

LEARNING APPROACH BASED ON LOCAL WISDOM IN INDRAMAYU: A THEORETICAL REVIEW

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Abstract

This research aims to evaluate the effectiveness of local wisdom-based learning strategies in Indramayu, focusing on their impact on student engagement, understanding, academic achievement, and cultural appreciation. Utilizing a literature review method, this study examines existing research and documentation on the integration of local wisdom into educational practices. The findings indicate that such integration significantly enhances student involvement in the learning process, provides deeper comprehension of subjects, boosts academic performance, and fosters a greater appreciation for cultural heritage. The positive outcomes suggest that local wisdom-based learning strategies not only enrich the educational experience but also contribute to the preservation and appreciation of local culture.

Keywords: *local wisdom; learning strategies; indramayu; literature review.*

Abstrak

Penelitian ini berfokus pada pendekatan pembelajaran berbasis kearifan lokal di wilayah Indramayu, yang bertujuan untuk menganalisis strategi yang efektif dalam penerapannya. Kearifan lokal merupakan aspek penting dalam pendidikan karena mampu memperkuat identitas budaya dan meningkatkan relevansi pendidikan bagi siswa. Penelitian ini menggunakan metode studi literatur untuk mengkaji berbagai sumber dan literatur yang relevan mengenai strategi pembelajaran berbasis kearifan lokal di Indramayu. Hasil penelitian menunjukkan bahwa strategi pembelajaran berbasis kearifan lokal di Indramayu mencakup integrasi cerita rakyat, seni tradisional, dan praktik budaya sehari-hari dalam kurikulum. Strategi ini terbukti meningkatkan partisipasi siswa, pemahaman budaya, dan prestasi akademik. Kesimpulan dari penelitian ini adalah bahwa penerapan pembelajaran berbasis kearifan lokal di Indramayu dapat memberikan dampak positif yang signifikan terhadap proses dan hasil belajar siswa. Rekomendasi dari penelitian ini adalah perlunya pelatihan bagi guru dalam mengimplementasikan strategi ini serta peningkatan kolaborasi antara sekolah dan masyarakat lokal.

Keywords : Kearifan Lokal; Strategi Pembelajaran; Indramayu; Studi Literatur.

INTRODUCTION

Education Based on Local Wisdom has increasingly gained attention over the past decades. Local wisdom not only helps preserve and develop the cultural identity of communities but also enhances the relevance and effectiveness of education (As'Ari, 2024). In the Indramayu region, local wisdom encompasses various cultural aspects such as folklore, traditional arts, and daily cultural practices that are rich in educational values (Patta Rapanna, 2016). The integration of local wisdom into learning is expected to create a more contextual and meaningful educational process for students.

The urgency of this research lies in the need to develop effective learning strategies based on local wisdom. Although many studies have highlighted the importance of local wisdom in education, few have specifically evaluated the most effective strategies in the context of Indramayu. By examining learning strategies rooted in local wisdom, this research can provide practical guidance for educators and policymakers to enhance the quality of education.

Previous research indicates that learning based on local wisdom can enhance student engagement, cultural understanding, and academic achievement. A study by Rahmawati (2018) revealed that integrating folklore into learning enhances students' critical thinking skills. Meanwhile, research by Setiawan (2020) found that the use of traditional arts in education can foster creativity and students' cultural appreciation. However, there remains a gap regarding specific strategies that can be implemented at various educational levels in Indramayu.

The gap identified in previous studies is the lack of detailed guidance on how to effectively implement local wisdom-based learning strategies in Indramayu (Susanto, 2021). Earlier research has largely focused on the general benefits of local wisdom without providing concrete steps that educators can adopt (Nashihin, 2017).

This study aims to address and complement previous research by providing an in-depth analysis of effective local wisdom-based learning strategies in Indramayu. Using a literature review method, this research will examine various relevant sources and literature to formulate practical learning strategies that can be implemented.

The novelty of this research lies in its specific focus on the Indramayu region and its comprehensive literature review approach. This study not only identifies local wisdom-based learning strategies but also evaluates their effectiveness through an analysis of existing literature.

The primary objective of this research is to analyze and formulate effective local wisdom-based learning strategies in Indramayu. This study aims to provide actionable guidelines for educators to enhance the quality of education through the integration of local wisdom.

With a clear background and objectives, this research is expected to make a significant contribution to the field of local wisdom-based education, particularly in the Indramayu region.

METHOD

This research employs the literature review method, a qualitative approach to examining various sources and literature relevant to the research topic. The literature review was chosen because it allows researchers to collect, analyze, and synthesize information from previous studies on local wisdom-based learning strategies in Indramayu. This approach aligns with the guidelines provided by Creswell (Creswell, 2014) which emphasize the importance of reviewing literature to understand the context and identify research gaps.

The population in this study consists of all literature relevant to local wisdom-based learning strategies, particularly those related to the Indramayu region. The selected sample includes journal articles, books, research reports, and other documents discussing local wisdom and learning strategies in Indramayu.

Data were collected through literature searches using academic databases such as Google Scholar, PubMed, and university digital libraries. Keywords used in the searches included "local wisdom," "learning strategies," "Indramayu," and "literature review." Literature selection was based on relevance, source credibility, and publication year, with priority given to studies published within the last ten years.

The data analysis technique employed is thematic analysis, following the method described by Braun and Clarke (Braun & Clarke, 2006). Thematic analysis enables researchers to identify, analyze, and report patterns or themes found within the literature data. The steps of analysis include: thoroughly reading and understanding the selected literature, identifying key themes emerging from the literature, categorizing findings based on themes relevant to local wisdom-based learning strategies, and synthesizing information to formulate effective strategies.

The researcher acts as the collector and analyst of literature data. There are no direct research subjects or informants involved, as this study is entirely a literature review.

The research was conducted in an academic environment that provides access to various literature databases. The duration of the study spans six months, covering the phases of data collection, analysis, and writing of the research findings.

To ensure the validity of the research findings, several steps were taken, including data source triangulation by comparing information from various pieces of literature. Additionally, the researcher conducted peer debriefing with colleagues to gain feedback and confirm the findings and interpretations made.

With a detailed and systematic research method, this study is expected to provide valid and trustworthy contributions regarding local wisdom-based learning strategies in Indramayu.

RESULTS AND DISCUSSION

The findings of this study are based on a literature review analysis of local wisdom-based learning strategies in the Indramayu region. The following are the key findings presented:

1. Integration of Local Wisdom into the Curriculum

Literature studies reveal that the integration of local wisdom, such as folklore, traditional arts, and daily cultural practices, has been adopted in the educational curriculum in Indramayu. This initiative aims to enrich students' learning experiences and enhance their understanding of local culture.

Integrating local wisdom into the educational curriculum seeks to bridge cultural values, traditions, and local practices with the teaching and learning processes in schools. In the Indramayu region, local wisdom encompasses various aspects such as folklore, traditional arts, customs, and daily cultural practices. This approach aims to enrich students' learning experiences, strengthen cultural identity, and increase the relevance of education for students.

Folklore is a significant part of local wisdom that can be utilized as a teaching tool. These stories carry moral and cultural values that can be imparted to students. For instance, Indramayu's folklore often conveys lessons on courage, honesty, and wisdom. By integrating folklore into learning, teachers can teach these values while simultaneously enhancing students' literacy skills. Research by Rahmawati (Rahmawati, 2018) demonstrates that incorporating folklore into learning can enhance students' critical thinking and creativity. Students are not only exposed to stories but are also encouraged to analyze, discuss, and even create their own versions of the stories. This approach makes the learning process more interactive and enjoyable.

Traditional arts, such as dance, music, and crafts, can also be integrated into the curriculum (Guru, 2006). Traditional arts not only teach practical skills but also introduce students to local history and culture. In Indramayu, cultural heritage such as mask dance (*Tari Topeng*), hand-drawn batik (*Batik Tulis*), and gamelan music represents valuable cultural assets that can be incorporated into education.

Setiawan (Setiawan, 2020) found that the integration of traditional arts into education can enhance students' creativity and their appreciation for local culture. For instance, through batik-making activities, students learn about traditional patterns and techniques while developing fine motor skills and artistic creativity. These activities also provide opportunities for students to collaborate and work in teams.

Daily cultural practices, such as traditional ceremonies, games, and religious rituals, can also be incorporated into learning. Integrating these cultural practices helps students understand and appreciate their own culture as well as that of others. For example, traditional games can be used in physical education classes to teach teamwork and sportsmanship, while traditional ceremonies can serve as discussion topics in history or civics lessons (Rohani, 2019).

The integration of local wisdom into the educational curriculum in Indramayu has several positive impacts (Hikmat, 2020). First, students become more engaged in the learning process because the materials taught are relevant to their daily lives. Second, students' understanding of local culture and their own identity improves, which in turn can strengthen their sense of pride and responsibility for preserving their cultural heritage.

His research also indicates that the integration of local wisdom can improve students' academic performance (Widyaningrum & Prihastari, 2021). By using local contexts as a foundation for learning, students find it easier to grasp abstract concepts and apply them in real life. Furthermore, this approach can help reduce educational disparities between urban and rural areas by leveraging existing local potentials.

To maximize the benefits of integrating local wisdom into the curriculum, several recommendations are proposed. First, teachers should receive adequate training to effectively implement this strategy. Second, collaboration between schools and local communities should be enhanced to ensure that the materials taught align with local values and traditions. Third, regular evaluations should be conducted to assess the effectiveness of this strategy and make necessary improvements.

Thus, integrating local wisdom into the educational curriculum in Indramayu not only aids in preserving cultural heritage but also enhances the overall quality of education.

2. Effective Learning Strategies

Several effective learning strategies identified include using folklore as a tool to teach cultural and moral values, as well as integrating traditional arts into learning activities to enhance students' creativity (Susanti, 2019).

In efforts to incorporate local wisdom into the educational curriculum, it is crucial to formulate effective learning strategies. Based on the literature analysis, several local wisdom-based learning strategies have proven effective in Indramayu. These strategies include the use of folklore, traditional arts, and daily cultural practices adapted into the learning process.

One effective strategy is utilizing folklore as a learning tool. Indramayu folklore, such as the legend of *Nyi Endit* or the story of *Ki Bagus Rangin*, is rich in moral and cultural values that can be taught to students. In practice, teachers can use folklore as material to teach various subjects, such as Indonesian language, history, and moral education.

A study by Rahmawati (Rahmawati, 2018) indicates that integrating folklore into learning can enhance students' critical thinking skills. Teachers can encourage students to analyze characters, themes, and moral messages from the stories and compare them to real-life situations. Furthermore, students can be motivated to create their own versions of the stories, which fosters creativity and writing skills.

Traditional arts, such as mask dancing (*Tari Topeng*), batik-making, and gamelan music, can be incorporated into learning activities to teach practical skills while introducing local culture (Handayani et al., n.d.). For instance, art lessons can include batik-making activities, where students learn about traditional techniques and patterns while developing their artistic skills.

Setiawan (2020) found that traditional arts not only enrich students' learning experiences but also enhance their appreciation for local cultural heritage. Through participation in traditional arts, students learn teamwork, develop discipline, and express themselves creatively. Additionally, traditional arts can serve as tools for teaching other subjects, such as mathematics (through *batik* patterns) or music (through *gamelan*).

Integrating daily cultural practices into learning is also an effective strategy. Cultural practices such as traditional ceremonies, games, and religious rituals can provide meaningful contexts for students. For example, the "Sedekah Bumi" ceremony can be used in geography

lessons to teach about traditional agricultural practices and the relationship between humans and nature.

Research shows that student engagement in local cultural practices can enhance their understanding of their own culture and foster a sense of pride and cultural identity. Cultural practices can also be used to teach social values such as mutual cooperation (gotong royong), responsibility, and leadership (Nur et al., 2023).

In addition to traditional methods, technology can also be leveraged to enhance local wisdom-based learning. The use of digital media, such as videos and educational applications, can help students access and learn about local wisdom in more interactive and engaging ways. For instance, documentary videos on traditional ceremonies or applications featuring folklore in animated formats can serve as effective learning tools (Fajrie et al., 2024).

The integration of technology not only makes learning more appealing but also enables students to explore local wisdom beyond the classroom setting. Furthermore, technology can play a crucial role in documenting and preserving local wisdom for future generations.

The implementation of local wisdom-based learning strategies in Indramayu has shown significant positive impacts on students' learning processes and outcomes. Students not only become more engaged in the learning process but also demonstrate improved understanding of the subject matter and academic achievement. These strategies also help students develop critical thinking skills, creativity, and cultural appreciation (Qolbi et al., 2016).

To optimize the implementation of local wisdom-based learning strategies, several recommendations can be made. First, professional training and development for teachers are essential to ensure they possess the skills and knowledge required to implement these strategies effectively. Second, collaboration between schools, local communities, and cultural institutions should be strengthened to ensure that the learning materials used are relevant and accurate. Third, ongoing evaluation and further research are needed to measure the effectiveness of these strategies and make necessary improvements.

Thus, local wisdom-based learning strategies can make a significant contribution to enhancing the quality of education in Indramayu while simultaneously preserving valuable local cultural heritage.

3. Positive Impacts on Learning Processes and Outcomes

The implementation of local wisdom-based learning strategies in Indramayu has been proven to increase student participation, their understanding of local culture, and their academic achievement (Subai et al., 2023). This highlights the relevance and effectiveness of this approach in the context of local education.

The integration of local wisdom into learning strategies in Indramayu has had a significant positive impact on students' learning processes and outcomes (Ikhfa, 2014). These positive impacts include increased student engagement, a deeper understanding of the subject matter, enhanced academic performance, and greater cultural appreciation.

One of the most prominent impacts of integrating local wisdom is the increased student engagement in the learning process. When lessons are connected to their culture and daily lives, students become more interested and motivated to learn. For instance, using folklore and traditional arts in teaching makes students feel more connected to the subject matter and actively participate in class discussions and activities.

Research by Rahmawati (2018) indicates that students involved in local wisdom-based learning demonstrate higher levels of participation compared to those taught through conventional methods. This increased engagement not only enhances the classroom learning environment but also helps students develop communication and teamwork skills.

The integration of local wisdom enables students to understand the subject matter in a deeper and more meaningful way. When abstract concepts are connected to local experiences and culture, students find it easier to comprehend and internalize the material. For example, learning about local history through folklore or traditional ceremonies helps students link historical facts to real-world contexts they are familiar with.

Setiawan (2020) found that students learning through a local wisdom-based approach have a better understanding of the subject matter. They are more capable of forming strong connections between theory and practice and are better able to apply their knowledge in real-life situations. This demonstrates that the approach not only enhances conceptual understanding but also improves students' critical thinking skills.

Literature studies indicate that integrating local wisdom into learning also positively impacts students' academic performance. With higher engagement and deeper understanding, students tend to show improvement in exam results and other academic assessments. For instance, students learning mathematics through the context of traditional games or batik

patterns demonstrate higher test scores compared to those taught using conventional methods.

Research by Amaliah (2023) reveals that a local wisdom-based approach can enhance academic achievement by making the subject matter more relevant and engaging for students. This relevance motivates students to put in more effort and study harder, ultimately leading to better learning outcomes.

One of the primary benefits of integrating local wisdom is the increased appreciation and understanding students develop for their local culture (Karimah, 2023). One of the primary benefits of integrating local wisdom is the increased appreciation and understanding students develop for their local culture.

The integration of traditional arts such as mask dancing (Tari Topeng), gamelan music, and batik-making helps students understand and appreciate the cultural richness of Indramayu (Rapanna, 2016). This is crucial for building a strong cultural identity and fostering a sense of unity among students. Furthermore, this cultural appreciation contributes to the development of positive character traits and social values.

In addition to academic performance, integrating local wisdom also aids in the development of non-academic skills such as creativity, teamwork, and motor skills. Activities like batik-making, playing gamelan, or participating in traditional ceremonies teach students the importance of teamwork, discipline, and technical skills. These abilities are not only valuable in the educational context but also in everyday life.

Overall, the integration of local wisdom into learning strategies in Indramayu has significantly impacted students' learning processes and outcomes. By enhancing student engagement, comprehension of subject matter, academic achievement, and cultural appreciation, this approach enriches the learning experience and contributes to the development of students' character and cultural identity. To maximize the benefits of this approach, it is essential to continue developing and evaluating local wisdom-based learning strategies while involving various stakeholders in the educational process.

CONCLUSION

In summary, this study highlights the importance of integrating local wisdom into learning strategies in the Indramayu region. Findings from the literature review indicate that incorporating folklore, traditional arts, and daily cultural practices into education can

enhance student participation, deepen their understanding of local culture, and improve academic performance.

The implementation of local wisdom-based learning strategies not only enriches students' learning experiences but also strengthens the local cultural identity. This is vital in the context of sustainable education that is oriented toward cultural values. Thus, local wisdom-based education in Indramayu serves not only to preserve cultural heritage but also to enhance the quality of learning at the local level.

This conclusion provides a foundation for further development of this approach in educational practice, taking into account the challenges and opportunities in integrating local wisdom into the curriculum and teaching methods. By strengthening collaboration among schools, local communities, and the government, this approach can be more effectively integrated and widely adopted, supporting more meaningful and relevant learning for students in Indramayu..

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