

Development of a Local Culture-Based Learning Model to Improve Student Engagement and Understanding

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ABSTRAK

Meningkatnya kebutuhan terhadap pembelajaran yang bermakna dan kontekstual menuntut sekolah untuk mengembangkan model pembelajaran yang mampu menghubungkan materi kurikulum dengan latar budaya dan pengalaman hidup peserta didik. Dalam banyak praktik pembelajaran, proses belajar masih sering disampaikan melalui pendekatan yang abstrak dan berpusat pada buku teks, sehingga dapat mengurangi keterlibatan siswa dan membatasi pemahaman konseptual mereka. Penelitian ini bertujuan untuk mengembangkan Model Pembelajaran Berbasis Budaya Lokal atau Local Culture-Based Learning Model (LCBL Model) untuk meningkatkan keterlibatan dan pemahaman siswa. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan model ADDIE yang meliputi tahap analisis, desain, pengembangan, implementasi, dan evaluasi. Data dikumpulkan melalui observasi, angket, wawancara, lembar validasi, dokumentasi, dan tes hasil belajar, kemudian dianalisis menggunakan teknik deskriptif kualitatif dan kuantitatif. Hasil penelitian menghasilkan model pembelajaran terstruktur yang terdiri atas lima tahap, yaitu orientasi budaya, eksplorasi kontekstual, pembentukan makna kolaboratif, konstruksi konseptual, serta refleksi dan aplikasi. Kebaruan penelitian ini terletak pada penempatan budaya lokal bukan sekadar sebagai materi tambahan, melainkan sebagai dasar pedagogis dalam merancang pembelajaran yang relevan, partisipatif, dan bermakna. Model ini berkontribusi terhadap pengembangan ilmu pendidikan dan inovasi pembelajaran dengan mengintegrasikan nilai budaya lokal, keterlibatan siswa, dan pemahaman konseptual dalam satu kerangka pembelajaran. Implikasi penelitian ini menegaskan pentingnya kesiapan guru, bahan ajar kontekstual, dukungan sekolah, dan kolaborasi masyarakat dalam mengembangkan pembelajaran yang responsif budaya dan bermakna.

Kata Kunci: pembelajaran berbasis budaya lokal, keterlibatan siswa, pemahaman siswa, model pembelajaran, inovasi pembelajaran.

ABSTRACT

The increasing demand for meaningful and contextual learning requires schools to develop instructional models that connect curriculum content with students' cultural backgrounds and lived experiences. In many classrooms, learning is still often delivered through abstract and textbook-centered approaches, which may reduce student engagement and limit conceptual understanding. This study aims to develop a Local Culture-Based Learning Model (LCBL Model) to improve student engagement and understanding. The study employed a Research and Development (R&D) approach using the ADDIE model, which consists of analysis, design, development, implementation, and evaluation stages. Data were collected through observation, questionnaires, interviews, validation sheets, documentation, and learning outcome tests, and were analyzed using qualitative and quantitative descriptive techniques. The results produced a structured learning model consisting of five stages: cultural orientation, contextual exploration, collaborative meaning-making, conceptual construction, and reflection and application. The novelty of this study lies in positioning local culture not merely as supplementary learning content, but as a pedagogical foundation for designing relevant, participatory, and meaningful learning experiences. The model contributes to educational science and learning innovation by integrating local cultural values, student engagement, and conceptual understanding in one instructional framework. The implications of this study highlight the importance of teacher readiness, contextual teaching materials, school support, and community collaboration in developing culturally responsive and meaningful classroom learning.

Keywords: local culture-based learning, student engagement, student understanding, learning model, instructional innovation.

INTRODUCTION

Educational reform in the twenty-first century has increasingly required schools to design learning that is not only cognitively effective but also socially meaningful and culturally grounded. In many contexts, classroom instruction still tends to separate academic content from students' lived experiences, local identities, and cultural backgrounds. This separation may cause learning to appear abstract, distant, and less connected to students' everyday realities. Local culture-based learning responds to this issue by treating local wisdom, traditional values, community practices, arts, language, and cultural heritage as pedagogical resources that can enrich classroom learning. Previous studies indicate that culturally grounded instruction can strengthen students' cultural identity, improve the relevance of learning, and support character development in diverse educational settings (Fitriadi et al., 2024; Parhan & Dwiputra, 2023; Wang et al., 2020).

Student engagement has become a central concern in contemporary learning because it reflects students' behavioral participation, emotional involvement, and cognitive investment in the learning process. Engagement does not emerge only from attractive teaching media or classroom activities; it is also shaped by whether students perceive learning as relevant to their identities, experiences, and social environment. A systematic review on local wisdom and digital teaching materials shows that culturally grounded resources can improve cognitive engagement by deepening conceptual understanding, affective engagement by strengthening cultural and emotional connection, and practical engagement through activities rooted in local traditions (Rahayu et al., 2025). Similarly, a Bugis local wisdom-based contextual learning model was reported to improve student engagement and academic performance by connecting learning with students' cultural identities (Tahir et al., 2025), while local wisdom-based science learning through culturally responsive teaching was found to have a significant effect on students' learning interest (Mardatila et al., 2026).

In addition to engagement, students' conceptual understanding is strongly influenced by the extent to which teachers are able to connect abstract academic concepts with concrete cultural contexts. Local culture can function as a bridge between formal school knowledge and students' everyday experiences. In science and social studies learning, for instance, local environmental practices, cultural artifacts, community traditions, and traditional knowledge can help students understand concepts in a more contextual way. The integration of local culture into IPAS learning in elementary school has been shown to make learning more relevant and meaningful while helping students understand scientific and social concepts in context (Sari & Kumalasani, 2025a). In mathematics learning, cultural artifacts such as traditional headgear can be used to connect geometric concepts with students' cultural environment (Susanti et al., 2025). Likewise, the integration of Banyuwangi traditional arts into thematic learning demonstrates that local arts can support both academic learning and character formation (Martadi & Sampurno, 2025).

The theoretical foundation of local culture-based learning is closely related to culturally responsive teaching, which positions students' cultural backgrounds as assets rather than obstacles in the learning process. This approach emphasizes content integration, knowledge construction, inclusive interaction, and academic development through culturally meaningful learning experiences. Studies on culturally responsive teaching in elementary schools have shown that the integration of local culture can

create inclusive and meaningful learning, improve students' understanding and motivation, and strengthen tolerance toward cultural diversity (Lapasere et al., 2025). Other studies also show that culturally responsive teaching can strengthen humanistic literacy by introducing students to cultural diversity, social values, and local history (Udmah et al., 2024). However, teachers often face challenges in implementing culturally responsive learning, including limited professional training, lack of institutional support, and limited confidence in designing culture-based instruction (Azizah et al., 2025).

The development of a local culture-based learning model is therefore necessary because meaningful cultural integration requires more than the occasional use of cultural examples in the classroom. A learning model must provide systematic guidance for teachers in analyzing cultural contexts, formulating learning objectives, designing learning activities, developing teaching materials, and assessing student outcomes. Research on the development of a culturally responsive teaching and learning model based on the Merdeka Curriculum found that a model supported by teaching materials and student books can be valid, practical, and effective in improving elementary students' learning outcomes (Nurrohman et al., 2026). Teacher preparation is also essential, as shown in the development of local content teaching tools based on Manggarai culture, where teachers needed collaborative spaces to identify and map local cultural elements into lesson plans (Tapung, 2024). In indigenous regions, local culture-based school programs have also been implemented through performance-based activities, curriculum-integrated projects, and holistic school culture approaches, although their success depends on leadership, teacher competence, resources, and community involvement (Maturbongs & Lestari, 2025).

Local culture-based learning is also relevant to active learning approaches such as project-based learning, problem-based learning, and the Pancasila Student Profile Strengthening Project. When local culture is integrated into project-based learning, students are not only asked to memorize cultural information but also to investigate, create, collaborate, and communicate through meaningful cultural tasks. A study on culturally responsive teaching combined with project-based learning in the Pandhalungan cultural context found that the integration of regional songs, diorama projects, and role-playing activities improved students' creativity, communication, collaboration, critical thinking, active participation, and social character (Maharotunnisa et al., 2025). Problem-based learning with a culturally responsive teaching approach also significantly improved elementary students' cultural literacy and social interaction (Daniswara et al., 2025). In the context of the Merdeka Curriculum, local wisdom-based learning through the P5 project has been found to support student competencies and strengthen values such as mutual cooperation, creativity, and global diversity (Umayah, 2024).

Beyond academic achievement, local culture-based learning contributes to character education and cultural identity formation. Local wisdom contains values such as cooperation, respect, responsibility, religiosity, harmony, and social care, which can be internalized through learning experiences. Ethnopedagogical studies in Indonesia show that local wisdom can strengthen children's cultural awareness and character development (Sakti et al., 2024). The use of traditional dance as an ethnopedagogical medium, for example, has been shown to internalize values such as religiosity, discipline, cooperation, mutual assistance, and responsibility among

elementary school students (Fitri et al., 2025). Similarly, the integration of Tengger cultural values into the Merdeka Curriculum demonstrates that deliberation, communal cooperation, and interreligious harmony can be systematically embedded in thematic learning and P5 activities (Amiruddin et al., 2025).

The flexibility of the Merdeka Curriculum provides an important opportunity for schools to develop learning models that are responsive to local culture and student needs. The curriculum emphasizes character development, collaboration, creativity, independence, and contextual learning, which are highly compatible with local culture-based pedagogy (Ansori et al., 2023). In South Sumatra, the synergy between the Merdeka Curriculum and local wisdom has been reported to strengthen student character through the integration of values such as mutual cooperation, deliberation, and tolerance in classroom activities and character-strengthening projects (Zainuddin, 2025). In another context, the integration of Islamic values and Betawi cultural wisdom shows that local and religious values can be combined to develop a contextual character education framework that is relevant to the digital era (Mesenu & Yernawilis, 2025). These findings suggest that local culture-based learning can support not only cultural preservation but also curriculum innovation and character formation.

Despite the growing body of research on local wisdom, culturally responsive teaching, and culture-based instructional practices, several gaps remain. Many studies focus on the implementation of local culture in a particular subject, school, or cultural community, while fewer studies attempt to develop a comprehensive learning model that explicitly connects local cultural values, student engagement, and conceptual understanding within one integrated instructional framework. Recent curriculum development based on local wisdom, such as the integration of Bengkalis folktales into language and character education, confirms that local culture can strengthen student engagement and character values, but it also highlights the need for models that can be adapted across school contexts (Zulfa et al., 2026). Therefore, this study aims to develop a local culture-based learning model to improve student engagement and understanding. The novelty of this study lies in its attempt to formulate a structured model that treats local culture not merely as learning content, but as a pedagogical foundation for designing relevant, participatory, meaningful, and conceptually grounded learning experiences.

METHODS

This study employed a Research and Development (R&D) approach using the ADDIE development model, which consists of five stages: analysis, design, development, implementation, and evaluation. This approach was selected because the main purpose of the study was not only to examine the concept of local culture-based learning, but also to develop a structured learning model that can improve student engagement and understanding. In the analysis stage, the study identified students' learning needs, classroom problems, curriculum demands, and relevant elements of local culture that could be integrated into learning activities. The design stage focused on formulating the syntax of the learning model, learning objectives, teaching materials, student activities, assessment procedures, and indicators of student engagement and conceptual understanding (H. Hilalludin, 2024).

The development stage involved producing the initial prototype of the local culture-based learning model. The model was designed by integrating local cultural

values, contextual learning activities, collaborative tasks, and reflective activities that connect lesson content with students' daily experiences. The developed model was then validated by experts, including learning design experts, material experts, and education practitioners, to ensure its validity, relevance, practicality, and suitability for classroom use. After revision based on expert suggestions, the model was implemented in classroom learning to examine how it supported students' behavioral engagement, emotional engagement, cognitive engagement, and understanding of the learning material (Wiresti & Hilalludin, 2025).

Data were collected through observation, questionnaires, interviews, validation sheets, documentation, and learning outcome tests. Observation was used to examine students' participation and classroom interaction during the implementation of the model, while questionnaires were used to measure students' engagement and responses to the learning process. Interviews were conducted to obtain deeper information from teachers and students regarding the practicality and meaningfulness of the model (Sugari & Hilalludin, 2025b). The data were analyzed using qualitative and quantitative descriptive techniques. Qualitative data were analyzed through data reduction, data presentation, and conclusion drawing, while quantitative data were analyzed through validity scores, practicality percentages, student engagement scores, and learning outcome improvement. The results of the analysis were used to determine whether the developed local culture-based learning model was valid, practical, and effective in improving student engagement and understanding (Nuryadin & Hilalludin, 2025).

RESULT AND DISCUSSION

RESULT

Results of the Analysis Stage

The analysis stage showed that the development of a local culture-based learning model was needed to address two main classroom issues: low student engagement and limited conceptual understanding. Learning activities in many classrooms tend to emphasize content delivery, memorization, and textbook-based instruction, while students' cultural backgrounds and daily experiences are not always used as meaningful learning resources. This condition may reduce students' interest in learning because the material appears distant from their real-life context. Therefore, the model developed in this study was designed to connect curriculum content with local cultural values, community practices, traditional knowledge, and students' lived experiences.

The needs analysis also indicated that student engagement should be understood in three dimensions: behavioral, emotional, and cognitive engagement. Behavioral engagement refers to students' active participation in learning activities, such as asking questions, discussing, completing tasks, and collaborating with peers. Emotional engagement refers to students' interest, enthusiasm, and sense of belonging during learning. Cognitive engagement refers to students' effort to understand, analyze, and connect learning materials with prior knowledge. A systematic review by Rahayu et al. (2025) shows that local wisdom-based digital and cultural teaching materials can improve cognitive, affective, and practical engagement by connecting learning with students' cultural identity and meaningful experiences (Rahayu et al., 2025).

The analysis stage also found that students need learning materials that are concrete, contextual, and close to their environment. Abstract concepts become easier to understand when teachers relate them to local culture, such as traditional stories, local arts, cultural artifacts, environmental practices, community activities, and social values. This finding is in line with Sari and Kumalasani (2025), who found that integrating local culture into science and social studies learning made the learning process more relevant and helped students understand scientific and social concepts in context (Sari & Kumalasani, 2025a).

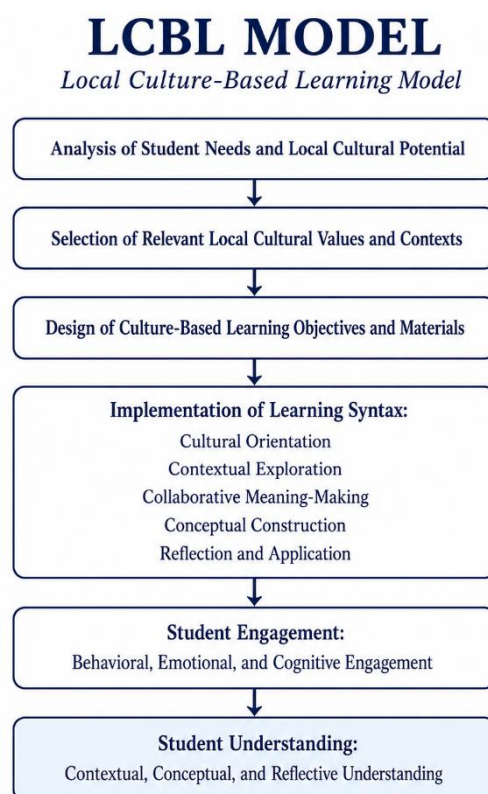
Table 1. Results of Learning Needs Analy

Aspect Analyzed	Main Findings	Implication for Model Development
Student engagement	Students need active, meaningful, and participatory learning activities	The model should include discussion, collaboration, exploration, and reflection
Student understanding	Students need concrete examples related to their daily lives	The model should connect academic concepts with local cultural contexts
Teaching materials	Local culture is rarely used systematically in classroom learning	The model should provide local culture-based learning resources
Teacher needs	Teachers need clear and practical instructional steps	The model should include structured learning syntax
Curriculum relevance	Learning should support contextual, character-based, and student-centered education	The model should be aligned with curriculum objectives and classroom needs

Results of the Design Stage

The design stage produced the conceptual structure of the Local Culture-Based Learning Model (LCBL Model). This model was designed to help teachers integrate local cultural elements into classroom instruction in a systematic way. The model does not position local culture merely as additional content, but as a pedagogical foundation for building meaningful learning experiences. Therefore, local culture is used as a context for introducing concepts, stimulating student participation, encouraging collaborative meaning-making, and strengthening conceptual understanding.

The LCBL Model consists of five main learning stages: cultural orientation, contextual exploration, collaborative meaning-making, conceptual construction, and reflection and application. In the cultural orientation stage, the teacher introduces a local cultural context related to the learning topic. In the contextual exploration stage, students examine cultural objects, stories, practices, or local problems. In the collaborative meaning-making stage, students discuss and connect local cultural elements with academic concepts. In the conceptual construction stage, students formulate their understanding based on learning materials and cultural exploration. Finally, in the reflection and application stage, students reflect on the meaning of learning and apply the concept to real-life situations. The structure of the model is presented as follows.



This design is consistent with the principle of culturally responsive teaching, which emphasizes the importance of connecting students' cultural backgrounds with classroom learning. Rahmawati et al. (2023) found that culturally responsive transformative teaching enabled students to engage with cultural identity reflection, explore cultural heritage through academic concepts, and develop awareness of cultural sustainability (Rahmawati et al., 2023).

Results of the Development Stage

The development stage produced the initial prototype of the Local Culture-Based Learning Model and its supporting components. The prototype consisted of learning syntax, lesson plans, student worksheets, teaching materials, teacher guidance, engagement indicators, and conceptual understanding assessment instruments. Each component was developed to ensure that the model could be implemented practically in classroom learning.

The learning syntax was designed to guide teachers in organizing learning activities from cultural introduction to conceptual reflection. The lesson plans were developed by connecting curriculum objectives with relevant local cultural contexts. Student worksheets were designed to encourage students to observe, discuss, analyze, and relate cultural elements to academic concepts. The teaching materials included local stories, artifacts, traditions, environmental practices, and community values that were relevant to the learning topic. Assessment instruments were prepared to measure student engagement and understanding during and after the learning process.

Product Component	Description	Function
Learning model syntax	Five stages of local culture-based learning	Guides teachers in implementing classroom activities
Lesson plan	Learning scenario connected to local cultural contexts	Helps teachers organize structured and contextual learning
Student worksheet	Activities that connect culture with academic concepts	Encourages student participation and analysis
Teaching materials	Local stories, artifacts, practices, and community values	Makes learning more meaningful and relevant
Teacher guide	Practical explanation of how to apply the model	Supports teacher readiness and classroom implementation
Engagement instrument	Indicators of behavioral, emotional, and cognitive engagement	Measures students' learning involvement
Understanding test	Questions related to conceptual and contextual understanding	Measures students' comprehension of learning materials

Table 2. Components of the Local Culture

The development of these components was based on the need to make culture-based learning more systematic and applicable. Azizan and Lubis (2025) found that the development of a culturally responsive teaching and learning model supported by teaching materials and student books could be valid, practical, and effective in improving students' learning outcomes.

Results of the Implementation Stage

The implementation stage showed that the Local Culture-Based Learning Model encouraged students to become more actively involved in classroom activities. Students were not only positioned as recipients of information, but also as participants who explored cultural contexts, discussed meanings, constructed concepts, and reflected on their learning experiences. The use of local culture helped students feel that the lesson was closer to their daily lives, making them more interested in participating in the learning process.

The model also supported collaborative learning. During contextual exploration and collaborative meaning-making, students had opportunities to exchange ideas, ask questions, compare experiences, and relate cultural knowledge to academic concepts. This process helped students develop not only subject understanding but also communication, cooperation, and critical thinking skills. Maharotunnisa et al. (2025) found that culturally responsive teaching combined with project-based learning in the Pandhalungan cultural context improved students' creativity, communication, collaboration, critical thinking, active participation, and social character (Maharotunnisa et al., 2025).

In terms of understanding, students were able to connect abstract concepts with concrete examples from local culture. This connection helped them move beyond

memorization toward contextual and conceptual comprehension. The learning process became more meaningful because students could see the relationship between school knowledge and their cultural environment. This finding is supported by Tahir et al. (2025), who reported that a contextual learning model based on Bugis local wisdom improved student engagement and academic performance by making learning more relevant to students' cultural identities (Tahir et al., 2025).

Results of the Evaluation Stage

The evaluation stage indicated that the Local Culture-Based Learning Model has the potential to be used as an instructional model for improving student engagement and understanding. The model was considered relevant because it responds to the need for contextual, meaningful, and culturally grounded learning. It also provides teachers with a structured learning syntax that can guide classroom implementation.

The evaluation also showed that the model still requires several supporting conditions. First, teachers need adequate understanding of local cultural elements and how to connect them with learning objectives. Second, schools need to provide teaching materials and learning resources based on local culture. Third, the implementation of the model requires sufficient time because students need opportunities to explore, discuss, and reflect. Fourth, collaboration with parents, community leaders, and cultural practitioners can strengthen the authenticity of learning materials. Overall, the evaluation stage confirmed that the Local Culture-Based Learning Model is not only relevant for cultural preservation, but also useful for improving the quality of learning. The model can help students participate more actively, understand concepts more deeply, and develop appreciation for their cultural environment.

Discussion

Local Culture as a Contextual Learning Resource

The findings of this study indicate that local culture can serve as a contextual learning resource that connects school knowledge with students' real-life experiences. This is important because meaningful learning occurs when students are able to relate new information to familiar contexts. Local culture provides concrete examples, social values, symbols, practices, and experiences that can help students understand academic concepts more naturally (N. Hilalludin, 2025).

In this study, local culture was not treated as supplementary material, but as a foundation for designing learning activities. This means that cultural elements were used from the beginning of the learning process, starting from the introduction of the topic, exploration of cultural practices, group discussion, concept construction, and reflection. This approach is relevant to culturally responsive teaching, which emphasizes the use of students' cultural backgrounds to support knowledge construction and academic development. The findings are consistent with Maturbongs and Lestari (2025), who showed that local culture-based education can be implemented through performance-based activities, curriculum-integrated projects, and holistic school culture approaches. Their study also emphasized the importance of leadership, culturally competent teachers, positive school culture, and community involvement in sustaining local culture-based education (Maturbongs & Lestari, 2025).

Local Culture-Based Learning and Student Engagement

The Local Culture-Based Learning Model contributes to student engagement by creating learning experiences that are active, relevant, and emotionally meaningful. Engagement is not only reflected in students' physical participation, but also in their interest, curiosity, and willingness to think deeply about the learning material. When students learn through cultural contexts that are close to their lives, they are more likely to feel connected to the lesson (H. Hilalludin & Nisa, 2025). Behavioral engagement is strengthened through exploration, discussion, collaboration, and presentation activities. Emotional engagement is built when students recognize familiar cultural elements in the learning process and feel that their identity is valued in the classroom. Cognitive engagement appears when students analyze the relationship between cultural contexts and academic concepts. Therefore, the LCBL Model supports engagement in a more holistic way.

This finding is supported by Rahayu et al. (2025), who found that local wisdom-based digital teaching materials can strengthen cognitive, affective, and practical engagement (Rahayu et al., 2025). In a similar direction, Mardatila et al. (2026) reported that science learning based on local wisdom through culturally responsive teaching had a significant effect on students' learning interest (Mardatila et al., 2026).

Local Culture-Based Learning and Student Understanding

The model developed in this study also supports students' conceptual understanding. One of the main problems in classroom learning is that students often memorize concepts without understanding their meaning or relevance. Local culture-based learning helps overcome this problem by providing concrete and familiar contexts that make abstract concepts easier to understand (Sugari & Hilalludin, 2025a). Through the stages of contextual exploration and collaborative meaning-making, students are encouraged to observe cultural phenomena, identify relevant concepts, discuss their meanings, and connect them with the subject matter. This process helps students construct knowledge rather than merely receive it from the teacher. As a result, understanding becomes contextual, conceptual, and reflective.

This is in line with Sari and Kumalasani (2025), who found that integrating local culture into IPAS learning helped students understand scientific and social concepts in context (Sari & Kumalasani, 2025b). Daniswara et al. (2025) also showed that problem-based learning with a culturally responsive teaching approach had a significant effect on students' cultural literacy and social interaction, indicating that culturally grounded learning can improve both cognitive and social dimensions of learning (Daniswara et al., 2025).

The Novelty of the Developed Learning Model

The novelty of this study lies in the development of an integrated learning model that connects local culture, student engagement, and conceptual understanding within one instructional framework. Previous studies have widely discussed culturally responsive teaching, local wisdom, cultural literacy, and character education. However, many of them focus on specific subjects, cultural communities, or classroom practices. This study offers a more structured model that can guide teachers in designing culture-based learning from the analysis stage to classroom implementation and evaluation (Sanjaya et al., 2025). The LCBL Model also differs from approaches that only use local culture as examples or additional materials. In this model, local culture becomes the basis for learning orientation, exploration,

collaborative meaning-making, concept construction, and reflection. Thus, culture is positioned as a pedagogical foundation rather than a decorative element in the learning process (Sanjaya et al., 2025). This novelty is important because teachers often need practical guidance to integrate local culture into classroom activities. Without a clear model, cultural integration may remain limited to ceremonial activities or isolated examples. The LCBL Model provides a systematic structure that can help teachers transform local culture into meaningful learning experiences.

Implications for Learning Innovation

The findings of this study have several implications for learning innovation. First, teachers can use the Local Culture-Based Learning Model as a guide for designing contextual and participatory learning. The model helps teachers connect curriculum content with local cultural values, practices, and experiences. Second, schools can use this model to strengthen culturally responsive education and support the implementation of contextual learning in the curriculum (Sanjaya et al., 2025). Third, the model can contribute to the development of teaching materials that are more relevant to students' lives. Local stories, traditional arts, community practices, cultural artifacts, and environmental wisdom can be transformed into learning resources that support both engagement and understanding. Fourth, the model encourages schools to collaborate with communities, parents, and cultural practitioners so that learning becomes more authentic and connected to local realities.

Finally, the model supports the broader goal of education: developing students who are not only academically competent but also culturally aware, socially responsible, and capable of understanding knowledge in relation to their own environment. Therefore, local culture-based learning can be viewed as an important direction for educational innovation, especially in multicultural societies where schools must prepare students for global challenges without disconnecting them from their cultural roots.

CONCLUSION

The results This study concludes that the development of the Local Culture-Based Learning Model (LCBL Model) is relevant and necessary to improve student engagement and understanding in classroom learning. The model was designed through the stages of analysis, design, development, implementation, and evaluation, with local culture positioned not merely as supplementary content but as a pedagogical foundation. The findings show that local cultural values, community practices, traditional knowledge, local stories, arts, and cultural artifacts can make learning more contextual, meaningful, and connected to students' daily experiences. Through the stages of cultural orientation, contextual exploration, collaborative meaning-making, conceptual construction, and reflection and application, students are encouraged to participate actively, build emotional connections with learning materials, and construct deeper conceptual understanding.

The developed model contributes to learning innovation by offering a structured framework that integrates local culture, student engagement, and conceptual understanding in one instructional design. This model can help teachers design learning activities that are more relevant, participatory, and culturally responsive. It also provides opportunities for schools to strengthen cultural identity, character education, and contextual learning within the curriculum. However, the successful implementation of the model requires teacher readiness, appropriate

teaching materials, school support, sufficient learning time, and collaboration with local communities. Therefore, the Local Culture-Based Learning Model can be considered an alternative instructional model for developing meaningful learning that prepares students to face modern educational challenges while remaining connected to their cultural roots.

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