

Local Culture as a Social Studies Learning Resource to Develop Understanding of Indonesian Cultural Diversity in Elementary Schools

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Abstract: Local culture has important potential as a social studies learning resource to help elementary school students understand the diversity of Indonesian culture. This study aims to analyze the form of utilization of local culture as a source of social studies learning and its contribution in developing students' understanding of cultural diversity. The study uses the Systematic Literature Review (SLR) method with a descriptive qualitative approach. Data was obtained from scientific articles indexed on Google Scholar, Scopus, DOAJ, Elicit, Scite.ai, and Scispace with a publication range of 2016–2025. The results of the study show that local culture is utilized through regional traditions, historical sites, art, local languages, and various forms of local wisdom that are able to create contextual learning, increase learning motivation, strengthen cultural identity, and develop tolerance and multicultural awareness of students. The success of the implementation is supported by teacher competence, the availability of learning resources, and the support of schools and the community. The conclusion of the study shows that local culture is an effective social studies learning resource in developing an understanding of Indonesian cultural diversity. These findings can be a reference for teachers and curriculum developers in designing social studies learning that is more contextual and meaningful.

Keywords: Local Culture; Social Studies Learning Resources; Cultural Diversity; Primary Schools

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A. INTRODUCTION

Social Science Education (IPS) in elementary schools has a strategic role in shaping students' understanding of social, cultural, economic, and environmental life around them (Shih, 2024). One of the goals of social studies learning is to foster students' awareness of the cultural diversity that is the identity of the Indonesian nation (Wibowo, 2024). In this context, local culture can be used as a contextual learning resource because it is close to students' lives and makes it easier for them to understand socio-cultural concepts more realistically. The use of local culture in learning is also in line with the principle of meaningful learning that connects the subject matter with the real experience of students (Ibrahimi, 2025).

Local culture is the sum total of values, traditions, customs, arts, language, and social practices that develop in a society and are inherited from generation to generation (Mamik Indrawati & Sari, 2024). In social studies learning, local culture not only functions as a source of information, but also as a medium to instill character values, tolerance, and appreciation for the nation's cultural diversity. Through the integration of local culture, students can understand that Indonesia's cultural diversity is a national treasure that needs to be

maintained and preserved (Cahyani, 2025). Therefore, local culture has great potential to support the development of cultural literacy and national identity of students from elementary school age (Hatima, 2025).

Various studies have shown that local culture plays an important role in increasing the effectiveness of social studies learning because it is able to make learning more contextual and meaningful for students (Arzfi, 2021). The integration of local wisdom in learning has been proven to increase student motivation, engagement, and learning outcomes (Sinurat et al., 2025). In addition, the use of teaching materials based on local culture and local historical sites can support the understanding of social studies concepts and develop students' critical thinking skills (Murid et al., 2025). The integration of local cultural elements also has a positive impact on improving social skills, academic achievement, and character formation of students (Siti Nikmatur Rohmah et al., 2022). However, its implementation still requires adequate teacher competency support and resources so that it can be applied optimally (Sinurat et al., 2025).

Various studies show that understanding cultural diversity plays an important role in fostering tolerance and creating an inclusive educational environment. Multicultural-based character education has been proven to be able to develop the values of tolerance, mutual respect, and appreciation for cultural differences among students (Agusniati et al., 2025). In addition, a curriculum based on local culture can strengthen cultural identity, foster a sense of pride in cultural heritage, and increase students' social awareness and nationalism (Yan Piter Basman Ziraluo et al., 2025). Cultural literacy also has a positive relationship with tolerance attitudes and students' ability to understand diversity (Takiddin et al., 2025). Learning activities that introduce culture, such as storytelling and cultural presentations, have been shown to improve students' empathy and social skills (Nawir et al., 2025). Therefore, the integration of local culture and multicultural education is an important strategy in shaping the character of students who appreciate cultural diversity (Takiddin et al., 2025).

Based on the various findings of these researches, it can be concluded that local culture has a significant role as a source of learning in social studies learning because it is able to increase students' understanding of cultural diversity, foster tolerance, strengthen cultural identity, and develop character and cultural literacy. However, most research still focuses on the implementation of local culture in a particular area, the development of teaching materials, or its influence on learning outcomes and character education separately. Studies that specifically synthesize various studies on the role of local culture as a social studies learning resource to develop an understanding of Indonesian cultural diversity in elementary schools are still relatively limited. Therefore, the novelty of this research lies in presenting a comprehensive synthesis of the use of local culture in social studies learning which is oriented towards developing an understanding of Indonesian cultural diversity in elementary school students. This research aims to analyze and identify various forms of the use of local culture as a social studies learning resource and its contribution in developing an understanding of Indonesian cultural diversity.

B. METHOD

This study uses the Systematic Literature Review (SLR) method with a descriptive qualitative approach to identify, analyze, and synthesize various research results regarding local culture as a social studies learning resource to develop an understanding of Indonesian cultural diversity in elementary schools. The purpose of this research is to analyze the form of use of local culture in social studies learning and its contribution to the development of understanding of Indonesian cultural diversity in elementary school students. The source of research data was obtained from scientific articles accessed through the Google Scholar, Elicit, Scite.ai, Scispace, Directory of Open Access Journals (DOAJ), and Scopus databases.

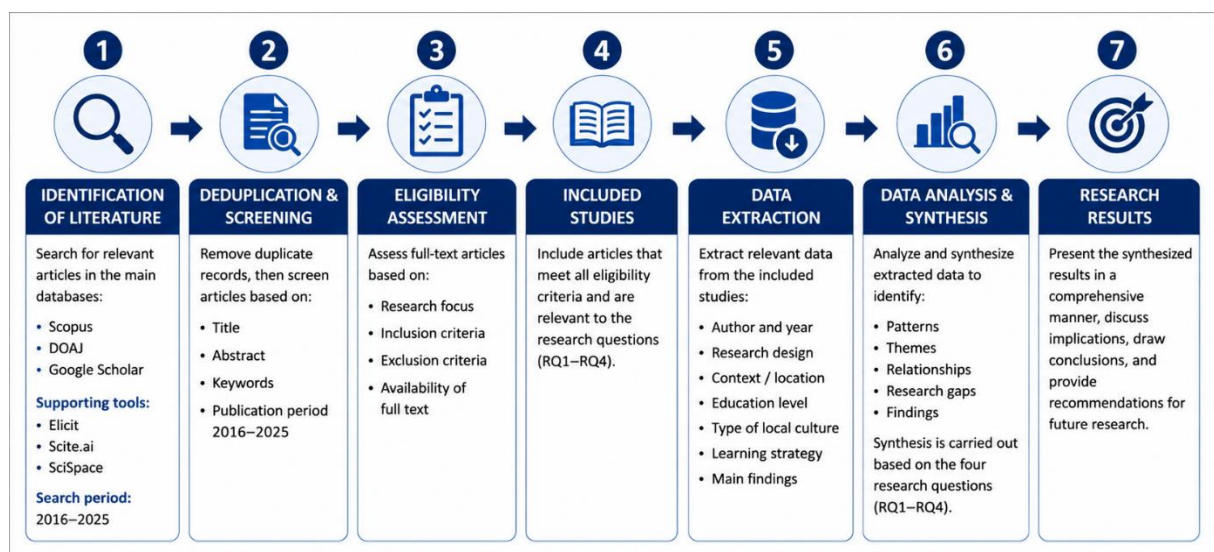


Figure 1. Systematic Literature Review (SLR) Research Flow

The inclusion criteria in this study include scientific articles that discuss local culture, local wisdom, social studies learning, cultural diversity, multicultural education, and elementary schools published in the range of 2016–2025 and are available in full text form. The exclusion criteria include articles published outside the range of the year, articles that are not relevant to the focus of the research, non-journal documents, and duplicate articles found in more than one database. The literature search process was carried out using a combination of keywords such as "local culture", "local wisdom", "social studies learning", "cultural diversity", "local culture", "social studies learning", and "cultural diversity". The literature selection procedure is carried out through the identification, screening, eligibility, and inclusion stages. Articles that met the criteria were then extracted and analyzed using content analysis techniques to identify key themes, patterns, and findings related to the use of local culture as a social studies learning resource. To ensure the validity and reliability of the research, the entire process is carried out systematically, transparently, and documented according to the SLR procedure so that the results of the synthesis obtained can be scientifically accountable (Pizard et al., 2021).

C. RESULTS AND DISCUSSION

To provide a more systematic overview of the results of the research that has been analyzed, this section presents a grouping of findings based on the similarity of focus and field of study of the literature reviewed. Based on the results of the synthesis, several main themes were found that dominated the research related to the use of local culture in social studies learning, namely: (1) the use of local culture as a social studies learning resource in elementary schools, (2) the contribution of local culture to the development of understanding of Indonesian cultural diversity, (3) the development of multicultural character and attitudes through local culture, (4) the strategy of integrating local culture in social studies learning, (5) supporting factors and obstacles to the implementation of local culture as a learning resource, and (6) implications of the use of local culture on the development of social studies learning. All the results of the grouping of findings are summarized in Table 1 to provide a visual representation of the distribution of the research focus analyzed.

Table 1. Focus and Insight of Research Results Based on Eligibility Criteria

No	Field or Focus	Author Name	Insights or Research Variables
1.	Utilization of Local Culture as a Social Studies Learning Resource	(Murid et al., 2025); (Rahmaniya & Haryanto, 2024); (Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024)	Local culture is utilized through historical sites, regional traditions, art, and local languages that are able to create contextual social studies learning, increase learning motivation, critical thinking skills, and student involvement.
2.	The Contribution of Local Culture to the Understanding of Indonesian Cultural Diversity	(Farhaeni & Martini, 2023).	Local culture helps students understand the diversity of Indonesian tribes, customs, languages, traditional houses, and traditions and strengthens national identity.
3.	Multicultural Character Development and Attitudes	(Agustian et al., 2018).	Local culture-based learning contributes to fostering tolerance, mutual respect, social responsibility, and multicultural awareness of learners.
4.	Strategies for Integrating Local Culture in Social Studies Learning	(Raharja et al., 2022); (Ambar Arum & Silvia Anggraini, 2025)	The integration of local culture is carried out through the development of teaching materials, learning media, active learning methods, traditional games,

			and local culture-based activities.
5.	Supporting Factors and Obstacles to Implementation	(Yoan Intania et al., 2023); (Yoan Intania et al., 2023)	Teacher competence, the availability of learning resources, and the support of schools and the community are the main supporting factors, while the limited understanding of teachers and learning resources is an obstacle to implementation.
6.	Implications for Social Studies Learning Development	(Arzfi, 2021); (Ramadani, 2025)	The use of local culture encourages the development of curriculum, teaching materials, learning media, and increases students' motivation to learn and critical thinking skills.

Table 1 presents a classification of research results based on six main focuses related to the use of local culture as a social studies learning resource in elementary schools. The focus includes the use of local culture in learning, its contribution to the understanding of Indonesia's cultural diversity, the development of multicultural character and attitudes, local cultural integration strategies, supporting factors and obstacles to implementation, and its implications for the development of social studies learning.

1. Utilization of Local Culture as a Source of Social Studies Learning in Elementary Schools

Local culture is an important learning resource in social studies learning because it is able to create contextual and meaningful learning for students. Various forms of local culture that are utilized include historical sites, regional traditions, art, and local languages. The use of historical sites such as Deres Temple has been proven to increase students' motivation to learn and critical thinking skills (Murid et al., 2025). In addition, local traditions such as Tabot and Sea Alms are used as learning resources that teach social values, such as cooperation and mutual respect (Satriyani et al., 2025). The use of local culture-based media, such as Wayang Kertas, also helps to increase students' understanding of social studies materials. The integration of local culture in learning is carried out through the development of teaching materials that are in accordance with regional characteristics, the application of active learning methods, and the use of traditional media and games that are relevant to (Rahmaniya & Haryanto, 2024) These findings show that local culture contributes positively to increasing student engagement, strengthening cultural identity, and supporting the achievement of social studies learning goals in primary schools.

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2. The Contribution of Local Culture to the Development of Understanding of Indonesia's Cultural Diversity

Local culture has an important contribution in developing students' understanding of Indonesia's cultural diversity. The integration of local cultural materials in learning helps students get to know various tribes, customs, languages, and traditions that are part of the identity of the Indonesian nation. The use of cultural materials in learning, such as in the BIPA program, has been proven to be able to increase a deeper understanding of Indonesian culture (Adji et al., 2020). In addition, interactive learning through media such as traditional house puzzles (PURADI) can strengthen students' knowledge about Indonesia's cultural diversity (Komarul et al., 2025). The integration of local cultural heritage, including the traditions of the Toraja people, also enriches the learning experience and strengthens the national identity of students (Kaban Sendana et al., 2025). On the other hand, local culture plays a role in fostering tolerance, mutual respect, and multicultural awareness which are important in the lives of diverse communities (Sari, 2019). Through learning based on local wisdom, students can also develop critical thinking skills and social responsibility as provisions for living harmoniously in a multicultural society (Supriyanto & Herlambang, 2025).

3. Supporting Factors and Implications of Utilizing Local Culture Learning

The use of local culture in social studies learning is supported by teacher competence, the availability of learning resources, and the support of schools and communities. Teachers who are able to integrate local culture into learning strategies can create more contextual and meaningful learning for students (Muhammad Rizaldi Ardian et al., 2025). In addition, teaching materials based on local wisdom have been proven to increase students' engagement and understanding of the material (Ramadani, 2025). The support of the school environment and the community also plays an important role in the successful implementation of local culture as a source of learning (Rahmatina, 2024). However, obstacles are still found in the form of limited teachers' understanding of the potential of local culture and lack of relevant learning resources. The findings of the study show that the use of local culture has positive implications for the development of curriculum, teaching materials, and social studies

learning media that are more contextual. The use of historical sites and local cultural practices as learning media is also able to increase students' learning motivation and critical thinking skills (Ernandi et al., 2022). Therefore, the integration of local culture needs to continue to be developed and adjusted to the learning needs and applicable education policies (Rahmaniya & Haryanto, 2024).

The results of the research that have been analyzed show that local culture has a very important position in social studies learning in elementary schools because it is able to connect learning materials with the real experiences of students. The use of local culture through traditions, historical sites, regional languages, arts, and culture-based learning media has been proven to increase learning motivation, concept understanding, critical thinking skills, and student involvement in the learning process (Media et al., 2025). In addition to having an impact on cognitive aspects, local culture also contributes to strengthening cultural identity, developing tolerance attitudes, and forming students' multicultural awareness (Sajjuddin et al., 2025). However, the results of the study show that the implementation of local culture in learning is still partial and focuses on specific regional cultures, so it does not provide a comprehensive picture of its contribution to the development of understanding of Indonesian cultural diversity at large. In addition, there are still limitations in the development of teaching materials, learning media, and teachers' competence in integrating local culture into social studies learning systematically. Therefore, a more structured effort is needed to optimize the use of local culture as a learning resource that is able to answer the needs of education in the midst of a multicultural Indonesian society.

Based on the synthesis of various studies, it can be understood that local culture functions not only as a contextual social studies learning resource, but also as a means to develop students' understanding of Indonesian cultural diversity. Various forms of local culture such as regional traditions, historical sites, local languages, traditional houses, arts, and local wisdom are used as learning media that are able to help students understand social studies material more meaningfully and close to daily life (Media et al., 2025). The use of local culture has also been proven to expand students' insights into the diversity of ethnicities, customs, languages, and traditions owned by Indonesia so that it can strengthen national identity while fostering a sense of pride in the nation's culture (Cahyani, 2025). In addition, the integration of local cultures in learning has a positive impact on character building, such as tolerance, respect for differences, social responsibility, and multicultural awareness that are urgently needed in the life of a pluralistic society (Character & Global, 2023). Thus, local culture can be seen as a strategic element in social studies learning because it not only improves the quality of learning, but also supports the formation of students who have a deep understanding of Indonesia's cultural diversity and are able to live in harmony in the midst of this diversity. as shown in the following Figure 2.

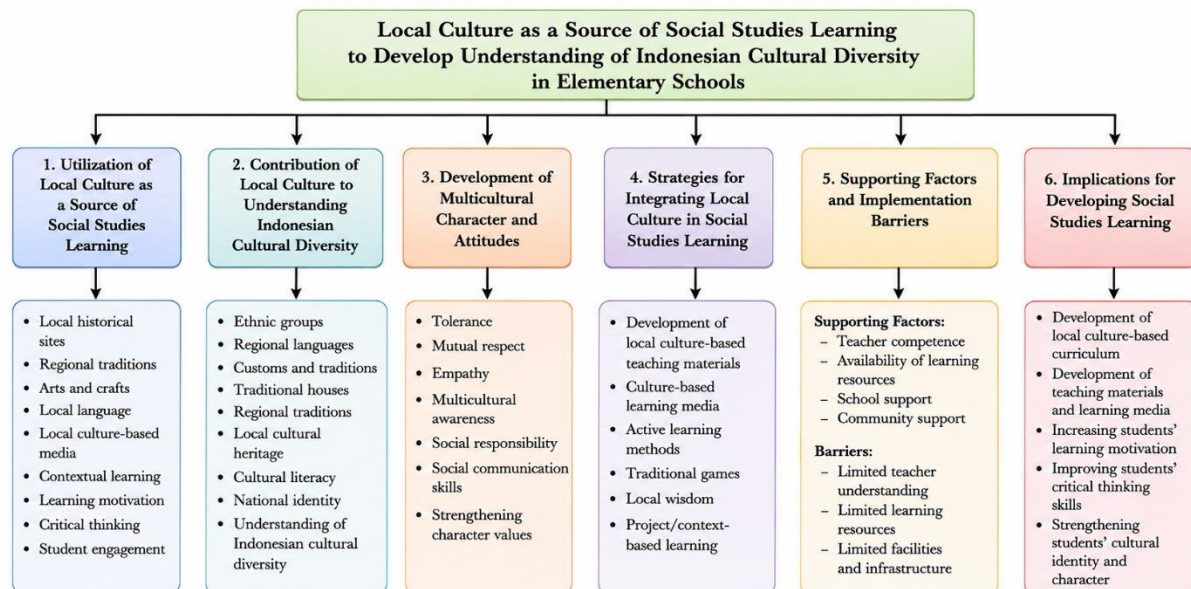


Figure 2. Development of Research Variables on the Utilization of Local Culture as a Learning Resource for Social Studies in Elementary Schools".

Figure 2 shows the development of research variables that are the focus of research on the use of local culture as a social studies learning resource to develop an understanding of Indonesian cultural diversity in elementary schools. The results of the literature synthesis show six main themes that are interrelated, namely the use of local culture as a source of social studies learning, the contribution of local culture to the understanding of Indonesian cultural diversity, the development of multicultural characters and attitudes, the integration strategy of local culture in social studies learning, supporting factors and obstacles to implementation, and implications for the development of social studies learning. Various studies reveal that local culture manifested through historical sites, regional traditions, arts and crafts, local languages, and culture-based media is able to create more contextual learning, increase learning motivation, strengthen critical thinking skills, and increase student engagement. In addition, local culture also plays a role in introducing the diversity of ethnicities, customs, regional languages, traditional houses, and Indonesian cultural heritage so as to expand national insights, foster tolerance, empathy, multicultural awareness, and strengthen students' cultural identities. The research findings also show that the successful implementation of local culture is influenced by teacher competence, the availability of learning resources, and the support of schools and communities.

D. CONCLUSIONS AND SUGGESTIONS

Based on the results of the synthesis of various studies, it can be concluded that local culture has a strategic role as a social studies learning resource in developing an understanding of Indonesian cultural diversity in elementary schools. The use of local culture through regional traditions, historical sites, art, local languages, and various forms of local wisdom has been proven to be able to create learning that is contextual, meaningful, and relevant to students' lives. In addition to contributing to increasing learning motivation,

student involvement, and critical thinking skills, the integration of local culture in social studies learning also plays a role in strengthening cultural identity, fostering tolerance, and developing students' multicultural awareness. The success of the implementation of local culture-based learning is influenced by teacher competence, the availability of learning resources, and support from schools and the community. Therefore, teachers and curriculum developers need to integrate local culture more systematically in social studies learning through the development of teaching materials, media, and innovative learning models. In addition, further research is recommended to develop a social studies learning model based on local culture that is integrated with digital technology and in line with the implementation of the Independent Curriculum to create more effective, innovative, and in accordance with the demands of 21st century education.

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