



Integrating Local Wisdom Values into Educational Management: A Literature Review on Character Development Aspects

Ni Putu Dwi Sucita Dartini¹, Andika Syahputra², Laxmi Zahara³, Agus Wijaksono⁴,
Mikaus Gombo⁵

¹ Sport Education Department, Universitas Pendidikan Ganesha, Singaraja, Indonesia

² Titian Teras H. Abdurrahman Sayoeti School, Jambi, Indonesia

³ Natural Science Education Departement, Universitas Hamzanwadi, Lombok, Indonesia

⁴ Primary Teacher Education Departement, Universitas Bakti Indonesia, Banyuwangi, Indonesia

⁵ Management Departmenet, Universitas Baliem Papua, Wamena, Indonesia

Corresponding E-mail: sucita.dartini@undiksha.ac.id

ABSTRACT

This study systematically examines the integration of local wisdom into educational management with a focus on character education. Employing a Systematic Literature Review (SLR) approach guided by the PRISMA method, relevant articles were identified through Google Scholar using the keyword "Inclusive Education," targeting publications from 2022 to 2025. The review prioritized articles from nationally accredited journals (minimum Sinta 3) and reputable international journals. After a rigorous screening process, twenty articles were selected for detailed analysis. The findings reveal that local wisdom values play a pivotal role in shaping student character, particularly in responding to globalization challenges and preserving national cultural identity. Key values such as honesty, mutual cooperation (gotong royong), responsibility, empathy, tolerance, and discipline are effectively fostered through the incorporation of local culture into curricula and school activities. Effective approaches include the development of locally grounded curricula, contextualized learning practices, and community-involved student management. Moreover, sustained collaboration among schools, communities, and government entities is crucial to reinforcing character education rooted in local wisdom.

Keywords: Local Wisdom: Values; Education: Character

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2025 by Authors. Published by Doctorate Program of Educational Science,
Universitas Pendidikan Ganesha.



1. INTRODUCTION

The integration of local wisdom values into education has become a significant focus in contemporary educational research. Traditional values embedded within local wisdom can enrich the curriculum by offering culturally and socially relevant approaches that align with the community context. Local wisdom serves as a guide for life, shaping personality, influencing behavior, and developing potential, while also acting as a moral compass to ensure that students are educated holistically in terms of knowledge, skills, and attitudes (Kusuma, 2018; Endayani, 2023). Education grounded in local wisdom has been proven effective in shaping cultural identity, instilling character values, and preparing younger generations to face the pressures of globalization through traditional values that function as a life philosophy (Hidayah et al., 2019; Faiz & Soleh, 2021; Sanjaya et al., 2024).

As an integral component of character education, local wisdom can transmit essential values such as cooperation (*gotong royong*), harmony, and respect for nature. The implementation of education based on local wisdom is expected to foster a system that cultivates human resources who are courteous, responsible, resilient, and competitive in the global era (Priyatna, 2016; Wulandari et al., 2024). Through this educational model, students not only acquire academic knowledge but also learn to live in harmony with their social and natural environment. Education based on local wisdom can be understood as an approach that applies principles and methods of character development through an integrated school curriculum, reinforced by teachers to foster students' connection to their local environment and cultural heritage (Suyitno, 2012; Rachmadyanti, 2017). Therefore, culturally grounded education can strengthen students' moral and character dimensions, while creating a more harmonious educational climate. Its implementation also contributes to the development of a culturally relevant education system that produces high-quality, morally grounded, and globally competitive individuals (Istiawati, 2016).

The significance of integrating local wisdom values in education cannot be separated from the fundamental goals of education itself not merely to develop cognitive skills but also to shape individuals of noble

character. Local wisdom has strategic importance in preserving cultural diversity and ensuring that local values are not marginalized by modernization. In addition to enriching cultural heritage, local wisdom also serves as a unifying force in navigating societal differences (Raharja et al., 2022). As such, education based on local wisdom is considered a powerful solution for reinforcing students' character amid the homogenizing pressures of globalization that often neglect local cultural values. As time progresses, local wisdom embedded in education functions as a counterbalance to foreign influences that may negatively affect local culture. Rosala (2016) affirms that the local wisdom reflected in the Indonesian civilization can be understood as a source of philosophical, aesthetic, exemplary, and life-guiding values that play a strategic role in education, particularly in strengthening national resilience.

The exploration and preservation of elements of local wisdom, including traditions, social institutions, norms, and customs with functional value, are strategic efforts to support effective educational processes (Fajarini, 2014). In its application, it is crucial to ensure that the local wisdom values integrated into education are not merely symbolic but have a tangible impact on students' character development. In this way, education rooted in local wisdom reinforces Pancasila values in students' behavior. Integrating these values in school education strengthens students' understanding of Pancasila's principles and contributes positively to character formation and national identity. Sanjaya et al. (2024) also note that the integration of local wisdom values is a key element in character development that aligns with the fundamental principles of Pancasila.

The development of a local wisdom-based curriculum requires a comprehensive approach and collaboration among local communities, teachers, and government authorities to ensure cultural values are effectively and relevantly incorporated into the education system. It is undeniable, however, that implementing such integration poses challenges, including resistance to change, misalignment with global demands, and the dominance of foreign cultures (Andini & Sirozi, 2024). To address these challenges, concerted efforts are needed, such as broader dissemination of local wisdom, active community involvement, teacher training in cultural integration, and the strengthening of local institutions as key supporters of local wisdom-based education. School-community partnerships remain underutilized, despite the fact that involving cultural leaders and community members in the educational process can offer authentic experiences that highlight the importance of preserving local culture. This aligns with the findings of Wulandari et al. (2024), who emphasize that community participation can enrich and strengthen learning processes based on local wisdom.

Local wisdom values play a critical role in strengthening character education. Therefore, this study aims to provide deeper insight into the role of these values in shaping students' character. Using a Systematic Literature Review (SLR) approach, the study seeks to identify forms of local wisdom integration in education that support character development. The results of this review are expected not only to enrich academic discourse but also to contribute practically to educational policy development and to enhancing teacher capacity in implementation. By presenting a systematic synthesis of the findings, this article is intended to serve as a reference for optimizing the integration of local wisdom in education across Indonesia.

2. METHODS

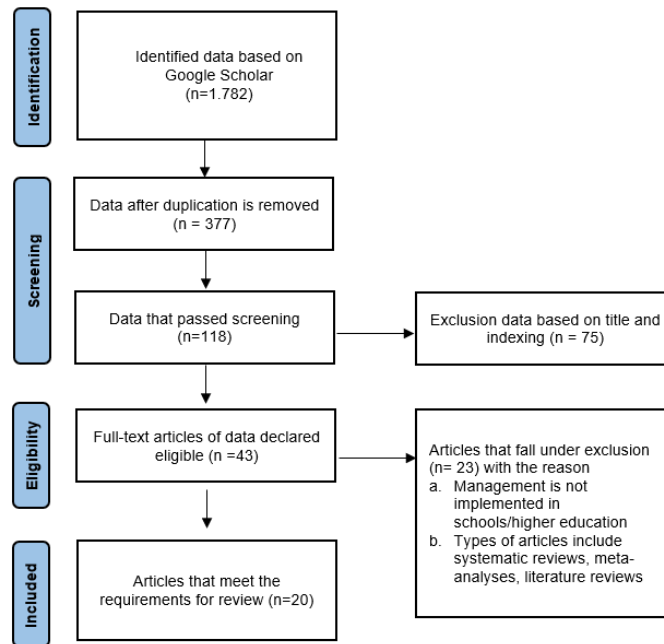
The method employed in this study follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework. Article searches were conducted using Google Scholar with the keywords "management education" and "local wisdom." The search was restricted to publications from 2020 to 2025, focusing specifically on articles published in nationally accredited journals (at least Sinta 3) and reputable international journals. The review process comprised multiple stages, beginning with data identification and screening. During the screening phase, articles were evaluated against predefined inclusion and exclusion criteria to ensure that only relevant, high-quality studies were incorporated into the review.

Table 1.

Inclusion and Exclusion Criteria for Research Article Selection

Inclusion Criteria	Exclusion Criteria
a. Articles related to educational management research in the context of local wisdom, ethnopedagogy, and indigenous knowledge in education	a. Articles outside the scope of educational management research related to local wisdom, ethnopedagogy, and indigenous knowledge in education
b. Articles from nationally accredited journals (at least Sinta 3) and reputable international journals	b. Articles that are not indexed in at least Sinta 3 and are not from reputable journals
c. Articles in Indonesian and English languages	c. Articles that are not in Indonesian or English languages

d. Articles published from 2020 to 2025	d. Articles published outside the period of 2020 to 2025
e. Articles based on field research such as case studies, descriptive studies, qualitative research, development studies, and others	e. Articles other than field research studies, such as book chapters, literature reviews, meta-analyses, and others
f. Articles obtained in full-text format	f. Articles that are not obtained in full-text format



3. RESULTS AND DISCUSSION

The article search using Google Scholar yielded 1,782 articles with the keywords “*local wisdom, management education*” from both national and international journals. The search was then filtered based on the topic of integration in educational management. Articles that matched the specified topic were selected, with only field research studies being included. As a result, 20 articles were deemed eligible for review.

3.1. Results

No.	Author(s) and Year of Publication	Result
1	Dias Putri Yuniar, Fajar Luqman Tri Ariyanto, Anis Fitria, Umu Da'watul Choir, dan Anggia Listyaningrum (2023).	The results of the study indicate that the implementation of local wisdom-based learning management in Madura through Application X has a positive impact on early childhood education (PAUD). The use of this application enhances students' learning motivation, facilitates teachers in lesson planning and administrative tasks, and strengthens the integration of local cultural values in the learning process.
2.	Salma Faizah Amatullah dan Aan Komariah (2021)	The results of the study show that the implementation of Lampung's local wisdom values through ethnopedagogical leadership practices has a positive impact on character education in schools. The integration of local wisdom values strengthens students' character, facilitates teachers in planning culture-based lessons, and reinforces the integration of local cultural identity in the educational process.
3.	Ansar Ansar, Kartini Marzuki,	The results of the study indicate that the leadership of the principal at State Senior High School 1 Wajo integrates six local wisdom values into his managerial practices. These values are reflected in attitudes of honesty, intelligence, wisdom,

No.	Author(s) and Year of Publication	Result
	Ahmad Restani (2024)	decisiveness, courage, and caution in decision-making, as well as in the creation of a harmonious school culture. Overall, the implementation of this leadership is rated highly, with an average score of 4.55 on a 5-point scale.
4.	Ali Imron, Rochmawati, Kamilatun Nisa, Amelia Dwi Lestari, Moch. Haris, dan Purwanto (2023)	The results of the study show that the integration of local wisdom values in the management of high school students in East Java is considered feasible, with a feasibility level of 73.37%. The dominant values include honesty, respect for teachers, responsibility, and social care. Activities such as arts, traditional sports, religious events, and extracurricular activities were rated as effective (70.17%). Support from school principals, teachers, and parents was also strong (71.91%), indicating the importance of collaboration in shaping students' character in the era of globalization.
5	Suwito Eko et al., (2020)	Character values are integrated into all subjects through the planning, implementation, and evaluation of learning. The learning strategies are assessed using an input-process-output system approach, strengthening the attitudes, knowledge, and behaviors related to character. The character reinforcement model based on local wisdom follows the functions of strategic management: 1. Planning: Identifying needs, designing lessons, providing facilities. 2. Organizing: Assigning tasks, scheduling, distributing responsibilities. 3. Implementation: Character reinforcement learning, contextual, and local. 4. Monitoring/Evaluation: Evaluating the process, learning impacts, and providing feedback.
6	Haq et al. (2022)	The character education management based on local wisdom implemented at SMA Terpadu Baiturahman and MA Al-Basyariah di Bandung is running well. Planning: It is quite good and systematic, but it has not fully aligned with the school's vision and mission. Organizing: It is proceeding according to the program, but it lacks a clear job analysis. Implementation: It is running well, but there is insufficient attention to optimizing human resources. Evaluation: It is conducted according to the work program, but it has not been followed up with innovations that meet the needs.
7	Sakti et al., (2024)	Ethnopedagogy enhances children's awareness of local culture and fosters character development by integrating local wisdom values into the learning process. The implementation in schools is carried out through activities such as telling local stories, using the local language, visiting historical sites, and collaborating with the local community.
8	Septia Dwi Anggraeni Putri, Raden Bambang Sumarsono, Sunarni, Maisyaroh (2024)	The results of the study show that SDN Margomulyo II in Margomulyo District has implemented the School Annual Work Plan, which resulted in the creation of the P5 teaching module. Activities carried out to implement character education based on the local cultural wisdom of the Samin community include the bazaar (market day) held on Fridays and the Samin Festival, which features poetry reading and creation competitions. There are some obstacles, such as the lack of discipline among students, disregarding teachers' advice, and not obeying parents' instructions at home. On the other hand, the supporting factor is the local residents of Kampung Samin, who have been taught the Pitutur Luhur values from a young age.
9	I Wayan Utama, Pawito Pawito, Sri Hastjarjo, and Argyo Demartoto (2024)	These values are highly relevant to be integrated into school management, especially in the development of local content curriculum, contextual learning, and character education. In Tapsila tradition, the decision-making process is carried out through consultations between traditional leaders and the community, demonstrating a participatory leadership model. Schools can adopt these values in green school management programs, as well as in cross-curricular learning such as Science, Social Studies, and Civic Education.
10	Habibudin (2020)	The local wisdom values of the Sasak can be integrated into school life, particularly in creating a peaceful culture, positive attitudes, and harmonious social relations. Values such as saling ajinang (mutual respect), soloh (tolerance),

No.	Author(s) and Year of Publication	Result
		teguq (responsibility), and bedadayan (cooperation) contribute to the formation of a conducive and harmonious learning environment, which is part of a positive school culture.
11	Wina Astuti, Bujang Rahman, Hasan Hariri, Farida Aryani, Poniman, Faisal Kamal (2025)	The results of this study provide new insights into the importance of integrating local wisdom into leadership development programs and the training of future leaders, enabling them to face challenges and improve the quality of the school climate. This research contributes to school management practices for policymakers, administrators, and practitioners who aim to develop effective educational leadership practices.
12	Ahmad Tohri, Abdul Rasyad, Muhammad Sururuddin, Lalu Muhammad Istiqlal (2022)	<p>The local wisdom values of the Sasak ethnic group encompass the following dimensions: Theological (religious values), Cosmological (the relationship between humans and nature), Sociological (social structure, life philosophy: tindih, maliq, merang), and Ecological (environmental awareness, such as the Bayan customary forest). These values hold great potential for integration into character education.</p> <p>The wealth and diversity of Sasak culture, with its local wisdom values, offer significant potential to be holistically integrated into the curriculum, including co-curricular, intra-curricular, and extra-curricular activities, and could even serve as the foundation for character education. Therefore, character education in elementary schools in East Lombok, based on the local wisdom of the Sasak ethnic group, must be urgently implemented.</p>
13	Fajar Awaluddin, Ridwan Arvina Windah Riskianti Rezki (2025)	<p>The results of the study indicate that the implementation of collaboration between universities in the development of an Arabic curriculum based on Bugis local wisdom involves five main stages: identification of common goals, formation of a working team, curriculum development, development of teaching materials, and pilot testing and evaluation.</p> <p>Meanwhile, the collaborative Arabic curriculum development model in higher education, integrated with Bugis local wisdom values, can be designed by considering the following principles: identification of relevant Bugis local wisdom values, consultation and collaboration with local stakeholders, and the formulation of an integrated learning plan.</p> <p>This study has implications for improving the quality of Arabic education, the development of cross-disciplinary competencies, as well as enhancing teaching materials and educational resources based on local wisdom.</p>
14	Agung et al., (2021)	The local wisdom of Balinese culture applied in student management at junior high schools in Singaraja can take the form of subhasita (aphorisms). These are short phrases or words that carry noble values that have been and are continuously practiced by the Balinese community. Positive Balinese cultural values that have been passed down through generations include the concepts of Tri Hita Karana, Catur Purusa Artha, Paras Paros, Segilik-Seguluk, Salung Sabayantaka, as well as traditions of mutual cooperation, mutual respect, greeting, smiling, greetings, the culture of shame in doing wrong, the culture of hard work to achieve success, and the culture of maintaining a clean school environment.
15	Siswanto (2022)	This study found that spiritual leadership behavior in preserving religious culture and local wisdom is reflected in making divine and prophetic values the foundation of the leader's vision. The spiritual commitment is demonstrated through thoughts, words, and actions, as well as dedicating efforts as a form of worship. The religious culture leads to the formation of individual and social piety through practices such as regular Qur'an reading, congregational prayers, and giving charity to orphans and the underprivileged. The local wisdom preserved is closely related to Islamic traditions in Madura, such as tatele', Ashura' celebrations, istighatsah, and the Islamic banjari hadrah culture. This preservation impacts the affective dimension and fosters student behavior in line with religious values, both vertically and horizontally. Spiritual commitment becomes a value of dedication, serving as a form of worship and empowerment of personnel through jihad and selfless service.

No.	Author(s) and Year of Publication	Result
16	Mardhiah Hasan, Tesar Arwandi, Lisa Nursita, St. Ibrah Mustafa Kamal (2022)	The research findings indicate that the efforts made by the principal of MAN Selayar to improve the quality of education include: 1) the development of extracurricular activities as a means to channel students' talents and interests; 2) the formation of a work team; 3) the implementation of supervision; and 4) establishing and maintaining communication with various stakeholders. This study implies the importance of leadership in managing change to create excellent quality.
17	Abdul Rahim Saidek (2023)	The results of the study show that the role of the head of the Madrasah in optimizing the prototype curriculum based on religious values and local wisdom is demonstrated through the following: the head of the Madrasah as a pioneer of reform, analyzing the needs of the prototype curriculum, designing a curriculum based on religious values and local wisdom, enhancing skills, and conducting continuous monitoring and evaluation. This study provides implications regarding the importance of innovation, renewal, sensitivity, and strategic leadership steps in responding to societal demands and the challenges of modern development.
18	Jamaluddin, Dea Alifia Manda (2023)	The research reveals that there are five school cultures that remain characteristic of the school's managerial life, namely: Gotong Royong (mutual cooperation), Musyawarah (deliberation), Islamic Rituals, Cleanliness and Health, and Discipline. These five cultures are manifestations of adherence to local values (indigenosity), religious values, and universal values. The integration of these three sources of values forms a distinctive school culture pattern that serves as the foundation for the development of school quality at SMPN 7 Muaro Jambi. The implications of this study suggest that integrating local, religious, and universal values into school culture enriches learning and prepares students for a globally complex world.
19	Fathor Rakhman, Mohammad Fauzan (2025)	The results of the study show that conflicts in the Islamic boarding school (Pesantren) arise in various forms, such as political, economic, task-related, and organizational conflicts. The conflict management strategies applied include Tabayyun (clarification), musyawarah (consultation), and the implementation of the values of Amar Ma'ruf Nahi Munkar (encouraging good and preventing evil). The study found that effective conflict management can enhance cooperation, motivation, and discipline among the members of the Pesantren. On the other hand, poorly managed conflicts can reduce the institution's performance and create internal tensions. The implications of this study highlight the importance of applying conflict management strategies based on religious values to create a harmonious environment that supports the development of the Pesantren.
20	Yosinta Lande (2021)	The results of the study show that: 1) The management of the local content curriculum in efforts to preserve local wisdom at SD Negeri Apui has been effectively implemented. 2) Supporting factors have greatly contributed to the success of local content curriculum management in preserving local wisdom at SD Negeri Apui. The hindering factors have not had any significant impact or influence on the management of the local content curriculum at SD Negeri Apui. 3) The management of the local content curriculum at SD Negeri Apui is highly effective in preserving local wisdom.

3.2. Discussion

The purpose of this study is to analyze the integration of local wisdom values in education, with a review of the literature on character aspects. Most articles emphasize that local wisdom values play a strategic role in shaping student character, such as: a) honesty, responsibility, cooperation, care, tolerance, and discipline. According to Imron, Nisa, et al. (2023), activities for managing students that are suitable for integrating local wisdom values include: art activities, traditional sports, religious activities, extracurricular activities, social activities, local skills, student organization activities, and healthcare services. Furthermore, those who support the integration of local wisdom values to strengthen national identity amidst the challenges of globalization include: school principals, vice principals, student organization advisors, teachers, and parents (Imron et al., 2023).

According to W. Astuti et al. (2025), it is important to integrate local wisdom into leadership development programs and the training of future leaders to face challenges and improve the school climate. This research contributes to school management practices for policymakers, managers, and practitioners seeking to develop effective educational leadership practices (Astuti et al., 2025). Another study also explains that the implementation of university collaboration in the development of an Arabic curriculum based on Bugis local wisdom involves five main stages: 1) identifying common goals, 2) forming a work team, 3) curriculum development, 4) teaching materials development, and 5) trials and evaluation (Awaluddin et al., 2025). Additionally, Agung et al. (2021) demonstrated that the values of Bali's local wisdom (KLBB), such as the Tri Hita Karana concept, *catur purusa artha*, *paras paros*, *segilik-seguluk*, *salulung sabayantaka*, as well as the tradition of mutual cooperation, respect, greetings, smiles, and the culture of working hard to achieve success, are highly potential as a foundation for student management, especially in shaping character in a contextual and culturally relevant manner (Agung et al., 2021); b) specific local values such as *ajinang*, *soloh*, *teguq*, and *bedadayan* in Sasak society. Sasak local wisdom values can play a role in building peace within the community, such as values like *saling ajinang* (mutual respect), *tertip-terpi* (orderliness), *teguq* (responsibility), *solah perateq* (kind-heartedness), *soloh* (tolerance, peace-loving), *tetes* (participation), *saling saduq* (mutual trust), *besemeton* (brotherhood), *ra'i* (empathy), and *bedadayan* (cooperation) (Habibudin, 2020). The local wisdom values of the Sasak ethnic group, which include theological (religious values), cosmological (relationship between humans and nature), sociological (social structure, life philosophies such as *tindih*, *maliq*, *merang*), and ecological (environmental awareness such as *Bayan* customary forest), have the potential to be integrated into character education (Tohri et al., 2022); c) Tri Hita Karana and Subhasita in Balinese culture, instilled through student management in schools. These good Balinese cultural values, passed down through generations, include the concepts of Tri Hita Karana, *catur purusa artha*, *paras paros*, *segilik-seguluk*, *salulung sabayantaka*, mutual cooperation, respect, greetings, smile, culture of shame in doing wrong, culture of hard work to achieve success, and culture of maintaining the school environment (Agung et al., 2021). The integration of these values shapes student attitudes and behaviors in harmony with both local culture and universal values, strengthening their sense of identity and social responsibility.

Strategies found in the literature include: a) the development of a curriculum and learning modules based on local values. For instance, research on university collaboration in the development of an Arabic curriculum based on Bugis local wisdom shows structured stages and integrative principles that involve cultural values, local stakeholders, and directed learning planning (Awaluddin et al., 2025). Additionally, according to Lande (2021), the implementation of local content curriculum management for preserving local wisdom at SD Negeri Apui has been successful, with supporting factors significantly contributing to the success of this management. It can be concluded that the local content curriculum management at SD Negeri Apui has been effective in preserving local wisdom (Lande, 2021); b) structured student management involving local culture as part of extracurricular activities. Activities such as arts, traditional sports, religious activities, and extracurricular activities are considered effective (Imron et al., 2023); c) learning activities based on local cultural practices, such as local poetry contests, visits to cultural sites, and the use of regional languages. The application of local culture in schools is carried out through activities such as storytelling, using regional languages, visiting historical places, and collaborating with local communities (Anggita et al., 2024). Another example is Samin, a poetry reading and creation competition through a bazaar (market day) held on Fridays (Dwi et al., 2024). Students also recognize the benefits of involvement in local wisdom-based activities, which make them appreciate their own culture more (Wayan et al., 2025). These strategies encourage a contextual and meaningful learning approach for students while reinforcing local culture.

The integration of local wisdom values requires collaboration between: a) schools (principals, teachers) as the driving force behind programs and learning implementation; b) parents and local communities as sources of values and culture. For example, the leadership of the principal at SMA Negeri 1 Wajo integrates six local wisdom values into their managerial practices and is rated highly (Ansar et al., 2024). Moreover, character education at the elementary schools in East Lombok, based on Sasak ethnic local wisdom, must be urgently implemented, as the wealth and diversity of Sasak culture, with its local wisdom values, have great potential to be holistically integrated into the curriculum, including co-curricular, intra-curricular, and extracurricular activities, and may even become the main foundation for character education (Tohri et al., 2022). The importance of leadership in managing change to create excellence in quality is emphasized (Hasan et al., 2022). A good synergy between schools and communities is key to the success of integrating local values into character education.

Many articles highlight that ethnopedagogical school leadership with a local cultural perspective can: a) foster a harmonious school culture. The implementation of local wisdom values strengthens students' character, simplifies teachers' planning for culture-based learning, and reinforces the integration of local cultural identity in the educational process (Amatullah & Komariah, 2021). The principal's leadership in SMA Negeri 1 Wajo, integrating six local wisdom values into managerial practices, is highly rated (Ansar et al., 2024). The factual model for developing national character values integrates character values into subjects through the functions of planning, implementation, and evaluation (Suwito et al., 2020); b) align the school's vision and mission with local values. The planning of character education based on local wisdom for the development of Akhlakul Karimah

among Integrated High School students has been well-organized and systematic, but the planning is not yet aligned with the school's vision and mission (Haq et al., 2022). Leaders must innovate, renew, and take strategic steps in responding to community demands and the challenges of the evolving times (Saidek, 2023); c) manage conflicts with a local and religious value approach. Effective conflict management can improve cooperation, motivation, and discipline among members of Islamic boarding schools. On the other hand, poorly managed conflict can reduce institutional performance and create internal tension. The implication of this research is the importance of applying conflict management strategies based on religious values to create a harmonious environment that supports the development of Islamic boarding schools (Rakhman & Fauzan, 2025). The school principal, as a central figure, can pioneer the integration of local wisdom in school management and character development.

According to Tohri (2022), education emphasizes intellectual (cognitive) aspects but often neglects other personality aspects. This often leads to behavioral changes that deviate from local culture. The education system needs to be systematically and purposefully stimulated to produce individuals who are cultured, aware, educated, and of high quality (Tohri et al., 2022). Meanwhile, the local content curriculum at SD Negeri Apui, in its effort to preserve local wisdom, has been very effective. This means that the management of the local content curriculum, which includes planning, organizing, implementation, and evaluation, and supported by various supportive factors, has achieved its goal of preserving local wisdom (Lande, 2021). This shows the difference in the application of local culture across regions in Indonesia, and what determines success is the management or administration. The principal plays a crucial role in the success of local content curriculum management, as principals help teachers resolve issues they face (Lande, 2021).

Most articles conclude that the integration of local wisdom values: a) increases student motivation and engagement in learning. Based on a study conducted by Yuniar (2023), the use of Madura local wisdom-based learning management through Application X increased student motivation, facilitated teachers in lesson planning and administration, and strengthened the integration of local cultural values in the learning process (Yuniar et al., 2023). Ethnopedagogy raises children's awareness of local culture and nurtures character development by integrating local wisdom values into the learning process (Joyce et al., 2021); b) builds cultural identity and awareness of noble values. Teachers see local wisdom as an important source of values in character education because it strengthens cultural identity and instills positive values among students (Wayan et al., 2025); c) enhances a harmonious and conducive learning environment. Sasak local wisdom values can contribute to building peace within the community (Habibudin, 2020). The preservation of local wisdom, which is closely related to Islamic traditions in Madura such as *tatele'*, *Ashura'* celebrations, *istighatsah*, and the Islamic cultural tradition of *hadrah banjari*, impacts students' affective dimensions and encourages behaviors aligned with religious values, both vertically and horizontally (Herjayanti, 2024). Moreover, the integration of local, religious, and universal values in school culture enriches learning and prepares students for a complex global world (Manda, 2023). Thus, local wisdom values not only strengthen character but also improve the quality of educational processes and outcomes.

4. CONCLUSIONS AND SUGGESTIONS

Based on the results of the literature review, it can be concluded that local wisdom values play a strategic role in character development, particularly in addressing the challenges of globalization and preserving national cultural identity. Values such as honesty, mutual cooperation, responsibility, care, tolerance, and discipline have been proven to be instilled through the integration of local culture into the curriculum and school activities. Successful strategies include the development of local-based curricula, contextual learning practices, and student management involving the community. Furthermore, collaboration between schools, the community, and the government is essential to support the sustainability of character education based on local wisdom.

Several recommendations related to the implementation of local wisdom in school management are: (1) the government and educational policymakers need to encourage policies that systematically accommodate the integration of local wisdom into the education curriculum at all levels; (2) teachers and educators should be provided with training and mentoring on how to implement local wisdom values in contextual and relevant learning processes; (3) schools are advised to build strong partnerships with local community and cultural leaders to strengthen local-based learning materials; (4) further research should be conducted to develop more applicable and adaptive implementation models tailored to the cultural context of each region; and (5) involving students actively in local culture-based activities such as arts, literature, local languages, and social practices can enhance the effectiveness of character education and strengthen national identity.

5. REFERENCES

Agung, A. A. G., Yudana, I. M., Sunu, I. G. K. A., Dantes, K. R., & Sudatha, I. G. W. (2021). Developing a Student Management Model Based on Balinese Local Wisdom. *Proceedings of the 4th International*

- Conference on Innovative Research Across Disciplines*, 216–220. <https://doi.org/10.2991/assehr.k.211222.034>
- Amatullah, S. F., & Komariah, A. (2021). *Ethnopedagogical Leadership Based on Lampung 's Local Wisdom in Schools*. 526(Icream 2020), 244–246.
- Andini, D. R., & Sirozi, M. (2024). Integrasi kearifan lokal dalam perencanaan pengembangan kurikulum pendidikan Islam. *Jurnal Inovasi, Evaluasi, dan Pengembangan Pembelajaran (JIEPP)*, 4(3), 465–471. <https://journal.ainarapress.org/index.php/jiepp/article/view/566>
- Anggita, S., Endraswara, S., & Rohman, A. (2024). Heliyon Revitalizing local wisdom within character education through ethnopedagogy apporach : A case study on a preschool in Yogyakarta. *Heliyon*, 10(10), e31370. <https://doi.org/10.1016/j.heliyon.2024.e31370>
- Ansar, A., Marzuki, K., & Restani, A. (2024). *Implementation of Principal Leadership Based on Bugis Local Wisdom Values at SMA Negeri 1 Wajo* (Issue 2016). Atlantis Press SARL. <https://doi.org/10.2991/978-2-38476-210-1>
- Astuti, W., Rahman, B., Hariri, H., Aryani, F., Lampung, U., Soemantri, J., No, B., Lampung, B., Sains, U., & Jawa, A. (2025). *Fostering Exemplary Leadership : The Role of Local Wisdom in Cultivating Positive School Climate*. 13, 157–169. <https://doi.org/10.37394/232018.2025.13.16>
- Awaluddin, A. F., Arvina, R., & Riskianti, W. (2025). *Collaborative Strategies for Developing an Arabic Language Curriculum Incorporating Bugis Local Wisdom*. 5, 501–515.
- Dwi, S., Putri, A., & Sumarsono, R. B. (2024). *Manajemen Pendidikan Karakter Berbasis Kearifan Budaya Lokal Masyarakat Samin dalam Menghadapi Era Globalisasi*. 7, 77–88.
- Endayani, H. (2023). Model pendidikan berbasis kearifan lokal. *PEMA: Jurnal Pendidikan dan Pengabdian kepada Masyarakat*, 3(1), 25–32. <https://doi.org/10.56832/pema.v3i1.321>
- Faiz, A., & Soleh, B. (2021). Implementasi pendidikan karakter berbasis kearifan lokal. *JINoP (Jurnal Inovasi Pembelajaran)*, 7(1), 68–77. <https://doi.org/10.22219/jinop.v7i1.14250>
- Fajarini, U. (2014). Peranan kearifan lokal dalam pendidikan karakter. *SOSIO-FITK: Jurnal Sosial dan Pendidikan Islam*, 1(2), 123–130. <https://journal.uinjkt.ac.id/index.php/SOSIO-FITK/article/view/1225UIN Jakarta Journal+1UIN Jakarta Journal+1>
- Habibudin. (2020). NILAI-NILAI KEARIFAN LOKAL SASAK DALAM PERSEKOLAHAN DI LOMBOK TIMUR. *JIPSINDO*, 7(1), 44–65.
- Hasan, M., Arwandi, T., Nursita, L., Ibrah, S., & Kamal, M. (2022). *The Quality of Education Based on Local Wisdom : The Principal of Madrasah Review*. 06(02), 617–628.
- Haq, E. A., Wasliman, I., Sauri, R. S., Fatkhullah, F., & Khor, A. (2022). Management of Character Education Based on Local Wisdom. *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 7(1 SE-Articles). <https://doi.org/10.31538/ndh.v7i1.1998>
- Herjayanti, R. (2024). *The Problems in Implementing the Independent Learning Curriculum at the Motivator School of Sambaliung Elementary School*. 11(2), 207–214.
- Hidayah, Y., Feriandi, Y. A., & Saputro, E. A. V. (2019). Transformasi kearifan lokal Jawa dalam pendidikan karakter sekolah dasar. *Auladuna: Jurnal Pendidikan Dasar Islam*, 6(1), 50–61. <https://journal.uin-alauddin.ac.id/index.php/auladuna/article/view/50-61Journal UIN Alauddin Makassar>
- Imron, A., Nisa, K., Lestari, A. D., Haris, M., & Malang, N. (2023). *Exploration of Integrating Local Wisdom Values in Education : Focus on Feasible Learner Management Activities and the Stakeholders* (Issue Icemt). Atlantis Press SARL. <https://doi.org/10.2991/978-2-38476-156-2>
- Istiawati, N. F. (2016). Pendidikan karakter berbasis nilai-nilai kearifan lokal adat Ammatoa dalam menumbuhkan karakter konservasi. *Cendekia: Jurnal Pendidikan dan Pembelajaran*, 10(1), 1–18. <https://doi.org/10.30957/cendekia.v10i1.78cendekia.solocls.org>
- Joyce, K., Smith-Doerr, L., Alegria, S., Bell, S., Cruz, T., Hoffman, S. G., Noble, S. U., & Shestakofsky, B. (2021). Toward a Sociology of Artificial Intelligence: A Call for Research on Inequalities and Structural Change. *Socius*, 7. <https://doi.org/10.1177/2378023121999581>
- Kusuma, R. S. (2018). Peran sentral kearifan lokal dalam peningkatan kualitas pendidikan. *Jurnal Pedagogik*, 5(2), 150–160.
- Lande, Y. (2021). *Manajemen Kurikulum dalam Konteks Pelestarian Kearifan*. 417–428.
- Manda, D. A. (2023). *Strengthening Public School Culture : Integration of Local Wisdom , Religious Values , and Universal Values*. 07(04), 1371–1382.
- Priyatna, M. (2016). Pendidikan karakter berbasis kearifan lokal. *Edukasi Islami: Jurnal Pendidikan Islam*, 5(10), 1311–1336. <https://jurnal.staialhidayahbogor.ac.id/index.php/ei/article/view/364Markas Jurnal STAI Al Hidayah Bogor>
- Rachmadyanti, P. (2017). Penguatan pendidikan karakter bagi siswa sekolah dasar melalui kearifan lokal. *Jurnal Pendidikan Sekolah Dasar (JPSPD)*, 3(2), 201–214. <https://doi.org/10.30870/jpsd.v3i2.2140EJurnal UNG>

- Raharja, A. D., Selvia, M., & Hilman, C. (2022). Revitalisasi nilai-nilai kearifan lokal dalam pendidikan yang relevan dalam mengatasi permasalahan global. *Jurnal Inovasi, Evaluasi dan Pengembangan Pembelajaran (JIEPP)*, 2(2), 85–89. <https://journal.ainarapress.org/index.php/jiepp/article/view/215>
- Rakhman, F., & Fauzan, M. (2025). *Conflict Management in Islamic Boarding Schools : A Framework Based on Local Wisdom for Educational Institutions*. 09(01), 124–137.
- Rosala, D. (2016). Pembelajaran seni budaya berbasis kearifan lokal dalam upaya membangun pendidikan karakter siswa di sekolah dasar. *Ritme: Jurnal Seni dan Desain serta Pembelajarannya*, 2(1), 16–25. <https://ejournal.upi.edu/index.php/ritme/article/view/5078E-Journal UPI+1E-Journal UPI+1>
- Saidek, A. R. (2023). *Optimizing The Prototype Curriculum Based on Religious Values and Local Wisdom through The Principal ' s Role*. 07(02), 651–664.
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Revitalizing local wisdom within character education through ethnopedagogy apporach: A case study on a preschool in Yogyakarta. *Heliyon*, 10(10), e31370. <https://doi.org/https://doi.org/10.1016/j.heliyon.2024.e31370>
- Sanjaya, Y. A., Safitri, D., & Sujarwo. (2024). Integrasi nilai-nilai kearifan lokal dalam pengembangan pendidikan karakter di era 4.0. *JICN: Journal of Islamic Civilization and Nusantara*, 1(2), 45–58. <https://jicnusantara.com/index.php/jicn/article/view/331>
- Suwito Eko, P., Eko, H., Munandar, M. A., & Rachman, M. (2020). Local Wisdom: Pillar Development of Multicultural Nations and National Education Values. *Cypriot Journal of Educational Sciences*, 15(6), 1587–1598. <https://doi.org/https://doi.org/10.29333/iji.2020.13213a>
- Suwito, P., Semarang, U. N., Campus, C. S., & City, S. (2020). *Cypriot Journal of Educational Local wisdom : Pillar development of multicultural nations and national education values*. 15(6), 1587–1598.
- Suyitno, I. (2012). Pengembangan pendidikan karakter dan budaya bangsa berwawasan kearifan lokal. *Jurnal Pendidikan Karakter*, 2(1), 1–13. <https://journal.uny.ac.id/index.php/jpka/article/view/1307> UNY Journal
- Tohri, A., Rasyad, A., Sururuddin, M., Istiqlal, L. M., & Info, A. (2022). *The urgency of Sasak local wisdom-based character education for elementary school in East Lombok , Indonesia*. 11(1). <https://doi.org/10.11591/ijere.v11i1.21869>
- Wayan, S. I., Pawito, P., Sri, H., & Argyo, D. (2025). *Adat tapsila representation of the transformation of communication , information , and education of local wisdom wetu telu in efforts for environmental conservation in North Lombok ,. 03018*, 1–9.
- Wulandari, I., Handoyo, E., Yulianto, A., Sumartiningsih, S., & Fuchs, P. X. (2024). Integrasi nilai kearifan lokal dalam pendidikan karakter siswa di era globalisasi. *Pendekar: Jurnal Pendidikan Berkarakter*, 7(4), 370–376. <https://journal.ummat.ac.id/index.php/pendekar/article/view/27026>
- Yuniar, D. P., Luqman, F., Ariyanto, T., Fitria, A., & Da, U. (2023). *Management of School Learning Based on Madura Local Wisdom Applications in the Freedom to Learn Era* (Issue Siccep). Atlantis Press SARL. <https://doi.org/10.2991/978-2-38476-184-5>