

Holistic curriculum management based on local wisdom in elementary education: a case study of Bukit Batu Tourism Village

Siti Febrianti^{a,1*}, Setya Raharja^{b,2}, Juwandi^{c,3}

^a Universitas Negeri Yogyakarta, Indonesia; ^c IAIN Datuk Laksamana Bengkalis, Indonesia,

¹ sitifebrianti.2023@student.uny.ac.id; ² setya@uny.ac.id; ³ jujuxpresi.22@gmail.com

*Correspondent Author

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ABSTRACT

This research is motivated by the low integration of local cultural values in the elementary school curriculum which causes less contextual learning. The purpose of this study is to analyze the pattern of curriculum management based on local wisdom in SD Negeri 11 Bukit Batu. The research method used is qualitative with phenomenological design through interviews, observations, and documentation studies. The results of the study showed that curriculum planning was carried out in a participatory manner, the organization was focused on the division of teacher roles and activity scheduling, implementation was realized through contextual learning, P5 projects, and *zapin* and *kompang* cultural arts activities, while the evaluation emphasized the relevance of materials, methods, student involvement, facilities, and learning outcomes achievements. The novelty of this research lies in the mapping of a holistic curriculum management pattern that balances academic competence with the preservation of local culture. The conclusion shows that this model is able to increase the relevance of learning while strengthening students' character.

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Introduction

The curriculum is a strategic element in the education system that not only functions as an administrative tool, but also as a vehicle for driving learning transformation. In the context of accelerating social, cultural, and technological change, the curriculum is required to be dynamic and adaptive. A centralistic and homogeneous curriculum has proven to be less able to respond to local needs, and tends to ignore the potential and cultural values that live in society. This becomes crucial when associated with the implementation of the Independent Curriculum, which normatively encourages educational units to develop school operational curricula based on local peculiarities, including the integration of cultural values and regional potentials into the learning process (Santuti et al., 2025). However, the reality on the ground shows that these efforts still face various obstacles, especially in the aspects of curriculum management, the availability of contextual learning resources, and the readiness of educators.

Several previous studies have identified various obstacles in the implementation of a curriculum based on local wisdom. For example, Prapnuwanti (2024) highlights that many elementary schools have not been optimal in developing local content systematically, both in terms of planning and curriculum evaluation. Similarly, Lande (2021) found that low community participation and lack of teacher training related to local culture are obstacles in strengthening culture-based education. Research by Zahrika and Andaryani (2023) also shows that school curricula tend to emphasize cognitive aspects, while affective dimensions

and cultural values are often marginalized. Although these studies have underlined the importance of education based on local wisdom, most of them still focus on aspects of curriculum implementation or teaching material development, and have not specifically examined aspects of curriculum management as a whole, starting from the planning, organizing, implementation, to evaluation stages in the context of basic education units in areas that have local cultural wealth.

Based on this study, there is a research gap that needs to be bridged, namely there is not a lot of research that specifically examines how curriculum management based on local wisdom is designed and implemented in elementary schools, especially those in areas with high cultural potential such as Bukit Batu Tourism Village. In fact, this region holds a diverse cultural richness, such as traditional zapin art, lejo weaving crafts, local culinary, as well as the historical site of the Datuk Laksamana Raja House in the Sea, which if integrated into the curriculum can strengthen students' cultural identity and increase the relevance of learning. This condition suggests that it is important to understand how curriculum management in primary schools can respond to and accommodate such local wealth as part of strategies to improve the quality of education and preserve culture.

This study aims to analyze in depth the management of the curriculum based on local wisdom at Bukit Batu Tourism Village Elementary School, focusing on the stages of planning, organizing, implementing, and evaluating. The research questions asked are: (1) How is the process of curriculum planning based on local wisdom carried out in SD Desa Wisata Bukit Batu? (2) What is the strategy for organizing and implementing a curriculum that integrates the potential of local culture? (3) How is the evaluation process carried out to assess the effectiveness of the local curriculum in learning?

Theoretically, this research contributes to strengthening the understanding of curriculum management based on local wisdom as an alternative approach in basic education oriented to cultural values and character. From a practical perspective, this research can be a reference for school principals, teachers, and education policy makers in designing curriculum strategies that are more contextual, relevant, and sustainable. This research also opens up space for collaboration between schools, communities, and local governments in building an educational ecosystem that favors local culture while responding to the demands of 21st century education.

Research Methods

This study uses a qualitative approach with the type of phenomenological study to explore in depth the experience of education actors in managing a curriculum based on local wisdom at Bukit Batu Tourism Village Elementary School. This approach was chosen because it is able to reveal the meanings that are subjectively formed by individuals in the social and cultural contexts they experience firsthand. In line with the view of Creswell (2014), the qualitative approach is naturalistic and interpretive, where the researcher plays the main instrument in the process of data collection and interpretation. The paradigm underlying this research is interpretive, which views reality as something that is socially constructed and influenced by cultural context and interaction between individuals.

The design of this research refers to a phenomenological study, which aims to understand the conscious experience of individuals towards a phenomenon, in this case the curriculum management process based on the values of local wisdom. This design was chosen because it allows researchers to uncover the essence of the experience felt by the principal, teachers, students, and school committees in designing, implementing, and evaluating the curriculum. This research not only focuses on the structural aspects of curriculum management, but also on the dimensions of meaning contained in it, thus providing a richer interpretive contribution than previous descriptive research.

The informants in this study consisted of school principals, teachers, school committee members, and students who were selected purposively. The purposive sampling technique is used because researchers need informants who really understand and are directly involved in the implementation of the local curriculum. According to Sugiyono (2019), purposive

sampling is the right technique in qualitative research because it allows researchers to obtain in-depth data from information sources that are considered most relevant. The number of informants in this study is determined based on the principle of data saturation, which is when the information obtained is sufficient to comprehensively describe the phenomenon and no longer generates significant new information.

Data collection techniques were carried out through semi-structured in-depth interviews, non-participatory observations, and documentation studies. Interviews were used to explore the views, perceptions, and experiences of informants in curriculum management based on local wisdom. Observations are carried out to observe firsthand the dynamics that occur in the school environment, including interactions between teachers and students as well as educational practices that reflect local values. Meanwhile, the documentation study includes an analysis of relevant school documents, such as Learning Implementation Plans (RPPs), School Work Plans (RKS), and local culture-based program documents. These three techniques are used in an integrated manner to obtain a holistic picture and support the validity of the data through triangulation methods, as suggested by Patton (2002).

The collected data were analyzed using an interactive model from Miles, Huberman, and Saldaña (2014), which included three main stages: data reduction, data presentation, and conclusion withdrawal and verification. Data reduction is carried out by sorting, simplifying, and organizing data into thematic categories that are in accordance with the focus of the research. The presentation of data is carried out in the form of narratives and thematic matrices, which assist researchers in tracing patterns of meaning. Conclusions are drawn through reflective interpretation of the themes that have been compiled, and verified through the process of triangulating sources and methods. To maintain the validity and validity of the data, the researcher also conducts cross-examination between informants, member checking, and peer debriefing, so that the findings obtained truly reflect the social reality that is studied accurately, ethically, and scientifically accountable.

Results and Discussion

1. Curriculum Planning Based on Local Wisdom in Bukit Batu Tourism Village

Curriculum planning based on local wisdom at SD Negeri 11 Bukit Batu is carried out through systematic stages that include the analysis of the context of the educational unit, the formulation of the school's vision and mission, the identification of elements of local wisdom, and the determination of the integration of local content into subjects, co-curricular activities, and extracurriculars. This process shows that schools are not only relying on central policies, but also exploring the power of the socio-cultural environment as an authentic and contextual source of learning.

Based on in-depth interviews with school principals, curriculum planning begins with an analysis of needs based on the surrounding environment. The principal explained that:

"We see that our strength lies in the teaching staff who come from the surrounding environment, so that they understand the culture and traditions of the people of Bukit Batu. This facilitates the integration of local values into learning," (Interview, June 5, 2025).

In line with that, grade IV teachers also said that the planning process was carried out in deliberation and involved various parties, including school committees and community leaders.

"We identify local cultures such as Zapin, traditional games, typical foods, so that they can be included in the lesson plan according to the subjects we teach," he said (Interview, June 6, 2025).

The principal also explained that the vision of SD Negeri 11 Bukit Batu, namely "*Realizing Human Beings with Character, Achievement, and Culture*", is the result of a joint formulation that reflects the spirit to preserve local culture through education. The school's mission is elaborated into tangible actions such as character building, preservation of Zapin culture, as well as increasing students' interest in the environment and local history. According to SBdP teachers, the short-term goal is to "optimize the local culture that exists in the local area,"

while the long-term goal is directed at "forming students who love the regional culture and are able to preserve it" (Interview, June 6, 2025).

Based on the results of observations made by researchers in curriculum meeting activities, it can be seen that the school deliberation forum is an active space to explore and compile the integration of local wisdom values. In one observed meeting session (June 12, 2025), the researcher noted that teachers, principals, and school committees discussed local history content that would be included in the class V learning theme, such as the story of the glory of Datuk Laksamana Raja di Laut, as well as the integration of folk games and traditional food in the learning of the P5 project. The observation also showed the involvement of teachers in recording local potentials that will be used as a reference in the preparation of the lesson plan, such as the mangrove forest of the Bukit Batu River and the tradition of village feasts.

In addition, researchers observed that the practice of cultural identification occurs not only in formal forums, but also in everyday interactions in schools. For example, teachers often refer to local stories when explaining subject matter. In the IPAS lesson, students were invited to discuss the mangrove ecosystem based on their experience of visiting the Bukit Batu River a few months earlier. This shows that the planning process is alive and does not stop at the documents, but is continuously reinforced by practice on the ground.

From the results of the analysis of school documents, it was found that the curriculum planning structure at SD Negeri 11 Bukit Batu has explicitly included the integration of local wisdom. The 2024/2025 Bukit Batu Elementary School Education Unit Curriculum Document lists the "Preservation of Local Culture through Contextual Learning" program as a strategic priority. The school's vision and mission in writing mention efforts to preserve regional culture as part of the formation of students' character. In addition, in the RPP for IPAS, SBdP, and PPKn subjects, there are local content such as the introduction of special foods (*bawlu kemojo*), folk games (*gasing and kite*), and the art of *Zapin* dance. All of this shows that the planning document has been aligned with the results of the identification on the ground and supports the implementation of a curriculum based on local values.

The meeting results document also recorded the decision to determine co-curricular activities such as cultural visits to traditional houses and local historical sites, as well as extracurricular activities in the form of *Zapin* dance training and making crafts from leko nipah. This determination is decided through the deliberation of teachers and school committees, which reflects a participatory approach to curriculum management.

As visual evidence, the following is shown the cover of the Curriculum of the SD Negeri 11 Bukit Batu Education Unit for the 2024/2025 Academic Year which is one of the main sources of documentation in this study.

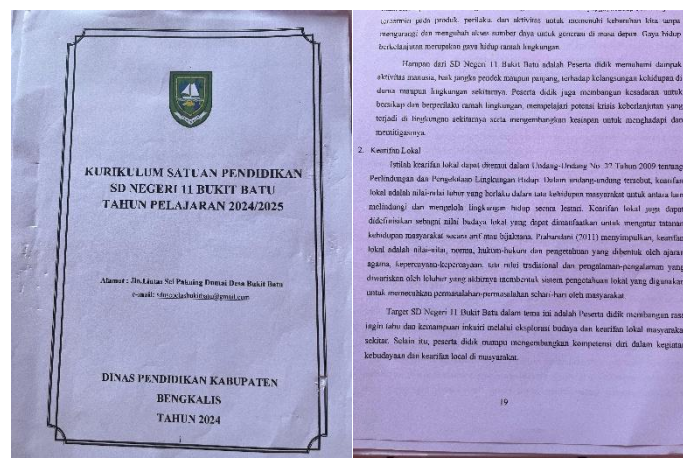


Figure 1. Curriculum Document of SD Negeri 11 Bukit Batu Education Unit for the 2024/2025 Academic Year

These findings show that curriculum planning at SD Negeri 11 Bukit Batu is carried out

through a participatory and contextual approach. The stages that are passed starting from context analysis with SWOT, the formulation of a vision and mission with cultural nuances, to integration into school subjects and activities show that there is a strong curricular awareness to make local culture a learning resource. This approach is in line with the opinion of Raharjo (2022), that SWOT analysis in the context of schools allows all stakeholders to strategically identify cultural-based educational assets. In addition, the vision that emphasizes the value of "cultured" reflects a curriculum orientation that favors the preservation of local identity as part of character education.

Such a planning process also demonstrates the practice of a humanistic curriculum, as put forward by Ornstein and Lunenburg, which emphasizes the importance of learners' life experiences as the basis for learning. By integrating local cultural values into learning, schools not only increase the relevance of education, but also build students' sense of belonging, identity, and learning independence in the face of the challenges of the times.

2. Organizing a Local Wisdom-Based Curriculum in Bukit Batu Tourism Village

The organization of a curriculum based on local wisdom at SD Negeri 11 Bukit Batu is carried out in a structured manner by integrating cultural values and local potential into all learning activities, both intracurricular, co-curricular, and extracurricular. This process is based on the principle of collaboration between principals, teachers, and school committees, and makes use of available local resources. Field findings show that organizing strategies do not change the substance of the national curriculum, but adapt them to the local context to make learning more relevant and meaningful.

Based on interviews with school principals, curriculum organization is carried out by paying attention to the division of teachers' roles according to their respective competencies and backgrounds. The principal explained:

"We divide teachers' duties not only based on subjects, but also their experience in the local culture. For example, SBdP teachers who understand *zapin* dance are given the responsibility of developing extracurricular cultural arts." (Interview, June 5, 2025)

Grade IV teachers emphasized that the subjects of IPAS, PPKn, and SBdP are the main spaces to include local content, especially those related to the history, customs, and potential of the Bukit Batu Tourism Village. He gave an example in learning the theme "*My Neighborhood*".

"If it is on the theme of *My Residential Area*, I always associate the material with the history and traditions of the people here. For example, I told you about Datuk Laksamana Raja di Laut and the tradition of mutual cooperation in the village. Children become more understanding because it is close to their daily lives." (Interview with Grade IV Teacher, June 6, 2025)

Meanwhile, PPKn teachers said that the Pancasila Student Profile Strengthening Project (P5) activity with the theme of local wisdom was an effective means for students to get to know and explore their own culture.

"In P5 with the theme of local wisdom, we invite students to jump in directly. They could interview cultural performers, document typical foods, or write a small report on what they found. From there, children are more aware that their culture is important and needs to be preserved." (Interview with PPKn Teacher, June 6, 2025)

Based on the results of the researcher's observations on teaching and learning activities, it is shown that teachers actively integrate local values in lessons. In science learning, for example, students are invited to discuss the mangrove ecosystem by referring to the Bukit Batu River. In the SBdP lesson, the researcher noted that students practiced the *zapin* dance once every two weeks, guided directly by the teacher. The enthusiasm of the students was high when they tried the basic movements of the dance, which showed an emotional involvement with the local culture.

Based on the results of the observations made by the researcher, the researcher found that the teacher's meeting also showed a proportional scheduling. Teachers and the principal

prepare lesson schedules by providing space for the implementation of P5 and cultural extracurricular activities. The researcher noted that the forum emphasized non-overlapping timing and considered teachers' workloads so as not to cause burnout.

The 2023/2024 School Work Plan (RKS) document affirms the commitment to integrate local culture into intracurricular, co-curricular, and extracurricular activities. In the structure of the school curriculum, it is recorded that PPKn and SBdP contain learning indicators related to good manners, mutual cooperation, and local arts. The P5 Project document shows that the theme of local wisdom is scheduled in odd semesters, with activities in the form of cultural visits, community observations, and reflective report making by students.

In addition, the extracurricular schedule document states that zapin dance activities are held routinely every two weeks on Friday afternoons, with SBdP teachers in charge. Photo documentation of the activity shows students wearing traditional attire while performing at school events, as part of cultural preservation practices.



Figure 2. Students of SD Negeri 11 Bukit Batu Practice Zapin Dance as Part of Extracurricular Activities

The results of the study show that the organization of the curriculum at SD Negeri 11 Bukit Batu is carried out through a systematic and collaborative mechanism. The integration of local culture into intracurricular strengthens the cognitive and affective aspects of students, co-curricular through P5 deepens the contextual learning experience, while extracurricular strengthens skills as well as cultural pride. This strategy is in line with Hill (2008) view that organizing is the process of grouping activities, assigning authority, and coordinating resources to achieve goals.

The integration of intracurricular, cocurricular, and extracurricular activities effectively supports the formation of students' character, as shown by the research of Negro, Sinaga, and Widodo (2023) at SMA Negeri 1 Sidomulyo where intracurricular increases personal awareness and responsibility, extracurriculars build character through organizations such as scouting, and co-curricular forms social habits through activities such as field trips. In addition, the integration of local wisdom values in the curriculum has been proven to strengthen students' cultural identity and character. Research by Sakti (2024) emphasizes the importance of ethnopedagogy in early childhood character education; while the cultural integration model in the curriculum developed by Rasidi (2025) shows that a local wisdom-based approach improves students' understanding of diversity, learning engagement, and character. Pageh (2025) also highlights the effectiveness of thematic learning, projects, and extracurricular activities in internalizing local wisdom values such as mutual cooperation, tolerance, and love for the environment in elementary schools. The positive relationship between extracurricular activities and the development of students' character, skills, and attitudes was also reinforced by a systematic literature review by Rahayu & Dong (2023) which concluded that the school climate and the support of teachers and parents are the main determinants of such effectiveness. Similar findings were also obtained by Mishra (2023), which shows the significant contribution of extracurricular and co-curricular activities in building students' overall confidence, skills, and attitudes.

The integration of intracurricular, co-curricular, and extracurricular activities combined

with local wisdom values has proven to be effective in shaping students' character holistically. This approach not only enriches the learning experience, but also strengthens cultural identity, enhances social competence, and fosters a sense of responsibility and discipline. A curriculum based on local culture, such as that applied at SD Negeri 11 Bukit Batu, is a strategic means to preserve cultural heritage while developing a young generation that is contextual, rooted in the values of the surrounding environment, and able to face global challenges without losing their identity.

3. Implementation of Local Wisdom-Based Curriculum in Bukit Batu Tourism Village

The implementation of the curriculum based on local wisdom at SD Negeri 11 Bukit Batu is carried out through three main domains, namely intracurricular, co-curricular, and extracurricular. The three are integrated with each other to strengthen students' cultural identities, build character, and connect learning with real-life contexts.

The grade V teacher said that the integration of local cultural values into the subject has become part of daily learning planning.

"In the IPAS lesson, for example, we relate it to the surrounding environment such as the mangrove forest of the Bukit Batu River. In PPKn, we include the value of mutual cooperation and village feast customs. Children become easier to understand because the material is directly related to their daily lives." (Interview with Grade V Teacher, June 7, 2025)

The PPKn teacher added that the Pancasila Student Profile Strengthening Project (P5) activity with the theme of *Local Wisdom* provides students with the opportunity to explore village culture.

"Through P5, we invite students to go directly to the field. They observed, interviewed cultural actors, and even wrote reports on typical foods. In this way, they learn not only from books, but from real experiences." (Interview with PPKn Teacher, June 7, 2025)

In addition, SBdP teachers emphasized that extracurricular activities of cultural arts, especially zapin and kompong, are important media to instill a sense of love for tradition.

"We routinely do zapin training every two weeks. The students were very enthusiastic, especially when performing at the Bukit Batu River Festival. It makes them proud and at the same time learns discipline." (Interview with SBdP Teacher, June 8, 2025)

Based on the results of field observations conducted by the researcher, it is shown that the implementation of the curriculum is really carried out contextually. In intracurricular activities, the researcher noted that teachers associate learning materials with local culture, for example when discussing the theme "*My Neighborhood*", teachers use the story of Datuk Laksamana Raja di Laut as an example.

In the P5 co-curricular activity observed on June 13, 2025, students were seen exploring tourist and cultural sites in Bukit Batu. They observed the tourist attraction firsthand, conducted simple interviews with community leaders, and documented the findings. This activity shows that students learn empirically and collaboratively, in accordance with the principles of project-based learning.

In extracurricular activities, researchers observed groups of students practicing zapin dance in the school yard using traditional clothing. They seemed excited to follow the rhythm of the kompong guided by the teacher. In addition, the documentation also shows the involvement of students in village cultural festivals, where they perform in front of the general public. In addition to the zapin dance, extracurricular activities of the traditional music art of kompong are also an important part of the implementation of the curriculum based on local wisdom. The documentation of the activity shows that the students of SD Negeri 11 Bukit Batu practiced and displayed the kompong game with enthusiasm. This activity not only hone artistic skills, but also strengthens togetherness, discipline, and students' love for their regional culture.



Figure 3. Students of SD Negeri 11 Bukit Batu Play Kompang as an Extracurricular Activity of Cultural Arts

Field findings show that the implementation of a curriculum based on local wisdom at SD Negeri 11 Bukit Batu is carried out comprehensively through intracurricular activities that associate learning materials with local culture, co-curricular activities that provide space for thematic exploration, and extracurriculars that strengthen character and preserve traditions. This approach is in line with the findings of Hidayati (2020) who show that the integration of local cultural values in the curriculum effectively shapes moral character and increases student involvement. Parhan (2023) emphasized that co-curricular and extracurricular activities based on local wisdom contribute significantly to the formation of contextual social values, while Arjaya (2024) noted that the global trend of education now leads to the strengthening of cultural identity through a locality-based curriculum as an adaptive character education strategy.

Thus, the three forms of activities complement each other. Intracurricular emphasizes conceptual understanding, co-curricular reinforces contextual experiences, and extracurricular fosters a love for local cultural arts. This implementation proves the school's commitment to building an educational ecosystem that is relevant to socio-cultural conditions, while contributing to the preservation of the cultural heritage of the Bukit Batu community.

4. Evaluation of the Curriculum Based on Local Wisdom of Bukit Batu Tourism Village

The evaluation of the implementation of the curriculum based on local wisdom at SD Negeri 11 Bukit Batu was carried out thoroughly to assess the extent to which the curriculum succeeded in achieving the goal of preserving local culture as well as forming student character. This evaluation includes five main aspects: the relevance of teaching materials, learning methods, student involvement, supporting infrastructure, and the achievement of learning outcomes.

The principal explained that routine evaluations are carried out at the end of each semester to ensure that the teaching materials remain relevant to local wisdom.

"We assess whether the material prepared by the teacher really touches the local culture. For example, whether it has included traditional elements, folk games, or local history. From there, we give feedback to teachers so that learning is more contextual." (Interview, June 14, 2025)

The grade VI teacher added that the learning method is an important part of the evaluation.

"We encourage the use of active methods, such as projects and learning outside the classroom. Children learn directly from their environment, not just theory in the classroom." (Interview, June 14, 2025)

Based on the researchers' observations in the P5 learning activity with the theme of *Local*

Wisdom, it can be seen that student involvement is the main indicator of success. Students appeared to actively ask questions to cultural actors during the visit, document findings with notes and photos, and present the results of observations in the form of group reports. This activity shows that students are not just passively accepting material, but are actively involved in internalizing cultural values.

The researcher also observed the condition of the infrastructure, where the school has provided kompang musical instruments, *zapin* dance costumes, and several culture-based learning media. However, the limitations of textbooks and locally-based interactive modules are still a challenge noted in the evaluation.

The results of the semester evaluation meeting document show that the school assesses the achievement of student learning outcomes based on three main aspects: knowledge, attitude, and skills. The student learning outcome report emphasizes that learning based on local wisdom not only improves academic understanding, but also forms an attitude of respect for tradition and practical skills in cultural arts.

The evaluation showed that curriculum management based on local wisdom at SD Negeri 11 Bukit Batu balances academic aspects and character formation through contextual materials, active student participation, and support of facilities and infrastructure. This is in line with the findings of Mansur & Sholeh (2024) which emphasizes the importance of 5S culture and parental involvement in character education. Ahdad 's research (2023) also shows that the integration of local culture such as regional songs, traditional games, and dance arts is able to develop all aspects of child development holistically. Meanwhile, Novitasari & Walid (2024) emphasized that this approach is effective in building students' life skills and cultural identity through contextual activities in various subjects.

The evaluation pattern applied shows the continuity between planning, organizing, implementing, and evaluating. Thus, curriculum management becomes a holistic learning model, where each stage complements each other in maintaining the sustainability of local cultural values in elementary schools.

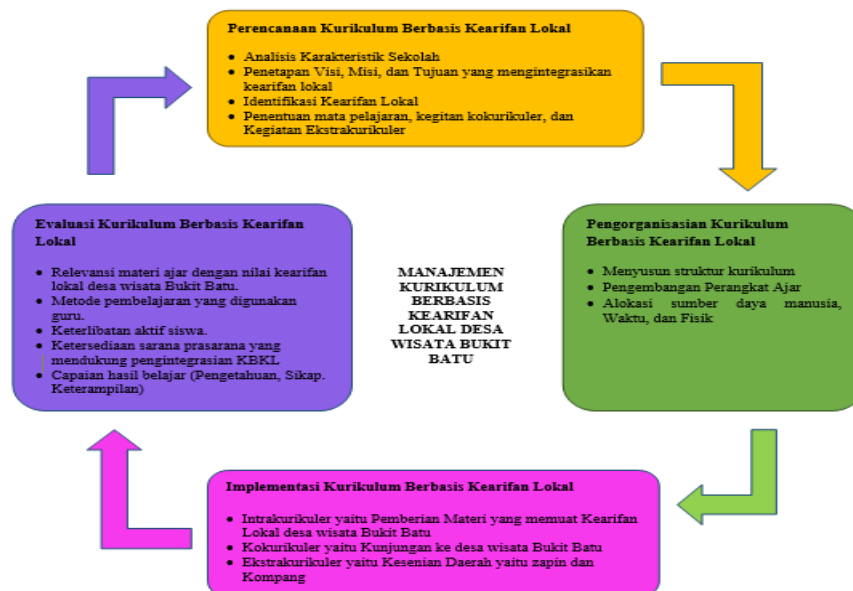


Figure 4. Curriculum Management Pattern Based on Local Wisdom SD Negeri 11 Bukit Batu

Conclusion

Curriculum management based on local wisdom at SD Negeri 11 Bukit Batu shows a strong relationship between the integration of cultural values and the quality of the learning process. The results of this qualitative research confirm that curriculum planning has been systematically designed through context analysis, vision and mission formulation,

identification of cultural elements, and integration into subjects, co-curricular activities, and extracurriculars. This planning process reflects a participatory approach involving principals, teachers, committees, and local community leaders to ensure that the curriculum is truly relevant and contextual.

Curriculum organization is carried out in a structured manner through the division of teachers' roles according to competencies, the preparation of proportional learning schedules, and guarantees that local wisdom values are embedded in intracurricular activities in the classroom, project-based learning, and in extracurricular activities. These findings prove that organizational strategies not only adapt the national curriculum, but also contextualize them with local conditions, resulting in more meaningful learning for students.

At the implementation stage, it can be seen that local wisdom is effectively integrated through intracurricular learning, the Pancasila Student Profile Strengthening Project (P5), and extracurricular activities such as zapin dance and kompang music. The results of the observations showed that the students were very enthusiastic and actively involved in this activity, which not only enriched their knowledge but also strengthened their character, discipline, and pride in cultural identity. This proves that the curriculum is able to bridge theoretical knowledge with empirical experience in a real-life context.

The results of the evaluation emphasized that the school assessed several important aspects, including the relevance of teaching materials, learning methods, student involvement, supporting facilities and infrastructure, and learning outcomes achievements. The findings show that learning based on local wisdom contributes positively to improving academic achievement as well as cultivating cultural awareness and life skills. However, this study also found limitations, especially in the availability of locally-based teaching materials that still need to be further developed.

Thus, the curriculum management pattern at SD Negeri 11 Bukit Batu reflects a holistic and sustainable model, with a balance between academic competence and the preservation of local culture. The integration of local wisdom into the curriculum not only improves the learning experience of students, but also contributes significantly to the preservation of cultural heritage and the strengthening of students' character. These findings confirm that primary schools can play a role as cultural agents in maintaining local identities while preparing a generation with relevant skills to face global challenges.

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