

INTEGRATION OF LOCAL WISDOM IN INDONESIAN LANGUAGE LEARNING AT UPT SDN 21 BANGKALA, JENEPOINTO REGENCY

***¹Marniati, ²M. Agus, ³Aliem Bahri**

*^{1,2,3}Universitas Muhammadiyah Makassar

Email: *¹marniati60@guru.sd.belajar.id, ²magus@unismuh.ac.id,

³aliembahri@unismuh.ac.id

Abstract

This research aims to describe: (1) the integration of local wisdom in Indonesian learning planning at UPT SDN 21 Bangkala, Jeneponto Regency, (2) the implementation of local wisdom in the implementation of Indonesian language learning, and (3) the supporting and inhibiting factors in the integration of local wisdom in the learning. This study uses a qualitative approach with a descriptive type of research. The research subjects include classroom teachers and students, while data collection techniques are carried out through observation, interviews, and documentation. Data is analyzed through data reduction, data presentation, and conclusion drawn. The results of the study show that: (1) at the planning stage, teachers have integrated elements of local wisdom through the selection of materials, learning objectives, and the preparation of activities relevant to regional culture, although it is still not completely systematic. (2) In the implementation stage, teachers apply local wisdom through the use of text examples, local folklore, contextual learning media, and discussions that raise students' cultural experiences. Students also show enthusiasm and active involvement when material is associated with the local culture. (3) Supporting factors for the integration of local wisdom include the availability of cultural resources in the surrounding environment, school support, and the proximity of students to the cultural context. The inhibiting factors include the limitation of teaching materials that contain local wisdom, the lack of teacher training, and the lack of optimal use of culture-based learning media. This study concludes that the integration of local wisdom in Indonesian learning at UPT SDN 21 Bangkala has been implemented, but it still needs to be strengthened in the aspects of planning and providing teaching materials so that the implementation of learning based on local wisdom can take place more optimally.

Keywords: Local Wisdom, Indonesian Language Learning, Learning Planning, Learning Implementation.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan integrasi kearifan lokal dalam kurikulum Perencanaan pembelajaran Bahasa Indonesia di UPT SDN 21 Bangkala Kabupaten Jeneponto, (2) implementasi kearifan lokal dalam pelaksanaan pembelajaran Bahasa Indonesia, dan (3) faktor pendukung serta penghambat dalam integrasi kearifan lokal pada pembelajaran tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Subjek penelitian meliputi guru kelas dan siswa, sedangkan teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi.

Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: (1) pada tahap perencanaan, guru telah mengintegrasikan unsur kearifan lokal melalui pemilihan materi, tujuan pembelajaran, serta penyusunan kegiatan yang relevan dengan budaya daerah, meskipun masih belum sepenuhnya sistematis. (2) Pada tahap pelaksanaan, guru menerapkan kearifan lokal melalui penggunaan contoh teks, cerita rakyat setempat, media pembelajaran kontekstual, serta diskusi yang mengangkat pengalaman budaya siswa. Siswa juga menunjukkan antusiasme dan keterlibatan aktif ketika materi dikaitkan dengan budaya lokal. (3) Faktor pendukung integrasi kearifan lokal meliputi ketersediaan sumber budaya di lingkungan sekitar, dukungan sekolah, serta kedekatan siswa dengan konteks budaya. Adapun faktor penghambatnya meliputi keterbatasan bahan ajar yang memuat kearifan lokal, kurangnya pelatihan guru, dan belum optimalnya pemanfaatan media pembelajaran yang berbasis budaya. Penelitian ini menyimpulkan bahwa integrasi kearifan lokal dalam pembelajaran Bahasa Indonesia di UPT SDN 21 Bangkala sudah terlaksana, namun masih perlu penguatan pada aspek perencanaan dan penyediaan bahan ajar agar implementasi pembelajaran berbasis kearifan lokal dapat berlangsung lebih maksimal.

Kata Kunci: Kearifan Lokal, Pembelajaran Bahasa Indonesia, Perencanaan Pembelajaran, Implementasi Pembelajaran.

INTRODUCTION

Education has an important role in building character while maintaining the cultural identity of students. The curriculum applied in schools is not only an academic guideline, but also a means of introducing and preserving the cultural values of the community. In the Indonesian context, local wisdom is one of the strategic elements that can be integrated into learning to create a more contextual and meaningful education (Suhartono, 2021). The integration of local wisdom in the curriculum has a big role in instilling cultural values from an early age. Local wisdom is a cultural heritage that reflects the identity of a region as well as an effective medium for shaping students' character (Rahmawati & Suryani, 2022). By bringing local wisdom to learning, students not only gain academic knowledge, but also a deeper understanding of the culture that lives in their society. Indonesian subjects have great potential to accommodate local wisdom, especially through narrative, descriptive, and argumentative texts. Through folklore, legends, or rhymes from the region, students can develop literacy skills while strengthening their pride in the local culture (Putra & Lestari, 2023). Thus, Indonesian learning can be a bridge between academics and cultural preservation.

However, the practice of integrating local wisdom in the curriculum still faces various obstacles. The availability of teaching materials relevant to the local culture is still limited, so learning is not fully contextual and authentic (Wahyudi, 2022). This condition causes students to be less connected to the local culture in the learning process. In addition, the limitation of teachers' competence in integrating local wisdom is also an obstacle. Not all teachers have an adequate understanding of local culture and its implementation strategies in learning. As a result, the learning process often runs

conventionally and does not utilize cultural wealth as a meaningful learning resource (Arifin, 2023).

The context of UPT SDN 21 Bangkala, Jeneponto Regency provides a clear picture of the importance of integrating local wisdom. This area has a rich culture, such as oral traditions and traditional practices, that can be used as a source of teaching. By linking learning materials to students' daily lives, the learning process will feel closer, relevant, and authentic. A number of previous studies support the urgency of cultural integration in the curriculum. Hasanah et al. (2023) show that culture-based learning can increase learning motivation because students feel that the material learned is relevant to their lives. Similarly, Sari & Nugroho (2021) found that the use of folklore can improve students' reading and writing skills, while Yulianti (2023) emphasized the importance of local culture-based teaching modules.

The integration of local wisdom in the basic education curriculum is one of the strategic approaches in responding to educational challenges in the midst of globalization and cultural homogenization. Globalization has a significant impact on the mindset, behavior, and identity of the younger generation, including elementary school students who are in the phase of character and identity formation. In this context, schools function not only as knowledge transfer institutions, but also as social and cultural spaces that play a role in instilling cultural, moral, and character values sourced from the local environment in which students grow and develop. Therefore, integrating local wisdom in the learning process is an urgent need so that education is not separated from the socio-cultural context of the community.

Local wisdom is understood as a system of knowledge, values, norms, traditions, and cultural practices that develop and be inherited from generation to generation in a community. These values contain philosophical and pedagogical meanings that are relevant to shaping the character of students, such as the values of mutual cooperation, responsibility, tolerance, honesty, and social concern. In the context of basic education, local wisdom has great potential to be used as a source of learning that is contextual, meaningful, and close to students' life experiences. Learning rooted in local culture not only enhances conceptual understanding, but also encourages learners' emotional and affective involvement in the learning process.

Indonesian language learning, as a subject oriented towards developing language skills as well as instilling values, has a strategic position in integrating local wisdom. Through folklore texts, regional legends, local proverbs, traditional expressions, and local culture-based communication practices, Indonesian learning can be an effective vehicle to instill cultural values while improving students' literacy skills. The integration of local wisdom in Indonesian learning allows for a contextual, reflective, and meaningful learning process, because the learning material is sourced from socio-cultural realities that are familiar to the lives of students.

However, various studies show that the implementation of integrating local wisdom in the curriculum still faces various challenges. In many elementary schools, learning is still dominated by textual and textbook-oriented approaches to national textbooks that pay less attention to the peculiarities of local culture. Teachers often face limitations in developing teaching materials based on local wisdom, either due to a lack of references, lack of training, and limited time and institutional support. As a result, the potential of local wisdom as a source of contextual learning has not been optimally utilized in the learning process.

This condition can also be seen in the context of basic education in Jeneponto Regency, South Sulawesi, which has a diverse local cultural richness, such as oral traditions, social values, and distinctive cultural practices. However, research that specifically examines the integration of local wisdom in learning, especially in Indonesian subjects in elementary schools in the Jeneponto area, is still relatively limited. Most of the existing studies focus more on the development of teaching materials or conceptual studies on the importance of local wisdom, without delving deeply into how the integration practice is carried out at the classroom level, as well as the factors that affect its success.

Therefore, this study seeks to comprehensively analyze the urgency and strategy of integrating local wisdom in Indonesian language learning at UPT SDN 21 Bangkala, Jeneponto Regency. This research not only highlights the forms of integration of local wisdom applied by teachers in the learning process, but also identifies supporting and inhibiting factors in its implementation. Analysis of supporting and inhibiting factors is important to understand the dynamics of implementation in the field, as well as as a basis for formulating relevant recommendations for the development of local culture-based learning.

The urgency of this research is further strengthened when it is associated with the demands of character education which is on the national agenda. Character education cannot be separated from the cultural context, because character values are basically rooted in the value system that lives in society. By making local wisdom an integral part of learning, schools can play an active role in instilling authentic and contextual character values. Students not only learn about these values in the abstract, but also internalize them through learning experiences that are close to everyday life.

In addition, the integration of local wisdom in Indonesian learning also contributes to strengthening students' cultural identity from an early age. In the midst of the rapid influence of global culture, strengthening local cultural identity is important so that students have a strong foundation of values and identity. Elementary schools as the foundation of formal education have a strategic role in instilling cultural awareness and a sense of pride in local identity. Through learning based on local culture, students are expected to be able to know, understand, and appreciate the cultural heritage of their region as part of the nation's cultural wealth.

From the perspective of education policy, this research is in line with the direction of national policies that emphasize the importance of contextual, characterful, and culturally rooted education. The national curriculum provides space for educational units to develop local and contextual content in accordance with regional characteristics and the needs of students. However, the policy space is often not optimally optimized at the implementation level. Therefore, an empirical study that describes the practice of integrating local wisdom in elementary schools is important as a form of reflection and evaluation of the implementation of the policy (Santoso, 2024).

Thus, this research is expected to make a theoretical and practical contribution to the development of education based on local wisdom. Theoretically, this study enriches the study of the integration of local culture in Indonesian language learning in elementary schools, especially in the context of areas that are still rarely researched such as Jeneponto. Practically, the findings of this study can be a reference for teachers, schools, and education stakeholders in designing learning strategies that are contextual, characterful, and relevant to local culture. In the end, the integration of local wisdom in learning is expected not only to contribute to improving the quality of learning, but also to the formation of a young generation with character, a strong cultural identity, and being able to face global challenges without losing their cultural roots.

METHODS

This study uses a qualitative method with a descriptive approach. This approach was chosen because the research aims to describe in depth how local wisdom is integrated in Indonesian learning in elementary schools. According to Creswell (2021), qualitative research allows researchers to understand phenomena holistically by exploring the meaning of participants' experiences in a particular context. The research design used is a case study, as the research focus is directed at learning practices in a specific and natural environment (Yin, 2022).

The location of the research was determined at UPT SDN 21 Bangkala, Jeneponto Regency, an elementary school that has rich local cultural potential. The subjects of the study were Indonesian teachers and students in grades IV and V who were involved in the learning process. The selection of subjects was carried out using the purposive sampling technique, which is the selection of informants based on considerations of relevance and their direct involvement in learning based on local wisdom (Sugiyono, 2021).

Data collection was carried out through three main techniques, namely observation, interviews, and documentation. Observation is used to observe teachers' practices in integrating local wisdom, ranging from teaching strategies to the use of cultural-based media. Semi-structured interviews are conducted with teachers and students to explore their experiences in learning. Meanwhile, documentation in the form of lesson plans, teaching materials, notes of learning outcomes, and photos or videos of learning activities are used to complete observation and interview data.

The data analysis used the interactive model of Miles and Huberman (2022), which includes three stages: data reduction, data presentation, and conclusion drawn. In the reduction stage, the data is selected and focused on information relevant to the research objectives. Furthermore, the data is presented in the form of narrative, table, or visual descriptions for easy understanding. The final stage is drawing conclusions by identifying patterns and findings, then linking them to previous theories and research to produce a comprehensive interpretation.

RESULTS AND DISCUSSION

This section presents research findings obtained through interviews, observations, and documentation related to the integration of local wisdom in Indonesian learning at UPT SDN 21 Bangkala, Jeneponto Regency. Data analysis is carried out based on the stages of data reduction, data presentation, and conclusion drawn, so that the results of the research presented reflect real conditions in the field. The research findings are linked to relevant theories and the results of previous research to strengthen the interpretation of the meaning of the data and provide a comprehensive understanding of the phenomenon being studied.

In general, the integration of local wisdom in Indonesian learning in schools is going quite well even though it still faces some obstacles. The results of the study show that teachers are aware of the importance of linking learning to local culture, but the implementation is not uniform across all learning components. The integration of local wisdom appears at the stage of planning and implementing learning, but the level of depth and variation varies between teachers. On the other hand, there are a number of factors that support or hinder the process of integrating local culture.

1. Integration of Local Wisdom in Indonesian Learning Planning

The results of the study show that teachers at UPT SDN 21 Bangkala have integrated local wisdom at the learning planning stage, especially in the preparation of Learning Implementation Plans (RPP) and the selection of teaching materials. Based on the documentation of the RPP analyzed, there are several components that include elements of local culture, such as the use of Jeneponto folklore texts, local vocabulary, and examples of the socio-cultural context of the surrounding community. Teachers view that planning based on local wisdom can help students understand the material more easily because it is directly related to their daily experiences.

The results of the interviews supported the findings, where the teacher stated that the selection of teaching materials always considered the local cultural context. For example, when teaching narrative texts, teachers choose stories such as *Kelong*, *Pappaseng*, or stories of local traditional figures. However, the results of observations show that the integration has not been consistent in all planning components. Some lesson plans are still general and do not contain learning indicators that explicitly emphasize local cultural values.

This finding is in line with the opinion of Rahmawati and Suryani (2022) who explain that learning planning based on local wisdom is able to provide a more contextual and meaningful learning framework. Thus, the planning carried out by teachers in this school has shown positive efforts, although it requires strengthening in terms of consistency and completeness of learning tools.

2. Implementation of Local Wisdom in the Implementation of Indonesian Language Learning

Based on the results of class observations, the implementation of local wisdom in the implementation of learning is carried out through various means, such as the use of visual media based on local culture, dialogues that insert regional language terms, and reading and writing activities that refer to local community traditions. Teachers also engage students in discussions about local cultures, for example by assigning students to recount experiences of following family customs, or identifying cultural values in the folklore they are learning. However, the level of implementation differs between teachers. In some classes, the integration of local wisdom seems strong because teachers use learning media such as traditional house pictures, traditional procession videos, and local poems. Students look enthusiastic and actively participate. Meanwhile, in other classes, cultural integration is still limited to mentioning examples or local contexts without further deepening. This shows that the implementation is influenced by the creativity of teachers and the availability of supporting media.

Interviews with students reinforce these findings. Most students expressed happiness when learning Indonesian was associated with the local culture because it felt closer and easier to understand. They also admitted to becoming more familiar with Jeneponto customs, especially through folklore and the task of creating descriptive texts about local culture. These findings are consistent with the research of Hasanah et al. (2023), which shows that culture-based learning can significantly increase student motivation and participation. Thus, the implementation of local wisdom at UPT SDN 21 Bangkala has gone quite well, although improvements are still needed in terms of consistency, media utilization, and more varied teaching strategies.

3. Supporting and Inhibiting Factors for the Integration of Local Wisdom in Indonesian Language Learning

This study also found a number of factors that support and hinder the integration of local wisdom in learning. The most dominant supporting factor is the enthusiasm of teachers and students for the use of local culture as a learning resource. Teachers have an awareness that local wisdom is important to shape the character and identity of students. In addition, the school environment in the midst of a community with strong cultural traditions is a social capital that makes it easier for teachers to get real examples to be integrated into learning.

The support of the principal is also an important supporting factor. Based on interviews, the school encourages teachers to use a learning approach that is contextual and relevant

to the student's environment. The school also provides space for cultural-based activities, such as folklore competitions and cultural literacy activities.

The inhibiting factors include the limitation of teaching materials based on local wisdom, the lack of special training for teachers regarding cultural integration in learning, and the lack of adequate learning media. Some teachers still rely on oral examples of local culture because they do not have access to books or supporting teaching modules. In addition, the difference in teacher competencies also affects the extent to which local wisdom can be implemented optimally. This finding is in line with the opinion of Wahyudi (2022) who stated that limited learning resources are the main obstacle in the implementation of local culture-based learning in elementary schools. Therefore, training, the development of teaching tools, and the provision of learning facilities are needed so that the integration of local wisdom can be carried out more effectively.

CONCLUSION

This study shows that the integration of local wisdom in Indonesian learning at UPT SDN 21 Bangkala, Jeneponto Regency has been implemented at the planning, implementation, and supported by various internal school factors. In the planning stage, teachers have tried to incorporate elements of local culture into the learning tools, especially through the selection of teaching materials such as folklore, oral traditions, and local vocabulary. However, this integration has not been carried out consistently in all components of the lesson plan, so it is still necessary to strengthen the preparation of indicators, learning objectives, and the selection of methods that are truly based on local culture.

In the implementation stage, teachers implement local wisdom through various learning activities, such as cultural discussions, the use of visual media based on local traditions, and the assignment of writing and telling stories about local customary life. This practice has been shown to increase students' enthusiasm and understanding because the learning material is closer to their experience. However, the variation in implementation between teachers shows that the implementation of learning based on local wisdom is greatly influenced by creativity, competence, and the availability of teaching media.

This study also identified several supporting factors, including teachers' awareness of the importance of cultural preservation, high positive student responses, and principals' support for contextual learning. On the other hand, inhibiting factors include limited learning resources based on local culture, lack of training for teachers, and lack of relevant learning media. Therefore, the integration of local wisdom can run more optimally if schools provide support in the form of teacher training, the development of teaching modules based on local culture, and the provision of adequate learning media.

Overall, this study confirms that the integration of local wisdom in Indonesian learning not only enriches the learning process, but also contributes to the formation of students' cultural identity and character. Learning based on local wisdom will be more effective if it is systematically planned, implemented consistently, and supported by a school ecosystem that is responsive to local culture.

REFERENCES

Arifin, M. (2019). *Metode Pembelajaran Interaktif Berbasis Budaya Lokal dalam Meningkatkan Keterampilan Menulis Siswa*. Yogyakarta: Pustaka Akademika.

Dewi, N. R. (2021). *Integrasi Kearifan Lokal dalam Pembelajaran Bahasa Indonesia di Sekolah Dasar: Pendekatan Multikulturalisme*. Jakarta: Pustaka Pendidikan.

Farma Rahayu, M. I., Susanto, A. F., & Muliya, L. S. (2022). Kearifan lokal dalam pendidikan hukum lingkungan. *Jurnal Litigasi*, 23(2), 295.

Gunawan, A. (2020). *Model Pembelajaran Berbasis Budaya Lokal dalam Meningkatkan Literasi Siswa*. Yogyakarta: Penerbit Andi.

Handayani, T. (2022). *Literasi Budaya dalam Pembelajaran Bahasa Indonesia: Kajian dan Implementasi*. Jakarta: Gramedia Ilmu.

Haryanto, T. (2019). Peran kearifan lokal dalam pendidikan karakter anak sekolah dasar. *Jurnal Pendidikan dan Budaya*, 10(2), 55–67.

Ibrahim, R. (2022). *Teori Konstruktivisme dalam Pendidikan: Implikasi dalam Pembelajaran Bahasa*. Bandung: Rosda Karya.

Lestari, M. (2023). Pendekatan contextual teaching and learning dalam pembelajaran Bahasa Indonesia berbasis budaya lokal. *Jurnal Inovasi Pendidikan Bahasa*, 15(1), 45–60.

Maulana, R. (2021). *Pendidikan Karakter melalui Pembelajaran Berbasis Kearifan Lokal*. Malang: Universitas Negeri Malang Press.

Mitchell, T. (2003). *Six Dimensions of Local Wisdom*. New York: Academic Press.

Mulyadi, B. (2020). *Pendidikan Multikultural: Konsep dan Implementasi dalam Kurikulum Sekolah Dasar*. Surabaya: Pena Cendekia.

Nasution, Z. (2022). Pengaruh media pembelajaran berbasis kearifan lokal terhadap pemahaman siswa dalam pembelajaran Bahasa Indonesia. *Jurnal Pendidikan Bahasa Indonesia*, 18(3), 78–92.

Nugroho, P. (2023). Kearifan lokal dalam sastra lisan sebagai bahan ajar Bahasa Indonesia. *Jurnal Sastra dan Budaya*, 19(1), 88–102.

Priyanto, H. (2021). *Peran Guru dalam Mengembangkan Pembelajaran Berbasis Budaya di Sekolah Dasar*. Semarang: Penerbit Widya Utama.

Rahmawati, D., & Kurniawan, B. (2021). *Pembelajaran Inovatif Berbasis Kearifan Lokal: Teori dan Praktik*. Bandung: Pustaka Edukasi.

Santoso, R. (2019). Integrasi nilai budaya dalam pembelajaran Bahasa Indonesia di sekolah dasar. *Jurnal Pendidikan Nasional*, 14(4), 112–126.

Saputra, E. (2022). Integrasi budaya lokal dalam pembelajaran Bahasa Indonesia sebagai upaya membangun karakter siswa. *Jurnal Linguistik Terapan*, 17(1), 33–47.

Sutrisno, A. (2020). Pembelajaran berbasis budaya lokal: Model dan implementasinya di sekolah menengah. *Jurnal Pendidikan Nusantara*, 15(3), 120–135.

Suyono, & Hariyanto. (2023). *Teori Belajar dan Pembelajaran: Aplikasi dalam Pendidikan Bahasa Indonesia*. Malang: Universitas Negeri Malang Press.

Syariffudin. (2021). *Buku Ajar Kearifan Lokal Daerah Sumatera Selatan*. Palembang: Bening Media Publishing.

Wibowo, H. (2023). Peran teknologi dalam mendukung integrasi kearifan lokal dalam pembelajaran Bahasa Indonesia. *Jurnal Pendidikan Digital*, 8(2), 56–72.

Winarno, F. G. (2021). *Pengetahuan Kearifan Lokal: Pangan dan Kesehatan*. Jakarta: PT Gramedia Pustaka Utama.

Yulianti, S. (2020). Strategi pembelajaran berbasis budaya dalam meningkatkan kompetensi literasi siswa. *Jurnal Pendidikan Bahasa dan Sastra*, 12(2), 89–105.