement formal learning, which is often cognitive and theoretical in nature.

Furthermore, the concept of local wisdom becomes increasingly relevant when linked to an ethnopedagogical approach. Sugara and Sugito [14] in their article "Ethnopedagogy: Ideas and Opportunities for Implementation in Indonesia" review how ethnopedagogy can be viewed as an educational strategy oriented toward local culture.

Ethnopedagogy is not merely a theoretical concept but also offers significant potential for operationalization in schools. This opportunity can be realized through the adaptation of teaching materials contextualized to local culture, the development of learning tools based on local values, and the involvement of culturally sensitive teachers. Thus, teachers play a crucial role not only in imparting knowledge but also as facilitators in preserving local wisdom.

Ethnopedagogy emphasizes the importance of community involvement in the educational process. This means that schools cannot develop education based on local wisdom alone; they need to forge partnerships with traditional leaders, local artists, and cultural communities. Through community involvement, local wisdom-based learning extends beyond formal classroom instruction and is reinforced by real-world practice in the social environment. This approach ultimately creates a more meaningful and contextual learning environment, fostering students' pride in their regional cultural identity.

Thus, the concepts of local wisdom and ethnopedagogy provide both a theoretical and practical foundation for education in Indonesia. Both emphasize the importance of utilizing local culture as an authentic, relevant, and effective learning resource in developing a young generation with character and culture, ready to face global challenges without losing their roots.

### 2.2 *Local Wisdom-Based Education Practices and Models in Schools*

Various local studies have shown that there are concrete practices of local wisdom-based education in both elementary and secondary schools. These practices are essentially efforts to make schools spaces for preserving cultural values and also arenas for developing students' character. Sangadji [15] (2023), for example, in his research on local

wisdom-based character education in elementary schools, found that the integration of local values can strengthen students' moral attitudes toward the local social and cultural environment. These results demonstrate that students not only learn academic material but also internalize noble societal values, such as respect, solidarity, and concern for the environment.

Susi's research also confirms that the local wisdom-based character education model in elementary schools has been systematically designed and implemented. In this model, local content serves as the primary foundation for introducing regional culture to students, both through teaching materials and extracurricular activities. These activities not only introduce culture but also train students' social skills, enabling them to work together and uphold the values of togetherness. This is crucial, given that local content often serves as a gateway for students to better understand, appreciate, and appreciate local culture.

Furthermore, developing teaching materials is also an important strategy in local wisdom-based educational practices. Meilana and Aslam [16] demonstrated that thematic teaching materials developed utilizing local wisdom make learning materials more relevant to students' daily lives. For example, environmental topics can be linked to traditional community practices in protecting forests or rivers, enabling students to understand the lesson concepts while simultaneously learning conservation values. Thus, the development of teaching materials serves not only as an academic medium but also as a means of instilling character values and preserving local culture.

Overall, local wisdom-based educational practices and models in schools exhibit considerable variation, ranging from strengthening character education, integrating local content, developing extracurricular activities, to innovating teaching materials. Each of

these practices emphasizes the importance of education rooted in local culture, enabling students to grow into individuals who remain unshaken from their identities despite living in the midst of globalization.

### 2.3 *The Impact of Local Wisdom-Based Education*

Research shows that integrating local wisdom into learning impacts not only cultural and identity aspects, but also social skill development, character formation, and increased relevance of education to real life. By incorporating local values into the learning process, students can connect academic material to their everyday contexts, transforming learning from the abstract to concrete and meaningful.

Research by Azzulfa and Nugraheni [17] confirms that integrating local wisdom into learning plays a crucial role in strengthening students' cultural identity. Students not only learn about their ancestral cultural heritage but also feel proud to preserve and express it. Furthermore, this approach makes education more relevant by linking lessons to local socio-cultural conditions. The moral impact is also significant, as students are accustomed to upholding the values of togetherness, responsibility, and environmental stewardship. This demonstrates that integrating local wisdom can prepare the younger generation to face global challenges without losing their cultural roots.

A study by Fahrozy et al. [18] found that all components of local wisdom actively contribute to shaping students' character. Cultural values are incorporated into lesson content through the use of folktales, regional proverbs, or traditional practices passed down through generations. The use of teaching materials derived from the surrounding environment, such as farming practices, environmental management, or local handicrafts, also strengthens students' skills in applying knowledge practically.

Furthermore, direct experience in local cultural activities, such as traditional ceremonies or tradition-based school festivals, fosters a collective awareness that culture is an essential part of personal and community identity.

Overall, the impact of local wisdom-based education extends beyond academic mastery to students' affective and psychomotor domains. Students become more skilled at communicating, more sensitive to differences, and better prepared to adapt in a diverse society. Thus, local wisdom-based education has proven relevant for developing a generation with strong character and competitiveness, yet rooted in the nation's noble values [17], [18].

#### **2.4 Obstacles and Challenges in Implementation**

Although local wisdom-based education has great potential in shaping character and strengthening students' cultural identity, there are also a number of real challenges in its implementation. Harahap [13] noted that many teachers have not been able to consistently integrate local wisdom values into their learning. This is generally due to a lack of understanding of the concept of local wisdom itself, limited teaching materials appropriate to the local cultural context, and a dense national curriculum that severely limits the space for developing local content. These conditions result in local wisdom-based education being merely a supplement, rather than an integral part of the learning process.

Furthermore, Sugara and Sugito [14] wrote that although the concept of ethnopedagogy has received increasing attention in academic literature, its implementation in schools is often partial or sporadic. Many local wisdom-based programs are only implemented as incidental activities, for example, during major holiday celebrations or cultural competitions, but are not continuously integrated into the curriculum structure. This indicates that local wisdom-based

educational practices remain at a symbolic stage, not yet established and sustainable systems.

Another obstacle that exacerbates the situation is the lack of systemic support from national education policies. To date, there are no regulations that comprehensively encourage schools to make local wisdom a core part of the curriculum. As a result, initiatives to integrate local wisdom rely heavily on teacher creativity and individual school policies. External factors such as globalization and the penetration of modern popular culture also further narrow the space for local wisdom, as students are more exposed to global culture through digital media than to their own local traditions.

Given these challenges, it is clear that the successful implementation of local wisdom-based education requires synergy between teachers, schools, communities, and the government. Without clear policy support, the provision of relevant teaching materials, and efforts to improve teacher competency, local wisdom-based education risks remaining merely an academic discourse that is difficult to translate into practical application in everyday learning.

### **3. METHODS**

This study used a descriptive qualitative approach because it aims to understand the phenomenon of local wisdom-based education in depth in the context of schools in Indonesia. A qualitative approach was chosen because it allows researchers to explore the meaning, values, and practices of local wisdom integrated into learning activities, as well as comprehensively capture the perspectives of teachers, students, and the community. This approach is also relevant to answering the exploratory research questions, namely how local wisdom-based education is implemented, its benefits, and its constraints in schools.

The research locations were purposively selected, specifically elementary and secondary schools that have integrated local wisdom into their curriculum, both through local content and extracurricular activities. Subjects included principals, teachers, students, and community leaders involved in local wisdom-based educational activities. These subjects were selected using a purposive sampling technique because they were deemed to possess relevant knowledge and experience to address the research focus.

Research data was obtained through several techniques, including observation, in-depth interviews, and documentation. Observations were conducted to directly observe classroom learning processes and school activities related to local wisdom. In-depth interviews were conducted with teachers, students, and community leaders to explore their views on the value, benefits, and obstacles to implementing local wisdom in education. Documentation was used to supplement the data, including curriculum, syllabi, lesson plans, activity photos, and other related archives.

Data analysis was conducted interactively through three stages: data reduction, data presentation, and conclusion drawing/verification. Data reduction was performed by selecting information relevant to the research focus. The reduced data was then presented in narrative form, tables, or direct quotations from interviews. The final stage was inductive conclusion drawing by linking field findings to theory and previous research findings. The analysis process was carried out continuously from the beginning of data collection until the research was completed.

To ensure data validity, this study employed triangulation techniques, including both source and method triangulation. Source triangulation was conducted by comparing data from teachers, students, and the community, while method triangulation was conducted by comparing interview results, observations, and documentation. This method ensured data validity and ensured high credibility for the research results.

Overall, this research methodology is designed to provide a comprehensive overview of how local wisdom-based education is implemented in schools, its supporting and inhibiting factors, and the meaning inherent in these educational practices. The research findings are expected to provide theoretical contributions to the development of local wisdom-based education concepts, while also providing practical recommendations for schools and policymakers in designing contextual educational strategies rooted in national culture.

## 4. RESULTS AND DISCUSSION

### 4.1 *Forms of Implementation of Local Wisdom-Based Education*

Research shows that schools implement local wisdom-based education through various strategies, ranging from integration into the curriculum, development of local content, to extracurricular activities with regional cultural nuances. Integration into the curriculum is achieved by incorporating material related to local culture into specific subjects, either in the form of themes, examples, or assignments that refer to the real life of the local community. For example, Bahasa Indonesia learning uses folklore texts, arts and culture lessons showcase traditional dances and music, or crafts lessons create regional crafts. In this way, students not only gain academic knowledge but also understand and internalize the local cultural values inherent in their daily lives.

In addition to the formal curriculum, developing local content is an important effort to introduce local wisdom into education. Local content can take the form of specialized subjects that discuss regional culture, regional languages, or specific traditional wisdoms that have developed in the school's area. For example, certain schools in Java offer lessons on gamelan and traditional songs, while in Sumatra, they offer lessons on traditional carving and

weaving. These efforts make schools spaces for cultural heritage that are relevant to the social context of the community.

Extracurricular activities are also an important way to internalize local wisdom. Many schools develop activities such as traditional dance groups, regional music studios, pencak silat communities, and religious activities based on local traditions. Through these activities, students gain firsthand experience in preserving culture while instilling a sense of pride in their local identity. Even in scouting activities, the values of mutual cooperation and deliberation, which are integral to local wisdom, are continuously practiced.

The contextual learning model is a frequently used strategy to connect teaching materials to the cultural realities around students. Damayanti et al. [19] emphasized that this type of learning strategy is effective because it helps students understand the material through direct experience, while also fostering pride in their cultural identity. With contextual learning, students no longer see local culture as something separate from school, but rather as an essential part of the learning process.

Similarly, research by Wati et al. [20] found that the implementation of the local wisdom-based Merdeka Curriculum in elementary schools in Southeast Aceh increased students' learning motivation and encouraged their involvement in school cultural activities. This curriculum implementation not only provided space for local content but also made regional culture a primary learning resource relevant to the students' lives. These findings demonstrate that local wisdom-based education has the power to deliver more meaningful learning, build student character, and strengthen the relationship between schools and local cultural communities.

#### 4.2 *Instilled Local Wisdom Values*

The core values instilled through local wisdom-based education include mutual cooperation, deliberation, environmental responsibility, discipline, and respect for cultural heritage. The value of mutual cooperation is taught through various collective activities, such as community service activities cleaning the school environment, planting trees together, or helping friends experiencing learning difficulties. Through these activities, students not only learn to work together but also understand the importance of social solidarity in community life. The value of deliberation is introduced through class forums, student organization activities, and joint decision-making in study groups, which trains them to respect the opinions of others and prioritize consensus over personal interests.

Furthermore, the value of environmental responsibility is embodied in green school programs, waste management, and the use of school gardens as living laboratories. These activities foster students' awareness that preserving nature is part of their responsibility as the next generation. Discipline is instilled through regularity in carrying out daily tasks, punctual attendance, and consistency in participating in agreed-upon cultural activities. Meanwhile, respect for local cultural heritage is demonstrated through learning traditional arts, such as regional dances, gamelan music, or folklore performances that promote moral values. In this way, students not only learn about their ancestral culture but also develop a sense of pride in preserving it.

Research by Yunus et al. [21] shows that local wisdom-based education strengthens students' cultural awareness while fostering their social awareness. Students accustomed to local wisdom-based activities demonstrate increased concern for others, greater appreciation for diversity, and a strong sense of responsibility for their environment. Another study by Nuraini [22] (2019)

corroborates these findings by stating that integrating local values into thematic learning in elementary schools contributes to the development of tolerance, responsibility, and a love for the environment. This proves that local values are not merely additional knowledge but can be internalized in real life in students. Thus, local wisdom serves as an effective means of instilling character, strengthening cultural identity, and building ecological awareness in the younger generation.

#### **4.3 Impact of Implementation on Students and Schools**

The implementation of local wisdom has been proven to have a significant positive impact on both students and schools. From the students' perspective, learning integrated with local culture can increase their confidence in presenting regional arts, their mother tongue, and other local traditions. Students feel more proud of their cultural identity, thus growing awareness that local culture is an important part of their identity. Furthermore, activities based on local wisdom encourage the development of positive character traits such as discipline, solidarity, and tolerance. For example, in collaborative activities making regional crafts or practicing traditional arts, students learn to appreciate differences, prioritize teamwork, and foster a sense of responsibility. This demonstrates that local wisdom-based education serves not only as a medium for cultural preservation but also as an effective means of character building for students.

For schools, the application of local wisdom creates a positive image as an educational institution that cares about regional culture and community diversity. Schools that successfully integrate local wisdom often receive appreciation from parents and the community, as they are seen as playing an active role in preserving cultural heritage. Community involvement also increases,

both in the form of moral support, material support, and direct participation in school activities. Nasir et al. [23] found that the integration of siri' values into secondary school learning not only strengthens students' collective character but also creates an emotional bond between the school and the surrounding community. This positive impact demonstrates that schools can serve as a bridge between formal education and the socio-cultural life of the community.

Furthermore, parental involvement is also a tangible result of implementing local wisdom-based education. Research by Dora et al. [24] shows that local wisdom-based education in secondary schools in Kalimantan can increase parental participation in school activities, both in the form of attendance at cultural events and contributions to the provision of local resources. This involvement creates a closer relationship between educational institutions and the community, so that schools are no longer viewed as separate entities, but rather as an integral part of the social and cultural ecosystem. This collaboration has implications for the creation of a learning environment that is more conducive, relevant, and rooted in students' real lives. Thus, it can be emphasized that local wisdom-based education not only builds a generation with character but also strengthens the school's position as a center for cultural preservation and an agent of social change in society.

#### **4.4 Obstacles and Challenges in Implementation**

Although local wisdom-based education offers numerous benefits, its implementation faces significant challenges. One major obstacle is teachers' limited competence in integrating local culture into daily learning. Not all teachers possess adequate knowledge of their own region's traditions and cultural values, so integration is often limited or even symbolic. Furthermore, the lack of



training and mentoring for teachers makes it difficult for them to develop contextual and creative learning strategies.

Another obstacle is the limited availability of local wisdom-based teaching materials. Most available learning resources are still heavily oriented toward the national curriculum and rarely emphasize local cultural aspects. This situation requires teachers to innovate and develop their own learning materials tailored to the local context. However, not all teachers have the time, resources, and skills to do this. Consequently, the implementation of local wisdom in the teaching and learning process depends heavily on individual teacher creativity and support from the school environment. Implementing local wisdom-based education in elementary schools requires new, more adaptive strategies to remain relevant to current developments [25].

Haromain et al. [26] emphasized that local wisdom-based education programs in many schools are still partial and not fully monitored on an ongoing basis. This means that many programs are only short-term projects without a clear evaluation mechanism. This makes the sustainability of local wisdom-based education less certain, especially when there is a change in school leadership or changes in education policy.

Furthermore, the influence of globalization and the penetration of digital media also pose serious challenges. Students today are more familiar with global popular culture through social media, films, music, and other digital platforms. This situation makes local traditions less appealing and at risk of being abandoned. Global culture, which is instant and popular, is often perceived as more appealing than traditional culture, which requires a process of learning and in-depth understanding. This challenge requires schools to continuously innovate in presenting local wisdom-based learning

to remain relevant, engaging, and competitive with the currents of globalization.

Thus, the obstacles faced in implementing local wisdom-based education are not only technical but also involve structural and cultural aspects. A comprehensive strategy is needed, ranging from improving teacher capacity, providing standardized local teaching materials, systematic monitoring, and utilizing digital technology to package local wisdom in a more modern and accessible way for the younger generation.

#### 4.5 Discussion

These findings demonstrate that local wisdom-based education is not merely discourse, but a crucial strategy for shaping student character while preserving national culture. The integration of local values into the curriculum and school activities demonstrates the dual function of schools: as centers of formal education and agents of cultural preservation. This aligns with research by Damayanti et al. [19], which emphasizes the effectiveness of contextual learning based on local culture in enhancing student motivation and identity. Yunus et al. [21] and Nuraini [22] (2019) emphasize that local cultural values serve as relevant character education instruments in the global era. Furthermore, research by Dora et al. [24] demonstrates that community involvement in local wisdom-based education is a crucial factor in program sustainability. However, as noted by Haromain et al. [26], without systematic policies and resource support, the implementation of local wisdom-based education risks stalling at sporadic practices. Thus, synergy between schools, communities, and the government is absolutely necessary to ensure the sustainability and effectiveness of local wisdom-based education in Indonesia.

## 5. CONCLUSION

Local wisdom-based education has proven to be a crucial strategy for building student character while preserving the nation's cultural identity. Through integration into the curriculum, local content, and extracurricular activities, schools are able to instill the values of mutual cooperation, deliberation, environmental responsibility, and respect for regional culture. The visible impacts include increased student confidence in showcasing local culture, fostering discipline and solidarity, and strengthening the relationship between the school and the community.

Despite its significant benefits, the implementation of local wisdom-based education still faces various obstacles. Limited teacher competency, a lack of locally based teaching materials, and the influence of global popular culture make its implementation less than optimal. Many practices in schools are still carried out partially, relying on teacher initiatives or

short-term programs, thus their sustainability is not guaranteed. This highlights the need for systemic support to ensure that local wisdom-based education is not merely rhetoric but is actually implemented consistently.

To this end, several recommendations were put forward. Schools need to strengthen their curriculum by integrating local wisdom values into various subjects, while teachers should be provided with training and mentoring in developing contextual learning. The government needs to support this with clear regulations and the provision of learning resources based on local culture. Furthermore, active community involvement is crucial, whether as resource persons, supporters of activities, or guardians of traditional preservation. With the synergy of all parties, education based on local wisdom will be able to produce a generation with character, competitiveness, and remain rooted in the nation's culture.

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