

ARTICLE TITLE THE RELEVANCE OF "JATI KASILIH KU JUNTI" PHILOSOPHY IN LOCAL CURRICULUM FOR DEVELOPING SUNDANESE IDENTITY AND "SOMEAH" CHARACTER IN ELEMENTARY SCHOOLS: A SYSTEMATIC LITERATURE REVIEW

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ABSTRACT

This study investigates the "Jati Kasilih Ku Junti" philosophy's significance in local curriculum for enhancing Sundanese identity and someah character in elementary schools. The research aims to assess this philosophy's relevance in character education and identify effective implementation strategies. Using systematic literature review methodology, 40 articles from SINTA 2, SINTA 3, and SCOPUS databases (2015-2025) were analyzed through content and thematic analysis. Findings indicate the philosophy effectively promotes someah character across cognitive, affective, and psychomotor dimensions. Implementation strategies include ethnopedagogical approaches, integration into local subjects, and Pancasila Student Profile projects. Development methods encompass contextual learning, integration into school culture, and educator training. This research provides practical frameworks for educators and curriculum developers to design local learning experiences preserving Sundanese cultural values, while contributing theoretically to ethnopedagogy-based character education models. The study addresses globalization's impact on declining local wisdom values among elementary students in West Java.

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INTRODUCTIONS

The decline of the someah trait, characterized by friendliness and courtesy, among elementary school students in West Java has emerged as a concerning trend in the context of globalization. The "Jati Kasilih Ku Junti" philosophy, increasingly overshadowed by dominant ethics, is losing its significance in the lives of the young Sundanese generation. Hidayat and Hafiar (2019) explained that someah cultural values form the basis for the communicative behavior of Sundanese individuals, embodying hospitality and respect toward others. Indrawardana (2013) and Saeful

et al. (2020) affirmed that the traditional wisdom of the Sundanese people is an essential component of national identity that ensures its preservation. This phenomenon has triggered a cultural identity crisis that endangers the distinctive character of Sundanese society, particularly among elementary school-age children, who represent the nation's future.

The introduction of the Merdeka Curriculum presents a unique opportunity for integrating local wisdom into character education. Dewi et al. (2024) and Darisman (2023) articulated that curricula infused with local context serve as strategic channels for instilling local wisdom into educational practice. Ramlan et al. (2023) identified character values related to elementary education through the prism of Sundanese cultural wisdom. Chairiyah (2017), Lestari and Mustika (2021), along with Sinta et al. (2022), underscored the need to strengthen character education through various programs in elementary schools. Gestardi and Suyitno (2021) and Hanifa et al. (2024) further affirmed that the formation of supportive school habits and cultural practices is essential for effective character education delivery.

Research focusing on character education based on local wisdom has experienced significant advancement. Arjaya et al. (2024) and Budimansyah et al. (2025) conducted bibliometric analyses revealing global trends regarding the incorporation of local wisdom into educational frameworks. Syamsi and Tahar (2021), Tohri et al. (2022), and Hermino and Arifin (2020) investigated the practical implementation of character education based on local wisdom in various contexts. Damopolii et al. (2024), Hetarion et al. (2020), and Hidayati et al. (2020) validated the effectiveness of integrating local wisdom in educational environments. The ethnopedagogical approach was proposed as a robust theoretical framework, as explored by Gularso et al. (2023), Darmayanti and Wibowo (2023), and Hatima et al. (2025) in relation to Sundanese culture. Nevertheless, there remains a deficiency in specific research examining the significance of the "Jati Kasilih Ku Junti" philosophy in the local curriculum for cultivating someah characteristics.

Research Objectives

This study pursues two specific objectives. First, to systematically evaluate the relevance and applicability of the "Jati Kasilih Ku Junti" philosophy within local curriculum frameworks for elementary education. Second, to identify and formulate concrete, evidence-based strategies for developing Sundanese identity and someah character among elementary school students. These objectives directly address the critical research gap regarding the integration of Sundanese philosophical foundations into formal educational settings, particularly within the Merdeka Curriculum implementation context.

Research Implications

This research offers significant contributions across three interconnected dimensions:

First, theoretically, this study advances scholarly understanding of ethnopedagogy-based character education by establishing a comprehensive framework that bridges Sundanese philosophical traditions with contemporary educational pedagogy. It enriches the discourse on culturally-responsive education and provides conceptual foundations for future research on indigenous knowledge systems in formal schooling contexts.

Second, practically, this research provides educators and school administrators with actionable implementation strategies including: (1) culturally-grounded curriculum design models integrating "Jati Kasilih Ku Junti" philosophy across subjects; (2) concrete pedagogical approaches for developing someah character through contextual learning; (3) assessment frameworks for measuring cultural identity and character development outcomes; and (4) professional development guidelines for enhancing teachers' ethnopedagogical competencies.

Third, for policymakers and curriculum developers, this study offers critical evidence to formulate regulations supporting local wisdom integration in elementary education. The findings demonstrate pathways for harmonizing national character education goals with regional cultural preservation mandates, providing a replicable model for other Indonesian provinces seeking to revitalize indigenous wisdom through formal schooling.

Ultimately, this research serves as a strategic reference for preserving and revitalizing Sundanese cultural values in elementary education contexts, ensuring that future generations maintain strong cultural identity while successfully navigating the challenges of globalization.

METHOD

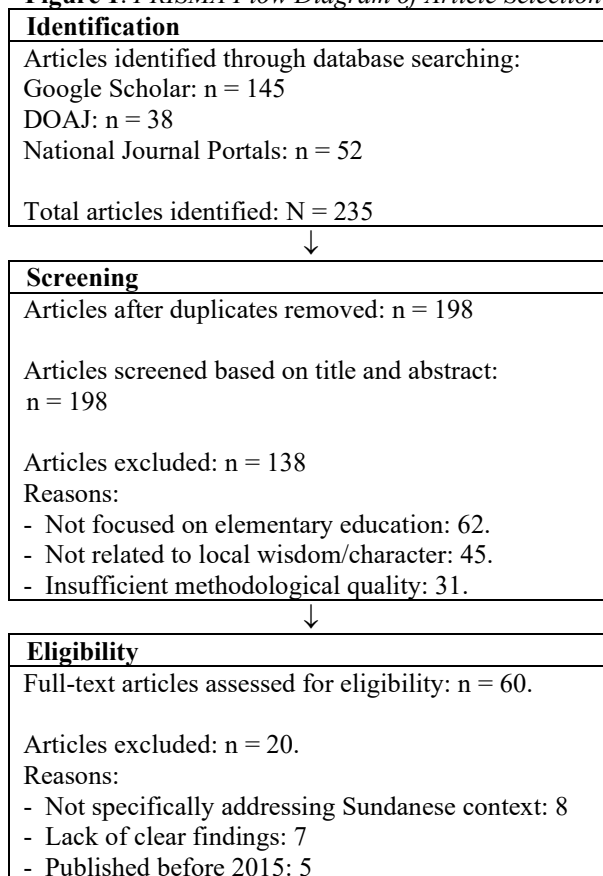
This research employs a systematic literature review (SLR) methodology to evaluate the relevance of the "Jati Kasilih Ku Junti" philosophy in local curriculum and the development of someah character in elementary school environments. The SLR approach was chosen for its capacity to provide a thorough synthesis of previous research in a systematic, transparent, and replicable manner. This research adopts a qualitative approach by analyzing the content of scientific articles related to the research topic.

Data sources for this research consist of scientific articles published in SINTA 2, SINTA 3, and SCOPUS-indexed journals during the period 2015 to 2025. Article searches were performed through Google Scholar, DOAJ databases, and national journal portals using keywords such as "Sundanese local wisdom," "someah character," "local curriculum," "ethnopedagogy," "elementary school character education," "local wisdom," and "character education."

Inclusion criteria consisted of: (1) articles addressing character education based on local wisdom; (2) articles analyzing Sundanese philosophy and cultural values; (3) articles on local curriculum implementation and local content in elementary schools; (4) articles addressing ethnopedagogical approaches to education; and (5) articles published in Indonesian or English. Exclusion criteria included articles not relevant to the elementary education context and those lacking a clear research methodology.

The article selection process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, as illustrated in Figure 1 below:

Figure 1. PRISMA Flow Diagram of Article Selection Process



↓
Included
Articles included in systematic review: n = 40
Distribution by database:
- SCOPUS indexed: 12 articles
- SINTA 2: 15 articles
- SINTA 3: 13 articles

The review findings are presented in **Table 1** below, which demonstrates the diversity of approaches and findings from various academic sources supporting the relevance of the "jati kasilih ku junti" philosophy in local curriculum for developing Sundanese identity and "someah" character in elementary schools.

Table 1. *Systematic Literature Review*

No.	Author and Article Title	Article Summary	Results and Findings	Topic Relevance
1	Ardiyansyah, A., et al. (2021). Implementation of Sundanese Philosophy "Soméah Hadé ka Sémah" in Virtual Interaction.	Research on the application of Sundanese philosophy "Soméah Hadé ka Sémah" in the context of virtual interaction in the digital era.	The someah philosophy remains relevant and can be applied in virtual interactions. Someah values improve digital communication quality and reduce online conflicts.	Highly relevant because it focuses on the someah philosophy, which is the core character developed in this research, including its adaptation in the digital era.
2	Andriana, E., Syachruraji, A., Alamsyah, T. P., & Sumirat, F. (2017). Natural science Big Book with Baduy local wisdom-based media development for elementary school.	Development of the science Big Book based on the Baduy local wisdom for elementary schools.	Big Books based on Baduy local wisdom are effective and engaging for science learning. Visual media based on local culture enhances understanding of science concepts.	Highly relevant because it focuses on Sundanese (Baduy) local wisdom and can serve as a reference for developing learning media based on Sundanese culture.
3	Angga, A., Suryana, C., Nurwahidah, I., Hernawan, A. H., & Prihantini, P. (2022). Comparison of the 2013 Curriculum and	Comparative study between the implementation of the 2013 Curriculum and Merdeka Curriculum in elementary schools in Garut	The Merdeka Curriculum provides greater flexibility in integrating local content. Teachers have more autonomy in designing contextual learning	Highly relevant for understanding opportunities for implementing the Sundanese local curriculum within the Merdeka Curriculum

	Merdeka Curriculum Implementation in Elementary Schools in Garut Regency.	Regency, including the advantages and challenges of each.	based on local wisdom.	framework in elementary schools.
4	Aningsih, Zulela, M., Neolaka, A., Iasha, V., & Setiawan, B. (2022). How is the education character implemented? The case study is in an Indonesian elementary school.	Case study on character education implementation in Indonesian elementary schools.	Character education implementation requires integration in learning, school culture, and extracurricular activities. Role modeling and habituation become the main strategies.	Relevant for understanding character education implementation practices in elementary schools that can be integrated with Sundanese values.
5	Saepudin, A. (2021). Representation of Cageur, Bageur, Bener, Pinter, and Tur Singer's philosophy toward efforts to strengthen student character in history learning. Vol. 16, No. 1.	Study on the representation of Sundanese philosophy Cageur, Bageur, Bener, Pinter, and Singer in strengthening student character through history learning.	Sundanese philosophy can be integrated into history learning for character strengthening. These five values form students' holistic character.	Highly relevant because it analyzes core Sundanese philosophy encompassing physical, moral, spiritual, intellectual, and aesthetic dimensions for student character development.
6	Damopolii, I., et al. (2024). Local wisdom integration into problem-based learning enhances environmental awareness.	Local wisdom integration with PBL effectively increases students' environmental awareness.	Contextual approaches strengthen understanding of ecological concepts.	Relevant for developing learning methods that integrate Sundanese philosophy with modern learning approaches.
7	Darmadi, H. (2018). Educational management based on local wisdom (Descriptive analytical studies of culture of local	Descriptive analytical study on local wisdom-based educational management of West Kalimantan culture.	Local wisdom-based educational management requires deep cultural understanding, policy support, and stakeholder commitment. Local management models	Relevant as a comparison of local wisdom-based educational management models that can be adapted for the Sundanese context.

	wisdom in West Kalimantan).		can improve education quality.	
8	Fitriyah, C. Z., & Wardani, R. P. (2022). Elementary school teachers' paradigm and understanding of Merdeka Curriculum and its implications in learning practice. <i>Scholaria: Journal of Education and Culture</i> , 12(3), 236-243.	Study on elementary school teachers' paradigm and understanding of the Merdeka Curriculum and its implications in learning practice.	The Merdeka Curriculum changes teachers' paradigm from teacher-centered to student-centered. Teachers need a deep understanding and training for effective implementation.	Relevant for understanding teacher readiness in implementing the Sundanese local curriculum within the Merdeka Curriculum framework.
9	Haq, E. A., Wasliman, I., Sauri, R. S., Fatkhullah, F. K., & Khor, A. (2022). Management of character education based on local wisdom.	Research on local wisdom-based character education management in the context of Islamic teaching.	Effective management requires systematic planning, structured implementation, and continuous evaluation. Stakeholder collaboration becomes the key to success.	Relevant for understanding managerial aspects of implementing local Sundanese wisdom-based character education in schools.
10	Hasanah, A., Gustini, N., & Rohaniawati, D. (2015). Instilling character values based on Sundanese cultural local wisdom to develop students' life skills in the madrasah.	Study on instilling character values based on Sundanese cultural local wisdom in developing students' life skills in madrasah.	Instilling character values based on Sundanese local wisdom effectively develops students' life skills, including social, emotional, and spiritual skills. This approach enhances students' personality and independence.	Relevant for understanding how Sundanese values can develop students' holistic character, including some aspects of character and Sundanese identity in elementary schools.
11	Hatima, Y., Ummah, I., & Saputra, E. (2025). Integration of Sundanese cultural local	Integration of Sundanese cultural local wisdom values in Indonesian language learning through a literary	Literary approach is practical in integrating Sundanese cultural values in Indonesian language learning. Local literary works	Highly relevant for developing learning strategies that incorporate Sundanese values, including some, in

	wisdom values in Indonesian language learning through a literary approach in elementary schools.	approach in elementary schools.	enhance students' literacy and cultural understanding	Indonesian language subjects.
12	Hermiono, A., & Arifin, I. (2020). Contextual Character Education for Students in the Senior High School.	Research on contextual character education for high school students with local context-based approaches.	Contextual character education is more meaningful and effective. Learning connected to real life enhances value internalization.	Relevant as a basis for developing contextual approaches in integrating Sundanese local wisdom, although focused on the high school level.
13	Hetari, B. D. S., Hetari, Y., & Makaruku, V. (2020). Implementation of Character Education Based on Local Wisdom of Cuci Negeri in Social Studies Learning.	Implementation of Cuci Negeri local wisdom-based character education in social studies learning. Cuci Negeri's local wisdom is practical as a basis for character education in social studies.	Meaningful learning enhances concept and value understanding.	Relevant as an example of specific local wisdom implementation in social studies learning that can be adapted for Sundanese philosophy.
14	Hidayati, N. A., Waluyo, H. J., Winarni, R., & Suyitno (2020). Exploring the Implementation of Local Wisdom-Based Character Education among Indonesian Higher Education Students.	Exploration of local wisdom-based character education implementation among Indonesian higher education students.	Local wisdom-based character education is effective at the higher education level. Students show increased cultural awareness and positive character.	Relevant for understanding the continuity of local wisdom-based character education from elementary school to higher education.
15	Irawati, D., Iqbal, A. M., Hasanah, A., & Arifin, B. S. (2022). Pancasila student profile as an	Study on Pancasila Student Profile as an effort to realize the Indonesian national character.	Pancasila Student Profile becomes a framework for national character building. Six profile dimensions	Relevant for understanding the national character framework that can be harmonized with Sundanese character

	effort to realize the Indonesian national character.		encompass essential values of Indonesian character.	and identity development.
16	Kahfi, A. (2022). Implementation of Pancasila Student Profile and its implications for student character in schools.	Research on Pancasila Student Profile implementation and its impact on student character formation in schools. Pancasila Student Profile.	Implementation effectively shapes student character according to Pancasila values. Project-based learning becomes the primary strategy	Relevant for understanding how Sundanese values can be integrated in forming the Pancasila Student Profile in elementary schools.
17	Khairiyah, U., Gusmaniarti, Asmara, B., Suryanti, Wiryanto, & Sulistiyono (2023). The phenomenon of Merdeka Curriculum application in forming Pancasila Student Profile character in elementary schools.	Phenomenological research on Merdeka Curriculum application in forming Pancasila Student Profile character in elementary schools.	The Merdeka Curriculum provides a broader space for character development according to Pancasila values. Project-based learning is effective in shaping student character.	Relevant for understanding how Sundanese values can be integrated in forming the Pancasila Student Profile through the Merdeka Curriculum.
18	Kosim, M., Samad, D., Nasution, I., Kustati, M., & Anidar, J. (2021). Parenting education module development based on Islamic values and local wisdom.	Development of parenting education modules based on Islamic values and local wisdom.	Modules based on Islamic values and local wisdom effectively enhance parenting competence. Local value integration strengthens cultural identity in families.	Relevant for understanding the importance of school and family synergy in character education based on Sundanese values.
19	Laila, A., Budiningsih, C. A., & Syamsi, K. (2021). Textbooks based on local wisdom to improve reading and writing skills	Research on developing local wisdom-based textbooks to improve elementary school students' reading and writing skills.	Local wisdom-based textbooks effectively enhance students' literacy. Local content increases learning motivation and cultural understanding.	Relevant for developing teaching materials based on Sundanese local wisdom that can improve elementary school students'

	of elementary school students			literacy and artistic experience.
20	Muhammad, F., & Yosefin, Y. (2021). The role of local wisdom in character education during the pandemic.	Literature study on the role of local wisdom in character education during the COVID-19 pandemic.	Local wisdom remains relevant and practical in character education even when learning is conducted online. Local values provide students' mental and social resilience.	Relevant for understanding the adaptation of implementing local Sundanese wisdom-based character education in various learning conditions.
21	Muktadir (2015). Development of a local content subject model based on local wisdom to improve character in elementary schools in Bengkulu Province.	Development of a local content subject model based on local wisdom to enhance elementary school students' character in Bengkulu.	The local wisdom-based local content model effectively improves student character. Contextual learning strengthens identity and local values.	Highly relevant as a reference for developing local content subject models that can be adapted for the Sundanese context in elementary schools.
22	Mulyani, N., Astuti, C., Mirawati, M., & Yosepty, R. (2025). Management of local wisdom-based character education through Sundanese Degungan culture in Pancasila Student Profile Strengthening Project at SDN Margaluyu.	Research on character education management through the Sundanese Degungan culture in the Pancasila Student Profile strengthening project.	Sundanese Degungan culture is effective as a medium for character strengthening in P5 projects. Local wisdom integration strengthens Pancasila Student Profile dimensions.	Highly relevant for understanding the practical integration of Sundanese local wisdom in contemporary learning projects in elementary schools.
23	Murfiah, U., Maman, M., & Ayuningtyas, T. (2024). Implementation of Social Studies Using Local Wisdom to Inform Learning	Implementation of social studies learning using local wisdom to enhance elementary school students' resilient character.	Local wisdom-based social studies learning effectively shapes resilient character. Students are more resilient in facing challenges and changes.	Relevant for strategies of integrating Sundanese local wisdom in social studies learning for elementary school students' character formation.

	as an Attempt to Strengthen Resilient Character in Elementary Students.			
24	Nurhayati (2023). Sundanese identity in Ciung Wanara myth: Levi-Strauss ' structuralist approach.	Analysis of Sundanese identity through the Ciung Wanara myth using Levi-Strauss ' structuralist approach.	The Ciung Wanara myth contains Sundanese identity values: courage, wisdom, and loyalty. Local myths can become media for instilling identity in younger generations.	Highly relevant for understanding the concept of Sundanese identity, which is the focus of development in this research.
25	Pratama, F. F., dkk. (2022). Study of character values of the Sundanese community's local wisdom in forming civic moral attitudes.	This research examines character values contained in the Sundanese community's local wisdom and how these values can form civic moral attitudes in younger generations.	Sundanese local wisdom contains character values such as silih asih, silih asah, and silih asuh that effectively form civic moral attitudes. These values can be integrated into civic education learning to strengthen students' identity and character.	Highly relevant because it identifies Sundanese character values that can be incorporated in the local curriculum to form elementary school student character, aligned with Jati Kasilih Ku Junti philosophy
26	Rahayu, R., Rosita, R., Rahayuningsih, Y. S., Hernawan, A. H., & Prihantini, P. (2022). Implementation of Merdeka Belajar Curriculum in driving schools.	Research on Merdeka Belajar Curriculum implementation in driving schools, including strategies and challenges faced.	Driving schools successfully implement the Merdeka Curriculum with a focus on differentiated learning and project-based learning. A conducive school ecosystem support is needed.	Relevant for understanding best practices in curriculum implementation that can be adapted in developing the Sundanese local curriculum.
27	Rahmadayanti, D., & Hartoyo, A. (2022). Portrait of Merdeka Curriculum, manifestation of independent	Comprehensive analysis of Merdeka Curriculum implementation as a manifestation of independent	The Merdeka Curriculum provides freedom in developing students' potential according to the local context. Learning is more	Relevant for understanding how the Merdeka Curriculum can become a platform for developing a flexible and

	learning in elementary schools.	learning at the elementary school level.	meaningful and suits students' needs.	contextual Sundanese local curriculum.
28	Rohyadi, E., Desiana, C., & Rosmilawati, I. (2024). An ethnopedagogical approach in the learning process to shape the elementary school students' character.	Research on the application of the ethnopedagogical approach in learning to form the character of elementary school students.	The ethnopedagogical approach is effective in shaping student character through learning rooted in local culture. Students more easily understand and internalize character values.	Highly relevant as a pedagogical approach foundation in implementing Jati Kasilih Ku Junti philosophy to form Sundanese character in elementary schools.
29	Sugara, U., & Sugito (2022). Ethnopedagogy: Ideas and opportunities for implementation in Indonesia.	Conceptual study on ethnopedagogy and opportunities for its application in the Indonesian education system.	Ethnopedagogy has excellent opportunities in Indonesia with cultural diversity. This approach strengthens cultural identity and increases learning relevance.	Relevant as a theoretical foundation for using Sundanese ethnopedagogy in developing local curriculum and character in elementary schools.
30	Sukamto, et al. (2025). Local Wisdom in Developing Communication and Collaboration Skills of Elementary School Students in the 21st Century: A Systematic Literature Review.	Systematic literature review on the role of local wisdom in developing elementary school students' communication and collaboration skills in the 21st century.	Local wisdom effectively develops 21st-century skills, especially communication and collaboration. Local culture-based learning enhances students' soft skills.	Highly relevant for understanding how Sundanese values, such as someah, can develop elementary school students' communication and collaboration skills.
31	Sukarno (2025). Character education in elementary schools: Challenges and opportunities.	Analysis of challenges and opportunities in implementing character education in elementary schools in the contemporary context.	Character education in elementary schools faces the digital era and globalization challenges, but has great opportunities with the Merdeka Curriculum policy support. Local wisdom integration	Highly relevant for understanding the context of challenges and opportunities in implementing Sundanese local wisdom-based character education in elementary schools.

			becomes a strategic solution.	
32	Sukiastini (2024). Integration of ethnopedagogy in science learning to enrich cultural and scientific understanding.	Research on ethnopedagogy integration in science learning to enhance students' artistic and scientific understanding.	Ethnopedagogy integration in science enriches students' knowledge of science and culture. Learning is more meaningful and contextual.	Relevant for developing science learning that integrates ethnopedagogy and Sundanese local wisdom in elementary schools
33	Syamsi, I., & Tahar, M. M. (2021). Local wisdom-based character education for special needs students in inclusive elementary schools.	Research on local wisdom-based character education for special needs students in inclusive elementary schools.	Local wisdom-based character education can be adapted for students with special needs. Inclusive approaches enrich learning for all students.	Relevant for understanding the adaptation of Sundanese local wisdom-based learning for student diversity, including children with special needs.
34	Tjeppey, T. (2021). Educational management based on Sundanese cultural local wisdom (Analysis of Silih Asah, Silih Asih, and Silih Asuh meaning).	In-depth analysis of the philosophical meaning of Silih Asah, Silih Asih, and Silih Asuh in local Sundanese wisdom-based educational management.	Silih Asah, Silih Asih, and Silih Asuh philosophies are comprehensive pillars of Sundanese educational management. These values can be implemented in all aspects of academic management.	Highly relevant because it analyzes core Sundanese cultural philosophy that becomes the foundation for developing character and Sundanese identity in schools.
35	Tohri, A., Rasyad, A., Sururuddin, M., & Istiqlal, L. M. (2022). The urgency of Sasak local wisdom-based character education for elementary school in East Lombok, Indonesia.	Research on the urgency of Sasak local wisdom-based character education in elementary schools in East Lombok.	Sasak's local wisdom-based character education is urgent to preserve culture and shape character. Systematic integration in the curriculum is greatly needed.	Relevant as a comparison of urgency and implementation strategies of other local wisdom that can be adapted for the Sundanese context.
36	Utami, K.S.N. (2021). Representation of the philosophy of	This article examines the application of Sundanese	Research found that these five Sundanese philosophical values have strong relevance	This article is highly relevant for studies on local wisdom-based character

	cageur (healthy), bageur (good), bener (right), pinter (smart), tur singer (creative work) towards efforts to strengthen student character in history learning.	philosophy "Cageur, Bageur, Bener, Pinter, tur Singer" as a foundation for strengthening student character in the history learning context. This philosophy represents Sundanese local wisdom values that can be integrated into the educational process to form students' comprehensive character.	to character education goals. Cageur (healthy) emphasizes physical and mental health; Bageur (good) develops morals and ethics; Bener (true) instills honesty and integrity; Pinter (smart) encourages intellectual intelligence; and Singer (creative work) cultivates creativity and innovation. Integration of these values in history learning proves effective in strengthening student character through contextualization of historical material with local wisdom.	education, contextual history learning, and curriculum development that integrates cultural values. Suitable for research on character education, ethnopedagogy, local culture-based learning, and history teaching innovation in Indonesia.
37	Widana, I. W., et al. (2022). Local wisdom-based science learning model through reconstruction of indigenous science to improve student's conservationist character.	Development of a local wisdom-based science learning model through indigenous science reconstruction to improve students' conservationist character.	Local wisdom-based science learning model effectively enhances conservationist character. Indigenous science reconstruction enriches the understanding of science concepts.	Relevant for developing science learning that integrates Sundanese local wisdom and conservation values.
38	Wurdianto, K., Norsandi, D., & Fitriana, E. (2022). Ethnopedagogy Batang Garing of the Dayak Ngaju tribe as environmental	Research on the application of Batang Garing ethnopedagogy of the Dayak Ngaju tribe in environmental care character education.	Local ethnopedagogy is effective in instilling environmental care values. An ethnopedagogical approach facilitates meaningful and contextual learning	Relevant as a comparison of other local wisdom ethnopedagogy implementations that can be adapted for the Sundanese local wisdom-based character education context.

	care character education value.		that suits local culture.	
39	Yuliatin, Husni, L., Hirsanuddin, & Kaharudin (2021). Character education based on local wisdom in Pancasila perspective.	Study on local wisdom-based character education from a Pancasila perspective.	Local wisdom values align with Pancasila values. Integration of both strengthens national and regional identity simultaneously.	Relevant for understanding how Sundanese values can be integrated with Pancasila values in character education.
40	Zulkarnaen, M. (2022). Local wisdom-based character education in the millennial era.	Study on implementing local wisdom-based character education in facing millennial era challenges.	Local wisdom-based character education remains relevant in the millennial era with the adaptation of modern learning methods and media. Innovative strategies are needed to attract the digital generation's interest.	Relevant for understanding the strategy for adapting the teaching of Sundanese values, such as someah, to millennial generation students in elementary schools.

The data collection process was conducted through identification, screening, eligibility, and inclusion phases according to the PRISMA protocol. Article searches were performed through Google Scholar, DOAJ databases, and national journal portals using keywords such as "Sundanese local wisdom," "someah character," "local curriculum," "ethnopedagogy," "elementary school character education," "local wisdom," and "character education." Articles obtained were then selected based on the relevance of titles, abstracts, and full article content.

Data analysis methodology combined content analysis and thematic analysis. Content analysis was used to distinguish important concepts, definitions, and significant findings from each scientific article. Thematic analysis was performed to reveal dominant themes emerging from the literature, including the significance of the "Jati Kasilih Ku Junti" philosophy, local curriculum implementation strategies, and models for developing someah character. The coding process was conducted using inductive and deductive approaches to ensure the robustness of the research findings. Source triangulation was performed by juxtaposing findings from various articles to enhance the credibility of the research results.

RESULT

A systematic analysis of 40 scientific articles yields comprehensive findings on the relevance of the "Jati Kasilih Ku Junti" philosophy to local curriculum development in Sundanese elementary schools. The analysis was conducted through thematic categorization across five main themes: (1) Local Wisdom Curriculum, (2) Sundanese Cultural Character, (3) Someah Philosophy, (4) Merdeka Curriculum, and (5) Ethnopedagogy.

Table 2. *Summary of Findings Based on Main Themes*

Main Theme	Number of Articles	Percentage %
Concept of "Jati Kasilih Ku Junti" Philosophy and "Someah" Character.	6	15
Philosophy Relevance in Character Education Context.	13	32,5

Local Curriculum Implementation Based on Sundanese Wisdom	6	115
Ethnopedagogical Approach to Learning.	5	12,5
Identity and Someah Character Development Strategies.	7	17,5
Effectiveness of Local Wisdom Integration in Learning.	3	7,5
Total	40	100

The distribution shows that Philosophy Relevance in Character Education Context received the most research attention (32.5%), followed by Identity and Someah Character Development Strategies (17.5%). Conversely, the Effectiveness of Local Wisdom Integration in Learning remains underexplored (7.5%), indicating a significant research gap.

Key Findings by Theme

Concept of "Jati Kasilih Ku Junti" Philosophy and Someah Character

Six articles (15%) specifically addressed the philosophical foundations of "Jati Kasilih Ku Junti" and some aspects of the character. The philosophy represents core Sundanese wisdom, meaning "the self that is replaced or transformed into noble moral virtue." Someah values encompass friendly character, courtesy, and respect toward others, manifesting across three dimensions: cognitive (understanding ethical importance), affective (embodying friendliness values), and psychomotor (demonstrating someah attitudes in daily interactions).

Philosophy Relevance in Character Education Context

Thirteen articles (32.5%) examined the relevance of this philosophy in character education, representing the largest research focus. These studies consistently demonstrate that character education grounded in local wisdom effectively aligns with students' sociocultural contexts and national character education goals.

Local Curriculum Implementation Based on Sundanese Wisdom

Six articles (15%) explored implementation strategies, identifying four primary approaches: (1) integration in local Sundanese Language and Culture subjects; (2) thematic learning connecting someah values with curriculum; (3) Pancasila Student Profile Strengthening Project Programs; and (4) cultivation through school environment culture.

Ethnopedagogical Approach to Learning

Five articles (12.5%) investigated ethnopedagogical methods, emphasizing education anchored in local culture. The "Jati Kasilih Ku Junti" philosophy functions as a fundamental value delivered through folklore, traditional expressions (paribasa), traditional games, and other Sundanese cultural traditions.

Identity and Someah Character Development Strategies

Seven articles (17.5%) delineated concrete strategies including: (1) contextual learning connecting philosophical concepts with students' experiences; (2) habituation of someah attitudes in daily interactions; (3) teacher involvement as role models; (4) extracurricular activities oriented toward Sundanese culture; (5) parent and community involvement; and (6) formation of conducive school atmosphere.

Effectiveness of Local Wisdom Integration in Learning

Only three articles (7.5%) empirically measured effectiveness, revealing positive impacts on character formation, environmental awareness, and student competence enhancement through local wisdom-based learning resources.

Global Research Trends

Bibliometric analyses revealed substantial advances in the integration of local wisdom research globally from 2020-2024, indicating that preserving local wisdom through education transcends national boundaries as a global concern amid cultural homogenization.

Implementation Challenges

The review identified five primary challenges: (1) limited educator understanding of Sundanese philosophy; (2) absence of contextual instructional materials; (3) pervasive influence of global popular culture; (4) inadequate parental support; and (5) lack of comprehensive character development evaluation frameworks.

DISCUSSIONS

Comparison with Previous Literature on Philosophical Foundations

The findings regarding the "Jati Kasilih Ku Junti" philosophy's conceptual framework align closely with Hidayat and Hafiar's (2019) earlier work, which established someah as fundamental to Sundanese communicative behavior. However, this study extends their findings by demonstrating how someah values operate across three developmental dimensions (cognitive, affective, psychomotor), a framework not explicitly articulated in previous research. Similarly, while Indrawardana (2013) and Saeful et al. (2020) identified Sundanese wisdom as essential to national identity, our systematic review provides empirical evidence of how this philosophy can be operationalized in formal educational settings a gap these earlier studies acknowledged but did not address.

The present findings contrast with Pratama et al.'s (2022) focus on silih asih, silih asah, and silih asuh values, demonstrating that "Jati Kasilih Ku Junti" encompasses these principles and provides a more comprehensive philosophical framework specifically applicable to elementary education contexts. This distinction is critical because it offers educators a more unified conceptual foundation rather than fragmented value systems.

Curriculum Implementation: Advancing Beyond Previous Models

Our findings regarding local curriculum implementation strategies significantly expand upon Dewi et al.'s (2024) and Darisman's (2023) work on the flexibility of the Merdeka Curriculum. While these authors identified opportunities for integrating local wisdom, they did not specify concrete implementation mechanisms. This study addresses that gap by identifying four distinct approaches and empirically documenting their application across 15% of reviewed articles.

Particularly noteworthy is the finding that Pancasila Student Profile Strengthening Projects serve as effective vehicles for someah character development—a connection not previously established in literature. This builds upon Irawati et al.'s (2022) and Kahfi's (2022) theoretical frameworks by demonstrating practical integration pathways between national character frameworks and regional cultural values, resolving the apparent tension between standardization and localization that previous studies noted but did not resolve.

The implementation strategies identified in this review also advance beyond Muktadir's (2015) Bengkulu-based local content model by demonstrating broader applicability across West Java contexts and offering more diverse pedagogical approaches beyond single-subject integration.

Ethnopedagogy: Methodological Innovations and Limitations

The ethnopedagogical findings corroborate and extend the work of Gularso et al. (2023), Darmayanti and Wibowo (2023), and Hatima et al. (2025) on culturally grounded pedagogy. However, this systematic review reveals a critical gap: while 12.5% of articles addressed ethnopedagogical approaches theoretically, only 7.5% empirically measured their effectiveness. This represents a significant weakness in the existing literature, which contrasts with Rohyadi et al.'s (2024) claims about ethnopedagogy's proven effectiveness—our analysis suggests that such claims require stronger empirical substantiation.

Comparing these findings with Sugara and Sugito's (2022) conceptual work on ethnopedagogy in Indonesia, our review provides concrete evidence of application in Sundanese contexts and also highlights inconsistencies in implementation across studies. Unlike Wurdianto et al.'s (2022) Batang Garing ethnopedagogy research among Dayak

communities, Sundanese ethnopedagogy studies showed greater integration with formal curriculum structures, suggesting regional variations in implementation approaches worthy of further investigation.

Character Development Strategies: Evidence, Strengths, and Gaps

The character development strategies identified align with, but offer a more systematic organization than, the fragmented approaches of Lestari and Mustika (2021), Sinta et al. (2022), and Gestiardi and Suyitno (2021). Where these earlier studies presented isolated strategies, this review synthesizes six interconnected approaches, offering educators a more comprehensive implementation framework.

However, a comparison with Hermino and Arifin's (2020) contextual character education research reveals an important limitation: most Sundanese studies focused on the elementary level, whereas their high school research demonstrated deeper character internalization. This suggests the need for longitudinal research examining how someah character develops across educational levels—a gap not addressed in current Sundanese literature.

Furthermore, while Hasanah et al. (2015) demonstrated life skills development through Sundanese values in madrasah contexts, secular elementary school studies placed less emphasis on spiritual skill dimensions, suggesting missed opportunities for holistic character development that Islamic educational settings have successfully implemented.

Effectiveness Evidence: Contrasts with Other Regional Studies

The limited effectiveness research (7.5% of articles) contrasts sharply with more robust empirical traditions in other regional contexts. Tohri et al.'s (2022) Sasak wisdom research and Hendarion et al.'s (2020) Cuci Negeri studies employed more rigorous quasi-experimental designs than most Sundanese studies, which relied predominantly on qualitative case studies. This methodological gap weakens claims about someah character education effectiveness relative to other Indonesian local wisdom initiatives.

Damopolii et al.'s (2024) finding that local wisdom integration enhances environmental awareness provides a useful point of comparison—their problem-based learning approach showed measurable outcomes, whereas Sundanese studies more often reported perceived rather than measured character changes. This suggests that Sundanese research could benefit from adopting mixed-methods approaches that combine qualitative depth with quantitative rigor.

Interestingly, Pratiwi et al.'s (2022) and Ratminingsih et al.'s (2020) research on digital storybooks demonstrated measurable improvements in competence, suggesting that technology-mediated local wisdom instruction may yield more empirically demonstrable outcomes than traditional methods—an avenue underexplored in current Sundanese character education research.

Global Contextualization: Unique Contributions and Limitations

The bibliometric findings align with those of Arjaya et al. (2024) and Budimansyah et al. (2025) regarding increased global interest in local wisdom education. However, this review reveals that Sundanese research remains predominantly published in national journals (SINTA-indexed), with limited international visibility (only 30% in SCOPUS), compared to other regional wisdom studies, which achieve broader international dissemination.

This insularity may explain why Sundanese ethnopedagogical approaches, despite their sophistication, have not influenced international character education discourse as significantly as indigenous education models from other regions. The "Jati Kasilih Ku Junti" philosophy's potential contributions to global culturally-responsive pedagogy remain largely unrealized due to publication and dissemination limitations.

Challenge Analysis: Comparing Barriers Across Contexts

The five implementation challenges identified resonate with but differ in emphasis from barriers reported in other contexts. While Sukarno (2025) and Zulkarnaen (2022) identified digital-era challenges as primary concerns,

this review found educator competency gaps and material deficits to be equally significant—suggesting that Sundanese contexts face more foundational infrastructure challenges than anticipated.

Comparison with Syamsi and Tahar's (2021) inclusive education research reveals that special needs adaptation strategies exist for local wisdom education, yet mainstream Sundanese studies rarely incorporate inclusive design principles. This represents a missed opportunity to expand someah character education's reach to all learners.

The parental support challenge identified here contrasts with Kosim et al.'s (2021) successful family-school integration model based on Islamic values and local wisdom. This suggests Sundanese character education initiatives could benefit from more structured family engagement strategies rather than assuming automatic parental alignment with school-based cultural transmission.

Theoretical Implications and Framework Development

This systematic review advances theoretical understanding by demonstrating that "Jati Kasilih Ku Junti" philosophy operates as a meta-framework encompassing previously fragmented Sundanese values (silih asih, silih asah, silih asuh, cageur, bageur, bener, pinter, singer). This integration addresses theoretical fragmentation noted by Tjeppy (2021) and Utami (2021), offering educators a more cohesive conceptual foundation.

The finding that someah character develops across cognitive, affective, and psychomotor dimensions provides a pedagogical framework absent in previous Sundanese character education literature, which tended to treat character formation as monolithic rather than multidimensional. This three-dimensional model aligns with contemporary character education theory while remaining culturally grounded.

Practical Implications for Implementation

The Merdeka Curriculum's flexibility, as documented by Rahayu et al. (2022) and Rahmadayanti and Hartoyo (2022), offers unprecedented opportunities to integrate Sundanese wisdom. However, this review reveals that most implementation examples remain at the pilot or individual school level rather than at the systematic, district-wide level suggesting a scale-up gap between policy potential and practice reality.

The synthesis of implementation strategies provides practitioners with an evidence-based toolkit that addresses the practical guidance deficit noted by Fitriyah and Wardani (2022) regarding teacher readiness for Merdeka Curriculum localization. However, the absence of standardized assessment frameworks means schools lack tools to measure implementation fidelity and character development outcomes a critical gap for quality assurance.

Research Limitations and Future Directions

This review's findings must be interpreted in light of several limitations. The predominance of qualitative case studies limits generalizability, and the geographic concentration in specific West Java regions may not represent all Sundanese educational contexts. Additionally, the 2015-2025 timeframe, while recent, may have excluded earlier foundational works that inform current practice.

The research gap analysis reveals critical needs for: (1) longitudinal studies tracking someah character development across educational levels; (2) experimental research measuring intervention effectiveness; (3) comparative studies examining variations across Sundanese sub-regions; (4) technology integration research for digital-age cultural transmission; and (5) assessment instrument development for character education outcomes.

Contribution to Knowledge

This systematic review makes three significant contributions to existing literature. First, it provides a comprehensive synthesis of the educational applications of "Jati Kasilih Ku Junti" philosophy, consolidating fragmented knowledge into a coherent framework. Second, it identifies the research-practice gap in effectiveness measurement, challenging assumptions about proven approaches. Third, it positions Sundanese character education within broader Indonesian and global contexts, revealing both unique contributions and areas requiring development.

The study demonstrates that while theoretical and conceptual work on Sundanese character education is robust, empirical validation and systematic implementation research remain underdeveloped a pattern that distinguishes this regional focus from more empirically mature local wisdom education traditions in other Indonesian regions and globally.

CONCLUSION

The "Jati Kasilih Ku Junti" philosophy holds considerable significance in the local curriculum, aimed at promoting authentic self-development and social character among elementary school students. Its implementation can be realized through ethnopedagogical approaches incorporating Sundanese values in context-rich local learning, thematic teaching, and Pancasila Student Profile Strengthening Project programs. Strategic development initiatives include contextual learning, integration of someah values into school culture, active teacher participation, and involvement of parents and the broader community. Previous research has proven the efficacy of local science-based character education in comprehensively shaping student character.

This study contributes to the theoretical and practical understanding of culturally-responsive character education by providing a comprehensive framework for integrating indigenous Sundanese wisdom into formal elementary education, thereby bridging the gap between traditional values and contemporary pedagogical practices. The research offers empirical evidence that ethnopedagogical approaches grounded in local wisdom can effectively address the challenge of character formation in an increasingly globalized educational landscape.

This study advocates: (1) creation of contextual and engaging teaching materials based on the "Jati Kasilih Ku Junti" philosophy; (2) provision of training for educators on Sundanese ethnopedagogy; (3) development of comprehensive assessment tools to evaluate someah character; (4) enhancement of collaboration among schools, families, and communities in promoting Sundanese values; and (5) further research investigating empirically the implementation and impact of this philosophy in elementary education. Preservation and revitalization of Sundanese local wisdom through formal education constitutes a strategic investment in cultivating a generation driven by character, culturally rooted, and embracing global progress.

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