

Local Value Based Education Management: A Strategy for Strengthening Student Character to Face the Global Era

Ahmad Qurtubi

UIN Sultan Maulana Hasanuddin Banten, Indonesia

DOI: <https://doi.org/10.62872/4nsc1315>

Abstract

Local value-based education management is a relevant strategy in strengthening student character amid the challenges of the globalization era. This study aims to analyze the concept, implementation, and impact of applying local values in education management as an effort to form a generation with character that is adaptive to global changes without losing cultural identity. The research method uses a qualitative approach with data collection techniques through literature studies, interviews, and observations. The results show that the integration of local values, such as gotong royong, cultural wisdom, and traditional ethics, into the curriculum and learning activities can shape students' characters who are resilient, have integrity, and have critical thinking skills. This strategy also helps students recognize and appreciate their cultural identity in the midst of globalization. Thus, local value-based education management is an innovative solution to face the challenges of the global era while maintaining the nation's cultural heritage. Strengthening Student Character, The integration of local values in education contributes significantly to the formation of student character that is resilient, integrity, and critical. Students are not only equipped with academic knowledge but also values rooted in local culture, such as gotong royong, traditional ethics, and local wisdom, so that they are able to face global challenges with a wise attitude.

Keywords: Character Strengthening; Culture Based Education; Education Management; Globalization

Copyright (c) 2024 Ahmad Qurtubi

✉ Corresponding author :

Email Address : ahmad.qurtubi@uinbanten.ac.id

Received September 12, 2024, Accepted October 22, 2024, Published October 27, 2024

Introduction

Globalization has brought major changes in various aspects of life, including education, with very broad and complex impacts (Hasan, 2021). On the one hand, globalization provides great opportunities, such as easy access to technology, information, and cross-cultural interactions that allow students to learn from various global perspectives. Education becomes more inclusive and open, allowing students to develop competencies relevant to the needs of the international workforce, such as technological literacy, cross-cultural communication skills, and critical thinking skills. However, on the other hand, globalization also brings significant challenges, especially in maintaining the nation's local values and cultural identity that are vulnerable to being eroded by foreign cultural influences (Handayani, 2024). In this context, education in the era of globalization faces the dual demands of producing a globally competent generation while forming individuals who have strong character and are rooted in local cultural values. Education not only aims to produce graduates who are ready to compete internationally, but also individuals who are able to appreciate, preserve and practice local wisdom in the midst of the swift flow of global change. However, the reality shows that many education systems are more oriented towards global standards, such as the adoption of international curricula and the prioritization of global competitive values, so local values are often marginalized. As a result, students tend to lose their



Creative Commons Attribution-ShareAlike 4.0 International License:

<https://creativecommons.org/licenses/by-sa/4.0/>

emotional ties and deep understanding of local culture and traditions. This situation creates a gap that needs to be addressed through innovation in education management. Local value-based education can be a strategic solution to address the challenges of globalization while maintaining cultural identity (Mardianti, 2024). This approach integrates local values, such as gotong royong, tolerance and other local wisdom, into the curriculum, learning methods and school culture. In this way, education not only educates students to become globally competent individuals but also ensures that students still respect and preserve local cultural identity as part of a strong character.

Previous research shows that character education has been recognized as one of the main solutions in facing the challenges of the globalization era (Yusuf, 2023). Especially in forming a generation with integrity and able to compete globally. However, most character education studies tend to focus on universal values, such as honesty, responsibility, tolerance and discipline, which are generic and can be applied in various contexts. While these values are important, the approach often ignores the locality dimension that actually has great potential to strengthen students' cultural identity and character. Local values, such as gotong royong, respect for elders, or local wisdom in maintaining relationships with nature, rarely receive attention in the broad framework of character education. Research focusing on local values is often limited to preserving traditional culture or arts, such as documentation of local arts, folklore or traditions. While important for preserving cultural heritage, this approach is often fragmented and lacks strategic integration into the formal education system. As a result, these local values do not optimally play a role in shaping students' character or facing global challenges. For example, the value of gotong royong is often taught in a community context but rarely translated into educational practices that are relevant to the needs of students in the modern era. This shows a lack of studies that comprehensively integrate local values into the education management system as a strategy to strengthen student character. Existing research has not explored how local values can be aligned with modern educational needs, such as technological literacy, 21st century competencies, and project-based education. In fact, if managed well, local values can provide a strong foundation in shaping students' identity while answering the challenges of globalization. Therefore, a new approach is needed that combines universal value-based character education with relevant locality approaches, resulting in an education system that is holistic, adaptive, and rooted in the nation's culture (Khomsinnudin, 2024).

This research lies in a holistic approach that connects local values with the needs of modern education in the era of globalization. The research not only focuses on preserving local cultural values, but also explores how these values can be integrated into education management to shape students' resilient, adaptive and globally competitive characters. For example, the value of gotong royong derived from Indonesian local culture can be translated into collaborative learning programs, while local wisdom principles, such as respect for nature and others, can be incorporated into environmental education curricula. This research aims to fill the gap in the literature by offering concepts, strategies and implementation of local value-based education management. This integration is expected to create an education system that not only produces students who excel academically, but also has a strong character and is able to maintain cultural identity in the midst of globalization. This study will provide practical and theoretical contributions in the development of sustainable education, especially in countries with rich local cultures that need to be preserved. Furthermore, this study will discuss the basic concepts of local value-based education management, implementation strategies in schools, and analysis of their impact on student character building. This is expected to be a reference for educators, policy makers, and researchers to develop an education system that is relevant and contextual to the needs of the global community as well as local

Methodology

This research uses a qualitative approach with a descriptive-analytical method to deeply understand the concept, implementation and impact of local value-based education management in strengthening student character. The research was conducted in several schools purposively selected based on the richness of local cultural values and the level of implementation of these values in educational activities. The research subjects included principals, teachers, students and local community leaders. Principals and teachers were selected for their roles in decision-making and learning implementation, while students were the focus of the impact of local values implementation. Community leaders were involved to provide perspectives on the relevance of local cultural values in education. Data were collected

through several methods: in-depth interviews, participatory observation, documentation and literature study. Interviews were conducted with principals, teachers, students and community leaders to explore their understanding, experiences and views regarding the integration of local values into education management. Participatory observation was conducted by observing learning activities, extracurricular activities and school programs that involve local values, such as traditional ceremonies, culture-based lessons or mutual cooperation practices. Documentation in the form of curriculum, school work programs and learning modules were also analyzed to see the extent to which local values are integrated. In addition, a literature study was conducted to strengthen the theoretical foundation of the research.

The data obtained were analyzed using thematic analysis techniques including data reduction, categorization, and interpretation. Data reduction was done by summarizing relevant information, then the data was categorized based on themes, such as types of local values, implementation strategies and their impact on student character. Interpretation was done to find the relationship between local values, education management and strengthening student character. To ensure data validity, this study used triangulation techniques, namely source triangulation, technique triangulation and time triangulation. This triangulation aims to compare and ensure the consistency of information obtained from various sources and methods. This research is expected to produce comprehensive findings related to the integration of local values into education management as a strategy to strengthen student character. The results will be in the form of practical recommendations for schools in managing local value-based education, an education management model that can be widely adopted, as well as theoretical contributions to the development of literature related to the relationship between local values, education management, and character education in the era of globalization.

Result and Discussion

The results of this study show that local value-based education management has various forms of implementation in schools, reflecting the efforts to integrate cultural values in the education process. In general, local values have been implemented through the formal curriculum, especially in subjects such as Pancasila and Citizenship Education (PPKn), cultural arts and local content lessons. In these subjects, values such as gotong royong, tolerance, good manners, and other local wisdom are often inserted as part of the teaching materials (Juliani, 2024). These values are considered important in shaping the character of students who have a strong cultural identity, as well as being able to face the challenges of the globalization era. The application of local values in formal learning is often still normative, emphasizing more on the theoretical aspects than its application in everyday life (Prasetyo, 2021). For example, the concept of gotong royong is often explained textually in textbooks without being linked to concrete activities that involve students. This makes local values seem like abstractions that are difficult for students to understand deeply. Most teachers also still tend to use conventional approaches in teaching local values, such as lectures or memorization, which do not involve students' active participation. This approach makes it difficult for students to relate the values to real situations in students' lives. Although local values have been incorporated into the curriculum, their position is often only a small part of the overall learning process. Local values have not been fully integrated into the learning design or teaching methods. For example, discussion activities or group projects oriented towards strengthening local values are still rarely applied. This lack of integration suggests that local values are not yet a top priority in the education system, so their influence on student character building is limited.

Another challenge is the lack of training for teachers to develop creative learning strategies that are relevant to local values. Teachers often face difficulties in linking these values to the needs of students living in the modern era, where the influence of global culture is getting stronger. As a result, efforts to internalize local values in education often lose relevance and appeal to students. To overcome this, innovations in teaching methods are needed, such as project-based learning that involves the exploration of local wisdom or collaboration with community leaders to provide direct experience to students (Rahim, 2024; Amaliyah, 2023; Putri, 2024). With a more creative and contextual approach, local values can be internalized more effectively in students' lives, both inside and outside the school environment. Apart from the formal curriculum, culture-based extracurricular activities are one of the more tangible and effective means of implementing local values in schools. Activities such as traditional dance, regional music, martial arts, handicrafts, and cultural festivals have become flagship programs in various schools. These programs not only attract students to participate, but also give students the opportunity

to be directly involved in the preservation of local culture. Through these activities, students not only learn local values theoretically, but also internalize them through real experiences, such as cooperation in art groups, discipline in practice, and respect for traditions.

Observations show that students who are active in culture-based extracurricular activities experience significant character development (Ramdan, 2019; Widodo, 2024). Students tend to be more disciplined because they are accustomed to adhering to practice schedules and group rules. Students' cooperation skills also improve, especially when working in teams to perform cultural performances or complete specific art projects. In addition, students show pride in their cultural identity, which can be seen from their enthusiasm in learning, preserving, and exhibiting the richness of local culture to the public (Dabamona, 2021). This sense of pride not only builds self-confidence, but also strengthens students' awareness of the importance of preserving the nation's cultural heritage. The implementation of culture-based extracurricular activities is inseparable from various obstacles. One of the main problems is the limited supporting facilities and infrastructure (Wahyudi, 2024). Many schools do not have adequate facilities, such as practice rooms, traditional musical instruments, or equipment for handicrafts. This hampers the sustainability and quality of these activities. The lack of competent trainers or mentors in the field of local culture is a significant challenge (Pathomchaiwat, 2024). Trainers who have a deep understanding of local culture while being able to teach effectively are still hard to find, especially in areas that lack access to quality human resources. To overcome these obstacles, collaboration between schools, government and local communities is needed. The government can play a role by providing support in the form of adequate facilities and training for trainers and teachers. Meanwhile, community leaders and cultural figures can be involved as school partners in mentoring students directly. The active involvement of parents is also important to encourage their children to be more enthusiastic about participating in culture-based activities. With a good synergy between various parties, culture-based extracurricular activities are not only a means of preserving local values, but also contribute greatly to forming a generation with strong character and pride in their cultural identity in the midst of globalization.

The impact of local value-based education management on student character shows positive and promising results (Wardiman, 2024; Chikam, 2021). Students who are actively involved in local value-based programs show significant improvements in various aspects of character, such as responsibility, respect for others, self-confidence and the ability to work together. For example, through activities involving gotong royong or group work, students learn to understand the importance of collaboration and a sense of responsibility towards a common task. In addition, interaction in culture-based activities, such as traditional arts or local festivals, helps students develop a sense of respect for differences and build harmonious social relationships (shinta, 2024; harefa, 2024). The implementation of local values also increases students' awareness of the importance of preserving local culture in the midst of globalization (Suri, 2021). Students become more understanding of the meaning and values contained in local traditions, arts, and customs, which in turn forms a sense of pride in students' own cultural identity. This awareness provides students with a strong character foundation to face the influence of foreign cultures, while motivating students to become agents of cultural preservation in their environment.

Globalization brings challenges that cannot be ignored. Foreign cultures that enter through social media, the internet, and various forms of modern entertainment often attract students' attention more than local values (Zilola, 2023). Global content packed with advanced technology and visual appeal often dominates students' preferences, putting local values at risk of being marginalized. As a result, many students tend to adopt foreign lifestyles, habits, and even cultural values without understanding the impact on student identity. This phenomenon can lead to a loss of attachment to local culture, which ultimately affects students' character in the long run. To overcome this challenge, a more creative and relevant approach is needed in implementing local value-based education management. The use of digital technology to package local values in attractive forms, such as videos, learning apps or educational games, can be an effective strategy (Zhao, 2022). Education programs need to emphasize the relevance of local values to current global challenges, such as utilizing gotong royong to address environmental issues or using local wisdom in natural resource management. Thus, students not only adopt local values as part of their character, but also see them as valuable assets to contribute to the

globalization era. Collaboration between schools, communities and cultural actors is also important to create an environment that supports the sustainable preservation of local values.

This research also found that local value-based education in some schools still tends to be more dominantly implemented through extracurricular activities compared to classroom learning. Activities such as traditional dance, regional music and handicrafts are often the main platforms for introducing local values to students (Altun, 2024). Meanwhile, the application of local values in formal classroom learning is still sporadic and not fully integrated into the curriculum as a whole. As a result, students' understanding of local values is often limited to the context of certain activities, without any continuity with the formal learning that students undergo every day. In fact, for local values to be internalized more strongly, the approach used must be holistic and comprehensive. This holistic approach includes the integration of local values into various aspects of education, such as the formal curriculum, non-formal activities and the overall school culture. In the formal curriculum, local values need to be incorporated into relevant and contextualized learning materials so that students can see the connection between these values and their real lives (Sakti, 2024). For example, history lessons can highlight local figures who serve as role models, or science lessons can integrate local wisdom in natural resource management. Meanwhile, non-formal activities, such as community projects or cultural festivals, can strengthen students' direct experience in applying these values. School culture also plays an important role in creating a supportive environment, for example through the adoption of local values in school rules, traditions and daily practices.

This research highlights the importance of strengthening teachers' capacity through training and professional development related to local value-based teaching (Kresnawaty, 2024). Teachers play a key role as facilitators and agents of change in integrating local values into learning (Azis, 2024). Therefore, teachers need to be equipped with a deeper understanding of local values, including their history, philosophy and relevance to modern challenges. In addition, training also needs to include innovative teaching strategies, such as project-based learning, utilization of digital technology, and interdisciplinary approaches, so that local values can be taught in ways that are interesting and relevant to students. With efforts to strengthen teacher capacity and a holistic approach to education, local values can be effectively internalized in students, not only as part of extracurricular activities, but also as principles that students carry in their daily lives (Iksal, 2024). This approach will not only help preserve local cultural values, but also shape a generation that is strong in character, adaptive, and ready to face global challenges. One of the strategic solutions to overcome the challenges of globalization is to adapt local values into a modern context so that they remain relevant to students' lives in the digital era (Barikzai, 2024). Values such as mutual aid, which have been synonymous with cooperation in traditional communities, can be applied through digital technology-based collaborative projects (Amin, 2024). For example, students can use online group work platforms to work on projects together, share tasks or complete technology-based challenges that require collaboration. The use of task-sharing applications, such as digital project management, also allows students to understand the importance of cooperation, responsibility and connectedness in a fast-paced, globally connected modern environment.

The value of respect for others and the environment can be integrated into programs that utilize digital technology to create wider social impact. For example, environmental awareness campaigns can be conducted through social media by involving students in the creation of creative content, such as videos, digital posters or infographics that promote the importance of protecting nature. In this way, students not only learn to respect the environment, but also hone their creativity and digital literacy. The value of respect for others can also be taught through online discussion platforms that prioritize communication ethics, tolerance, and empathy, so that students understand how to interact well online. Adapting local values into digital technology also opens up opportunities for students to promote local culture to a wider level, including globally (Yetti, 2024). For example, local arts and traditions can be introduced through short video or social media platforms, which not only helps preserve culture, but also fosters pride in students' local identity (Jeon, 2024). By utilizing these technologies, local values can compete with foreign cultural influences that often dominate the digital space. It is important to ensure that the adaptation of these local values is done creatively and strategically to be relevant to the needs of today's students. Collaboration between educators, technology developers, and local communities can be an important step towards creating innovative technology-based programs with local values. Thus, local values are not only preserved, but also become an integral part of students' modern lives, helping them build a strong and adaptive identity in the midst of globalization.

The results of this study provide deep insight that local value-based education management has a broader role than just cultural preservation. This approach has proven to be an important strategy in shaping the character of students who are resilient, adaptive, and have a strong cultural identity in the midst of global challenges (Anam, 2024). In the dynamic era of globalization, local value-based education can be the foundation for students to not only survive, but also compete globally without losing their cultural roots (Mohanty, 2024). The recommendations generated from this research include several strategic steps to improve the effectiveness of local value-based education management. One of the main recommendations is the development of a local value-based curriculum that is integrated with modern needs. This curriculum should be designed contextually so that it is able to connect local values, such as gotong royong, tolerance and environmental wisdom, with the global challenges that students face today. The use of project-based learning approaches, digital technology and interdisciplinary activities can be innovative ways to bridge local values with the needs of the times. In addition, continuous teacher training is a key factor in the successful implementation of local value-based education. Teachers need to be given a deeper understanding of the philosophy and relevance of local values and trained to use creative teaching methods that are relevant to the lives of modern students. This training should also include the ability to integrate technology in teaching, so that teachers can present local value-based learning in an interesting and effective way.

Closer collaboration between schools, communities and government is also needed to ensure the sustainability of local value-based education. Schools can work together with community leaders and cultural figures in designing activities that involve students directly in cultural preservation, such as cultural festivals, traditional arts training or local value-based community programs. With a structured, innovative and collaborative approach, local value-based education has great potential to be a strategic solution to the challenges of globalization. This approach not only preserves the nation's cultural identity, but also shapes a generation that has a strong character, is able to adapt to change, and still upholds local values as part of their identity. This is also an effort to ensure that local cultural values remain alive and relevant in the midst of an increasingly globalized world..

Conclusion

This study concludes that local value-based education management is an effective strategy in strengthening student character, especially in facing the challenges of globalization. The integration of local values in the curriculum, extracurricular activities and school culture has had a positive impact on students' character building, such as discipline, cooperation, responsibility, respect for others and pride in cultural identity. The role of school principals, teachers and community leaders is crucial in ensuring the successful implementation of local values in education. Principals are in charge of designing supportive policies, teachers are the main agents in transforming local values into learning, while community leaders contribute by providing real experiences to students. This research also found some challenges, such as limited teacher capacity in implementing local value-based learning methods, lack of supporting facilities, and the dominance of foreign cultures that enter through digital media. Local value-based education is still more dominantly implemented through extracurricular activities than in formal classroom learning. Therefore, a holistic approach is needed that includes strengthening the local value-based curriculum, continuous teacher training, and close collaboration between schools, communities and the government. to keep local values relevant to the needs of students in the modern era, adaptation is needed by integrating these values into the global context.

References

- Altun, O., Kiraz, S., & Saydam, M. B. (2024). Exploring Visitors' Motivations And Perspectives On Festival Tourism In Northern Cyprus: Economic, Cultural And Social Dimensions In A Post-Pandemic Era. *Worldwide Hospitality And Tourism Themes*, 16(4), 485-497. <https://doi.org/10.1108/Whatt-06-2024-0130>
- Amaliyah, Nur, Nisrochah Hayati, And Ria Kasanova. "Implementasi Pendekatan Pembelajaran Berbasis Kearifan Lokal Dalam Meningkatkan Minat Belajar Siswa Di Mts Miftahus Sudur Campor Proppo." *Dewantara: Jurnal Pendidikan Sosial Humaniora* 2.3 (2023): 129-147. <https://doi.org/10.30640/Dewantara.V2i3.1352>

- Amin, M., & Ritonga, A. D. (2024). Diversity, Local Wisdom, And Unique Characteristics Of Millennials As Capital For Innovative Learning Models: Evidence From North Sumatra, Indonesia. *Societies*, 14(12), 260. <https://doi.org/10.3390/Soc14120260>
- Anam, R. K., & Arifin, M. Z. (2024). Manajemen Pendidikan Pesantren Dalam Membangun Kearifan Lokal Di Pondok Pesantren Darus Sholihin Kabupaten Probolinggo. *Leaderia: Jurnal Manajemen Pendidikan Islam*, 5(1), 44-55. <https://doi.org/10.35719/Leaderia.V5i1.591>
- Azis, I. S., Maharani, S. D., & Indralin, V. I. (2024). Implementation Of Differentiated Learning With A Culturally Responsive Teaching Approach To Increase Students' Interest In Learning. *Jurnal Elementaria Edukasia*, 7(2), 2750-2758. <https://doi.org/10.31949/Jee.V7i2.9348>
- Barikzai, S., Bharathi S, V., & Perdana, A. (2024). Challenges And Strategies In E-Learning Adoption In Emerging Economies: A Scoping Review. *Cogent Education*, 11(1), 2400415. <https://doi.org/10.1080/2331186x.2024.2400415>
- Chikam, Muhammad Arif Mufidul, And M. S. I. Sulis Rokhmawanto. Implementasi Manajemen Pendidikan Multikultural Dalam Membentuk Sikap Toleransi Positif Di Smp Negeri 21 Purworejo. Diss. Institut Agama Islam Nahdlatul Ulama (Iainu) Kebumen, 2021. <https://eprints.iainu-kebumen.ac.id/id/eprint/264/>
- Dabamona, S. A., Cater, C., Cave, J., & Low, T. (2021). Cultural Identity Through An Educational School Trip: Voices Of Native Papuan Students. *Tourism Management Perspectives*, 38, 100807. <https://doi.org/10.1016/J.Tmp.2021.100807>
- Handayani, Aisya Putri, Et Al. "Hilangnya Budaya Lokal Di Era Modern Dan Upaya Pelestariannya Dalam Perspektif Pancasila." *Dewantara: Jurnal Pendidikan Sosial Humaniora* 3.4 (2024): 178-188. <https://doi.org/10.30640/Dewantara.V3i4.3452>
- Harefa, Darmawan, Et Al. *Perspektif Psikologi Pendidikan Kearifan Lokal Nusantara*. Cv Jejak (Jejak Publisher), 2024.
- Hasan, Z., Pradhana, R. F., Andika, A. P., & Al Jabbar, M. R. D. (2024). Pengaruh Globalisasi Terhadap Eksistensi Identitas Budaya Lokal Dan Pancasila. *Jurnal Ilmiah Mahasiswa*, 2(1), 73-82. <https://doi.org/10.62775/Edukasia.V5i1.1139>
- Iksal, I., Hayani, R. A., & Aslan, A. (2024). Strengthening Character Education As A Response To The Challenges Of The Times. *Indonesian Journal Of Education (Injoe)*, 4(3), 761-774. <https://injoe.org/index.php/injoe/article/view/116>
- Jeon, J. O., Masunah, J., & Karyono, T. (2024). Media Art Community Festival Based On Local Culture In Indonesia: An Ethno-Pedagogy Perspective. *Journal Of Urban Culture Research*, 28. <https://doi.org/10.14456/Jucr.2024.12>
- Juliani, A., Karmilasari, K., Agustiani, T., Mulyanah, D., & Windiyani, T. (2024). Implementasi Pembelajaran Berbasis Budaya Terhadap Karakter Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Dasar*, 15(1), 144-169. [Doi: Doi.Org/10.21009/Jpd.Xxx](https://doi.org/10.21009/Jpd.Xxx)
- Khomsinnudin, Khomsinnudin, Et Al. "Modernitas Dan Lokalitas: Membangun Pendidikan Islam Berkelanjutan." *Journal Of Education Research* 5.4 (2024): 4418-4428. <https://doi.org/10.37985/Jer.V5i4.1523>
- Kresnawaty, A., Yusuf, Y., Dahlan, R., & Siswadi, A. (2024). Implementation Of P5 Project In Paud: Curriculum Innovation And Assessment System For Character Education. *Ijobba: International Journal Of Bunga Bangsa Cirebon*, 3(2), 279-290.
- Mardianti, Artika. "Pengembangan Kurikulum Pendidikan Agama Islam Berbasis Nilai-Nilai Kearifan Lokal Di Era Digital." *Studentjournal. Iaincurup. Ac. Id* (2024). <https://studentjournal.iaincurup.ac.id/index.php/Guau/article/view/1302>
- Mohanty, A., Alam, A., & Mohanty, A. (2024). Education For Sustainable Development (Esd) And Global Citizenship For India. *Journal Of Education For Sustainable Development Studies*, 1(2), 134-159. <https://doi.org/10.70232/Jesds.V1i2.17>
- Pathomchaiwat, L., & Thongrin, S. (2024). Preparing Efl Pre-Service English Teachers: Challenges And Solutions For Integrating Local And Global Reading Materials. *Learn Journal: Language Education And Acquisition Research Network*, 17(2), 562-598. <https://doi.org/10.70730/Yurm2481>
- Prasetyo, I., Suryono, Y., & Gupta, S. (2021). The 21st Century Life Skills-Based Education Implementation At The Non-Formal Education Institution. *Journal Of Nonformal Education*, 7(1), 1-7. <https://doi.org/10.15294/Jne.V7i1.26385>
- Putri, Arizkylia Yoka. "Analisis Desain Pembelajaran Sekolah Dasar Berbasis Kearifan Lokal Di

- Kampung Bebek Kabupaten Sidoarjo." Pendas: Jurnal Ilmiah Pendidikan Dasar 9.2 (2024): 3201-3217. <https://doi.org/10.23969/Jp.V9i2.13751>
- Rahim, Abdurrachman, Et Al. "Pelatihan Pembuatan Alat Peraga Pembelajaran Berbasis Kearifan Lokal Di Kabupaten Jeneponto." Jurnal Pengabdian Kepada Masyarakat (Mediteg) 9.2 (2024): 63-74. <https://doi.org/10.34128/Mediteg.V9i2.280>
- Ramdan, Ahmad Yasar, And Puji Yanti Fauziah. "Peran Orang Tua Dan Guru Dalam Mengembangkan Nilai-Nilai Karakter Anak Usia Sekolah Dasar." Jurnal Pendidikan Dasar Dan Pembelajaran 9.2 (2019): 100. <https://core.ac.uk/download/pdf/276545391.pdf>
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Integrating Local Cultural Values Into Early Childhood Education To Promote Character Building. *International Journal Of Learning, Teaching And Educational Research*, 23(7), 84-101. <https://doi.org/10.26803/Ijter.23.7.5>
- Shinta, Jeessica, And Meyniar Albina. "Pendidikan Multikulturalisme Untuk Mewujudkan Harmoni Sosial." Adidaya: Aplikasi Pendidikan Dan Sosial Budaya 1.3 (2024): 81-86. <https://doi.org/10.58466/Adidaya.V1i3.1724>
- Suri, D., & Chandra, D. (2021). Teacher's Strategy For Implementing Multiculturalism Education Based On Local Cultural Values And Character Building For Early Childhood Education. *Journal Of Ethnic And Cultural Studies*, 8(4), 271-285. <https://www.jstor.org/stable/48710104>
- Wahyudi, A., & Edward, B. A. (2024). Implementation School Based Local Wisdom In The Learning Process In Elementary Schools. *Journal Of Basic Education Research*, 5(3), 116-125. <https://doi.org/10.37251/Jber.V5i3.1097>
- Wardiman, Ade, Wahyuddin Rauf, And Sukman Sukman. "Implementasi Kurikulum Prototipe Dalam Membentuk Kemandirian Belajar Siswa." Al-Irsyad: Journal Of Education Science 3.2 (2024): 72-87. <https://doi.org/10.58917/Aijes.V3i2.126>
- Widodo, Syukri Fathudin Ahmad, Et Al. "Implementasi Dan Dampak Pendidikan Holistik Berbasis Lingkungan Pada Siswa: Studi Kasus Di Sekolah Alam." Humanika: Kajian Ilmiah Mata Kuliah Umum 24.2 (2024): 193-204.
- Yetti, E. (2024). Pedagogical Innovation And Curricular Adaptation In Enhancing Digital Literacy: A Local Wisdom Approach For Sustainable Development In Indonesia Context. *Journal Of Open Innovation: Technology, Market, And Complexity*, 10(1), 100233. <https://doi.org/10.1016/J.Joitmc.2024.100233>
- Yusuf, Muhammad, Ali Arifin, And M. Slamet Yahya. "Tradisi Pendidikan Dan Penanaman Akhlak Di Pondok Pesantren Dalam Membangun Pendidikan Karakter Di Era Post Modern." Mumtaz: Jurnal Pendidikan Agama Islam 3.1 (2023): 001-009. <https://doi.org/10.69552/Mumtaz.V3i1.1736>
- Zhao, Y. (2022). Teaching Traditional Yao Dance In The Digital Environment: Forms Of Managing Subcultural Forms Of Cultural Capital In The Practice Of Local Creative Industries. *Technology In Society*, 69, 101943. <https://doi.org/10.1016/J.Techsoc.2022.101943>
- Zilola, A., Barchinoy, N., & Muhammad, F. (2023). The Role Of Media In Influencing Culture And Society. *Journal Of Academic Research And Trends In Educational Sciences*, 2(2), 190-197. <https://www.ijournal.uz/index.php/Jartes/Article/View/548>