
ASSESSING THE IMPACT OF LOCAL WISDOM ON INDONESIAN LANGUAGE LEARNING IN PRIMARY SCHOOLS

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Abstract

This article aims to examine the impact of local wisdom on the effectiveness of Indonesian language learning and how the integration of local values can improve students' motivation and understanding. The research method used is SLR research (Systematic Literature Review). The stages of this method are Planningode, Data Collection, Analysis Stage, and Synthesis. Through a literature review of ten relevant journals, this research identifies various positive aspects, such as increased student engagement, character development, and enrichment of the learning context. However, it also found challenges in implementing local wisdom, including a lack of resources and training for teachers. The results of this study show that the application of local wisdom in Indonesian language learning not only enriches students' learning experience but also strengthens their love for their culture and language. Recommendations for educators and education policymakers are proposed to integrate local wisdom more systematically in the curriculum.

Keywords

Local Wisdom, Indonesian Language Learning, Primary School.



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INTRODUCTION

Learning Indonesian in primary school is essential to foster national identity and cultural appreciation among students. As the unifying language of Indonesia, it facilitates communication across different ethnicities and regions, promoting inclusiveness and tolerance through well-designed textbooks that emphasize global diversity values (Sadiah et al., 2024). The curriculum aims to develop language skills that prioritize listening, speaking, reading, and writing skills. These are integrated into various activities to increase their relevance in students' social lives. In addition, incorporating local wisdom into the curriculum not only enriches students' understanding of their cultural heritage but also instills character and respect for human values, thus preserving local customs (Misriani et al., 2023). Ultimately, mastery of Indonesian equips students to navigate multicultural environments, strengthening their sense of nationalism and unity in Indonesia's diverse society (Astawa, 2022; Nurrahmah, 2022).

Integrating local wisdom into educational practices in Indonesia is essential to preserve cultural heritage and enhance contextualized learning. Research shows that incorporating local wisdom into civic education fosters national identity and unity, as students relate more effectively to material that reflects their cultural context (Sakman et al., 2024). Moreover, local wisdom traditions, such as those surrounding the maintenance of natural resources, not only promote community well-being but also serve as valuable educational tools that connect students with their environment (Aryani & Kertopati, 2024). Furthermore, a study on pedagogy revealed that both students and lecturers recognized the importance of local wisdom in fostering unity amidst diversity, demonstrating its potential to enrich teaching methodologies (Prihatmojo et al., 2024). In language and literature education, local wisdom is highlighted as a source of inspiration for liberating education, emphasizing the need for inclusivity and community involvement in the learning process (Frikho Fernando Polii, 2024). Finally, the role of traditional tourist villages in preserving local wisdom amidst globalization underscores the importance of these cultural practices in educational settings, ensuring that students remain connected to their heritage (Pratama et al., 2024).

The integration of local wisdom into education, particularly in Indonesian language teaching, significantly enhances students' learning experience by promoting cultural understanding and character development. Research shows that local wisdom serves as an important resource for creating culturally relevant teaching materials, which are not only aligned with the Sustainable

Development Goals but also promote the sustainability and relevance of education (Arjaya et al., 2024). For example, research has shown that local wisdom-based teaching materials effectively improve social character among students, with a significant increase in post-test scores after their implementation (Maharani, 2024). Furthermore, the development of such materials has been validated as highly feasible, indicating their potential for wider application in basic education (Guslinda et al., 2024). In addition, perceptions among educators highlighted the importance of local wisdom in fostering unity and cultural appreciation, suggesting that diverse perspectives should inform curriculum development (Prihatmojo et al., 2024). However, gaps in students' understanding of local cultural values underscore the need for more comprehensive educational resources that incorporate local wisdom (Munawir et al., 2024). Thus, integrating local wisdom not only enriches academic learning but also nurtures students' cultural identity and character.

Effective Indonesian language learning can be significantly enhanced by integrating local wisdom and cultural elements into teaching methodologies. Research shows that incorporating local culture not only makes the learning experience more interesting but also fosters a deeper understanding of the language in its cultural context. For example, research shows that culture-based BIPA (Bahasa Indonesia for Foreign Speakers) learning effectively introduces students to Indonesian customs, arts, and culinary practices, thus increasing their interest and understanding of the language (Wirawan & Nakti, 2023). In addition, the application of local wisdom in vocational education has been associated with strengthening national identity and increasing student engagement, as it aligns educational content with students' life experiences (Nasution et al., 2023). However, challenges remain, such as the limited use of cultural materials by instructors and time management issues, which may hinder the effectiveness of cross-cultural understanding in language teaching. Overall, a holistic approach that emphasizes local wisdom can create a more relevant and immersive learning environment for students (Ketapang, 2017).

The integration of local wisdom into Indonesian language learning is essential to foster cultural identity and increase student engagement. Research shows that incorporating folklore, folk songs, and cultural practices into the curriculum not only enriches language education but also instills a sense of pride in students regarding their heritage (Miranti et al., 2024). For example, the Merdeka Curriculum emphasized the reflection of cultural values in language learning, which significantly contributed to students' understanding of Indonesia's cultural landscape (Miranti et al., 2024). In addition, local wisdom-based learning approaches have been shown to strengthen

national. Identity and adapt educational practices to meet contemporary challenges, especially in vocational environments (Fauziah et al., 2023). Furthermore, the development of local wisdom-centered teaching modules has been shown to be effective in preparing future educators to introduce regional cultures in their classrooms, thus promoting a multicultural educational environment (Septika et al., 2023a). Overall, these findings underscore the important role of local wisdom not only in language acquisition but also in fostering a deeper appreciation of cultural diversity among students.

Previous research on local wisdom in education reveals important weaknesses, especially in the limited scope of studies that often focus on specific aspects without considering the broader cultural context, which may lead to an incomplete understanding of the impact of local wisdom. For example, while some studies highlight the positive effects of integrating local wisdom into the curriculum to enhance critical thinking and character education, they may overlook regional cultural differences that affect the implementation of this educational strategy (Sabat et al., 2024; Shakilla Aura et al., 2023a). Moreover, the challenges of integrating local wisdom into educational frameworks, especially in multicultural settings, suggest that a more inclusive approach is needed to address these differences (Frikho Fernando Polii, 2024). Furthermore, bibliometric analysis suggests the need for more comprehensive research covering the diverse applications of local wisdom in different regions, emphasizing the importance of cultural context in educational practices (Verawati & Ramdani, 2024). Thus, future studies should aim to bridge this gap by considering the diverse nature of local wisdom and its varied implications across different cultural landscapes (C. Hanifah et al., 2023).

The integration of local wisdom into educational practice, particularly in Indonesian language teaching, presents both opportunities and challenges, as highlighted by various studies. Research shows that incorporating local wisdom can increase student engagement and cultural pride, thereby fostering a deeper understanding of material relevant to their community (Sakman et al., 2024). However, initial observations in primary schools revealed inconsistencies in how teachers implement local wisdom, often hampered by inadequate resources and insufficient training (Frikho Fernando Polii, 2024). In addition, studies emphasize the need for diverse teaching methods, such as blended learning and project-based learning, to effectively incorporate local knowledge into the curriculum, thereby improving educational outcomes and preparing students for real-world challenges (Erman & Wakhidah, 2024; Kamila et al., 2024a; R. Madhakomala et al., 2024). Addressing

this gap through targeted teacher training and resource allocation is critical to optimizing the integration of local wisdom in education (Frikho Fernando Polii, 2024).

The purpose and focus of this research are to examine the impact of local wisdom on Indonesian language learning in primary schools through a review of 10 relevant journals. This research is expected to provide new insights into how local wisdom can be effectively integrated into teaching and its impact on student learning. The urgency of this research lies in the need to develop educational practices that are more contextualized and relevant to local culture. The novelty of this research is the focus on the integration of local wisdom in Indonesian language teaching methods, which has not been explored in depth in previous studies. Thus, this research is expected to make a significant contribution to curriculum development and learning practices in primary schools.

METHOD

This research uses the SLR (Systematic Literature Review) method, which aims to collect and analyze information from various written sources relevant to the topic under study. This method was chosen because it allows researchers to explore various perspectives and findings from previous research on the impact of local wisdom on Indonesian language learning. The data sources in this study consisted of 10 systematically selected articles. These journals include research that discusses local wisdom and Indonesian language learning. The selection of articles was made to ensure that the sources used had high credibility and quality in accordance with academic standards.

In this section, please describe the four stages of the SLR (Systematic Literature Review) research: 1) Planning: designing review questions and planning methods; 2) Data Collection: keyword search, title and abstract screening, filtering & assessment, data extraction, 3) Analysis Stage: Descriptive and thematic analysis and evaluating similarities and differences in research results, 4) Synthesis: Synthesizing the information obtained to get a comprehensive picture of the impact of local wisdom on Indonesian language learning in elementary schools. With this approach, the research is expected to provide in-depth insight into how local wisdom can be integrated into Indonesian language learning and its impact on student learning outcomes.

FINDINGS AND DISCUSSION

Findings

Table 1. Journal Description

No.	Authors (Year)	Article Title	Findings
1	(Frikho Fernando Polii, 2024)	Integration of Local Wisdom for Liberating Education in Language and Literature Learning in Elementary School	This research reveals some key findings regarding the integration of local wisdom into education, especially in the context of language and literature learning in primary schools. It emphasizes that local wisdom is an important source of inspiration for creating empowering educational environments, highlighting the importance of hybridizing local knowledge with new educational content to enhance students' learning experiences. The end of this study suggests that future educational practices should involve greater collaboration with Indigenous peoples and educational institutions to ensure that local wisdom is effectively integrated into educational frameworks, thus creating a more inclusive and sustainable educational environment. Overall, these results contribute to a deeper understanding of how local wisdom can enhance language and literature learning in primary education.
2	(Rasyid et al., 2023)	Development of Local Wisdom-Based Literacy Modules for Reading Comprehension in Elementary School	The conclusions drawn from the study highlight the validity, practicality, and positive impact of the local wisdom-based literacy module on reading comprehension in primary education while also providing recommendations for its use and suggestions for future research. It will also contribute significantly to the field of literacy education by providing a validated framework for developing culturally relevant teaching materials that can improve reading comprehension among primary school students.
3	(Prawiyogi et al., 2023)	The Implementation of Local Wisdom-Themed Poetry Musicalization Model and Its Influence on Elementary Students' Poetry Writing and Reading Skills	This study focuses on the application of a local wisdom-themed musicalisation model and its effect on primary school students' poetry writing and reading skills. The results show that poetry musicalisation, which is based on local wisdom, not only improves students' poetry writing and reading skills but also fosters a deeper connection with their cultural identity, making learning more engaging and effective.
4	(Misriani et al., 2023)	The Urgency of Learning Indonesian	The results of this journal underscore the importance of integrating local wisdom into Indonesian language education to encourage character development,

		based on Local Wisdom	improve communication skills, and preserve cultural identity. It also emphasizes the importance of local wisdom in Indonesian language education, focusing on character development, effective learning strategies, and cultural preservation.
5	(Sabat et al., 2024)	Meta-Analysis: The Effect of Local Wisdom Learning to Improve Critical Thinking Skills	These results collectively underscore the importance of local wisdom in education and its potential to significantly improve critical thinking skills among students across different levels of education. In summary, the conclusions drawn from the meta-analysis highlight the important role of local wisdom in improving critical thinking skills among students, especially in primary education, and advocate for its integration into the educational curriculum to foster more effective learning outcomes.
6	(Wahyuni et al., 2023a)	The Existence of Balinese Local Wisdom in the Merdeka Curriculum in Elementary Schools.	This research focuses on the integration of Balinese local wisdom into the Merdeka curriculum for primary school students. As a result, the research emphasizes the importance of integrating local wisdom into the education curriculum while also identifying areas for improvement to ensure a more comprehensive incorporation of cultural values in the learning process.
7	(Dewi et al., 2022)	Need analysis of learning local content of Bahasa Toraja in elementary school students.	This research underscores the importance of meeting the needs of students and teachers within an educational framework to effectively promote Toraja language learning and preserve local cultural heritage. In addition, this research underscores the critical role of understanding and addressing students' and teachers' needs in the effective teaching of the Toraja language's local content, which ultimately contributes to the preservation of local culture.
8	(I. Hanifah et al., 2022)	The effectiveness of literacy teaching materials based on local wisdom in improving literacy skills for elementary school students	This study on literacy teaching materials based on local wisdom presents some important conclusions regarding their effectiveness in improving literacy skills among primary school students. The research strongly supports the use of local wisdom-based literacy teaching materials as a means to improve literacy skills among primary school students, highlighting the importance of relevant and relatable content in education. The results of this study strongly suggest that local wisdom-based literacy teaching materials are effective in improving the literacy skills of primary school students, supported by strong statistical evidence and a well-structured research design.
9	(Izhar, 2022)	Inserting Lampung Local Wisdom in Indonesian Language and	This journal emphasizes the importance of integrating local wisdom into the Indonesian language curriculum as a means to enhance character education and preserve cultural heritage. This approach is seen as beneficial for students and the wider community.

		Its Implications on Character Education	Journal 10: Development of Teaching Material Based on Local Wisdom: Strengthening Indonesian Character Education
10	(Masyhuri & Yuliatin, 2022)	Development of Teaching Material Based on Local Wisdom: Strengthening Indonesian Character	This paper concludes that developing teaching materials based on local wisdom is a strategic approach to enhance the educational experience while strengthening Indonesia's cultural identity and values. This initiative is critical to nurturing a generation that embodies the principles of Pancasila and values the richness of local traditions. The results of this paper show that developing local wisdom-based teaching materials can significantly improve educational practices in Indonesia, making learning more relevant and impactful for students while strengthening their cultural identity.

Discussion

Based on Journal 1 and Journal 2, the main conclusion highlights the importance of integrating local wisdom in education, particularly in language and literature learning in primary schools. Local wisdom plays an important role in education by enriching the learning process, fostering student identity, and promoting awareness of cultural diversity. Despite challenges such as limited curriculum representation, effective strategies can be implemented to integrate local wisdom into education. For example, SMP Taruna Nusa Harapan in Mojokerto incorporates local wisdom into social studies through the Pancasila Student Profile Strengthening Project (P5), which includes activities such as the Tunas Maja festival to instill local values. Similarly, in Padang Sidempuan, local wisdom serves as a foundation for cultural tolerance, highlighting its role in maintaining community dignity amid globalization (Li et al., 2023). In English language teaching, incorporating local cultural values improves students' cultural awareness and language skills, using strategies such as discussions and multimedia projects (Prayudha.S, 2023). History education also benefits from local wisdom by improving students' cultural awareness and analytical skills, with teachers playing an important role in selecting relevant materials and involving community figures (Andi et al., 2023; Wahyuni et al., 2023b). The geographical distribution of local wisdom in Indonesia underscores the importance of cultural preservation, requiring strategies such as documentation and education to combat modern challenges (Lasaiba, 2023). Moreover, integrating local wisdom into school culture, as seen in Aceh, supports character education and fosters global competence while respecting Islamic values (Nasrah & Siraj, 2023). In early childhood education, Bugis cultural values are integrated to promote mutual respect and support among students (Musli et al., 2022)]. Overall, collaboration between educators, communities, and stakeholders is essential to create inclusive

learning environments that respect and promote local values, thus supporting educational liberation and cultural sustainability (Rummar, 2022).

Based on Journal 3 and Journal 4, it can be concluded that the application of the Purwakarta local wisdom-themed poetry musicalization model significantly improves students' poetry writing and reading skills in elementary schools. Integrating music and local values into educational practices significantly increases students' motivation and creativity, especially in poetry creation. Research shows that incorporating local culture and wisdom into the curriculum fosters important 21st-century skills, such as critical thinking and problem-solving, by linking academic content to students' cultural context (Dini & Rini, 2024) (Zaki et al., 2024). For example, project-based learning models that embed local wisdom have shown substantial improvements in students' problem-solving abilities (Zaki et al., 2024). In addition, programs that engage students with local artists and traditional practices, such as the Semanis program in Sumbawa, foster creativity and empathy while preserving cultural heritage (Ningsih & Sumiadi, n.d.). This hands-on approach not only enriches vocabulary and imagination but also aligns with the educational demands of Society 5.0, emphasizing the importance of local technology and cultural richness in effective learning environments (Madhakomala et al., 2024).

Journal 5 and Journal 6 conclude that Local wisdom-based learning has been shown to significantly improve students' critical thinking skills, especially at the primary school level, as evidenced by a meta-analysis of ten relevant studies. The integration of local wisdom into the education curriculum not only improves learning outcomes but also aligns educational content with students' cultural context, encouraging deeper engagement and understanding. For example, problem-based learning (PBL) models incorporating local wisdom have shown moderate effects on critical thinking skills, while ethnoscience approaches in project-based learning (PJBL) have connected students to their cultural heritage, enhancing their appreciation of local knowledge and sustainable practices (Cahaya et al., 2024; Nirmala et al., 2024). Furthermore, a review of the literature suggests that such integration can enhance a range of 21st-century skills, including problem-solving and environmental literacy (Kamila et al., 2024b). Moreover, local wisdom in the context of online learning has been associated with improved higher-order thinking skills, demonstrating its versatility across educational formats (Hikmawati et al., 2024). Overall, emphasizing local wisdom in education is a promising strategy for developing critical thinking competencies essential for the 21st century (Aura et al., 2023).

Based on journals 7 and 8, the conclusion shows that integrating local content, particularly the Toraja language, into primary education is essential to preserve marginalized cultures amidst the cultural homogenization of globalization. Research shows that a culture-based curriculum fosters students' pride and understanding of their heritage, enhancing their identity and connection to their community (Sariyatun & Marpelina, 2024; Zahrika & Andaryani, 2023)). Effective implementation requires the development of engaging teaching materials and interactive methods, which can significantly increase students' interest in their local language and culture (Supeni et al., n.d.; Yuli Sugianto & Zayul Mustain, 2023). In addition, incorporating local cultural values into the curriculum not only strengthens cultural identity but also promotes character education aligned with regional customs daerah (Supeni et al., n.d.). This holistic approach supports a more inclusive educational environment, fosters an appreciation of cultural diversity, and encourages religious moderation (Romlah et al., 2023). Thus, prioritizing local content in education is essential for cultural preservation and student development.

Based on Journal 9 and Journal 10, the conclusion that can be drawn is that integrating local wisdom values, such as the “Piil Pesenggiri” principle of the Lampung community, into Indonesian language learning is essential for improving character education among students. This approach not only enriches students' cultural knowledge but also fosters important character traits such as cooperation, tolerance, and responsibility. Research shows that character education rooted in local wisdom significantly improves students' social behavior and environmental awareness, thus strengthening cultural identity and responsibility towards the community (Shakilla Aura et al., 2023b). In addition, the development of teaching modules based on local wisdom has been shown to be effective in introducing local culture to future educators, ensuring that these values are transmitted in the classroom (Septika et al., 2023b). In addition, local wisdom practices, such as “mandok hata,” promote democratic values and social awareness, which are crucial for character development (Nababan, 2023). Overall, incorporating local wisdom into language education not only improves linguistic skills but also fosters positive character traits that are important for students' personal and social development (Lubis et al., n.d.).

Overall, the integration of local wisdom into education is critical to fostering students' identity and character, as it enriches learning experiences and promotes cultural relevance. Research highlights that local wisdom not only enhances academic understanding but also instills values of environmental stewardship and social responsibility among students (Aura et al., 2023; Nirmala et

al., 2024). For example, the PPA-Ethnoscience model effectively connects students with local practices, such as medicinal plant processing, thus strengthening their cultural heritage (Nirmala et al., 2024). However, challenges such as a lack of teacher training and a predominantly monocultural curriculum hinder this integration (Aura et al., 2023; Septika et al., 2023b). Proposed solutions include developing local wisdom-based teaching modules and increasing collaboration with communities to create a supportive educational environment (Kosmas & Tupen, 2023; Septika et al., 2023b). Overall, an inclusive approach involving all stakeholders is essential to address these challenges and ensure that local wisdom plays an important role in education (Utari et al., 2024). As such, this journal contributes significantly to the understanding of how education can be developed to create more inclusive and relevant learning experiences, especially in an era of globalization that often ignores local values.

CONCLUSION

From the analysis of the journals mentioned, it can be concluded that the integration of local wisdom in education, especially in language and literature learning, is a crucial element in creating an inclusive and liberating education. Local wisdom not only serves as a source of inspiration that strengthens students' identity and character but also as a bridge to understanding the wider culture. However, challenges such as monocultural curricula and lack of recognition of local knowledge still need to be overcome. Therefore, it is important to involve communities and stakeholders in the education process so that learning can be tailored to students' social and cultural contexts, thus creating a more responsive and empowering learning environment.

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