

The Analysis of Local Wisdom Learning Media Implementation at SD Negeri Gorua: Preserving Culture in a Frontier Area

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Abstract

This research aims to analyze local wisdom-based learning media at SD Negeri Gorua and to identify challenges in its implementation. The study employed a descriptive qualitative approach. Research subjects included the school principal, teachers, students, parents, and local community figures. Data were collected through classroom observations, in-depth interviews, and documentation review. The collected data were analyzed through data reduction, data display, and conclusion drawing. The findings indicate that local wisdom-based learning media at SD Negeri Gorua have been implemented creatively and participatively by integrating various elements of local culture into cross-class and cross-subject learning activities. Teachers and the school principal demonstrated strong commitment to incorporating Galela culture into the learning process as a means of strengthening students' character education and enhancing conceptual understanding. Local language use, traditional clothing, and the integration of traditional arts and sports into learning activities represent notable good practices. However, several challenges were identified, including limited learning resources, insufficient teacher training related to local wisdom integration, inadequate facilities, and weak collaboration among schools, the community, and government institutions. Despite these constraints, the implementation shows strong potential. The results of this study can serve as a reference for schools in frontier and remote areas in Indonesia contexts.

Keywords: Cultural Heritage, Frontier Area, Learning Media, Local Culture, Primary School.

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INTRODUCTION

SD Negeri Gorua is located in North Morotai Subdistrict and situated in the northern part of Morotai Island Regency that shares borders with Philippines ocean on the north. The existence of SD Negeri Gorua as a school in frontier area has its challenges in terms of cultural shift, therefore the school should integrate the learning with the existing local wisdom so that the students can recognize and preserve the local culture. According to Bani (2021) the implementation of education cannot eliminate existing local wisdom values. This is because these have been the nation's identity. If these values disappear then the collective identity as a nation will also disappear. One of the reasons for the local culture preservation is

because it contains essential local wisdom values (Badriah & Sukati, 2021). The integration of local wisdom through learning media is one among many concrete steps that can be done so that students are interested to join the learning process and can find out the existing local wisdom. Local wisdom based learning media refers to objects around particular people's residents that can be used as learning tools. If the local wisdom based learning can be incorporated in the learning process, then the education will not only bring the advancements of knowledge and technology, but also become a space for cultural heritage through local wisdom values (Purwani & Mustikasari, 2024).

Local wisdom is the identity of a region, in which each region has its own unique characteristics. These different unique characteristics is what makes local wisdom become an identity of the region (Supriyono & Lestari, 2023). Local wisdom is an important part of societies' culture that has been passed down through oral tradition through proverbs, folklores, and songs. Local wisdom based learning allows students to apply their knowledge in daily life, making meaningful learning and improving learning outcomes (Sunaryati et al, 2024). There are a number of local wisdom resources that can be used as learning media including natural resources, cultures, and customs. One of many ways is to develop local wisdom based teaching materials in which creating such impact in a form of making someone more optimistic so that there will be meaningful education for humanity. Good quality education is the kind of education that can uplift local wisdom values that can help students to develop self development processes to strengthen identity and national identity (Wigunani & Nurmairina, 2023).

Learning media is a medium or message carrier that is used by the teachers in delivering the teaching materials to students with hopes it can improve students' learning motivation so that they can gain knowledge, skills, and attitude (Solihati, 2022). One of the efforts on improving students' learning motivation is through a good and interesting learning media. Learning media is one of the components of the learning process. Learning media is one of the tools that can help teachers deliver the teaching materials so that the students can be interested with the materials being delivered. The selection of proper learning methods helps students to understand the learning materials delivered by the teachers. Learning media can give concrete experience as well as a medium helping students' learning (Wulandari et al, 2023).

Teachers need learning media around them to make the learning process easier so that students can feel motivated to learn. It is positively impactful towards the better quality of education. The good quality of education is aligned with the fourth Asta Cita of President Prabowo Subianto and Vice President Gibran Takabuming Raka which is the society gaining access to good quality and equal education. The quality of education in Indonesia is expected to improve and keep up with the vast development of current times. A learning media is one of the most important learning tools to deliver the teaching materials. With the existence of learning media it gives many benefits and is useful to the students' learning process. Not only that, learning media is a crucial to support teaching and learning process at a school (Novitasari et al, 2024)

The use of learning media in the learning process has an important role because it is one of the indicators of a successful learning (Zainab et al, 2024). Local wisdom based learning media implementation introduces students to local culture and

customs that can foster the nationalism and to always protect cultural heritage in frontier area. According to Maharani (2022) the essence of local culture should always be preserved to build the character of children of the nation as long as it does not go against the norms. Local culture can compete with foreign culture if properly understood.

It also aligns with Lestari (2024) in her research that local wisdom consisting of traditional values, local language, and cultural heritage has great potential in building nationalism. The integration of local wisdom in the learning curriculum becomes an effective approach. The learning materials that consisting of local culture, customs, and local language can enrich students' understanding of such values. Therefore, it is important to have cooperation between teachers, school, and students' parents in supporting the implementation of local wisdom. Local wisdom based learning can contribute positive impact on students' comprehension and participation. The integration of these values in the learning process at a primary school can improve sense of togetherness, environmental awareness, and strengthen character (Chaeratunnisa et al, 2023).

With the implementation of local wisdom based learning media, schools can integrate the local culture within the learning process without minimizing the students' academic achievements. According to Riyanti & Novitsari (2021) students can be given the teaching materials to get additional information about ethnic diversity in Indonesia. This counts as beneficial because it unites the nation. If such an approach is implemented, Indonesia as a nation can grow in harmony even if there are differences in religions, language, and culture. The use of local wisdom based learning media is not only to support learning media, but also as a bridge to understand and respect the cultural diversity of Indonesia (Prasanty, 2024). Globalization brings a huge impact on culture that often causes students to be more interested in foreign culture. Mass media, internet, and sophisticated technology shifting students' interest in local culture. In order to face these challenges, local wisdom based learning media can be an effective way to keep the local culture relevant and interesting to students. This is not only enriching the students' experiences but also help students to become more balanced individual in terms of modern knowledge and traditional values (Sari et al, 2024)

Based on those backgrounds, the research question of this current research is that first (1) How is the implementation of local wisdom-based at SD Negeri Gorua. Then the second question is (2) What are the challenges faced in implementing local wisdom-based learning at SD Negeri Gorua. This research aims to analyze the implementation of the local wisdom-based learning to preserve and pass down the knowledge and local customs in Morotai island that is located in the frontier area to the next generation. This research also aims to find out the challenges in implementing the local wisdom-based learning media. This research contributes to schools in frontier areas through the use of learning media relevant to local context. Students are expected to comprehend, respect, and bring back the cultural heritage in frontier areas to life. Also to find out the challenges during the implementation.

RESEARCH METHOD

This current research used qualitative methods to find out perceptions, experiences, and deep understanding of the local wisdom-based learning media implementation

at SD Negeri Gorua, as well as its challenges towards local culture preservation in frontier areas. According to Sugiono (2019) qualitative method is a research method used in researching the objects naturally, where researchers as the key instrument, the data collection technique is done with triangulation. The data were analyzed inductively and the result put more emphasis on meaning compared to generalization. This research was conducted at SD Negeri Gorua located in North Morotai subdistrict, Morotai island regency. The subjects include head of school, 6 homeroom teachers, 3 subject teachers, 6 students, 6 students' parents, and 1 local public figure. The data collection technique was done through observation, interviews, and documentations as follows

a. Observation

The first step in this current research was observation for 6 days for 6 homeroom teachers and 3 subject teachers from grade 1 to grade 6. Observation was conducted by a team responsible for collecting the data in the field starting from 07.30-12.00 eastern Indonesia time in the classroom. The objective of the observation is to observe how teachers integrated local wisdom-based learning media in the learning process. Also to see how students interacted with the materials and media being taught within the local context, then the observation notes can be documented on the use of local wisdom-based learning media and its challenges experienced by teachers throughout the process.

b. Interviews

The next data collection stage was interviews to 1 head of school, 6 homeroom teachers, 3 subject teachers, 6 representatives from grade 1 to grade 6, 6 students' parents, and 1 local public figure for 2 days. The deep interview was applied to help the team understand the experiences, perspectives, and challenges faced by varieties of points of views throughout the whole process of local wisdom-based learning media. The interviews were 30-40 minutes long for each of the participants.

c. Documentation

The data from documentation being analyzed on this current research including curriculum, teaching materials, and documents related to local wisdom-based learning done by the research team for 2 days. Then the information gathered was analyzed to gain information related to implementation of local wisdom-based learning media in frontier areas.

Data analysis technique to interpret the findings was done systematically with several steps such as follows:

- a. Data reduction was done by collecting the data from the observation, interviews, and documents. Then the data were grouped based on its relevance with learning media implementation with its challenges.
- b. Data presentation was done with structuring the reduced data systematically then being described related to learning media implementation
- c. Conclusion was done by looking at the data such as local wisdom-based learning media implementation and its challenges in frontier areas that have been presented, interpreted then analyzed to reach a conclusion.

The reliability test used triangulation with different sources, data taken from observation, interviews, and school documents. Then these data were compared

and analyzed to find the similarities and differences related to local wisdom-based learning media at its challenges in frontier area. When the results of varieties of these different sources shows suitability it will support the reliability of the data.

RESULTS AND DISCUSSION

The efforts of applying the local wisdom based learning, teacher of grade 2 to 6 as well as teachers of school subjects at SD Negeri Gorua shows strong understanding towards the importance of local culture, especially Galela language, in terms of shaping the students' character and keeping the cultural heritage in frontier areas. These teachers view local wisdom not only as supporting communication tools, but also as an integral part of the educational process rather than fostering nationalism and pride towards cultural identity from an early stage. This aligns with the principles of Kurikulum Merdeka that gives space for local context during the learning process. In the globalization age where foreign culture has entered Indonesia, it is important to introduce and integrate local culture in the learning process to maintain the sustainability and existence of that culture. This also helps students understand the importance of preserving the culture in the middle of modernization. The integration of local culture values in learning process at primary school is not only to introduce the culture to students, but also to build a their character, improving literacy, and foster sense of proud towards cultural heritage (Sutawan & Winangun, 2024)

Implementation of Local Wisdom Based Learning Media at SD Negeri Gorua

Based in the result of the interviews and observations with homeroom teachers, school subject teachers, head of school, students, students' parents, and public figure, it can be concluded that the implementation of local wisdom based learning media at SD Negeri Gorua has been conducted with varieties of approaches even though it is not completely structured formally because there has not been any guidelines for local wisdom based learning

Most of the teachers are aware of the importance of integrating local wisdom during the learning process. Teachers of grade 1,2, and 3 have been utilizing varieties of learning media such as folklores of Galela people, folk songs, traditional game, and Galela language as medium of instruction throughout the teaching and learning process. For example, in the Bahasa Indonesia lesson, the teacher used local folklore to teach about short stories, while in the Arts & Culture lesson and Crafting lesson, students were encouraged and invited to learn the folk songs or play traditional music instruments such as *tifa*. Teachers of grade 4,5, and 6 even have been actively involving students in project-based learning, like the practicum of traditional dance (*cakalele*, *tide-tide*) by utilizing the local culture tools such as chopping knife (*salawaku*). The implementation like this shows that learning media does not only function as cognitive resources, but also as tools to shape characters, improve interest in culture, and grow students' confidence through arts activities and culture located in frontier areas.

In Islamic education lessons, local culture values of Galela align with Islam, such as respecting each other, working together, and deliberation; these are used as media to strengthen students' characters. Teachers insert folktales and songs associated with religious morale related to students' daily life. These make the

learning of religion become more contextual. Students were asked to retell the folktales from Galela in English, learning the vocabulary based on the local cuisines then deliver it in English. This shows that the local wisdom approach is not limited to local content lessons, but can also be integrated into the curriculum.

“Cultural Wednesday” program was initiated by the head of school, also becoming one of concrete ways of implementing local wisdom at school. Every Wednesday, students are required to wear traditional clothes and to speak the local language during the learning process. The day was designed to strengthen practice of local culture inside of the classroom and during extracurriculars. On healthy Friday students exercise (calisthenics) with traditional songs especially created for SD Negeri Gorua as a form of commitment of loving the culture.

Students’ responses towards the local wisdom learning media were positive. They showed high enthusiasm, were involved actively throughout the learning process, and feel closer with the materials being taught because it is suitable with their daily life. Students also feel more confident, showing a sense of pride towards their cultural identity, as well as becoming more polite during interactions, as observed by the teachers. In general, the implementation of local wisdom based learning media at SD Negeri Gorua has made a real contribution in building a more meaningful and contextual learning environment, also strengthening culture based character.

Challenges on implementing Local Wisdom Based Learning Media at SD Negeri Gorua

Even though the implementation of local wisdom based learning media has been giving a positive impact, there were several existing difficulties and challenges faced by the teachers and the school throughout the process. The first challenges, the limited resources and teaching materials. One of the major difficulties was the limited written teaching materials containing information on Galela culture. Books as teaching materials, modules, or Galela language dictionaries were almost non-existent. Teachers need to depend on their own personal memory, childhood experiences, or knowledge from the public figure to organize the teaching materials. This condition made the whole process less efficient and not standardized. The second challenges, there has not been any teachers training, most of the teachers admit they have never joined any training specifically for developing local wisdom based learning media. As a result, even though teachers’ enthusiasm was high, they did not possess enough understanding about the strategy and methods on developing effective and interesting media. This also affected the lack of innovation on creating the sustainable learning media.

The third challenges, supporting facilities such as room for arts and culture, traditional music instruments, traditional clothes, or multimedia equipment to develop cultural content are still limited. The school did not possess the enough resources to document the culture in audio visual or digital modules. This made it hard for teachers to multiply or spread the local wisdom based learning media. The fourth challenges, weak synergy between school, parents, and society. Even though some teachers and head of school have involved students, parents and public figures during the learning process, these cooperations have not been conducted systematically and sustainably. There still needs to be a more structured program to

support collaboration across sectors to optimize cultural preservation through learning media.

The findings of this current research show that the implementation of local wisdom based learning media at SD Negeri Gorua is aligning with the spirit of Kurikulum Merdeka which emphasizes on the importance of contextual learning and based on students' environment. This approach does not only shape cognitive understanding, but also touch upon students' effective and psychomotoric aspects through meaningful and lively cultural activity. Such implementation is successful because of the teachers' awareness towards the importance of cultural preservation and motivation to put the teaching materials closer to students' reality. Even though it is not in a formal form yet, initiatives from teachers and support from the head of school have given enough space for the process of integrating the local wisdom into the teaching and learning process.

The major challenges are on the sustainability of the program. Without any intervention from local government or education authorities such as training or teaching materials provision and the strengthening of local content policy, then the local culture-based learning media will remain incidental. Whereas, if developed professionally, this approach can be a long term strategic tool for good character education and the preservation of culture.

The novelty of this current research is on the identification of good practices that has been developed at SD Negeri Gorua, which is the integration of local wisdom that not only takes place in formal learning activities in the classrooms, but also incorporates cultures in school context sustainably. Practices such as the use of traditional dances of *cakalele* and *tide-tide* as learning media, the use of Galela language and traditional costumes every Wednesday, as well as healthy Friday activity of combining calisthenics with traditional songs specifically created for this particular school. This model gives new contributions in a form of applicable and adaptable implementation that can be a reference for other schools in frontier areas to develop local wisdom-based learning suitable to each region.

CONCLUSION

The conclusions of this current research are 1) The implementation of local based learning media at SD Negeri Gorua has been conducted creatively and participatory, with the utilization of varieties of local culture during the learning across school subjects. Teachers and head of school show strong commitment in elevating the Galela culture as part of learning to build the character and improve students' understanding such as traditional dance (*cakalele*, *tide-tide*), required to wear traditional clothes and speak using Galela language every Wednesdays. On Fridays students do exercises through calisthenics using traditional song created specifically for SD Neger Gorua as a form of commitment of love the culture. 2) Challenges faced in implementation include the limited learning resources, the lack of teachers training, and scarcity of facilities, and the weak synergy between school, society, and the government. These challenges hinder the efforts of developing a more structured, professional, and sustainable local wisdom based learning media. Therefore, sustainable development strategy is needed to involve many components to ensure that the local culture is not only part of society's identity, but also become a educational foundation for young generation in frontier area such as Gorua.

The findings of this current research highlights needs for strengthening the school roles in designing contextual learning, support from education authorities through providing policy, training, and facilities, as well as improving teachers' quality in terms of developing innovative local wisdom-based learning materials sustainably. Further research is strongly recommended to replicate this current research at other schools in frontier areas to gain a more comprehensive model that can be adapted based on each places' unique characteristics.

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