

THE IMPACT OF THE APPLICATION OF LOCAL WISDOM IN LEARNING MATERIALS ON THE MOTIVATION OF STUDENTS IN ELEMENTARY SCHOOLS

Andri Sungkowo *¹

STIT Tunas Bangsa Banjarnegara

andrisungkowo@gmail.com

Hudson Sidabutar

Universitas Negeri Medan

hudsonsidabutar26@gmail.com

Munkizul Umam Kau

Universitas Negeri Gorontalo

munkizul.kau@ung.ac.id

Abstract

The study aims to explore the impact of the application of local wisdom in the learning material on the motivation of students in primary schools. In today's educational context, there is a growing awareness of the importance of refining and integrating local values and practices into the formal education system as a means of supporting a learning process that is more relevant and meaningful to students. This study investigates how the integration of local wisdom into the curriculum can motivate students to participate more in the learning process as well as improve their understanding of the lessons delivered. The research uses a method of literary review, which involves the collection and analysis of various literary sources relevant to the research topic. These resources include journal articles, textbooks, research reports, and online resources related to local wisdom, contextual learning, and student learning motivation. Research results show that the integration of local Wisdom into the learning material has a positive effect on the motivation of students in elementary schools. Students tend to feel more connected to the materials taught when they can identify elements of their own local culture and environment. This makes it easier for students to understand the abstract concepts taught, while enriching them with wider knowledge of the environment in which they live. Furthermore, research finds that the use of local wisdom in education also contributes to the development of student pride and cultural identity. From a pedagogical point of view, teaching using local wisdom-based content and methods shows the potential to encourage active and participatory learning, which directly boosts learning motivation.

Keywords: Applications, Local Wisdom, Learning Materials, Student Motivation, Elementary Schools.

¹ Correspondence author.

Introduction

Education has long been recognized as one of the fundamental pillars in the development of a nation. As a continuous learning process, education is aimed not only to enrich knowledge, but also to develop skills, values, and positive attitudes among learners. (Sitopu et al., 2024). Through education, individuals are prepared to participate effectively in society and the economy. Moreover, education also plays an important role in shaping individual character, raising social awareness, and helping in the realization of human potential to the maximum.

Universal educational goals include providing students with broad access to knowledge, developing critical and creative thinking, and building attitudes and values that encourage students to make positive contributions to society. (Guna et al., 2024). For this purpose, education is not only directed towards academic lessons but also development holistically, covering physical, moral, social, and emotional aspects. (Hairiyanto et al., 2024; Fitriani et al., 2024).

In an era of globalization and rapid technological development, the education sector faces new challenges ranging from adapting to technological change, integrating character education into curricula, to preparing students for an increasingly competitive job market. (Maharani, D., & Meynawati, L. 2024). This challenge requires a rapid and appropriate response from all educational stakeholders, including governments, educational institutions, teachers, students, and the public. (Sembiring et al., 2024).

Given the ever-increasing challenges, innovation in education is becoming critical. Innovations can be the development of more relevant curricula, more interactive and enjoyable teaching methods, the use of technology in learning, as well as strategies to increase student involvement in the learning process. These innovations not only make education more attractive to students, but also improve learning effectiveness. (Syahbana et al., 2024).

Awareness of the importance of education and the continuity of innovation in it is the key to the growth and progress of a nation. (Antika et al., 2024). Therefore, the collaborative efforts of all stakeholders in education are essential to meet the challenges of the times and to prepare future generations that are not only academically intelligent, but also have a strong character and ready to face a changing world. So with that, to face that challenge the curriculum of local wisdom has earned special attention.

Local wisdom refers to traditional knowledge and values adopted and passed down from generation to generation in a society. (Salim, A., & Aprison, W. 2024). It covers various aspects, including customs, lessons from nature, agricultural practices, art, and more. Local wisdom often helps communities to adapt to their surroundings and create solutions to the many challenges they face. (Muliadi, E., & Asyari, A. 2024). Local wisdom, which has been the result of the thinking and adaptation of the community to its environment for centuries, is believed to provide significant educational values for students. (Solissa et al., 2024).

Education and local wisdom complement each other in shaping the character of students and preparing them for the future. Education can provide the general and technical knowledge that students need to succeed in the modern world. Meanwhile, local wisdom can teach ethical and moral standards, a sense of respect for the environment, and an understanding of the culture and history of their local communities. (Nuraeni et al., 2024; Sihombing et al., 2024).

Education rooted in local wisdom can add value and make students feel more connected to their communities and cultures. (Suttriso et al., 2024). In addition, integrating local wisdom into education can help students to better appreciate and understand their cultural heritage, build a sense of identity and develop a deeper understanding of the world around them. (Jusmawati et al., 2024). And also, local wisdom can improve the relevance and context of learning, making education more interesting and meaningful for students. However, in its implementation, the use of local intelligence in learning materials is often not maximum.

So by that, to harness local wisdom in education, can be done through integration into curricula, lessons, and teaching methods. For example, teachers can use local folk stories to teach about moral values or use local farming practices to teach science concepts. In this way, students not only learn academic knowledge but also understand and appreciate the culture and traditions of their societies (MAESAROH et al., 2024).

Understanding the values of local wisdom in primary schools is considered important to shape the character and identity of students, while preserving the cultural heritage of the nation. Moreover, the application of local Wisdom in the learning process is supposed to increase the motivation of students to learn, cultivate love for the local social and cultural environment, and strengthen their understanding of the material. (Muzakir et al., 2024; Andiono, N. 2024).

The study aims to identify and analyse the impact of the application of local wisdom in the learning material on the learning motivation of students in primary schools. Based on early observations, there are indications that the integration of local Wisdom in learning can potentially improve student learning motivations. However, empirical research is still needed to measure the extent of such influence.

This research is expected to be beneficial in some respects. First, it provides empirical information on the importance of local wisdom in the learning material and its relationship with student learning motivation. Second, it serves as a reference for educational practitioners, especially primary school teachers, to explore and utilize local wisdoms in learning processes. Third, it offers recommendations for education policy makers on developing curricula that are more responsive to local learning wisdom and student motivational needs.

Research Method

Literary research is a method of research that is carried out by collecting, analysing, and synthesizing data from existing literary sources. (Champe & Kleist, 2003; Tharenou et al., 2007). The aim of this research is to gain a deeper understanding of a research topic or problem. This method is widely used in a variety of disciplines, including humanities, social sciences, and natural sciences. (Basrowi, 2008; Zed, 2004; Sugiyono, 2010).

Researchers use literature methods using several steps; 1) Topic Selection: Researchers must choose specific and relevant topics for research. It involves understanding existing research areas and finding gaps that can be further investigated. 2) Literature search: extensive and in-depth literature search through scientific databases, journals, articles, books, and other relevant resources. Researchers use the right keywords to find the sources that are most relevant to the research topic. 3) Evaluation of sources: researchers look at sources based on authors credibility, relevance to the topic, year of publication, and contributions to the research topic. This approach makes it easier when integrating findings into research writing. 5) Analysis and Synthesis: Analysis of literature to understand various perspectives, arguments, and findings related to the topic. Synthesize this information to create a holistic understanding of the subject of research. 6) Writing: researchers write literature analysis with a logical structure, introduce topics, discuss findings from relevant sources, and finally conclude major findings and research gaps that may exist (Reay, 2014; Graue, 2015).

Result and Discussion

Definition of Local Intelligence

Local wisdom plays an important role in education, especially in historical learning. From a historiographic perspective, local wisdom can shape a local history. Local history is the study of the life of a community or in particular a community of a particular environment in the dynamics of its development in various aspects of life. (Putra et al., 2020).

Local wisdom-based education can be used as a medium to preserve the potential of each region. (Baderiah, B., & Munawir, A. 2024). The application of local history and wisdom in education will also help in the understanding and appreciation of their own culture and traditions. Local wisdom is also important in shaping character education. (Mulyana, D. 2024).

Thus it can be concluded that local wisdom is a system of values or living behavior of local communities who are good at interacting with their surroundings. Local wisdom includes not only ethics but also the norms, actions, and behaviors of the community that are guidelines for behavior and conduct.

Norms, actions, and behaviour of communities are part of the social and cultural structure of local communities. Norms are rules or guidelines that regulate the behavior and actions of members of a community. Norms derive from moral and social values that are valued by communities, and usually involve social punishment or formal law if violated. An

action is any behavior or activity carried out by an individual or a group in a community. An act is usually planned and has a purpose, and can reflect the norms, values, and beliefs of the local community. Behavior is a way of behaving or acting that reflects the character, attitude, and values of a person or group. Behaviour reflects an adaptation of an individual or group to their social and cultural environment. (Masrukhin et al., 2023; Aslan, 2019).

All of this is interrelated and helps shape the local wisdom of a community. Local wisdom, through norms, actions, and behaviour, reflects how a community understands, interacts, and values its environment in a sustainable way and respects its cultural and environmental values.

The Influence of Local Wisdom on Education

Education is derived from the Latin word "ducare" meaning "leading, directing, or leading" with the prefix "e", meaning "out". So, etymologically, education can be understood as the "lead-out" activity, which in modern context means the process of developing the individual's potential to contribute actively to society. (Tubagus et al., 2023; Aslan & Shiong, 2023). Education is an effort given by an adult to a child to a goal, namely maturity, and lasts throughout life, based on a family, school, or community environment. The educational objectives include developing students' abilities, helping them find happiness, and shaping religion and character. (Nurhayati et al., 2023; Muharrom et al., 2023).

The scope of education covers a wide range of integral aspects of the teaching and learning process, both at the formal and non-formal levels (Nurdiana et al., 2023). These aspects include, among other things, the pupil or student, which is the most important object in education, the principles and purposes of education, which are the basis of all educational activities, and the educator himself. In addition, educational science also includes educational psychology that studies how learning and teaching processes are influenced by psychological factors, such as motivation, intelligence, and emotions, which are an important part of understanding and improving teaching learning processes. (Erwan et al., 2023; Sarmila et al., 2023).

Education specifically in schools organized in Indonesia includes a nine-year compulsory primary education program, consisting of six years in primary school and three years in elementary secondary school. This is part of the government's efforts to ensure universal basic education for all citizens of its country. The Law No. 20 of 2003 on the National Education System regulates the education system in Indonesia, creating a legal framework for the development of inclusive and quality education. (Haddar et al., 2023).

Education is not excluded from the curriculum. The curriculum is a set of plans and arrangements concerning the objectives, content, and materials of the lesson and the methods used as guidelines for the learning activities in the educational institutions. Curriculum is used as a reference to achieving specific educational goals in the context of formal education, such as school, as well as non-formal education (Sulastri et al., 2023; Aslan, 2023). Curricula is generally defined as a set of plans and arrangements relating to

the purpose, content or content, and learning materials and methods used as guidelines for the maintenance of learning activities in educational institutions. The curriculum serves as a blueprint or map that guides the educational and learning process, guiding teachers and students in achieving educational goals that have been set. (Astuti et al., 2023).

Some important things are usually covered in the curriculum: 1) Educational objectives. Set the expected outcome of the learning process, covering the cognitive, affective, and psychomotor aspects of the student. 2) Lesson Materials. Provides a list of subjects or learning units to be taught, including knowledge, skills, and values to be mastered by students. 3) Learning Methodology. Details on approaches, strategies, and teaching methods to be used to deliver the lessons to students. 4) Assessment and Evaluation. Explains how the process of assessment and evaluation of knowledge, skill, and attitude of students will be carried out, including the types of assessments used. (misalnya tes, karya tulis, portofolio, observasi). 5) Learning time. Refers to the estimated time allocation for each subject matter, including the structure of the academic year and its semester division (Aslan, 2019b; Aslan & Wahyudin, 2020).

Curricula can vary depending on the educational policies of a country or region and are often revised or updated to adapt to evolving educational needs. In Indonesia, some of the curricula that have been implemented include the Curriculum 2013 (K13), the Education Unit Level Curricula (KTSP), and the latest one is the Free Curricule. (Hesti et al., 2022).

The curriculum in Indonesia is currently the Merdeka Curriculum, which is implemented by the Ministry of Education, Culture, Research, and Technology (Kemendikburistek) for all levels of education, including SD. This curricula is provided as an additional option in order to carry out learning recovery during 2022-2024, in view of the Covid-19 pandemic. In addition, in the enrichment of the curriculum to preserve the value of the community has been integrated with the local wisdom curricula (Sumar'in & Aslan, 2022; Iswadi et al., 2022).

A local wisdom curriculum is an approach in the development of curricula that integrates local cultural values, knowledge, and practices into the learning process. This approach aims to preserve cultural heritage while using it as a relevant and meaningful learning resource for students. (Sukirno et al., 2023). In the context of an independent curriculum, local wisdom is regarded as the foundation of a nation's identity, so incorporating these values into the curricula is expected to give students a deeper understanding of their cultural and historical roots. (Lestari, N., & Suyanto, S. 2024).

Furthermore, in the implementation of an independent curriculum, local intelligence loads can be incorporated through three flexible options, including developing local loads into self-taught subjects, integrating local load into the entire subject, or incorporating them into specific activities that support the learning process. (Aura et al., 2023).

Thus, local wisdom has a significant influence on education as it is an important element in preserving cultural identity, enriching curricula, and supporting relevant and meaningful learning.

The influence of local wisdom on education consists of; 1) Curriculum enrichment. Local wisdom can be integrated into the curriculum to provide more diverse and relevant content. Learning materials that incorporate local elements help students appreciate their own social and cultural context. 2) Improve the relevance of education. Education that takes into account local wisdom is more relevant to student life. It makes students feel connected to what they learn, increasing their motivation and involvement in the learning process. Through education that incorporates local wisdom, students can develop a sense of identity and pride in their culture. Education like this also plays a role in preserving local culture. 4) Sustainable Education. Local wisdom often encompasses the principles of sustainable resource management. Integrating these principles into education supports teaching about environmental sustainability and conservation. 5) Teaching Values and Ethics. Local wisdom is often rooted in community values and ethics. An educational system that incorporates these values helps build character and equip students with an ethical and just worldview. Local wisdom can influence teaching approaches and methods, adapting to a way of learning that is more appropriate to the student's context, such as learning through fairy tales, traditional songs, games, or folk stories. Education that involves local wisdom also supports the development of traditional skills, such as agriculture, handicrafts, and martial arts, which are essential for the preservation of local culture and economic development. 9) Contextual learning. A local wisdom-based education helps students understand and apply knowledge in a real context, not only in theory but also in practice that is beneficial to everyday life (Aura et al., 2023; Mulyana, D. 2024; Baderiah, B., & Munawir, A. 2024).

Thus, local wisdom, not only enriches the content of the learning material but also the way it is done, supports the development of educated, cultural, and environmentally and socially sensitive individuals.

Motivation for Elementary School Students

Motivation is an internal or external condition that drives an individual to do or act in a certain way. Motivation can be defined as the psychological impulse that drives a person towards a particular goal, affecting the direction, depth, and diligence of their efforts in achieving that goal. Motivation may be intrinsic or extrinsic.

In an educational context, motivation plays an important role in determining the extent to which students will be involved in the learning process, how much effort they put in, and how long they can sustain the effort to their learning goals.

Motivation among elementary school students is crucial in determining their success in the academic arena as well as in social and emotional development. Given that children of primary school age are at a critical stage of cognitive and social development, they need to be encouraged and guided to find motivation in learning and other activities.

Important aspects of motivation among elementary school students consist of; 1) Self-satisfaction. Elementary school children are often motivated by their natural curiosity and the desire to feel self-reliant and independent. Recognizing the efforts they have made

and the progress they have achieved can increase their confidence and intrinsic motivation to continue learning. 2) Appreciation and praise. Positive appreciation from teachers and parents can enhance children's extrinsic motivation. Compliments that focus on their efforts and learning processes, not just on the end result, encourage them to develop a growth-oriented mindset (growth mindset). 3) Purposes that are relevant and affordable. Helping elementary school students set clear and affordable learning goals can give them something specific to do. Children with goals tend to be more focused and motivated. 4) A supportive learning environment. A positive and supportive school environment, where students feel safe to take risks and make mistakes, helps students feel more engaged and motivated to learn. 5) Interactive and fun lessons. Interactive teaching with practical and exciting activities that are relevant to the real life of students will more attract their attention and interest, thereby increasing their learning motivation. The support and involvement of parents in the education of their children plays an important role in motivating students. When children see that their education is valued at home, their motivation to succeed in school can also grow. 7) Success and failure are healthy. Teaching students to see failure as part of the learning process and not as something negative can help them stay motivated. Giving them strategies to overcome obstacles can strengthen their resilience in the face of challenges (Salsabila et al., 2020; Dacholfany, M. I. 2024).

The importance of motivation among elementary school students leads not only to academic achievement but also to the development of character, independence, and their preparation for the challenges of life in the future.

The Influence of Local Wisdom on Student Motivation

Local wisdom, which is the knowledge, beliefs, customs, and practices that develop within a community and are passed on from generation to generation, plays an important role in shaping cultural and social identities.

Local wisdom can influence the motivation of students in their learning and self-development through several ways: 1) Building a Deeper Connection. Integrating local wisdom into an educational curriculum helps students to make a deeper connection between the materials they learn and their daily lives. When students feel that what they learn is relevant to their cultural background, it can increase their interest and motivation to learn. Learning that combines local wisdom can enhance a sense of ownership and identity in students, especially in understanding and appreciating their own culture and traditions. It can encourage pride and confidence in their own abilities, which are key in motivating students to perform. 3) Encourage project-based and practical learning. Local wisdom often involves practical knowledge and traditional skills. Integrating this into learning can encourage more project-based and practical learning methods, which are known to increase student motivation and engagement significantly. 4) Strengthening Community Relationships. Engaging in activities that are rooted in local wisdom helps strengthen the relationship between students and their communities. It can increase

students' motivation in learning and growing, by understanding their role and how they can contribute to society. By instilling appreciation for local wisdom and tradition, educators can help students develop a positive attitude and curiosity that will encourage them to continue learning and develop throughout their lives. 6) Support multicultural learning. In an increasingly global society, understanding and appreciating local wisdom can help students develop tolerance and appreciation for other cultural diversity. It can motivate them to learn more about the world around them and develop the skills needed to be a world citizen with a broad watch. (Puspita et al., 2024; Harahap, S. P. R. 2024; Verawati, N. N. S. P., & Wahyudi, W. 2024).

Integrating local wisdom into education can not only increase the motivation and involvement of students, but also educate them into individuals who value their cultural heritage as well as prepare them to participate significantly in a growing global community.

Application of Local Wisdom in Learning Materials

Local wisdom, with knowledge and experience based on local culture and traditions, can be integrated into the learning material to support more meaningful, contextual, and in-depth teaching.

Here are some examples of the application of local wisdom in the learning material:

- 1) Natural Science (IPA). Teachers can introduce scientific concepts through local knowledge of flora and fauna, or traditional agricultural systems. For example, in insect life cycle learning, teachers can use insect species commonly found in the area as examples.
- 2) Social Science (IPS). Studies of local geography, history, and culture can provide a valuable context for social science learning. For example, students can learn about the influence of local culture on economic development and social well-being. The diversity of local languages and literature can be used as a source of learning. For example, folk stories or local literature can be read or studied material to understand story structure and language usage.
- 4) Art. Traditional art and crafts can be included in the art curriculum. For example, students can learn to make traditional crafts or learn techniques and styles in local traditional painting art.
- 5) Mathematics. Local wisdom can also be applied in mathematics learning. For example, teachers can teach measurement using local traditional units or teach concepts of geometry through patterns and designs on traditional fabrics. (Holilah et al., 2024; Rasya et al., 2024; Syahfitri, J. 2024).

All of these applications aim to make learning material more relevant to student life and encourage a deeper understanding of curriculum content. Local wisdom can also help strengthen the cultural identity of students and increase their appreciation of their local culture and communities.

Conclusion

Local wisdom, as a representation of the knowledge, customs, and traditional practices of a community, can have a significant influence in increasing the motivation of students in primary school when applied in the learning material. The application of local wisdom in curricula and learning materials can create a deeper relationship between students with their community and their own local culture.

Learning based on local experience and knowledge provides relevant and meaningful contexts for students, thus facilitating their understanding of the concepts taught. It can also enhance a sense of ownership and pride in their identity and cultural heritage, which contributes in motivating them to learn.

In addition, the use of forms of local wisdom, such as folk stories, traditional art, or community practices in learning, can encourage more practical and project-based learning methods. Moreover, local intelligence can also introduce and equip students with the knowledge and skills needed in daily life in their communities, thus supporting lifelong learning and increasing learning motivation.

The application of local wisdom in the learning material has a positive influence on the motivation of students in primary school. It provides relevant and meaningful contexts, promotes more interactive and practical learning methods, as well as strengthens students' relationships with their communities and cultures. Thus, the role of local wisdom in education is vital and needs to be more recognized and integrated into educational curricula and practices.

References

- Andiono, N. (2024). KONSTRUKSI PENDIDIKAN MODERASI BERAGAMA BERBASIS KEARIFAN LOKAL PESANTREN. *JALIE; Journal of Applied Linguistics and Islamic Education*, 8(01), 23-44.
- Antika, M., Aslan, & Karlina, E. M. (2024). PENERAPAN METODE PEMBIASAAN DALAM MENINGKATKAN KEMANDIRIAN PADA ANAK KELOMPOK B1 DI TKIT YA BUNAYYA SAMBAS TAHUN PELAJARAN 2022-2023. *Samawa (Sakinah, Mawaddah Warahmah)*, 7(1), Article 1.
- Aslan & Wahyudin. (2020). Kurikulum dalam Tantangan Perubahan. Bookies Indonesia. <https://scholar.google.com/scholar?oi=bibs&hl=en&cluster=17745790780728460138>
- Aslan, A. (2019b). *HIDDEN CURRICULUM*. Pena Indis.
- Aslan, A. (2023). KURIKULUM PENDIDIKAN AGAMA ISLAM DI SEKOLAH DASAR. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(1), Article 1.
- Aslan, A., & Shiong, P. K. (2023). Learning in the Digital Age Full of Hedonistic Cultural Values Among Elementary School Students. *Bulletin of Pedagogical Research*, 3(2), 94. <https://doi.org/10.51278/bpr.v3i2.515>
- Aslan. (2019a, January 17). Pergeseran Nilai Di Masyarakat Perbatasan (Studi tentang Pendidikan dan Perubahan Sosial di Desa Temajuk Kalimantan Barat) [Disertasi dipublikasikan]. Pasca Sarjana. <https://idr.uin-antasari.ac.id/10997/>

- Astuti, S. E. P., Aslan, A., & Parni, P. (2023). OPTIMALISASI PERAN GURU DALAM PROSES PEMBELAJARAN KURIKULUM 2013 DI MADRASAH IBTIDAIYAH SWASTA. *SITTAH: Journal of Primary Education*, 4(1), Article 1. <https://doi.org/10.30762/sittah.v4i1.963>
- Aura, S., Supiandi, C., & Nugraha, D. (2023). The Influence of Character Education Based on Local Wisdom on Students' Social and Environmental Behavior. *Social Impact Journal*, 2(2), 1-14.
- Aura, S., Supiandi, C., & Nugraha, D. (2023). The Influence of Character Education Based on Local Wisdom on Students' Social and Environmental Behavior. *Social Impact Journal*, 2(2), 1-14.
- Baderiah, B., & Munawir, A. (2024). Harmonizing Local Wisdom with Islamic Values: A Guide to Character Education Development. *International Journal of Asian Education*, 5(1), 63-75.
- Baderiah, B., & Munawir, A. (2024). Harmonizing Local Wisdom with Islamic Values: A Guide to Character Education Development. *International Journal of Asian Education*, 5(1), 63-75.
- Basrowi, S. (2008). Memahami penelitian kualitatif. Jakarta: Rineka Cipta, 12(1), 128–215.
- Champe, J., & Kleist, D. M. (2003). Live supervision: A review of the research. *The Family Journal*, 11(3), 268–275.
- Dacholfany, M. I. (2024). Peningkatan Kualitas Manajemen Pendidikan Di Sekolah Dasar Melalui Pelatihan Dan Bimbingan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(1), 5-13.
- Erwan, E., Aslan, A., & Asyura, M. (2023). INTERNALISASI BUDAYA RELIGIUS OLEH GURU AKIDAH AKHLAK UNTUK MENUMBUHKAN SIKAP AKHLAK MULIA DI MIS BINA DHARMA PARIT RABU. *JURNAL PENDIDIKAN DAN KEGURUAN*, 1(6), Article 6.
- Fitriani, D., Aslan, & Eliyah. (2024). PERAN GURU PENDIDIKAN AGAMA ISLAM DALAM MENERAPKAN METODE MEMBACA AL-QUR'AN SISWA DI SD NEGERI 03 PENDAWAN DUSUN PENDAWAN DESA TANGARAN TAHUN 2021/2022. *TARBIYATUL ILMU: Jurnal Kajian Pendidikan*, 2(3), Article 3.
- Graue, C. (2015). Qualitative data analysis. *International Journal of Sales, Retailing & Marketing*, 4(9), 5–14.
- Guna, B. W. K., Yuwantiningrum, S. E., Firmansyah, S, M. D. A., & Aslan. (2024). Building Morality and Ethics Through Islamic Religious Education In Schools. *IJGIE (International Journal of Graduate of Islamic Education)*, 5(1), Article 1. <https://doi.org/10.37567/ijgie.v5i1.2685>
- Haddar, G. A., Haerudin, H., Riyanto, A., Syakhrani, A. W., & Aslan, A. (2023). THE REVOLUTION OF ISLAMIC EDUCATION THOUGHT IN THE ERA OF SOCIETY 5.0: CORRECTIONS AND ANALYSIS OF STUDIES IN ISLAMIC HIGHER EDUCATION INSTITUTIONS IN SOUTH KALIMANTAN. *International Journal of Teaching and Learning*, 1(4), Article 4
- Hairiyanto, Sartika, E., Fransiska, F. W., & Aslan. (2024). UNDERSTANDING THE STUDENTS' ENGLISH LEARNING ACHIEVEMENT AND HOME ENVIRONMENT SUPPORTS DURING SCHOOL CLOSURE TO RESPOND TO PANDEMIC AT PRIVATE MADRASAH TSANAWIYAH AT-TAKWA SAMBAS. *International Journal of Teaching and Learning*, 2(4), Article 4.

- Harahap, S. P. R. (2024). Effectiveness of the Scientific Inquiry Learning Model Based on Local Malay Cultural Wisdom on Student Learning Interests. *Journal Of Education And Teaching Learning (JETL)*, 6(1), 73-85.
- Hesti, H., Aslan, A., & Rona, R. (2022). PROBLEMATIKA PEMBELAJARAN TEMATIK INTEGRATIF DI MADRASAH IBTIDAIYAH IKHLAASUL 'AMAL SEBAWI. *ADIBA : JOURNAL OF EDUCATION*, 2(3), Article 3.
- Holilah, M., Nur, M., Hardianti, R. A., & Aulia, Q. (2024). Implementation of Digital Teaching Material Containing Local Wisdom Values for Strengthening Pancasila Student Profile Project (P5) of Independent Curriculum in Social Studies Learning. *The Innovation of Social Studies Journal*, 5(2), 121-131.
- Iswadi, Aslan, & Sunantri, S. (2022). INTEGRASI KURIKULUM 2013 DAN PONDOK PESANTREN DI SEKOLAH MENENGAH PERTAMA SWASTA ISLAM TERPADU AL-FURQON TEBAS. *Jurnal Studi Islam Lintas Negara (Journal of Cross-Border Islamic Studies)*, 4(2), Article 2. <https://doi.org/10.37567/cbjis.v4i2.1417>
- Jusmawati, J., Baharuddin, I., & Mahdi, M. (2024). PENGEMBANGAN PENDIDIKAN KARAKTER DAN PROFIL PELAJAR PANCASILA BERWAWASAN KEARIFAN LOKAL. *JURNAL EDUCATION AND DEVELOPMENT*, 12(1), 1-7.
- Lestari, N., & Suyanto, S. (2024). A systematic literature review about local wisdom and sustainability: Contribution and recommendation to science education. *Eurasia Journal of Mathematics, Science and Technology Education*, 20(2), em2394.
- MAESAROH, M., & Kustiarini, K. (2024). IMPLEMENTASI PENDIDIKAN KARAKTER BERBASIS KEARIFAN LOKAL DALAM EKSTRAKULIKULER TARI DI SDN KARTASURA 01 SUKOHARJO TAHUN AJARAN 2023-2024 (Doctoral dissertation, UIN Surakarta).
- Maharani, D., & Meynawati, L. (2024). Sisi Terang dan Gelap: Digitalisasi pada Perkembangan Pendidikan Indonesia. *Sinar Dunia: Jurnal Riset Sosial Humaniora Dan Ilmu Pendidikan*, 3(1), 89-98.
- Masrukhin, A. R., Wahidah, F., Amrela, U., & Yusmira, Z. (2023). Development of a Foundation Phase Curriculum based on Multiple Intelligences Integrated with Technology Content and Local Wisdom. *International Journal of Education, Vocational and Social Science*, 2(02), 315-328.
- Muharrom, M., Aslan, A., & Jaelani, J. (2023). IMPLEMENTASI KURIKULUM MERDEKA BELAJAR PADA PEMBELAJARAN PENDIDIKAN AGAMA ISLAM DI SMK PUSAT KEUNGGULAN SMK MUHAMMADIYAH SINTANG. *Jurnal Ilmu Pendidikan Dan Kearifan Lokal*, 3(1), Article 1.
- Muliadi, E., & Asyari, A. (2024). Menggali Kearifan Lokal: Pendidikan Nilai Dalam Permainan Tradisional Suku Sasak. *Jurnal Ilmiah Profesi Pendidikan*, 9(1), 129-140.
- Mulyana, D. (2024). National Character, Local Wisdom, and Citizenship Education: Building National Identity Through Education. *Journal Arbitrase: Economy, Management and Accounting*, 2(02), 87-93.
- Mulyana, D. (2024). National Character, Local Wisdom, and Citizenship Education: Building National Identity Through Education. *Journal Arbitrase: Economy, Management and Accounting*, 2(02), 87-93.
- Muzakir, M., & Suastra, W. (2024). Kearifan Lokal Suku Sasak sebagai Sumber Nilai Pendidikan di Persekolahan: Sebuah kajian Etnopedagogi. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 6(1), 84-95.

- Nuraeni, L., Tamagola, R. H. A., Hafida, N., Wonggor, S., Khairunnisa, K., & Aziz, A. A. (2024). Pendidikan Karakter Berbasis Kearifan Lokal Untuk Menghadapi Isu-Isu Strategis Terkini di Era Digital. *Journal on Education*, 6(2), 14615-14620.
- Nurdiana, R., Effendi, M. N., Ningsih, K. P., Abda, M. I., & Aslan, A. (2023). COLLABORATIVE PARTNERSHIPS FOR DIGITAL EDUCATION TO IMPROVE STUDENTS' LEARNING ACHIEVEMENT AT THE INSTITUTE OF ISLAMIC RELIGION OF SULTAN MUHAMMAD SYAFI UDDIN SAMBAS, INDONESIA. *International Journal of Teaching and Learning*, 1(1), Article 1.
- Nurhayati, N., Aslan, A., & Susilawati, S. (2023). PENGGUNAAN TEKNOLOGI GADGET SEBAGAI MEDIA PEMBELAJARAN PADA ANAK USIA DINI DI RAUDHATUL ATFHAL AL-IKHLAS KOTA SINGKAWANG. *JIP: Jurnal Ilmu Pendidikan*, 1(3), Article 3.
- Puspita, H., Firdaus, F. M., & Kawuryan, S. P. (2024). Self-Directed Learning Model Based on Local Wisdom Values on Student Learning Outcomes. *Journal of Innovation in Educational and Cultural Research*, 5(1), 22-28.
- Putra, P., Setianto, A. Y., Hafiz, A., Mutmainnah, & Aslan. (2020). ETNOPEDAGOGIC STUDIES IN CHARACTER EDUCATION IN THE MILLINNEAL ERA: CASE STUDY MIN 1 SAMBAS. *Al-Bidayah : Jurnal Pendidikan Dasar Islam*, 12(2), Article 2. <https://doi.org/10.14421/al-bidayah.v12i2.547>
- Rasya, G., Tahir, M., & Oktaviyanti, I. (2024). DEVELOPMENT OF A LEARNING MODULE BASED ON LOCAL WISDOM OF THE SASAK TRIBE ON FIFTH GRADE IN SOCIAL SCIENCE SUBJECT AT SDN 22 AMPENAN. *PROGRES PENDIDIKAN*, 5(1), 7-15.
- Reay, T. (2014). Publishing qualitative research. Sage Publications Sage CA: Los Angeles, CA.
- Salim, A., & Aprison, W. (2024). Pendidikan Multikultural Berbasis Kearifan Lokal. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 3(1), 22-30.
- Salsabila, U. H., Seviarica, H. P., & Hikmah, M. N. (2020). Urgensi penggunaan media audiovisual dalam meningkatkan motivasi pembelajaran daring di sekolah dasar. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan*, 25(2), 284-304.
- Sarmila, U., Aslan, A., & Astaman, A. (2023). THE ROLE OF PARENTS TOWARDS YOUTUBE USERS IN BUILDING CHILDREN'S RELIGIOUS BEHAVIOR IN KUALA PANGKALAN KERAMAT VILLAGE. *Archipelago Journal of Southeast Asia Islamic Studies (AJSAIS)*, 1(2), Article 2.
- Sembiring, T. B., Dewi, R. D. L. P., Gugat, R. M. D., Febrian, W. D., Amrizal, A., & Ansori, A. (2024). Peningkatan Kapasitas Dosen Dalam Pendidikan Berbasis Teknologi: Workshop Dan Pelatihan Mendalam. *Community Development Journal: Jurnal Pengabdian Masyarakat*, 5(1), 581-590.
- Sihombing, W. F., Sigiyo, A. S., Panjaitan, B., Simorangkir, J., Samosir, L., Widiastuti, M., ... & Hutabarat, E. H. (2024). Penerapan Pendidikan Agama dan Kearifan Lokal kepada Guru Agama di Lingkungan Kementerian Agama Kabupaten Toba. *IHSAN: JURNAL PENGABDIAN MASYARAKAT*, 6(1), 23-31.
- Sitopu, J. W., Khairani, M., Roza, M., Judijanto, L., & Aslan, A. (2024). THE IMPORTANCE OF INTEGRATING MATHEMATICAL LITERACY IN THE PRIMARY EDUCATION CURRICULUM: A LITERATURE REVIEW. *International Journal of Teaching and Learning*, 2(1), Article 1.
- Solissa, E. M., Hayati, A. A., Rukhmana, T., Muharam, S., Mardikawati, B., & Irmawati, I. (2024). Mengembangkan Pendidikan Karakter Berbasis Budaya Menuju Society 5.0. *Journal on Education*, 6(2), 11327-11333.

- Sugiyono, S. (2010). Metode penelitian kuantitatif dan kualitatif dan R&D. Alfabeta Bandung.
- Sukirno, S., Juliati, J., & Sahudra, T. M. (2023). The Implementation of Character Education as an Effort to Realise the Profile of Pancasila Students Based on Local Wisdom. *AL-ISHLAH: Jurnal Pendidikan*, 15(1), 1127-1135.
- Sulastri, S., Aslan, A., & Rathomi, A. (2023). STRATEGI GURU PENDIDIKAN AGAMA ISLAM DALAM PENYAMPAIAN MATERI PADA ANAK TUNAGRAHITA DI SEKOLAH LUAR BIASA NEGERI SAMBAS TAHUN PELAJARAN 2022/2023. *Lunggi Journal: Literasi Unggulan Ilmiah Multidisipliner*, 1(4), Article 4.
- Sumar'in, S., & Aslan, A. (2022). PENGEMBANGAN DAN INOVASI KURIKULUM: DISTINGSI KAJIAN KEILMUAN BERWAWASAN LINTAS NEGARA. *EDUCATIONAL JOURNAL : General and Specific Research*, 2(3), Article 3.
- Sutrisno, S., Elmuna, F. N., & Fithriyah, D. N. (2024). Pengaruh Model Pembelajaran VCT (Value Clarification Technique) Berbasis Kearifan Lokal Bojonegoro terhadap Literasi Membaca Siswa Madrasah Ibtidaiyah. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(1), 629-634.
- Syabhana, A., Asbari, M., Anggitia, V., & Andre, H. (2024). Revolusi Pendidikan: Analisis Kurikulum Merdeka Sebagai Inovasi Pendidikan. *Journal of Information Systems and Management (JISMA)*, 3(2), 27-30.
- Syahfitri, J. (2024). The Utilization of Local Wisdom-based Interactive Digital Module to Improve Students' Critical Thinking Skills. *International Journal of STEM Education for Sustainability*, 4(1), 110-119.
- Tharenou, P., Donohue, R., & Cooper, B. (2007). *Management research methods*. Cambridge University Press.
- Tubagus, M., Haerudin, H., Fathurohman, A., Adiyono, A., & Aslan, A. (2023). THE IMPACT OF TECHNOLOGY ON ISLAMIC PESANTREN EDUCATION AND THE LEARNING OUTCOMES OF SANTRI: NEW TRENDS AND POSSIBILITIES. *Indonesian Journal of Education (INJOE)*, 3(3), Article 3.
- Verawati, N. N. S. P., & Wahyudi, W. (2024). Raising the Issue of Local Wisdom in Science Learning and Its Impact on Increasing Students' Scientific Literacy. *International Journal of Ethnoscience and Technology in Education*, 1(1), 42-54.
- Zed, M. (2004). *Metode peneletian kepustakaan*. Yayasan Obor Indonesia.