

Education Based on Local Wisdom: An Alternative Model for the Integration of Cultural Values in the School Curriculum In Indonesia

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ABSTRACT

Purpose - Amidst rapid globalization, Indonesia's education system faces challenges in preserving cultural identity. This study aims to develop an effective model for integrating cultural values into the school curriculum to strengthen students' identity, character, and appreciation of cultural diversity.

Methodology - The research employed a qualitative design involving document reviews, observations, and interviews with policymakers, school leaders, teachers, and community representatives. The procedure included policy analysis, development of culture-based curricula, teacher training programs, and fostering local community collaboration. Data were analyzed through comprehensive qualitative and quantitative methods, including classroom observations and assessments of student work and attitudes.

Findings - Findings reveal that integrating cultural values into the curriculum positively impacts students' understanding of diversity, enhances learning engagement, and strengthens character and cultural identity. Effective strategies include policy dissemination, culture-based curriculum development, extracurricular activities, community collaboration, multicultural approaches, project-based learning, and teacher mentoring. Documentation efforts are also crucial for cultural preservation.

Novelty - This research proposes the original SIEME model, outlining practical steps for integration from school-community collaboration to exploring local wisdom, providing a structured and culturally grounded framework for curriculum development.

Significance - This study benefits policymakers, curriculum developers, educators, and local communities by offering a framework to cultivate a generation rooted in cultural values while being prepared to face global challenges.

Keywords: Cultural integration; Local wisdom; National identity; School curriculum; SIEME model.

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1. Introduction

Education has a crucial role in strengthening the cultural identity of a society. Cultural identity is the essence of heritage that is passed on from one generation to the next (Apriyanti et al., 2024; Obschonka et al., 2023; Tellis et al., 2009). In the current era of globalization, maintaining and preserving local cultural identities has become increasingly challenging. Globalization facilitates the flow of new information, values, and lifestyles that often overshadow long-established local cultural traditions (Iuso & Marinaro, 2024; Makarova et al., 2019; Olssen & Peters, 2005). Thus, education plays a pivotal role as a primary medium for strengthening and sustaining cultural identity. Cultural diversity is an invaluable asset for any nation, and understanding as well as appreciating such diversity are fundamental in fostering an inclusive, tolerant, and harmonious society. Education has the potential to raise awareness of cultural diversity and to integrate cultural values into social life. As Kofi Annan, former Secretary-General of the United Nations, stated, *"Education is the key to unlocking a more peaceful and tolerant world."* Similarly, Paulo Coelho emphasized that *"Cultural diversity is a strength, not a weakness,"* while E.M. Forster highlighted that *"Understanding other cultures is the key to understanding yourself."* In line with these views, Nelson Mandela asserted that *"A good education fosters a sense of love and appreciation for one's own and others' cultures."* These perspectives underline the significance of embedding cultural education within formal curricula to build students' intercultural competence and cultural resilience amidst the homogenizing forces of globalization.

The Indonesian government has shown a serious commitment to integrating cultural values into the school curriculum as part of efforts to strengthen national character. Starting with the 2013 Curriculum which emphasizes character development and teaching noble values through subjects such as Citizenship Education and Indonesian, as well as encouraging teachers to infuse cultural values into all subjects. This was followed by the launch of the Character Education Strengthening Movement (PPK) in 2015, which instills values such as religiosity, nationalism, integrity, independence and cooperation. These efforts are also expanded by implementing local wisdom-based education, where schools are expected to integrate local values and traditions into daily learning. The Ministry of Education, Culture, Research and Technology (Kemendikbudristek) also organizes cultural festivals as a forum for students to display regional arts and traditions, increasing awareness of cultural diversity. In addition, teachers are provided with training to deepen their competence in culture-based teaching. The Ministry of Education and Culture also collaborates with various civil society organizations to promote education based on cultural values through workshops, seminars and publications. However, challenges such as limited resources and lack of public awareness are still obstacles in integrating cultural values in all aspects of learning. According to data from the Ministry of Education and Culture as of December 2022, Indonesia has 259,335 schools, divided into 62.74% public schools (161,124 schools) and 37.26% private schools

(98,211 schools). The level of education also varies, with Early Childhood Education (PAUD) at 36.18% (93,621 schools), Elementary School (SD) 32.65% (84,813 schools), Junior High School (SMP) 16.37% (42,258 schools), Senior High School (SMA) 11.32% (29,295 schools), and Vocational High School (SMK) 3.48% (9,348 schools). Through the Merdeka Curriculum which will be launched in 2022, the government emphasizes student-centered learning with a focus on natural integration, such as through environmental projects, contextual learning, and outdoor learning approaches. The Merdeka Curriculum also encourages the development of local curricula related to nature and the environment, as well as strengthening teacher competence. This curriculum is a continuation of the 2013 Curriculum, improving and completing important aspects such as character development and noble values, with the aim of improving the quality of education in Indonesia.

The implementation of the Independent Curriculum, although it is hoped to be able to refresh the world of Indonesian education, raises challenges related to the integration of cultural values in the school curriculum. This problem lies in differences in understanding between policy makers, school principals, teachers and teaching staff regarding the concept and implementation of cultural value integration. Often, policy makers have a clear vision but fail to communicate it effectively to school principals and teachers, which can result in variations in implementation on the ground. Apart from that, teachers and educational staff may not understand or even misinterpret the cultural values that need to be integrated, so that implementation is less than optimal. Differences in interpretations of cultural values, which are influenced by diverse local contexts and cultures in various regions of Indonesia, add complexity to determining which values should be integrated and how to do so effectively. Measuring the success of this integration is also a challenge, considering that cultural value is an abstract concept and difficult to measure quantitatively. The lack of clarity in indicators of success makes evaluation of the effectiveness of this program unclear. To overcome this problem, efforts are needed to increase communication and understanding between all relevant parties, as well as the development of clear and contextual guidelines regarding the integration of cultural values. The establishment of qualitative and quantitative measurement indicators as well as regular evaluations are also important steps to ensure that the cultural values integration program in the Independent Curriculum can run effectively and consistently.

The government has issued guidelines for the integration of cultural values in the Independent Curriculum which is implemented through the Strengthening Pancasila Student Profile (P5) Project, as a positive step in strengthening national identity and character among students. However, although this guidance represents significant progress, there are still weaknesses that require further attention. One of the main challenges is measuring the integration of cultural values, where a more operational and uniform model is still needed so that it can be applied effectively by all educational practitioners. Strategies for measuring the success of the integration of cultural values also need to be formulated more clearly, including the development of several alternative models that can be adapted to local contexts and specific school needs. In this way, the integration of cultural values in the curriculum can be carried out in a more structured manner and its success can be evaluated more accurately,

ensuring that this effort truly has a positive impact in forming the nation's next generation with character.

Various studies show the importance of integrating local wisdom in education to improve the quality of learning and develop students' character. Fathers and mothers are both competent in implementing the values of honesty and love (Gularso et al., 2019). Pela Gandong-based education can foster understanding of conflict and peace, while reducing trauma and prejudice (Hasudungan, 2020). In Bali, Hindu cultural values such as Catur Asrama and Tri Hita Karana are used to develop students' holistic intelligence (Karmini, 2022). Madrasah heads have a key role in improving the quality of education through managing extracurricular activities and collaboration (Hasan et al., 2022). Character education based on local wisdom using digital flipbook media has been proven to be effective in increasing students' interest, motivation and cultural awareness (Andriani et al., 2023). Apart from that, science learning based on local wisdom can be applied through creative approaches such as games, local tourism, and regional language interactions to shape students' character (Setya et al., 2024).

This research was carried out continuing the results of previous research. The new integration model in local wisdom-based education is designed with an innovative and contextual approach. This model focuses on applying unique cultural values from certain regions to specific subjects, such as Indonesian or natural sciences, at certain levels of education to test their effectiveness in various ways. Outcome measurements are carried out comprehensively, covering cognitive, affective and psychomotor aspects, and are carried out periodically to assess long-term impacts. This process involves various parties, such as students, teachers, parents and the community, to obtain a holistic view. Critical analysis will identify challenges, obstacles and supporting factors for the success of the model and compare it with other models to determine its advantages and disadvantages. The research results are expected to produce concrete policy recommendations and build collaboration with policy makers to support local wisdom-based education in a sustainable manner at the national and regional levels.

Previous efforts still have several limitations, so research in this area is very important. One of the main reasons is to overcome measurement limitations, because currently there is no clear and standardized method for assessing the extent to which cultural values have been integrated in learning, which causes ambiguity in evaluating the effectiveness of these programs. Research is needed to develop more operational and uniform measurement methods that can be applied effectively by all educational practitioners. Apart from that, research is also important to build a more operational model for integrating cultural values in learning, which is easy for teachers and teaching staff to understand and apply, as well as to formulate a comprehensive and accurate success measurement strategy by considering qualitative and quantitative indicators. The need for alternative models that suit local contexts and specific school needs also requires further research to develop relevant and effective models. Thus, research on the integration of cultural values in the independent curriculum can help overcome current limitations and provide clear guidance for educational practitioners in

integrating cultural values effectively, which will ultimately improve the quality of education in Indonesia and produce the next generation with strong character have a national outlook, and have a love for the nation's culture. This article discusses in detail the practice of integrating cultural values in education, by offering a formulation of an integration model that can be used as an alternative for school practitioners. This article proposes a model that can serve as a practical guide for the successful integration of cultural values, ensuring that teachers and educational personnel have concrete and applicable tools in their curriculum. In addition, this article also discusses a more accountable method of measuring integration, providing a uniform understanding for educational practitioners to assess and see progress in cultural integration appropriately. In this section, it is also explained how clear measurement methods can help practitioners identify achievements or shortcomings more objectively. Finally, this article presents a comprehensive measurement of success using qualitative and quantitative indicators. This indicator is designed to be a standard measure for assessing progress in the integration of cultural values, thereby enabling more accurate and sustainable evaluation in the context of school education.

2. Methods

In the realm of national policy, the integration of cultural values in education begins with the formulation of a comprehensive national cultural character and values policy (Amin Abdullah, 2014). This involves developing a clear framework for identifying and embedding important cultural values in education, reflecting Indonesia's cultural diversity. At a practical level, initial steps include preparing a curriculum that includes relevant and representative cultural aspects, as well as developing learning materials that reflect the nation's cultural diversity. Gathering and adapting learning resources is essential to ensure the material is in line with desired cultural values. Teacher training is also a priority to equip them with the understanding and skills necessary to integrate cultural values in teaching. Practical implementation in the classroom involves various concrete methods and approaches to introduce and strengthen cultural values in daily learning. Continuous evaluation and improvement is conducted to assess the effectiveness of this integration and to refine the curriculum, materials, and teaching strategies. Collaboration with the community, cultural figures and other stakeholders is very important in ensuring the success and sustainability of the integration of cultural values. With active participation from local communities and stakeholders, this effort is expected to strengthen the nation's cultural identity and shape students' character in a positive way.

The integration of cultural values in education faces several complex problems that require serious handling. First, the national curriculum often does not fully reflect local cultural diversity, which can cause a mismatch between the curriculum and cultural realities in various regions, thereby reducing the effectiveness of culture-based learning. Second, limited resources in many schools, especially in remote areas, limit access to trained teaching staff and appropriate learning materials, hindering the implementation of effective cultural integration. Third, a lack of awareness and understanding among teachers about cultural values hinders meaningful teaching processes. Fourth, the influence of globalization and popular culture

often diverts students' attention from local cultural values, weakening integration efforts. Additionally, traditional cultural values are often threatened by debasement or displaced by new values, challenging the relevance of cultural integration. Fifth, there is often an opinion that the integration of cultural values is not directly related to the needs of the world of work or technological developments, reducing the urgency of its implementation in formal education. Lastly, lack of support and participation from parents and the community can be a serious obstacle in implementing educational programs that integrate cultural values. Overcoming this challenge requires strong cooperation between government, schools, teachers, communities and other stakeholders. This includes intensive training for teachers, developing a curriculum that is responsive to cultural diversity, as well as strengthening the role of parents and local communities in supporting culture-based education programs.

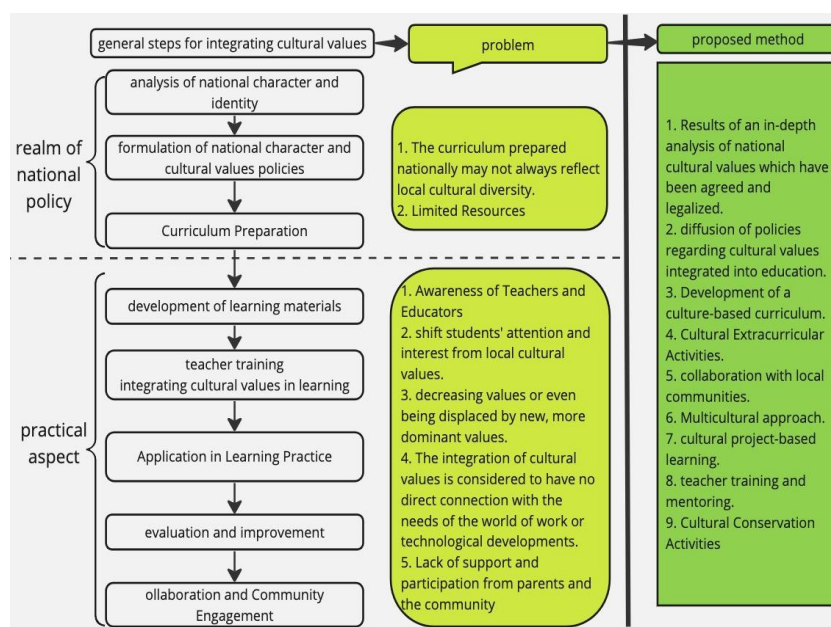


Figure 1. Proposed Method (right) of Integrating Cultural Values in Education in General (left)

In the context of integrating cultural values in education in Indonesia, several steps have been taken on a practical and policy scale to increase its effectiveness. Practically, steps include curriculum development that takes into account local cultural values, intensive training for teachers to strengthen their understanding of the integration of cultural values, as well as collaboration with local communities to enrich the educational context. On the policy side, national guidelines and frameworks have been formulated to identify relevant cultural values as well as support from the government in providing supporting resources. However, various problems also arise in this implementation, such as lack of clarity in measuring the success of integrating cultural values, lack of consistency in implementation across schools, and lack of teacher awareness of appropriate cultural values. To overcome this problem, it is necessary to apply more operational methods such as developing integration models that can be applied consistently, using more accountable measurement methods, as well as increasing support and active participation from all educational and community stakeholders in supporting efforts to integrate cultural values in education, as in Figure 1.

In the method proposed in the image on the right, the steps proposed to maximize and improve the integration of cultural values in education are as follows:

1. In-depth analysis of national cultural values
2. Diffusion of policies regarding cultural values
3. Development of a culture-based curriculum
4. Cultural extracurricular activities
5. Collaboration with local communities
6. Multicultural approach
7. Cultural project-based learning
8. Teacher training and mentoring
9. Cultural conservation activities

By implementing these steps comprehensively and continuously, it is hoped that the integration of cultural values in education can be more effective and have a positive impact in shaping students' character and strengthening the cultural identity of the Indonesian nation.

3. Results and Discussion

3.1. Results

This section presents the findings of the study regarding the relationship between students' emotional intelligence levels and their mathematical problem-solving thinking processes. Data were obtained from observations, interviews, and documentation involving four participants with varying levels of emotional intelligence. The results are organized based on the stages of problem solving, including problem understanding, strategy planning, problem solving execution, and evaluation. A detailed description for each participant is provided to illustrate how emotional intelligence influences their cognitive performance in mathematics.

3.1.1. In-depth Analysis of National Cultural Values

In the context of an in-depth analysis of Indonesia's national cultural values, it is important to recognize the richness and complexity of this country's culture. Each region in Indonesia presents unique cultures through traditions and values passed down from generation to generation. In particular, the basic values of Pancasila are the moral and spiritual foundation that directs social actions and relationships in society. Apart from that, understanding the local cultural context, such as regional languages, traditional arts, customs and belief systems, is also key in integrating cultural values in education and daily life. Apart from that, exploring Indonesia's cultural history and interpreting cultural symbols, such as the Red and White flag and the Garuda Pancasila, are also important to build a sense of love for the country and appreciation for cultural diversity. Efforts to preserve the nation's culture, amidst the dynamics of globalization, are a challenge that requires collaboration between stakeholders to integrate cultural values in all aspects of community life.

3.1.2. Diffusion of Policies Regarding Cultural Values

The process of diffusion of cultural value integration policies can be carried out through various forms of structured and measurable strategies. First, through training and workshops

aimed at teachers, teaching staff, school principals and parents to increase understanding of the importance of integrating cultural values in education. Second, through outreach and advocacy by carrying out outreach activities, media campaigns, and collaboration with civil society organizations to expand public awareness about cultural values. Third, developing teaching materials and learning media that integrate cultural values in various modern learning platforms. Fourth, by strengthening collaboration between schools, cultural figures, local communities and research institutions to support and evaluate the effectiveness of this program. Finally, through regular evaluation and monitoring to ensure that the cultural values integration program runs optimally and can adapt to the dynamics of local educational needs. This approach allows flexible implementation and is responsive to differences in context and the challenges faced by each school in integrating cultural values in the curriculum and daily educational activities.

3.1.3. Culture-based curriculum development

Culture-based curriculum development is an educational strategy that instills the nation's noble values through a comprehensive learning process. This approach aims to build the next generation who understand and practice principles such as mutual cooperation, tolerance, religiosity and nationalism in everyday life. Apart from that, this curriculum aims to strengthen the feeling of love for the country by fostering national pride and identity as an Indonesian nation. The integration of local culture in various subjects, the development of relevant teaching materials, teacher training, and the involvement of local communities are crucial steps in creating a curriculum that is able to develop the creativity, skills and commitment of the younger generation towards national unity and unity.

3.1.4. Cultural extracurricular activities

Cultural extracurricular activities are a richly beneficial means for students to study, develop and preserve the nation's cultural riches. Through this extracurricular, students have the opportunity to get to know various aspects of Indonesian culture, which fosters a sense of love for their homeland and strengthens their national identity. Various activities in extracurricular culture, such as traditional dance, traditional music, choir, dramatic arts, batik, wood crafts, and cooking traditional food, help students develop talents and interests in the fields of arts and traditions. Apart from that, participation in this extracurricular increases students' creativity and practical skills, as well as building positive characters such as discipline, cooperation and responsibility. Cultural extracurriculars also facilitate increasing students' self-confidence, social skills and responsibility, while playing a role in preserving the nation's valuable culture to be passed on to future generations.

3.1.5. Collaboration with local communities

Collaboration with local communities is a key strategy in developing a culture-based curriculum in Indonesia, because local communities have an invaluable wealth of knowledge and experience about local culture. This collaboration brings many benefits, including increasing the accuracy and depth of cultural material taught in schools, because local communities can provide authentic and detailed information. By involving the community in

learning, students become more involved and enthusiastic about learning about their own culture, making the learning process more interesting and meaningful. In addition, this collaboration strengthens the relationship between schools and communities, enabling schools to better understand and meet community expectations and needs regarding education. These forms of collaboration include inviting resource persons from local communities, conducting field visits to cultural sites, integrating communities in learning activities, developing joint teaching materials, and running cultural preservation programs such as workshops and festivals, all of which contribute to efforts preserving local culture and applying it to future generations.

3.1.6. Multicultural approach

A multicultural approach to education is a philosophy and methodology that emphasizes respect for cultural diversity, aiming to help students understand, appreciate, and interact effectively with people from various cultural backgrounds. In an increasingly connected and diverse world, this approach is critical to preparing students to have the skills to live and work in a multicultural society, reduce prejudice, and strengthen tolerance and understanding. Implementation involves creating an inclusive and open learning environment for all students, integrating culture in the curriculum, using diverse learning methods according to student learning styles, and participating parents and communities in curriculum development. Regular evaluation and continuous improvement are also important to ensure the effectiveness of this approach in creating a generation that thinks critically, respects each other, and realizes that they are part of a society rich in diversity.

3.1.7. Cultural Project-based Learning

Cultural project-based learning (Cultural PjBL) is an educational approach that integrates cultural values into teaching and learning activities, with the aim of fostering creativity, skills and a sense of love for the country in students through meaningful and enjoyable experiences. This approach is very important because it provides opportunities for students to develop skills such as critical thinking, problem solving, communication, and collaboration. In addition, PjBL Culture deepens students' knowledge and understanding of various aspects of culture, which in turn fosters a sense of love for the country and pride in the nation's culture. To implement it, teachers must choose themes that are relevant to local culture, formulate clear and achievable learning objectives, and develop structured activity plans. Guidance and support throughout the project is crucial to help students overcome challenges and achieve their goals. Evaluation at the end of the project is carried out through various methods to assess and improve the quality of learning that has been implemented, ensuring students gain a rich and beneficial learning experience in their cultural context.

3.1.8. Teacher Training and Mentoring

Teacher training and mentoring is a key factor in the development and implementation of an effective culture-based curriculum, where teachers need to be equipped with adequate knowledge, skills and motivation to integrate cultural values in the learning process. The aim of this training is to increase teachers' understanding of local culture, including history,

traditions, customs, arts and the values contained therein, as well as develop their skills in integrating cultural values into various subjects such as Indonesian, Social Sciences, and Arts. In addition, the training aims to motivate teachers so that they can see the real benefits of implementing a culture-based curriculum for students. Forms of training include face-to-face sessions, online training, workshops, individual mentoring, and learning communities, all of which are designed to strengthen teachers' knowledge of culture-based curriculum concepts and principles, learning strategies, cultural learning resources, and learning-based assessment and evaluation methods. Through this comprehensive approach, teachers are not only empowered intellectually but also supported in practical application, so as to provide a more meaningful and contextual education for their students.

3.1.9. Cultural Conservation Activities

Cultural conservation is an effort to preserve and protect the nation's cultural heritage which includes historical sites, cultural reserves, heirloom objects, oral traditions, performing arts and customs. The importance of cultural conservation lies in its protection of national identity, so that future generations can know and appreciate their identity. In addition, cultural conservation contributes to the welfare of society through economic opportunities from cultural tourism and creative industries, strengthening unity and integrity through cultural diversity that remains alive, and increasing knowledge and understanding of the nation's history and culture. Conservation activities include documentation, research, education, preservation, revitalization and cultural development. For example, establishing museums, holding cultural festivals, publishing books about culture, teaching culture in schools, and training artists and cultural figures are some concrete efforts in conservation. Challenges faced in cultural conservation include lack of funding, low public awareness, the influence of globalization, and changing times. To overcome this challenge, increased budgets, awareness campaigns, use of technology, and collaboration between government, society and the private sector are needed.

3.1.10. A Model that can be an Alternative Practical Guide

This model was prepared based on recommended steps from efforts made to optimize the integration of cultural values in Indonesia. This model includes Schools and Communities, Integrate Culture in Learning, Ignite the Spirit of Creativity, Explore Local Wisdom, Maintain and Preserve Culture, Explore the Potential of Local Culture, Integrate Culture in Daily Life which is then used to make it easier to use the acronym SIIEMEI.

The SIIEMEI model is a comprehensive approach in integrating cultural values into the formal education system. This approach includes seven interrelated strategic steps. First, this model emphasizes the importance of collaboration between schools and communities to create a learning environment rich in local cultural values. Second, cultural integration is carried out systematically by inserting cultural values into various subjects and learning activities. The third step encourages students to think creatively and innovatively in exploring and preserving cultural heritage. Furthermore, the SIIEMEI model encourages exploration of local wisdom contained in culture, so that students can understand and appreciate the noble

values of their ancestors. The fifth step emphasizes the importance of preserving culture as a shared responsibility. Sixth, this model encourages the identification and development of local cultural potential to enrich national cultural treasures. Lastly, SIIEMEI aims to instill cultural values in students' daily lives, so that culture becomes an integral part of their identity.

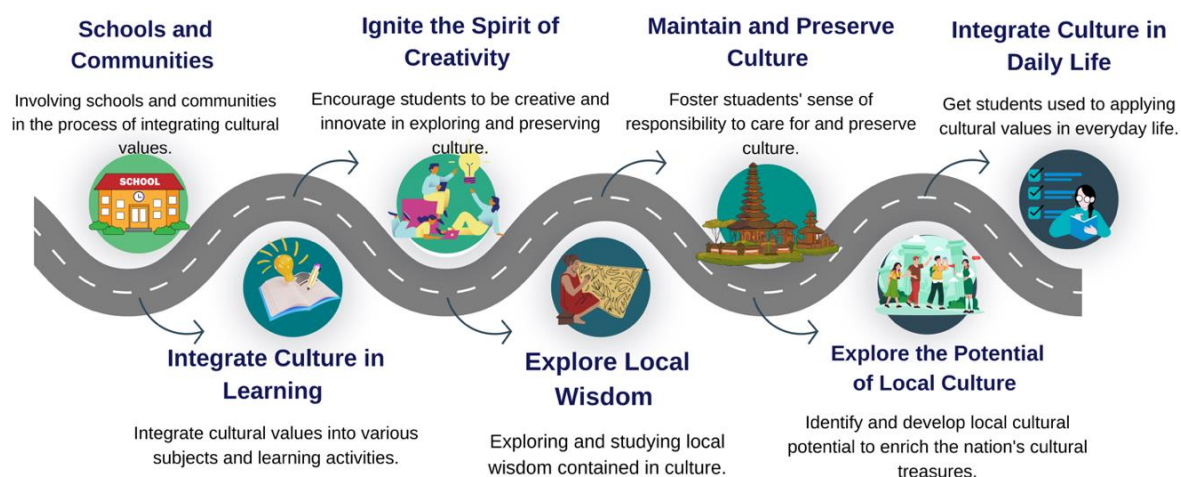


Figure 2. Proposed Model Can Be Alternative Practical Guide

The initial stage in the SIIEMEI model, namely School and Community, focuses on the importance of building synergy between educational institutions and the surrounding community. This collaboration provides a strong foundation for the integration of cultural values. Schools are no longer isolated islands, but rather integral parts of a wider cultural ecosystem. By involving local communities, cultural figures, or artists, students can interact directly with authentic sources of cultural knowledge. The "Cultural Adoption" program provides students with the opportunity to dig deeper into an aspect of a particular culture, starting from its history, social practices, to the values contained within it. The results of this exploration are then shared with the entire school community or the wider community, so that cultural knowledge becomes a shared property. In addition, holding joint activities such as cultural festivals, art competitions, or art performances not only enriches students' learning experiences, but also strengthens a sense of togetherness and appreciation for cultural diversity in society. Through this close collaboration, schools not only become places for transferring knowledge, but also become centers for preserving and developing local culture.

The second stage of the SIIEMEI model, namely Integrating Culture in Learning, is a strategic step to integrate cultural values with the daily learning process. In this stage, culture is no longer an additional material, but rather becomes a common thread that connects various subjects. By connecting subject matter to cultural context, learning becomes more relevant and meaningful for students. For example, in history lessons, students not only study major events, but also explore local cultural history, such as the origins of traditions, cultural figures, and historical heritage. Likewise, in language lessons, students not only learn grammar, but also vocabulary and culturally specific expressions that reflect a society's values and worldview. Apart from that, culturally oriented learning projects are also an effective means of exploring students' interests and creativity. Through these projects, students are invited to

research, analyze, and present various aspects of culture, such as performing arts, traditional ceremonies, or traditional culinary delights. Problem-based learning can also be applied using problems that are relevant to the cultural context. For example, students can be invited to find solutions to the problem of preserving traditional handicrafts or preserving the natural environment related to cultural values. In this way, students not only gain knowledge, but also develop critical, creative and collaborative thinking skills in order to solve real problems.

The third stage in the cultural integration model, namely Igniting the Spirit of Creativity, is a strategic effort to stimulate students to actively participate in preserving culture. Through various creative activities, students are invited to explore and interpret cultural values in unique and innovative ways. Creativity competitions are an effective vehicle for honing students' abilities to express themselves. By raising themes that are relevant to local culture, this competition not only encourages students to be creative, but also increases their appreciation for the richness of the nation's culture. Creative workshops that teach traditional arts and crafts skills also play an important role in equipping students with the knowledge and practical skills needed to preserve cultural heritage. This activity can also be a forum for students to share experiences and knowledge with each other. The culmination of this series of creative activities is an exhibition of student work. This exhibition is not only a place to showcase work, but also as a means to introduce students' work to the wider community, as well as increased awareness of the importance of preserving culture. Thus, this third stage not only aims to develop students' creative potential, but also to foster a sense of ownership and responsibility for cultural preservation.

The fourth stage in the SIIEMEI model, namely Exploration of Local Wisdom, is a crucial step in bridging the younger generation with their cultural roots. Through this stage, students are invited to explore and study the local wisdom contained in their culture. This exploration process is not only limited to theoretical knowledge, but also involves direct experience. Field studies are an effective method for making this happen. By visiting historical places and cultural sites, students can witness firsthand how local wisdom is manifested in everyday life. Interviews with cultural figures further enrich students' learning experiences. Cultural figures, as representatives of previous generations, have valuable knowledge and experiences to share. Through direct interaction, students can explore the meaning behind various existing traditions and values. Digital libraries containing information about local wisdom are also a very valuable learning resource. With digital libraries, students can access information anytime and anywhere and carry out further research according to their interests. Overall, this stage of exploring local wisdom aims to foster a sense of love and pride in one's own culture, as well as encouraging students to become successors who will preserve the nation's cultural heritage.

The "Care and Preserve Culture" stage is a crucial step in this integration model, which aims to foster students' sense of ownership and responsibility for the nation's cultural heritage. Through the "Cultural Heritage Adoption" program, each class or group of students is actively involved in caring for and preserving a particular cultural heritage. In this way, students are not just passive spectators but are the main actors in maintaining the continuity of this culture. Community service activities also become a forum for students to apply the knowledge and

skills they have in real action. For example, they can clean historical sites, help make traditional handicrafts, or even document folk stories. In addition, awareness campaigns initiated by students can trigger changes in people's attitudes towards the importance of preserving culture. Through these various activities, it is hoped that students will not only understand the values contained in culture, but also be motivated to become agents of change in efforts to preserve the nation's culture.

The sixth stage, "Explore Local Cultural Potential", is a strategic step to explore and develop cultural assets around the school or community. This activity begins with a comprehensive mapping of cultural potential. Through mapping, we can identify various forms of cultural expression, such as traditional arts, dance, music, handicrafts, regional languages, folklore and typical culinary delights. After cultural potential is identified, the next step is to encourage students to develop creative, culture-based products. With guidance from teachers and the community, students can create various kinds of products, such as souvenirs, special foods, or works of art that have aesthetic and economic value. These creative products not only preserve culture but can also be a source of income for the community. To expand the marketing reach of cultural products, schools can collaborate with local Small and Medium Enterprises (SMEs). This collaboration allows student products to be mass-produced and marketed more widely. Apart from that, collaboration with UKM can also provide opportunities for students to learn about business management and entrepreneurship.

The 7th stage, Integrate Culture in Daily Life, is the culmination of the process of internalizing cultural values in students. After going through the previous stages which involve understanding, appreciating and developing creativity in a cultural context, this stage aims to make cultural values an inseparable part of students' daily lives. The way to do this is by accustoming students to actively apply cultural values in various aspects of their lives. One of the keys to success at this stage is the role model. Teachers and school staff need to be real examples in implementing cultural values in their daily lives. In this way, students can see directly how cultural values are realized in real action. Apart from that, routine activities that are culturally charged are also very important. For example, holding a flag ceremony using traditional clothing or singing regional songs regularly can help students get used to cultural practices. To ensure that the process of internalizing cultural values is effective, students need to be encouraged to carry out regular self-evaluations. By reflecting, students can identify their strengths and weaknesses in applying cultural values and look for ways to continue to improve the quality of their implementation. Through self-evaluation, students can also develop a stronger sense of self about their cultural identity.

3.2. Discussion

The SIIEMEI measurement model has characteristics that can measure its success. One of them can be quantified so that the results can be more accountable. An accountable measurement method for the integration of cultural values must provide a uniform understanding for educational practitioners to assess and see the progress of cultural integration appropriately. This method must be objective, measurable and reliable, and easy to apply by teachers and educational staff.

3.2.1. Classroom Observations: A Direct Window into the Learning Process

Classroom observation is the most direct method to see how cultural values are applied in daily learning practices. Through observation, we can observe in detail how teachers create a learning environment that is conducive to the growth of cultural values. For example, does the teacher use concrete examples from local culture in explaining lesson concepts? Are students invited to discuss the values contained in folklore or local works of art? By observing interactions between teachers and students, we can also assess the extent to which cultural values are part of school life. In addition, observations of learning activities such as group discussions, group projects, or presentations can provide a clear picture of how students apply cultural values in problem solving and cooperation.

3.2.2. Assessment of Student Work: Measuring Understanding and Creativity

Student work reflects understanding and application of cultural values. Through analysis of student work, such as writing, drawings, or craft products, we can see the extent to which students are able to integrate cultural values in their work. For example, can students identify the moral values contained in a folk tale and express them in written form? Are students able to create works of art that reflect the beauty and richness of local culture? By providing assignments and projects related to cultural values, we can encourage students to think critically, creatively, and reflectively about their culture.

3.2.3. Attitude and Behaviour Assessment: Seeing Changes over Time

Assessment of student attitudes and behavior is an important step to measure the effectiveness of the integration of cultural values. Through surveys, group discussions, and interviews, we can explore students' understanding of cultural values and see how these values are reflected in everyday behavior. For example, do students demonstrate mutual respect, tolerance, and cooperation? Are students active in activities related to cultural preservation? By involving parents in the assessment process, we can obtain more comprehensive information about the development of students' attitudes and behavior in various contexts.

3.2.4. Statistical Data Analysis: Measuring Quantitative Change

Statistical data analysis can provide a more objective picture of the success of the integration of cultural values. By collecting quantitative data, such as student participation in cultural activities, academic achievement, and satisfaction survey results, we can identify trends and patterns that indicate positive change. For example, has student participation in cultural activities increased over time? Is student achievement in culture-related subjects showing improvement? By comparing data over time, we can measure the extent to which cultural values integration programs have been successful.

3.2.5. Quality Indicators: Setting Standards for Success

The development of quality indicators is an important step to ensure that the measurement of the integration of cultural values is carried out systematically and objectively. Quality indicators can be in the form of assessment rubrics, checklists, or assessment scales used to assess student achievement in various aspects related to cultural values. In addition, teachers can also carry out self-assessments to identify strengths and weaknesses in their learning practices. In

this way, teachers can continue to improve and improve the quality of learning that is oriented towards cultural values.

It is important to use a combination of various measurement methods to obtain a comprehensive picture of the progress of the integration of cultural values. Measuring the success of the comprehensive integration of cultural values must use qualitative and quantitative indicators. This indicator is designed to be a standard measure for assessing progress in the integration of cultural values. The main objective of this measurement is to ensure that the integration of cultural values is carried out effectively and achieves its objectives, to provide useful information for decision making, and to increase the accountability of the cultural values integration program.

Apart from model assessment indicators with quantitative instruments, you can also consider qualitative indicators as ingredients for improving measurement results. Qualitative measurement results can be used as a basis for follow-up.

3.2.5.1 Student Attitudes and Behavior

As the cultural values integration program progresses, there are significant changes in students' attitudes and behavior. The increasing sense of love for the homeland and nationality can be clearly seen from the students' enthusiasm in participating in the flag ceremony, singing the national anthem solemnly, and respecting the country's symbols. Apart from that, students also show a sense of pride in Indonesian culture by actively participating in various activities that promote the nation's cultural heritage. Appreciation for cultural diversity is increasingly evident in everyday interactions. Students are more open to cultural differences, able to work together in heterogeneous groups, and respect other people's opinions and beliefs. The sense of responsibility to preserve culture is also growing rapidly. Students are actively involved in school projects aimed at preserving local culture, such as traditional art performances, making handicrafts, or research on regional cultural history. The ability to apply cultural values in everyday life is increasingly honed. Students are able to show politeness, mutual cooperation and tolerance in various situations, both in the school environment and at home.

3.2.5.2 Involvement of Teachers and Educators

The role of teachers and educational staff is very crucial in the success of cultural values integration programs. Understanding of the importance of integrating cultural values is increasing. Teachers and educational staff realize that education does not only focus on the transfer of knowledge, but also on the formation of students' character with noble character. Skills for integrating cultural values in learning also continue to develop. Teachers are able to prepare subject matter that is relevant to the local cultural context, use active and fun learning methods, and create a learning environment that is conducive to the development of cultural values. The commitment to implementing cultural values integration programs is getting stronger. Teachers and educational staff consistently implement planned programs, provide full support to students, and involve parents in the learning process.

3.2.5.3 Community Involvement

Community involvement is the key to the success of cultural values integration programs. Participation in cultural values integration programs is increasing. Parents, community leaders and various related institutions are actively involved in activities organized by the school, such

as workshops, seminars and art performances. Support for cultural values integration programs is also increasing. The community provides moral and material support for programs aimed at preserving and developing local culture. The sense of ownership of the cultural values integration program is getting stronger. The community feels that this program is beneficial for the younger generation and makes a positive contribution to community development.

This measurement provides a comprehensive picture of the effectiveness of integrating cultural values in education, as well as encouraging continuous improvement through systematic and structured feedback. The SIIEMEI model is a comprehensive approach in integrating cultural values into the formal education system. This model consists of seven interrelated strategic steps, starting from school and community collaboration to the internalization of cultural values in everyday life. Effective implementation of the SIIEMEI model requires cross-sector collaboration, commitment from all relevant parties, and ongoing monitoring and evaluation. By implementing this model, it is hoped that it can form a young generation that has a sense of love for the country, appreciates cultural diversity, and is able to preserve the nation's cultural heritage.

Culture-based education in Indonesia still faces several challenges that hinder its success. One of the main obstacles is the lack of deep integration between cultural values and the formal curriculum. Often, cultural education is only an additional subject matter, without being significantly linked to core subjects (Abdulah, 2018; Marasabessy et al., 2022; Renawati, 2021). Apart from that, the lack of adequate infrastructure and resource support is also an obstacle. Many schools, especially in remote areas, do not have facilities that support cultural learning activities, such as libraries complete with cultural collections or special rooms for arts and cultural activities (Astuti et al., 2023; Permana et al., 2023; Suryana et al., 2023). Teachers' lack of competence in integrating cultural values is also a problem. Not all teachers have a deep understanding of local culture and the skills to convey it to students. Another factor to consider is the lack of active participation from the community. Even though communities have an important role in preserving culture, their involvement in the education process is often limited. Finally, a curriculum that is too dense and exam-oriented also makes it difficult for teachers to provide sufficient space for cultural learning. In short, various complex factors, ranging from a lack of curriculum integration, limited infrastructure, to a lack of community support, are the main reasons why culture-based education in Indonesia has not reached its full potential.

Culture-based education is an essential component in the education system in Indonesia, thanks to the support of relevant theory and research. Several studies have shown great benefits from this approach. According to education that integrates local cultural values in the curriculum can foster a sense of patriotism and national identity in the younger generation, because they better understand and appreciate their cultural heritage (Antara, 2023; Budiastira et al., 2021; Ruiz et al., 2014). The research that found that students who learn in their own cultural context tend to be more motivated and achieve better learning outcomes, because they feel more connected and understand the learning material more easily. Culture-based education also supports the development of 21st century skills, such as critical thinking,

communication, collaboration and creativity. Research that stated that this approach provides students with opportunities to understand various perspectives and cultures, which helps them become critical thinkers and effective communicators (Dee et al., 2020; Moustaghfir & Brigui, 2024). Furthermore, emphasized that culture-based education strengthens positive characters such as respect, tolerance and responsibility, by instilling moral and spiritual values (Ningsih et al., 2020). In the context of globalization, emphasize that a strong understanding of one's own culture and that of others is crucial for success in a diverse and complex world, making culture-based education the key to forming competent and responsible global citizens (Baharun et al., 2022). Therefore, the integration of local cultural values into education not only enriches the learning experience but also contributes to building students' character and competencies for the future.

Research that explores the integration of cultural values in education plays a vital role in providing a theoretical and practical basis for efforts to preserve and foster cultural values in the younger generation. Several theories and research support the findings of this study. The theory of cultural contextualism emphasizes the importance of cultural context in education, showing that students learn more effectively when learning material is relevant to their own experiences and culture (L. R. Gay, Geoffrey E. Mills, 2012). This approach allows students to understand and appreciate cultural diversity, in accordance with the concept that education that integrates cultural values deepens their understanding of the world around them. The theory of multiculturalism supports the recognition, appreciation, and celebration of cultural diversity, emphasizing the importance of developing a strong cultural identity and understanding other people's cultures (Banks, 2015). In line with this, the integration of cultural values in education creates a learning environment that is inclusive and respectful of diversity. Research shows that students who learn in their own cultural context are more motivated and achieve better learning outcomes (Jayadi et al., 2022; Karacabey et al., 2019; Maulidiah et al., 2023), while Kohl finds that culture-based education can help students develop 21st century skills, including thinking critical and collaborative (Garbett, 2017; Kohl, 1992). Emphasized that culture-based education can foster a sense of love for the country and national identity in students (Amalia et al., 2022). In addition, this research introduces the SIIEMEI Model as a practical guide for integrating cultural values in education, including cultural analysis, curriculum development, extracurricular activities, collaboration with local communities, and teacher training. This model is designed to help schools and teachers implement cultural integration effectively in the educational process. Overall, the integration of cultural values in education brings significant benefits, both academic and non-academic, with the support of relevant theory and research as well as the application of the SIIEMEI Model.

This research emphasizes the importance of accountable integration measurement methods to ensure the effectiveness of implementing models of integrating cultural values in education (Brousselle & Champagne, 2011). Program evaluation theory by states that program evaluation is a systematic process for assessing the effectiveness of a program, which is important for ensuring the achievement of program objectives and providing useful information for future improvements. The multi-method assessment approach proposed

suggests using a variety of data collection methods, such as observation, interviews, and document analysis, to obtain a comprehensive picture of program effectiveness (Ireson & Juran, 1952). Research by emphasizes the importance of formative assessment in monitoring student progress and providing constructive feedback (Pembelajaran et al., 2023), discusses the importance of summative assessment for measuring student achievement at the end of the program (Dikli, 2003). suggests various methods of data collection, such as classroom observation, analysis student work, and interviews, to assess the effectiveness of cultural integration in learning (Lodico et al., n.d.). Furthermore, this research also introduces quality indicators to assess the progress of integrating cultural values in education, both from a qualitative and quantitative perspective. These indicators are used to ensure that the cultural values integration program is carried out effectively and achieves its objectives. In conclusion, measuring the integration of cultural values in education is a critical aspect to ensure the success of cultural education programs. With the support of relevant theory and research, as well as quality indicators, this research makes an important contribution in enriching knowledge and practice regarding measuring cultural integration in education in Indonesia.

This research has shown that culture-based education has great potential to develop a young generation of Indonesians who have character, national insight and a high sense of love for their country. By combining the various strategies and approaches that have been discussed, and supported by commitment and collaboration from all stakeholders, culture-based education can be the key to achieving this goal. Here are several important points that can be concluded from this research:

First, culture-based education offers broad benefits for students, both academic and non-academic, such as increasing learning motivation, developing 21st century skills, and strengthening positive character. Second, the implementation of culture-based education needs to be supported by effective and accountable models, which can guide schools and teachers in integrating cultural values into the curriculum and learning activities. Third, measuring the integration of cultural values in education is an important step to ensure program effectiveness and achievement of cultural education goals. Lastly, commitment and collaboration from all stakeholders, including government, schools, teachers, and communities, is very important for the success of culture-based education.

Based on the findings of this research, there are several recommendations that can be considered: The government needs to strengthen culture-based education policies and programs to create a framework that supports implementation in the field. Schools need to develop culturally based curricula and learning programs, which are adapted to local contexts and student needs. Teachers need to be trained and nurtured to implement culture-based education effectively, through ongoing training and mentoring. The community needs to be involved in culture-based education efforts, both through participation in school activities and support for existing programs. Research on culture-based education needs to continue to be carried out to develop better knowledge and practice, ensuring that the methods and models used remain relevant and effective.

This study faces several limitations that are important to note in the context of future research. First, the limited research scale involving only a few schools in Indonesia can limit the generalization of the findings obtained. Second, the short duration of the study may not be sufficient to comprehensively evaluate the long-term effectiveness of the cultural values integration model. Additionally, the use of qualitative research methods in this study limits the ability to conduct broader quantitative measurements and replicate research results. Finally, the research focus centered on the integration of cultural values in school curricula highlights the need for in-depth research on other aspects of education, such as pedagogy and assessment, which also play an important role in holistic educational transformation. By understanding and overcoming these limitations, future research can further enrich understanding of cultural integration in education in Indonesia.

Several recommendations can be considered for future research based on the limitations identified in this study. First, researchers can expand the scale of research by involving more schools and students from various regions in Indonesia to obtain findings that are more generalizable and nationally representative. Second, research with a longer duration is highly recommended to evaluate the long-term effectiveness of the cultural values integration model, including its influence on student learning achievement and the formation of their character in the future. Third, adopting mixed research methods that combine qualitative and quantitative approaches can provide more comprehensive and in-depth data. Furthermore, research can further explore other aspects of education such as pedagogy and assessment, as well as how these two aspects can be adapted to support the effective integration of cultural values. Apart from that, it is also important to develop a more contextual model of integration of cultural values, accommodating cultural diversity in Indonesia and creating a model that suits the local context of each region. Finally, more in-depth research on the effectiveness of this integration model in enhancing students' sense of patriotism and national identity would help strengthen our understanding of how education can play a role in building cultural awareness and readiness to face global challenges. Thus, this advanced research will make a significant contribution to the development of education in Indonesia as well as the preservation of its rich cultural heritage.

4. Conclusions

The integration of cultural values into the school curriculum is a crucial step towards fostering a sense of national identity and cultural pride among Indonesian students. By implementing the SIIEMEI model, schools can effectively integrate cultural values into various aspects of the learning process. This model emphasizes collaboration between schools and communities, the development of culture-based curricula, the exploration of local wisdom, and the preservation of cultural heritage. However, several challenges remain, including the need for more comprehensive teacher training, the development of culturally relevant teaching materials, and the evaluation of the effectiveness of cultural integration programs. To overcome these challenges, it is essential to conduct ongoing research and develop evidence-based strategies to support the implementation of culture-based education. By prioritizing cultural integration,

Indonesia can equip its future generations with the knowledge, skills, and values needed to thrive in a globalized world while preserving their cultural heritage.

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Conflict of Interest

Disclose any conflicts of interest, or explicitly state "The authors declare no conflicts of interest." Authors are required to disclose and acknowledge any personal circumstances or interests that may be perceived as inappropriately influencing the representation or interpretation of the research results.

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