

## The Effectiveness of Social Studies Learning based on Local Wisdom on Strengthening the Character of Elementary School Students

### *Efektivitas Pembelajaran IPS berbasis Kearifan Lokal terhadap Penguatan Karakter Siswa Sekolah Dasar*

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#### ABSTRACT

This study aims to analyze the effectiveness of Social Science (IPS) learning based on local wisdom in strengthening the character of elementary school students. The method used is *Systematic Literature Review* (SLR) on various relevant national researches. The results of the study show that the application of local cultural values through folklore, traditional games, and culture-based media is effective in increasing social understanding and instilling the character of mutual cooperation, responsibility, and love for the homeland. This approach makes learning more contextual and meaningful according to students' lives. However, its implementation still faces obstacles, such as limited teacher competence, lack of local teaching materials, and school policy support. Therefore, teacher training, the development of contextual learning resources, and the synergy of schools and communities in preserving cultural values are needed.

**Key words** : Social Sciences, Local Wisdom, Character Strengthening, Elementary School.

#### ABSTRAK

*Penelitian ini bertujuan menganalisis efektivitas pembelajaran Ilmu Pengetahuan Sosial (IPS) berbasis kearifan lokal dalam memperkuat karakter siswa sekolah dasar. Metode yang digunakan adalah Systematic Literature Review (SLR) terhadap berbagai penelitian nasional yang relevan. Hasil kajian menunjukkan bahwa penerapan nilai budaya lokal melalui cerita rakyat, permainan tradisional, dan media berbasis budaya efektif dalam meningkatkan pemahaman sosial serta menanamkan karakter gotong royong, tanggung jawab, dan cinta tanah air. Pendekatan ini menjadikan pembelajaran lebih kontekstual dan bermakna sesuai kehidupan siswa. Namun, pelaksanaannya masih menghadapi kendala, seperti keterbatasan kompetensi guru, minimnya bahan ajar lokal, dan dukungan kebijakan sekolah. Oleh karena itu, diperlukan pelatihan guru, pengembangan sumber belajar kontekstual, serta sinergi sekolah dan masyarakat dalam melestarikan nilai budaya.*

**Kata Kunci** : Ilmu Pengetahuan Sosial, Kearifan Lokal, Penguatan Karakter, Sekolah Dasar.

## **INRODUCTION**

Education in elementary school has an important role in shaping the character and personality of students as the next generation of the nation. One of the subjects that has great potential in strengthening character is Social Sciences (IPS). Social studies not only teaches knowledge about society and culture, but also provides opportunities to instill national values in students from an early age, such as love for the homeland, respect for state symbols, and awareness as Indonesian citizens (Mbuik et al., 2025). In Indonesia, which is rich in diverse local cultures and traditions, social studies learning based on local wisdom is the right approach to support the strengthening of the character of elementary school students.

Social studies in elementary schools has a strategic function in introducing students to the social, cultural, economic, and political realities around them (Susanto, 2014). The integration of local wisdom in social studies learning not only improves cultural understanding, but also shapes students' character as a whole (N. D. Aulia et al., 2025). This subject plays a role in developing social awareness, empathy, and responsibility as a citizen. However, in practice, social studies learning is often considered monotonous because the material presented is too general and less associated with the local context of student life (Ibrahimi & Marvida, 2025). This has an impact on the low involvement and sense of belonging of students to the content of the lesson that should touch their emotional aspects.

The urgency of this research arises from the need to integrate the values of local wisdom in social studies learning, so that students not only understand social theory in general, but also are able to recognize, appreciate, and internalize cultural values and social norms that live in their environment. Research by Hazlim et al., (2024) found that social studies learning based on local wisdom has a positive effect on the cultural awareness of elementary school students. These findings demonstrate the effectiveness of the approach in fostering an understanding of cultural and social values. However, there are still gaps in the implementation of this learning model at the elementary school level, especially related to the consistency of methods, teacher readiness, and support for the school and family environment.

The literature review confirms that the integration of local wisdom in social studies is an implementation of the Independent Curriculum, which emphasizes the importance of contextual learning, differentiation, and strengthening the profile of Pancasila students (Husni & Fajri, 2025). It also helps to know how local elements, such as cultural figures, traditional values, and local narratives, are used in learning, as well as how students respond to them. The results of the study are expected to make a practical and theoretical contribution to the development of more contextual social studies learning.

In a study by Rusmiati et al., (2023) it was explained that character strengthening has a high urgency, and social studies learning plays an important role in instilling character values. Various efforts have been made to improve the character of the nation's children, which

are slowly starting to fade from the values of Pancasila, but remain an important foothold. The success of social studies learning in strengthening character requires the active participation of teachers, parents, students, and the government. Furthermore, Wibowo & Suwarno, (2015) research shows that role playing strategies can significantly increase students' learning motivation. In the initial condition, the completeness of student learning motivation was 33.3%. After the implementation of role playing in the first cycle, completeness increased to 66.6%. Because the target has not been reached, cycle II was implemented, resulting in an increase of up to 83.3%. This shows that the use of interactive learning strategies can increase student involvement and understanding of social studies materials, especially in economic activities.

The purpose of this study is to analyze the effectiveness of social studies learning based on local wisdom in strengthening the character of elementary school students, as well as identifying supporting and inhibiting factors for the implementation of learning. The results of the research are expected to be the basis for educators and policymakers in designing curricula and learning practices that are more systematic, contextual, and oriented towards strengthening students' character. This study distinguishes itself from previous studies because it not only reviews the effectiveness of social studies based on local wisdom, but also systematically analyzes supporting factors, obstacles, and student responses at the elementary school level. While previous research has been mostly descriptive and focused on one aspect, this study offers a comprehensive thematic synthesis as a basis for the development of local culture-based learning curricula and strategies.

## **METHOD**

This study uses Systematic Literature Review (SLR) as a research design to explore and synthesize empirical findings regarding the effectiveness of integrating local wisdom in social studies learning in elementary schools. The SLR method was chosen because of its structured, transparent, and systematic nature, and allows researchers to enrich the theoretical framework through a comprehensive literature review Ismatullah, (2023). This research was compiled based on the guidelines of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Darmawan et al., 2021). The literature search process is carried out systematically through academic databases such as Google Scholar, Sinta, DOAJ, Garuda, and educational institution repositories. The focus of the search was directed at articles that discussed the effectiveness of social studies learning based on local wisdom in strengthening the character of elementary school students.

### **Stage 1. Planning and Drafting of Protocols**

At this stage, the researcher formulates specific research questions, namely:

1. To what extent is the effectiveness of social studies learning based on local wisdom in strengthening the character of elementary school students?
2. What are the factors that support and hinder the implementation of social studies

learning based on local wisdom in elementary schools?

Furthermore, an SLR protocol was prepared that included search keywords, Boolean combination strategies (AND, OR, NOT), inclusion and exclusion criteria, and quality assessment indicators for each study (Ardiansyah & Purnomo, 2025).

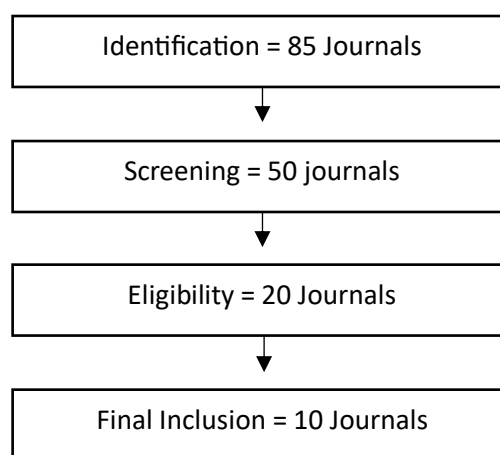
### **Stage 2. Literature Search**

The article search was conducted in the period 2018–2025 using keywords: "elementary school social studies", "local wisdom", "culture-based learning", "strengthening student character", and similar terms. From the search process, 85 articles were found from various databases. After the process of removing duplicates and initial screening based on the relevance of the title and abstract, there are 50 articles that are further reviewed. Furthermore, a full-text check and article quality assessment were carried out based on inclusion criteria (relevant, *peer-reviewed*, full text available, and according to the primary school context). The results of the final selection resulted in 20 articles that met the criteria to be analyzed in this SLR.

Of the 20 articles, there were 10 articles that showed similar findings, namely the effectiveness of integrating local wisdom in improving students' character such as social responsibility, cooperation, and love for regional culture.

The process of identifying, filtering, and selecting articles is visualized in the PRISMA flowchart, which illustrates the number of articles at each stage: identification, screening, eligibility, and final inclusion.

Figure 1. PRISMA flowchart



### **Stage 3. Quality Assessment**

Quality assessment is carried out using four main indicators, namely:

1. The relevance of the topic to the research objectives,
2. Clarity of methodology and reporting of results,
3. The credibility of the publication source (national or international indexed journal), and
4. Completeness of the recommendations of the research results.

Articles with low scores (<60%) were not included in the synthesis analysis.

#### **Stage 4. Data Extraction and Synthesis**

Articles that passed the selection were then analyzed through data extraction, including: research identity (author, year, institution), research design, variables studied, main results, constraints, and recommendations.

The analysis was carried out in a thematic narrative (Adelliani et al., 2023), by grouping findings based on three major themes, namely:

1. Strengthened character aspects (love for the homeland, social responsibility, mutual cooperation),
2. Supporting factors (teacher readiness, school support, culture-based learning media), and
3. Barriers to implementation (limited resources, resistance to curriculum changes, and lack of teacher training).

From the thematic synthesis process, it was found that the application of learning based on local wisdom consistently strengthens students' character values and increases learning involvement in the classroom, although there is variation in effectiveness between studies due to differences in the socio-cultural context of the school.

#### **Stage 5. Validation and Reporting**

To ensure the validity of the results, source triangulation was carried out by comparing the findings between different studies, as well as sensitivity analysis to check the stability of the results when a portion of the low-quality studies were excluded from the sample (Nurhayati et al., 2024).

The entire process is documented in detail so that it can be replicated by other researchers. The results report was prepared according to the PRISMA format, covering the limitations of the research as well as recommendations for further study directions.

In summary, the stages of SLR in this study include:

- (1) planning and preparation of protocols,
- (2) identification of literature,
- (3) screening of titles and abstracts,
- (4) inclusion/exclusion selection,
- (5) quality assessment,
- (6) data extraction and synthesis, and
- (7) reporting of results.

This method is expected to produce a comprehensive conceptual framework regarding the effectiveness of social studies learning based on local wisdom, character that can be strengthened, as well as supporting factors and obstacles to its implementation in elementary schools.

## RESULTS AND DISCUSSION

Social Science (IPS) learning based on local wisdom is an important innovation in creating active, contextual, and meaningful learning in elementary schools. This approach not only develops an understanding of social concepts, but also instills cultural values and noble character that are in accordance with the life of the surrounding community. Through the association of the material with local realities, it encourages students in the ability to think critically, collaborate, and appreciate cultural diversity. Teachers have a central role in designing learning activities that are relevant, interesting, and oriented towards character formation such as responsibility, mutual cooperation, and social concern.

The results of the study from various studies in this article are articles that are analyzed and summarized from articles related to Social Studies Learning Based on Local Local Wisdom on Strengthening the Character of Elementary School Students.

Table. 1 Results of the literature review

| Article Title   | Author, Year of Publication | Result  |
|---|-----------------------------|---|
| Nilai-Nilai Kearifan Lokal Rumah Bongkar Pasang Dari Desa Tanjung Batu Seberang Sebagai Sumber Pembelajaran IPS | Rahman et al., (2024)       | The effectiveness of learning depends on the creativity of teachers in associating local culture with learning activities, so that they are able to instill character values. |
| Analisis Kurikulum IPS Berbasis Kearifan Lokal SD Inpres Sidanga Halmahera Tengah.                              | (Ibnu, 2025)                | The implementation is already underway, but it is not optimal due to the limitations of teaching materials and teacher training.  |
| Dampak Pembelajaran IPS Berbasis Kearifan Lokal Terhadap Identitas Sosial Siswa                                 | Azmi & Zainil, (2025)       | A culture-based cooperative approach promotes social understanding and character building.  |
| Pengembangan sumber belajar IPS berbasis kearifan lokal sistem subak dalam                                      | Sriyanti & Sriartha, (2019) | Contextual learning reinforces cultural identity and student learning outcomes.   |

|   |                           |   |
|---|---------------------------|---|
| membangun nilai karakter siswa.   |                           |   |
| Efektivitas pemberian penguatan berkearifan lokal terhadap motivasi belajar Ilmu Pengetahuan Sosial (IPS) Siswa dikelas III SD Islam Datok Sulaiman Bagian Putri Palopo | Darnia, (2019)            | Local culture-based models increase students' motivation and learning responsibilities such as mutual cooperation and deliberation.   |
| Penguatan Pendidikan karakter melalui pembelajaran IPS berbasis kearifan lokal di Lampung   | Karsiwan et al., (2023)   | The integration of local content strengthens character values and makes learning more meaningful.   |
| Pengembangan bahan ajar berbasis kearifan local Kampung Nambangan sebagai sumber Pendidikan karakter siswa pada pembelajaran IPS di SD                                  | Haerunnisa et al., (2020) | The integration of cultural values is still limited by a lack of teacher guidance and training.   |
| Efektivitas penggunaan bahan ajar buku bergambar berbasis budaya local dalam pembelajaran IPS di Sekolah Dasar  | Asnimawati et al., (2025) | Local visual media increases students' interest in learning and understanding. However, some teachers consider that parental involvement is needed in instilling character. |
| Pengembangan bahan ajar IPS berbasis kearifan local untuk Sekolah Dasar   | Sahera et al., (2025)     | Culture-based teaching materials encourage students to think critically and understand social values.   |

atau Madrasah  
Ibtidaiyah

Pembelajaran IPS Anjarwati & Hidayat, Folklore effectively instills character  
berbasis cerita rakyat (2025) values through interactive and  
Asal Usul Desa contextual activities.  
Sokaraja untuk  
menanamkan karakter  
pada siswa

The results of the study show that social studies learning based on local wisdom makes a significant contribution to the formation of students' character as a whole. Aulia et al., (2024) emphasized that the application of habituation and exemplary activities, such as congregational prayer and halaqah, is able to foster moral, spiritual, and social values in students. These findings are in line with the concept of *the Pancasila Student Profile and Rahmatan Lil 'Alamīn* which emphasizes the importance of balancing human values, justice, compassion, and harmony between humans and nature (Cahyanto et al., 2024). In addition, Susanti et al., (2025) prove that the use of interactive visual media such as *flash cards* can increase conceptual understanding and foster students' appreciation of local culture. Based on these results, the effectiveness of social studies learning is highly determined by contextual strategies and media, both through character habituation and the use of culture-based media.

Previous research by Azmi & Zainil, (2025); Rahman et al., (2024); Sriyanti & Sriartha, (2019) revealed that integrating local cultural values in the learning process is able to strengthen the cultural identity, morality, and social character of students, so that it is able to add character values. Teachers who are creative in associating regional cultural values with learning activities are considered successful in fostering a sense of pride in their own culture while increasing student participation. This finding is also strengthened by Asnimawati et al., (2025); Sahera et al., (2025) who stated that teaching materials based on local culture play an important role in developing critical thinking skills and instilling social values such as mutual cooperation and social responsibility, as well as the need for parental wars in instilling students' character. However, other research Haerunnisa et al., (2020); Ibnu, (2025) found that the application of social studies learning based on local wisdom still faces various obstacles. These challenges include the limitation of relevant teaching materials, the lack of teacher training in the field of ethnopedagogy, the lack of supporting facilities, and the weak support of school policies and the national curriculum. These obstacles show that the implementation of learning based on local wisdom has not run optimally and still requires systemic support so that it can be applied evenly, especially in 3T areas (frontier, remote, and disadvantaged).

In addition to policy and facility factors, the role of teachers and the community is also an important aspect in the successful implementation of this learning. Teachers play the role of facilitators who connect learning concepts with the cultural context in the student environment, while the community acts as a source of learning through traditions, rituals, and social activities that live around students Anjarwati & Hidayat, (2025); Karsiwan et al., (2023) This collaboration between teachers and the community makes learning more authentic, because students not only learn about culture as knowledge, but also experience it directly as part of their social life.

Theoretically, the findings reinforce some of the foundations of modern education. The constructivist theories of Piaget and Vygotsky in Lutz & Huitt, (2004) also support the view that learning will be meaningful if students actively build their knowledge through social and cultural experiences (Suryana et al., 2022). Banks' theory of multicultural education emphasizes the need to instill tolerance and respect for cultural diversity. All of these theories show a strong relevance between social studies learning based on local wisdom and the development of religious, social, and diversity characters Taneo et al., (2025).

Practically, the successful implementation of social studies learning based on local wisdom is highly dependent on the synergy between teachers, the community, and education policies. Support in the form of continuous training for teachers, provision of contextual local learning resources, and adaptive curriculum policies are needed so that regional cultural values can be systematically integrated. Thus, social studies learning not only functions to transfer knowledge, but also becomes a means of forming a complete character including spiritual, social, and national values as well as human values.

## **CONCLUSION**

A study of 10 national articles shows that social studies learning based on local wisdom in elementary schools is able to strengthen students' character and social understanding. The integration of local culture through folklore, traditional games, cultural projects, and contextual teaching media fosters the values of mutual cooperation, responsibility, honesty, social concern, and love for the homeland. Community involvement also deepens the cultivation of character values. However, its implementation is still constrained by the limited number of teachers, lack of ethnopedagogical training, local teaching materials, and policy support. Therefore, teachers need continuous training, schools need to strengthen collaboration with the community, and the government needs to support local culture-based policies. Further research is suggested to highlight the effectiveness of culture-based learning in the long term, especially in character building in multicultural societies and remote areas. It is also important to develop a more in-depth study of holistic character evaluation so that social studies learning is not only oriented to academic results, but also to the formation of personality and national values.

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