

## THE “SEDEKAH BUMI” LOCAL WISDOM APPROACH TO HELPING ELEMENTARY SCHOOL STUDENTS UNDERSTAND CLIMATE CHANGE ISSUES

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### Abstract

Climate change has become an urgent global issue, while elementary school students' understanding and actions regarding this issue remain limited. Learning in schools tends to be theoretical and has not yet integrated contextual local values. This study aims to develop a learning design based on the local wisdom of Sedekah Bumi to enhance students' understanding of climate change and to foster environmental care character. The study employed a descriptive qualitative approach using a design research model, involving 20 fifth-grade students at SD Negeri Gedongboyountung. Data were collected through observations, interviews, and documentation, and analyzed through data reduction, data display, and conclusion drawing. The results indicate that integrating Sedekah Bumi values improves students' conceptual understanding of climate change and promotes attitudes of mutual cooperation, responsibility, and environmental awareness. The learning process becomes more contextual, meaningful, and enjoyable. The findings support the integration of local wisdom into environmental education curricula to create sustainable learning that is relevant to the Indonesian cultural context.

**Keywords:** climate change, local wisdom, Sedekah Bumi, environmental education, environmental awareness.

### Abstrak

Perubahan iklim menjadi isu global yang mendesak, sementara pemahaman dan tindakan siswa sekolah dasar terhadap isu ini masih terbatas. Pembelajaran di sekolah cenderung bersifat teoretis dan belum mengintegrasikan nilai-nilai lokal yang kontekstual. Penelitian ini bertujuan mengembangkan desain pembelajaran berbasis kearifan lokal Sedekah Bumi untuk meningkatkan pemahaman siswa tentang perubahan iklim dan menumbuhkan karakter peduli lingkungan. Penelitian menggunakan pendekatan kualitatif deskriptif dengan model design research, melibatkan 20 siswa kelas V SD Negeri Gedongboyountung. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, kemudian dianalisis dengan tahapan reduksi, penyajian, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa integrasi nilai Sedekah Bumi mampu meningkatkan pemahaman konseptual siswa terhadap perubahan iklim serta menumbuhkan sikap gotong royong, tanggung jawab, dan kepedulian terhadap lingkungan. Pembelajaran menjadi lebih kontekstual, bermakna, dan menyenangkan.

*Implikasi penelitian ini mendukung integrasi kearifan lokal dalam kurikulum pendidikan lingkungan untuk menciptakan pembelajaran yang berkelanjutan dan relevan dengan konteks budaya Indonesia.*

**Kata Kunci:** *perubahan iklim, kearifan lokal, Sedekah Bumi, pendidikan lingkungan, karakter peduli lingkungan.*

## **PENDAHULUAN**

Climate change is a global challenge that can affect various aspects of life, such as rising temperatures, extreme weather, and food security. According to the IPCC, global warming is caused by human activities, such as the burning of fossil fuels and deforestation, which are exacerbating this crisis (Hansson et al., 2021). Indonesia, with its diverse ecosystems, is also affected by this through natural disasters, declining air quality, and the loss of biodiversity. Education plays a crucial role in raising environmental awareness, particularly at the elementary school level, to equip the younger generation with knowledge that can influence their behavior toward nature (Tasyaa et al., 2023). When introducing environmental issues into the curriculum, it is essential to integrate a locally-based cultural approach. The integration of local wisdom, as highlighted by Fauzi et al. (2024), can have a significant impact on learning. Local wisdom passed down through generations, such as the Sedekah Bumi tradition, teaches the values of sustainability and nature conservation (Jumriani et al., 2021; Kurnia et al., 2022). By integrating this tradition into education, students are expected to connect environmental values with daily life and enhance their awareness of the importance of protecting nature (Damopoli et al., 2024).

This character education rooted in local wisdom not only imparts environmental knowledge but also fosters a sense of responsibility toward nature (Tapung, 2024). This study aims to design a learning approach capable of integrating Sedekah Bumi into character education focused on environmental care (Hidayati et al., 2020), which is expected to connect local values with global issues, such as climate change, in elementary school education (Arianti et al., 2024; S. Mansur & Yufrinalis, 2022; Rufika et al., 2024). Awareness of climate change is increasing, yet elementary school students' understanding of this issue remains very low (Tapung, 2024). Many students do not yet understand the impacts of climate change on their lives—whether social, economic, or environmental (Jeriyantoro et al., 2024). Learning in elementary schools still focuses on cognitive skills without linking knowledge to concrete actions to protect the environment (Miranti et al., 2021), as evidenced by students' inconsistent efforts to maintain cleanliness and conserve water (Kharismawati, 2023). Environmental education that is purely theoretical, lacking direct experience and local cultural values, is highly ineffective in fostering students' concern for ecological issues (Widialistuti et al., 2023).

Furthermore, although there are many environmental education programs, few integrate local wisdom, such as the Sedekah Bumi tradition, which teaches sustainability and the harmonious relationship between humans and nature (Kurniawaty et al., 2021; M. Mansur & Sholeh, 2024). This indicates a gap in environment-based character education that utilizes local wisdom (Istiningsih & Dharma, 2021). Therefore, it is necessary to design learning that combines knowledge with local values to support students' understanding of sustainability and climate change (Wati et al., 2024). This study focuses on a learning

design based on the local wisdom of Sedekah Bumi to strengthen environmentally conscious character and enhance elementary school students' understanding of climate change. Integrating local values into the environmental education curriculum can help students understand the impacts of climate change and their role in preserving the environment (Jeriyanoro et al., 2024). This study aims to design Sedekah Bumi-based learning that enhances students' understanding of climate change and strengthens their environmentally conscious character. This approach combines conceptual understanding with the application of local values relevant to students' daily lives. Sedekah Bumi is expected to serve as an effective tool for fostering ecological awareness and sustainability ethics among students (Puspita et al., 2023).

This study aims to explore students' responses to Sedekah Bumi-based learning and assess its impact on their attitudes and behaviors toward the environment. The researchers hope the findings will contribute to designing a locally-rooted environmental education curriculum that enhances students' knowledge and transforms their behaviors regarding nature conservation (Trott et al., 2023). This study also aims to fill a gap in the environmental education literature at the elementary school level by integrating local wisdom as a tool for building sustainable ecological awareness (Lagman & Aguilar-Ong, 2024). Although there are many studies on climate change education in elementary schools, most focus primarily on theoretical approaches or general curricula without considering local or cultural contexts (Jeriyanoro et al., 2024). Environmental education often merely teaches scientific facts without linking them to local values that could strengthen students' understanding and concern (S. Mansur & Yufrinalis, 2022). Few studies discuss the application of local wisdom, such as Sedekah Bumi, to instill an environmentally conscious character in students (Kurniawaty et al., 2021).

Although there is research on character education and environmentally conscious attitudes, the application of Sedekah Bumi in environmental education in elementary schools is scarcely found in the literature (Verawati & Wahyudi, 2024). Previous research has tended to be general in nature without integrating effective local practices in fostering harmonious relationships between humans and nature (Jeriyanoro et al., 2024; S. Mansur & Yufrinalis, 2022). This highlights the need for a locally-based wisdom approach to connect climate change issues with cultural values that are more easily understood by students (Verawati & Wahyudi, 2024). This study can address this gap by examining Sedekah Bumi as a local wisdom-based learning design to foster environmental awareness among elementary school students (Jeriyanoro et al., 2024). Thus, this study can contribute to the development of a more contextual and effective curriculum in fostering ecological awareness among the younger generation (Kurniawaty et al., 2021; S. Mansur & Yufrinalis, 2022).

This study integrates Sedekah Bumi and Indonesian local wisdom traditions into a learning design to enhance elementary school students' understanding of climate change. This approach adds a cultural dimension that is rarely applied in climate change education, which typically focuses more on scientific aspects without linking them to relevant local values (Khofsah et al., 2023). By leveraging local wisdom, this study not only imparts knowledge but also fosters an environmentally conscious attitude rooted in local traditions (Arfa & Lasaiba, 2023). This study underscores the importance of local wisdom in character education in elementary schools (Siahaan et al., 2022), teaching

values of gratitude, sustainability, and responsibility toward nature (Arfa & Lasaiba, 2023). Furthermore, this study fills a gap in the literature by linking climate change issues with local culture and emphasizes the importance of fostering a generation that is caring and committed to preserving nature (Khofsah et al., 2023). This study is expected to provide new insights for the development of environmental education curricula in elementary schools, integrating global concepts with local cultures and values (Siahaan et al., 2022). Thus, this study not only enriches the academic literature but also offers practical solutions for creating inclusive and sustainable learning (Arfa & Lasaiba, 2023).

## **METHOD**

This study employs a descriptive qualitative approach using a design research methodology to understand the application of the local wisdom of Sedekah Bumi in climate change education in the fifth grade at Gedongboyountung Public Elementary School. This approach aims to explore the integration of local values into the learning process and its impact on students' understanding and the development of environmentally conscious character (Aningrum et al., 2024). The research process was conducted iteratively through stages of needs analysis, instructional design, implementation, and evaluation and reflection to refine the instructional design (Hatt et al., 2023; Putrawangsa, 2018). The research subjects were 20 fifth-grade students selected through purposive sampling because they were deemed to have a high sensitivity to learning based on local values (Suwartiningsih et al., 2023).

The instructional design integrates climate change concepts with the values of Sedekah Bumi, such as gratitude, ecosystem balance, and social responsibility (Fariz et al., 2025). Implementation took place over two weeks through activities including discussions, simulations, group work, greening initiatives, and waste management (Hikmawati et al., 2024). Data collection techniques included observation, interviews, and documentation to identify changes in students' understanding and attitudes (Damanik et al., 2023; Verawati & Wahyudi, 2024). Data were analyzed using descriptive qualitative analysis techniques through the processes of reduction, presentation, and drawing conclusions (Miles & Huberman, 1994).

The research results indicate that Sedekah Bumi-based learning effectively enhances students' understanding of climate change and fosters an environmentally conscious character. Students became more active in practical activities such as reforestation and waste management (Silvhiany et al., 2023). This approach was also deemed more contextual and engaging compared to conventional methods because it connects scientific concepts with students' real-life experiences (Azura et al., 2023). Data validity is ensured through triangulation of sources, techniques, and time, as well as peer review to confirm the validity of findings (Sugiyono, 2018). Overall, the integration of local wisdom into learning has proven capable of creating contextual, creative, and sustainable education (Margareth et al., 2024).

## **HASIL DAN PEMBAHASAN**

This research shows that the Earth Alms-based learning design has succeeded in increasing students' understanding of climate change and fostering the character of caring for the environment. These findings are in line with character education theory which emphasizes the importance of integrating local values to form attitudes that are relevant

to students' daily lives (Masruroh et al., 2021; Rizaldi & Qodariyah, 2021). The use of Earth Alms, which teaches about nilai gratitude, mutual cooperation, and responsibility towards nature, provides a new dimension in environmental education that is more contextual and meaningful for students (Hanifah, 2020), as well as increase their motivation to care for and be involved in nature conservation (Fariz et al., 2025).

The results of interviews with some students show a change in their perspective on nature and environmental cleanliness. One of the students stated, *"I learned that taking care of trees is the same as taking care of the earth, so now I don't want to litter."* The classroom teacher also emphasized that students looked more active and enthusiastic in reforestation activities, as well as showing collective responsibility in maintaining the cleanliness of the school environment. These findings reinforce that Earth Alms-based learning not only improves conceptual understanding, but also influences students' real behavior in the field (Rizkiyani & Saefudin, 2024a). The results of observations showed a significant increase in the aspect of understanding and the character of caring for the environment of students after participating in the learning process based on local wisdom of Sedekah Bumi. Details of these improvements can be seen in Table 1 below.

**Table 1.** Analysis of Observation Results of Student Attitude Change

NO	ATTITUDE ASPECT	ATTITUDE INDICATORS	OBSERVATION RESULTS	REMARKS
1	Care for the environment	Get used to throwing garbage in its place and keeping the classroom clean	Students show consistent habits of keeping clean and start reminding friends who are negligent	Significant increase
2	Gotong royong	Cooperate in reforestation and cleanliness activities of the school environment	Students actively participate in planting and watering plants alternately	Grow as expected
3	Social responsibility	Completing group tasks well and maintaining grade plants	Students demonstrate awareness to complete tasks on time and maintain plants regularly	Develops very well
4	Gratitude for nature	Show respect and gratitude through prayer before ward activities	Students participate in prayer together and mention gratitude for the benefits of nature in the learning discussion	Grow as expected
5	Concern for living beings	Show affection for animals and plants in the school environment	Students start taking care of school pets and keeping plants around the classroom garden	Significant increase

**Source:** Primary data from researchers' observations, 2025.

Based on Table 1, it can be seen that there is an increase in students' positive behavior after the implementation of Earth Alms-based learning. Students show real changes in the aspects of environmental care, mutual cooperation, and social responsibility. Greening and plant care activities are an effective means to instill the value of mutual cooperation and gratitude for nature. In addition, student participation in maintaining school cleanliness reflects an increase in ecological concern in line with the goal of character education based on local wisdom. These results reinforce the findings of interviews and qualitative observations that the integration of Earth Alms cultural values is able to foster ecological awareness and sustainable behavior from elementary school age.

In addition to the improvement in behavior shown in the table above, field observations also showed an improvement in the quality of student interaction in environment-based activities. They began to exhibit collaborative behaviors, such as working together in cleaning the school area and watering the plants in turn. This activity reflects the internalization of values *gotong royong* and *Social Responsibility* as taught in tradition *Earth Alms*. These findings are consistent with the theory of local culture-based character education that emphasizes the importance of active involvement in building ecological awareness (Rizkiyani & Saefudin, 2024a; Salsabilla, 2023). This approach based on local wisdom can help students not only understand scientific knowledge about climate change, but also understand the concept in the context of daily life through greening and waste management activities, which reinforce the internalization of moral values (Nisa' et al., 2021). The integration of Earth Alms in climate change learning can have a profound impact in shaping students' environmental care character, reflected in concrete actions (Masruroh et al., 2021).

This research makes a significant contribution to environmental education theory, especially in integrating local wisdom as a contextual and relevant learning method for elementary school students (Mufaridah et al., 2020). Earth Alms as part of character education, teaching about sustainability and environmental preservation, as well as social values such as solidarity and mutual cooperation (Ireland, 2024). This integration can enrich environmental education theories that were previously more focused on science or technical approaches, by accommodating local cultural wisdom that effectively shapes positive behavior towards the environment (Setiawan & Mulyati, 2020). The results of this study can have important implications for the development of educational curriculum in elementary schools. Integrating Earth Alms in learning can make the environmental education curriculum more lively and relevant to students' daily lives (Mufaridah et al., 2020). This approach not only teaches theories about climate change, but can also motivate students to apply sustainability values through tangible actions such as greening and waste management (Setiawan & Mulyati, 2020). This can reinforce the importance of hands-on experience in education, which is able to build students' emotional connection to the environment (Ireland, 2024) This research can enrich environmental education practices with local culture-based approaches that are appropriate to the socio-

ecological context of students (Deta et al., 2024). However, the limited sample size of grade V students of SD Negeri Gedongboyountung needs to be considered, and the generalization of the results of this study must be done carefully. Further research with a larger and diverse sample will be able to provide a more comprehensive picture of the effectiveness of this approach in a variety of contexts (Hidayati et al., 2020; Lestari et al., 2024).

Limited time and facilities at school affect the implementation of learning activities based on Earth Alms to the maximum extent (Verawati & Wahyudi, 2024). Learning that involves tangible actions such as greening and waste management requires more resources and time for optimal student engagement. While effective, this approach requires support from a variety of parties, including education policies, teacher training, and adequate means to be implemented more widely and sustainably (Pratiwi et al., 2025). Future research should involve a larger and more diverse sample as well as students from different social and cultural backgrounds to understand the effectiveness of this approach in a variety of contexts (Jumriani et al., 2021; Lestari et al., 2024). This research can also explore the role of families and communities in supporting environmental learning to get a more comprehensive picture of the factors that affect the strengthening of environmental care character (Lestari et al., 2024).

Future research should include long-term studies to measure the ongoing impact of Earth Alms-based learning on changes in students' attitudes and behaviors (Arifah et al., 2024). It is important to know whether the values taught last a long time and whether students continue to adopt eco-friendly behaviors after learning (Deta et al., 2024). By identifying the factors that affect the sustainability of behavior change, this research can provide insight into more effective and sustainable educational strategies in shaping an environmentally conscious generation (Lestari et al., 2024). The social and ethical implications of this research are also very important, as this approach can potentially reinforce the value of solidarity and togetherness among students that encourages them to care more about the sustainability of nature (Badruzaman & Abdurrahman, 2024). By teaching the values of Earth Alms, students are expected to not only understand climate change, but also be able to feel a deeper connection with nature, which can be a catalyst for social change for environmental conservation (Rizkiyani & Saefudin, 2024b).

The application of Earth Alms in environmental education can provide an opportunity to preserve local cultural wisdom that is relevant to the principles of sustainability (Badruzaman & Abdurrahman, 2024). This approach is able to enrich students' learning experiences and nurture cultural heritage that may be endangered, although it is important not to override other values that are important in the context of global sustainability (Badruzaman & Abdurrahman, 2024). This research emphasizes the importance of balancing local culture and global understanding of climate change as well as to create inclusive and sustainable education (Rizkiyani & Saefudin, 2024b). From a social

perspective, this approach can strengthen the value of solidarity and togetherness among students and be able to encourage them to care more about the sustainability of nature (Kopiec, 2020). By teaching the value of Earth Alms, students not only learn to understand climate change, but also feel a deeper connection with nature, which can be a catalyst for major social change in society (Han, 2024). The application of the Earth Alms tradition in environmental education reflects a respect for local cultural wisdom while contributing to its preservation in line with the principles of sustainability (Mondal et al., 2023). This approach can enrich students' learning experiences and preserve endangered cultural heritage. However, it is very important to be able to ensure that the integration of local wisdom does not exclude other values that are also important in the context of global sustainability (Mueller & Pevehouse, 2021). This research emphasizes the importance of a balance between the preservation of local culture and a global understanding of climate change to create inclusive and sustainable education (Kopiec, 2020; Mondal et al., 2023).

### **SIMPULAN**

This study shows that the learning design based on the local wisdom of Sedekah Bumi is highly effective in improving students' understanding of climate change and fostering an environmentally conscious character. The integration of local cultural values such as gratitude, mutual cooperation, and responsibility toward nature makes the learning process more contextual and meaningful, while also encouraging students' active participation in environmental conservation activities. This approach is also perceived as more engaging for students compared to traditional learning methods that focus more on theory. Although there are some challenges, such as time and resource constraints, this study underscores the potential of Sedekah Bumi to foster creative, contextual, and sustainable education. For future research, it is recommended to involve a larger and more diverse sample to obtain more comprehensive results and broaden the generalizability of these findings (Siahaan et al., 2022).

Future research should include long-term studies aimed at assessing the sustainable impact of this approach on students' attitudes and behaviors regarding environmental conservation, as well as identifying external factors—such as the roles of family and community—that may influence its successful implementation. Additionally, to ensure its sustainability and effectiveness, support from various stakeholders—including educational policies, teacher training, and the provision of adequate resources—is crucial. Further research could also explore how national educational policies can support the integration of local wisdom into the curriculum and address practical challenges in field implementation. Overall, this research can make a significant contribution to the development of locally-based education that is relevant to global environmental issues. The integration of local wisdom, such as the Sedekah Bumi tradition, can serve as a strategic innovation to foster a generation that is more concerned with environmental sustainability and possesses a stronger commitment to preserving the Earth.



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