

## **Utilizing Local Wisdom Values to Develop Curriculum and Learning for Social Science Education in Indonesia**

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### **ABSTRACT**

Indonesia is a multicultural country. The cultural diversity owned by each ethnic group in Indonesia is a social capital that must be maintained. In Indonesia, each ethnic group has its own local wisdom. Local wisdom develops through a long process and has good values for people's lives. Local wisdom is a good habit that is practiced by the community in their lives both in attitudes, actions and other forms. This article presents a study of the value of local wisdom in Indonesia that can be a source of material and materials in social science education. Local wisdom in Indonesia can be the basis of character building in society. Curriculum development and social studies learning in Indonesia can raise the value of local wisdom as a study material. Basically, the values of local wisdom have not changed. The values contained in local wisdom in Indonesia very much. Local wisdom will be passed on to the younger generation in a society if it is easy to understand and always close and related to real life in the community. It is important to raise awareness that the development of social studies education needs to be built on the values of local wisdom. The material of local wisdom values as social studies study material includes the ability to understand a set of events, facts, concepts, and generalizations related to social and cultural that occur in society.

**KEYWORDS:** Local Wisdom, Curriculum Development, Social Studies Learning, Character, Multicultural.

### **1 INTRODUCTION**

Social Studies is a subject that is included in the school curriculum in primary and secondary education in Indonesia. Social studies as a subject contains material sourced from the social life of the community that is selected and adapted for educational purposes. With this, materials from the social sciences are selected to be aligned with the objectives of the school curriculum and learning interests. Basically, social studies learning materials in school in Indonesia is a study material as a result of simplification, adaptation, selection, and modification of the concepts of social sciences and humanities such as history, geography, sociology, economics, anthropology. In addition, social studies study materials in schools sourced from basic human activities are managed and presented in a pedagogical, scientific and psychological considerations for educational purposes.

The nature of social studies in schools is to develop the concept of thinking based on the reality of social conditions that exist in the student environment. The existence of social studies subjects in Indonesia is expected to give birth to a good and responsible citizen of the nation and his country. Social studies education in schools aims to form students who have a deep understanding of the dynamics of social,

cultural, and their environment. Thus the step of integrating local cultural wisdom into the curriculum can enrich learning, make the learning process more relevant, and increase students' understanding of the local context. (Mahpudz, 2023).

Some research and studies on local cultural wisdom in social studies learning have been conducted. The development of teaching materials and learning tools integrated with local cultural wisdom has shown a significant positive impact on strengthening student character in schools or madrasah. This approach not only strengthens students' cultural identity and instills pride in their local cultural heritage, but also fosters empathy and tolerance for cultural differences. Perspectives and approaches to the study of multidimensional, multiperspective, multi-case local cultural wisdom in primary and secondary education. (Arihan, Zuber A, 2018; Baskoro, 2017; Ihlas & Kaharuddin, 2020; Kaharuddin & Hisbullah, 2022; Mastuti & Suhantoro, 2021; Tosida et al., 2017; Widyanti, 2015; Zamzami et al., 2016). There is a need for social studies teaching materials with local character content. (Sormin et al., 2023). Learning local wisdom is an inevitable need, one of which is through learning Social Studies. Social studies learning is a means for preserving local wisdom. (Jumriani et al., 2021). The values of local wisdom are socio-cultural capital as a basic guide to the formation of national character and community character. (Azizah et al., 2022; Eva et al., 2023; Suryanti et al., 2020; Tohri et al., 2022). Local cultural wisdom is a cultural synthesis developed by local actors through experience, internalization and interpretation processes and is used as a guide in daily life. (Zakiyah et al., 2022).

This article discusses the importance of integrating local wisdom values in the curriculum of Social Studies education in Indonesia. This is because local cultural wisdom that includes traditions, cultures and practices that have been passed down from generation to generation can be an asset for efforts to inherit good values. In turn, it is expected to become an integral part of the identity of Indonesian society. Local wisdom is the cultural heritage of a nation that is manifested in customs and daily behavior over a long period of time. (Mahfudz & Sundawa, 2021).

## **2 METHOD**

Writing this article using literature review. (Knopf, 2006; Snyder, 2019). The writing process begins with identifying the topic of study of local cultural wisdom and social studies learning in schools contained in several articles. The focus of the study emphasizes the aspects of local cultural wisdom values from various regions and become a study in social studies learning in schools or madrasah. From some of these articles, then analyzed, categorized and interpreted and synthesized. The construction of the results of the analysis and synthesis is then constructed in accordance with the focus of the study. (Kraus et al., 2022).

## **3 RESULT AND DISCUSSION**

### **Characterizing Local Wisdom as Social Capital for Indonesian Education**

Indonesia is a country that has a variety of local wisdom from all regions. The diversity of local cultural wisdom can be referred to as the uniqueness and characteristics of the Indonesian nation. The uniqueness of these local cultural values should be preserved and passed on as the identity and identity of a nation. The forms of local cultural wisdom in Indonesia are very diverse, including values, rules, norms, beliefs and practices. (Widiatmaka, 2022). The values of local cultural wisdom in Indonesia until now are still maintained and continue to grow, because of the community groups in general still obey and run in everyday life. It can be said that the values of local cultural wisdom persist because it is a process of cultural

systemization and process for a long time. This process is passed through the internalization and interpretation of the religion and culture adopted. (Zakiyah et al., 2022).

When associated with education, especially social science learning in schools, the values of local cultural wisdom greatly contribute to the character and mentality of the nation. The values of local cultural wisdom can be said to be part of a culture that was born through a long and continuous process in society. Based on the results of the study of several articles and interpreting the values of local cultural wisdom, it can be put forward some characteristics of local cultural wisdom as shown in table 1.

Table 1. Characteristics of local cultural wisdom

No	Nature	Scope
1.	Traditional	<ul style="list-style-type: none"> <li>• knowledge and practices that have been around for a long time and passed down from one generation to the next.</li> <li>• habits, customs, and rituals that continue to be practiced in community life</li> </ul>
2.	Communal	<ul style="list-style-type: none"> <li>• belongs to the community and is maintained and practiced collectively</li> <li>• The values and norms contained in local wisdom are usually accepted and recognized by all members of the community.</li> </ul>
3.	Adaptable and Dynamic	<ul style="list-style-type: none"> <li>• ability to adapt to changing times and environmental conditions</li> <li>• The practice of local wisdom can be modified in accordance with technological developments and social changes.</li> </ul>
4.	Integrated with Environment	<ul style="list-style-type: none"> <li>• is closely related to the natural environment and ecosystems in which the community lives.</li> <li>• Knowledge of agriculture, fisheries, health, and natural resource management is usually an integral part of local wisdom</li> </ul>
5.	Experience-based	<ul style="list-style-type: none"> <li>• The knowledge contained in local wisdom is usually obtained through direct experience and long observation of the environment and daily life..</li> </ul>

Based on the characteristics of local cultural wisdom above, it can be stated that local cultural wisdom is always based on aspects of knowledge, values, norms and practices that develop in the community and continue to be passed on to the next generation in the community. Local wisdom that grows and develops will cover aspects of life concerning language, culture, environment, health, economy, social aspects. Local wisdom is a reflection of the community's deep understanding of their social and cultural environment. This local wisdom is generally adhered to by the community in the face of challenges and changes faced to maintain balance with the environment and harmony in social life. (Hikmah, 2023; Sari, 2019; Zidny et al., 2021). Local cultural wisdom that can be developed as a study material in social studies education is certainly chosen based on the good values contained therein. From this it is expected that students who study social studies are able to interpret for the needs of their lives now and in the future. In this thought, it can be said that the wisdom of local culture as social capital for education in Indonesia, as shown in Figure 1.

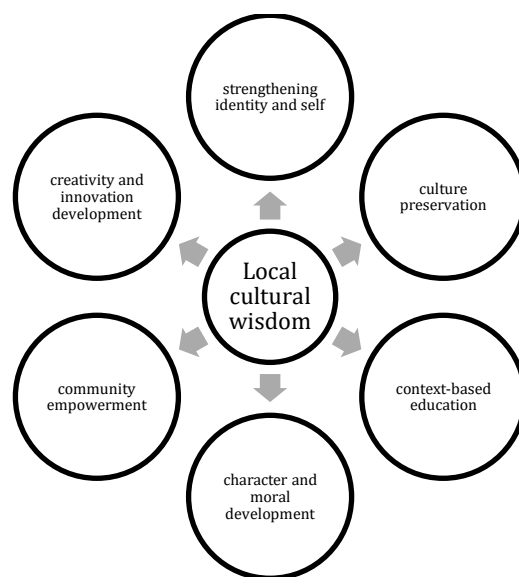


Figure 1: Local cultural wisdom as social capital for education in Indonesia

### **Local Wisdom as Social Studies Learning Materials and Resources at school**

Local wisdom can be seen as the result of a community's joint efforts of contemplation, intelligence, understanding of the traditions, customs carried out in the community, so that it has values that are obeyed together for generations. Local wisdom becomes a virtue and truth embraced by a community based on philosophical values, general and institutionalized behavioral values so that it is recognized and obeyed as a guide to life and strength for the community in harmony with the environment and conditions of its life. (Asmara, 2019; Nasution, 2020). Local wisdom contains values that are adhered to continuously as messages, advice and appeals, so that they become the character of a community. (Siriat & Nurbayani, 2018).

Local wisdom can be interpreted as a way of thinking, knowledge, values that are owned about life adopted by the community to solve problems and meet the needs of life in their environment. Therefore, local wisdom can be part of the effort to emphasize the identity and identity of the community. Thus, steps and efforts to make local cultural wisdom into sources and learning materials in social studies education is important and strategic. Social studies curriculum development based on local cultural wisdom is the right step in preserving local wisdom in the development of the value dimension in social studies learning (Zulfita & Supriatna, 2019).

The values of local wisdom from the culture of a community can be used as a medium of education, information, learning resources that can be developed into the social studies curriculum at school. Aspects of curriculum policy, the philosophical basis of local wisdom, learning based on culture and local wisdom are important things to develop. (Suprpto et al., 2021). Material that comes from the value of local cultural wisdom can help teachers to link social studies material with the conditions and potential of the surrounding environment. Local wisdom-based learning materials can help students understand regional potential. (Suherman & Winarso, 2021). If studied more deeply, it can be argued that local wisdom is formed as a cultural advantage and local geographical conditions in a broad sense. (Subarkah, 2017).

The benefits of integrating the value of local cultural wisdom as a source and learning materials for social studies at school, among others, can be stated as follows; *First*, Strengthening cultural identity. Students who are introduced to local traditions by teachers in social studies learning will be able to be proud and appreciate the culture, thus confirming their self-identity as part and culture in their community. The social studies learning process will be more contextualized so that it will be easily understood and applied by students. Learning that is relevant to students' daily lives can increase their interest and participation in the social studies learning process. *Second*, contextual learning. The process of integrating local wisdom into the curriculum and social studies learning in schools always pay attention to the situation and conditions of the social life context of students. Including in selecting materials and learning materials, which pay attention to the social context, culture, and local environment. Thus, in the context of educational interests, the values of local wisdom that exist in society - in various ethnic groups in Indonesia - are important to be preserved and internalized systemically and systematically. (Mahfudz & Sundawa, 2021).

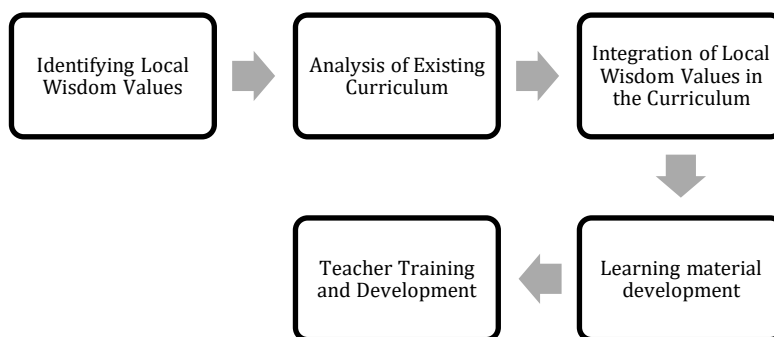


Figure 2: Steps for developing a local wisdom-based social studies curriculum

#### Steps to integrate the value of local cultural wisdom into the social studies curriculum

First, it begins with identifying the values of local wisdom in the nearest community. Teachers together with students, and the school collect information about the value of local wisdom that exists in the community around the school. This activity can be done in collaboration with traditional leaders, community leaders, local historians, cultural experts.

Second, analyze the existing school curriculum. In this step, teachers and related parties review the substance of IPS curriculum materials by identifying themes and topics that can be integrated with the value of local cultural wisdom. Analyzed opportunities to integrate local cultural wisdom into learning materials.

Third, is to integrate the value of local cultural wisdom in the curriculum.

Fourth, the development of learning materials. In this step, social studies teachers can arrange themes and topics of social studies that are relevant to the value of local wisdom, such as literature, oral traditions, socio-cultural systems, history and the environment. Teachers design divisional materials that reflect local wisdom, with for example folklore, oral traditions, performing arts practices in the learning process of social studies. Teachers do the development of social studies learning materials, media that reflect the values of local wisdom. Even if necessary, teachers can create learning projects that allow students to explore the value of local wisdom in the field directly.

Fifth, Teacher Training and Development. The next step is to conduct teacher training activities to improve their understanding and ability to integrate local wisdom into social studies learning. Encourage

teachers to use creative and innovative approaches in teaching local wisdom values while evaluating the effectiveness of the developed curriculum. Collecting feedback from students, teachers and communities for continuous improvement. Organizing regular workshops and discussions to ensure that the curriculum remains relevant and up-to-date with social and cultural changes.

Social studies education in primary and secondary education has a strategic role in achieving educational goals. For this reason, it can be done through; (1) introducing concepts related to community life and the environment, (2) equipping the ability to think logically and critically, curiosity, inquiry, problem solving, and skills in social life, (3) fostering commitment and awareness of social and human values, and (4) fostering the ability to communicate, cooperate and compete in a pluralistic society, at the local, national and global levels.(Nasution, 2020).

Some characteristics that can be put forward on social studies education that reveals the theme of local cultural wisdom as follows: (a). Learning experiences and activities are very relevant to the actual situation and conditions where students live, or very close and felt with their social life; (b).Implementation of learning with the theme of local cultural wisdom reveals positive values that are meaningful to the social life of students and society; (c). Learning activities are carried out through an active and independent learning process so that they are meaningful for the development of the identity of students and society. There is an inheritance of positive values from community culture; (d). The development of students' critical and analytical thinking skills based on a good understanding of the problems in their environment; (e) Developing students' social skills, such as cooperation, tolerance and social communication. (Mahpudz, 2023).

This approach involves students actively in the learning process, so that they can develop a better understanding of history. By encouraging student participation, such as through discussions, group projects, or simulations, students will be more involved and have a high interest and motivation towards social studies subjects (Siregar, 2022). The symbolic values of local cultural wisdom that have been accommodated in the school curriculum are a supporting factor for the success of internalizing the symbolic meaning of ethnopedagogical values.(Prasetya et al., 2023).

#### **4 CONCLUSION**

The values of local wisdom integrated in social studies education as a study material is a strategic step to develop a more relevant and contextual curriculum and learning. Utilization of local wisdom values as social studies materials can develop student learning experiences, as an effort to preserve and pass on the values and good traditions that develop in society. Local cultural wisdom that is owned in every region in Indonesia which is used as a source of social studies materials can be more effective in shaping the younger generation who have a deep understanding and appreciation of their own cultural heritage.

Steps to integrate the values of local cultural wisdom into the curriculum and social studies learning in schools in Indonesia, requires a comprehensive and collaborative approach. The central and local governments can create policies to facilitate a comprehensive and collaborative approach so that the curriculum and social studies learning quality. Social studies curriculum and learning in schools that utilize local cultural wisdom as a study material can be more meaningful, relevant and effective in shaping students who are academically intelligent, and have cultural awareness and a solid self-identity.

Local cultural wisdom with good values in it is social capital for the dynamics of education in Indonesia. The step of integrating the values of local cultural wisdom into the curriculum and social studies learning can increase the relevance of learning to the socio-cultural context, play a role in strengthening Indonesian identity, and the formation of student characters who are knowledgeable and appreciate the noble cultural values of the nation.



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