

# Enhancing Historical Understanding through Local Wisdom Based Learning: A Case Study in Senior High Schools

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## Abstract

In the growing concern over students' detachment from historical content and the weakening of cultural identity, contextualizing history education through local wisdom emerges as a pedagogical imperative. This study explores how integrating local wisdom into history education can enhance student engagement, historical comprehension, and emotional connection to the subject at SMA N Kota Pontianak. Using a qualitative case study approach, data were collected through classroom observations, teacher interviews, and student reflections. The results demonstrate that local wisdom-based learning enriches historical understanding by linking curriculum content to students' cultural heritage through folklore, oral traditions, and community narratives. Students showed increased motivation, active participation, and a stronger emotional bond with historical topics, reinforcing their cultural pride and sense of identity. While aligning with existing research on contextual learning, this study offers a novel contribution by examining the affective dimension of learning and its implementation in a multicultural, local Indonesian context. It highlights the strategic role of teachers in adapting local narratives into history lessons. It underscores the pedagogical value of local wisdom for fostering critical thinking, cultural awareness, and identity-based meaning-making. Despite challenges such as limited teaching resources and diverse interpretations of local traditions, the study concludes that local wisdom-based learning represents a powerful approach to revitalizing history education. It recommends that curriculum developers and educators systematically integrate local wisdom to promote more relevant, reflective, and inclusive learning experiences.

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## **Introduction**

History education is critical in shaping students' understanding of national identity, instilling moral values, and fostering appreciation for human civilization. History education faces various challenges within both global and national contexts, including dynamic curriculum reforms and growing demands to develop students' critical and analytical thinking skills. While history remains essential for understanding contemporary society, its instructional practices must continuously adapt to the changing times, particularly in response to globalization and sociocultural diversity that influence the aims, methods, and content of history instruction (Nordgren & Johansson, 2015). However, educational approaches grounded in local context and cultural wisdom have not yet been systematically incorporated into Indonesia's educational framework for history.

In the current digital era, the vast volume of accessible information requires students to develop the ability to filter and evaluate historical data critically. The 21st century demands essential competencies such as critical thinking skills beyond rote memorization of historical facts (Pratama et al., 2022). While the integration of digital technology into history education offers significant opportunities to make the subject more engaging and relevant to student's lives, such as through the use of virtual reality simulations, interactive timelines, and online databases that have been shown to enhance student motivation and foster critical inquiry (Qizi, 2023; Banerjee, 2024), these digital approaches often fall short in providing contextual depth grounded in students' real-life experiences. In this regard, incorporating local wisdom-based approaches becomes essential, as they help learners connect abstract historical narratives with the tangible sociocultural realities they encounter in their everyday lives. Nevertheless, local wisdom-based approaches in history education remain underutilized within the national curriculum, even though such approaches can potentially bridge the disconnect between generic historical narratives and students' local sociocultural contexts, particularly in regions like Pontianak.

Meaningful learning approaches enable students to acquire a richer understanding of history and to see its relevance in their daily lives (Matitaputty et al., 2024). In the Indonesian context, history education also functions as a means of strengthening nationalism and fostering solidarity among diverse communities (Basri et al., 2022). Therefore, innovation in history education is urgently needed to create more contextualized and meaningful learning experiences. Yet, history education is often constrained in secondary schools by conventional teaching methods such as one-way lectures and rote-based assignments. These monotonous methods fail to connect learning materials with students' cultural realities. In addition, a significant research gap remains concerning how local wisdom can be practically integrated into secondary school history instruction in Indonesia. As a result, students frequently struggle to grasp abstract historical concepts that feel disconnected from their lived experiences, leading to shallow comprehension. Ideally, history should not be reduced to memorizing dates and events; instead, it should serve as a bridge for understanding social systems, cultural values, and the historical relevance embedded in students' everyday lives.

To address these challenges, local wisdom offers an authentic and context-rich learning resource within history education (Mangkhang, 2022). Emphasizes the importance of involving multiple stakeholders, including local communities, in the educational process. Local wisdom represents cultural heritage encompassing the values, traditions, knowledge, and practices passed down through generations. Integrating local wisdom into history instruction is essential, as it allows students to connect with their cultural roots, fosters pride and a sense of belonging to their heritage, and ultimately reinforces national identity. More importantly, it provides a richer and more meaningful context for understanding historical events and their implications. Theoretically, this approach aligns with the principles of Contextual Teaching and Learning (CTL) and Vygotsky's social constructivism, both of which emphasize the role of cultural experience as the foundation for knowledge construction through authentic social interaction and learning environments (Wibowo et al., 2025).

The potential of local wisdom in history education is vast. Local wisdom makes history instruction more contextual, interactive, and enjoyable when treated as a primary learning resource. It can be integrated through various forms such as folklore, myths, legends, regional songs, traditional dances, handicrafts, architectural heritage, and customary practices. When such elements are woven into history lessons, they bring historical content to life and increase its relevance to students by allowing them to connect historical events with cultural symbols and values familiar to their lived experiences (Yefterson et al., 2024). However, to realize this potential, teachers must act as facilitators who are culturally responsive and capable of designing learning experiences that integrate local content meaningfully. Furthermore, curriculum frameworks must provide space and flexibility to include local wisdom, enabling schools to adapt historical narratives to local realities. This alignment between teachers' pedagogical roles and curricular policies is essential to support the effective implementation of local wisdom-based history education.

Although local wisdom-based learning has been explored in character and environmental education, research focusing specifically on its application in history education remains limited (Muhammad et al., 2022). To date, local wisdom has often been treated merely as supplementary material in history classes rather than being positioned as a core component of effective instructional models. This study addresses that gap by investigating the implementation of local wisdom-based history learning and its impact on students' historical understanding in public senior high schools in Pontianak.

This study seeks to respond to several key gaps in the literature. First, a lack of comprehensive research explores the impact of local wisdom-based learning on students' historical understanding at the secondary level. Second, few studies have focused on developing effective implementation methods to enhance the quality of history education by integrating local wisdom. Third, insufficient research identifies the enabling factors supporting local wisdom's successful integration into history teaching. These three aspects are interrelated, as a deeper understanding of the impact of local wisdom-based learning depends on developing appropriate implementation models. The success of such models is strongly influenced by enabling factors—ranging from teacher readiness and institutional support to the involvement of local communities.

This research is not only conceptually relevant but also offers both theoretical and practical contributions. Theoretically, it strengthens the conceptual foundation for integrating local wisdom within contextual approaches to history education. Practically, it provides a model for how local wisdom-based history learning can be effectively implemented in lesson planning, instructional materials, and classroom activities, offering teachers viable strategies for actively engaging students in more meaningful and culturally grounded history learning.

## **Research Methods**

This study adopts a qualitative approach with a case study design chosen for its capacity to provide a comprehensive understanding of the phenomenon under investigation. The case study approach is efficient for exploring complex and context-dependent phenomena, as it allows researchers to examine the various factors involved in a specific educational setting in detail. This design facilitates an in-depth exploration of the implementation of local wisdom-based learning and its impact on students' historical understanding at SMA N Kota Pontianak.

This method is highly relevant to address the research questions, which aim to explore how local wisdom is integrated into history education and how it influences students' understanding and engagement.

The qualitative approach is well-suited for this research as it prioritizes in-depth understanding over statistical generalization. Unlike quantitative research, which focuses on measurement and statistical analysis, qualitative research emphasizes collecting rich, descriptive data through various

methods, including textual and visual data, which enables unique and nuanced analysis (J. W. Creswell & Creswell, 2018). Moreover, qualitative research is more flexible, allowing for the exploration of emergent issues and capturing the complexities of the study context (Neuman, 2014). The case study method focuses on the specific context of SMA N Kota Pontianak, where local wisdom-based learning is being integrated into the history curriculum.

In qualitative research, the researcher plays a central role as the primary instrument of data collection and interpretation (Creswell, 2016). In this study, the researcher was directly involved in planning, conducting, and analyzing the data, including building rapport with participants, conducting interviews, performing observations, and writing field notes and reflective memos throughout the research process.

### **Research Procedures**

The research was conducted through a series of systematically structured stages to ensure the rigor and credibility of the qualitative inquiry. The preparation stage involved identifying the research focus, developing the necessary research instruments such as interview guides and observation protocols, and obtaining formal approval from the school and relevant authorities. Following this, the data collection stage was undertaken over four weeks and included in-depth interviews, participant observations, and comprehensive documentation of appropriate activities and materials.

Subsequently, in the data organization stage, all interviews were transcribed verbatim, field notes were carefully compiled, and the documentation was systematically categorized to facilitate coherent analysis. The data analysis and interpretation stage employed thematic analysis to uncover recurring patterns and underlying meanings within the data, allowing for an in-depth understanding of the studied phenomenon. To strengthen the trustworthiness of the findings, the validation and triangulation stage involved cross-referencing information obtained from multiple sources—interviews, observations, and documents—thus enhancing the overall credibility of the study.

Finally, in the reporting and reflection stage, the researcher documented the findings comprehensively while incorporating reflective insights drawn from the research process. This reflective component contextualized the findings and highlighted the researcher's positionality and engagement throughout the study.

### **Research Location**

This study was conducted at a public senior high school (SMA Negeri) in Pontianak, West Kalimantan. This site was selected based on several strategic considerations aligned with the research objectives. First, the school exhibited a strong potential for implementing local wisdom-based learning, particularly within the history curriculum. Preliminary observations and prior engagement with the school revealed ongoing efforts to contextualize learning materials using local cultural content, positioning the institution as a relevant case for this study.

Second, the school is characterized by cultural diversity, with students from various ethnic and cultural backgrounds, including Malay, Dayak, and Chinese communities. This diversity offers a rich educational setting in which the integration of local wisdom can foster intercultural understanding and relevance in historical learning. Lastly, there was strong institutional support, as both the school leadership and history teachers expressed a keen interest in the pedagogical value of incorporating local wisdom into classroom practices. Their openness and commitment significantly facilitated the research process and ensured a collaborative environment conducive to qualitative inquiry.

### **Research Subjects**

The subjects involved in this study were carefully selected to provide comprehensive and relevant insights into integrating local wisdom within history education. The first group comprised Class XI students, who were chosen based on their foundational understanding of historical concepts, having completed introductory history content in the previous academic year. Their cognitive and

reflective maturity level positioned them as appropriate participants for exploring how local wisdom-based learning influences their historical understanding. These students were expected to offer nuanced perspectives regarding their learning experiences and engagement with culturally contextualized materials.

The second group of research subjects consisted of history teachers, who play a pivotal role in the pedagogical implementation of local wisdom. Their inclusion was essential to examine how they plan, deliver, and evaluate history lessons incorporating local cultural content. The teachers' perspectives offered valuable insights into the practical challenges, instructional strategies, and perceived outcomes of local wisdom integration in the classroom. Together, the student and teacher participants provided a well-rounded understanding of both the instructional process and its educational impact.

**Data Collection Techniques**

In qualitative research, data collection is a dynamic and ongoing process, typically involving direct engagement with participants in their natural settings. This study's data collection techniques include in-depth interviews, classroom observations, and documentation. Each method gathers comprehensive information about implementing local wisdom-based learning in history education.

Table 1. Data Collection Method		
No	Data Collection Method	Description
1	In-depth Interviews	Conducted with both students and teachers. These semi-structured interviews allow participants to share their experiences with local wisdom-based history learning, offering insights into the approach's effectiveness, challenges, and overall impact. The interviewer will use a list of core questions while allowing participants to provide additional relevant information.
2	Classroom Observation	Direct observations of history lessons will be made to assess how teachers incorporate local wisdom into their teaching. Observations will focus on how teachers use local wisdom-based learning materials, the interaction between teachers and students, and the extent of student participation in learning activities.
3	Documentation	Review of lesson plans, teaching materials, and student learning outcomes. This will help identify how local wisdom is integrated into history teaching and its effect on student performance and engagement. Documentation will complement interview and observation data to understand the implementation process fully.

**Data Analysis Techniques**

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## **Result**

### **Planning Local Wisdom-Based Learning**

Our findings indicate that the integration of local wisdom into history education significantly enhanced not only the relevance of the material but also strengthened students' engagement with the historical content. The present study found that history teachers at SMA N Kota Pontianak actively incorporated local wisdom into their planning of history lessons. This process began with carefully designing lesson plans and teaching materials aligned with local traditions, cultural practices, and community values. The teachers meticulously curated historical content that resonated with the student's cultural identity, ensuring that the materials used in class reflected the history of the local region. This is in line with (Jumriani et al. 2021), who emphasized that local wisdom-based learning enables students to know, understand, and practice the characteristics of their environment as sources of social studies learning.

The planning process began with teachers reflecting on educational objectives and identifying how local wisdom could be integrated with the historical teaching themes. Teachers used regional resources, such as folklore, traditional songs, cultural practices, and artifacts, to connect historical events and students' everyday lives. According to data from in-depth interviews, the teachers emphasized that the first step in the planning process was to identify relevant local wisdom that could serve as a lens through which students could view historical events. For instance, teachers included regional stories and songs depicting critical cultural values and historical figures when discussing the history of the Malay kingdoms of West Kalimantan. Such context-rich strategies align with culturally responsive pedagogy and contextual teaching frameworks, which advocate using local sociocultural realities to construct meaningful learning (Yasir et al., 2024).

Teachers also referred to the principles of *gotong royong* (cooperation) and *santai* (tolerance and respect) as central cultural values to be reflected in the curriculum. This action is theoretically grounded in contextual pedagogy and culturally responsive teaching, where instruction is designed to be meaningful and relevant to learners' sociocultural environments. Embedding local values such as these supports transformative learning that fosters civic identity and intercultural understanding (Gay, 2010). As one teacher described the planning process, we begin by asking how we can make history feel relevant to our students. We use local wisdom as a starting point because they know and live daily (Putri, 2024).

Teachers also developed *module ajar* (teaching modules) that explicitly incorporated local wisdom. These modules outlined clear learning objectives aligned with national curriculum standards

and regional cultural values. For example, when discussing the resistance of the Malay kingdoms against colonial forces, teachers designed activities that incorporated local wisdom from Kalimantan Barat, such as the values of courage, respect, and cooperation. They used case studies, storytelling, and role-playing exercises to bring historical events to life, encouraging active student engagement. This is consistent with the findings of (Wewengkang et al. 2024), who demonstrated that local wisdom-themed e-comic materials significantly improved students' historical awareness and made historical narratives more relatable and impactful.

Teachers also collaborated to share resources and strategies for integrating local wisdom into their lessons. They participated in workshops and peer discussions to exchange ideas and refine their lesson plans. These professional development opportunities were instrumental in equipping the teachers with the tools and confidence to effectively implement local wisdom in the classroom. One teacher explained: *"Collaborating with colleagues helped me realize the depth of local wisdom in our history. We could share stories, create projects, and use songs and artifacts to make history come alive"*. This collegial collaboration mirrors the strategies used in digital and community-based approaches to learning that emphasize culturally sustaining pedagogy (Purwanto, 2022; Saripudin et al., 2021).

Integrating local wisdom into history lessons required careful consideration of students' cultural backgrounds and pedagogical strategies that would best engage them. Ultimately, these findings directly address the core research question of how local wisdom enhances students' historical understanding by making historical content more emotionally resonant, culturally relevant, and cognitively accessible. Students develop stronger historical awareness and critical thinking abilities when interacting with content that reflects their lived experiences and values. This is supported by the research of (Wewengkang et al. 2024), who found a 66% increase in students' historical awareness after engaging with local wisdom-based learning materials.

### **Classroom Implementation of Learning**

Implementing local wisdom-based learning in the classroom was examined through classroom observations, teacher interviews, and student reflections. This approach enabled a comprehensive understanding of how local wisdom was integrated into history education and influenced students' emotional engagement, cognitive development, and cultural identity formation.

The incorporation of local values into history lessons resulted in a marked increase in student participation. Teachers employed methods such as storytelling, regional songs, and discussions of cultural practices to connect historical material with students' lived experiences. These practices are consistent with (Yefterson et al. 2024) and (Muhammad et al. 2022), suggesting that culturally grounded approaches effectively bridge the gap between historical content and students' everyday realities, thereby enhancing affective engagement. The emotional connection fostered through the integration of local wisdom facilitated the identity-based meaning-making of historical narratives. Students who encountered history through familiar symbols and stories—such as local legends or the cultural value of *gotong royong*—developed more profound historical empathy. Research has shown that experiential learning rooted in local culture effectively strengthens students' sense of identity and connection to their historical heritage.

Local wisdom-based learning also promoted collaborative learning environments. Students analyzed regional songs and folklore in group activities, linking them to historical contexts. This process encouraged critical thinking and strengthened students' ability to interpret and evaluate historical events. These findings resonate with (Ofianto et al. 2024), who emphasize the importance of primary cultural sources and experiential learning in fostering meaningful and contextualized historical thinking skills.

The findings further suggest that the integration of local wisdom supports cognitive development. Students more easily grasped abstract historical concepts when contextualized through familiar cultural practices. (Uge et al., 2019) contend that local wisdom-based social learning can effectively bridge concrete student experiences with complex historical narratives. Moreover, the high level of engagement observed in culturally contextualized learning also contributed to enhanced historical awareness. Studies by (Wewengkang et al. 2024) and (Rusvitaningrum et al. 2018) conclude that interactive, local culture-based learning approaches significantly increase students' motivation and sense of responsibility toward cultural heritage preservation.

In summary, implementing local wisdom-based history education at SMA N Kota Pontianak empirically addresses the central research question of how local wisdom enhances students' historical understanding. By integrating cultural values rooted in students' communities, learners experienced more meaningful affective engagement, strengthened cognitive involvement, and developed greater awareness and pride in their cultural identity. These findings support a contextual and transformative pedagogical approach, aligning closely with culturally responsive history education principles.

### **Impact of Learning on Students' Historical Understanding**

Local wisdom-based learning is expected to influence students' historical material understanding positively. This understanding encompasses knowledge of historical facts and events and a deeper comprehension of the social, cultural, and value systems embedded in history. Additionally, local wisdom-based learning is anticipated to enhance students' interest and motivation to learn history while fostering a sense of pride and appreciation for local culture.

Integrating local wisdom into history lessons offers students a unique opportunity to view history not as a mere collection of isolated facts but as a dynamic, living process deeply rooted in their cultural identity. By connecting historical events with local traditions and wisdom, students can see the direct relevance of history to their daily lives and artistic practices. Based on interviews with students, it was found that local wisdom-based learning significantly influenced their understanding of historical material. Students reported that they found it easier to grasp complex historical concepts when these were connected to familiar local wisdom. One student remarked, "I used to have a hard time memorizing dates or names of kings.

However, learning history using folk tales made it easier to remember and understand why the event happened" (Putri, 2024). This feedback highlights how local wisdom-based learning provides a framework that helps students move beyond rote memorization of facts. By incorporating cultural narratives, such as folklore and traditional customs, students can contextualize historical events in a manner that resonates with their personal experiences. This approach helps them retain and apply historical knowledge, making it more meaningful and relevant.

Classroom observations also revealed that students were more enthusiastic and active in history lessons when local wisdom was incorporated. They were more confident in asking questions, discussing, and expressing their opinions on the material being studied. This heightened participation indicates how local wisdom-based learning increases student motivation, encouraging them to engage more actively in learning. Teachers noted that students' critical thinking skills also improved as they began to analyze historical events through the lens of their cultural heritage.

Emotional and affective engagement was another significant outcome of integrating local wisdom into history lessons. Students reported feeling more emotionally connected to the historical material when it was tied to their local culture. One student shared, "History became more interesting to me when I could see how it's connected to my culture. I feel more connected to what I'm learning, and it feels like it's more relevant to my life" (Putri, 2024). This sense of connection is crucial for fostering a positive learning experience, as emotional engagement has been shown to enhance retention and motivation in educational settings.



Teachers also observed an increased interest in local history and cultural heritage among students. Many students were curious about their local traditions and sought additional information beyond the classroom. One teacher commented, “I see students become more motivated to learn history after we use local wisdom. They become more enthusiastic and more interested in the material being taught” (Purwanto, 2022). This shift in interest is not only academic but also deeply cultural, as students begin to develop a sense of pride in their heritage. This emotional connection to the material was also reflected in how students interacted with historical content. For instance, when studying the history of the Malay kingdoms, students showed an increased willingness to relate historical events to family stories or local legends, indicating a deeper personal connection to the content. In many cases, this emotional engagement led to more collaborative learning, as students eagerly shared their perspectives on how local wisdom shaped the history of their communities.

Local wisdom-based learning increased students' cognitive and emotional engagement with history and fostered a sense of pride and love for their local culture. As students connected historical events to their traditions and values, they developed a greater appreciation for their cultural heritage. Teachers observed that students became more proud of their cultural identity and were more motivated to share their history. One teacher reflected, “I’ve seen students develop a greater pride in their cultural background after learning about history through our local traditions” (Purwanto, 2022). This sense of pride also contributed to students' motivation to continue learning. They became more enthusiastic about delving into the history of their region and exploring the stories and wisdom passed down through generations.

The connection between cultural identity and historical understanding created a learning environment where history was not merely an academic subject but a living, evolving story that shaped students' lives today. Implementing local wisdom-based learning proved to be a highly effective strategy in history education. It enhanced students' cognitive understanding and analytical skills, deepened their emotional connection to the subject, and fostered a greater sense of cultural pride. These findings align with existing research highlighting the importance of culturally relevant pedagogy in promoting student engagement and learning motivation (Saripudin et al., 2022).

Local wisdom-based learning profoundly impacts students' understanding of historical material. It enhances their cognitive abilities, helping them to grasp historical events more deeply and increases their emotional engagement with the subject. By linking historical content to local culture and traditions, students develop a stronger sense of pride and love for their heritage, motivating them to engage more deeply and appreciate their history. This approach offers a powerful strategy for making history education more relevant, meaningful, and engaging, ultimately helping students connect more deeply with their past and cultural identity.

## **Discussion**

The findings of this study affirm that the implementation of local wisdom-based learning at SMA N Kota Pontianak substantially impacts students' historical understanding, going beyond cognitive development to include affective engagement and identity formation. While previous studies have established that local wisdom can enhance the relevance of historical content (Jumriani et al., 2021; Sayono et al., 2020), this study contributes new insights by emphasizing the interplay between emotional involvement, contextual interpretation, and historical empathy. Through culturally relevant learning, students developed a more meaningful connection to history, viewing it not as abstract content but as part of their cultural heritage.

Consistent with (Pangsuma et al. 2024), this study demonstrates that integrating local wisdom in history modules enhances instructional quality and supports character education. However, it further shows how these outcomes emerge through specific practices, such as using traditional narratives, rituals, and artifacts to promote place-based education and culturally responsive pedagogy. Students'

ability to relate historical narratives to cultural values like gotong royong or adat istiadat illustrates how historical learning can strengthen national character while promoting reflective citizenship.

The data also reveal that students experienced a heightened sense of belonging and cultural pride when local content was emphasized in class. These findings reinforce (Effendi's, 2019) argument that local wisdom functions not only as a knowledge source but as a tool for identity formation and environmental-cultural sustainability. In our context, students responded positively to materials drawn from their region, such as local legends and symbols, which triggered affective responses and increased their motivation to explore regional and national history. While previous studies have underscored the cognitive benefits of local wisdom-based instruction (Saripudin et al. 2021), this study extends the discussion by revealing how emotional and identity-related outcomes reinforce deeper historical understanding. The observed increase in classroom engagement and student participation indicates that local wisdom not only makes history more accessible but also more personally relevant, encouraging students to see themselves as historical subjects.

In this study, students contextualized complex historical events by anchoring them in their cultural narratives. It aligns with the principle of culturally responsive pedagogy, which views learning as most effective when students' identities and backgrounds are reflected in instructional content. Integrating local history into classroom discourse did not narrow students' worldviews; instead, it served as a foundation for broader historical thinking by bridging local experience with national and global narratives.

Furthermore, this study contributes a novel dimension by explicitly demonstrating how the implementation of local wisdom-based history education fosters institutional and professional transformation. It reveals the reciprocal impact on student learning, teachers' pedagogical development, and the school environment. Teachers reported increased motivation to innovate, collaborate with colleagues, and involve community elders as resource persons. Despite initial challenges, such as limited teaching materials and time constraints, teachers overcame these by designing project-based learning modules, incorporating oral histories, and utilizing local artifacts. These practices reflect reflective teaching and adaptive professionalism. At the school level, this approach encouraged stronger ties with local communities, stimulated curriculum contextualization efforts, and fostered a more culturally responsive learning environment.

Compared to previous literature, this study adds value by systematically documenting how local wisdom-based learning affects students' historical empathy and cultural consciousness while also encouraging schools to embrace more community-based and context-driven curricula. This supports the argument that place-based and identity-centered education fosters sustainable pedagogical practices. This research also illustrates that local wisdom-based learning can address broader educational goals aligned with 21st-century competencies. Skills such as critical thinking, creativity, communication, and collaboration (4Cs) were evident in group projects, discussions, and student-led presentations based on local sources. Moreover, implementing this approach aligns with the Merdeka Belajar curriculum, emphasizing autonomy, relevance, and cultural rootedness in learning. Community involvement—from cultural leaders to parents—strengthened the contextual dimension of learning and enriched classroom discourse.

Teachers employed folklore, myths, traditional clothing, and historical relics to support experiential learning. For example, legends like Dara Nante were integrated through storytelling and dramatization, allowing students to reenact historical events and reflect on their meanings. Teachers evaluated student understanding through conventional assessments, reflective journals, and group performances, ensuring learning outcomes captured knowledge and cultural appreciation.

The findings also highlight that effective implementation depends on choosing appropriate learning models. Models such as discovery, problem, and project-based learning were compatible with local wisdom themes. These approaches allowed students to explore historical phenomena through

inquiry and community engagement, making learning more dynamic and student-centered. While some concerns persist about the risk of over-localizing historical education, our data suggest that grounding students in their local context enhances rather than restricts historical perspective. (Wineburg, 2001) and (VanSledright, 2014), meaningful historical understanding arises from the ability to interpret the past critically and empathetically. Local wisdom provides a lens for this interpretation, helping students internalize historical values and relate them to contemporary issues.

Nonetheless, future studies are encouraged to explore how local wisdom-based approaches affect students' analytical thinking, engagement with global history, and long-term civic dispositions. Further inquiry should examine how schools can institutionalize community-based history learning to foster inclusive, participatory, and sustainable historical consciousness. This study offers empirical and theoretical contributions by demonstrating that local wisdom-based learning supports multidimensional outcomes—from affective engagement and identity formation to historical reasoning and civic awareness. It affirms the potential of local wisdom as a strategic pedagogical resource that enriches history education while supporting broader goals of cultural preservation, national character building, and 21st-century skill development.

## Conclusion

Integrating local wisdom-based learning in history education is an effective pedagogical strategy for enriching students' understanding of historical content while fostering cultural identity, character formation, and emotional engagement. At SMA N Kota Pontianak, this approach has proven to enhance the relevance and depth of students' learning experiences by connecting historical narratives with culturally embedded knowledge, values, and practices. Local wisdom offers contextual richness and pedagogical strength—making history education more meaningful, reflective, and responsive to students' sociocultural environments. Students can develop historical consciousness grounded in their lived realities and civic identities through local stories, traditions, artifacts, and community-based sources.

Despite the challenges in implementation, such as limited resources and varied interpretations of local wisdom, teachers demonstrated pedagogical creativity and adaptability, which contributed to the approach's success. Systematic support is needed to sustain and scale these practices through resource allocation, teacher training, and curriculum alignment. Therefore, national education policy and curriculum development should prioritize integrating local wisdom into history education. Educational stakeholders—including schools, cultural institutions, and communities—must collaborate to institutionalize local wisdom as a core component of 21st-century learning. Further research is encouraged to investigate its long-term impact on students' historical reasoning, critical thinking, and cultural awareness. Ultimately, local wisdom-based learning not only strengthens historical understanding but also promotes the preservation of cultural heritage, the cultivation of reflective citizenship, and the development of sustainable educational ecosystems rooted in local identity and values.

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