

Implementing Local Wisdom-Based Ethnopedagogy To Transform Elementary School Learning Toward Deep Learning

Silvyra Rismawati^{1*}, Ayu Siti Rohimah², Yuyun Dwi Haryanti³
Devi Afriyuni Yonanda⁴, Yeni Dwi Kurino⁵, Ith Vuthy⁶

^{1,2,3,4,5}Universitas Majalengka, Indonesia

⁶Seameo Ted, Cambodia

*Corresponding Author:

Email: silvyraganiar@gmail.com

Abstract.

This community service activity aims to implement ethnopedagogic-based learning that integrates local wisdom to support Deep Learning in elementary schools. The activity was carried out at SD Negeri Cicurug 2 by involving 21 students through seven stages, namely orientation and perception, exploration of local wisdom, understanding, applying, reflecting, evaluation, and follow-up. Data were obtained through observation of student activities as well as pretest and posttest, then analyzed descriptively and using N-Gain. The results of the activity showed excellent student involvement at the orientation and perception stages (88.4%), exploration of local wisdom (91.4%), understanding (89.5%), applying (84.5%), and reflecting (87%). Learning outcomes also increased, as shown by the average pretest score of 63.57 to 91.43 in the posttest with an average N-Gain of 0.76 in the high category. These results show that ethnopedagogic learning based on local wisdom can create contextual, active, meaningful, and reflective learning experiences and support the strengthening of students' understanding, collaboration, creativity, and cultural awareness.

Keywords: Ethnopedagogic, Local Wisdom, Deep Learning, Primary School And Learning Outcomes.

I. INTRODUCTION

Elementary school education has a strategic role in building the foundation of knowledge, character, social skills, and cultural identity of students [1-2]. At this stage, learning is not only required to develop academic abilities, but also needs to provide a learning experience that is meaningful, contextual, and relevant to students' lives [3]. The change in the educational paradigm that increasingly emphasizes critical thinking skills, creativity, collaboration, communication, and problem-solving skills demands a transformation of learning practices in elementary schools [4]. Learning needs to shift from a material-mastery-oriented pattern to a learning experience that allows learners to understand, apply, and reflect on knowledge in real-life contexts.

One of the challenges in elementary school learning is the limited use of the social and cultural environment as a learning resource [5]. Learning materials are often presented in an abstract manner and are not associated with experiences, lives, and cultures that are close to students [6]. This condition can cause learning to be less contextual and not fully provide space for students to build knowledge based on real experiences. On the other hand, Indonesia has cultural diversity and local wisdom that has great potential to be used as a source of learning [7]. Local wisdom not only contains cultural values, but also knowledge, social practices, norms, skills, and ways in which people interact with the environment that can be contextualized in elementary school learning.

The use of local wisdom in education can be done through an ethnopedagogic approach. Ethnopedagogic views the knowledge and values that develop in a community as an important resource in the educational process [8]. This approach allows learning to integrate students' cultural experiences with academic concepts so that learning becomes more contextual, authentic, and meaningful. The integration of local wisdom can also help students recognize cultural identity, appreciate diversity, develop character, and understand the relationship between the knowledge learned in school and community life [9].

The urgency of ethnopedagogic integration is increasingly relevant to the direction of educational transformation that places deep learning as an approach to build a more complete understanding. Deep Learning encourages students to not only remember information, but to understand concepts meaningfully, apply knowledge in various contexts, and reflect on learning processes and outcomes [10]. Local wisdom can

be an authentic context that helps students connect knowledge with the reality of life [9]. Ethnopedagogy based on local wisdom has the potential to be a bridge between academic knowledge, cultural experiences, and students' real lives.

The implementation of ethnopedagogic-based learning has not always been an integral part of the learning practices of primary school teachers. Teachers need to strengthen their understanding and skills in identifying the potential of local wisdom, choosing cultural values and practices that are relevant to learning objectives, developing teaching materials and contextual learning activities, and designing assessments that are able to measure students' understanding, application, and reflection [11]. Therefore, a systematic effort is needed to support teachers in transforming learning practices through ethnopedagogic integration based on local wisdom.

This activity presents the implementation of ethnopedagogic based on local wisdom as a strategy for transforming elementary school learning towards more meaningful and in-depth learning. Activities are directed at increasing teacher capacity through strengthening understanding, learning design training, implementation practices, mentoring, and reflection and evaluation. Teachers are encouraged to identify the potential of local culture in the school and community environment, then integrate it into learning objectives, materials, activities, media, and assessments. This process is expected to produce contextual learning practices while developing students' ability to understand, apply, and reflect on knowledge.

The implementation of Ethnopedagogic Based on Local Wisdom to Transform Elementary School Learning Towards Deep Learning is important as an effort to answer the need for contextual, cultural, and development-oriented learning transformation of students. This program is not only directed at improving teachers' pedagogical competence, but also at strengthening a learning ecosystem that respects local culture as a source of knowledge. In the end, ethnopedagogic integration is expected to support the realization of elementary school learning that is relevant to students' lives, strengthen cultural identity, and encourage the formation of students who are able to understand, apply, and reflect on knowledge in depth.

II. METHODS

Location, Participants, and Focus of Activities

Community service activities were carried out at Public elementary school Cicurug 2 by involving 21 elementary school students (male: 12, female: 9 students) as the main participants of the activity. The selection of the location was based on the need to present learning that is more contextual, meaningful, and close to the life and cultural environment of the students. Teachers play the role of partners involved in the planning and implementation of ethnopedagogic-based learning.

The focus of the activity is directed at the implementation of ethnopedagogic based on local wisdom in elementary school learning as an effort to transform the learning experience towards Deep Learning. Local wisdom found in the environment around the school is used as a context and learning resource to help students connect the knowledge gained in school with real life.

The implementation of the activity is focused on three main learning experiences, namely understanding, applying, and reflecting. In the understanding stage, students are introduced to local wisdom phenomena, knowledge, values, and practices through observing, exploring, and discussing activities. In the application stage, students use the knowledge gained to solve problems or produce works related to the real-life context. Furthermore, in the reflection stage, students are invited to re-express their understanding, experiences, values, and the relationship between learning and daily life.

Thus, the activity is not only oriented towards improving students' knowledge, but also directed at developing critical thinking skills, creativity, collaboration, communication, cultural awareness, and reflective skills. The integration of local wisdom is expected to make learning more authentic while fostering students' appreciation of the surrounding culture and environment.

Method of Implementation of Activities

The method of implementing service activities uses a participatory and contextual approach through the implementation of ethnopedagogic-based learning that integrates local wisdom into students' learning experiences. The activity was carried out collaboratively with classroom teachers and involved 21 students of

Public elementary school Cicurug 2 as the main participants. The implementation of the activity is designed to transform learning from activities oriented towards material mastery to meaningful learning experiences through the stages of understanding, applying, and reflecting as part of Deep Learning.

The preparation stage begins with coordination with the school and teachers to identify learning conditions and characteristics of students. The service team conducts initial observations of the learning process and identifies potential local wisdom that is relevant to the learning material. Furthermore, the team together with the teacher determines the theme, materials, activities, media, and learning resources that will be used in the implementation of ethnopedagogic-based learning. At this stage, learning tools, teaching materials, student activity sheets, observation instruments, and evaluation instruments for activity results are also prepared.

Ethnopedagogic-Based Learning Implementation Stage, learning implementation is carried out through three main learning experiences, namely understanding, applying, and reflecting. Understanding, students are invited to observe and explore cultural phenomena or local wisdom found in the surrounding environment. The teacher provides stimulus in the form of stories, images, objects, cultural activities, or daily life phenomena that are relevant to the material. Students then ask questions, discuss, and connect the initial knowledge with the concepts being studied. Applying, students work individually or in groups to apply the knowledge that has been gained in the context of real life. Activities can be in the form of problem solving, environmental observation, group discussions, making works, simple projects, or completing assignments related to local wisdom. At this stage, critical thinking, creativity, communication, and collaboration skills are developed. Reflecting, students reflect on the learning process and outcomes. The teacher facilitates students to express what has been understood, experiences gained, local wisdom values found, and the relationship of learning with daily life. Reflection is carried out through discussions, spark questions, simple journals, or presentation of learning results.

In the Mentoring Stage, mentoring is carried out during the implementation process to ensure the implementation of ethnopedagogic-based learning. The service team assists teachers in managing learning activities, providing contextual stimulus, facilitating discussions and group work, and directing students to connect knowledge with their cultural environment. Mentoring is also directed to help teachers develop learning practices that can be applied independently after the service activities are completed.

In the Evaluation stage, the evaluation is carried out to determine the achievement of the objectives of the activity. Evaluation includes the learning process and student learning outcomes. Data is obtained through observation of student activities, assessment of student results/work, student response questionnaires, as well as pretests and posttests if they are in accordance with the characteristics of the material. The aspects observed include student involvement, the ability to understand concepts, the ability to apply knowledge, the ability to work together, the ability to express opinions, and the ability to reflect. The results of the evaluation are compared with the initial conditions to see changes after the implementation of learning.

The Reflection and Follow-up stage, the final stage is carried out through reflection with teachers and students. The service team with teachers analyzes the implementation of activities, student responses, learning outcomes, obstacles, and aspects that still need to be improved. The results of reflection are used to refine learning strategies and tools. As a follow-up, teachers are encouraged to continue using local wisdom as a source and context for learning in other materials. Thus, activities do not stop at one implementation, but can develop into sustainable learning practices at SD Negeri Cicurug 2.

Through these stages, the activity is expected to be able to provide a more contextual and meaningful learning experience for 21 students, as well as support the transformation of elementary school learning towards Deep Learning that is aware, meaningful, and joyful.

Implementation Stage

The implementation stage of the activity is carried out through a series of learning activities that integrate local wisdom with elementary school learning materials. The implementation is designed so that students gain a learning experience that is contextual, active, meaningful, and close to daily life. The stages of the activity can be seen in Figure 1.



Fig. 1. Stages of Community Service Activities

The first stage is orientation and perception, the activity begins with the provision of stimulus in the form of images, stories, objects, videos, or phenomena related to local wisdom in the environment around students. The teacher invites students to express their initial experience and knowledge about the phenomenon. This stage aims to build a relationship between the student's experience and the learning material to be studied. The second stage is the exploration of local wisdom, students make observations and explore the elements of local wisdom that have been determined. Students are directed to identify the form, value, function, and relationship of local wisdom with community life. Activities are carried out through observation, question and answer, discussion, and group work.

The third stage is understanding, students relate the results of the exploration of local wisdom to the concept or learning material. The teacher acts as a facilitator by providing spark questions and helping students build conceptual understanding. Students are encouraged to find the relationship between cultural knowledge and academic knowledge. The fourth stage is to apply, students apply the knowledge that has been gained through problem-solving activities, group work, simple projects, creation of works, or contextual tasks related to local wisdom. Activities are designed to develop critical thinking skills, creativity, communication, collaboration, and problem-solving.

The fifth stage is reflection, students reflect on the learning experiences that have been carried out. Students express the things that have been understood, the most meaningful experiences, the value of local wisdom obtained, and their application in daily life. Reflection can be done through class discussions, presentations, reflective questions, or simple journals. The sixth stage is evaluation and reinforcement. In the final stage, an evaluation of the learning process and results is carried out. Evaluation includes student understanding, involvement in activities, ability to apply knowledge, cooperation, and the ability to reflect. Teachers provide feedback and reinforcement on student learning outcomes.

The seventh stage is Follow-up, the results of implementation and evaluation are used as the basis for determining follow-up. Teachers are encouraged to develop and apply ethnopedagogic-based learning to other learning materials or themes. Thus, the implementation of activities is expected not to be incidental, but can develop into a sustainable learning practice at Public Elementary School Cicurug 2.

Materials and Media Activities

The materials and media used in the service activities are prepared to support the implementation of ethnopedagogic-based learning that integrates local wisdom with learning materials in elementary schools. Activity materials include materials on local wisdom that are relevant to the environment and students' lives, ethnopedagogic-based teaching materials, Student Worksheets (LKPD), activity cards or cultural cards, reflection sheets, and learning evaluation instruments. The materials are arranged contextually so that students can connect the knowledge and values of local wisdom with the concepts learned and daily life experiences.

The learning media used include pictures and photos of local wisdom, learning videos, interactive presentation media, real objects or objects related to the local culture, and the environment around the school as an authentic learning resource. To support student activities in producing works, simple materials such as paper, cardboard, drawing tools, and other creative materials are used. Technology devices in the form of laptops, projectors, and audio devices are used to support the presentation of material visually and interactively. All of these materials and media are used in an integrated manner at each stage of the activity, ranging from orientation and perception, exploration of local wisdom, understanding, applying, reflecting,

evaluating and strengthening, to follow-up. The use of materials and media is expected to create a contextual, active, collaborative, meaningful, and supportive learning experience for students.

Evaluation Instruments and Techniques

The evaluation instrument in this service activity is used to measure the achievement of the goals of ethnopedagogic implementation based on local wisdom in supporting Deep Learning in SD Negeri Cicurug 2 students. The instruments used include student activity observation sheets, comprehension tests before and after learning, assessment sheets of student works or activities, reflection sheets, and student response questionnaires. Observation sheets are used to identify student involvement during the learning process, especially in observing, questioning, discussing, cooperating, applying knowledge, and reflecting. The initial test (*pretest*) and final test (*posttest*) are used to determine changes in students' understanding after participating in ethnopedagogic-based learning.

Evaluation techniques are carried out quantitatively and qualitatively. Quantitative data is obtained from the results of *pretest*, *posttest*, activity assessment and student work, then analyzed through a comparison of scores before and after the activity to determine the increase in learning outcomes. If the data meets the requirements, the improvement in learning outcomes can be analyzed using N-Gain. Meanwhile, qualitative data is obtained through observations, reflection sheets, and student responses which are analyzed descriptively to describe involvement, learning experiences, understanding of local wisdom, and students' ability to connect learning with daily life. The evaluation is also directed to see the achievement of three learning experiences in Deep Learning, namely understanding, applying, and reflecting. The results of the evaluation are then used as a basis for reflection and follow-up to improve and develop the implementation of ethnopedagogic-based learning in a sustainable manner.

III. RESULT AND DISCUSSION

The implementation of service activities at Public Elementary School Cicurug 2 involved 21 students by implementing ethnopedagogic-based learning that integrates local wisdom into the learning experience. The activity is designed to transform the learning process to be more contextual, active, meaningful, and supports the principles of Deep Learning through three main experiences, namely understanding, applying, and reflecting. The results of the implementation show the active involvement of students during the learning process and the emergence of students' ability to connect learning materials with the surrounding social and cultural environment.

The first stage begins with orientation and perception through the provision of stimuli in the form of images, stories, objects, or phenomena related to local wisdom. The teacher asks triggering questions to explore students' initial experience and knowledge. The results of rating at the orientation and perception stage can be seen in Table 1.

Table 1. Assessment Results at the Orientation and Perception Stage

No	Observed Aspects	Indicators	Results	Category
1	Attention	Students pay attention to stimuli in the form of images, stories, objects, or local wisdom phenomena.	90%	Excellent
2	Interest	Students show curiosity about the stimulus given by the teacher.	88%	Excellent
3	Activeness	Students actively respond and answer lighter questions.	89%	Excellent
4	Courage	Students dare to convey their initial experience and knowledge.	87%	Excellent
5	Motivation	Students show enthusiasm and readiness to participate in learning.	88%	Excellent

The results of the activities in Table 1 show that the implementation of the Orientation and Perception stage obtained an average of 88.4% with the category of very good. Students show high attention and activeness to stimuli based on local wisdom. Students actively respond to triggering questions, dare to associate the material with personal experiences, and show enthusiasm and readiness to participate in further

learning. The use of local context in the early stages of learning can be a bridge between initial knowledge and new knowledge. Local wisdom provides a context that is close to students' lives so that they can build curiosity and readiness to learn. Thus, the orientation stage not only serves as an opening to learning, but also as a foundation to build meaningful learning.

In the second stage, students explore local wisdom through observing, asking, discussing, and collecting information. Students are directed to recognize the form, value, function, and relationship of local wisdom with community life. Activities are carried out individually and in groups so that students have the opportunity to interact and exchange information. The results of the assessment of the exploration stage of local wisdom can be seen in Table 2.

Table 2. Results of the Assessment of the Exploration Stage of Local Wisdom

No	Indicator	Maximum Score	Number of Students Reached	Percentage	Category
1	Student involvement in exploration activities	4	19	90%	Excellent
2	Actively seeking and gathering information	4	20	95%	Excellent
3	Understanding aspects of value, function, process, and meaning	4	18	86%	Excellent
4	Ability to identify at least 2 forms of local wisdom	4	21	100%	Excellent
5	Cooperation and communication in groups	4	18	86%	Excellent

The results of the assessment of the local wisdom exploration stage, student involvement in the local wisdom exploration stage reached an average of 91.4% with the very good category. All students were able to identify at least 2 forms of local wisdom, while most students sought and collected information, were involved in exploration activities, understood local wisdom based on aspects of value, function, process, and meaning, and cooperation and communication activities in groups went very well.

Exploration activities are able to increase student involvement in learning. Students not only receive information from teachers, but also get the opportunity to find information through observation and discussion. These activities also encourage the development of communication and collaboration skills. Direct learning experiences make local wisdom not positioned just as knowledge material, but as a learning resource that can be observed and understood in a real-life context. The exploration stage is able to encourage students' activeness, collaboration, curiosity, and understanding of local wisdom in the surrounding environment.

The third stage is the understanding stage carried out by connecting the results of the exploration of local wisdom with the concept or learning material. Students discuss the information that has been obtained, then identify the relationship between cultural phenomena and the material being studied. The teacher acts as a facilitator through triggering questions, clarification of concepts, and reinforcement of the results of student discussions. The results of the assessment of the understanding stage can be seen in Table 3.

Table 3. Understanding Level Assessment Results

No	Indicator	Number of Students Reach	Percentage
1	Explain the relationship between local wisdom and material	18	86%
2	Connecting local wisdom with the concept of learning	20	95%
3	Answer questions based on the results of the discussion	19	90%
4	Reinterpret concepts in your own language	18	86%
5	Create a simple summary	19	90%

The results of the assessment at the comprehension stage in Table 3 showed that the student achievement rate reached an average of 89.5%. The indicator with the highest achievement was the ability to connect local wisdom with the learning concept, which was 20 students (95%). Furthermore, as many as 19 students (90%) were able to answer questions based on the results of the discussion and make a simple summary. Meanwhile, 18 students (86%) were able to explain the relationship between local wisdom and the material and re-explain the concept using their own language. Most students have been able to relate their experience and knowledge about local wisdom with the concept of learning. The use of local context helps students understand the material in a more concrete and meaningful way. However, there are still some students who need assistance in explaining concepts in their own language and relating local wisdom to the material more deeply.

The fourth stage is application, students apply the knowledge that has been gained through problem-solving activities, group work, creation of works, or contextual tasks related to local wisdom. Students are given the opportunity to use their understanding in producing a product or completing activities that require the application of knowledge. The results of the assessment of the application stage can be seen in Table 4.

Table 4. Application Stage Assessment Results

No	Aspects	Number of Students	Percentage	Category
1	Application of knowledge in solving tasks or contextual problems	17	81%	Good
2	Cooperation and involvement in group activities	18	86%	Excellent
3	Creativity in producing works/products based on local wisdom	19	90%	Excellent
4	Ability to communicate work or problem-solving	17	81%	Good

The results of the assessment stage of application, the average student achievement was 84.5% in the good category. Creativity in producing works based on local wisdom obtained the highest achievement (90%), followed by group cooperation (86%). Meanwhile, the application of knowledge and the ability to communicate the results each reached 81%. These results show that students are able to apply knowledge, work together, create, and communicate learning results. The use of local wisdom as an application context also provides an authentic experience to students. They not only learn about culture as knowledge, but use this knowledge to produce something meaningful. This strengthens the relationship between learning in school and real life and makes the learning process more relevant for students.

The fifth stage is reflection, which is carried out after students complete learning activities. Students are invited to express the things they have learned, experiences gained, difficulties faced, and local wisdom values that can be applied in daily life. Reflection is carried out through class discussions, presentation of opinions, and simple reflection sheets. The results of the reflection stage assessment can be seen in Table 5.

Table 5. Reflection Level Assessment Results

No	Aspects	Number of Students	Percentage	Category
1	Learning comprehension	18	86%	Excellent
2	Experience & difficulties	18	86%	Excellent
3	The Value of Local Wisdom	17	81%	Good
4	Application in daily life	19	90%	Excellent

The results of the reflection stage assessment were obtained with an average percentage of 87% with the very good category. Students are able to express their understanding and learning experiences, identify difficulties, recognize the values of local wisdom, and relate them to their application in daily life. The reflection process provides an opportunity for students to realize the meaning of learning and connect it with daily life. The reflection process can be seen in the following Figure 2.



Fig. 2. Reflection

Reflection is an important part of Deep Learning because it helps students not stop at mastering knowledge, but understanding the meaning of the learning experience that has been passed. Through reflection, students can assess their learning process while building awareness of the cultural values they are learning.

Evaluation is carried out to determine learning achievement while strengthening student understanding. Evaluation is carried out through questions, assignments, work results, activity observation, and student reflection. Teachers provide feedback on the learning process and outcomes and clarify concepts that are still not optimally understood. The results of the evaluation of learning outcomes based on pretest and posttest assessments with N-Gain category analysis can be seen in Table 6.

Table 6. Student N-Gain Recapitulation

Category N-Gain	Range N-Gain	Frequency	Percentage
High	$> 0,70$	16 Students	76,19%
Medium	$0,30-0,70$	5 Students	23,81%
Low	$< 0,30$	0 Students	0%
Average Pretest		63,57	
Average Posttest		91,43	
Average N-Gain		0,76	

Based on the results of the N-Gain calculation in Table 6 on 21 students, an average N-Gain score of **0.76** was obtained, which was included in the high category. A total of 16 students (76.19%) were in the high category, while 5 students (23.81%) were in the medium category. There were no students who obtained N-Gain in the low category. The results showed that the learning applied provided a high learning improvement, as seen from the increase in the average score from 63.57 in the pretest to 91.43 in the posttest. The results of the evaluation showed that ethnopedagogic-based learning activities provide a more varied learning experience compared to learning that is only oriented towards the delivery of material. Students get the opportunity to show understanding through various forms of activities, either through answers, discussions, works, or reflections. Teacher feedback also helps students improve their understanding and strengthen the concepts that have been learned. Evaluation in this activity is not only directed to find out the right or wrong answers of students, but is also used as part of the learning process. Thus, evaluation serves as a basis for providing feedback and reinforcement so that students can continue to develop their understanding.

The follow-up stage is carried out by encouraging students to apply the values and knowledge gained in daily life. The results of the work and learning experience can be used as material for follow-up activities in the classroom, such as simple exhibitions, presentations, cultural documentation, or the development of other local wisdom-based learning themes. Follow-up is also directed to teachers so that ethnopedagogic-based learning practices can be applied to different learning materials or themes. Teachers can re-identify the potential of the culture and the surrounding environment as learning resources so that learning based on local wisdom does not stop at one activity. This sustainability is important because learning transformation cannot be achieved through one activity. It is necessary to habituate and develop learning practices in a sustainable manner so that local wisdom becomes part of the learning culture at school. Follow-up activities can be seen in the following Figure 3.



Fig. 3. Follow-up

The implementation of the seven stages of learning shows that ethnopedagogic integration based on local wisdom can create a learning experience that is more contextual and close to students' lives. Local wisdom serves as an authentic context that helps students connect academic knowledge with the social and cultural experiences of their environment [12]. The process provides space for students to learn through experience, interaction, application, and reflection [13].

The implementation of the seven stages also shows a strong linkage with the principles of Deep Learning [14]. The orientation and exploration stage builds students' initial readiness and experience, the understanding stage helps students build conceptual understanding, the application stage provides opportunities to use knowledge in a real-world context, while the reflection stage helps students find meaning from the learning experience. Evaluation and reinforcement then provide feedback, while follow-up ensures that the learning experience can be passed on in a broader context.

Thus, ethnopedagogy not only plays a role as a strategy to introduce local culture to students, but also as a pedagogical approach that can support contextual, meaningful, collaborative, reflective, and real-life oriented learning [8]. The integration of local wisdom also contributes to strengthening students' cultural awareness so that elementary school learning can become a space to acquire knowledge while building an appreciation for the environment and surrounding culture [2].

The findings of this activity show that the transformation of learning through ethnopedagogic requires the active involvement of teachers in selecting relevant cultural contexts, designing authentic learning activities, and providing space for students to understand, apply, and reflect on learning experiences [15]. Therefore, the success of ethnopedagogic implementation is determined not only by the availability of cultural-based learning resources, but also by the ability of teachers to integrate these resources into learning objectives, activities, and assessments [16].

IV. CONCLUSION

The implementation of service at SD Negeri Cicurug 2 shows that ethnopedagogic-based learning can create contextual, active, meaningful, and reflective learning. The seven stages of learning are able to increase student involvement in understanding, applying, and reflecting on local wisdom. The increase in learning outcomes can be seen from the average pretest of 63.57 to 91.43, with an average N-Gain of 0.76 (high category). Thus, the integration of local wisdom through ethnopedagogic can support the application of Deep Learning while strengthening students' understanding, creativity, collaboration, and cultural awareness

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