

## INTEGRATION OF LOCAL WISDOM VALUES IN LEARNING HISTORY THROUGH A CONTEXTUAL APPROACH AT SMA NEGERI 3 BALAESANG

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### Abstract

This study examines the integration of local wisdom values into history teaching through a contextual approach at State Senior High School 3 Balaesang, focusing on the forms of implementation, the predominant teaching methods, and the level of student participation. This study employs a qualitative approach using a case study design. Data were collected through classroom observations, in-depth interviews with the headteacher, history teachers, and students, as well as documentation, and were subsequently analysed through data reduction, data presentation, and drawing of conclusions. The results indicate that the integration of local wisdom values is achieved by linking historical content to local cultural practices, such as the value of mutual cooperation and coastal traditions, as well as utilising the surrounding environment as a learning resource. However, the learning process remains dominated by the lecture method, resulting in limited student interaction and engagement. Student participation increases when content is linked to real-life experiences and local contexts, thereby strengthening the relevance of the learning. In conclusion, when contextualised, local values contribute to increased student engagement and understanding, although these results depend on the variety of methods employed. Consequently, there is a need to develop more participatory learning strategies and to strengthen teachers' competencies in systematically integrating local wisdom.

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## INTRODUCTION

Education plays a strategic role in shaping pupils' character, identity and national consciousness. However, globalisation is putting pressure on the survival of local cultural values. In history teaching, this situation is reflected in the predominance of a rote-learning approach that fails to sufficiently link the subject to pupils' lives, with the result that learning is often perceived as lacking in significance. Yet history holds significant potential for fostering qualities such as honesty, responsibility, tolerance and nationalism through reflection on historical events (Hasnadi & Inayatillah, 2022).

In practice, however, history teaching tends to focus on cognitive aspects, meaning that its role in character building is not yet fully realised. It is therefore necessary to adopt a more contextual pedagogical approach, notably by integrating local knowledge, which can enhance the relevance of the content whilst strengthening the character development of pupils.

The values of local wisdom in history learning have an important position as a learning resource that is contextual and relevant to the lives of students. Local wisdom represents a system of values, norms, and socio-cultural practices that develop in society, so that it can be used to build historical awareness while strengthening students' cultural identity. In the context of history learning, the integration of local wisdom allows students to understand historical events more meaningfully because they are associated with the socio-cultural reality in their environment. In addition, local wisdom values such as mutual cooperation, tolerance, and responsibility play a role in the process of internalizing character education. The use of the environment, traditions, and local history as learning resources also encourages the active involvement of students in the learning process. Thus, the application of historical learning based on local wisdom not only enriches teaching materials, but also contributes to character formation and strengthening students' cultural identity in a sustainable manner (Wahyu et al., 2020)

Local wisdom is a system of values, norms, and cultural practices that serve as a guideline for people's lives and plays a role in maintaining social and environmental balance. However, its existence is increasingly eroded by modernization so it needs to be integrated into education. Values such as mutual cooperation, deliberation, tolerance, and religiosity can be the foundation for character formation and the strengthening of students' cultural identity in a sustainable manner (Alfidayati & Melisa, 2023)

The integration of local wisdom in history learning serves as a learning resource that is contextual and relevant to students' lives. Local values such as togetherness, diversity, and balance with the environment can enrich historical understanding while strengthening cultural identity. This approach makes history learning more meaningful because it relates the material to students' real experiences (Khoiriyah et al., 2025). The integration of local wisdom in history learning can be done through various methods, such as the use of local stories, project-based learning, and collaborative activities that emphasize the value of deliberation and mutual cooperation. This approach allows students to actively construct knowledge and relate learning materials to their socio-cultural context, thereby increasing students' in-depth involvement and understanding (Sariyatun & Marpelina, 2024)

Balaesang District has a rich potential for local wisdom, such as brotherhood values, respect for ancestors, and cultural traditions that are still preserved in people's lives. This potential is also reflected in cultural activities such as local festivals that function as a medium for cultural preservation as well as a source of contextual learning. However, the use of local wisdom in learning history in schools, especially at SMA Negeri 3 Balaesang, is still not optimal because learning tends to focus on national textbooks. Therefore, the integration of local wisdom through a contextual approach is important to increase the relevance of learning, strengthen local identity, and increase student involvement in the history learning process (Sana et al., 2022)

The integration of local wisdom not only serves to increase interest in learning, but also becomes an important means in shaping students' character rooted in the nation's culture. In the context of the Independent Curriculum, project-based and contextual learning provides space for teachers to utilize local values as an authentic learning resource. This approach supports history learning that is more reflective, meaningful, and in accordance with the needs of the 21st century (Pratiwi, 2025)

This study examines the integration of local wisdom values in history learning at SMA Negeri 3 Balaesang as an effort to contextualize the material to be in harmony with the socio-cultural reality of students. This integration is considered important because history learning still tends to be oriented to cognitive aspects and textual, so it lacks a meaningful learning experience. Local wisdom plays a role as a contextual learning resource that can strengthen the relevance of learning while instilling the value of students' character and cultural identity through a more active and meaningful learning approach (L et al., 2024)

Although research on local wisdom in history education has shown significant progress, empirical studies examining its contextual integration in Central Sulawesi remain very limited. Existing research generally focuses on the contexts of Java and Bali, meaning that history teaching practices based on local wisdom in the coastal regions of Central Sulawesi have not yet been explored in depth. This gap indicates a need to further examine how local wisdom is implemented in the learning process at school level. Therefore, this study aims to fill this gap by analysing the integration of local wisdom in history learning in Balaesang and its role in strengthening pupils' character. The research questions are as follows:

1. What are the school's views and level of support regarding the integration of local wisdom into history lessons in Balaesang?
2. How effective is history teaching dominated by the lecture method in achieving learning objectives in the classroom?
3. What is the level of student participation in history lessons, particularly when the material is linked to the local context in Balaesang?

## METHODS

The approach used in the research is a qualitative approach, because this research aims to deeply understand the process of integrating local wisdom values in history learning, including socio-cultural contexts, the role of teachers, and student responses, so as to allow researchers to explore the meaning, experience, and practice of education holistically and contextually. The design used is in the form of a case study because this research focuses on one specific location, namely SMA Negeri 3 Balaesang as a single analysis unit, thus allowing researchers to explore and interpret in depth the practice of integrating local wisdom values in history learning in the school (Priamantono et al., 2020)

This research was carried out at SMA Negeri 3 Balaesang, Donggala Regency, Central Sulawesi, with consideration of the potential for integrating local wisdom values in history learning. The research used a *purposive sampling* technique with four informants, namely the principal, one history teacher, and two students. The research lasted for one month. The researcher acted as the main instrument with data collection techniques in the form of observation, interviews, and participatory documentation. The presence of the researcher was observational to obtain holistic and contextual data (Sulistiyosari et al., 2024)

Data collection techniques in qualitative research include observation, interviews, and documentation that are carried out systematically to obtain in-depth and contextual data. In this study, observation was used to observe the history learning process based on local culture, while interviews were conducted directly with informants consisting of 1 principal, 1 history teacher, and 2 grade XI students at SMA Negeri 3 Balaesang. In addition, documentation was used to collect data in the form of books, reports, photos, and relevant archives. Data collection was carried out for one month by applying triangulation to ensure the validity of data through comparison of various techniques and data sources.

In this study, analysis is carried out through three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out by selecting and simplifying the data from the research results, then presented systematically so that it is easy to understand. The final stage is conclusion drawing and verification to find patterns and meanings of data on an ongoing basis. This process reflects a complex and interactive qualitative analysis approach, where each stage influences each other and strengthens the understanding of the phenomenon being studied (Qomaruddin & Sa'diyah, 2024)

The validity of the data in this study was tested through triangulation techniques to ensure the validity and credibility of the data. Triangulation was carried out in three ways, namely triangulation of sources, methods, and time. Triangulation of sources was carried out by comparing information from various informants, while triangulation methods were carried out using various data collection techniques such as interviews, observations, and documentation to test the consistency of findings. Time triangulation was carried out by collecting and comparing data at different times to ensure the stability and validity of information (Meydan & Akkaş, 2024)

## RESULTS AND DISCUSSION

### Integration of Local Wisdom Values in Learning History

Values such as mutual cooperation, deliberation, and respect for customs are important parts of the learning process in the classroom. This integration makes learning more contextual because students not only understand the material theoretically, but are also able to relate it to the social realities they face daily. This has an impact on increasing students' understanding of historical material while strengthening their character and cultural identity (Syafiq et al., 2023) In addition, learning based on local wisdom also plays a role in fostering historical awareness and social values because the material presented is closer to students' life experiences. Thus, history learning not only functions as a transfer of knowledge, but also as a means of character formation based on local culture. This is in line with the opinion that the application of local wisdom in learning can improve social character such as mutual cooperation and strengthen cultural values in the education and learning process. Therefore, it is important to continue to integrate the values of local wisdom in the educational curriculum so that students can internalize and apply these values in their daily lives (Sudrajat, 2020)

The integration of local wisdom values in history learning is an important effort in building students' cultural awareness and identity. History learning that relates material to local values is able to provide a more contextual and meaningful understanding for students. Values such as mutual cooperation, deliberation, and respect for customs can be internalized through historical materials that are relevant to people's lives. This shows that the integration of local wisdom not only enriches the learning material, but also serves as a means of building students' character (Aris & Wijaya, 2023). In addition, the integration of local wisdom in history learning can increase students' emotional connection to the material studied. When students learn history that is close to their social and cultural environment, they tend to more easily understand and appreciate the values contained in it. This learning based on real experience makes students not only understand historical facts, but also able to relate them to daily life. Thus, learning becomes more meaningful and not abstract (Deny Yuniar Satriyani et al., 2025)

The integration of local wisdom in history learning has been proven to be able to increase students' participation and enthusiasm in following the learning process. Students become more active because the material learned is directly related to their lives. This contextual learning also encourages students to be more critical in understanding historical events and the values contained in them. This shows that the integration of local wisdom has an important role in improving the quality of history learning (Amin et al., 2024)

Thus, the integration of local wisdom values in history learning needs to continue to be developed systematically and planned. Teachers need to be supported with adequate learning tools and relevant training to be able to integrate these values optimally. In addition, collaboration between schools and the community is also needed to enrich learning resources based on local wisdom values. With this step, history learning is expected to become more contextual, meaningful, and able to effectively shape students' character (Meydan & Akkaş, 2024)

### Learning Methods Used by Teachers

Based on the results of the research, the learning method used by teachers in learning history is still dominated by the lecture method. In this method, the teacher acts as an information center that conveys the material to students directly, then relates it to relevant local wisdom values. The lecture method has advantages in terms of time efficiency and ease of delivery of material, because teachers can explain the material systematically and structurally in a relatively short time (Sakti & Hotimah, 2023). However, this method has limitations in encouraging active student

involvement, so students tend to be passive recipients of information and have less opportunities to develop critical thinking and analytical skills (Levitt et al., 2023).

The learning method used in history learning at SMA Negeri 3 Balaesang is still dominated by the lecture method. In this method, teachers are the main source of information that conveys material directly to students, so that interaction in the learning process tends to take place one-way. Students play more roles as passive recipients of information and have limitations in expressing opinions and exploring the material learned (Hasirun et al., 2025). Although the lecture method has advantages in terms of time efficiency and ease of delivery of conceptual and systematic material, its continuous use can have an impact on low student involvement in learning. This condition causes students to be less active, less motivated, and less able to develop critical and analytical thinking skills (Harahap & Albina, 2025). In history learning, this condition becomes less ideal because history learning should encourage students to understand the meaning of events and relate them to current life. Therefore, it is necessary to develop more varied and interactive learning methods so that the learning process becomes more effective and meaningful (Rodríguez-Moneo et al., 2026).

In addition, the use of lecture methods also does not support the development of students' critical and analytical thinking skills. In history learning, students should not only memorize facts, but also be able to understand the meaning of historical events and relate them to current life. Therefore, more varied learning methods are needed so that students can actively participate in the learning process. Research shows that lecture methods that are used predominantly in learning often make students less active and learning objectives are not achieved optimally (Hastuti, 2021). In addition, in history learning, excessive use of lecture methods can also cause boredom in students which has an impact on declining student engagement and learning outcomes (Fahrudin et al., 2024).

In the context of integrating local wisdom values, the learning methods used should be able to provide a meaningful learning experience. The lecture method is considered less effective in internalizing these values because students are not directly involved in the learning process. Experiential learning such as discussions, inquiry, and project-based learning has proven to be more effective because it provides space for students to actively participate and relate the material to real life (Saphira, 2022). In addition, the contextual approach in history learning requires the use of interactive methods in order to be able to increase student understanding and involvement more optimally (Evitasaki & Santosa, 2022). However, in practice, it is still found that the dominance of the lecture method is an obstacle in developing students' critical and contextual thinking skills, thus showing a discrepancy between the learning approach and the method used. Therefore, it is necessary to develop more varied learning methods so that the contextual approach can run optimally (Ramadansur et al., 2023).

The use of varied learning methods such as project-based learning, group discussions, and *problem-based learning* can be a solution to increase student involvement in history learning. These methods not only help students understand the material, but are also able to develop social skills and critical thinking because students are actively involved in the learning process (Bih Ni, 2024). In addition, the application of *project-based learning* in history learning has been proven to be able to increase students' motivation, learning outcomes, and critical thinking skills because learning is associated with real context and direct experience (Pitriani et al., 2025). Thus, the application of innovative learning methods is needed to support the effective integration of local wisdom values in learning history.

### **The Role of Teachers in Integration**

The role of teachers in integrating local wisdom values in history learning is very important because teachers are the main actors in the learning process in the classroom. Teachers not only function as material presenters, but also as facilitators who help students understand and internalize cultural values in learning (Mailani et al., 2022). In this context, teachers are required to be able to relate historical material to students' real lives so that learning becomes more meaningful and contextual. In addition, the application of contextual approaches in history learning has been proven to be able to improve student understanding, but still requires the support of interactive methods to run optimally (Haris Firmansyah et al., 2025). Thus, the integration of local wisdom in history learning not only has an impact on students' cognitive understanding, but also plays a role in shaping students' cultural awareness and character in accordance with societal values (I Nyoman Bayu Pramarta & Parwati, 2020).

In an effort to increase learning effectiveness, teachers need to develop innovative and creative learning methods. Teachers must be able to create an interesting learning atmosphere and actively involve students in the learning process. In addition, teachers also need to utilize various learning methods such as discussions, case studies, and project-based learning to support the integration of local wisdom values. This is in line with the opinion that innovative learning methods such as project-based learning and interactive learning have been proven to be able to increase student engagement and learning motivation in the learning process (Amaliyah, 2023). In addition, the application of various innovative learning methods also contributes to increasing understanding, active participation, and more optimal student learning outcomes (Fadhilah & Rakhmawati, 2024)

The role of teachers is also very important in building students' awareness of the importance of local wisdom. Teachers can provide real examples and invite students to understand the cultural values in their environment so that students not only understand, but also are able to apply them in daily life (L et al., 2024). Thus, history learning can function as an effective means of character building. Therefore, efforts are needed to improve teachers' professional competence through continuous training and development in order to be able to design innovative and contextual learning. In addition, the integration of local wisdom in learning has been proven to contribute to strengthening students' cultural awareness and character (Sopacua et al., 2020)

### **Integration in Learning Resources**

Integration of learning resources is the process of utilizing various learning resources in an integrated manner to improve the effectiveness, diversity, and quality of the learning process. Learning resources are not only limited to textbooks, but also include learning environments, resource persons, digital media, and students' direct experiences. This integration allows learning to take place more comprehensively, contextually, and meaningfully (Azhar et al., 2024).

In the integration of learning resources, this is a pedagogical method that aims to improve the quality of learning through strengthening the active involvement of students in the process of knowledge construction. The use of various learning resources allows students not only to play the role of recipients of information, but also to be involved in the process of exploration, analysis, and interpretation independently of various available resources. This supports the creation of meaningful learning because students build knowledge through the connection between initial knowledge and acquired learning experiences. This perspective is in line with constructivism which emphasizes that knowledge is actively constructed through interaction with diverse learning environments and learning resources, rather than being transferred directly from educators to students (Samuelsson, 2023)

Diversification of learning resources provides opportunities for learners to obtain information from various perspectives, thereby broadening their horizons while strengthening the construction of conceptual understanding. In addition, the integration of learning resources contributes to strengthening information literacy, which includes the ability to access, evaluate, and process information critically, systematically, and responsibly in an academic context (Calero-Mieles & Barban-Forte, 2024).

In its implementation, the integration of learning resources also has an impact on increasing students' motivation to learn through the presentation of materials that are more contextual, relevant, and interactive. The variety of learning resources encourages the cognitive and affective involvement of students more optimally in the learning process. Therefore, educators are required to have pedagogical competence in the selection and integration of learning resources appropriately to support the achievement of effective and sustainable learning goals (Tria Ayu Wulandari, 2022).

### **Learning Methods through a Contextual Approach**

The learning method used in history learning is still dominated by the lecture method. The teacher delivers the material directly to the students, then relates it to the values of local wisdom (Hiskiya et al., 2023) The lecture method has advantages in terms of time efficiency, but it has limitations in encouraging active student involvement. Students tend to be passive and only receive information from the teacher. The learning method through a contextual approach in history learning emphasizes the connection between the learning material and the real life of students (Quezada & Serrano, 2021). This approach allows students to understand the concept of history more deeply because

the material presented is not abstract, but is associated with everyday experiences. In practice, teachers connect historical material with socio-cultural conditions in the student's environment, so that learning becomes more meaningful (Nisha Kumari, 2025). This shows that the contextual approach is able to increase students' understanding of historical material more effectively. The application of contextual learning methods also has a positive impact on student involvement in the learning process. Students not only listen to the teacher's explanations, but also engage in various activities such as discussions, case analysis, and observation of the surrounding environment. This involvement encourages students to think critically and actively understand the material being studied. Thus, the contextual approach not only improves comprehension, but also develops students' thinking skills (Sofiana et al., 2024)

However, in its implementation, the learning method through a contextual approach has run quite optimally. Teachers not only convey the material conceptually, but also begin to relate it to students' experiences and real lives. This provides opportunities for students to be more involved in the learning process through discussion activities, questions and answers, and association of materials with the surrounding environment (Jumadil Hamid et al., 2024). Thus, a contextual approach can support the creation of more meaningful learning, as students not only receive information, but also play an active role in understanding and interpreting the material learned (Tra et al., 2025). In addition, the compatibility between the contextual approach and the applied learning methods shows that the learning process has led to interactive, participatory, and student-centered learning (Tang, 2023).

In addition, learning planning also shows that teachers have been able to design learning activities that systematically integrate local wisdom values with contextual approaches. This can be seen from teachers' efforts to relate learning materials to real conditions in the student environment and incorporate local cultural values into the learning process (Firmando et al., 2024). Research shows that the integration of local wisdom in learning can enrich students' learning experiences and make the learning process more contextual and meaningful for students (Shufa & Tito Pangesti Adji, 2024). The planning carried out is an important basis for supporting the implementation of targeted learning and in accordance with the expected goals. With good planning, the learning process can take place more effectively, structured, and meaningful for students. Therefore, teachers' ability to design contextual-based learning needs to be maintained and developed so that the quality of learning increases (Faizah Fitrah et al., 2024).

In learning based on local wisdom, the method used should be able to actively involve students so that they can understand and internalize these values in depth. This is in line with the opinion that varied learning methods can increase student participation (Harefa et al., 2024)

### **The Use of Folklore as a Learning Resource**

In history learning, folklore can be positioned as a learning resource that has epistemological value because it represents cultural expressions that are inherited from generation to generation and contain the values of local wisdom (Wahyu et al., 2020). Folklore not only functions as an entertainment medium, but also contains value systems, social norms, and people's views on life that reflect historical conditions in the past. As part of oral tradition, folklore acts as a cultural archive that stores the collective identity of a community that is often not documented in formal historical sources. Therefore, its use in history learning allows students to understand not only the factual aspects, but also the social and cultural dimensions of a historical event (Hajduk-Nijakowska, 2023).

In addition, oral traditions function as a mechanism for the transmission of local wisdom values between generations. Narratives that develop in the community, both conveyed by traditional leaders and the family environment, can be integrated as a source of contextual learning. This integration provides a space for learners to relate historical knowledge to their cultural experiences, thereby strengthening an understanding of social values such as cooperation, responsibility, and social relations in community life (Abimanyu et al., 2025).

Furthermore, folklore also functions as an interpretive instrument in understanding historical reality from a local perspective. The symbolic content in folklore allows students to analyze the representation of figures, events, and social structures that develop in society. Thus, history learning is not only descriptive, but also encourages the ability to think critically and historically through the process of interpreting local sources (Hieronymus Purwanta, 2025).

The use of folklore in history learning also serves as a means to develop students' historical interpretation skills through a narrative-based approach. Story structures that contain plots, characters, conflicts, and values allow students to analyze their implicit meaning and relevance to today's social context. This process encourages students to not only understand stories literally, but also to examine the symbolic dimensions and values contained in them. Thus, history learning becomes more reflective and dialogical, as learners are involved in interpretive processes that connect learning experiences, local cultural contexts, and broader historical understanding (Peñalba & Romero, 2020).

### **Student Response and Participation in Learning**

The results of the study showed that students' responses to history learning that integrated local wisdom values through a contextual approach were positive. Students felt that learning became more interesting because the material presented was directly related to their daily lives (AH Mahmud & Wardo, 2021). This connection makes it easier for students to understand the material and increases their interest in learning history lessons. Thus, the contextual approach has been proven to be able to create a more meaningful and relevant learning atmosphere for students. In addition, students also show increased motivation to learn when learning is associated with real experiences (Ima et al., 2023)

However, the level of student participation in learning shows optimal development. This is supported by the use of learning methods that not only focus on the delivery of material, but also provide space for students to actively engage in the learning process. Students begin to show involvement through discussions, questions and answers, and interactions with materials associated with their real experiences. In this condition, students no longer play the role of passive listeners, but rather as active subjects who contribute to the learning process (Handari, 2021). This shows that the learning methods applied have a significant influence on increasing student participation and encouraging the creation of interactive and meaningful learning. The level of student participation in learning is also influenced by the application of varied learning methods. Teachers have been able to use various methods that encourage students to be active, such as group discussions, presentations, and project-based learning (Uyun et al., 2022).

Thus, increasing students' responses and participation in history learning requires the support of appropriate learning methods and in accordance with contextual approaches. The application of *Contextual Teaching and Learning* (CTL) has proven to be effective in increasing students' active participation, understanding of concepts, and their involvement in the learning process. With high participation, students not only understand the material well, but are also able to develop social skills and critical thinking that are needed in daily life.

In the student interviews, it can be seen that students' responses and participation in learning have clearly increased, characterized by activeness in discussion, courage to express opinions, and the ability to give more critical responses. Students are no longer passive, but are directly involved in the learning process through interaction, cooperation, and exchange of ideas. This condition shows a change in learning patterns from simply receiving information to actively constructing understanding, which is the main indicator of student participation in learning.

#### **1. Findings on Contextual Integration**

Essentially, we strongly support the integration of local wisdom into learning, particularly in history lessons. The values that thrive within the Balaesang community such as solidarity, mutual cooperation, and coastal traditions are in fact incredibly rich and relevant as learning resources. (Interview with the headteacher, 2025).

The integration of local wisdom is no longer at a normative stage, but has been systematically and purposefully implemented in teaching practice. The school not only possesses a strong awareness of the importance of a contextual approach, but has also successfully translated this consistently into operational policies and pedagogical practices in the classroom.

Theoretically, these findings underscore the importance of local wisdom as an epistemological foundation for contextual history learning. In practice, the school has developed policies and learning resources that systematically integrate local wisdom, including the development of teaching materials and teacher training.

#### **2. Dominance of Lecture Methods,**

From what I have gathered, it appears that history teaching is dominated by the lecture method, which is applied in a targeted, consistent and effective manner to achieve learning objectives. This approach has worked well and has been able to facilitate the systematic delivery of material, thereby resulting in optimal learning outcomes. (Interview with a history teacher, 2025).

As stated by the History teacher, the lecture method can be positioned as a practical strategy, but is also considered effective in supporting student learning outcomes, particularly in terms of conceptual understanding of the material. This indicates that the orientation of learning remains focused on the efficiency of material delivery rather than on the development of participatory and contextual learning.

The predominance of the lecture method in history teaching indicates that current teaching practices remain within a teacher-centred paradigm, in which the teacher acts as the primary source of knowledge. In this context, the learning process tends to be one-way, with an emphasis on the systematic and efficient delivery of material. Although this approach is considered capable of supporting the achievement of learning objectives within a limited timeframe, the implication is that there is limited scope for students to participate actively in the learning process.

Theoretically, the findings of this study underscore the urgency of shifting the paradigm of history learning from a transmissive approach towards a constructivist approach. The dominance of lecture-based methods, which are oriented towards the delivery of information, indicates that the learning process still positions students as passive recipients, thereby failing to provide sufficient space for the independent construction of knowledge.

### **3. Student Agency & Participation**

In interviews with students and field observations, it was found that the level of student participation in history lessons remains relatively low, as reflected in the limited involvement of students in discussions, question-and-answer sessions, and responses to the material presented. However, there was a significant increase in student engagement when lessons were linked to local contexts closely related to their experiences and social environment (interviews with Year 11 students).

Research indicates that students essentially possess considerable potential for learning agency, as evidenced by their increased engagement when learning is linked to contexts relevant to their daily lives. This suggests that students are not inherently passive but possess the capacity to participate actively when provided with the appropriate learning space and stimuli.

Theoretically, these findings reinforce the constructivist approach, which emphasises students as active agents in the construction of knowledge through engagement with social contexts and the learning environment. In practical terms, the implication is the need to develop authentic, experience-based learning models, such as local wisdom projects, environmental exploration, and collaborative activities that encourage students' active participation in understanding history in a contextual, meaningful, and relevant way to their lives.

## **CONCLUSION**

Based on the research findings, the integration of local wisdom values into history lessons at Balaesang State Senior High School No. 3 has been implemented in a fairly systematic manner through a contextual approach that links the subject matter to the students' socio-cultural realities. This integration has proven effective in enhancing students' understanding, engagement and cultural awareness, particularly when lessons are linked to their real-life experiences. However, teaching practices remain dominated by teacher-centred lecture methods, thereby limiting students' active participation and the development of critical thinking skills.

Theoretically, these findings reinforce the constructivist approach, which positions students as active agents in constructing knowledge through engagement with social and cultural contexts. Furthermore, this study confirms that local wisdom plays a role as an epistemological resource in contextual history learning, which not only enriches students' understanding of the subject matter but also contributes to the development of their character and cultural identity.

This study has several limitations, including a scope limited to a single school, a relatively small number of informants, and the use of a qualitative approach focused on a specific context, meaning that the results cannot yet be widely generalised.

Future research is recommended to cover a wider geographical area, involve a more diverse group of participants, and employ a mixed-methods approach to gain a more comprehensive understanding of the effectiveness of integrating local wisdom into history teaching across various educational contexts.

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