

## LOCAL CULTURE-BASED EDUCATION: CREATING A LEARNING ENVIRONMENT THAT PROMOTES LOCAL INTEGRITY

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### Abstract

Local culture-based education represents a learning paradigm that integrates local cultural wisdom and values into educational curricula and practices. The aim of this approach is to create a learning environment that is rooted in the social, cultural, and student environment, thus enriching the learning process with relevant experiences and perspectives. In this study, we explored the benefits of local culture-based education, including strengthening cultural identities, developing skills relevant to local contexts, and increasing community engagement and participation in the educational process. The method of research used is literature by searching for references that match the context of research. Research results show that students who participate in local culture-based education tend to have a greater sense of pride and appreciation for their cultural heritage, which has a positive impact on learning motivation and a sense of attachment to the community. Furthermore, curricula designed to meet local needs and potential encourage the application of skills in authentic settings, enhancing the relevance and applicability of learning. Implementation of local culture-based education also facilitates intercultural dialogue, strengthens tolerance, and encourages intergenerational collaboration, enriching the learning environment and society as a whole.

**Keywords:** Education, Local Culture, Learning Environment, Socializing.

### Introduction

In an era of globalization that is undergoing dynamic change, the world of education faces a complex challenge in preparing the younger generation (Sitopu et al., 2024; Guna et al., 2024). One of the major challenges is how to educate students not only to compete in the global arena but also to stay connected to their identity and cultural heritage (Hairiyanto et al., 2024). In this context, local culture-based education emerges as an important strategy that enables the preservation and promotion of local wisdom through the formal education system. (Fitriani et al., 2024).

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Local wisdom, an intellectual and spiritual heritage of a particular society, is often marginalized or considered less relevant in conventional educational systems that tend to weigh on universal knowledge and skills. (Meliono, I. 2011). However, local wisdom preserves values, knowledge, and ways of life that are not only essential for preserving cultural identity but can also contribute to solving contemporary problems through sustainable and ecological approaches. (Hidayati et al., 2020).

Integrating local culture into education plays a crucial role in building a bridge between universal knowledge and the cultural peculiarities that each society possesses. (Darmadi, H. 2018). This approach not only protects and preserves the cultural uniqueness from the erosion of globalization, but also enriches student learning experiences by providing a more relevant and meaningful context for their learning process. The integration of local cultures into education helps students to be firmly rooted in the values, traditions, and history of their communities, while opening their eyes to a wide range of global perspectives and knowledge. (Sugiyono, R., & Purwastuti, L. A. 2017). It aims to create a balance between understanding and appreciating global cultural diversity with the preservation of local identity, which ultimately forms individuals who are not only globally responsible but also firmly rooted in their local communities.

Moreover, the presence of local cultural-based education significantly contributes to the development of a more inclusive and adaptive curriculum, which encourages creativity as well as pedagogical innovation. Through the application of real examples of everyday life in the local community, students can more easily understand and apply the abstract concepts taught in the classroom (Pornpimon et al., 2014). It facilitates more authentic and meaningful learning, where students not only acquire knowledge, but also develop the skills and attitudes necessary to face real challenges in society. Thus, education rooted in local culture is not only a dozen intersections for student personal development, but also a platform for social innovation and cultural sustainability in a broader context. (Tarrapa, S., & Junaedi, I. 2021).

Given such realities, there is an urgent need to integrate local culture into the curriculum and educational practice. It will not only help students to appreciate and preserve their cultural heritage, but also prepare them to be wise world citizens with a deep understanding of their local context (Ernawati et al., 2018). In addition, this approach also aims to create a more inclusive and relevant learning environment for all students, by emphasizing that cultural diversity and local wisdom are a rich and valuable resource for learning. (Jati et al., 2019).

However, the implementation of local culture-based education in schools faces a variety of challenges, ranging from lack of learning material and resources, resistance to changes in an established educational system, to difficulties in defining curricula that can accommodate local knowledge without sacrificing academic standards. (Noor, A. F., & Sugito, S. 2019).

Local wisdom is knowledge, practice, and faith that grows and grows in a particular society, passed on from generation to generation. These aspects cover elements ranging

from sustainable farming techniques, knowledge of medicinal crops, to value systems and community governance. (Lyesmaya et al., 2020). Local wisdom often reflects the profound relationship between a community and its natural environment, providing pragmatic solutions to enhance ecological and social resilience. However, local wisdom is often underrepresented in formal education systems, which tend to prioritize curricula and learning materials of a general and global nature. As a result, students may lose the opportunity to learn and internalize the values and knowledge that have shaped and nurtured their communities for centuries. (Suprpto et al., 2021).

This lack of representation can lead to a breakdown in students' understanding of their cultural roots, as well as a misconception that global knowledge is superior to local knowledge. It not only poses a risk to the preservation of cultural identity but also reduces opportunities to use local wisdom as a source of inspiration for innovation and solutions to local and global challenges. (PUTRI et al., 2022). Heavy curricula toward global education without integrating important aspects of local wisdom form young generations that may be disconnected from their cultural and environmental context, thus failing to exploit the full potential of a rich cultural heritage as a tool for learning, problem-solving, and community-building. (Tubagus et al., 2023; Aslan & Shiong, 2023).

Therefore, the study aims to explore how local culture-based education can be effectively implemented, as well as its impact on students and society more broadly.

Thus, this background builds the foundation for research on the importance of integrating local cultures into education as a way to nurture cultural identities, enhance the relevance of learning, and equip students with the understanding and skills necessary to contribute to their communities in a rapidly changing global context.

## **Research Method**

The method of literature research is an approach that collects, identifies, compiles, and analyzes various data or information contained in literature relevant to the subject of research. This research is usually done by collecting data from written sources such as books, journal articles, theses, and other documents related to research issues. (Pathak et al., 2013; Doz, 2011). This approach allows researchers to gain an in-depth understanding of the subject being studied by relying on existing sources. (Walle, 2015; Malagon-Maldonado, 2014).

In addition, the study of literature allows to look for research references from various reliable sources. There are several methods that can be done in the literature study process, including searching for relevant keywords in catalogues, indexes, or search engines to find literature relevant to research topics. Through the study of literature, researchers can collect a number of books, magazines, and documents related to the problem and purpose of the research, so that they can make valuable contributions to the research. (Oun & Bach, 2014; Mayer, 2015).

## **Result and Discussion**

## **Multicultural Education Theory**

Multicultural education is an educational approach that aims to give equal learning opportunities to all students regardless of cultural, ethnic, religious, or other differences (Mahfud, C. 2013). This approach focuses on respect for diversity and promotes understanding and appreciation of differences among students. Multicultural education thus becomes a principle that integrates multicultural perspectives into educational curricula and practices, thereby preparing students to participate productively in a pluralistic and global society. (Agustian, M. 2019).

An inclusive education of cultural diversity is a concept that ensures that every individual, regardless of cultural, ethnic, religious or other socio-economic differences, has equal access, opportunities and treatment in the teaching process. (Garnida, D., & Sumayyah, D. 2015). The concept seeks to build an educational environment that accepts and appreciates differences, by integrating diverse perspectives and experiences into curricula and teaching methodologies. The goal is to prepare students to be individuals who have empathy, understanding, and openness to the diversity that exists in society. (Ilahi, M. T., & Rose, K. R. 2013).

In practice, inclusive education of cultural diversity can help reduce educational gaps and discrimination, promote equality and social justice. This is achieved by recognizing and acknowledging diversity as a wealth that can broaden students' insights and understanding of the world. (Handayani, T., & Rahadian, A. S. 2013). Schools and educators have an important role to play in creating a supportive learning environment, where all students feel appreciated and respected. (Muharrom et al., 2023). An inclusive learning experience also teaches students to appreciate differences, enhance social skills, and prepare them for living and working in a diverse global society (Nurhayati et al., 2023; Nurdiana et al., 2023).

Furthermore, an inclusive education of cultural diversity reinforces the values of democracy, tolerance, and pluralism. It helps build a more peaceful and inclusive society, where individuals learn to communicate and collaborate with people from different backgrounds. Thus, inclusive education contributes not only to the personal development of students, but also to progress and social justice at a broader level. (Saputra, A. 2016).

Thus, an inclusive education of cultural diversity is the key to preparing future generations to live and interact in an increasingly global and pluralistic society. It not only improves the quality of learning by providing a broader and deeper perspective, but also promotes mutual respect, cooperation, and peace. It is therefore a shared responsibility of educators, schools, and society to integrate and practice the principles of inclusive education.

## **Implementation of local culture-based education in schools**

Integrating local culture-based education into school curricula is an attempt to preserve indigenous cultures as well as introduce and understand students to their own cultural heritage (Kana'iaupuni et al., 2010). This integration can be done through a

systematic and planned process, such as inserting learning materials related to local cultures into relevant lessons, like local history, regional languages, art, traditions, and traditional ecological practices. (Rusydiyah, E. F., & Rohman, F. 2020). Thus, students not only study the various aspects of science globally, but also gain in-depth knowledge of their identity and cultural heritage. This approach aims to equip students with pride in their own culture while enriching their learning experience with wider and deeper knowledge (Sari, D. R., & Murdiono, M. 2021).

In addition, the application of local culture-based education in the curriculum can encourage more interactive and practical teaching methods. (Julita et al., 2019). For example, through field activities to local historical sites, workshops on traditional handicrafts, or lessons on sustainable agriculture in line with local practice. It not only makes the learning process more interesting and meaningful for students, but also helps them to understand and appreciate the cultural diversity as well as the natural environment around them. (Demmert, W. G. 2011). In this way, local culture-based education raises students' awareness of the importance of preserving culture and the environment, while preparing them to be informed and responsible citizens.

Implementation of local culture-based education in schools can start from integrating local cultural content into existing curricula. This means that teachers in various subjects can incorporate elements, stories, and examples of local culture into their teaching material. (Hikmawati et al., 2021). For example, in a history lesson, students can learn about local historical figures and important events taking place in their area. In art lessons, projects can focus on traditional art techniques or styles of the area. This integration not only increases students' awareness of their environment and cultural heritage, but also builds connections between the subject matter and the real world that they know. This approach can cultivate pride and ownership of their local culture, while enriching the overall learning experience. (Utari, T. I. 2023).

In addition, schools can organize extracurricular activities or special programs that cover specific aspects of local culture. This can include traditional art clubs, local music groups or dances, to practical activities that emphasize local cultural values such as gotong royong or local wisdom in natural resource management. (Towaf, S. M. 2016). Through these practical and participatory activities, students not only learn about local culture in theory, but also experience and practice it in person. This kind of activity also opens up opportunities for local communities to engage directly in the educational process, either as guest tutors, mentors, or through collaboration in community projects. (Alakrash et al., 2021). Thus, implementing local culture-based education in schools is an effective way to promote understanding, appreciation, and preservation of local culture in future generations. By integrating local cultural aspects into curricula and extracurricular activities, students have the opportunity to learn and engage directly with their heritage and traditions. It roots in them a deeper and multifaceted understanding of the lesson, as well as strengthening their cultural identity and local wisdom. The active participation of the local community in this educational process not only enriches the student's learning

experience, but also helps build a stronger relationship between school and society. Therefore, local culture-based education plays an important role in shaping students who are not only academically intelligent but also culturally intelligent individuals and conscious of the importance of preserving the culture and environment around them.

### **Impact on students and communities of local culture-based education**

Implementation of local culture-based education, changes in attitudes in students can be seen significantly. Students began to develop appreciation and pride for the heritage and traditions of their own neighborhood (Kana'iaupuni et al., 2010). As students learn the history, language, and art that are characteristic of the region where they live, they not only understand their culture more deeply, but also learn to see it as an essential part of their identity (Nambiar et al., 2020). This attitude is reinforced by the active involvement of students in activities that encourage preservation and participation in local culture, such as festivals, ceremonies, and traditional practices. This kind of involvement fosters a sense of ownership and social responsibility for their local culture. (Julita, S., & Anggoro, A. F. D. 2019).

In terms of knowledge, local culture-based education enriches students' understanding of historical and geographical contexts, which helps them to associate learning with the real world. The lessons originally felt abstract may become more relevant when associated with real examples of everyday life in their communities. (Kamal et al., 2019). For example, students can learn economic or scientific concepts through traditional business lenses or local agricultural systems. This knowledge fosters a concern in students to see how they can contribute inining and developing those aspects, so that their awareness of local culture becomes more mature and well-informed (Meliono, I. 2011).

Overall, students' appreciation of local culture increased as they underwent an education aimed not only at sharpening academic skills, but also at developing cultural intelligence. By recognizing and celebrating the diversity and uniqueness of local cultures, students become more open and tolerant of differences (Hidayati et al., 2020). Knowledge and hands-on experience with local culture also prepare students to become cultural ambassadors, who are able to dialogue and introduce their culture to others. Finally, this approach promotes the development of wider expertise and ethics, as students learn to appreciate all forms of cultural diversity in an increasingly connected global environment. (Darmadi, H. 2018).

Furthermore, education that reflects local wisdom brings broad social benefits by strengthening communities and promoting inclusiveness. (Erwan et al., 2023). By integrating elements of local intelligence into curricula, schools can help students develop a stronger sense of connectivity with their environment (Sarmila et al., 2023). It not only improves students' understanding of their own cultural heritage but also encourages a sense of ownership towards the community they live in. When students feel connected to their community, they are more likely to contribute positively and engage socially. It gives birth to a new generation that feels responsible for preserving and enhancing the values

of the community, ensuring that the historical and cultural heritage is preserved for future generations. (Sugiyono, R., & Purwastuti, L. A. 2017).

Moreover, education that leverages local wisdom fosters greater understanding and tolerance of cultural diversity. In a community of diverse ethnic and cultural backgrounds, this approach helps students to appreciate and respect intercultural differences better (Pornpimon et al., 2014). Through inclusive and representative presentation of material, students learn that differences are not something to be feared or avoided, but rather appreciated as part of shared wealth. This experience and understanding is crucial in preparing students to be empathic world citizens and able to interact in an increasingly connected global environment. (Tarrapa, S., & Junaedi, I. 2021).

Another social benefit is local capacity-building through enhanced relevant and future-oriented skills. By rooting on local wisdom and practice, education can adapt curricula to incorporate the most valuable and applicable skills for local communities (Ernawati et al., 2018). It drives economic growth from within by preparing students for careers or entrepreneurship in sectors that support and strengthen the local economy. (Jati et al., 2019). Thus, local wisdom-based education initiatives not only enhance community sustainability and integrity but also open new doors for innovation and sustainable economic development.

Thus, education that blends local wisdom offers a range of significant social benefits. From strengthening community cohesion and cultivating tolerance to advancing local economic development, this approach teaches students the essential values that drive them to be productive, responsible, and cultural citizens. Thus, appreciating and applying local wisdom in education is not only essential to preserving cultural heritage, but also crucial in facing future global challenges with solutions rooted in in-depth local understanding and practice.

## **Conclusion**

Local culture-based education emphasizes the importance of creating a learning environment that embodies local wisdom in education. This approach is not only about preserving cultural values and traditions, but also about using local wisdom as a significant learning resource to develop student understanding, skills, and attitudes in broader social, economic, and environmental contexts. Through the integration of local wisdom into curricula and teaching methods, education becomes more relevant and meaningful to students, enabling them to establish deeper connections with their communities, appreciate diversity, and contribute positively to community and environmental development.

Local culture-based education also offers an effective way to cultivate a sense of identity, pride, and respect for one's own and other cultures, laying the groundwork for cultural dialogue and tolerance. It prepares students to interact in an increasingly global society with a rich and inclusive perspective. In addition, this approach can open up new

economic opportunities by advancing relevant and future-oriented skills, in line with local needs and potential.

Overall, local culture-based education offers a strong framework for complex, dynamic, and contextual learning that not only enriches student educational experiences but also strengthens communities and helps preserve wisdom and cultural heritage. It makes it clear that this kind of education approach is not just an addition to conventional education, but an essential necessity in creating a sustainable, harmonious, and cultural society.

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