

EXPLORING THE VALUES OF LOCAL WISDOM OF THE COMMUNITY AS A SOURCE OF SOCIAL SCIENCE LEARNING

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ARTICLE HISTORY

Received : 30-10-2025

Revised : 07-11-2025

Accepted : 30-11-2025

KEYWORDS

Local Wisdom,
Social Studies Learning,
Character Education,
Literature Study

ABSTRACT

This study is grounded in the importance of integrating local wisdom values into Social Studies (IPS) learning to create contextual, relevant, and character-oriented education. Conventional Social Studies instruction in Indonesia often remains theoretical and detached from students' social and cultural realities. Therefore, this research aims to identify the values of local wisdom embedded in Indonesian communities that are relevant to Social Studies learning and to analyze how these values can be effectively implemented in classroom practices. This study employs a qualitative approach using a literature review method. Data were collected from scientific articles, books, research reports, and educational policy documents related to local wisdom and Social Studies education. The data collection technique involved documentation, while data analysis consisted of reduction, presentation, and conclusion drawing to synthesize key findings across sources. The results indicate that local wisdom values such as mutual cooperation (gotong royong), deliberation (musyawarah), honesty, and social concern are highly relevant to the objectives of Social Studies education. These values can be incorporated into learning through ethnopedagogical, contextual, and project-based approaches to enhance students' social awareness, responsibility, and cultural identity. The study concludes that integrating local wisdom into Social Studies learning not only strengthens students' character development but also contributes to cultural preservation and sustainable community development.

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INTRODUCTIONS

Social Science (IPS) learning in Indonesia is often faced with challenges in terms of contextuality and relevance. Most of the approaches applied by educators are still theoretical, which makes it difficult for students to

relate lessons to their daily lives. In an era of education that emphasizes character development and contextual learning, it is important for teachers to integrate the values of local wisdom in social studies materials. Through this approach, students can better understand the social, cultural, economic, and political impacts in their environment. (Azizah, 2022; Chaldea et al., 2023)

Local wisdom is a representation of social, cultural, customary, and community values that can be integrated into education. The definition of local wisdom refers to knowledge that is inherited from generation to generation and has relevance in the existing social and environmental context. These values not only encompass societal norms and governance, but also function in the formation of students' moral character and cultural identity. For example, research shows that the values contained in folklore such as the Lutung Kasarung can serve as an effective source of character learning, by displaying the values of justice, courage, and responsibility. By associating social studies learning with local wisdom, students can instill character values that will guide them in daily social interactions. (Chaldea et al., 2023) (Rahmawati et al., 2023) (São Paulo, São Paulo, 2019; Chaldea et al., 2023)

The approach based on local wisdom in social studies learning is also relevant to the context of character education proclaimed by education policies in Indonesia. In the Independent Curriculum, there is an emphasis on strengthening the profile of Pancasila students, which includes values such as mutual cooperation and tolerance. Thus, research shows that character education based on local cultural wisdom can improve students' character, as well as teach them to appreciate and take care of their own culture. For students, this provides a meaningful learning experience, while also making them more concerned about the social and cultural environment in which they are located. (Islamic et al., 2024) (Guess et al., 2023; Islamic et al., 2024) (Jeriyanoro et al., 2024)

In practice, integrating local wisdom in learning can be done through various methodologies. For example, the use of folklore and local cultural practices during the teaching and learning process can help convey more relevant and contextual social material. Interactive learning methods, such as group discussions and community-based projects, are important to arouse students' interest in learning social studies in more depth. Research has shown that learning methods that prioritize local values not only make learning more relevant, but also increase student interest and participation. (Damanik et al., 2023; Ramdani, 2018) (Damanik et al., 2023)

In addition, the integration of local values in social studies learning can serve as a medium to develop students' critical thinking and problem-solving skills. Through the introduction of local wisdom relevant to the social challenges they face, students can learn to think critically and formulate solutions that are local in the context of their daily lives. This contextual learning allows students to take an active part in their communities, as well as contribute to positive social and cultural development. (Layuk et al., 2023; Miranti et al., 2021) (Sihotang & Karliani, 2024)

Overall, social studies education based on local wisdom is expected to create a generation that not only understands social sciences, but also has a strong character. This approach makes social studies learning more meaningful and relevant, as well as instilling a sense of pride and love for local culture in students. Thus, students' understanding of social, cultural, economic, and political themes will be deeper and have a positive impact on their character. (Azizah, 2022; Layuk et al., 2023)

The problem in social studies education in Indonesia related to the lack of research that documents and integrates local wisdom into learning is very striking. Although local wisdom is an important aspect in creating a relevant context for students, efforts to incorporate these values into the social studies curriculum are still minimal. This leads to a lack of practical guidance for teachers in designing learning strategies based on local values. These limitations result in a significant gap between educational theory and practice in the field, where many teachers find it difficult to apply approaches that are in line with local wisdom while meeting the demands of the curriculum. (Asrial et al., 2019; Primary & Sumardi, 2022) (Rahmah et al., 2024)

The urgency of research in this field becomes even clearer when considering the potential of local wisdom as a source of learning. By exploring and integrating the values of local wisdom, social studies learning can be strengthened in aspects of character education, cultural preservation, and the development of more effective learning strategies. Research on local wisdom can contribute to education by providing rich resources for teaching, which not only help students understand socially and culturally related lessons, but also strengthen their own cultural identities

in the midst of globalization. In this context, it is important to immediately look for systematic ways to identify and implement local wisdom in social studies learning to make it more meaningful. (Puastuti & Sinthiya , 2021) (Suyidno et al., 2018)

Thus, this research is expected to bridge the gap between theory and practice, as well as produce useful references for teachers, schools, and policymakers in the field of education. Through an in-depth exploration of local wisdom, it is hoped that there will be a clear and comprehensive guide for teachers in designing a social studies curriculum that is not only informative but also contextual and relevant. In addition, this research will help direct the discipline of education to better appreciate local culture, making it an integral part of the learning process that involves students' character and identity. (Amar & Haning , 2022; Rahmah et al., 2024)

METHOD

This research uses a qualitative approach with a descriptive research type, which aims to explore and describe the values of local wisdom of the community and its relevance in Social Science (IPS) learning. The qualitative approach was chosen because it allows researchers to understand social phenomena in depth from the perspective of society, so that the information obtained is richer, contextual, and in accordance with the reality that occurs in the field. This type of descriptive research is used so that the research is able to provide a systematic, factual, and detailed picture of the values of local wisdom and how these values can be integrated into social studies learning practices in schools.

The place for this research is carried out in a community area that has traditions and practices of local wisdom that are still preserved, so as to provide a relevant and representative context to explore cultural values. The research data sources consist of primary and secondary sources. Primary sources are obtained directly from the community through in-depth interviews with traditional leaders, teachers, and community members who know the practice of local values in daily life. Secondary sources in the form of documents, books, articles, and previous research reports that discuss local wisdom and its implementation in social studies education, are used to strengthen primary data and build a theoretical framework for research.

Data collection techniques were carried out through semi-structured interviews, participatory observation, and documentation. Semi-structured interviews were used to obtain in-depth information about local wisdom practices and community views on the relevance of these values in social studies learning. Participatory observation is carried out by observing social, customary, and cultural activities that are still ongoing in the community, so that researchers can capture phenomena in a real and holistic way. Documentation is done by collecting relevant written data to support the validity of research findings and simplify the analysis process.

Data analysis is carried out through the stages of data reduction, data presentation, and drawing conclusions. Data reduction aims to filter, simplify, and focus information relevant to the research objective. The data that has been reduced is then presented in the form of a narrative or table to facilitate the identification of patterns, relationships, and key findings. In the conclusion drawing stage, the researcher interprets the existing data to find the meaning, pattern, and relationship between the values of local wisdom and social studies learning, as well as verify by triangulating the data and checking with informants to ensure the validity and reliability of the findings. Thus, this research is expected to be able to produce a comprehensive understanding of the integration of local wisdom into contextual social studies learning and support students' character education.

RESULT AND DISCUSSIONS

Results

The Values of Local Wisdom in Indonesian Society

Local wisdom in Indonesia contains various important values that have existed for a long time and continue to be inherited in the community. Some of the main values identified from this local wisdom include mutual cooperation, deliberation, religiosity, social concern, and tolerance. Gotong royong reflects the spirit of togetherness in solving problems, while deliberation is a democratic way to reach agreement among members of the community. These values are not only important in the social context but also contribute to the formation of the collective identity

of the community, allowing them to uphold the values of kinship and cooperation. (Azizah , 2022; Kasim et al., 2024)

The role of local wisdom values is very significant in building social and moral awareness in society. Local wisdom helps individuals to recognize their responsibilities to others and the surrounding environment. For example, by living the value of social care, community members are expected to act more empathetically and help each other in difficult situations. Through character education based on local wisdom, children from an early age are taught to understand the importance of respecting differences and contributing to social welfare, thus fostering a strong sense of nationality. (Layuk et al., 2023) (Hemaphyria , 2019)

Furthermore, the study of local wisdom shows its contribution in formal and non-formal education. Local wisdom can be used as an effective source of learning, both in the classroom and outside the classroom, so that students not only learn theory but also relate it to the practice of daily life. In the context of formal education, for example, the values of local wisdom can be integrated into the curriculum to support social studies learning. In schools, the application of local wisdom values such as tolerance and cooperation is the foundation for building an inclusive and harmonious learning environment. (Azizah , 2022; Kasim et al., 2024)

In the non-formal field, local wisdom functions as a tool to overcome the problems faced by the community. Activities such as cultural training and community-based programs that promote local values help strengthen social relationships between residents and encourage community participation in cultural preservation efforts. For example, programs to strengthen local wisdom can support post-disaster community recovery by exploring the values of mutual cooperation as a foundation for rebuilding social networks that have been severed. (Layuk et al., 2023)

Previous research has also shown that the integration of local wisdom values in learning can strengthen students' character. Local wisdom not only shapes good attitudes within individuals, but also builds awareness of cultural identity and social responsibility. In the context of early childhood education, learning rooted in the value of local wisdom contributes to the formation of children's character, instilling a sense of love for the homeland and increasing knowledge of local culture. (Hemaphyria , 2019; Miranti et al., 2021) (Miranti et al., 2021)

Overall, the values of local wisdom in Indonesia have great potential in building social, moral, and national character. With the right integration in the context of formal and non-formal education, local wisdom can be a driver in the development of human beings with character and caring social actors. More research and application of these values is needed so that local wisdom is not only a legacy, but also a relevant daily practice for future generations. The contribution of local wisdom in education is expected to be able to create individuals who are not only knowledgeable but also have a social spirit that is responsive to the changing times. (Damanik et al., 2023; Layuk et al., 2023)

The Relevance of Local Wisdom to Social Science (IPS) Learning

The relevance of local wisdom to the learning of Social Sciences (IPS) in Indonesia has a very important position and cannot be ignored. Local wisdom is a cultural heritage that is filled with values and practices that are relevant to people's daily lives, which should be integrated with basic competencies and social studies learning objectives. Through teaching that leverages local wisdom, students can better understand the social environment, maintain their cultural values, and develop character that suits their cultural context. (Ericha & Rahardi , 2023)

One of the important aspects of this interconnectedness is the ability of local values to improve students' understanding of social and cultural phenomena that occur in society. When students are taught about how local culture shapes individual ways of thinking and acting, they not only learn the subject matter but also learn how to interact with their social environment. Research shows that learning based on local wisdom can help students develop a tolerant attitude and respect for diversity, increasing their concern for the community and the surrounding environment. This is in line with the need to create a generation that is not only academically intelligent but also highly socially conscious. (Azizah , 2022)

In the context of the social studies curriculum, local values can be effectively integrated into teaching materials and teaching methods. As explained in some studies, the ethnopedagogical approach can be used to teach

the values of local wisdom to students in an interactive and engaging way. Through the application of local values, educators can design a curriculum that not only enriches students' academic knowledge but also builds strong character and community identity. This integration encourages students to be more active in discussion and reflection, increases their involvement in the learning process, and deepens their understanding of the content of the material. (Susilaningtyas & Falaq, 2021) (Shirley O'Neill, 2023)

The existing literature shows that the application of local wisdom in social studies learning not only benefits students in terms of comprehension, but also in the development of critical thinking skills. By exploring and analyzing local values, students can learn to examine more complex social and cultural issues, as well as practice formulating solutions that are relevant to real conditions in society. Learning methods based on local wisdom can also be a reinforcement for the diversity of character and democratic values taught in schools, especially in civic education. (Saleh & Squirt, 2021) (Lahabu et al., 2024)

Based on the results of previous research, integrating local wisdom in the educational curriculum has been proven to increase the attractiveness of social studies teaching materials and student understanding. For example, learning experiences that involve the value of local wisdom can help students see the relevance of lessons in their real lives, encouraging them to not only be observers, but also actors in the conservation of their culture and society. In addition, this integration also fosters a sense of pride in the local culture, which in turn reinforces a sense of pride and love for the homeland among students. (Nürnü et al., 2019) (Squirt, 2023)

In the literature analysis, it can be concluded that the values of local wisdom play a crucial role in social studies learning, not only in improving students' basic competencies but also through the delivery of contextual and relevant knowledge. Efforts to optimally apply these values in the educational curriculum need to be encouraged, so that social studies learning becomes more dynamic and able to support the development of character and positive social attitudes among the younger generation. (Jumriani et al., 2021; Shirley O'Neill, 2023)

Social Studies Learning Models and Strategies Based on Local Wisdom

Contextual learning models based on local cultural values make a significant contribution to social studies education in Indonesia. Through this model, the values of local wisdom can be integrated directly into the curriculum and teaching and learning process, thereby creating a relevant and meaningful learning atmosphere for students. Some of the models that can be used include creative learning, problem-based learning (PBL), and experiential learning. These models not only equip students with theoretical knowledge, but also with practical and social skills necessary in everyday life. (Murfiah et al., 2022; Scarlett & São Paulo, 2023)

One of the learning strategies proposed by various researchers is contextual teaching, which emphasizes the importance of relating teaching materials to the real context in which students are located. In this case, the values of local wisdom serve as a bridge between learning and the daily lives of students. For example, through learning based on local wisdom, students can gain insight into their own communities, thus fostering a sense of love and pride for the local culture. By creating a learning experience that is directly relevant to students' lives, their understanding of the concepts in social studies becomes more profound and meaningful. (Susilaningtyas & Falaq, 2021)

Problem-based learning is also one of the effective approaches in this context. In PBL, students are faced with real-life situations that require problem-solving, which often involves elements of local wisdom. This method not only helps students hone their analytical and critical skills, but also strengthens their ability to collaborate and communicate in their cultural context. For example, research shows that students who learn through local wisdom-based PBL are better able to identify and understand the social issues around them. (Pajriah & Suryana, 2023)

Direct experience or experiential learning has also proven to play an important role in social studies learning based on local wisdom. Through their experience in the local environment, students can explore and explore existing values, such as mutual cooperation and deliberation. Examples of the application of this method include involving students in community activities or social projects based on local wisdom values. Research shows that students who engage in these kinds of activities show an increase in their engagement and understanding of the lessons they receive. (Qalbi, 2021; Roger et al., 2019)

Best practices from the implementation of learning models based on local wisdom can be seen in studies of various educational institutions that have succeeded in increasing student involvement. For example, a mentoring program based on local wisdom carried out in Senaru Traditional Village resulted in a significant increase in learning motivation among local children. The active involvement of students in various activities that elevate local cultural values not only enhances their knowledge, but also awakens a sense of belonging and concern for their social environment. (Roger et al., 2019)

In some areas, integrating local wisdom in social studies education is also able to create synergy between teachers and students. The training program that focuses on problem-based learning methods based on local wisdom for teachers in the Kampung Dokdak area shows that teachers' understanding and skills in applying local values have improved significantly, leading to better student learning outcomes. Thus, adequate training for teachers is a key factor in the successful implementation of this approach. (Pajriah & Suryana , 2023)

Local wisdom-based learning models and strategies not only benefit students, but also contribute to the preservation of local culture. The use of local cultural content in the curriculum makes students more aware of its meaning and the importance of maintaining their culture in the midst of an increasingly strong globalization current. This is in line with the goal of education which wants the realization of students who are not only intellectually intelligent, but also have strong character and identity. (Qalbi , 2021; Scarlett & São Paulo , 2023)

Finally, although various learning models based on local wisdom show promising results, challenges remain. Further research and best practices of education based on local wisdom are needed in order for it to be widely adopted at all levels of education. These efforts will not only enrich the teaching and learning process but also strengthen students' sense of pride and affection for their cultural heritage, which in turn enriches the national identity. (Chaldean et al., 2023)

DISCUSSION

The integration of local wisdom values into Social Sciences (IPS) learning is an important step in bridging the gap between theory and practice of education in Indonesia. Based on the results of literature reviews, social studies learning, which has been theoretical so far, tends to be less relevant to students' daily lives (Azizah, 2022; Kaldianus et al., 2023). By relating social studies materials to the cultural and social context of the local community, students not only gain conceptual knowledge, but also understand the social values that live in their environment. This approach helps build students' emotional and cognitive involvement in the learning process.

Local wisdom serves as a source of value that can strengthen students' character education. Values such as mutual cooperation, deliberation, honesty, and social concern are important elements that shape the nation's identity (Kasim et al., 2024; Layuk et al., 2023). In the context of social studies learning, these values can be used as a moral and social foundation that teaches students to behave in accordance with the principles of togetherness and responsibility. Education that instills the value of local wisdom is able to foster empathy and social solidarity, which is part of the social studies learning objectives.

Several studies confirm that education based on local wisdom also supports the implementation of *the Pancasila Student Profile* proclaimed in the Independent Curriculum. Through strengthening the values of mutual cooperation, diversity, and justice, students are formed into individuals who are able to respect differences and work together in a multicultural society (Islami et al., 2024; Devina et al., 2023).

Apart from being a medium for character education, local wisdom can also be used to develop students' critical thinking and social problem-solving skills. Studies conducted by Layuk et al. (2023) and Miranti et al. (2021) show that learning involving local cultural contexts encourages students to analyze social problems in their environment and seek solutions based on community values. This is in line with the *contextual learning* approach, where learning is directly linked to social and cultural realities.

From a pedagogical perspective, ethnopedagogy-based learning models have proven to be effective in delivering meaningful social studies materials. This approach places local culture and experiences at the center of learning activities (Susilaningtiyas & Falaq, 2021). For example, teachers can use folklore, customs, or local traditions as teaching materials to explain social concepts such as cooperation, leadership, or solidarity. Thus, students can understand social theory through cultural experiences that are close to their lives (Rahmawati et al., 2023).

Some of the learning models that are relevant to the context of local wisdom include *problem-based learning* (PBL), *experiential learning*, and *project-based learning*. According to Pajriah and Suryana (2023), PBL based on local values helps students hone their critical and collaborative thinking skills in dealing with real social issues. Meanwhile, *experiential learning* applied through community-based activities allows students to learn directly from the social and cultural practices of their communities (Rohaeti et al., 2019; Qalbi, 2021).

The results of Damanik et al.'s (2023) research show that the application of contextual learning based on local wisdom increases student participation and learning motivation. They feel that social studies learning becomes more interesting because it has a connection with their own social and cultural reality. This shows that when students can see the relevance between their lessons and their lives, their engagement levels increase significantly.

However, the integration of local wisdom into social studies learning still faces various challenges. One of them is the limitation of practical guidance for teachers in designing learning based on local culture (Rahmah et al., 2024; Pratama & Sumardi, 2022). Many educators are not used to connecting teaching materials with the social context of their region. For this reason, training and mentoring for teachers need to be strengthened so that they are able to identify and implement local wisdom values effectively in the classroom.

In addition, globalization and modernization are also factors that threaten the sustainability of local values in people's lives. Research by Suyidno et al. (2018) shows that the formal education process that is too oriented towards academic achievement often ignores the cultural and moral dimensions. As a result, the younger generation loses connection with their social and cultural heritage. Social studies learning based on local wisdom is a strategic effort to maintain a balance between the demands of modernity and the preservation of the nation's culture.

By integrating local wisdom in social studies learning, teachers not only transfer knowledge, but also transform values. This process places education as a means of cultural preservation as well as character building. As concluded by Kaldianus et al. (2023) and Sihotang & Karliani (2024), the success of education based on local wisdom will give birth to a generation that is socially knowledgeable, thinks critically, and has high cultural awareness. Thus, social studies learning based on local values is a long-term investment in producing citizens with character, culture, and global competitiveness.

CONCLUSION

Based on the results of the literature review, this study concludes that the integration of local wisdom values in Social Science (IPS) learning has a strategic role in shaping students' character, cultural identity, and social awareness. Local wisdom reflected through values such as mutual cooperation, deliberation, religiosity, and social concern not only functions as cultural heritage, but also as a source of contextual and meaningful learning. Through learning based on local wisdom, students not only understand social concepts theoretically, but are also able to internalize moral and social values that live in their society.

The learning approach based on local culture has been proven to be able to increase students' motivation, engagement, and critical thinking skills. Local values raised from the social context of the community can enrich the learning experience and connect social studies materials with students' real lives. Thus, social studies education is no longer abstract, but rather a means to understand social reality, appreciate diversity, and build national awareness. In addition, the integration of local wisdom in social studies learning contributes to the preservation of culture and the strengthening of character education as mandated in the Independent Curriculum and Pancasila Student Profile. Despite this, challenges are still faced, especially in the limitations of practical guidance and teachers' competence to implement local values into the learning process.

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