

THE IMPACT OF DIGITALISATION ON LOCAL CULTURAL PRESERVATION THROUGH EDUCATION: A LITERATURE REVIEW ON TECHNOLOGY- BASED LEARNING INNOVATIONS FOR STRENGTHENING LOCAL WISDOM VALUES IN THE ERA OF GLOBALISATION

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Abstract

Digital transformation has brought about major changes in various aspects of life, including education and culture. This study aims to analyse the impact of digitalisation on the preservation of local culture through education and to identify relevant technology-based learning innovations for strengthening local wisdom values in the era of globalisation. This study uses a literature review method. The results show that digitisation plays an important role in supporting the documentation, promotion, and revitalisation of local culture through interactive digital media such as videos, online platforms, augmented reality, and e-learning. However, if not balanced by cultural awareness and contextual education policies, digitisation also has the potential to cause cultural homogenisation and erosion of local values. Technology-based learning can be a strategic means of internalising local wisdom if it is designed with participatory, creative, and adaptive principles in line with the times. Thus, the synergy between technological innovation, the education system, and local wisdom values becomes the main foundation for preserving national identity amid the tide of digital globalisation.

Keywords: digitisation, preservation of local culture, education, learning innovation, local wisdom, globalisation

Introduction

The development of digital technology has brought fundamental changes to almost all aspects of human life. The digital transformation that has swept across the economic, social, and cultural spheres has had a significant impact on the way humans communicate, learn, and interact with their environment (et al., 2024); (Guna et al., 2024); (Iksal et al., 2024). In an increasingly globally connected world, geographical and social boundaries are becoming blurred, allowing for the rapid exchange of information. This situation creates great opportunities for progress, but also poses serious challenges to the sustainability of local values and cultural identity, especially in developing countries rich in cultural diversity such as Indonesia.

Globalisation and digitalisation are two powerful forces shaping modern civilisation. The process of globalisation is driving societies towards cultural homogenisation, where global practices, norms and values often dominate the public sphere. Meanwhile, digitalisation is strengthening the mobility of information and access to foreign cultures, which can enrich our knowledge but also shift the existence of local cultural heritage (Da Milano et al., 2023b). In this context, the main challenge facing Indonesia is not only how to adopt digital technology for progress, but also how to preserve local culture so that it remains alive, relevant, and meaningful to the younger generation (Andriyanti, 2024c).

Education plays a strategic role in the process of preserving local culture amid the rapid pace of digitalisation. Through education, cultural values can be passed down across generations in a more systematic and measurable way. Schools and educational institutions are the main spaces for socialisation where national identity and character are formed (Fawait et al., 2024); (Irwan et al., 2024). Therefore, integrating local wisdom values into technology-based education systems is an important strategy to ensure that digital progress does not erase the nation's cultural roots. Education must bridge the gap between technological innovation demands and the preservation of traditional values.

The phenomenon of education digitisation has become increasingly apparent following the Fourth Industrial Revolution and rapid developments in information technology. The use of online learning platforms, Learning Management Systems (LMS), and social media in the teaching and learning process has become commonplace. Digitalisation allows students to access unlimited learning resources and accelerates the transfer of knowledge (Andriyanti, 2024c). However, the problem that arises is the risk of cultural alienation and a decline in the involvement of local values in modern learning content. Therefore, the integration of culture in digital educational media requires a strategic design that places local wisdom values as part of learning innovation (Widyawardana, 2021).

Local wisdom is a system of values, knowledge, and practices that has been passed down from generation to generation in community life. It encompasses social, moral, spiritual, and ecological aspects that have proven capable of creating harmony between humans and their environment (Tillayeva, 2025). In the context of education, local wisdom serves as the foundation for shaping the character of students so that they have a strong, resilient identity rooted in their own culture. Through teaching based on local wisdom values, students not only gain knowledge but also a sense of responsibility for the sustainability of the cultural identity that characterises their nation (Putra & Aslan, 2019).

However, the application of local wisdom in the education system faces major challenges. Many curricula and learning materials are still generic and do not accommodate cultural diversity in Indonesia. Rapid technological adaptation has

caused teachers to focus more on digital efficiency than on the substance of local values. In addition, limited educational resources for digitising local cultural content have widened the gap between digital education and the social and cultural realities of society. These challenges highlight the need for learning innovations that can integrate technology with a values-based approach(Tillayeva, 2025) .

Technology-based learning innovations are not only related to the use of digital devices in the educational process, but also how technology is utilised to enrich contextual and culturally valuable learning experiences. Digital technologies such as augmented reality, virtual reality, and interactive media can be used to reconstruct cultural experiences, for example by presenting traditional games or regional arts in digital format. Thus, students not only learn about culture through text, but also experience it visually and emotionally through interactive experiences(Andriyanti, 2024b) .

In previous studies, there has been a tendency to view digitalisation as a learning medium that is adaptive to the needs of the digital native generation. However, without a clear value framework, digitalisation has the potential to produce a generation that is technologically savvy but culturally impoverished(, 2024b) . This is where the integration of local wisdom values into the design of digital learning systems becomes important. The aim is not to hinder technological development, but to ensure that digital progress remains grounded in humanistic and cultural values rooted in the nation's traditions.

The shift in the learning paradigm towards technology requires educators to act as facilitators of values rather than mere conveyors of knowledge. Educators must be able to design learning strategies that are contextualised to the local culture in which learners live. In this regard, the use of digital media such as cultural videos, folklore applications, or language-based learning platforms is an effective alternative for strengthening local identity in the global era. In other words, digitisation needs to be directed towards the internalisation of values, not merely the digitisation of content(Andriyanti, 2024a) .

From a national policy perspective, the Indonesian government has sought to develop character-based and locally-wise education programmes through various educational regulations. However, implementation in the context of digitalisation remains limited. Many studies show that although technology can expand access to education, the content presented often does not represent regional cultural diversity. This has the potential to weaken the bridge between digital globalisation and the preservation of national identity (Milina, 2023) . Therefore, research is needed to review the extent to which digitalisation has an impact on efforts to preserve local culture through education.

This study stems from the need to understand the dialectical relationship between digital progress and cultural preservation. A literature review was chosen

to integrate various previous studies discussing the collaboration between technology, education, and culture. A systematic approach enabled the identification of patterns of effective learning innovations in preserving local values amid digital change. Through an in-depth review, it is hoped that this study can present a conceptual framework on how digital innovation can be directed to strengthen local wisdom in the education system.

Research Method

The research method used in this study is a literature review with a descriptive-analytical approach that aims to identify, analyse, and synthesise various previous studies related to digitisation, education, and the preservation of local culture. The research procedure included formulating research questions, determining literature inclusion and exclusion criteria, searching for sources through academic databases such as Scopus, Google Scholar, and DOAJ, and selecting articles based on their relevance to the topic of technology-based learning innovation and local wisdom values (Elijah & Aslan, 2025) . Content analysis was used to interpret the data thematically, identify trends, opportunities, and challenges in the application of digital technology to support the preservation of local culture through education. The results of the study were then synthesised to produce an integrated conceptual framework on the role of digitalisation in strengthening local wisdom in the era of globalisation (Ferrari, 2020) .

Results and Discussion

The Impact of Digitalisation on the Preservation of Local Culture

Digitalisation has become a global phenomenon that has changed the way humans interact with the world of information, including in the realm of culture. The digitisation process involves the conversion, storage, and distribution of cultural data into digital formats that are easily accessible to various groups. Through digital media, various forms of cultural expression such as art, music, dance, language, and rituals can be documented and disseminated throughout the world(Judijanto et al., 2024) ;(Judijanto & Aslan, 2024) . This transformation creates significant opportunities for the preservation of local cultures that were previously vulnerable to extinction due to limited documentation and a lack of younger generations involved in traditional cultural practices.

In the context of preservation, digitisation plays an important role as a tool for documenting and archiving cultural heritage in the form of digital repositories. Technologies such as digital photography, documentary videos, and 3D scanning enable cultural artefacts, ancient manuscripts, and verbal traditions to be preserved with precision. Digital documentation not only facilitates storage but also increases public access to cultural sources that were previously hidden or difficult to reach

(Milina, 2023) . This opens up opportunities for the wider community to participate in recognising and appreciating the values of their own local wisdom. In addition to its documentary function, digitisation also plays a role as an effective medium for cultural communication. Digital platforms such as YouTube, TikTok, and Instagram have become new channels for cultural practitioners to introduce local arts and traditions to a global audience(Ilabakho, 2025) . Local artists and indigenous communities can now present traditional performances in attractive and interactive digital formats, ensuring that local cultures not only survive but also thrive with a wider reach. In this way, digitisation shortens the distance between local cultures and global audiences.

However, the success of cultural preservation through digitisation is highly dependent on the strategy and direction of its utilisation. If not managed properly, digital media has the potential to distort cultural meaning. Cultural representations in digital formats are often simplified in order to attract public attention, ignoring the philosophical and spiritual values that form the core of the tradition. In the long term, the commercialisation of culture through digitisation can shift the meaning of local culture from an expression of values to a commodity of entertainment (Natanael, 2024b) .

The phenomenon of cultural homogenisation also poses a major challenge in the digital age. The massive spread of global culture through the internet has caused people's preferences, especially among the younger generation, to lean towards a uniform popular culture. As a result, local cultures often lose their appeal because they are considered less modern (Fadhilah, 2025d) . This perception threatens the survival of traditional cultural expressions that are local and contextual in nature. Therefore, a cultural digital literacy strategy is needed so that people are able to sort through and appreciate their cultural identity amid the tide of globalisation.

On the other hand, digitalisation also provides opportunities for the revitalisation of local traditions. For example, the creation of digital content in the form of documentation of traditional rituals, traditional music, or folk games can increase the younger generation's interest in the traditions of their ancestors. By packaging local culture in an educational and interactive digital form, such as local wisdom-based game applications or cultural education videos, the millennial generation can rediscover the noble values of their ancestors in a way that suits their learning style (Buragohain, 2024b) . Many local communities are now starting to use technology to revive traditions that are on the verge of extinction. In some regions of Indonesia, for example, indigenous communities are re-recording dances, regional songs, and folk tales in digital format to upload to online platforms as cultural archives. Such digitisation projects are not merely passive preservation efforts but also dynamic adaptations to the times. Digitisation allows traditional culture to enter the global knowledge ecosystem without losing its local roots (Wahyudi, 2025c) .

The process of cultural digitisation can also support the development of a creative economy based on local wisdom. Through digital media, cultural products such as batik, carvings, and traditional cuisine can be promoted to a wider market. This local culture-based economic empowerment helps cultural actors to obtain economic benefits while preserving traditional heritage (Natanael, 2024a) . Thus, digitisation can be a synergistic instrument between cultural preservation and regional economic development. However, it should be noted that not all communities have the same capabilities and resources to utilise digital technology. The digital divide between urban and rural areas is one of the main obstacles to the equitable preservation of technology-based culture (Wahyudi, 2025b) . Many traditional artists are not yet skilled in the use of digital devices, so they need guidance, training, and infrastructure assistance. The government and educational institutions need to take an active role in strengthening the digital capacity of cultural communities so that technology-based cultural preservation is not only enjoyed by certain groups(Thohir, 2024a) .

From an educational perspective, digitisation provides a great opportunity to integrate local wisdom into modern learning systems. By packaging local culture in digital form, teachers can teach it in a more interesting and relevant way for students(Puspitasari & Aslan, 2024) ; (Ridwan et al., 2025) . For example, regional history lessons can be combined with videos documenting local culture, or art lessons can be converted into digital projects based on tradition. Such educational innovations not only preserve culture but also foster a sense of pride in national identity among students(Thohir, 2024a) .

Digitalisation has also brought a new dimension to the way communities participate in cultural preservation. Community-based applications enable cross-regional collaboration to share cultural content, discuss traditional practices, and conduct online training. This transforms cultural preservation from an exclusive process into a participatory one. With a digital community-based preservation model, cultural values can continue to live and transform with the times without losing their substance(2025c) .

In the context of cultural policy, digitisation creates an urgency for the government to develop national policies governing the preservation of digital culture. Standards and ethics are needed in documenting, using, and disseminating local cultural content to prevent misuse or cultural appropriation by other parties. This approach is important so that digitisation is not solely oriented towards economic exploitation, but also guarantees the security and authenticity of culture as a national identity (Da Milano, 2023) .

Technological developments such as artificial intelligence, blockchain, and big data also open up new opportunities in digital cultural preservation. Artificial intelligence algorithms can be used to recognise linguistic patterns in regional

languages, while blockchain ensures the authentication of archived cultural data. These technologies, when integrated with educational and collaborative strategies, can strengthen adaptive and sustainable cultural preservation systems (Wahyudi, 2025a) . Thus, cultural preservation is no longer static, but has become a dynamic process involving multidisciplinary innovation.

Overall, digitisation has a dual impact on the preservation of local culture. On the one hand, it provides a great opportunity to document, disseminate and revive traditional values in a modern format. On the other hand, without strong regulation, education, and cultural awareness, digitisation can accelerate the erosion of local meaning and identity. Therefore, cultural preservation in the digital age must be based on a balance between technological innovation and the preservation of values. Synergy between education, technology, and society is key to ensuring that digitisation truly functions as a tool for preservation, rather than a destroyer of culture.

Technology-Based Learning Innovations to Strengthen Local Wisdom

Technological developments in education have changed the paradigm of learning methods from conventional to more open, interactive, and flexible. Technology-based learning innovations not only expand access to learning resources but also create new spaces for exploring local cultural values in a modern context. The integration of digital technology in learning provides opportunities for educators to transform local wisdom into a more attractive and relevant form for the younger generation(Judijanto & Aslan, 2025) ;(Purike & Aslan, 2025) .

Local wisdom, as a reflection of a community's collective identity, contains moral, social, and ecological values that are very important for shaping the character of students. Amidst the rapid pace of globalisation, there is a need to preserve local wisdom in the education system in a way that is in line with technological developments. Technology-based learning innovations enable the integration of these values through creative digital methods such as educational games, cultural simulations, and interactive multimedia-based learning (Wahyudi, 2025a) . One form of effective learning innovation is the use of e-learning platforms that contain contextual content based on local culture. Through the Learning Management System (LMS), teachers can develop digital modules that explain the traditions, beliefs, and social practices of their respective regions with a scientific and applied approach. Thus, technology not only functions as a tool but also as a means of strengthening cultural identity in the digital classroom (Ahmad & Rafiq, 2024) .

Digital storytelling is an innovative approach that can strengthen local wisdom-based learning. By utilising video, animation, or podcast media, students can retell legends, myths, or local historical stories using modern technology. This approach fosters pride in one's own culture while improving narrative and creative

thinking skills. Additionally, digital storytelling strengthens learners' emotional connection to the cultural values of their region (Fadhilah, 2025c).

Augmented Reality (AR) and Virtual Reality (VR) have also become breakthroughs in culture-based learning innovation. This technology can create immersive learning experiences, where students can explore temples, historical sites, or traditional ceremonies in a virtual environment. With AR and VR, learning is no longer limited to textbooks, but invites students to interact directly with cultural heritage in a visual and contextual manner. This approach is very effective in stimulating curiosity and appreciation for local culture. In addition to advanced technological devices, digital project-based learning also plays an important role in strengthening local wisdom (Buragohain, 2024a). Students are encouraged to create digital projects that showcase elements of regional culture—such as creating a cultural village website, a local value-based environmental conservation campaign, or digital artworks that highlight traditional themes. Through this approach, students not only learn technology but also apply socio-cultural values in a real-world context (Da Milano et al., 2023a).

Gamification in learning is a concrete example of how technology can increase students' interest in cultural content. Game elements such as challenges, scores, and rewards can be applied in learning activities that highlight local values, for example, interactive games about regional dances, folk tales, or traditional symbols. By packaging local culture in an attractive way, gamification bridges the gap between modern digital entertainment and meaningful learning (Milina & Falchetti, 2023).

Technology-based learning innovations also require changes in the role of teachers. Teachers are no longer merely centres of information, but facilitators who guide students to explore and interpret cultural values through technology. In this context, teachers' digital literacy becomes very important. Teachers must be able to select and design digital learning media that are appropriate to the local socio-cultural context so that the process of internalising values is effective and authentic (Fadhilah, 2025b).

From a curriculum perspective, local wisdom-based learning needs to be integrated with 21st-century competencies such as critical thinking, creativity, collaboration, and communication. With the support of technology, students can learn about culture not only as a passive subject, but as a source of innovation and inspiration in solving global problems. For example, the value of mutual cooperation can be used as the basis for developing collaborative digital projects that foster cross-cultural cooperation and empathy (Firmansyah & Aslan, 2025a); (Firmansyah & Aslan, 2025b).

Technology-based learning innovations also open up opportunities for cross-regional collaboration. Through digital platforms, schools in different regions can exchange knowledge about their traditions and cultures. Activities such as virtual

cultural conferences, digital cultural exhibitions, and online discussions between students enrich multicultural understanding while strengthening national solidarity. With this collaboration, cultural preservation is no longer solely a local responsibility, but has become a technology-based national movement (Fadhilah, 2025b).

The integration of technology in culture-based learning also supports the creation of a sustainable education ecosystem. Schools can collaborate with indigenous communities, local artists, and cultural institutions to produce authentic, research-based educational content. This collaborative process ensures that the cultural values taught are sourced directly from the communities that own the traditions, so that they do not lose their original meaning. This is an ideal model of partnership between technology, education, and cultural communities (Fadhilah, 2025a).

The application of technological innovations must also take into account the socio-economic context. Not all schools have adequate access to digital devices, especially in remote areas. Therefore, learning strategies must be flexible and adaptable to infrastructure limitations. The use of simple technologies such as offline videos, interactive audio, or smartphone-based digital modules can be effective alternatives for expanding the reach of culture-based education to remote areas (Jusriadi, 2025b).

From an educational theory perspective, technology-based learning innovations for strengthening local wisdom are in line with the constructivist approach, in which students construct their own knowledge based on real experiences. When local wisdom is used as a source of digital learning, students not only understand culture as subject matter, but also experience it as part of life. Thus, technology serves not to replace culture, but to strengthen cultural learning experiences in new forms that are relevant to the digital age (2025a).

Overall, technology-based learning innovations provide a new paradigm for preserving local wisdom through education. Digital transformation not only opens up opportunities to document and disseminate culture, but also presents participatory, creative, and meaningful ways of learning. The success of this integration depends on the role of all stakeholders—teachers, schools, government, and society—in ensuring that technology is used as a bridge between the past and future of the nation's culture. Thus, technology-based education can become a solid pillar for a modern civilisation that remains rooted in local wisdom.

Conclusion

Digitalisation has had a significant impact on the preservation of local culture, presenting both opportunities and challenges. On the one hand, technological developments have opened up unlimited access to the documentation, promotion and revitalisation of local culture through various digital media. The preservation

process, which was previously limited by space and time, can now be carried out globally with more interactive and participatory . However, on the other hand, the tide of globalisation accompanied by technological penetration can threaten the authenticity and philosophical meaning of local culture if it is not balanced with critical awareness and wise management of values.

Education plays a strategic role in integrating local wisdom values amid the dynamics of digitalisation. Technology-based learning innovations enable cultural teaching to be carried out in a more engaging, contextual, and adaptive manner to the characteristics of modern learners. Through methods such as e-learning, digital storytelling, gamification, augmented reality, and project-based learning, cultural values can be internalised without losing their substance. Technology, therefore, is not a threat, but rather a means of strengthening cultural identity when applied within an ethical educational framework that supports the preservation of local values.

Overall, the results of this literature review indicate that synergy between digitisation, education, and local wisdom is key to maintaining the sustainability of national culture in the era of globalisation. The use of technology in education must be directed towards strengthening national character and identity, not negating them. With the support of policies, cultural digital literacy, and collaboration between the government, educators, and the community, digitisation can become a strategic instrument in realising a modern education system that is firmly rooted in the values of local wisdom.

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