

Integration of Local Wisdom Values in Social Studies Learning to Strengthen the Character of Junior High School Students

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Abstract: This study aims to analyze the contribution of the integration of local wisdom values in learning Social Studies (IPS) towards strengthening the character of Junior High School (SMP) students. In the midst of globalization and rapid technological development, local cultural values are often marginalized, even though they contain great potential in the formation of national character and identity. Through a Systematic Literature Review (SLR) approach with thematic analysis of various studies from 2017-2025, this study found that the integration of local wisdom in social studies learning is able to instill values of mutual cooperation, tolerance, responsibility, and love for the country. The strategies used include contextual learning, local culture-based projects, and the development of teaching media relevant to the lives of surrounding communities. The role of the teacher is a key factor in internalizing these values through exemplary, collaboration with the community, and the application of the principles of the Pancasila Student Profile. The results also show that local wisdom-based learning increases student engagement, strengthens cultural identity, and encourages the formation of strong social and moral character. Thus, the integration of local cultural values in social studies learning not only functions as cultural preservation, but also as an effective strategy in shaping a young generation with character, noble character, and global competitiveness.

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Introduction

Education is a strategic tool in shaping the character and personality of the younger generation to be able to face global challenges without losing the nation's identity (Lickona, 2013). In the midst of globalization and rapid technological development, local socio-cultural values are often marginalized (Suryana, 2019; Tilaar, 2012). In fact, local wisdom is a source of moral and ethical values that can be used as a basis in the character education of students, especially in learning Social Studies (IPS) in Junior High School (SMP). Social studies learning has an important role in shaping students to become citizens who are knowledgeable, empathetic, and have high social responsibility (Priyanto, 2022).

Local wisdom as a result of people's collective experience in dealing with social life and the surrounding environment holds noble values such as mutual cooperation, tolerance, hard work, and responsibility. These values are in line with the objectives of national education as well as strengthening character within the framework of the Pancasila Student Profile, namely faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical reasoning; and creativity (Adha, 2022). Therefore, the integration of local wisdom values into social studies learning is a strategic step in instilling strong character while strengthening students' cultural identity.

Syafiq (2022) asserts that social studies learning can be used as a vehicle to internalize the value of local traditions, such as the Bengkalis Malay Bara'an tradition, which contains the spirit of togetherness and mutual cooperation. The tradition, when integrated into learning, is able to strengthen the attitude of social solidarity and a sense of belonging to regional culture. The same thing was also found by Karim (2024) in their research on Bugis local wisdom values in learning Islamic Religious Education in junior high school. They asserted that local wisdom values can be an effective means to foster religious, disciplined, and responsible characters in students.

The integration of local wisdom values in character education not only enriches learning materials, but also helps students understand the surrounding socio-cultural context. According to Majid (2025), integrating local cultural values into character education is a holistic effort to create students who are not only academically intelligent, but also have high social and moral awareness. Through this approach, social studies learning can become more meaningful because students learn through social experiences that are close to their daily lives.

In the context of secondary school education, teachers have a central role in implementing the integration of local wisdom values. Teachers are not only conveyors of knowledge, but also facilitators and role models in instilling character values (Adha, 2021). As driving teachers, they are expected to be able to foster the values of the Pancasila Student Profile through contextual, collaborative, and reflective learning strategies (Hasanah et al., 2022). Teachers who understand the potential of local culture can design relevant learning, for example through local wisdom-based projects or social discussions that emphasize the value of togetherness and social responsibility.

In practice, the integration of local wisdom values still faces various challenges. One of them is the dominance of the modern education paradigm that tends to ignore the local cultural context (Ayuningtyas, 2024). Many teachers do not have a deep understanding of how to adapt local cultural values into the social studies curriculum. In addition, the use of learning resources that are less contextualized is also an obstacle in meaningful learning (Bei, 2023).

Local culture-based character education is in line with the views of Yasin (2019) who emphasizes the importance of learning models based on local wisdom to improve students' social attitudes. The model encourages students to understand social values such as mutual cooperation, tolerance, and care for the environment through contextual learning. Ayuningtyas (2024) also added that the application of local wisdom in learning can strengthen the resilient character of students, because they learn to face social challenges based on cultural values.

In addition, the integration of local cultural values can also strengthen students' national identity. Wijayanti (2025) showed that Kagaluhan values-based education can strengthen students' cultural identity and national pride. This is important considering that

today's young generation tends to experience an identity crisis due to the influence of global culture. In this context, social studies learning becomes a strategic vehicle to build students' historical, social and cultural awareness (Pujati, 2018).

The role of the school and community environment is no less important. According to Adha (2021), children's character development cannot only be done at school, but requires synergy with parents and the social environment. Schools that are able to collaborate with local communities can expand students' learning space in understanding regional cultural values. Wahyudi (2025) emphasized the importance of the teacher's role in creating a safe, inclusive and characterful school environment to prevent negative behaviors such as bullying. Local wisdom values such as empathy, mutual respect and social responsibility can be the basis for creating a positive learning environment.

Furthermore, Umurohmi (2025) highlights the importance of creative 21st century school management strategies to support meaningful learning. Project-based learning that utilizes local culture can be an innovative solution in strengthening student character as well as increasing school competitiveness (Wahyudi, 2025). Through this approach, education not only transfers knowledge, but also shapes learners' personality and social identity.

The integration of local wisdom in social studies learning is also in line with the policy direction of the Pancasila Student Profile Strengthening Project (P5) stipulated in the Merdeka Curriculum. Pujati (2025) emphasizes that P5 can be an effective forum in instilling the character values of environmental love, mutual cooperation, and social responsibility through culture-based activities. Thus, social studies learning not only emphasizes the cognitive aspects, but also the affective and psychomotor aspects of students.

In addition, the integration of local cultural values in social studies is able to develop critical thinking skills and social awareness. Bei (2023) showed that the development of local wisdom-based social studies learning tools can improve critical thinking skills and strengthen the character of junior high school students. Students not only learn about social concepts theoretically, but also understand their application in real life in the community.

These studies show that the integration of local wisdom values in social studies learning has a positive impact on strengthening student character. Values such as mutual cooperation, responsibility, and tolerance can be internalized through contextual and participatory learning activities. Thus, education is not only oriented towards academic achievement, but also the moral and social formation of students to become citizens with character and culture. Conceptually, the integration of local wisdom in social studies learning also supports the humanistic education paradigm, which places students as active subjects in the learning process. This is in accordance with Miswar's (2021) view that education should focus on the formation of students' Islamic personality and morals from an early age. By linking local cultural values that are full of ethical meaning, students can learn to become individuals with integrity, respect differences, and have a high sense of social responsibility.

Apart from the pedagogical aspect, research by Nugraheni (2017) also shows that school factors and psychological environment greatly affect student learning outcomes. Therefore, the integration of local wisdom in social studies learning not only plays a role in strengthening character, but can also improve students' motivation and learning outcomes because learning becomes more relevant to their daily lives. Thus, this research confirms the importance of integrating local wisdom values in social studies learning in junior high schools. Local wisdom-based learning is not only a means of cultural preservation, but also an effective instrument in shaping the character of students who have noble character, critical thinking, and high social awareness. In the context of multicultural Indonesian education, this

approach is key to preparing a young generation with strong character, love for the nation's culture, and ready to face global dynamics. This study aims to analyze the influence or contribution of the integration of local wisdom values on strengthening the character of junior high school students.

Research Method

This research uses the Systematic Literature Review (SLR) method with a descriptive qualitative approach. This method was chosen because the research was not conducted through field data collection, but by systematically reviewing, selecting, and analyzing various previous research results related to the integration of local wisdom values in social studies learning for strengthening the character of junior high school students. This approach allows researchers to obtain a comprehensive picture of the patterns, strategies, and impacts of the integration of local cultural values on character education in schools.

The data sources in this study come from scientific articles, national and international journals, proceedings, and research reports or theses published between 2017 and 2025. This time span was chosen so that the study results cover the latest developments, including the implementation of Merdeka Curriculum and the Pancasila Student Profile Strengthening Project (P5). The literature criteria used in this review include articles that discuss character education, local wisdom, and social studies learning at the primary and secondary school levels. Articles that were not relevant to the theme or did not contain elements of local culture were excluded from the analysis.

The data collection process was conducted through several stages that refer to the PRISMA model (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). The first stage was identification, which involved searching for articles through various databases such as Google Scholar, DOAJ, Garuda Ristekbrin, and ResearchGate using keywords such as "local wisdom," "social studies learning," and "character education." The next stage was screening, where articles were selected based on the title and abstract to ensure their suitability to the research topic. This was followed by the eligibility stage, which involved reading the full text of the pre-selected articles to assess their quality and relevance. Articles that met all the inclusion criteria then entered the inclusion stage, which is the final list of literature analyzed.

Data collected from various sources were then analyzed using semantic thematic analysis as developed by Braun and Clarke (2006). This analysis was conducted by reading all articles carefully, identifying the main themes, and interpreting the meaning contained in the results of previous research. Some of the themes that emerged include the form and strategy of integration of local wisdom values in social studies learning, the role of teachers in strengthening character, the impact on students' social behavior, and the challenges of implementation in schools. All of these themes were then synthesized to find a conceptual relationship between local culture-based social studies learning and student character building.

To maintain the validity of the data, this research applies the principles of credibility and transparency, including by listing the articles used, compiling a synthesis table of the study results, and validating the results of the analysis through discussions with supervisors or social studies education experts. With this approach, the research is expected to provide a more comprehensive understanding of how local wisdom values can be integrated in social studies learning to strengthen student character in junior high schools.

Result

The results of the literature analysis are presented below:

No	Author & year	Focus/Local Wisdom	Research Methods	Findings/Contribution to Character Strengthening
1	Pernantah, P. S., Rizka, M., Ibrahim, B., & Syafiq, A. (2022)	Bengkalis Malay Bara'an Tradition	Qualitative study, observation & interview	The integration of the value of Bara'an tradition in social studies learning is able to instill discipline, responsibility, and a sense of family in junior high school students.
2	Efendy, R., Istiqamal, I., & Karim, A. R. (2024)	Bugis local values	Qualitative study, document analysis & interviews	Bugis values such as helping and courtesy strengthen students' religious and social characters in learning Islamic Religious Education.
3	Sabir, R. I., Ulfa, A. Y., Imran, A., & Majid, A. (2025)	Local wisdom in general	Literature review	Integration of local values in character education can shape students' honesty, responsibility and social care at school..
4	Widodo, J., & Priyanto, A. S. (2022)	Local values of Sidoarjo people	Qualitative study	Local values such as gotong royong and politeness are used in social studies learning to foster disciplined, caring, and critical characters..
5	Parera, H. R., Wati, F., & Bei, M. E. R. (2023)	Development of local wisdom-based social studies learning tools	R&D (Research & Development)	Local value-based social studies learning tools can improve critical thinking and resilient character of junior high school students.
6	Wijayanti, Y. (2025)	Failure Rate	Qualitative study	Kagaluhan value-based history education strengthens students' cultural identity and patriotism.

The results of various studies show that the integration of local wisdom values in social studies learning is done through various contextual and participatory learning strategies. According to Pernantah, Rizka, Ibrahim, and Syafiq (2022), social studies teachers can integrate the values of local traditions such as Bara'an Melayu Bengkalis into subject matter related to community social life. The tradition contains values of mutual cooperation, solidarity, and togetherness that can be used as concrete examples when discussing the theme of social interaction or cooperation in society. Through discussion activities and projects based on local traditions, students not only understand social concepts, but also internalize local cultural values in their daily behavior.

Meanwhile, Efendy, Istiqamal, and Karim (2024) found that in the Bugis community, teachers utilize local wisdom values such as sipakatau (mutual respect), sipakainge (mutual reminder), and sipakalebbe (mutual respect) in the learning process. These values are adapted into learning activities that foster respect, responsibility and discipline. This strategy is in line with the views of Sabir, Ulfa, Imran and Majid (2025) who state that local wisdom-based

education is able to instill moral values and character in students naturally because it departs from the social experiences they are familiar with.

In addition, Widodo and Priyanto (2022) emphasized the importance of developing local culture-based teaching media and materials. They found that social studies learning in junior high schools in Sidoarjo Regency became more interesting and meaningful when teachers linked social materials to the customs, language and traditions of the local community. Such learning not only strengthens understanding of social concepts but also increases students' pride in their cultural identity. This integration strategy also proved effective in increasing student engagement and deepening understanding of social values.

Teachers have a central role in ensuring the successful integration of local wisdom into social studies learning. As facilitators, teachers are required to be creative in designing contextual and meaningful learning. According to Hasanah, Adha, and Mentari (2022), the driving teacher should be able to apply the principle of Pancasila Student Profile by linking the values of Pancasila and local culture in learning activities. Teachers not only teach the material, but also become role models in applying the values of mutual cooperation, tolerance, and responsibility.

Adha and Ulpa (2021) also emphasized that collaboration between teachers and parents is essential in developing children's character. Local wisdom values can be strengthened through consistent school and family activities, such as cultural activities, school gotong royong, or social service projects. This shows that culture-based character building is not only the responsibility of schools, but also part of an educational ecosystem that involves the community. In addition, research by Murfiah and Ayuningtyas (2024) shows that teachers who understand the local cultural context are better able to create resilient learning. Local values applied in social studies, such as patience, perseverance, and social care, make students more resilient in facing social challenges in their environment. Teachers can also link these cultural values to 21st century competencies such as cooperation, empathy and social problem solving.

Discussion

In general, the results show that local wisdom-based social studies learning has a positive impact on student character building. Sabir et al. (2025) in their literature review concluded that local wisdom is an effective means to strengthen moral character such as honesty, discipline, and social responsibility. These values form students who are not only cognitively intelligent, but also ethical and empathetic towards others. Research by Parera, Wati, and Bei (2023) supports these findings by showing that social studies learning that utilizes local cultural project-based learning models can improve critical thinking skills while fostering social character. When students are involved in projects that promote local cultural values, they learn to work together, appreciate differences, and take responsibility for group results. These results are in line with the objectives of the Pancasila Student Profile Strengthening Project (P5) which emphasizes the character of gotong royong and global diversity (Yudianita & Pujiati, 2025).

In addition to social character, social studies learning based on local wisdom also strengthens the cultural identity of students. Wijayanti (2025) showed that the use of Kagaluhan values in history and social studies learning can increase pride in one's own culture. Students who understand local cultural values tend to have a higher sense of

patriotism and national awareness. This is important to face the challenges of globalization that can erode national identity if not balanced with education based on cultural values.

Despite its many benefits, the integration of local wisdom values in social studies learning also faces a number of challenges. According to Uge, Neolaka and Yasin (2019), the main obstacle lies in teachers' limited understanding of local cultural values. Many teachers have not been trained to systematically adapt local culture into the curriculum. In addition, the available social studies teaching materials are generally still national in nature and do not reflect the socio-cultural context of the region. Murfiah and Ayuningtyas (2024) also noted that limited learning resources and lack of school policy support can be obstacles in implementing local wisdom-based learning. Therefore, training and policy support are needed to encourage teachers to innovate in integrating local culture into learning. Schools also need to collaborate with communities and traditional leaders to make learning more authentic and contextualized. Character education theory emphasizes the importance of moral, social, and ethical value formation through formal and informal education. Lickona (1991) explains that character education is a systematic effort to form positive habits of thinking, behaving, and acting in students. The integration of local wisdom values in social studies learning can be used as a character education strategy because these values contain norms and principles of life that are relevant to student development. For example, the Malay Bara'an tradition in Bengkalis emphasizes discipline, responsibility, and a sense of family (Pernantah et al., 2022), while Bugis values emphasize courtesy and mutual cooperation (Efendy, Istiqamal, & Karim, 2024). Thus, learning that refers to character education is able to shape students' ethical and responsible behavior.

Local wisdom is knowledge, values and norms that develop in a society and are passed down from generation to generation (Geertz, 1973; UNESCO, 2002). These values serve as guidelines in social life and interactions between individuals. In the context of social studies education, local wisdom values can be used as a source of learning materials that are relevant to students' daily experiences. Research by Sabir et al. (2025) shows that the integration of local values in character education in schools can shape students' honesty, responsibility, and social care. Similarly, Widodo & Priyanto (2022) emphasized that the value of gotong royong and politeness of the Sidoarjo community applied in social studies learning strengthens the discipline, caring and critical character of students.

Contextual learning theory emphasizes the importance of the connection between subject matter and the real context in students' lives (Johnson, 2002; Joyce & Weil, 2000). The integration of local wisdom values in social studies is an implementation of CTL, because students learn through real experiences that exist in their social and cultural environment. Parera, Wati, & Bei (2023) showed that local value-based social studies learning tools improve critical thinking and resilient character of junior high school students. Likewise, Murfiah & Ayuningtyas (2024) confirmed that social studies learning that uses local values helps students understand their role in the community and develop resilient character.

According to Berger & Luckmann (1966), individuals form identities and behavioral norms through the socialization process in the social and cultural environment. Social studies learning that integrates local values acts as a means of cultural socialization, so that the character and identity of students are formed in accordance with the prevailing values in society. Wijayanti (2025) asserts that Kagaluhan value-based history education strengthens students' cultural identity and patriotism. In other words, strengthening character through

local wisdom not only shapes morals and ethics, but also instills a strong social and cultural identity in students.

Conclusion

The implication of the results of this study is the need for a local wisdom-based social studies learning model that is systematic and in accordance with the principles of the Merdeka Curriculum. The model must emphasize the balance between the cognitive, affective, and psychomotor aspects of students. That way, social studies learning not only transfers social knowledge, but also fosters attitudes, values, and characters rooted in the nation's culture. From the overall results of the study, it can be concluded that the integration of local wisdom values in social studies learning has a significant contribution to strengthening the character of junior high school students. Local values such as mutual cooperation, tolerance, and responsibility are proven to be effectively internalized through project-based learning strategies, social discussions, and school cultural activities. The role of teachers is a key factor in the success of this integration, while curriculum support and school policies strengthen its implementation. Thus, the results of this study confirm that local wisdom-based social studies learning is not only a means of cultural preservation, but also a strong foundation in the formation of the character of the younger generation who have national identity, noble character, and are able to adapt to global challenges.

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