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Local Wisdom in Indonesian Language Textbooks for Elementary School in Lebak District

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ABSTRACT

This study highlights the importance of Indonesian language education in elementary schools as a foundation for developing students' communication skills while emphasizing the need to integrate local wisdom into learning practices. The research is significant because many textbooks still prioritize standardized content and pay limited attention to students' sociocultural backgrounds. Therefore, the study aims to examine the representation of local wisdom in Indonesian language textbooks used in primary schools in Lebak Regency and to explore how teachers utilize cultural elements in classroom learning. A qualitative approach was employed, using document analysis and classroom observation to understand both the written content of textbooks and its pedagogical implementation. The findings reveal that local wisdom is only minimally represented and often appears as additional examples rather than as a structured instructional framework. As a result, teachers play a central role in contextualizing lessons by incorporating local narratives and culturally relevant materials that reflect students' everyday experiences, although they face challenges such as limited access to authentic resources and curriculum demands aligned with national and global standards. The study implies that stronger collaboration among local governments, educational institutions, and community stakeholders is essential to support culturally responsive learning. Integrating local wisdom more systematically can enhance student engagement, strengthen cultural awareness, and promote inclusive and meaningful language learning that aligns with global educational perspectives.

Keywords: Local Wisdom; Indonesian Language Learning; Elementary School; Curriculum Integration.

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1. INTRODUCTION

Education is one of the fundamental pillars of a country's developmental process (Lim et al., 2022). In this paradigm, education not only acts as a transmission of knowledge and skills but also as a vehicle for character building and national identity (Xasanovich, 2021). However, often in the realm of education, the dimension of local wisdom is neglected, even though its presence has significant implications for enriching students' learning experiences. Local wisdom signifies a collection of values, knowledge, traditions, and practices of a community (Nurdiana et al. 2023). Referring to various aspects of life such as customs, language, arts, and value systems, local wisdom reflects the identity of a region and becomes an integral part of the life of the local community (Asmal et al., 2023). In the realm of education, the presence of local wisdom has great potential to support more contextual and relevant learning processes for students.

Indonesia displays a variety of unique and diverse local wisdom as a country with a rich cultural and ethnic diversity (Sumartias et al. 2020). Each region in Indonesia has a distinctive cultural heritage and characterizes itself (Dalimunthe & Siregar, 2023). However, in the context of implementing an education curriculum, local wisdom is often not optimally considered (Kusnadi, 2023b). Curricula that tend to be homogeneous often fail to accommodate cultural diversity. Consequently, students lose the opportunity to understand and appreciate the rich culture that is part of their national identity. Local wisdom is not just an addition to the educational context (Lubis, 2019). The integration of local wisdom into learning provides significant added value. Learning rooted in local wisdom allows students to experience more meaningful and comprehensive learning (Kusnadi 2023a). By gaining a direct connection with the surrounding social and cultural realities, students are more motivated to learn and can relate the knowledge gained to their experiences in everyday life.

The main challenge in integrating local wisdom into the education curriculum lies in the paradigm shift in learning approaches. Teachers need to be adequately trained and supported to recognize and integrate local wisdom into their learning process (Hadi et al., 2023). This requires a fundamental shift in educational approaches from the mere presentation of information to a learning process that is reflective of students' cultural realities (Han et al., 2022). In addition, support from various parties, including the government, educational institutions, local communities, and other stakeholders, is crucial for ensuring the successful integration of local wisdom in education (Sumartias et al., 2020). Teacher training, resource development, and collaboration between educational institutions and communities are important steps to be taken.

In the context of globalization and increasingly open access to information, it is important for Indonesia to maintain and develop its cultural identity. The relevance of local wisdom in education applies not only at the national level, but also at the international level (Fajarini & Wachid Bambang Suharto, 2022). Through the recognition and utilization of local wisdom in learning, Indonesia can strengthen its cultural pride and produce a generation that has a deeper understanding of its nation's cultural heritage. In conclusion, the integration of local wisdom in education is not just an option, but a necessity. It is important to ensure that education not only equips students with academic knowledge but also with a broader understanding of the cultural identity and values that make up the nation.

In the context of Lebak Regency, there is an urgent need to explore the presence of local wisdom in Indonesian language textbooks at elementary school level. Although Lebak Regency is rich in local wisdom (Arifiani et al., 2019), the extent to which this wisdom is reflected in Indonesian language learning materials in primary schools. Therefore, the problem formulation of this research is how local wisdom can be integrated into Indonesian language textbooks in primary schools in the Lebak Regency so that it can make a significant contribution to student learning.

This research aims to explain and analyze the existence of local wisdom in Indonesian language textbooks in elementary schools in the Lebak Regency. The main objective of this research is to identify the elements of local wisdom contained in Indonesian language textbooks in elementary schools in the Lebak Regency. In addition, this study aims to analyze the extent to which local wisdom is reflected and utilized in Indonesian language learning at the primary level. Furthermore, this study aims to explain the benefits of integrating local wisdom into Indonesian language learning for curriculum development and students' learning experiences. Thus, this research not only identifies the existence of local wisdom but also highlights the importance of integrating local wisdom in the Indonesian language learning process in primary schools as part

of efforts to improve the relevance and depth of students' learning experience. Finally, this research will provide recommendations to policymakers and educational practitioners regarding strategies for developing and utilizing local wisdom in Indonesian language learning in primary schools, aiming to strengthen Indonesian language teaching by taking into account the cultural and environmental context of students. This research is expected to make a significant contribution to curriculum development and Indonesian language learning at the primary level as well as a foundation for further efforts to strengthen the use of local wisdom as an integral part of education in Indonesia.

Local wisdom, as a cultural entity passed down through generations, encompasses knowledge and practical skills. It involves values, norms, traditions, customs, beliefs, and economic practices that define the identity of a group or community (Zakiyah and Tasikrara 2022). Each element of local wisdom reflects deep cultural roots and the social and cultural diversity of a society (Ramlan et al., 2023). In the context of education, the integration of local wisdom has significant value. It is not only about enriching learning content with local cultural heritage but also about providing opportunities for students to permeate and appreciate their own cultural roots.

The importance of local wisdom integration in education cannot be overstated (Darmawan & Kusumawati, 2023). When learning is linked to students' local context, they are better able to perceive the relevance and depth of the material being learned (Zaluchu et al. 2023). This opens the door for active engagement in the teaching-learning process, which in turn can increase students' motivation and interest in learning (Hidayati et al., 2020). When students feel that learning is relevant to their daily lives, they tend to be eager and enthusiastic about acquiring new knowledge. In addition, the integration of local wisdom has a positive impact on the formation of students' identity and sense of pride in their own culture and traditions. When students can see the value and uniqueness of their cultural heritage (Sayono et al., 2020), this not only increases their self-confidence and pride but also strengthens their cultural identity. This is an important step in building students who are rooted in their own culture but also open and accept the diversity of other cultures.

In addition to individual benefits for students, the integration of local wisdom has a wider impact within the community (Darmawan & Kusumawati, 2023). When education is conducted with local wisdom in mind, it can open the door for community involvement in educational endeavors. Communities have become more involved and supportive in the learning process, as they feel that education reflects their local values and interests (Sayono et al., 2020). This strengthens the relationship between schools and communities, creating a holistic and integrated educational environment.

However, the implementation of local wisdom integration into education is challenging. One of the main challenges is the lack of resources and training for teachers to integrate local wisdom into their curricula and learning practices. Significant investment in human resource development and educational infrastructure is needed to create a supportive environment for the effective integration of local wisdom. In conclusion, the integration of local wisdom in education not only enriches learning content but also builds student engagement, strengthens their cultural identity, and strengthens the relationship between school and community. Through a holistic and integrated approach, education can be a powerful tool in preserving and developing local wisdom, as well as shaping a generation that has strong roots in its own culture.

Indonesia is not just a medium of communication, but also the core of the national education system (Kumar, 2015). As the official language of the country, Bahasa Indonesia is the foundation of various aspects of social, economic, and political life. Indonesia plays an important role in

education, especially at the elementary school level. Indonesian language learning aims to shape students' ability to communicate, understand text, and develop the reading and writing skills that are essential for their development (Esih, 2022). One of the main instruments in Indonesian language education in primary schools is textbooks (Shah 2023). Textbooks are a source of learning materials that play an important role in helping students understand language concepts and use them in everyday life. By following the applicable curriculum and predetermined competency standards, course books provide a structured framework for Indonesian language learning in primary schools (Gordon, 2017). Through these textbooks, students are introduced to different types of texts, new vocabulary, and grammar rules that are needed to develop their language skills (Crawfurd et al. 2023).

However, despite the important role of textbooks in Indonesian language education, aspects of local wisdom often do not receive adequate attention in their development. Textbooks tend to focus more on Indonesian in general, without considering the diversity of cultures and local languages owned by students (Zsiray & Koós, 2022). As a result, students are often unable to see the relationship between learning materials and the reality of their culture and surroundings. This can reduce students' interest and motivation in learning, as well as the effectiveness of learning itself. Therefore, it is important for curriculum makers and textbook developers to pay attention to and incorporate elements of local wisdom into Indonesian learning materials in primary schools. The integration of local wisdom in textbooks will not only increase the relevance of learning materials to students' lives but will also enrich their learning experiences (Crawfurd et al., 2023). By including local stories, poems, songs, or proverbs, students can more easily understand and identify themselves with learning materials. In addition, the integration of local wisdom will also strengthen students' sense of pride and cultural identity, as well as broaden their horizons regarding cultural diversity in Indonesia.

In a broader context, paying attention to local wisdom in Indonesian language education in primary schools will also help to maintain the sustainability of local cultures and languages. By introducing students to the richness of their local culture early on, we can encourage the maintenance and preservation of cultural heritage, which is an integral part of a nation's identity (Gordon, 2017). Thus, learning Indonesian is not only a means to understand and master Indonesian as the national language, but also a means of strengthening students' cultural and local identity and maintaining the sustainability of Indonesia's cultural heritage.

2. METHODS

To answer the research questions that have been formulated previously regarding the existence of local wisdom in Indonesian language textbooks in elementary schools in Lebak Regency, this study uses a qualitative approach with a focus on content analysis (Creswell & Creswell, 2017). The qualitative approach was chosen because it allows researchers to gain a deep understanding of the phenomenon under study and allows researchers to explore the views, perceptions, and experiences of research subjects in detail (Leavy, 2017).

2.1 Research Design

The research design used in this study was a case study (Hulla et al., 2019). A case study was chosen because this research aims to understand the specific context of the presence of local wisdom in Indonesian language textbooks at primary schools in the Lebak Regency. Case studies allow researchers to investigate a particular case in depth and analyze various factors that influence the phenomenon under study.

2.2 Data Collection

a. Observation: Direct observation will be conducted on Indonesian language textbooks used in primary schools in the Lebak Regency. Researchers systematically observe every part of the textbook, including learning materials, pictures, and learning activities presented in the book.
b. Interview: Interviews will be conducted with Indonesian language teachers at primary schools in the Lebak Regency to gain further understanding of the use of Indonesian language textbooks in daily learning. The interviews focused on teachers' perceptions of the presence of local wisdom in textbooks, the obstacles faced in integrating local wisdom, and their ideas about the importance of integrating local wisdom in Indonesian language learning.
c. Document Analysis: Documents to be analyzed include Indonesian language textbooks used in primary schools in the Lebak District, the applicable Indonesian language curriculum, and policies or guidelines related to the development of Indonesian language learning materials. Document analysis will be conducted to explore the extent to which local wisdom is reflected in textbooks and whether there are guidelines or policies that support the integration of local wisdom in Indonesian language learning.

2.3 Data Analysis

Data analysis will be conducted thematically (Thomas & Harden, 2008). Data collected from observations, interviews, and document analysis were systematically analyzed to identify the main themes that emerged. The data were coded and grouped based on these themes. The analysis will be done by comparing and contrasting data from various sources to gain a comprehensive understanding of the existence of local wisdom in Indonesian language textbooks in primary schools in the Lebak Regency.

3. RESULT AND DISCUSSION

3.1 RESULT

a. Local Wisdom in Elementary Indonesian Textbooks in Lebak Regency

Lebak Regency, located in Banten Province, Indonesia, offers a very rich and diverse cultural landscape. Known for its unspoiled natural beauty, regency is also known for alluring ethnic and cultural diversity. As a diverse region, the people of the Lebak Regency live in close harmony with traditions, customs, and beliefs that have been passed on from generation to generation. Every aspect of daily life in this regency is reflected in local wisdom, which includes various traditions, customs, and rituals that characterize the community.

One of the most prominent aspects of local wisdom in Lebak Regency is traditional arts. Dances, music, and carving are clear examples of cultural wealth preserved with pride by the local community. Traditional dances such as the Topeng Dance and Kuda Lumping Dance are not only entertainment but also a deep cultural expression and a means to introduce traditional values to the younger generation. The same is true for music and carving, both of which reflect the uniqueness and cultural richness of the region. In addition to traditional arts, Lebak Regency is rich in local wisdom in the form of traditions and customs. Every traditional ceremony, such as marriage, funeral ceremony, or religious ritual, is colored by various traditions that are rich in meaning and symbolism. Likewise,

daily customs, such as dressing, language, and social norms, also reflect the identity and values held firmly by the Lebak people.

The importance of local wisdom in the context of Lebak Regency lies not only in its cultural and aesthetic values but also in maintaining local identity and strengthening social solidarity in the community. Local wisdom has become a strong binder in maintaining cultural diversity and enriching the national cultural repertoire. Amid increasingly rapid globalization, local wisdom in Lebak Regency is a marker of unique cultural sustainability and a source of pride for the local community.

In the context of education, the local wisdom of the leak regency has invaluable value. The integration of local wisdom into the education curriculum can be an effective means of introducing cultural values to the younger generation and strengthening their identity as part of the Lebak community. By understanding and appreciating local wisdom, students not only gain knowledge about the cultural heritage of their region but also develop a sense of love and care for the environment and the surrounding community. Thus, education has become an effective means to strengthen and broaden students' understanding of the cultural richness of the Lebak Regency and increase their awareness of the importance of preserving cultural heritage for future generations.

b. Profile of Lebak Regency

Lebak Regency, located in Banten Province, Indonesia, is not only rich in local cultural wisdom, but also known for its ethnic and tribal diversity that adds color to the lives of its people. Among the ethnic groups that inhabit the Lebak Regency are Sundanese, Baduy, and Bantenese. Each of these ethnicities brings a unique culture and tradition that becomes an integral part of the daily lives of the Lebak people. The Baduy tribe, who is one of the indigenous tribes living in the mountainous region, has a very traditional lifestyle and upholds the values of togetherness, local wisdom, and simplicity. They live in harmony with nature, avoid modernity, and maintain the authenticity of their culture. Their simple lives, without significant outside influences, reflect the richness of local values that are still held in a high regard.

In addition to culture and tradition, Lebak Regency offers stunning natural beauty. Mount Halimun Salak, with its dense forests and abundant biodiversity, is a major attraction for nature lovers and explorers. Lake Cihara, which offers breath-taking views and a serene atmosphere, is a popular spot for travelers seeking tranquility and unparalleled natural beauty. Sawarna Beach, with its soft white sand and calm waves, presents an alluring view and offers an unforgettable experience to its visitors. The life of the Lebak people is closely related to nature because nature is a source of life. Dense forests provide a variety of forest products, which are the main sources of income for most residents. The Lebak people take care of their environment wisely because they realize that preserving nature is key to their own survival. The local wisdom of the Lebak people is reflected in the way they utilize and protect the environment as well as in their efforts to maintain the rich biodiversity in their area.

In the context of education, the ethnic diversity and natural beauty of the Lebak Regency have great potential for inclusive and environmentally oriented curriculum development. The integration of local values, traditions, and natural diversity into the education curriculum will enrich students' learning experiences and strengthen their cultural identity. Students are more motivated to learn and participate in environmental conservation efforts through learning approaches that emphasize respect for local wisdom

and the environment. Thus, education is not only a means to acquire knowledge but also to strengthen the relationship between humans and nature and increase awareness of the importance of preserving the environment for future generations.

c. Textbook Analysis

In evaluating Indonesian language textbooks used in elementary schools in the Lebak Regency, it is necessary to conduct an in-depth analysis of various aspects, especially those related to the existence and use of local wisdom. The evaluation should include an analysis of the content of the textbooks, including the learning materials, images, and learning activities presented in the book. The results of the initial analysis of Indonesian language textbooks show that local wisdom is still not adequately represented. Although some textbooks may include stories or examples related to the local culture, the integration of local wisdom is minimal. Most learning materials are still general in nature and do not describe the cultural context and surrounding environment of students in the Lebak Regency.

It is important to note that cultural diversity and local wisdom in Lebak Regency are among the riches that should be appreciated and utilized in the education process. By integrating local wisdom into textbooks, educators can create more relevant and interesting learning environments for students. This integration can also help strengthen students' cultural identity and increase their appreciation of the cultural diversity around them. To improve the representation of local wisdom in Indonesian language textbooks at primary schools in Lebak Regency, concrete steps must be taken. First, textbook writers need to conduct more in-depth research and gather information about local wisdom in Lebak Regency. This will ensure that the content presented in the textbooks reflects the diversity of the cultures and traditions that exist in the area.

Furthermore, textbook writers must integrate information about local wisdom into each chapter or learning unit. For example, in learning about folktales or fairy tales, writers can choose stories that come from the local culture of the Lebak Regency. Thus, students not only learn about stories that come from other cultures but also about stories that have special meanings for the local community. Additionally, textbook writers can include learning activities based on local wisdom. For example, students can be asked to conduct research on the traditions or customs that exist in their areas and present them in class. In this way, students not only learn about local wisdom, but are also actively involved in preserving and maintaining their cultural heritage.

Apart from the content perspective, the representation of local wisdom can be improved through the use of images and illustrations. Textbook writers can include pictures that illustrate the daily life of local communities, typical natural scenery in the Lebak Regency, or traditional arts and crafts in the area. In this way, the textbook is not only a learning tool but also a window for students to explore and appreciate the beauty and cultural diversity around them. In addition to the efforts of textbook writers, support and cooperation between local governments, educational institutions, and communities are also very important. Local governments can provide assistance and financial support for the development of textbooks that integrate local knowledge. Educational institutions can provide training to teachers to develop and use locally relevant learning materials. Local communities can also provide the information and resources needed to develop content that reflects the lives of local people. With this joint effort, it is expected that the representation of local wisdom in Indonesian language textbooks in primary schools in

the Lebak Regency can be significantly improved. This will create a more inclusive, relevant, and meaningful learning environment for students and help strengthen and preserve local cultural identity and traditions.

d. Implementation in Learning

Although the presence of local wisdom in Indonesian language textbooks is still limited, efforts have been made to integrate it into the learning process. Indonesian language teachers in primary schools in Lebak District play an important role in identifying and utilizing local wisdom as a valuable learning resource. They strive to present Indonesian learning materials by paying attention to local contexts, such as stories or examples related to students' daily lives in Lebak. Indonesian language teachers at primary schools in Lebak District are at the forefront of ensuring that Indonesian language learning not only focuses on formal aspects such as grammar and vocabulary, but also pays attention to the cultural diversity and local wisdom of the students. They try to integrate elements of local wisdom into learning through stories, language games, or research projects that ask students to explore and present aspects of their local culture.

In addition to individual efforts from teachers, some schools in Lebak District have developed local initiatives to enrich Indonesian language learning. One example is extracurricular activities related to traditional arts such as local dance or music. Through this kind of activity, students not only learn about traditional arts from their region but also engage directly in practices and experiences that deepen their understanding of local wisdom. In addition, some schools invite local figures such as artists or community leaders to share their experiences and knowledge with students. This not only provides students with additional insights into local wisdom, but also helps build bridges between schools and local communities and strengthens intergenerational ties in maintaining cultural heritage and local wisdom.

Nevertheless, further efforts are still needed to improve the integration of local wisdom in Indonesian language learning in primary schools in Lebak District. Close cooperation among teachers, curriculum developers, and other stakeholders is needed to develop learning materials that are more relevant to the local context. This can be done through the preparation of a curriculum that takes into account local wisdom as an integral part of Indonesian language learning, as well as the provision of teaching materials that illustrate the cultural diversity and daily lives of students in the Lebak Regency. In addition, adequate training and support are needed for teachers to effectively integrate local wisdom into the learning process. This training could include teaching strategies that emphasize the use of local wisdom in learning, techniques for identifying and adapting locally relevant learning materials, and skills for managing local wisdom-based learning.

Apart from the formal education perspective, support from local communities and governments is also very important in strengthening the integration of local wisdom in Indonesian language learning. Local governments can provide financial support and policies that support the development of curricula and teaching materials that consider local wisdom. Meanwhile, local communities can play a role in providing resources, information, and moral support to schools and teachers in their efforts to integrate local wisdom into learning. With a concerted effort involving various stakeholders, it is expected that the integration of local wisdom in Indonesian language learning at primary schools in the Lebak Regency can be significantly improved. This will not only provide a more meaningful and relevant learning experience for students, but also help strengthen

and preserve the local cultural identity and traditions, as well as increase appreciation for the cultural diversity around them.

3.2 DISCUSSION

When discussing the research findings on the presence of local wisdom in Indonesian language textbooks in primary schools in Lebak Regency, several important aspects need to be considered, including the implications of the findings, the challenges and opportunities faced, and the global relevance of this research.

a. Implication of Findings

The findings of this study have important implications for curriculum development and Indonesian language learning in elementary school. The integration of local wisdom in Indonesian language textbooks has great potential to increase the relevance of learning in the cultural context and environment of students (Darmawan & Kusumawati, 2023). This can be key to increasing students' motivation and interest in learning, as learning materials that reflect their cultural reality will be more interesting and meaningful to them. When students feel that their learning is relevant to their daily lives, they tend to be more engaged and motivated in the learning process (Leenknecht & Carless, 2023).

Furthermore, the integration of local wisdom in Indonesian language learning can enrich students' learning experiences (Goris et al., 2021). By using examples or stories related to their local lives, students can relate the concepts they learn to real situations and contexts (Omodan 2023). This helps them understand concepts that may be abstract, concrete, and relevant. For example, learning grammar or vocabulary in Bahasa Indonesia can be conveyed through local stories or the everyday language used in their communities. Thus, the integration of local wisdom not only makes learning more interesting but also more effective in facilitating a deeper understanding.

In addition to enriching students' learning experiences, the use of local wisdom in Indonesian language learning has the potential to improve students' creativity and problem-solving. When students engage in local wisdom-based learning, they naturally engage in critical and reflective thinking about how to apply the knowledge they learn in real situations (Sulaeman & Enawar, 2022). This encourages students to think creatively in finding solutions to the problems they face, as they must relate the concepts they learn to different contexts (Umar & Ko, 2022).

However, to realize this potential, support and training for Indonesian language teachers are essential. Teachers need to be given sufficient resources and support to develop learning materials relevant to their local context. This includes developing skills to identify and integrate local wisdom into existing curricula and providing supportive teaching materials (Ortiz et al., 2023). Teachers also need to be provided with training and mentoring in the use of local wisdom-centered learning methods and strategies, such as project-based learning or problem-based learning (Ren, 2022).

In addition, the need for support and training for Indonesian language teachers involves building interpersonal and communication skills. Teachers must be able to interact effectively with local communities to gather information about local wisdom and support the development of learning materials (Ngereja et al., 2020). They also need to be able to communicate effectively with students to facilitate discussion and reflection on local wisdom in the classroom. Thus, training for teachers should not only focus on the technical

aspects of teaching but also on their ability to collaborate and communicate with various related parties.

In this case, cooperation among schools, local governments, educational institutions, and local communities is crucial (Haqpana & Tsouroufli, 2023). Local governments can provide financial support and policies that support the development of curricula and teaching materials that consider local wisdom. Educational institutions can provide training and mentoring for teachers to develop the necessary skills to integrate local wisdom into learning (Goldin et al., 2022). Local communities can also act as partners in gathering information about local wisdom and providing moral support to teachers in their efforts (Manser, 2022). With a joint effort involving various stakeholders, it is expected that the integration of local wisdom in Indonesian language learning in primary schools can improve the quality of learning, strengthen students' cultural identity, and deepen their appreciation of the cultural heritage and cultural diversity around them.

b. Challenges and Opportunities

The integration of local wisdom into Indonesian language learning in primary schools has great potential to enrich students' learning experiences and increase the relevance of learning to their cultural and environmental contexts. However, as in any educational development effort, there are a number of challenges that need to be faced to realize this potential. One of the main challenges is the difficulty of finding adequate resources for local wisdom. Resources, such as books and learning materials that are in line with the prevailing curriculum are often scarce or even non-existent. This makes it difficult for teachers to access materials that can integrate local wisdom into learning. In addition, existing resources may not adequately cover the diversity of cultures and local wisdom that exists in the Lebak district, so they cannot fully reflect the reality of students' lives in the region.

Another challenge is to develop a curriculum that emphasizes local wisdom. While it is important to develop a curriculum that reflects the local cultural context, it must also meet the national and international standards. This can be a challenge for curriculum developers to find a balance between incorporating elements of local wisdom and meeting broader learning needs. In addition, curriculum renewal requires sufficient time and resources that are not always available in the local education context. However, in the midst of these challenges, there are opportunities to improve the utilization of local wisdom in Indonesian language learning. One of the opportunities is through collaboration between local governments, educational institutions, and communities in developing resources and curricula based on local wisdom. By involving various related parties, more diverse resources can be created in accordance with learning needs at the elementary level.

The active involvement of communities in the learning process can also be an effective means to strengthen the integration of local wisdom in education. For example, teachers can invite local leaders or community members to share their experiences and knowledge in the class. This will not only help students better understand local wisdom but also strengthen the relationship between the school and the local community. In addition, the community can be a valuable resource in the development of learning materials by providing information and content that reflects local life and culture. In addition to collaboration between local governments, educational institutions, and communities, training and support for teachers is also an important step in overcoming the challenges

of integrating local wisdom in Indonesian language learning. Teachers need to be provided with training on how to identify and integrate local wisdom into their learning, as well as support in developing learning materials relevant to the local context. This can be achieved through formal training, workshops, or continuous professional development that focuses on the integration of local wisdom in learning. By addressing the challenges and capitalizing on these opportunities, the integration of local wisdom in Indonesian language learning at primary schools in Lebak District can become more effective and sustainable. This will not only improve the quality of education in the area but also help strengthen students' cultural identity and deepen their appreciation of the cultural diversity and local wisdom around them.

c. Global Relevance

The relevance of this research finding extends not only to the local scale in Lebak Regency but also has significant implications in the context of Indonesian language education at the international level. Although each country has its own unique local wisdom, the concept of integrating local wisdom into language learning can easily be applied globally (Kusnadi, 2023a). Recognition of the importance of cultural context in language learning has become a major focus in many educational systems around the world and offers valuable insights into how integrating local wisdom in the Indonesian language curriculum and learning can be a useful model for other countries (Skarpaas & Hellekjær, 2021).

The importance of considering cultural diversity and local wisdom in language learning cannot be ignored (Nurjannah et al., 2019). When this approach is implemented, language learning not only becomes more relevant to students' daily lives, but also becomes more inclusive, enabling wider participation from students with various cultural backgrounds. For example, students from different ethnic or cultural backgrounds may feel more motivated and engaged in learning when they see how the learning material is directly related to their own lives. This not only improves the quality of learning, but also promotes the appreciation of cultural diversity and strengthens social cohesion among students.

The contributions of this research open a wider discussion on how language education can be improved at the international level. By strengthening the link between language learning and cultural context, we can create a more inclusive and empowering educational environment for students worldwide. Countries can take lessons from the approach used in this study to improve their own language education. For example, countries with rich cultural diversity may be able to adapt their curricula to include more local content relevant to students' lives, whereas countries with more homogenous populations can enrich their language learning by exploring local wisdom in a broader global context. In addition, this study highlights the importance of cooperation between local governments, educational institutions, and communities in strengthening the integration of local wisdom in education. In a global context, this type of cooperation can be a model for other countries to improve the quality of their education by utilizing local resources and gaining support from local communities.

Taking all of this into account, the findings from this study are not only locally relevant in Lebak Regency but can also make a meaningful contribution to global efforts to improve the effectiveness of language education. Through a deeper understanding of local wisdom and its implementation in Indonesian language learning, we can open the door to more meaningful and sustainable educational development both locally and globally. By strengthening the connection between language learning and cultural context, we can

ensure that education is not only a means to acquire knowledge but also to enrich experiences and strengthen students' identities as part of a wider society.

4. CONCLUSION

To conclude this study on the existence of local wisdom in Indonesian language textbooks in primary schools in Lebak Regency, the following conclusions were drawn: The main finding of this research is that the presence of local wisdom in Indonesian language textbooks in elementary schools in Lebak Regency is still minimal. Although there are some examples and stories related to local culture, the integration of local wisdom is still insufficient. Indonesian language teachers in primary schools in Lebak District have an important role in the effort to integrate local wisdom in learning, although better support and training are still needed.

Based on these findings, several recommendations can be proposed for the development of Indonesian language textbooks that focus on local wisdom. First, there needs to be an increase in the development of learning materials that describe the cultural and environmental contexts of students in the Lebak Regency. This can be accomplished by collecting stories or examples related to local wisdom and incorporating them into Indonesian language textbooks. In addition, there is a need for training and support for Indonesian language teachers to develop learning materials that are more oriented toward local wisdom as well as utilizing local resources to support learning. For further research, it is recommended to conduct a more in-depth study of the strategies and best practices for integrating local wisdom in Indonesian language learning in primary schools. This study can involve curriculum developers, teachers, students, and local communities to obtain a comprehensive perspective on the challenges and opportunities in developing more local wisdom-based Indonesian language learning.

The limitations of this study include the limited availability of time and resources. This study only took samples from several primary schools in the Lebak Regency and may not cover the entire spectrum of cultural diversity and local wisdom. In addition, this research is limited to analyzing Indonesian textbooks used in primary schools, so it cannot provide a comprehensive picture of the integration of local wisdom in Indonesian language learning as a whole. Nevertheless, this research is expected to make a useful contribution in the effort to improve the integration of local wisdom in Indonesian language learning in primary schools in the Lebak Regency, as well as as as a foundation for further research in this field. With a greater awareness of the importance of local wisdom in education, it is hoped that Indonesian language learning can become more relevant, meaningful, and useful for students in the Lebak Regency and throughout Indonesia.

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