

# Local Wisdom as Learning Innovation in Elementary Schools

Laelia Nurpratiwiningsih\*, Rusdarti, Joko Widodo, Tjaturahono Budi Sanjoto

Pendidikan IPS Pascasarjana, Universitas Negeri Semarang, Indonesia

\*Corresponding author: laelia89@students.unnes.ac.id

**Abstrak.** Local wisdom is a rich and unique cultural heritage owned by the people. However, this local wisdom has not been fully utilized as a learning innovation in elementary schools. This study aims to understand how local wisdom can be used as learning innovation in elementary schools. This study uses a qualitative approach with data collection techniques through in-depth interviews and participatory observation. The results of the study show that local wisdom can be used as learning innovation in elementary schools in various aspects, such as in learning languages, arts and sciences. Learning local wisdom can increase students' interest in learning and enrich their learning experience. In addition, learning local wisdom can also strengthen students' cultural identity and promote local wisdom to the younger generation. However, there are also challenges in implementing local wisdom learning in elementary schools, such as the lack of resources and support from the school and the government. Therefore, greater efforts are needed from the school, government and community to promote and integrate local wisdom as a learning innovation in elementary schools.

**Keywords:** local wisdom; learning innovation; elementary school; cultural identity; learning experience

## INTRODUCTION

Globalization is a process of economic, political, social, and cultural integration around the world. The influence of globalization on aspects of life in the economic field is the economic disparity between rich and poor countries and the loss of jobs. Loss of cultural diversity and negative cultural adoption. International trade can accelerate environmental degradation in countries with low environmental standards. Efforts to overcome globalization, among others, include developing policies and regulations that are fair, promoting cultural diversity, increasing environmental awareness, increasing education and social awareness, and supporting the local economy.

Education is an important aspect of the development of a country. Elementary school (SD) is the initial stage in the process of formal education for children. In Indonesia, there are various problems with learning in elementary schools, both in general and specifically. However, by utilizing Brebe's local wisdom as an innovation in learning, these problems can be overcome. This article will discuss general and specific problems that can be solved through the application of Brebe's local wisdom to learning in elementary schools.

One of the common problems that is often encountered in elementary schools is a lack of interest in student learning. This can be caused by factors such as learning methods that are monotonous and less attractive to students. In this

case, the application of Brebe's local wisdom can enrich learning methods by incorporating elements of local culture that are interesting and relevant to students. The use of local folklore as learning material or for direct practical activities in the daily life of the people.

Learning in elementary school is still oriented towards the teacher and not the students. This can hinder the development of students' potential and reduce learning motivation. By integrating Brebe's local wisdom, teachers can adopt a more student-centered approach. Students can be invited to study local arts and culture and develop their skills in matters that are in accordance with the local wisdom. Teachers can also involve students in the decision-making process of learning.

One of the special problems faced is ignorance of local culture. Many students do not understand or appreciate the local wisdom due to a lack of knowledge and understanding of the culture. In this case, education about Brebe's local wisdom can be a solution. Through a good introduction and understanding of local culture, students will develop a sense of love and concern for their own culture, which in turn will strengthen their identity as Indonesian citizens.

Environmental problems have become one of the most important issues in this modern era. However, students often have a minimal understanding of the environment and how to protect it. By utilizing Brebe's local wisdom, students can learn about the importance of protecting and preserving the environment

through the values contained in their local culture. For example, through learning about local wisdom in organic farming or sustainable management of natural resources

The application of local wisdom as an innovation in learning in elementary schools can overcome general and special problems encountered in learning. By incorporating interesting and relevant local cultural elements, students will be more interested and motivated to learn. In addition, student-centered learning and the introduction of local wisdom will strengthen students' identities as Indonesian citizens who care about culture and the environment. Thus, the implementation of local wisdom in learning in elementary schools can make a positive contribution to improving the quality of education in Indonesia.

## **METHODS**

Literature study is used in the method. This method involves an analysis of relevant literature and references related to local wisdom and learning in elementary schools. By collecting and reviewing existing literature, researchers can gain a better understanding of the concept of Brebe's local wisdom and how it can be applied to learning in elementary schools. The literature review method is a research approach that is carried out by collecting, analyzing, and synthesizing information from various relevant literature sources to answer research questions or predetermined objectives. In the context of local wisdom in elementary schools, the literature review method can be used to explore understanding and knowledge of concepts, theories, and practices related to local wisdom in the context of education in elementary schools. The local wisdom literature review method in elementary schools helps in understanding concepts, theories, and practices related to local wisdom in the educational context. By using this method, you can identify the successes, challenges, and implications of implementing local wisdom in education in primary schools. The analysis used *conten analysis* article selection.

## **RESULT AND DISCUSSION**

The Merdeka curriculum can include the integration of local wisdom into learning materials in various fields of study. In history lessons, students can study their own regional

history and local wisdom related to historical events. In Indonesian language lessons, students can study and analyze local literary works or folklore that reflect regional culture. This integration helps students develop an understanding of local culture and wisdom and increases their sense of pride in their cultural heritage.

Local wisdom refers to knowledge, beliefs, norms, and customs that are passed down from generation to generation within a community group. This local wisdom becomes part of the community's identity because it has its own characteristics and uniqueness. The integration of local wisdom into the learning process can assist students in understanding the material or concepts being studied as well as helping them recognize and appreciate the uniqueness of their own regional culture. More than that, this also plays a role in maintaining and preserving the cultural heritage of the region. (Arviana, 2019).

SDN 001 Campalagian has designed four programs to strengthen character education, which are implemented through learning methods and routine activities as habits. The four programs include: (1) the use of Mandarin throughout the day; (2) respect for elders by calling the teacher "Puang" as a form of respect; (3) the integration of local wisdom materials in the learning process by inserting material such as emphasizing on *Metabe'* and *Mepuang*; and (4) "*ibda' bi nafsika*," which means starting from oneself, where the teacher gives examples of commendable behavior to students (Hartiwisidi et al., 2022). Local wisdom as teaching material for students in the form of practice, sample questions, attitudes, and theory is integrated into the subject matter (Nadlir, 2014).

The development of materials for learning mathematics based on local wisdom for fifth grade students in elementary schools has been carried out properly and according to standards. Language and literacy aspects were also considered in the development of local intelligence-based mathematics materials for grade 5 elementary school students and in obtaining suggestions from the validator as an alternative learning resource for students. The approach to developing teaching materials based on local wisdom provides added value because, in addition to introducing local wisdom and its conservation efforts, it also assists teachers in connecting the material being taught with the local environmental context. (Iryanto, 2021)

Students can be involved in learning

projects based on local wisdom in the independent curriculum. Students can conduct research on local traditional medicinal plants and make presentations about their benefits, or they can apply organic farming techniques based on local wisdom to agricultural projects at school. These projects allow students to learn practically and engage directly with the local wisdom around them.

The Merdeka Curriculum can encourage collaboration between schools and local communities. Schools can invite community leaders or local cultural figures to share their knowledge and experiences with students. A local artist can provide students with traditional arts training, or a local farmer can provide instruction in sustainable farming techniques. This kind of collaboration strengthens the relationship between school and community and sharpens students' understanding of local wisdom.

The independent curriculum can encourage experiential learning, where students are involved in practical activities related to local wisdom. Students can visit cultural or historic sites in their area or make visits to villages or local community groups that maintain local traditions and wisdom. Through this direct experience, students can dig deeper into local wisdom and relate it to their own learning. The application of local wisdom in the Merdeka Curriculum can provide a more relevant and meaningful context for students. This not only enriches learning but also enhances appreciation of local culture and identity.

Local wisdom has an important value because it reflects the cultural and historical identity of a society. It also plays a role in strengthening the sense of togetherness, mutual understanding, and social cohesion within the community. Local wisdom can provide guidance and a basis for making decisions in various aspects of life, including education, the economy, the environment, religion, and community governance. Appreciation and application of local wisdom can help preserve cultural heritage, encourage local creativity and innovation, improve people's quality of life, and maintain a balance between global progress and local identity. In the context of education, the introduction of local wisdom can enrich students' learning experiences, promote tolerance, respect cultural diversity, and assist in the development of strong and sustainable character.

Local wisdom is a cultural aspect that reflects the values possessed by a particular community and place and guides daily behavior.

To strengthen character education based on local wisdom for students in schools, it can be carried out in two stages: (1) combining the preparation of lesson plans (RPP) for each subject with local wisdom in the local community, and (2) integrating material development learning in each subject with local wisdom that exists in the local community. In addition, the process of forming student character at school also requires support from various parties, such as schools, families, and the community, so that students have strong characters with noble values. (Sakman & Syam, 2020)

Character education has continued to be a priority in student learning to date. The purpose of character education is to strengthen the five main values of character: religious, nationalist, independent, mutual cooperation, and integrity. One of the approaches used to strengthen character education in schools is cultural education based on local wisdom. The importance of introducing and teaching local wisdom culture in schools is to foster an attitude of love for culture. Unfortunately, today's students tend to care less and love culture less. Therefore, the following explanation will explain the implementation of character education based on local wisdom (Iswatiningsih, 2019).

The application of strengthening character education as part of the implementation of the 2013 curriculum at SDN 1 Pulorejo has been seen. SDN 1 Pulorejo has implemented character education in the 2013 curriculum using the ten principles of KDP implementation as a basis for analysis. Character education in this school is realized through the process of education and learning, with the aim of achieving a vision that emphasizes achievement, intelligence, skills, faith, piety, noble personality, national character, and gender awareness. This is also in accordance with Presidential Regulation No. 87 of 2017 concerning strengthening character education, which emphasizes the importance of implementing character education in formal educational institutions. In this context, school-age children are considered important national assets in realizing the ideals of a nation that is cultured, has a national spirit, cares socially, and loves the motherland. (Novitasari et al., 2019).

The implementation of ethnopedagogy in thematic learning is carried out by adjusting the themes and materials that are appropriate at MI Ma'arif Setono. The main source of material comes from books, but it is then developed by inserting local wisdom content into the teaching

and learning process. Various aspects of local wisdom, such as values and norms, beliefs, arts and culture, and natural wealth and natural resources, can be included in thematic learning. Furthermore, the application of ethnopedagogy in thematic learning has a positive impact on students' thematic learning outcomes. The average grades of students from grades 1 to 6 reach or exceed the passing standard (KKM). In addition, the implementation of ethnopedagogy also has a positive impact on student attitudes, such as improving character, increasing attitudes of nationalism or love for the motherland, and encouraging students to preserve local culture. (Nursima, 2020)

Ethnopedagogical leadership is an effort that pays attention to the local superior values of each culture in the school environment. These values of local excellence form the basis for educational leaders and teachers to equip students with a strong national culture in order to be able to face foreign cultural influences that are increasingly widespread due to globalization. In optimizing education decentralization policies, school principals must pay attention to and accommodate valuable local aspects of their leadership. Ethnopedagogical leadership encourages school principals to develop sensitivity to local wisdom and respect cultural identity. It also involves intercultural tolerance, the development of responsive cultural attitudes, increased academic ability, deeper knowledge of cultural diversity, increased ability to analyze and interpret cultural behavior, and increased critical awareness of one's own culture. (Surya, 2011).

The agreement on the concept of a local wisdom-based school among the principal, development team, and teachers is that the school applies local wisdom in a learning environment. At SDN 49 Liano, Kec. Mataoleo, several forms of local wisdom are applied, including language, art, and culinary specialties of the region. SDN 49 Liano, Kec. Mataoleo uses five strategies to develop schools based on local wisdom: planning a teaching agenda that prioritizes the noble values of local wisdom, providing supporting facilities, implementing implementation strategies, collaborating with external parties, and collaborating with the community. Implementation of local wisdom-based schools at SDN 49 Liano, Kec. Mataoleo, can be seen through the integration of local wisdom in learning and extracurricular activities (Ahmad et al., 2021).

Local wisdom in minority groups and

communities in Indonesia is often ignored, even though local wisdom contains noble values that can be used as examples in the development of character education based on Indonesian culture. In this paper, using a cultural anthropological approach, the author tries to reveal the values of local wisdom that exist in the Baduy Banten indigenous people as character builders. These values include concern for the environment, cooperation, obedience to the law or customary law, simplicity, independence, democracy, hard work, and upholding honesty. The author finds that these values are actually implemented and preserved among these indigenous peoples through teaching, habituation, imitation, and the application of strict rules, thus forming a strong character. (Hasanah, 2012).

General courses (MKU) have the potential to enhance students' knowledge and skills outside the field of education. In particular, students enthusiastically respond to MKU, which presents Cirebon culture. It can be concluded that MKU, based on local wisdom, is able to develop the affective and psychomotor skills of Elementary School Teacher Education Study Program (PGSD) students at UMC, in addition to their cognitive abilities. Thus, students are prepared to have holistic abilities ready to face the challenges of a new life (Faiz & Soleh, 2021).

Methods that focus on the meaning of learning objectives and achievements related to preparing students to play an active role in developing Indonesia and interacting with the international community as one of the 21st century skills, namely collaboration. Integrated IPS learning methods based on local wisdom have relevance to national education goals in an effort to preserve the nation's cultural heritage and build national character through education. Rationalization of the use of integrated social studies learning methods in the era of digital society plays a role in increasing student awareness to understand fellow human beings, care about peer relations and social relations, and act as an individual filter and social control in facing changes and challenges in the future. In addition, integrated social studies learning methods based on local wisdom are also very relevant and strategic in teaching and inculcating wisdom values, democratic behavior, learning from the past, identification, and so on. (Tohri et al., 2022).

## CONCLUSION

Local wisdom refers to the knowledge, values, practices, norms, beliefs, and traditions that are owned and inherited by a group of people or communities in a certain area. Local wisdom reflects the richness of culture, experience, and wisdom that develop in the local context, resulting from many years of interaction between humans and their environment. Local wisdom also involves a deep understanding of the human relationship with the environment, natural sustainability, lifestyle, and values that are respected and maintained by the local community. This includes traditional practices, arts, crafts, local knowledge, value systems, myths, folklore, languages, customs, and ceremonies.

Strengthening the character of local wisdom in social studies learning refers to efforts to integrate local values and wisdom into the social sciences learning process. The main objective is to develop students' strong character, respect cultural diversity, and understand the relationship between local issues and the global context. Some things that can be done in social studies learning include: (1) introducing students to local values, traditions, culture, and history that are relevant to social studies learning materials. This can be done through stories, legends, or case studies involving local communities. (2) Integrating local wisdom into the IPS topics and concepts studied. For example, discussing the impact of local economic development on local communities or exploring local history in the context of national history (3) Involve local community leaders or members in learning, either as resource persons, observers, or partners in field activities. This can help students directly understand the values and practices of local wisdom. (4) Using a project-based learning approach that encourages students to carry out projects related to local wisdom. For example, studying local traditional arts and crafts or conducting research on relevant environmental issues in the area (5) Encourage students to reflect on their learning experiences about local wisdom and discuss related values. This can involve critical thinking, problem solving, and considering the implications of local wisdom in a wider social context. Strengthening the character of local wisdom in social studies learning aims to produce students who have a deep understanding of their social, cultural, and historical environment, are able to appreciate cultural diversity, and contribute positively to local and

global society.

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