

The Integration Of Local Wisdom Values Within Character Education In Globalization Era

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Abstract. The rapid development of globalization has reshaped patterns of communication, interaction, and cultural exchange, creating both opportunities and challenges for the formation of students' character. In this context, the preservation and integration of local wisdom values become strategic efforts to maintain cultural identity while preparing learners to engage responsibly in a global society. This literature study aims to provide an in-depth analysis of the concept, relevance, and implementation of local wisdom values within the framework of character education in the globalization era. Employing a PRISMA method with qualitative approach, the research synthesizes findings from scholarly articles, books, and previous studies that explore themes such as indigenous knowledge, moral development, cultural education, and global citizenship. This study highlights that local wisdom embodies essential moral and cultural principles that are vital for addressing current moral and social issues faced by students. Furthermore, the study underscores that incorporating local wisdom not only strengthens students' moral foundations and cultural awareness but also enhances critical thinking, empathy, and global competence. This study concludes that local wisdom plays a transformative role in shaping holistic character education capable of

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responding to global shifts without losing cultural roots. The findings suggest the need for educational practitioners and policymakers to design innovative, culture-based learning models and develop systematic guidelines for integrating local wisdom across curricular and extracurricular activities. Future research is recommended to conduct empirical investigations in various educational contexts to identify best practices and measure the long-term impact of local-wisdom-based character education on students' personal and social development.

Keywords: *Local Wisdom; Character Education; Globalization; Cultural Identity; Value Integration*

Abstrak. Perkembangan pesat globalisasi telah membentuk ulang pola komunikasi, interaksi, dan pertukaran budaya, menciptakan peluang sekaligus tantangan dalam pembentukan karakter siswa. Dalam konteks ini, pelestarian dan integrasi nilai-nilai kearifan lokal menjadi upaya strategis untuk mempertahankan identitas budaya sekaligus

mempersiapkan peserta didik agar dapat berperan secara bertanggung jawab dalam masyarakat global. Studi literatur ini bertujuan untuk memberikan analisis mendalam mengenai konsep, relevansi, dan implementasi nilai-nilai kearifan lokal dalam kerangka pendidikan karakter di era globalisasi. Dengan menggunakan model PRISMA dengan pendekatan kualitatif, penelitian ini mensintesis temuan dari artikel ilmiah, buku, dan studi sebelumnya yang mengeksplorasi tema-tema seperti pendidikan budaya, dan kewarganegaraan global. Penelitian ini menyoroti bahwa kearifan lokal memuat prinsip moral dan budaya yang penting untuk mengatasi isu-isu moral dan sosial yang dihadapi siswa saat ini. Selain itu, studi ini menekankan bahwa penerapan kearifan lokal tidak hanya memperkuat dasar-dasar moral dan kesadaran budaya siswa, tetapi juga meningkatkan kemampuan berpikir kritis, empati, dan kompetensi global. Studi ini menyimpulkan bahwa kearifan lokal memainkan peran transformatif dalam membentuk pendidikan karakter yang mampu merespon perubahan global tanpa kehilangan akar budaya. Temuan ini menunjukkan perlunya para praktisi pendidikan dan pembuat kebijakan untuk merancang model pembelajaran inovatif berbasis budaya serta mengembangkan pedoman sistematis untuk mengintegrasikan kearifan lokal di seluruh kegiatan kurikuler dan ekstrakurikuler. Penelitian selanjutnya disarankan untuk melakukan investigasi empiris di berbagai konteks pendidikan guna mengidentifikasi praktik terbaik dan mengukur dampak jangka panjang pendidikan karakter berbasis kearifan lokal terhadap perkembangan pribadi dan sosial siswa.

Kata kunci: *Kearifan Lokal; Pendidikan Karakter; Globalisasi; Identitas Budaya; Integrasi Nilai*

Introduction

Globalization has become an unavoidable phenomenon for every nation in the world. The flow of information, technology, economics, and culture moves seamlessly through increasingly advanced digital networks. This phenomenon has brought about profound changes in people's lives, including how they think, act, and interact. Today's young generation lives in a fast-paced, competitive, and connected world. They are easily exposed to external values, lifestyles, and cultures through social media, films, music, and other digital platforms (Sukatin, Nur'aini, Sari, Hamidia, & Akhiri, 2022). On the one hand, globalization provides opportunities to improve the quality of human resources, broaden horizons, open access to information, and enhance international cooperation. However, on the other hand, globalization also poses serious challenges to preserving cultural identity and local wisdom values, which should be the hallmark of a nation. Indonesia, as a country rich in cultural diversity, customs, and traditions, faces significant challenges in maintaining its local wisdom amidst the rapid global influence (Bayuseto, Yaasin, & Riyan, 2023).

Local wisdom encompasses not only traditions and cultural practices, but also noble values passed down from generation to generation. Values such as mutual cooperation, deliberation and consensus, tolerance, respect for elders, social solidarity, and responsibility are essential components of Indonesian national identity (Nurasiah et al., 2021). According to Balaya & Zafi (2020), these values serve not only as moral guidelines but also serve as the foundation for developing individual character with integrity. When these values begin to erode or are no longer practiced in daily life, the nation's character will experience a crisis that could potentially weaken cultural resilience and national identity.

Character education exists as a strategic effort to strengthen values that have begun to erode due to modernization (Burhanuddin, 2019). Through character education, educational institutions are expected to focus not only on academic achievement but also on the development of students' morals, ethics, and behavior (Mansur Srisudarso, 2018). According to Pia Amelia, Desty Endrawati Subroto, & Dwi Lestio Wulandari (2025), character education emphasizes the cultivation of positive attitudes, the strengthening of moral habits, and the provision of good role models. However, character education will not be effective if it relies solely on universal moral concepts without linking them to local wisdom values appropriate to the socio-cultural context of Indonesian society. Therefore, the integration of character education and local wisdom is crucial to ensure education is not separated from the nation's cultural roots.

Integrating local wisdom values into character education means incorporating cultural values, traditions, customary practices, and social norms into the educational process, both through the curriculum and through in-school activities (Wulandari Handoyo, Yulianto, Sumartiningsih, & Fuchs, 2024). According to Pingge (2017), this process is not limited to theoretical instruction alone, but also involves direct experience, reflective activities, and interaction with the local cultural environment. Through this approach, students not only understand local wisdom as knowledge but also internalize and apply it in their daily lives. Thus, education can shape students with strong character and a sense of national identity, while remaining globally competitive.

However, integrating local wisdom into character education is not easy. Many schools still focus on academic achievement, ranking competition, and the demands of a modern curriculum (Annur, Yuriska, & Arditasari, 2021). Furthermore, the rapid flow of digital technology brings negative impacts such as changes in behavior, ethics, norms, rules, or morals of life that are contrary to the ethics, norms, rules, and morals of life in society (Jamun, 2018). Many students are more familiar with foreign cultures than with their own. For example, they are more familiar with public figures from abroad than with traditional figures or cultural figures from their region. This demonstrates the gap between global developments and local understanding.

Besides student factors, other challenges come from teachers and the school environment. Not all teachers understand the importance of local wisdom or have the competence to integrate it into learning. According to Tohri, Syamsiar, Rasyad, Hafiz, & Rizkah (2022), many teachers focus solely on formal teaching materials without creating space for exploring local culture. Yet, teachers play a central role in instilling character values through role models and interactions with students. Without cultural sensitivity, local wisdom-based character education will be ineffective.

Social changes in society also impact the sustainability of local wisdom. Social changes caused by urbanization, high mobility, cultural commercialization, and

lifestyle changes are increasingly marginalizing local values (Sinambela, Saragih, Lumbantobing, Lase, & Iqbal, 2025). Many traditions that once served as spaces for character building, such as mutual cooperation in village activities, traditional ceremonies, and local community activities, are being abandoned. The younger generation prefers individual digital activities, reducing the space for social interaction within the community. This necessitates support from various parties, not just schools but also families, indigenous communities, local governments, and cultural institutions, to work together to maintain the sustainability of local wisdom.

Furthermore, according to Siregar et al. (2024) another equally important issue is the dissemination of information about the local culture through the media of communication. In the digital age, when information spreads rapidly, language errors have a significant impact on public perception. Therefore, educators, writers, and the media must pay serious attention to linguistic aspects so that messages about local wisdom are well-received and have an educational impact. Many reports on local culture are written without proper spelling, word choice, or sentence structure. Spelling errors, punctuation errors, or ineffective sentences in news texts or public writing can diminish the public's understanding of cultural issues.

In the context of formal education, integrating local wisdom requires teachers not only to teach specific values but also to implement innovative and contextual learning methods. According to (Nababan, 2023) and (Siahaan, 2018), methods such as project-based learning, culture-based learning, field trips to cultural sites, discussions with traditional leaders, or the use of folklore in learning can be effective tools for building student character. Thus, character education is no longer abstract but truly applicable in real life.

On the other hand, according to Achmad (2021), digital technology can also be used to strengthen character education based on local wisdom. In the digital era, students can be encouraged to create local cultural content, document traditions, and create educational videos about local values, or create interactive platforms highlighting regional cultural richness. In this way, local wisdom is not only preserved but also promoted through modern media. According to Jadidah et al. (2023), integrating technology and local culture is a crucial strategy to ensure local values remain relevant in the lives of the younger generation.

Overall, the challenges of globalization are unavoidable, but they can be met with appropriate educational strategies (Setyawati, Septiani, Ningrum, & Hidayah, 2021). Integrating local wisdom values into character education is a relevant and urgent solution for maintaining national identity and developing a generation with strong character. A generation that understands local culture will have a strong sense of identity, a wise attitude, and the ability to adapt without losing its cultural roots. Considering these challenges and opportunities, this article aims to analyze the

importance of integrating local wisdom values into character education in the era of globalization.

This article outlined the concepts of local wisdom, character education, their relevance to the challenges of globalization, and strategies educational institutions can implement to internalize local values in the learning process. Furthermore, this article also highlights actual examples from news reports regarding local wisdom and analyzes its linguistic aspects to see how cultural values are communicated to the public. Thus, this study is expected to provide a deeper understanding of the important role of local wisdom in shaping the character of the younger generation and provide practical recommendations for educational institutions, the government, and the community in developing culture-based character education. In an ever-changing world, preserving local values is a crucial foundation for future generations to become not only globally competitive but also possess strong character and uphold the nation's noble values.

Method

The preparation, reporting, and evaluation of literature in this study was conducted by using the PRISMA model, which consists of four main stages: identification, screening, eligibility, and inclusion. The primary data of this study was online literature studies, which was taken from the Google Scholar by using the keyword combination: "local wisdom", "character education". In inclusion stage, there are 40 articles were included eligible to be used as the primary sources in this study. These articles were sourced from national journals and published between 2014 and 2025. Meanwhile, books and policy documents related to the topic was used as secondary sources. Data reduction was conducted by sorting information relevant to the focus of research. Irrelevant data was eliminated for gaining more focused and in-depth analysis. The data was analyzed by using a *Thematic Analysis* approach, which consists of data reduction, categorization and coding, and thematic synthesis.

Result And Discussion

From the analysis of the primary and secondary source of literatures, this study discovered some research findings regarding in-depth analysis of the concept, relevance, implementation, integration and implication of local wisdom values within the framework of character education in the globalization era.

a. The Concept of Local Wisdom and its Relevance to Education in the Globalization Era

The result of literature review consistently shows that local wisdom is a dynamic set of cultural knowledge, values, beliefs, and practices developed by a community over

generations, functioning as a guide for moral behavior, social relationships, ecological harmony, and problem-solving within local contexts.

Local wisdom, which is also known as local cultural values, refers to a set of knowledge systems, norms, beliefs, and practices that emerge from a community's long historical experience in interacting with its natural and social environment. It is culturally embedded, collective in nature, and transmitted across generations through language, rituals, customs, arts, community practices, and daily behavior.

As a matter of fact, local wisdom continues to exist and retain social resonance, but the intensity of practicing these values is declining in some communities, particularly in urban areas and among the younger generation. However, formal education has not yet fully systematically incorporated local wisdom; its presence tends to be sporadic, dependent on initiatives from schools and local communities. Mass media and news coverage often portray local wisdom positively, but often lacks language and context that can obscure the true meaning of cultural values. There are various promising pedagogical innovations such as project-based learning, experiential learning, and the use of digital technology that can bridge the gap between cultural preservation and the demands of global competency. These findings provide the basis for a more detailed elaboration of how concrete values can be integrated and what challenges must be overcome.

Globalization, which is characterized by rapid technological change, global interconnectedness, and cultural homogenization, poses both challenges and opportunities for character development and cultural identity. Within this context, local wisdom plays a critical role in education for several reasons such as strengthening cultural identity, developing character and moral values, supporting holistic and humanistic learning, fostering sustainable education, and counterbalancing the negative impacts of globalization.

As local wisdom provides a rich, culturally grounded resource that is highly relevant to education in the globalization era, it promotes moral integrity, cultural identity, critical consciousness, and sustainable living, competencies that are essential for students to thrive in an increasingly complex world. Integrating local wisdom into the curriculum not only strengthens character education but also ensures that globalization does not erode the cultural values that have shaped communities for generations.

Local wisdom is not simply a repertoire of customs and ritual practices; it is a network of values that govern social life for example, mutual cooperation as a mechanism of solidarity, deliberation as a collective decision-making process, respect as a relational norm, and ecological responsibility as a convergence between traditional knowledge and environmental management.

b. The Integration of Local Wisdom Values Within Character Education in Globalization Era

The reviewed literature consistently demonstrates that the integration of local wisdom values within character education is a vital approach for cultivating culturally rooted, morally grounded, and globally competent learners. In the era of globalization, local wisdom provides not only cultural identity but also ethical guidance, critical awareness, and sustainable perspectives that enrich the educational process. By combining traditional values with modern pedagogical approaches, schools can prepare students to navigate global complexities while preserving the cultural heritage that shapes their identity.

The reviewed literature consistently shows that the local values function as both normative content and methods for shaping behavior in the context of education. This means that the integration of local wisdom must ensure two things: (1) the representation of values as conceptually understood learning materials; and (2) concrete practices that foster moral habits and dispositions. Learning that only copies the descriptive aspects of local wisdom (e.g., lists of rituals or histories) without providing space for practical experience has the potential to produce shallow knowledge that does not impact behavioral change.

Curricular integration should ideally be implemented at several levels. First, at the macro-curriculum level, local content needs to be formalized in national and regional curriculum documents as a mandatory component with allocated learning hours and clear learning objectives. Second, at the subject level, local wisdom can be integrated across subjects: for example, the value of mutual cooperation in Civics (mutual assistance simulations) in Civics (mutual assistance simulations), ecological aspects in science (traditional knowledge of resource management), and cultural narratives in Language and Literature (Language and Literature) lessons. Third, the development of syllabi and lesson plans must include affective and psychomotor competency indicators that refer to local wisdom practices, not just cognitive indicators. Fourth, assessments must include assessments of attitudes and practices (portfolios, observations of attitudes in community activities, project products) so that integration is measurable and sustainable.

Effective local wisdom learning requires active, contextual, and participatory methods. Recommended learning methods include: project-based learning, where students design and implement local conservation projects; experiential learning, such as participation in traditional ceremonies or community service activities; collaborative learning involving generations (intergenerational dialogue between students and traditional elders); and cultural approaches in critical literacy to analyze cultural representations in the media. Furthermore, the use of technology should be positioned as a tool for example, creating digital documentation, folklore podcasts, or interactive

platforms that showcase local practices, so that students can contextualize local wisdom in formats relevant to their world.

Teachers are key agents in the integration process. They must possess cultural competence, contextual pedagogy, and the ability to facilitate experiences. Therefore, in-service teacher training needs to encompass the cultural dimension: understanding local wisdom, contextual teaching techniques, and affective assessment strategies. Schools, as institutions, must become spaces for practicing values: extracurricular activities, school calendars that include cultural ceremonies, and collaboration with indigenous communities or cultural NGOs can enrich educational practices. Local communities serve as sources of knowledge and practical partners—the involvement of indigenous leaders, cultural figures, and parents provides social legitimacy and authentic experiences that cannot be replaced by written materials alone.

Some of the real challenges that have emerged include: (1) limited teacher competency; (2) pressure from a dense curriculum and an orientation towards academic outcomes; (3) urbanization that is eroding local communities; (4) simplified or commercialized cultural representations; (5) a lack of quality learning resources; and (6) endangered local languages. To address these, practical solutions include: (a) integrating community-based training for teachers; (b) restructuring the time and weight of local content so that it is not merely a thematic addition; (c) developing multimodal learning resources (video, audio, digital archives) created in collaboration with the community; (d) intergenerational mentoring programs; (e) policy incentives for schools that successfully implement meaningful integration; and (f) revitalizing local languages through literacy and digital content that appeals to the younger generation.

News reviews show that the quality of language in reporting on local wisdom affects public understanding. Spelling errors, simplification of terms, or loss of context can obscure the meaning of local values, thus preventing educational messages from being conveyed. Therefore, efforts to improve media literacy and collaboration between cultural practitioners and journalists need to be strengthened. Educational media in schools should also be empowered to act as a corrective tool: students can be trained to produce linguistically accurate cultural reports, this simultaneously serves as an exercise in cultural literacy and understanding.

c. The Implication of Integration of Local Wisdom Values Within Character Education in Globalization Era

The reviewed literature consistently demonstrates that the integration of local wisdom values into character education carries several significant implications for educational theory, policy, and practice, particularly in the context of rapid globalization. First, this integration reinforces the role of education in maintaining cultural continuity. As global influences increasingly shape students' identities, the systematic inclusion of local wisdom—such as community cooperation, respect for

elders, environmental stewardship, and spiritual balance—helps strengthen cultural resilience. Schools become not only centers of academic learning but also institutions that preserve and transmit cultural heritage across generations.

Second, integrating local wisdom contributes to the development of holistic character formation. Local values often emphasize moral integrity, social harmony, empathy, and collective responsibility—elements that align with core frameworks in character education. When embedded within curricula, teaching materials, school routines, and extracurricular programs, these values enrich students' moral reasoning, interpersonal skills, and socio-emotional competence, better preparing them for ethical decision-making in a global society.

Third, this integration supports contextualized and culturally responsive pedagogy. Teachers who incorporate local wisdom create learning environments rooted in students' lived experiences, thereby improving relevance, engagement, and motivation. This aligns with contemporary educational theories such as constructivism and culturally responsive teaching, which highlight the importance of linking curriculum content to learners' cultural backgrounds.

Fourth, the integration of local wisdom into character education also has implications for global citizenship. Rather than producing students who are detached from their cultural roots, this approach nurtures individuals who are both locally grounded and globally aware. Students learn to appreciate diversity, negotiate cultural differences, and participate in global interactions while staying anchored in their values.

Finally, at the policy level, the findings highlight the need for curriculum developers and educational authorities to institutionalize local wisdom within national character education frameworks. This includes designing learning indicators, teacher training modules, community-based learning partnerships, and school culture initiatives that authentically reflect local values. Policies that recognize the role of indigenous knowledge systems can enhance educational relevance and foster a balanced response to globalization.

d. The Interconnection Between Local Wisdom Values in Character Education and Rogers–Maslow–Freire' Educational Theory

This study discovered that local wisdom significantly strengthens core character values. The reviewed literature consistently demonstrates that local wisdom such as communal harmony, mutual cooperation, respect for nature, deliberation, and ethical conduct plays a substantial role in reinforcing students' moral, social, and cultural character. These values function as cultural foundations that stabilize students' moral identities amidst global cultural shifts. Besides that, the integration of local wisdom is most effective through contextual and experiential learning. Findings reveal that

learning models rooted in students' cultural experiences, such as project-based learning, community-based education, and cultural immersion programs, are more effective in internalizing character values than traditional lecture-based approaches.

Globalization influences students' character formation. Literature indicates a growing tendency toward individualism, digital dependency, and weakened social sensitivity among students. Local wisdom acts as a cultural filter that helps students maintain moral resilience in the face of global pressures and cultural homogenization. Also, several studies highlight that local wisdom integration in schools is often symbolic, limited to ceremonies or formal events. Constraints include inadequate teacher training, insufficient culturally based teaching materials, and a lack of systemic school–community collaboration.

This study integrates three major educational theories to interpret the role of local wisdom. This study also compares psychological, cultural, and critical pedagogical perspectives simultaneously, and provides a conceptual framework that can guide practical implementation in Indonesian schools. An empirical discussion is provided in connection to the three main educational theory postulated by Rogers–Maslow–Freire.

Carl Rogers emphasizes student-centered learning, positive regard, and the development of self-actualizing individuals. The integration of local wisdom aligns with Rogers' vision in several ways such as communal cultural practices foster supportive learning environments characterized by empathy and acceptance, context-based cultural experiences provide meaningful learning, enabling students to construct personal understanding, and autonomy rooted in cultural identity supports intrinsic motivation and self-direction. Thus, local wisdom enriches Rogers' theory by grounding humanistic education in culturally relevant practices.

Maslow argues that character development depends on the fulfillment of psychological and social needs. Local cultural norms promoting respect, social cohesion, and communal rituals strengthen students' sense of safety and belonging. Affirmation of cultural identity supports esteem needs, enabling stronger self-confidence. Moreover, cultural-spiritual values contribute to self-transcendence, the highest stage in Maslow's model. Integration of local wisdom therefore supports character formation through holistic need fulfillment.

Paulo Freire proposes that education should be dialogical and liberating. According to Freire, using local wisdom as learning content encourages students to engage in critical reflection on cultural practices and social issues. Besides that, cultural-based dialog stimulates conscientization, allowing learners to understand and transform their social realities. Also, rather than passive indoctrination, students actively reinterpret cultural values in contemporary contexts. In conclusion, Freire's perspective emphasizes that local wisdom is not a static heritage but a transformative pedagogical resource.

The result of the study contributes some theoretical implications. It encompasses three main domain. First, local wisdom can serve as a bridge between humanistic, developmental, and critical pedagogical theories. Second, the findings provide a theoretical foundation for culture-based character education models relevant to modern life competencies. Third, the study contributes to literature by contextualizing global educational theories within Indonesian cultural frameworks.

The Specific Limitation of Study

This study has limitations that should be noted. First, the study relies exclusively on secondary sources, which means the analysis is constrained by the availability, quality, and methodological rigor of previous research. Some relevant studies may not have been accessible due to publication restrictions or limited indexing in national databases, potentially causing gaps in the reviewed evidence. Second, variations in the definition of “local wisdom” across cultures and researchers create inconsistencies that limit the comparability of findings. Third, the review does not include empirical validation or field-based verification, so the proposed conceptual integration remains theoretical. Therefore, future research should incorporate empirical methods, broader cultural comparisons, and more diverse sources to strengthen the validity and generalizability of the findings.

Conclusion

The integration of local wisdom values into character education in the era of globalization is a strategic effort to maintain cultural identity while preparing the younger generation to face changing times. Based on the results of an analysis of literature, online news, and policy documents, it was found that local wisdom not only functions as a cultural heritage but also as a source of moral values that are highly relevant in today's education. Values such as mutual cooperation, deliberation, honesty, politeness, caring, and responsibility have been proven to strengthen the character formation of students at all levels of education. Although the challenges of globalization bring new cultural influxes that often erode indigenous cultural values, this study shows that local wisdom can actually function as a filter, a moral guardian, and a force for shaping national identity. The research findings confirm that schools have a strategic role in integrating local wisdom values through the curriculum, learning, school culture, and teacher role models. However, this integration cannot be successful if it is carried out partially. Collaboration between educators, indigenous communities, the government, and the media is needed to strengthen the understanding and practice of local values consistently.

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