

Social Studies Learning Media Integrated with Local Wisdom: A Perspective from Prospective Teachers

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan pandangan calon guru mengenai penggunaan media pembelajaran IPS yang mengintegrasikan unsur-unsur kearifan lokal. Latar belakang studi ini didasarkan pada urgensi menghadirkan pembelajaran yang kontekstual agar lebih sesuai dengan realitas sosial dan budaya siswa. Pendekatan penelitian yang digunakan adalah kualitatif deskriptif dengan metode pengumpulan data berupa wawancara, observasi, dan studi dokumentasi. Subjek dalam penelitian ini adalah mahasiswa program studi pendidikan IPS yang mengikuti perkuliahan media pembelajaran. Temuan menunjukkan bahwa mayoritas calon guru memahami pentingnya kearifan lokal sebagai sumber belajar yang bermakna dan mampu menggali potensi budaya setempat untuk dijadikan bagian dari materi pembelajaran IPS. Mereka juga memperlihatkan inovasi dalam membuat media pembelajaran yang mengangkat cerita rakyat, permainan tradisional, serta lingkungan sekitar. Meskipun demikian, masih terdapat hambatan, seperti terbatasnya sumber daya dan akses informasi yang relevan. Kesimpulan dari penelitian ini menegaskan bahwa pengintegrasian kearifan lokal ke dalam media pembelajaran IPS memiliki peran strategis dalam mendorong keterlibatan aktif siswa dan memperkuat jati diri budaya. Namun, implementasinya membutuhkan dukungan kelembagaan berupa pelatihan serta penyediaan sumber belajar yang kontekstual.

Keyword: Media Pembelajaran; Ilmu Pengetahuan Sosial; Kearifan Lokal; Calon Guru; Kontekstual

ABSTRACT

This study aims to describe prospective teachers' views on the use of social studies learning media that integrate elements of local wisdom. The background of this study is based on the urgency of presenting contextual learning to better suit students' social and cultural realities. The research approach used is descriptive qualitative with data collection methods in the form of interviews, observations, and documentation studies. The subjects in this study were students of the social studies education study program who attended the instructional media course. The findings indicate that the majority of prospective teachers understand the importance of local wisdom as a meaningful learning resource and are able to explore the potential of local culture to be part of the social studies learning material. They also demonstrated innovation in creating learning media that highlight folklore, traditional games, and the surrounding environment. However, there are still obstacles, such as limited resources and access to relevant information. The conclusion of this study confirms that the integration of local wisdom into social studies learning media plays a strategic role in encouraging active student involvement and strengthening cultural identity. However, its implementation requires institutional support in the form of training and the provision of contextual learning resources.

Keyword: Learning Media; Social Sciences; Local Wisdom; Prospective Teachers; Contextual

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1. INTRODUCTION

In an increasingly globalized world, the demand for high-quality education continues to grow as nations strive to develop human capital capable of responding to the rapidly changing socio-economic and technological landscape. Education is universally recognized as a powerful instrument for social mobility, economic development, and cultural preservation (Judijanto & Al-Amin, 2025). Within this context, improving the quality of teaching and learning processes becomes not merely an institutional goal but a national priority (Iksal et al., 2024). However, despite numerous reforms and policy initiatives aimed at elevating educational standards, disparities in educational outcomes persist (Chima Abimbola Eden et al., 2023). These disparities are often associated with factors such as teacher quality, instructional methods, learning resources, and student engagement.

In many educational settings, traditional teaching methods that emphasize rote memorization and passive learning still dominate classrooms (Amirova, 2025). This conventional approach has been increasingly criticized for its failure to cultivate critical thinking, creativity, and problem-solving skills—competencies that are essential in the *21st-century* workforce (Hattani, 2025). As a response, educational researchers and practitioners have begun to explore alternative pedagogical models that are more interactive, student-centered, and inquiry-based (Sam, 2024). Among these, *project-based learning (PBL)*, cooperative learning, and the use of digital media have gained prominence. Yet, the implementation of these methods has not been without challenges, particularly in regions where educational infrastructure and teacher training remain underdeveloped.

The primary issue addressed in this study revolves around the persistent gap between innovative pedagogical models and their practical application in classroom settings. Specifically, this research seeks to investigate: How can the integration of (insert specific intervention/methodology, e.g., collaborative digital-based learning or culturally responsive pedagogy) improve student learning outcomes in (insert subject or level, e.g., secondary school science education)?

Although previous studies have identified the benefits of student-centered teaching methods, few have rigorously examined their effectiveness within the specific cultural, institutional, and socio-economic context of (insert country or region, e.g., Indonesian Islamic schools, rural public schools, etc.). Furthermore, little is known about how these pedagogical innovations interact with contextual variables such as teacher preparedness, institutional support, and student background.

The objectives of this study are fourfold:

1. To examine the current pedagogical practices employed in social studies learning integrated with local wisdom.
2. To design and implement an innovative teaching model based on social studies learning integrated with local wisdom.
3. To evaluate the impact of this model on student engagement, comprehension, and academic performance.
4. To provide practical recommendations for policymakers, educators, and stakeholders for wider implementation.

By achieving these objectives, the study aims not only to contribute to academic discourse but also to inform evidence-based educational reform.

This research offers a novel contribution by contextualizing an innovative instructional method within a specific socio-educational environment that has been largely underrepresented in existing literature. While numerous studies have explored modern pedagogies in urban, well-resourced settings, fewer have focused on adapting and evaluating such approaches in more challenging environments—particularly in faith-based, rural, or underfunded schools. By doing so, this study bridges the gap between global pedagogical trends and localized educational realities.

The uniqueness of this study lies in its integrative approach: it combines elements of digital learning, student collaboration, and culturally responsive teaching into a cohesive instructional strategy. This approach not only aligns with contemporary theories of learning but also respects the cultural and institutional values of the target population. Moreover, the study utilizes a *mixed-methods* design, allowing for a comprehensive assessment of both quantitative learning outcomes and qualitative experiences of students and teachers.

A review of relevant literature provides a foundation for the present study by highlighting key trends and findings in the field of educational innovation. Bell (2010) emphasized the efficacy of *project-based learning* in enhancing student motivation and deepening content understanding. Her study found that students engaged in *PBL* exhibited higher-order thinking skills and retained knowledge longer than those taught through traditional methods. Slavin (1995) investigated cooperative learning in elementary and secondary schools, demonstrating that structured group activities improve academic achievement, particularly in diverse classrooms. His findings suggest that peer interaction fosters a sense of responsibility and mutual support

among learners. Gay (2010) introduced the concept of culturally responsive pedagogy, arguing that incorporating students' cultural references in teaching can make learning more effective and meaningful. This perspective is particularly relevant in multicultural classrooms where students may struggle to connect with generic curricula. Mishra & Koehler (2006) developed the *TPACK* framework to explain how teachers can effectively integrate technology into their instruction. Their research highlights the importance of aligning technological tools with pedagogical strategies and content knowledge. Hattie (2009) conducted a meta-analysis on visible learning and found that teacher clarity, feedback, and instructional quality were among the most influential factors affecting student achievement. This reinforces the notion that pedagogical effectiveness depends not only on the method but also on its execution.

Despite these valuable contributions, most of the studies cited above were conducted in developed countries with advanced educational infrastructure and high teacher readiness. Their findings, therefore, may not be directly applicable to different educational contexts without significant adaptation.

The existing body of literature provides compelling evidence for the effectiveness of various innovative teaching approaches. However, there remains a notable gap concerning the contextual adaptation and implementation of these strategies in underrepresented educational environments. Specifically, research is scarce on how modern pedagogical models can be tailored to fit culturally specific settings, where systemic constraints such as limited technology, large class sizes, and rigid curricula may impede innovation.

Moreover, there is limited empirical data on the long-term effects of integrated instructional approaches—those that combine multiple strategies like digital learning, collaboration, and cultural responsiveness. This study aims to fill that gap by not only testing such an integrated model but also analyzing its feasibility and scalability within a context that has unique cultural and institutional characteristics.

This study addresses a pressing educational issue: the disconnection between innovative pedagogical theories and their practical application in challenging educational environments. By contextualizing an integrated teaching model within a specific socio-cultural and institutional framework, the research aims to generate both theoretical insights and practical solutions. It builds on a robust body of international literature while responding to local needs and constraints. Ultimately, this study aspires to serve as a catalyst for evidence-based educational reform and contribute meaningfully to the broader discourse on equitable and effective teaching practices.

2. RESEARCH METHOD

This study employed a qualitative descriptive research design, aiming to explore the process and outcomes of media development activities carried out by sixth-semester students of the Social Science Education program at the Institut Studi Islam Sunan Doe. The research object comprised a purposively selected group of students enrolled in the sixth semester during the academic year 2024–2025. These students were chosen based on their active involvement in a course focused on instructional media development.

The research was conducted over a two-month period, from May to June 2025, in East Lombok Regency, located in the province of West Nusa Tenggara, Indonesia. The selected location was considered ideal due to the accessibility of the participants, the availability of learning media outputs, and institutional support for research activities.

To obtain comprehensive and credible data, three primary methods of data collection were employed: in-depth interviews, participant observation, and documentation. These techniques were applied as follows:

Semi-structured interviews were conducted with ten student participants who had completed media development assignments. The interviews focused on students' experiences, challenges, and reflections during the creation of instructional media. Interview questions were guided by a thematic framework aligned with the research objectives and were designed to elicit detailed and reflective responses.

Participant observation was carried out during classroom and project sessions related to instructional media design and development. The researcher observed student engagement, collaboration, problem-solving, and creativity throughout the process. Field notes were systematically recorded to document behavioral patterns and contextual details that could not be captured through interviews alone.

Relevant artifacts were collected as documentary evidence of the students' media outputs. These included instructional posters, educational videos, and student-generated *LKPDs* (*Lembar Kerja Peserta Didik* or Student Worksheets).

Data were analyzed using the interactive model developed by Miles and Huberman (1994), which involves three concurrent and iterative steps:

A. Data Reduction

This stage involved selecting, simplifying, and organizing raw data derived from interviews, field notes, and documentation. The data were coded and categorized based on emerging themes relevant to the students' creative processes, challenges faced, and the pedagogical value of their media products.

B. Data Display

Organized data were presented in the form of descriptive narratives, matrices, and charts to enable clearer interpretation of relationships among variables. This step aimed to facilitate meaning-making by illustrating patterns and insights that emerged from the triangulated data sources.

C. Conclusion Drawing and Verification

Final conclusions were drawn by identifying recurring themes and significant findings that answered the research questions. These conclusions were constantly verified through a re-examination of the data and comparison across sources and techniques to ensure consistency and accuracy.

D. Validity and Trustworthiness of Data

To ensure the validity and reliability of the data, the study employed triangulation—both source triangulation and methodological triangulation (Miles & Huberman, 1994). Source triangulation was achieved by comparing responses from different student participants and cross-checking them with observational data and documented media outputs. Methodological triangulation was conducted by integrating findings from interviews, observations, and documentation. In addition, member checking was applied by confirming interpretations with the participants, and peer debriefing was conducted with fellow researchers to enhance interpretative credibility.

3. RESULTS AND DISCUSSION

A. Pre-Service Social Studies Teachers' Conceptual Understanding of Local Wisdom

The findings of this study reveal that pre-service Social Studies (SS) teachers possess a fairly strong conceptual understanding of local wisdom and its significance in education. They recognize that local wisdom is not merely a cultural heritage but a valuable source of moral and social values that can be integrated into educational practices to reinforce character development, identity, and cultural diversity. Concepts such as mutual cooperation (*gotong royong*), deliberation (*musyawarah*), and traditional customs like “Begawe” are understood by the students not only as social practices but also as meaningful pedagogical resources.

In East Lombok, where Sasak culture remains vibrant, pre-service teachers were able to identify and interpret key cultural values such as communal work during *Begawe*, consensus-based decision-making in customary law, and the preservation of traditional crafts like *tenun ikat* weaving in Peringgasela. This understanding reflects a level of cultural literacy that extends beyond surface knowledge and into the deeper meaning and function of these practices in shaping community life.

Such comprehension demonstrates the students' critical awareness of the importance of preserving and transforming local cultural values into formal education systems. This aligns with the concept of culturally responsive pedagogy, which emphasizes the need to connect students' cultural experiences with curriculum content and teaching methods.

B. Integrating Local Wisdom into Instructional Media

A significant achievement identified in this study is the students' ability to integrate elements of local wisdom into the instructional media they created. The media produced are not only visually creative but also rich in cultural content, conveying meaningful messages about the values embedded in local traditions.

1) Educational Poster on Begawe Tradition

Students developed an educational poster illustrating the Begabung tradition—communal eating during the Begawe ceremony—depicting the values of togetherness and mutual cooperation. The poster includes contextual explanations about the sociocultural setting of the Sasak people, making it both informative and visually engaging. This shows the students' ability to communicate cultural messages effectively through static visual media.

2) Instructional Video on Peringgasela Weaving

Another product was an instructional documentary video showcasing the traditional process of making *tenun ikat* in Peringgasela. The video illustrates various stages, from thread spinning, natural dyeing, motif tying, to the final woven product. It also explains the cultural and economic significance of weaving, especially the role of women in the local economy. This media resource is both educational and evocative, offering learners a concrete understanding of traditional economic practices and cultural preservation.

3) Contextual and Reflective Student Worksheet (LKPD)

The student worksheet (LKPD) developed by pre-service teachers also demonstrates a strong integration of local wisdom. Instead of merely asking content-based questions, the LKPD encourages students to reflect critically by comparing their local traditions with the Begawe tradition. This fosters cultural awareness, pride in local identity, and reinforces the values of social responsibility and national unity. Such practices are consistent with contextual learning approaches that bridge curriculum content with learners' real-life experiences.

C. Impacts on Character Development and Cultural Identity

The integration of local wisdom in Social Studies learning has implications beyond cognitive understanding. It significantly contributes to character education. As argued by Sedyadi (2017), local values serve as a moral resource that can strengthen national character rooted in indigenous culture. In this context, values such as cooperation, deliberation, social responsibility, and respect for traditional norms—reflected in the students' media products—are essential to achieving character-building goals aligned with Indonesia's educational vision.

Pre-service teachers demonstrated awareness that instructional media rooted in local culture can foster students' love and care for their own cultural heritage. This is particularly important in an era of globalization and cultural homogenization, where younger generations often become detached from their cultural roots.

In essence, using local culture as a learning context creates meaningful and personally relevant learning experiences for students. When students encounter instructional content that resonates with their own culture, they become more emotionally and cognitively engaged in learning. This corresponds with Vygotsky's sociocultural learning theory, which emphasizes the role of cultural context in shaping the learning process.

D. Theoretical Relevance: Constructivism and Sociocultural Approach

The findings of this study can be theoretically explained through two major learning theories: constructivism and the sociocultural approach.

From the constructivist perspective, as advocated by Piaget and Bruner, learning occurs when learners actively build their knowledge through experience and interaction with their environment. Instructional media based on local wisdom offer learners an authentic and familiar context, enabling them to construct deeper and more meaningful understandings.

Meanwhile, the sociocultural approach, developed by Vygotsky, highlights that learning is significantly influenced by social and cultural contexts. By using local culture as a learning source, instruction becomes socially relevant and allows learners to internalize cultural values through interaction. Cultural symbols, language, and social practices thus serve as bridges between abstract concepts in Social Studies and students' lived experiences.

E. Challenges in Implementation

Despite the promising outcomes, students encountered several challenges during the media development process. These challenges should be addressed as valuable input for improving teacher education programs.

1) Limited Access to Cultural References

Students found it difficult to access documented sources on local culture. Much of the local wisdom is still preserved through oral traditions and has not been systematically recorded in written or digital forms. This makes it challenging to develop accurate, credible, and academically sound learning materials.

2) Difficulty in Reaching Cultural Resource Persons

Students also faced difficulties in accessing cultural practitioners, such as traditional leaders or local artisans. Time constraints, geographical barriers, and limited communication channels made it difficult to gather firsthand cultural data, especially when cultural events or production activities were not taking place.

3) Limited Technical Skills in Media Production

Some students lacked sufficient technical skills to produce engaging digital media such as videos, infographics, or interactive content. As a result, some of the media products were basic in design and lacked visual appeal. This indicates a pressing need for technical training and capacity building in educational media production.

F. Recommendations for Strengthening Teacher Competencies

To overcome these challenges and build upon the positive outcomes, systemic interventions are needed from teacher education institutions (*LPTKs*). Strategic efforts may include:

- Providing regular workshops on the design of culturally integrated instructional media, including technical training on video editing, graphic design, and interactive media development.
- Establishing partnerships with local cultural institutions, heritage centers, and community organizations to provide access to authentic cultural resources.
- Integrating modules on local wisdom and contextual pedagogy into the teacher education curriculum.
- Involving students in community service programs focused on cultural preservation to provide them with authentic learning experiences related to local heritage.

These recommendations align with Wulandari and Suryani (2021), who assert that the development of culturally based instructional media requires strong institutional support to ensure sustainability. Without such support, student initiatives may remain sporadic and unsustainable.

G. Reflection and Educational Implications

This study demonstrates the strong potential of pre-service teachers to design learning experiences that are contextually grounded and culturally rich. Their ability to transform elements of local wisdom into

pedagogically sound instructional media reflects a growing readiness to contribute meaningfully to education reform.

In addition to producing culturally relevant learning tools, this process also serves as a platform for professional growth. Students develop not only their cultural understanding but also key pedagogical competencies in curriculum design, visual communication, and reflective practice—essential traits for future educators.

The implication is clear: Social Studies instruction must move beyond textbook-based narratives and embrace the rich diversity of Indonesian culture. Local wisdom should no longer be marginalized but celebrated as a powerful educational resource. Pre-service teachers have a pivotal role in transforming education to be more grounded, inclusive, and relevant to students' real lives.

4. CONCLUSION

This study highlights the significant potential of pre-service Social Studies (SS) teachers in developing instructional media that incorporates local wisdom. The findings demonstrate that these future educators possess a solid understanding of essential Sasak cultural values such as *gotong royong* (mutual cooperation), *musyawarah* (deliberative decision-making), and traditional ceremonies like *Begawe*. Drawing from this cultural knowledge, the students successfully integrated elements of local wisdom into meaningful and contextually relevant instructional media, including educational posters, a documentary-style instructional video on Peringgasa's traditional *tenun ikat* weaving, and reflective student worksheets (LKPDs).

The integration of local cultural values into Social Studies learning proves to be more than just a pedagogical innovation—it bridges academic content with students' everyday experiences. This cultural contextualization not only deepens students' understanding of the subject matter but also nurtures character development and instills a sense of pride and appreciation for Indonesia's rich cultural heritage. The instructional media produced by the pre-service teachers reflects a genuine effort to make education more grounded, relatable, and culturally engaging.

Despite this success, the process was not without challenges. Students encountered several obstacles, particularly in terms of limited technical expertise and restricted access to reliable cultural resources. The scarcity of documented references and the difficulty in reaching local cultural figures—such as artisans or traditional leaders—posed real limitations in the media development process. Nonetheless, the students displayed commendable enthusiasm and commitment in exploring and preserving local culture through educational innovation. Their efforts reflect a growing awareness of the role teachers must play not only as knowledge facilitators but also as cultural advocates and character builders.

Given these findings, institutional support emerges as a critical factor in sustaining and enhancing the capacity of pre-service teachers to integrate local wisdom into their teaching practices. There is a pressing need for ongoing professional development, including hands-on training in digital media production and culturally responsive pedagogy. Teacher Education Institutions (LPTKs) play a central role in this endeavor. They must actively provide platforms, mentorship, and partnerships with cultural institutions to enrich students' cultural literacy and technological capabilities.

Ultimately, the success of embedding local wisdom into Social Studies instruction lies in equipping future educators with the tools, mindset, and support necessary to design culturally grounded, character-oriented learning experiences. Such an approach not only meets curriculum goals but also contributes to national efforts in fostering culturally literate, empathetic, and socially responsible citizens. The findings of this research affirm that with proper guidance and institutional backing, pre-service teachers have the potential to become transformative agents who bring culture to the classroom in meaningful, relevant, and enduring ways.

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