Reconnecting to Indonesian Roots in Primary Education: A Pedagogical Literature Review of Educational Insights on Cultural Practices and Local Wisdom

Menghubungkan Kembali Akar Bangsa Indonesia dalam Pendidikan Dasar: Tinjauan Literatur Pedagogis tentang Wawasan Pendidikan terkait Praktik Budaya dan Kearifan Lokal

Dede Supriyanto[1*], Yusuf Tri Herlambang[1]
[1]Universitas Pendidikan Indonesia, Bandung, Indonesia
*E-mail: dedesupriyanto@upi.edu

Abstract

Strengthening cultural identity through the integration of local culture and local wisdom in Indonesian basic education is essential so that the nation's character can be formed and cultural diversity is maintained amidst the challenges of global homogenization. This research used a guided literature study, reviewing a range of recent sources, including scientific journals, policy reviews and academic documents. The analysis was conducted qualitatively to identify key concepts, implementation strategies and challenges faced in implementing culture-based education at the primary level. The study results show that culture-based approaches involving strategies such as project-based learning and community collaboration are effective in improving learning motivation, student engagement and academic achievement. However, implementation is still constrained by a lack of resources, a lack of training for teachers and a lack of adequate supporting policies. The findings confirm the need for innovative policy development as well as ongoing training programs for teachers and related stakeholders. This is important so that the integration of local culture can sustainably take place and have a positive impact on the formation of an inclusive and competitive national identity. The study also recommends longitudinal evaluation and broadening stakeholder perspectives to support successful implementation in the future.

Keywords: Primary education, local wisdom, local culture, culturally responsive teaching.

Abstrak

Penguatan identitas budaya melalui integrasi budaya lokal dan kearifan lokal dalam pendidikan dasar Indonesia sangat penting agar karakter bangsa bisa terbentuk dan keberagaman budaya tetap terjaga di tengah tantangan homogenisasi global. Penelitian ini menggunakan studi literatur terbimbing, mengkaji berbagai sumber terbaru, termasuk jurnal ilmiah, tinjauan kebijakan, dan dokumen akademik. Analisis dilakukan secara kualitatif untuk mengidentifikasi konsep utama, strategi implementasi, serta tantangan yang dihadapi dalam penerapan pendidikan berbasis budaya di tingkat dasar. Hasil studi menunjukkan bahwa pendekatan berbasis budaya yang melibatkan strategi seperti pembelajaran berbasis proyek dan kolaborasi dengan komunitas efektif meningkatkan motivasi belajar, keterlibatan siswa, dan prestasi akademik. Namun, penerapannya masih terkendala oleh kekurangan sumber daya, minimnya pelatihan bagi guru, dan kekurangan kebijakan pendukung yang memadai. Temuan ini menegaskan perlunya pengembangan kebijakan inovatif sekaligus program pelatihan berkelanjutan untuk guru dan stakeholder terkait. Hal ini penting agar integrasi budaya lokal dapat berlangsung secara berkelanjutan dan memberikan dampak positif terhadap pembentukan identitas nasional yang inklusif dan berdaya saing. Studi ini juga merekomendasikan evaluasi longitudinal dan perluasan perspektif stakeholder guna mendukung keberhasilan implementasi di masa depan.

Kata Kunci: Pendidikan dasar, kearifan lokal, budaya lokal, pengajaran responsif budaya.

1. Introduction

In an era of globalization that is developing very quickly and is marked by much cultural mixing from various parts of the world, the Indonesian nation needs to maintain and strengthen its local cultural roots through education. Basic education has a huge role in building the foundation of learners' identity and character from an early age (Abida & Kamalia, 2024; Imran et al., 2021). Through this process, children not only learn academic knowledge, but also cultural values inherent to the Indonesian nation (Kementerian Pendidikan dan Kebudayaan, 2021). Integrating local wisdom into the curriculum is known to foster pride in national identity and strengthen a sense of belonging to one's own culture. A curriculum that focuses on local wisdom not only enhances children's learning experiences, but also fosters a sense of nationalism (Mulyana, 2024). Therefore, the education process at the primary level should be designed in such a way as to strengthen children's emotional and intellectual connection to their cultural heritage.

The richness of Indonesian culture, which consists of various ethnic groups and traditions, is both a challenge and a great opportunity in the education process. Teachers as the spearhead of teaching must be able to effectively manage this cultural diversity in a learning atmosphere (Kementerian Pendidikan dan Kebudayaan, 2021). By utilizing cultural aspects in depth, the curriculum can help students appreciate diversity and strengthen social solidarity in the school environment (Sung & Gounko, 2023). Embedding local wisdom also allows children to link their personal experiences and community stories into the learning process, making the learning experience more meaningful and relevant. The promotion of cultural practices in education not only strengthens relationships between communities, but also improves students' overall emotional well-being (Zheng, 2022). Thus, the insertion of local stories into the learning process strengthens appreciation of the nation's cultural heritage and creates an inclusive school atmosphere.

Research shows that culture-based learning has a positive impact on students' motivation and academic achievement (Julfian et al., 2023). When the subject matter is relevant and reflects their self-identity, students will be more enthusiastic and motivated to learn. This is because they feel valued and recognized by the learning environment, thus increasing their achievement and confidence. Culturally appropriate learning experiences can improve students' academic outcomes, as they feel more engaged and meaningful (Caraballo, 2019). Culturally sensitive teaching strategies can strengthen a sense of belonging and increase diversity in the school environment (Huang, 2019). Thus, it is important to integrate local wisdom and cultural practices into the curriculum so that the learning process not only improves academic outcomes, but also builds confident and culturally informed individuals.

The role of teachers is crucial to the success of integrating culture into classroom learning. Teachers who have a deep understanding of local customs and culture are able to create a learning atmosphere that is inclusive, friendly, and respectful of diversity (Nursamsi & Jumardi, 2022). Developing cultural competence for educators is an important step so that they are able to deliver material contextually and relevant to the experiences of students. Rieckhoff et al. (2020) mentioned that the higher the level of teacher understanding of culture, the more effective the teaching process and its influence on children. This will certainly enrich students' learning experiences and prepare them for the challenges of a multicultural society in the future (Jannah et al., 2020). Teachers must be able to connect materials with local cultural values so that learning becomes more lively and meaningful, and is able to equip children with broad insights.

In conclusion, reconnecting with Indonesia's cultural roots through basic education is very important in building a strong sense of nationalism and national identity. By reviewing various literature related to cultural practices and local wisdom, this study aims to provide strategic

guidance to educators in integrating both effectively in the learning environment. The results of this study are expected to increase awareness and appreciation of the nation's cultural wealth among students and educators. Efforts to instill cultural values and their preservation must be an integral part of the educational process so that Indonesia's cultural diversity remains alive and sustainable. Through this approach, the younger generation is able to grow into culturally aware individuals, contribute positively to society, and maintain and preserve a very valuable cultural heritage. Hopefully, this research can create positive innovations and practices in the development of culture-based education and local wisdom.

2. Literature Review

2.1 Educational Insights on Cultural Practices and Local Wisdom

Within the framework of modern education, cultural practices and local wisdom are seen as important elements that must be integrated to build national character and identity. Education should not only focus on academic aspects, but also pay attention to the local cultural context as part of an authentic and meaningful learning process (Saputra et al., 2023). Local wisdom is considered capable of providing ethical and moral guidance that is relevant to local communities, strengthening a sense of belonging, and enriching students' learning experiences. Furthermore, culture-based education can strengthen diversity and slow down the homogenization of global culture, which has the potential to erode local identity (Suhendi, 2021). Therefore, integrating cultural practices and local wisdom needs to be part of an educational strategy that is oriented towards developing national character and identity.

In the context of cultural practices and local wisdom, most approaches emphasize the importance of active participation of local people and communities as part of the learning process (Chuanchen & Zaini, 2023). This is in line with the idea that cultural knowledge and practices cannot be separated from people's daily lives, so learning should be contextual and participatory (Prabowo et al., 2022). In addition, the literature emphasizes the importance of the teacher's role as a developer and facilitator who is able to integrate these cultural practices into the subject matter innovatively and interestingly (Chuanchen & Zaini, 2023). Education with a cultural and local wisdom perspective is expected to create a relevant and meaningful learning atmosphere while strengthening an inclusive and sustainable national identity.

However, the main challenges in implementing cultural practices and local wisdom in education are the lack of understanding and adequate training for educators and the lack of supportive policies. In addition, various studies show that local cultural integration is still limited due to resource constraints, curriculum limitations, and lack of collaboration with local communities (Arifin & Wijayanti, 2019). Therefore, the development of educational insights oriented towards cultural practices needs to be supported by innovative policies and sustainable training programs for teachers, so that these practices can take place effectively (Pradana et al., 2020). In the end, strengthening educational insights related to cultural practices and local wisdom is an important foundation in building a strong national identity while maintaining cultural diversity in the modern era.

2.2 Insight into Nationalism and Nationalism in Basic Education

Nationalism and nationalism are fundamental concepts that must be embedded early in the basic education process. Nationalism serves as the main foundation in shaping children's Indonesian identity, so that they love their homeland and culture. According to Pancasila as the

foundation of Indonesia, nationalism is directed at strengthening a sense of unity amidst diversity, which needs to be understood and instilled through education (Kwirinus & Saeng, 2023). Education acts as a medium to instill these national values consistently and sustainably. Effective cultivation of nationalism not only forms a sense of pride in the nation, but also fosters an attitude of respect for cultural and social diversity in Indonesia (Julfian et al., 2023). Therefore, strengthening nationalistic insights should be an integral part of the basic education curriculum.

The role of education in instilling a sense of love for the country is very central, considering that this process is able to build the national character of students consistently. Character education based on national values is able to provide a strong moral foundation and identity and is able to survive in the face of globalization and foreign cultures (Putri et al., 2024). Recent research shows that direct experiences at school, such as participating in cultural activities and recognizing national figures, significantly increase students' sense of nationalism and patriotism (Nursamsi & Jumardi, 2022). In addition, government policies in learning civic education in elementary schools also emphasize the importance of strengthening national insight as part of the official curriculum (Kementerian Pendidikan dan Kebudayaan, 2021). Therefore, education must be able to integrate these values effectively in order to form a generation that is aware of its identity as part of the Indonesian nation.

Factors that influence the formation of students' national identity are very diverse, ranging from family experiences to the role of society and the media. Positive experiences in recognizing one's own culture can strengthen the sense of pride and identification with the nation deeply (Anggreni & Fachrurrazi, 2025). Furthermore, educational media that displays positive content and is able to connect the nation's values with everyday life is needed so that the message of nationalism can be understood appropriately and interestingly (Saputra et al., 2023). The development of innovative learning programs, such as cultural tourism and cooperation between schools across regions, is believed to be able to strengthen love for the country (Dzakiyah, 2021). Overall, these factors indicate that education must be able to develop comprehensive strategies so that nationalism can be deeply embedded in every student from an early age.

2.3 The Role of Local Culture in Shaping Children's Identity

Local culture and local wisdom play an important role in the process of forming children's identity in the context of basic education. Indonesia as a country rich in cultural diversity has great potential to instill these values in the formal and non-formal curriculum (Rahmawati et al., 2025). Cultural preservation through education is vital so that traditions, regional languages, and customs do not become extinct in the midst of this modern era. Optimizing cultural practices in schools, such as traditional art performances and local language lessons, is considered capable of strengthening students' identity and pride in their own culture (Sukmawati, 2024). Local culture-based education not only enriches the learning experience, but also creates a sense of belonging and solidarity among children from different cultural backgrounds.

Integrating local culture into the curriculum requires appropriate strategies so that it does not appear as a mere ceremonial activity, but as a meaningful learning process. Contextual and participatory approaches are the key to success in implementing cultural preservation programs in (Sari & Atika, 2021). Recent research shows that students tend to be more interested and active in learning when materials related to their local culture and traditions are directly taught through real practices, such as handicraft making and traditional stories (Nugroho, 2022). In addition, the involvement of parents and communities in cultural activities is also very important so that the message of cultural preservation can be more effectively conveyed and recognized by the younger

generation. Thus, strengthening local culture in schools is one of the effective strategies in building a strong national identity and character.

Examples of the success of integrating local culture in education can be seen from various school initiatives that hold cultural festivals and cultural training on a regular basis. In practice, such activities not only increase students' sense of pride in their local culture, but also strengthen social relations between school members and the surrounding community (Adenan et al., 2023). Culture-oriented curriculum development, including materials on local history and traditional wisdom, can increase a sense of identity and foster a love for ancestral heritage (Fuad et al., 2022). Research shows that students who learn through local cultural approaches show better academic performance and have a high sense of solidarity with their community (Alshar'e et al., 2022). Thus, a sustainable strategy of integrating local culture in basic education will be very helpful in forming individuals who have a national identity while understanding their cultural roots.

2.4 The Effect of Culture-Based Practices on Student Motivation and Achievement

Culture-based learning approaches have been proven to significantly increase students' motivation to learn, as they feel more valued and interested in material related to their own identity. According to recent research by Mardiana and Amalia (2024) students show increased motivation and engagement when the learning process incorporates familiar and relevant elements of local culture. In addition, the introduction of cultural practices in the learning process is also able to increase students' sense of pride and social identification with their own culture, which has a positive impact on their attitudes (Filgona et al., 2020). Based on other findings, culturally sensitive teaching not only empowers students emotionally, but also strengthens active engagement in the classroom so that their learning outcomes tend to improve (Mutiara, 2020). Thus, culture-based practices can effectively be a strategy to increase students' motivation and commitment in the learning process.

The positive impact of culture-based teaching on learning achievement is evident in various empirical studies conducted at the primary school level. Data shows that this type of approach is able to improve students' academic outcomes especially in subjects such as language, art and local history (Nadila & Alam, 2024). This is because students find learning material more relevant and meaningful when it is linked to their own culture, thus improving their retention and understanding. In addition, culture-based learning activities often involve practical activities that enhance students' motor skills and creativity directly (Safitri, 2023). Other research results also show that students who participate in culture-based learning are able to show better achievement in examinations and have a positive attitude towards the learning process (Ahsan, 2025). Thus, strengthening cultural practices in learning is a strength in improving students' motivation and overall learning outcomes.

In general, culture-based approaches not only improve students' motivation and achievement, but also strengthen their character and discipline. A recent study by Dwiastuti (2021) confirms that when students learn by showcasing aspects of local culture, they feel more connected to the material and learning environment, which increases their confidence. In addition, the development of teaching methods that integrate local culture with cutting-edge technology can also broaden the appeal and effectiveness of the learning process. Research results show that schools that implement this strategy tend to have better academic results and students who are oriented towards the sustainability of their culture (Amtu et al., 2020). In conclusion, strengthening culture-based practices in basic education is instrumental in promoting sustainable improvements in students' learning motivation and academic achievement.

3.   Research Methods

This study used a qualitative approach with a descriptive design, which focused on an in-depth exploration of the integration of cultural practices and local wisdom in basic education. The data collection process followed a systematic procedure through the stages of literature identification, screening, eligibility and inclusion. At the identification stage, a literature search was conducted from Google Scholar, ERIC and Scopus databases over the past five years, resulting in approximately 51,200 related documents. Next, a screening process was conducted by selecting literature based on relevant keywords such as "Indonesian cultural education," "local wisdom in elementary schools," and "culturally responsive pedagogy," reducing the number to 1,200 important documents. In the feasibility stage, the documents were re-evaluated with a focus on relevance and accuracy of data, thus retaining the number of key literature suitable for the research context, while making adjustments based on relevance to education at the primary school level in Indonesia.

Next, the customization process was carried out by selecting the literature that actually fit the context of primary education. This resulted in the discovery of around 1,000 documents that specifically addressed this aspect. From this number, a final filtration process was conducted based on the presence of certain keywords, such as "Indonesian cultural education" and "locally grounded pedagogy," resulting in 200 articles and reports that met the inclusion criteria. The selected literature was then analyzed thematically and narratively to develop a comprehensive picture of related practices and theories, while maintaining the currency and credibility of the sources (Adams, 2019; Creswell, 2017). Through this procedure, the research is ensured to rely on credible, up-to-date, and relevant data. It can contribute to the development of culture-based education policies and local wisdom in Indonesia.

As this approach is a literature study and secondary analysis, no formal ethical approval is required as it does not involve direct interaction with human or animal subjects. All data sources are public and have been verified to meet academic validity standards, and are appropriately cited according to scientific citation guidelines. If there are any obstacles in accessing the required documents, they will be addressed during the study application and implementation process, and informed transparently. This systematic methodological approach ensures that the research results can provide a comprehensive and accurate picture of the dynamics of culture-based education and local wisdom at the primary level. Thus, this study is expected to be a valid reference for the development of culture-based education practices and policies in Indonesia.
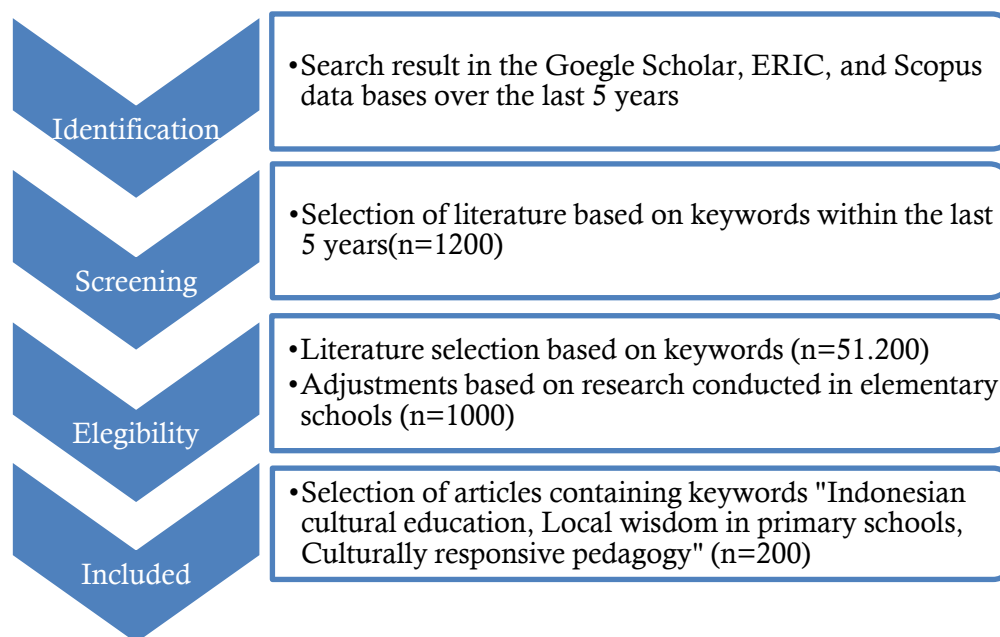
Figure 1. Flow or Process of Article Selection

4. Results and Discussion

4.1. Research Results

A review of 200 literature articles shows that the integration of local culture and wisdom in basic education is not just a pedagogical strategy, but an urgent need in order to form a strong national identity among the younger generation. The use of culture-based teaching materials has been shown to significantly increase the level of student engagement, as well as improve their academic results, especially in the social and humanities. The findings of Tamana and Pagaddut's (2024) study show that the provision of materials containing local cultural elements can foster a sense of pride in one's cultural heritage and improve students' learning performance in general. Cultural context-based learning can increase students' intrinsic motivation. These findings reinforce the urgency of cultural integration in the basic education curriculum as a strategic step to build individuals who are not only academically competent, but also have a strong cultural identity and are proud of the nation's heritage (Wang et al., 2020).

However, the implementation of this practice is still faced with a number of critical challenges that demand immediate attention, particularly related to limited quality learning resources and teacher training in culturally responsive teaching. The attributes of learning resources that are representative of the diversity of Indonesian traditions and cultures are still lacking, making it difficult for teaching staff to deliver culturally relevant material (Fitriadi et al., 2024). Developing teacher professionalism through local culture-based training programs substantially increases the effectiveness of classroom teaching (Schipper et al., 2020). These findings confirm that without facilitated access to teaching materials and systematic and sustainable teacher capacity building, the potential for local culture integration in basic education will remain limited and suboptimal in the field, requiring more proactive and innovative policies. In this context, the urgent need to improve collaboration between policymakers, the education community and training institutions is a key pillar in efforts to create culturally inclusive learning processes.

In conclusion, the findings confirm that ignoring cultural aspects and local wisdom in basic education can weaken the integrity of national identity and hamper efforts to build a national character that is rooted and resilient amid globalization and cultural homogenization. Therefore, focusing on strengthening learning resources, teacher training, and curriculum policies that explicitly integrate elements of local culture is a strategic step that is very urgent and must be the main concern in the national education development agenda going forward. The novelty in this article lies in the assertion that the process of adapting and strengthening cultural practices in basic education is crucial and must be prioritized, given the increasingly complex challenges and opportunities and the demands of society for cultural diversity that remain relevant in efforts to build the nation.
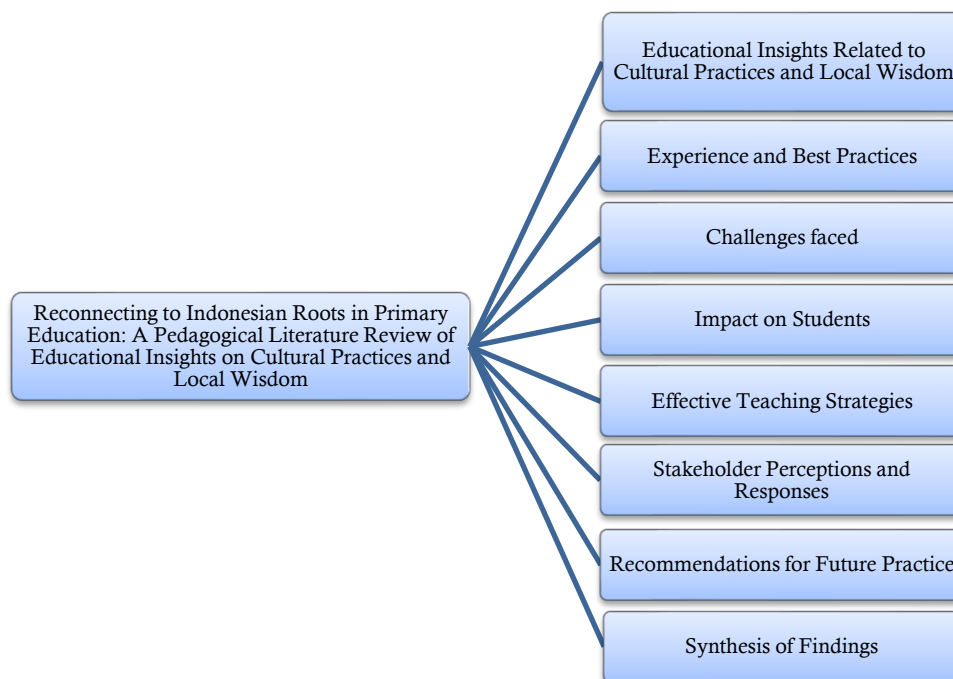

Figure.2. Pedagogical Literature Review of Schematic Findings
of Educational Insights on Cultural Practices and Local Wisdom

The results of the pedagogical literature review related to cultural and local wisdom-based educational practices in the context of basic education show that the integration of traditional Indonesian culture can strengthen national identity while significantly increasing student engagement. This approach, as revealed by Johnson et al. (2023), has great potential in building character and identity rooted in one's own culture, thus fostering a sense of pride and cultural sustainability in the future. The experiences and best practices found indicate that the success of this practice is highly dependent on contextual curriculum adaptation and the courage of institutions in utilizing local resources that have been less than optimally utilized (Afianti & Murti, 2024). The novelty of this research lies in the assertion that this success does not rely only on pedagogical aspects, but also on institutional courage in integrating culture as part of a real and meaningful educational process.

Meanwhile, major challenges emerged in the implementation of cultural and local practices, including limited relevant learning resources and a lack of adequate training and administrative support. These are major obstacles that must be overcome for cultural-based education practices to develop widely and systematically (Amat, 2021). The limitations of

appropriate teaching materials and the low competence of teachers in mastering pedagogy that is responsive to local culture hamper the effectiveness of the learning process, resulting in opportunities for strengthening cultural identity being hampered (Afianti & Murti, 2024). This research confirms that the sustainability of culture-based education depends on developing strategies to strengthen teacher capacity, providing relevant learning resources, and supporting innovative policies based on cultural diversity. This solution needs to be supported by supportive regulations and effective cultural incentives.

The impact of implementing this practice on stakeholders, especially students and teachers, shows a significant increase in the perceived importance of local culture as an integral part of the learning process (Chankseliani et al., 2021). The results of surveys and interviews show that positive acceptance from educators, parents, and communities confirms that culture can be a strategic tool in building an inclusive and identity-oriented learning environment. The success of cultural integration is not only a matter of curriculum, but also closely related to the process of dialogue and collaboration involving all stakeholders (Dzakiyah, 2021). Therefore, an effective teaching strategy must place cultural diversity as a fundamental element in curriculum design and learning methodology, while opening up space for constructive dialogue that can encourage continuous innovation in the future of national education.

4.2. Discussion

4.2.1. Educational Insights on Cultural Practices and Local Wisdom

Within the framework of education, insights on cultural practices and local wisdom serve as the main foundation for integrating community cultural resources into the learning process. Education must be able to provide opportunities for students to recognize, understand, and appreciate the cultural diversity that exists in the environment around them (Junaidah, 2021). This is important so that the younger generation not only learns academically, but is also able to become agents of cultural preservation that are relevant and adaptive to changing times. Therefore, strengthening educational insights about cultural practices demands an approach that is able to involve the community and adapt to the local context so that learning becomes more meaningful.

In addition, in the context of local wisdom, educational insights must be able to assess and develop moral and ethical values derived from such wisdom as an integral part of the pedagogical process. Local wisdom holds values that are recognized as the best and capable of being a guide in facing today's social and cultural challenges (Abdallah & Global, 2025) . Given the important role of teachers as facilitators, this insight should equip them with the knowledge and skills to seed and integrate these values effectively and contextually in the subject matter. Thus, education can act as a vehicle for maintaining culture as well as shaping character that is competitive and has integrity (Anggraeni, 2022).

However, the main challenges related to educational insights into cultural practices and local wisdom are still very visible, namely the lack of indepth understanding from educators and the lack of policies that support the strengthening of this aspect (Mulyana, 2024). In addition, aspects of sustainability and innovation in the development of local cultural materials also need serious attention to remain relevant in the future. Therefore, there needs to be systemic efforts through a culturally sensitive curriculum, continuous training for teachers, and close collaboration with local communities to maintain the sustainability of these cultural practices and wisdom. Ultimately, strong educational insights into local cultural practices and wisdom will strengthen national identity while ensuring the preservation of the nation's multidimensional cultural wealth (Asriyan, 2021).

4.2.2. Best Experiences and Practices

Experiences and best practices in the integration of local culture and wisdom in basic education show promising results and call for wider adoption. Many schools across Indonesia have successfully implemented culture-based curricula that are relevant to students' backgrounds, thereby increasing their learning engagement and enthusiasm for the education process. The implementation of place-based strategies empirically increases student participation and deepens their understanding of local cultural customs and practices (Abdallah & Global, 2025). This approach not only enriches learners' knowledge of cultural heritage, but also strengthens the sense of community and collective identity among them, promoting the formation of national character through strengthening emotional ties to one's own culture. Other findings confirm that culturally integrated teaching is able to foster critical thinking skills and problem-solving abilities, as students are able to relate learning concepts to their real-life experiences (Sarkingobir & Bello, 2024).

Hands-on experiences involving local traditions and practices have been shown to increase students' emotional bonding and holistic understanding of their own identity. Schools that undertake collaborative projects with local communities, for example through participation in traditional festivals and artisanal activities, show success in enriching learning experiences as well as increasing appreciation of cultural heritage. Gómez-Ullate and Saraiva (2024) emphasize that such activities are not only fun but also reinforce a sense of pride and a deep understanding of cultural meaning. Involving grandparents and cultural practitioners in the community has proven to be an effective strategy to bridge generations, fill knowledge gaps and sustainably strengthen cultural heritage (Aláez et al., 2022). Thus, utilizing community resources is a crucial component in building an inclusive educational framework that emphasizes cultural diversity as a national treasure to be celebrated and preserved.

The role of teachers in implementing these practices is crucial as their attitudes and competencies determine the success of culture-based learning processes. Studies show that professional development programs designed to equip teachers with culturally sensitive pedagogy have increased their confidence and effectiveness in establishing relevant communication with students. Teachers who feel competently and resourcefully supported are more likely to create an inclusive classroom atmosphere and support student learning success (Abida & Kamalia, 2024; Cruz et al., 2020). Sustainability support in the form of regular training and resource strengthening is an important factor in ensuring the continuation of this practice nationally (Yu, 2022). Successful implementation relies heavily on holistic investment in teacher capacity building as the main agent in promoting the sustainability of culture-based curriculum in schools.

However, despite these successes, challenges remain that must be addressed to facilitate wider and more effective implementation. Many schools face barriers related to the lack of locally appropriate teaching materials and limited administrative support from educational institutions. The lack of teaching materials rich in local cultural values is a major obstacle in delivering meaningful and contextualized teachings (Julfian et al., 2023). In addition, many educators expressed the need for more strategic institutional policies and programs to strengthen culture-based education through motivating rules and incentives (Hasanah, 2020). Therefore, the development of pro-cultural policies and institutional capacity building is an urgent step to realize the implementation of best practices nationwide. Overcoming these obstacles will open up great opportunities to expand the success of cultural integration in basic education, while maintaining the sustainability of cultural diversity as the main capital of the Indonesian nation for a cultured and strongly identified future.

4.2.3. Challenges Faced

A number of key barriers emerge in the effort to integrate local culture and wisdom in basic education, impeding effective implementation equally across schools in Indonesia. One of the fundamental challenges is the lack of relevant resources, including teaching materials that are able to reflect Indonesia's complete cultural diversity (Fadillah, 2020). Educators experience difficulties in finding appropriate learning materials that represent the cultural diversity of their student communities, thus reducing the effectiveness of the learning process and hindering student engagement (Wynter-Hoyte et al., 2019). The unavailability of contextualized teaching materials hinders a thorough understanding of local cultural practices. It potentially leads to the irrelevance of the curriculum to students' experiences, weakening their cultural identity-building process.

In addition, the lack of relevant pedagogical training and competencies is a major barrier to the implementation of culturally sensitive teaching practices. Culturally-based professional development opportunities are still limited, leaving many teachers feeling less confident and unprepared to integrate cultural values effectively (Parkhouse et al., 2022). Without adequate pedagogical competence, many educators turn to traditional methods that do not consider the cultural diversity of students, thus decreasing interest and appreciation for local wisdom. Policy support and structural frameworks are equally crucial, as overly normative curricula that focus on academic testing often limit teachers' creative space in exploring local content (Ramsay-Jordan, 2020). Policies that do not support cultural diversity weaken efforts to build inclusive and cultured education, so the need for policy reform is a top priority.

In addition to structural and resource barriers, social perceptions and cultural stereotypes also pose challenges to local wisdom development in primary schools. Students often carry prejudices and ignorance towards their cultural heritage, which can negatively affect the learning atmosphere (Massar, 2022). Teachers have difficulty in addressing these biases in the absence of adequate training programs and resources that support an inclusive and respectful education process. If social biases are not effectively addressed, the connection between students and their cultural identities may be severed, threatening the primary goal of culturally meaningful education (Markey et al., 2021). Therefore, building a classroom atmosphere that is inclusive and respectful of cultural diversity is a crucial step to support the development of sustainable national identity and pride (Aditya, 2023). The findings confirm that the successful integration of local culture depends not only on resources and policies, but also on the ability to shape a social paradigm that values diversity.

Overall, key challenges such as lack of learning resources, lack of pedagogical training, policy barriers and social biases must be addressed comprehensively to optimize the strengthening of culture-based education practices. Strategies that focus on developing policies that support diversity, improving teacher competencies through continuous training and strengthening local resources are urgent steps to realizing the maximum potential of Indonesian cultural education. The success of this integration requires strategic collaboration of stakeholders and policy innovation in order to adapt to the evolving social and cultural dynamics, so as to build a strong national identity and pride in its cultural heritage.

4.2.4. Impact on Students

The integration of cultural elements and local wisdom in the basic education curriculum empirically has a significant positive impact on the academic, social and emotional aspects of students. Observations from various studies show that student engagement in culture-based learning substantially increases motivation and interest in learning. Students who participate in

culturally enriched education show high enthusiasm and eagerness to participate in learning activities, which in turn contributes to improved attendance and emotional engagement with the subject matter (Ramzan et al., 2023). Culturally responsive teaching can create a positive learning atmosphere, thereby strengthening academic performance and enriching students' holistic learning experience (Guberina, 2023). This finding shows that integrating local wisdom not only enriches the curriculum, but also supports more optimal academic achievement while strengthening students' social and personal competencies.

In addition to academic aspects, culture-based educational experiences significantly strengthen students' identity and sense of community. Exposure to local cultural heritage fosters a sense of pride and self-esteem that can reduce feelings of alienation in a multicultural environment. Understanding one's cultural background plays an important role in the development of a positive identity, which in turn enhances a sense of solidarity and social cohesion in the classroom (Alidu, 2024). The same principle is espoused by Ngiu et al. (2023), which states that the creation of an inclusive atmosphere through the recognition of cultural diversity is able to create a harmonious and respectful learning environment. This research confirms that culture-based teaching practices not only contribute to personal development but also play a major role in strengthening social cohesion and empathy among students from different backgrounds, which are important assets in building an inclusive and harmonious society.

In addition to the social and personal impacts, the academic benefits of culture-based approaches show that student performance in subject areas such as arts, languages and social studies is significantly improved if the curriculum content is culturally relevant. Students who access culture-based curricula have superior and more meaningful learning outcomes than those in conventional educational environments (Mensah, 2021). Culturally oriented pedagogy encourages students to think critically and analytically, especially in interpreting their cultural narratives and practices (Kondo, 2022). This finding confirms that integrating local wisdom in the learning process expands academic thinking capacity and enriches the context of their reasoning, resulting in more profound and contextualized educational outcomes. Therefore, the greatest urgency of these findings lies in the urgent need to adopt educational policies that further promote cultural diversity in an integrated manner as a foundation for improving the quality and relevance of national basic education.

4.2.5. Effective Teaching Strategies

The use of teaching strategies that are specifically responsive to local culture and wisdom has proven to be a key factor in improving student engagement and academic achievement. Research shows that pedagogies that systematically integrate cultural elements are able to strengthen emotional connections and the meaning of learning, which has a positive effect on students' level of participation in class. Teachers who adopt culture-based pedagogical approaches report significant increases in students' learning motivation and engagement, which assumptively improves their retention and academic achievement (Pasternak et al., 2023). Furthermore, Sheppard and Levy (2019) highlighted that local stories and traditions integrated in teaching are able to build a more emotional and personal connection between students and the content, confirming that this strategy not only improves academic outcomes but also enriches the learning experience holistically and contextually.

In addition to culturally responsive pedagogical approaches, empowerment through project-based learning and active community engagement are important elements in innovative teaching practices. Project-based learning that focuses on local cultural heritage not only fosters critical thinking and problem-solving skills, but also strengthens social cohesion and mutual respect

among students (Williamson, 2024). Collaboration on cultural projects enhances students' sense of belonging and collective identity to their heritage, ultimately building a sense of pride and responsibility towards one's cultural wealth (Thomas et al., 2021). This research confirms that this strategy is able to empower students psychologically and socially, while enriching their learning empowerment in a contextual and meaningful way. The application of resources from local communities and cultural leaders is also crucial, as it helps bridge the gap between theory and practice by structuring authentic and characterful learning experiences.

In the context of diverse learning styles, recent research confirms the importance of applying diverse teaching methods, including the use of visual aids, technology, interactive discussions, as well as differentiated approaches (Ismail & Al Allaq, 2019; Theresia & Recard, 2021). This multisensory and collaborative approach allows for an inclusive learning environment and stimulates all types of learners, thereby enhancing students' understanding and engagement more thoroughly (Assefa & Zenebe, 2024). In line with these findings, teaching that is adaptive to students' culture and learning styles not only strengthens academic achievement, but also shapes self-identity and enhances a sense of belonging to the local culture. Currently, the main challenge in developing this strategy lies in the urgent need for improved teacher training, resource development, and policy reforms that support the systematic and sustainable integration of culture. Therefore, strategic investment in the development of culture-based pedagogical competencies should be a top priority for education stakeholders to ensure the success and sustainability of this pedagogical innovation.

4.2.6. Stakeholder Perceptions and Responses

Understanding the perceptions and responses of all stakeholders is a crucial aspect in the successful integration of culture and local wisdom in basic education. Studies show that positive perceptions from teachers, students, parents and communities collectively greatly strengthen the effectiveness of these initiatives. Teachers who view cultural integration as a beneficial strategy tend to be more enthusiastic and consistent in implementing a culture-based curriculum, which has a positive impact on teaching success (Margot & Kettler., 2019). In addition, parental involvement and community support strengthen the collaborative atmosphere, facilitating the creation of a learning environment that supports cultural values (McWayne et al., 2022). These findings confirm that successful implementation depends not only on internal school factors but also on the alignment and involvement of all elements of the community.

In addition, students' perceptions of culturally based education also have a significant influence on their motivation and participation. Students who feel culturally valued and represented are more active and proud of their heritage, thus increasing engagement and academic achievement (Gilson, 2023). A strong emotional connection to local culture motivates students to learn more vigorously, enriching their overall educational experience. On the other hand, parents' perceptions largely determine the level of support and participation in school culture initiatives. Parents' positive perceptions of cultural education can strengthen family ties and extend their positive influence to the surrounding community, creating an ecosystem that supports sustainable cultural preservation (Hidayat et al., 2024).

No less important is the perception of the community and community leaders who contribute to the success of cultural education programs. Active participation from community leaders and local cultural figures enriches students' learning experiences with authentic insights (Daniel et al., 2019). Strong community support can broaden the scope of curriculum content, and deepen understanding and appreciation of diverse cultural practices (Beck et al., 2024). Meanwhile, teachers' perceptions of pedagogical effectiveness also play an important role.

Teachers who attend culture-oriented training on an ongoing basis have a positive view of the culture-based curriculum and are more confident in implementing it (Anyichie et al., 2023). This finding confirms that continuous training and professional development are essential factors to overcome barriers and improve pedagogical responsiveness to cultural diversity.

Overall, this study confirms that the success of integrating culture and local wisdom in basic education is highly dependent on the positive perceptions of all stakeholders. Actively involving all parties will strengthen synergies, enrich learning experiences and create an inclusive atmosphere that supports local cultural values. Building positive perceptions and constructive responses from all elements of society is a strategic foundation in ensuring the sustainability of culturally relevant education programs. In the context of ongoing globalization and cultural homogenization, these findings confirm that building a paradigm of inclusive perceptions and respect for cultural diversity is a major step in affirming the nation's identity and strengthening the competitiveness of national education in the future.

4.2.7. Recommendations for Future Practice

Strengthening the integration of culture and local wisdom in the basic education curriculum requires the development of sustainable and innovative strategies that are able to respond to the challenges of cultural diversity and dynamics in Indonesia (Armianti et al., 2024). First, a comprehensive and sustainable professional development program is needed to build educators' capacity to implement culturally relevant pedagogy. Regular training and workshops based on local cultural content will empower teachers to be more confident and competent in integrating cultural elements into the learning process, as well as foster pedagogical innovations with long-term impact (Pasternak et al., 2023). The importance of collaborative learning among educators as a platform for sharing best practices and strategic innovations, so as to create a professional environment that is adaptive and responsive to the cultural needs of students (Zitha et al., 2023). Strengthening the capacity of these teachers is the main foundation in realizing education that is culturally and adaptively diverse.

In addition to strengthening educators' competencies, involving families and communities in the development of cultural education is a key factor in fostering a sense of belonging and pride in local cultural heritage (Gillen, 2024). Schools need to build systematic partnerships with cultural organizations and local community leaders to make learning experiences authentic and meaningful. Active participation of parents and community leaders in curriculum development not only increases the relevance of education, but also strengthens bonds and a sense of cultural belonging (Mpuangnan & Ntombela, 2024). Organizing community events, cultural festivals and collaborative activities can enrich students' learning experiences while strengthening social harmony and appreciation of cultural diversity (Gómez-Ullate & Saraiva, 2024). Such partnerships not only strengthen culture-based teaching materials, but also strengthen the relationship between schools and communities as a basis for the sustainability of cultural education.

In addition to engagement and capacity building strategies, it is important to design and adjust national and local education policies to support the integration of local culture more systematically and flexibly, reminding that policies that encourage diversity and inclusiveness will facilitate the development of local content that is culturally appropriate, while allowing room for educators' creativity in adapting materials (Bhatia, 2024; Lestari, 2024). Systematic accountability and evaluation aspects are used to assess the effectiveness of this policy while providing ongoing feedback for continuous improvement (Goez et al., 2020). Therefore, realizing a supportive, open and adaptive policy framework is a key prerequisite for strengthening the embedding of cultural values in national basic education. Finally, systematic long-term research needs to be seriously

encouraged to understand the sustainable impact of culture-based curricula in students' academic and social development over time. Longitudinal and rigorous studies will provide empirical data capable of guiding relevant policy reforms and pedagogical innovations, while also showcasing successful models that can be replicated in various cultural contexts in Indonesia and globally (Perry et al., 2022) . This approach is important to ensure that innovations in cultural education are not just ad hoc, but become an integral part of the development of national education that is responsive to future needs.

4.2.8. Synthesis of Findings

Analysis of the literature shows that the integration of culture and local wisdom into basic education consistently improves student engagement, motivation and academic achievement. Exposure to culturally relevant materials can strengthen academic recall and grades, that strengthening cultural aspects also contributes to students' emotional well-being and pride in their heritage (Banks & Dohy, 2019; Pham, 2024). On a practical level, project-based teaching strategies and direct community engagement, as outlined Omelianenko and Artyukhova (2024) have been shown to enrich learning experiences, improve critical thinking skills, and strengthen social cohesion in the classroom. This evidence confirms that multidimensional, culturally-based and collaborative teaching is an effective approach in holistically developing students' competencies and promoting academic success while strengthening their cultural identity.

However, this successful implementation still faces major challenges that must be resolved systemically. Limited resources, lack of culturally-oriented pedagogical training and low community involvement are significant barriers identified in various studies (Kuttner, 2020; Zorba, 2020). These barriers suggest that the long-term success of culturally-based education is highly dependent on the provision of adequate supporting infrastructure, including ongoing training and inclusive policy support. In addition, the positive perceptions and attitudes of all stakeholders - students, parents, teachers and the community - are crucial in ensuring the sustainability and success of the program. Positive perceptions build a collaborative atmosphere, reinforce respect for cultural diversity and strengthen emotional bonds that drive the success of culture-based education (Anyichie et al., 2023; Hidayat et al., 2024). Therefore, building a positive and inclusive perception paradigm at all levels of society is an urgent strategy and should be a priority in the development of culture-based education policies.

In the context of science development, this study confirms that although the positive effects of culture-based pedagogy have been empirically proven, comprehensive and continuous research is still needed. Future research should focus on longitudinal evaluations of the long-term impact of culturally integrated curricula on students' academic achievement and social development. Furthermore, an in-depth understanding of the experiences and perceptions of all stakeholders especially teachers, parents and communities will greatly enrich effective pedagogical models. Given the challenges of globalization and cultural homogenization, this ongoing study is essential for cultural education to develop adaptively and inclusively, and be able to make a real contribution to strengthening national identity and improving the quality of education nationally.

5. Conclusion

This study confirms that the integration of culture and local wisdom in basic education is an important strategy to strengthen students' cultural identity while improving their academic outcomes. Findings show that culturally responsive pedagogy not only increases student motivation and engagement but also contributes to improved academic performance, emotional

well-being and self-confidence. By incorporating local cultural content into the curriculum, schools are able to create relevant and meaningful learning environments that ultimately support students' all-around personal and social development. Therefore, top priority should be given to the development of innovative teaching strategies and ongoing teacher training to enable effective and sustainable implementation of culture-based education.

Furthermore, the findings highlight the importance of implementing various pedagogical strategies such as project-based learning, community collaboration and utilization of local resources as pillars of successful cultural integration. These strategies not only enhance academic achievement and the development of critical and social skills, but also strengthen emotional connections and pride in their cultural heritage. Key barriers, including limited resources and a lack of teacher training, need to be addressed through a supportive and systematic policy framework, as well as improved positive perceptions from all key stakeholders. Support from communities and families is crucial in building this sustainability, which is the foundation for creating an inclusive and resilient culture-based education ecosystem.

The importance of this study lies in the lack of longitudinal literature and diverse stakeholder experiences, which still need to be researched in depth to understand the long-term effects of the cultural curriculum comprehensively. The study recommends that future research focus on continuous evaluation of the impact of culture-based education on students' academic and social development and expand the study to include the perspectives of parents, teachers and local communities. By doing so, education policies and practices can be more adaptive to evolving cultural dynamics, while strengthening the role of education as a tool for building the character of a cultured, active nation that is aware of its own identity. The readiness and sustainability of cultural integration in the future are the main keys in building a nation that is firmly rooted in local culture and able to compete globally.

6. References

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