

IMPLEMENTATION OF LOCAL WISDOM IN LEARNING IN SCHOOLS AROUND RURAL AREAS

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Abstract

The study aims to explore the implementation of local wisdom in learning in schools in rural areas, focusing on how local Wisdom can be integrated into the learning process to improve the relevance and effectiveness of education. The study reveals the contribution of local wisdom in educating students about identities and traditions of communities, as well as its role in strengthening character education and preserving cultural values in the face of global influence and modern technology. This research is carried out through a literature review, which involves the collection and analysis of secondary data from relevant sources, including scientific journals, articles, research reports, and online sources. Through this method, research identifies, analyzes, and synthesizes findings from previous research related to the implementation of local wisdom in education, especially in rural areas. Research results show that the implementation of local wisdom in learning in rural schools has significant potential in enriching student curricula and learning experiences. Local wisdom, when integrated into learning, can enhance students' understanding of their socio-cultural environment and local history, while facilitating the building of identity and appreciation of cultural heritage. In addition, learning strategies that leverage local wisdom have proven effective in developing students' critical skills, problem-solving skills, and project-based learning relevant to their local context. Obstacles identified include resource shortages, the need for teacher training for innovative learning strategies, and the challenge of integrating local content with national educational standards. The research reaffirms the importance of collaboration between schools, communities, and stakeholders in encouraging and nurturing the implementation of local wisdom in education.

Keywords: Implementation, Local Intelligence, Learning, Rural Schools.

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Introduction

The evolution of the era of globalization is now interconnected, so that various aspects of human life undergo significant changes, including in the context of local culture and identity. (Hermansyah, D., & Wasib, A. 2024). Globalization has a complex impact on the development of local intelligence. (Iswadi et al., 2022). On the one hand, open access and exchange of information enable wider dissemination and appreciation of local culture. On the other hand, the dominance of popular culture and global lifestyles could threaten the existence of traditional values considered less relevant to the current of modernization. (Manihuruk, H., & Setiawati, M. E. 2024).

Local wisdom not only reflects the identity and cultural heritage of a particular community, but is also recognized as the foundation of cultural resilience in the face of often homogeneous globalization currents. (Salim, A., & Aprison, W. 2024). The combination of traditional knowledge rooted in the unique geographical and social conditions of a community with the application of modern technology and practices can produce innovative solutions to a range of contemporary challenges. So with that, the importance of integrating local intelligence into the education system (Muliadi, E., & Asyari, A. 2024).

Education has a key role as a bridge that connects traditional values with global understanding. (Aslan, 2023). By incorporating local wisdom into the educational curriculum, schools can prepare students not only to be competent citizens of the world but also to maintain their local identity and wisdom. Indirectly, it fosters a sense of self-esteem, connectivity, and responsibility towards the community and its environment. (Hairiyanto et al., 2024; Madri et al., 2021).

Sustainable education with an innovative approach can support a better understanding of local wisdom and ensure that this heritage remains alive and passed on to future generations. (Arnadi et al., 2021). In this way, local cultures and traditional values will not only survive but also grow more dynamic in an ever-changing global environment. (Aslan & Hifza, 2019).

Local wisdom is the behavior of the local people in their interaction with their surroundings. (Syamsuri et al., 2021). It's also ways and practices developed by certain communities based on their understanding of the local environment. Local wisdom can also be defined as the life view of a community in a particular region of the natural environment in which they live. In addition, local wisdom also refers to knowledge, values, and practices passed on from generation to generation in a community (Solissa et al., 2024). Thus, local Wisdom is related to knowledge and practical values passed over from one generation to another within a community so that it plays an important role in building the character and identity of individuals and societies, especially in rural areas. (Nuraeni et al., 2024).

Rural areas are identified as areas that are located far from urban and have strong links with traditional life. (Aslan & Rusiadi, 2021). Social life in rural areas is usually arranged by a variety of specific activities. The village, which is a major part of the countryside, can be

inhabited by a variety of family groups and has unique social characteristics and structures. (Aslan & Yunaldi, 2018). The main activities in rural areas are usually agriculture and the management of natural resources. Land use in rural areas tends to be simpler than in urban areas. (Aslan & Hifza, 2020).

The countryside also has several schools as a means for the children of the village to get formal education. Rural schools are educational institutions located within the scope of rural areas. These schools offer formal education ranging from primary to secondary to children living in the area. Given their location far from the city centre, rural schools may face a number of unique challenges, but they also have their own uniqueness and strengths in some respects. (Aslan & Hifza, 2020).

Thus, integrating local wisdom into school learning not only helps in the preservation of cultural heritage, but also supports the development of holistic education, implants moral values, and strengthens concern for the social and environmental environment. (Sihombing et al., 2024).

However, the challenges in implementing local wisdom into the school curriculum remain, ranging from resource constraints, lack of teacher training, to minimal support from various stakeholders, resistance to change, a lack of documentation and research on local Wisdom, and gaps in acceptance between generations. However, it also opens up opportunities for educational innovation that respects the past while embracing the future, as well as the development of strategies that leverage technology to preserve and promote local wisdom. (Suttrisno et al., 2024; MAESAROH, M., & Kustiarini, K. 2024).

Improving the quality of education in rural schools requires joint efforts between governments, local communities, and various other stakeholders. Through better access to resources, training of teachers, improved infrastructure, and technology integration, rural schools can meet many of the challenges they face and open up huge potential for advancing education in the region. (Muzakir, M., & Suastra, W. 2024; Andiono, N. 2024). Therefore, research on how local wisdom can be implemented in learning in schools around rural areas becomes important, in order to identify effective strategies, existing challenges, and the real impact of this integration on student learning processes and outcomes. By understanding the importance of local Wisdom and looking at its immediate implementation in learning, this research is expected to contribute to the development of education that is more rooted in local values and identities, while adapting to the demands of the times.

Research Method

The research method used is literature study. The method of literature research is as researchers seek references from various reliable sources (Ratislavová & Ratislav, 2014; Richardson, 2018). One of the initial steps in this method is searching for relevant keywords in a catalog, index, or using a search engine. In the research process of literary studies, researchers use analytical descriptive methods to collect, identify, compile, and analyze

various data found from related literary sources (Antin et al., 2015; Marshall et al. 2013). The method of literature study is also known as literature review, in which this technique is used in academic and scientific research to gather, analyze, and present information related to specific topics from secondary text sources. (Punch, 2013; Adhabi & Anozie, 2017; Champe & Kleist, 2003).

Result and Discussion

Local wisdom-based learning concepts

Education and learning are two concepts that are interrelated but have different meanings and focus in the context of human resource development (Sitopu et al., 2024). Education is a systematic and organized process aimed at developing the intellectual, moral, and physical potential of individuals so that they can become productive, responsible, and ethical members of society. Education covers many aspects, including the teaching of theoretical knowledge, practical skills, social values, and cultural norms (Guna et al., 2024). Education generally occurs in structured environments, such as schools, universities, or other educational institutions, but can also include informal learning that occurs outside institutions through day-to-day activities. (Tubagus et al., 2023).

Learning is the process of acquiring knowledge, skills, values, attitudes, and habits through study, experience, or teaching. It is an interactive and sustainable activity that allows individuals to understand new information and integrate it with what they have known before, leading to measurable changes in knowledge, attitudes, and abilities. (Aslan & Shiong, 2023; Muharrom et al., 2023).

Learning can be understood as a process by a teacher or teacher to help a student or student to learn well. Besides, learning is also a conscious effort of a teacher to make a student learn, which is demonstrated by the occurrence of behavioural changes in the student, in which the change is expected to be seen positively. (Nurdiana et al., 2023; Sarmila et al., 2023).

In addition to the definition, learning is defined as the process of interaction of the student with the educator and the learning resource in a learning environment. In the learning process, education aims to help the occurrence of the science acquisition process, the mastery of skills and habits, as well as the formation of attitudes and confidence in the student. (Tuhuteru et al., 2023; Aslan & Pong, 2023).

Learning is an active process carried out by individuals to acquire and process information that forms knowledge, skills, values, beliefs, and attitudes. Learning can occur in a variety of contexts and does not necessarily require a structured environment such as formal education. (Astuti et al., 2023). Learning is a key component of education and includes a variety of different methods and approaches, including formal, non-formal, informal, and self-learning. (Widjaja & Aslan, 2022).

Local wisdom is the behavior of local communities guided by wisdom in their interaction with the environment. It covers knowledge, values, and practices passed on from

generation to generation, and often specific to a community in a particular region. Local wisdom reflects the way of life of a community that is closely related to their natural and social environment, and contains knowledge about how to survive and thrive in that environment (Yusuf, F. A. 2023). (Lestari, N., & Suyanto, S. 2024).

Key concepts of learning based on local wisdom load; 1) Valuing Traditional Knowledge: Local wisdom values knowledge, skills, and practices that have been developed and passed on from generation to generation within a community. This approach recognizes that local knowledge can be as relevant and valuable as formal knowledge acquired through traditional education. 2) Local Relevance: Local intelligence-based learning makes lessons more relevant to students because they are based on their surroundings. It can make students more interested and invest in their learning. 3) Contextual learning: Integrating local intelligence into education helps students understand and appreciate their cultural and environmental contexts. This can help them appreciate the diversity and complexity of their world. 4) Social and Environmental Responsibility: Through learning based on local wisdom, students can better understand and value the relationship between man and nature. It may encourage them to become more responsible in decision-making that affects their environment and communities. 5) Holistic education: Implementing local relevance in education enables a more holistic education that not only emphasizes academic knowledge, but also skills, values, and attitudes that help students become good global citizens. (Fatimah, 2023; Parhan, M., & Dwiputra, D. F. K. 2023; Amiruddin et al., 2023).

Examples of local wisdom-based learning in subjects such as; Inserting folk stories and local legends into the curriculum of literature; Studying and applying traditional agricultural techniques in biology or environmental science lessons; and Using local languages and dialects in language learning (Syaharani, D. M., & Fathoni, A. 2023).

However, it should also be borne in mind that while learning based on local wisdom is very beneficial, there must be a balance between appreciating and preserving traditional knowledge by preparing students for becoming global citizens. It is also important to ensure that local Wisdom is not used to strengthen stereotypes or discrimination, but should be used to promote diversity and inclusion.

Theory of education development in the countryside

Development is a multidimensional process that involves social, economic, political, and cultural change in an effort to improve the quality of life of the population of a country or region. In general, development is aimed at achieving economic growth, social progress, political stability, and environmental sustainability. The primary objective is to expand the options available to individuals, covering aspects of health, education, well-being, and access to resources and opportunities. (Ahmad, P., & Akis, M. I. A. 2024).

Education development is the process of improving and developing the education system of a country or community. This process can cover various aspects, from physical infrastructure such as school buildings and support facilities, to curricula, teacher

qualifications, teaching methods, and educational policies that ensure equitable and equal access to and quality of education for all segments of society, including rural areas. (Mack et al., 2024).

The development of education in the countryside has its own challenges, including resource constraints, lack of facilities, as well as problems of aculturation and accession. Nevertheless, several adaptable strategies can be applied to boost the development of education in rural areas: 1) Building and repairing Sarana and Prasarana: Building schools and other supporting facilities such as libraries and laboratories. (2) Improved Teacher Qualification and Training: The lack of qualified teachers is often a problem in rural areas. Continuous teacher training and development programmes are urgently needed to improve the quality of teaching. 3) Curriculum improvement and teaching methods: Adapting curricula taking into account local contexts, and implementing teaching techniques that promote student active involvement. 4) Scholarship and Assistance Program: Providing financial assistance to students unable to guarantee their access and participation in education. 5) Using Technology: Using technologies such as radio, television, and the Internet to support distance learning and expand access to education. 6) Involve the community: Build strong links with the local community to gain support and active involvement in educational development efforts. 7) Development of productive and contextual learning: Rural people often need more education that is directly related to their lives, such as agricultural education, farming, and other practical skills. (Chudnova et al., 2024; Choccata-Cruz et al., 2024).

Thus, it should be remembered that any approach to educational development must take precedence over the principles of equality and inclusion, so that all children in the countryside, including women, children with special needs, and other marginalized groups, have equal access to quality education.

Relationship of local wisdom with character education

Character education is any effort made to direct, train, and nurture good values in order to cultivate a good and wise personality, which can make a positive contribution to the environment and society as a whole. (Susmayanti, R. 2023).

Character education is a model of education that focuses on the creation of moral human resources and involves three fundamental elements: knowing good, loving good and doing good. It emphasizes the values of priority in the creation of characters in Indonesia. (Hasbi, M., & Mukhtar, A. 2023).

Local wisdom plays an important role in character education. Local wisdom is capable of forming a strong character education because it can respond and respond to the challenges of the times. Implemented in everyday life, local wisdom helps train and nurture noble labor values (Parhan, M., & Dwiputra, D. F. K. 2023). One way to integrate local wisdom into character education is through local cultural wisdom-based character education. This concept is a system of cultivating character values to school citizens that

includes knowledge, consciousness or will, and actions to implement those values (Sukirno et al., 2023). In addition to through local loaded subjects, strengthening local Wisdom can also be done by integrating local culture and wisdom in the methodological aspects and content of learning. (Yusuf, F. A. 2023).

Local Intelligence Implementation

Implementing local wisdom in various aspects of life can strengthen the identity of a community and maintain its uniqueness in the midst of globalization. Here are some ways in which local wisdom can be implemented:

First, through learning programmes that have used local wisdom; (a) Local Wisdom Based Learning Model: This program serves as a solution to the digital gap. This model evolved over time and technology; (b) Local wisdom-based learning in schools: The program started with an idea introduced by John Naisbitt and later developed by several experts; (c) Strengthening Cultural Awareness Based on Local Wiseness: This programme focuses on local Wisdom where students will learn about the history, values, traditions, and cultures that are unique to their communities. (Syaharani, D. M., & Fathoni, A. 2023; Seno et al., 2022).

Second, the teaching method used. Learning method is an approach or method used by an educator or teacher in the teaching process to deliver the material to the student, so that the learning objectives can be achieved effectively and efficiently. Learning method determines how the interaction between the teacher, student, and the material takes place in a teaching learning activity. There are a variety of learning methods that can be used, including lectures, discussions, demonstrations, group work, project based learning, cooperative learning, problem-based learning (PBL), inquiries based learning and distance learning. Choosing the right methods can improve student understanding, learning motivation, and overall learning outcomes (Nurzen et al., 2022; Widjaja et al, 2022; Sitepu et al. 2022) In the context of teaching focused on local wisdom, the methods chosen are often aimed at integrating local values, knowledge, and practices into learning. It not only strengthens local identity, but also provides a relevant learning context for students.

Here are some teaching methods commonly used in local wisdom: a) Storytelling (Bercerita). Used to convey knowledge and values contained in folk stories, legends, or local history. It helps students understand and appreciate local cultural heritage, b) Project-based learning. Students engage in projects that solve real problems in their communities, using a local intelligence-based approach. This allows them to apply knowledge in a real context, c) Field Learning. Students visit important locations in the community, such as historical sites, nature conservation, or traditional workplaces, to learn directly from their sources, d) Group discussions. Engage students in discussions about issues related to their local and community intelligence, encourage critical thinking and collaborative solutions, e)

Demonstrations and Practices. Teachers or local experts demonstrate specific techniques or practices related to local effectiveness, like handicrafts, agricultural techniques, or methods of traditional food processing, which are then practised by students, f) Inland-based learning. Students are invited to explore and question about certain aspects of local wisdom, bringing them to meaningful learning about their surroundings, g) Cooperative learning. Students work in groups to learn about local wisdom and develop joint projects that integrate this knowledge, h) Integration into the Learning Material. Local skills, values, and knowledge are integrated into regular subjects, such as history, geography, science, or language, making learning more relevant and directly related to student life (Komariah, S., & Kanzunuddin, M. (2022; Famella et al., 2023).

These approaches not only enrich student learning experiences, but also help preserve and appreciate local wisdom as an essential part of the cultural heritage and community identity.

Conclusion

The implementation of local wisdom in learning in schools around rural areas aims to dig and integrate local values into the school curriculum. It helps preserve and preserve local cultural values as well as educate students about the identity and traditions of their communities. Despite obstacles, such as the lack of awareness and preferences of children who tend to be more interested in modern technology, research shows the importance of local wisdom as an educational instrument that can provide valuable insights and learning contexts relevant to student life in rural areas. Moreover, local wisdom-based learning serves as a solution to the digital gap by leveraging the traditional knowledge and experience of rural communities, which is poured into meaningful learning methods and strategies for students. It accommodates technological and scientific advances while preserving and promoting cultural values.

The implementation also includes the application of local wisdom-based character education, which focuses on local initiatives to develop student character through order, integrity, and teacher commitment to honesty in schools. It shows the importance not only of the academic aspect but also of character development in a local context.

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