

REVITALIZING LOCAL WISDOM AS VALUE-BASED LEARNING MEDIA TO STRENGTHEN PANCASILA CHARACTER EDUCATION IN ELEMENTARY SCHOOLS

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Abstract

This study aims to examine how local wisdom can be revitalized as value-based learning media to strengthen Pancasila character education in elementary schools. Using a Systematic Literature Review with the PRISMA approach, fifteen relevant studies from the last ten years were analyzed. The findings show that learning media embedded with local wisdom, including digital storytelling, interactive multimedia, and local culture based modules, significantly enhance students' moral reasoning, cultural identity, engagement, and understanding of Pancasila values. The integration of cultural narratives into learning media also supports holistic learning by connecting cognitive, affective, and social dimensions. The study concludes that revitalizing local wisdom is a strategic and culturally grounded approach to character education. This research benefits educators by providing conceptual insights for designing culturally responsive learning media.

Keywords Local wisdom, Learning media, Character education, Pancasila values, Elementary school

A. Introduction

In the midst of rapid globalization and digital transformation, elementary education faces increasing challenges related to children's cultural identity, ethical development, and value formation. Young learners today grow in an environment filled with digital media and global content that often weakens their connection to local cultural heritage (Wahyudi, 2023). While digital learning resources offer convenience and engagement, they frequently fail to represent the cultural and moral foundations that shape Indonesian identity. This condition raises concerns regarding the weakening of foundational values, particularly the values of Pancasila, among elementary school students (Kemendikbud, 2021). As schools are expected to nurture morally responsible, culturally grounded, and socially engaged learners, the integration of local wisdom into the learning process has become increasingly relevant.

Local wisdom, which encompasses cultural beliefs, practices, traditions, and narratives passed down across generations, carries deep moral, spiritual, and civic messages (Rahmawati &

Suryani, 2022). In the Indonesian context, local wisdom reflects principles of harmony, cooperation, mutual respect, and communal responsibility which strongly align with the core values of Pancasila (Zubaedi, 2021). Prior studies have shown that local cultural elements, when integrated into learning activities, strengthen students' moral reasoning, empathy, cooperation, and sense of identity (Sari et al., 2022). However, despite its potential, the use of local wisdom in elementary learning materials often appears sporadic, unplanned, and not systematically embedded into learning media (Handayani, 2023).

Given this situation, revitalizing local wisdom as value-based learning media is essential to strengthen Pancasila character education in elementary schools. This effort is not merely about inserting cultural content but constructing media that function as instruments for transmitting ethical and cultural values embedded in local traditions (Azizah & Putra, 2021). Through this approach, learning media become not only cognitive tools but also vehicles for supporting socio-emotional and moral development. Therefore, understanding how local wisdom can serve as value-based media is critical for promoting holistic character education grounded in the national philosophical framework.

The purpose of this study is to systematically explore, through a literature-based approach, the potential of local wisdom to function as value-based learning media that support the cultivation of Pancasila values among elementary school students. This study aims to analyze theoretical foundations, research findings, and existing models of integrating local wisdom into learning media to develop a comprehensive understanding of its role in value education. The focus of this review lies in identifying the conceptual relationship between local wisdom, learning media, and Pancasila character formation in the context of elementary education. The review further examines how cultural content such as folklore, traditional games, regional arts, and symbolic cultural practices can be transformed into instructional media that facilitate the internalization of Pancasila values.

The scope of this review includes literature published between 2020 and 2025 related to the integration of local wisdom into educational media and its relevance to character and Pancasila-based education. The selected literature consists of empirical studies, conceptual articles, curriculum documents, and digital media development research in culture-based education. While the primary focus is on elementary education, literature from other levels is included insofar as it supports the theoretical understanding of value-based media development.

B. Literature Review and Hypothesis Development

1. Literature Review

Local wisdom has been widely recognized as a strategic foundation for strengthening value-based education in elementary schools. It includes traditional practices, cultural expressions, folklore, and social norms that carry ethical, philosophical, and communal significance (Rahmawati & Suryani, 2022). In Indonesia, these values are aligned with core Pancasila principles such as mutual cooperation, respect, social justice, and communal responsibility (Zubaedi, 2021). Multiple studies highlight that integrating local cultural elements into learning activities enhances students' moral reasoning, identity formation, empathy, and collaborative behavior (Sari et al., 2022). Folklore-based instruction, for example, has shown effectiveness in cultivating children's moral awareness and empathy when adapted into digital or printed learning media (Handayani, 2023). Likewise, traditional games and cultural storytelling support prosocial development that resonates with Pancasila moral values (Wahyudi, 2023).

Learning media are essential not only for transmitting knowledge but also for embedding values. When designed intentionally with local cultural content, learning media can promote deeper understanding and internalization of moral lessons (Azizah & Putra, 2021). Digital storytelling based on local wisdom has gained prominence as an effective pedagogical tool because it bridges cultural content with modern learning formats. Research by Hapsari et al. (2024) shows that digital stories rooted in local wisdom significantly enhance students' moral reflection and engagement. DOAJ-indexed literature further supports that culturally contextual media strengthen students' sense of identity and cultural literacy (Wahyudi, 2023).

Research conducted within UNUGHA also contributes substantially to understanding culturally grounded media in Indonesian elementary schools. Rizqi (2021), for instance, developed interactive media based on local wisdom for elementary learning and found that such media increased student engagement and supported contextual understanding. Similarly, Urip and Umayah (2021) demonstrated that interactive media infused with local wisdom improved learning outcomes during online learning and helped students comprehend moral values more effectively. These local empirical findings reinforce the theoretical argument that revitalizing local wisdom in learning media is both pedagogically sound and culturally relevant.

Despite the strong empirical support, existing literature shows that the integration of local wisdom in value-based media remains fragmented and lacks a unified conceptual model. Most studies focus on isolated practices or specific media products without presenting a framework that guides the systematic design of value-based learning media. Therefore, a conceptual synthesis is needed to explain how local wisdom can be revitalized to form effective value-based learning media for strengthening Pancasila character education in elementary school settings.

2. Hypothesis Development

Based on the reviewed literature, local wisdom serves as a culturally rich source of moral, social, and philosophical values that align with the principles of Pancasila. Empirical studies indicate that revitalizing local wisdom through learning media strengthens students' cultural identity, moral reasoning, empathy, and cooperative behavior. Findings from national, international, and UNUGHA-based studies consistently support the idea that culturally embedded media contribute to deeper internalization of Pancasila values. Therefore, the following conceptual hypothesis is formulated:

H1 (Conceptual Hypothesis):

Revitalizing local wisdom into value-based learning media is conceptually associated with strengthening Pancasila character education among elementary school students.

This hypothesis serves as a theoretical proposition rather than an empirically tested claim in this literature review. It provides a conceptual foundation that future empirical research can operationalize.

C. Research Method

The research method employed in this study is grounded in the principles of a Systematic Literature Review (SLR), which aims to identify, evaluate, and synthesize relevant research in a structured and transparent manner. A literature review of this kind follows the epistemological foundation that scientific knowledge can be constructed through rigorous analysis of existing studies. The theoretical basis of SLR is that knowledge does not always have to be generated through field data collection; instead, it can be developed through systematic examination of prior empirical

evidence, conceptual frameworks, and scholarly debates. The SLR method ensures objectivity, reproducibility, and comprehensiveness by guiding researchers to search, screen, and analyze literature using explicit and pre-defined criteria. This theoretical foundation supports the purpose of this study, namely to develop a conceptual understanding of how local wisdom can function as value-based learning media to strengthen Pancasila character education in elementary schools.

The strategy applied in this research follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 framework. PRISMA provides a structured protocol for conducting systematic reviews, ensuring that the search, screening, eligibility assessment, and inclusion of literature are carried out transparently and systematically. This strategy allows the researcher to document the number of studies identified, screened, excluded, and included while maintaining methodological rigor. In this study, the PRISMA strategy was used to search journal articles, proceedings, books, and institutional repositories indexed by Google Scholar, DOAJ, Garuda, Scopus, and UNUGHA's repository. Keywords such as "local wisdom", "learning media", "Pancasila character education", and "elementary school" were used in various combinations. The PRISMA strategy was chosen because it ensures that the literature selection process is replicable and free from subjective bias.

The implementation of the research method consisted of several stages aligned with the PRISMA workflow. First, the identification stage was carried out by searching across multiple academic databases using predefined keywords, yielding a total of 50 potential studies. Second, the screening stage involved removing duplicate articles and excluding studies that were irrelevant to the themes of local wisdom, learning media, or Pancasila-based character education. Third, the eligibility stage required evaluating the availability of full-text articles and assessing their methodological relevance and compatibility with the research focus. Studies lacking full text, outside the time frame of 2020–2025, or not related to elementary-level learning were excluded. Finally, 15 high-quality articles were included for in-depth analysis. These articles were then synthesized thematically to generate insights regarding the conceptual relationship between local wisdom, learning media, and character education grounded in Pancasila philosophy.

D. Discussion

The purpose of this study was to examine how local wisdom can be revitalized and integrated into value-based learning media to strengthen Pancasila character education in elementary schools. To address this aim, fifteen empirical and conceptual studies published within the last ten years were systematically reviewed. These studies collectively demonstrate that local wisdom, expressed through traditional stories, cultural symbols, regional practices, and community values, has strong potential to support the development of moral, social, and cultural competencies in young learners. Before presenting the interpretative analysis, a summary of the reviewed articles is provided in Table 1 to give a clear overview of the scope, research focus, media types, and primary findings of the selected studies.

Table 1. Analysis of Fifteen Studies on Local Wisdom-Based Learning Media and Pancasila Character Education

No	Authors & Year	Research Focus	Type of Media / Approach	Key Findings
1	Wati & Widiyana (2024)	Literacy & HOTS based on local wisdom	Literacy media	Local wisdom enhances literacy and HOTS skills.
2	Icahayati et al. (2024)	Local-wisdom-based e-comic	Digital e-comic	Improves text comprehension and learning engagement.
3	Aryani et al. (2023)	Local-wisdom e-story book	Digital storybook	Increases reading interest and cultural understanding.
4	Ramadhani & Sutarini (2024)	Local fable digital media	Digital fable book	Strengthens moral learning through cultural stories.
5	Ediani et al. (2024)	3D wayang media	3D storytelling media	Enhances storytelling skills and cultural appreciation.
6	Fajrie et al. (2024)	Digital media using cultural narratives	Digital storybook	Improves comprehension of cultural values.
7	Nurmiyati et al. (2024)	Animation-based local storytelling	Animated narrative	Strengthens listening skills and cultural awareness.
8	Setiawan et al. (2024)	Animated folklore	Digital folklore animation	Enhances social character and cultural identity.
9	Murwati et al. (2024)	Thematic local-wisdom learning	Local-based thematic learning	Improves cooperation and communication.
10	Nailul Hakimah et al. (2024)	Local-wisdom-based IPAS media	Digital IPAS media	Enhances understanding of cultural diversity.
11	Setiawaty et al. (2025)	SLR on local wisdom integration	Systematic review	Confirms cultural integration supports Pancasila values.
12	Rizqi (2021)	Interactive local-wisdom media	Interactive learning media	Increases motivation and conceptual mastery.
13	Urip & Umayah (2021)	Local-wisdom digital media for online learning	Interactive digital media	Improves learning outcomes and value comprehension.
14	Fortinasari et al. (2021)	Digital storytelling	Digital narrative media	Effective for moral value delivery in new normal learning.

15	Purwani & Mustikasari (2024)	Character learning through local tales	Local folklore	Strengthens character formation through cultural narratives.
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The analysis of the fifteen articles reveals clear and consistent evidence that local wisdom plays a transformative role in developing value-based learning media for elementary school students. Across multiple studies, local wisdom emerges as a culturally grounded source of moral education, offering narratives, traditions, and symbolic values that resonate with students' lived experiences. These cultural elements provide authentic contexts for teaching values aligned with Pancasila, such as empathy, cooperation, respect for diversity, and social responsibility. The integration of cultural content into learning media enables these values to be internalized more naturally and meaningfully, as demonstrated in storytelling-based and thematic cultural learning studies.

A notable pattern emerging from the table is the predominance of digital media—especially digital storytelling, e-storybooks, animated folklore, and interactive multimedia. These digital forms of local wisdom not only capture students' attention but also offer immersive experiences that stimulate emotional engagement and moral reflection. For instance, digital folklore (Handayani, 2023; Setiawan et al., 2024) and animated cultural narratives (Nurmiyati et al., 2024) help learners explore moral dilemmas through familiar cultural symbols. Similarly, interactive media developed by Rizqi (2021) and Urip & Umayah (2021) show that culturally embedded digital tools can enhance conceptual understanding and value internalization, even in online learning environments. These findings reinforce the increasing relevance of culturally responsive digital pedagogy within the character-education landscape of Indonesian elementary schools.

Beyond engagement and comprehension, the reviewed studies also emphasize the role of local wisdom in supporting identity formation. Several works (such as Wati & Widiana, 2024; Murwati et al., 2024) reveal that learning materials incorporating regional culture strengthen students' awareness of local heritage and build pride in their cultural identity. This dimension aligns directly with Pancasila's mandate to cultivate citizens who value unity in diversity and embody cultural respect. By grounding media content in local traditions, learners develop a stronger sense of belonging and cultural rootedness, which is essential in countering homogenizing effects of globalization.

However, despite encouraging findings, several challenges are evident across the literature. Many studies highlight that teachers face obstacles in designing culturally grounded media, such as limited technological skills, insufficient access to cultural resources, and a lack of structured guidelines for media development. The reviewed SLR by Setiawaty et al. (2025) also indicates that integration practices remain inconsistent across schools due to varying teacher competencies. These constraints underscore the need for systematic frameworks and professional development programs that equip teachers with the skills required to design and adapt local-wisdom-based media effectively.

Taken together, the findings affirm the conceptual hypothesis of this study that revitalizing local wisdom through value-based learning media contributes positively to Pancasila character formation among elementary students. Local wisdom not only enriches learning content but also anchors moral education within culturally meaningful contexts. The integration of cultural values into engaging digital or interactive formats amplifies their impact, making Pancasila character education more relevant, authentic, and sustainable for young learners in the contemporary educational environment.

E. Conclusion

The findings of this systematic literature review indicate that revitalizing local wisdom through value-based learning media offers a meaningful and culturally grounded approach to strengthening Pancasila character education in elementary schools. The reviewed studies consistently demonstrate that local wisdom expressed in folklore, traditional narratives, cultural symbols, and regional practices contains rich moral and philosophical values that align with the principles of Pancasila. When integrated into learning media, these cultural elements enhance students' moral reasoning, empathy, social awareness, and cultural identity. The use of digital storytelling, interactive multimedia, thematic cultural modules, and other forms of local wisdom based media has been shown to increase learner engagement, conceptual understanding, and the internalization of values in authentic and relatable ways.

This review also emphasizes that media based on local wisdom support holistic learning by connecting cognitive, affective, and social dimensions. These media create immersive learning experiences that link cultural heritage with contemporary educational practices, allowing students to

understand moral values within familiar cultural contexts. Although several challenges remain, including limited teacher capacity, inconsistent implementation, and a lack of culturally grounded learning materials, the overall evidence shows that integrating local wisdom into instructional media is both pedagogically effective and culturally relevant. This study concludes that the revitalization of local wisdom is a strategic approach to enhancing Pancasila character formation in elementary education. The conceptual insights generated through this review provide a foundation for future empirical studies and media development models that support culturally responsive character education in Indonesian schools.

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