

# Implementation of Social Studies Using Local Wisdom to Inform Learning as an Attempt to Strengthen Resilient Character in Elementary Students

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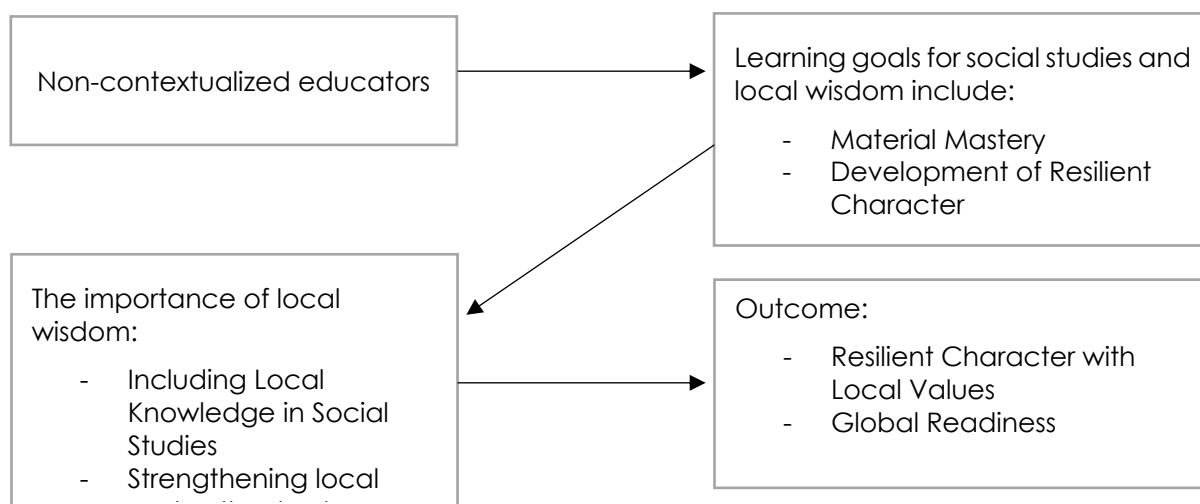
**Abstract.** This research investigates how social studies instruction based on local knowledge helps primary school pupils develop resilient character. Many primary school pupils participated in this research as respondents, which used a quantitative methodology. A questionnaire instrument to gauge students' knowledge of local wisdom and how Local wisdom-based learning impacts the development of resilient traits like self-reliance, self-discipline, and responsibility was used to gather data. Local wisdom-based social studies instruction and students' development of resilient character were shown to be strongly correlated. This study demonstrates how important it is to include local knowledge into the curriculum, particularly in social studies classes, to effectively train a generation to meet global issues without losing their cultural identity. This study makes a unique contribution by creating a character-based education paradigm based on resilient attitudes like self-control, bravery, diligence, and never giving up. Thus, the findings of this research may be used as a basis for creating educational policies that are more culturally appropriate and inclusive.

**Keywords:** Social Studies Learning; Local Wisdom; Resilient Character; Character Education; Local Culture in Education.

## 1. Introduction

In the current period, education aims to develop students' character as well as their intellectual performance. This is due to the challenging global issues that kids encounter, as well as their high moral character and intelligence. The main goal of teaching social studies in elementary schools is to develop students' moral, cultural, and social values in addition to their general knowledge. The goal of social studies is to provide students a thorough grasp of society and the social environment while also encouraging them to engage in constructive and meaningful social interactions. Students who adopt a mindset of accountability, fairness, and unity may comprehend social dynamics and integrate into the society (Junaidi & Rohmani, 2024). Instilling a profound awareness of society, the social environment, and student participation in fruitful and significant social interactions are the goals of social studies (Ruto dkk., 2023). Students that study social studies are supposed to be able to comprehend social dynamics and actively participate in their society by emphasizing cooperative, just, and responsible attitudes.

However, it is become harder to ensure that social studies instruction is effective in developing students' resilient character in the face of fast changing circumstances. Since globalization often includes influences from outside sources that might erode traditional and local values that have long been a part of the community's cultural identity, a new method is required to satisfy contemporary educational demands (Wulandari & Ayundasari, 2024). Integrating local knowledge into social studies instruction is one strategy being examined to address this issue. Cultural beliefs, traditions, and social behaviors that have been handed down through the generations are all considered to be part of local knowledge. Through the incorporation of local knowledge, students will be able to connect abstract societal issues to their own personal experiences (Aditya et al., 2024).



**Figure 1.** Including Local Knowledge in Social Studies Education to Foster Resilient Character

The conceptual framework of the significance of incorporating local knowledge into social studies instruction as an endeavor to develop students' resilient character is shown in Figure 1. The framework demonstrates how local knowledge, which is sometimes disregarded in decontextualized teaching methods, may play a significant role in meeting social studies learning goals. The development of resilient character and mastery of academic subject are the two primary components of these learning goals. By incorporating local knowledge into social studies instruction, the framework also emphasizes the role of local wisdom in bolstering local values and culture. Students benefit greatly from this in the form of resilient character that is grounded in local values while yet preparing them to handle difficulties on a global scale. As a result, using local knowledge not only greatly enhances education but also helps to create resilient, adaptable, and culturally aware personalities.

### 1.1. Problem Statement

Local wisdom is a cultural wealth that reflects the identity and values of a society. Unfortunately, in the formal education curriculum, these values are often overlooked, especially in social studies subjects that refer more to a global or national perspective (Putri et al., 2024). This causes students to not appreciate local culture, which ultimately leads to their lack of understanding of cultural identity and character resilience in facing the challenges of modern life. Many teachers only use local wisdom materials from textbooks to teach students. In the end, because teachers only focus on the material in the textbooks, students do not understand their local wisdom. Therefore, a more contextualized and local wisdom-based learning approach is needed. This approach will not only improve students' understanding of social studies but will also build resilient characters in themselves.

### 1.2. Related Research

According to some earlier research, learning based on local knowledge may boost student involvement and reinforce cultural values that have been handed down through the generations. According to studies by Santika et al. (2024) for instance, including local knowledge into instruction helps raise students' understanding of their social surroundings. According to study by Jana et al. (2024), students' comprehension of the principles of collaboration and solidarity might be enhanced when local knowledge is included into social studies instruction. There is still more study to be done, however, since few studies have explicitly examined how social studies instruction based on local knowledge affects primary school pupils' development of resilient character. This study is novel because it focusses specifically on how social studies education based on local wisdom and traditional games helps elementary school students develop resilient character traits like perseverance and adaptability, which have not been extensively explored in earlier research.

### 1.3. Research Objectives

This study examines how social studies instruction grounded on local knowledge affects primary school pupils' development of resilient character. The main objective of this research is to determine how incorporating components of local knowledge into social studies instruction will enhance students' character resilience. To be more precise, this study has many goals. First, identify relevant and significant aspects of local knowledge to enhance the social studies educational process. Consider the use of traditional games such as *engklek*, *engrang*, *sondak*, and stick dancing. It is expected that these elements can be identified based on their cultural content as well as the social values contained in the games, which students are expected to internalize during learning activities.

Second, this study examines how local wisdom-based learning affects students' character resilience. Dimensions of resilience include courage, perseverance, cooperation and sense of responsibility. It is believed that approaches based on local wisdom have great potential to instill social and moral principles that are important for students' character building, especially during elementary school age. As part of local wisdom, traditional games have educational components that naturally teach students resilience through physical and mental challenges. This study will investigate whether the use of games in social studies learning can significantly improve students' resilience compared to conventional learning approaches.

Third, this research seeks to provide educators useful recommendations for incorporating local wisdom-based learning into the classroom. These recommendations help instructors choose and modify local wisdom components to fit the social studies curriculum and satisfy the objectives of students' character development, in addition to offering useful teaching techniques and ideas. It is anticipated that this study will significantly advance the field.

## 2. Theoretical Framework

A learning strategy that has gained popularity in the educational community, particularly in the social science (IPS) discipline, is local wisdom-based learning. This method deviates from the notion that education ought to be pertinent to the social, cultural, and geographic context in which students find themselves in order for them to comprehend and assimilate the values present in their surroundings. In primary school social studies classes, local knowledge is insufficient to provide students a solid grasp of the material.

### 2.1. Local Wisdom

In addition to being represented in people's knowledge, values, customs, and day-to-day activities, traditional games that have been handed down through the generations also serve as examples of local wisdom. Local games such as *engklek*, *eggrang*, *sondak*, and stick dance are clear examples of local wisdom that contain character education values. These games can be used to instill resilient character in elementary school students. calls local wisdom the cultural capital that gives meaning to people's lives, and traditional games are an important part of that capital, naturally teaching social and moral skills (Jana et al., 2024).

For example, the game *engklek* requires balance, accuracy, and patience. In this game, students learn to focus, strategize, and manage emotions when facing challenges or failure. The game also teaches mental toughness in the face of failure as players are required to try again if they fail to pass a stage of the game (Dorling & Bahr, 2024). In addition, *engklek* also teaches cooperation and sportsmanship when played with friends.

*Eggrang* games, which require physical skills, balance, and courage, are a great way to improve students' courage, perseverance, and mental strength. (Okwita & Sari, 2019). Students are asked to keep trying even if they fall because this game requires repeated practice to master the technique of walking with *eggrang*. This teaches them not to give up and keep trying until they can master the desired skill.

The game of *sondak* can improve resilience, critical thinking, and decision-making by throwing stones into a box drawn on the ground (Moreira Santana & Vega Intriago, 2023).. Students are

required to maintain focus and think before acting in this game, which are important abilities to face the challenges of everyday life.

Stick dancing, which is a type of traditional dance that involves physical elements and group coordination, is also excellent for teaching the importance of teamwork, consistency, and responsibility (Farahdiyana et al., 2024). This dance requires students to coordinate well so that their movements are in sync with other participants; this helps them learn to communicate and work together in a team. To build students' resilient character, principles such as shared responsibility and cohesiveness will be very important. This is because they learn to depend on others and be considerate of others.

Students not only enjoy the experience of playing with these traditional games, but they are also taught values that can build resilient character indirectly. Irsyadhia et al. (2024) emphasized that local wisdom, such as traditional games, are effective tools for teaching social and moral skills. These games not only enrich lessons but also help students cultivate values such as hard work, perseverance, cooperation, and responsibility. It helps build students' resilient character as they teach them to face challenges with perseverance, learn from mistakes, and appreciate the values of togetherness associated with their community (Yampap, 2023).

## **2.2. Resilient Character**

A person's ability to face challenges, complete tasks, and adapt to dynamic changes is known as resilient character. said that resilient character includes perseverance (grit), perseverance, and the ability to bounce back after failure. The researcher focuses on resilient attitudes, which consist of discipline, courage, hard work, and resilience. Primary school students require the development of these traits as they are in the early developmental stage where moral and ethical values are beginning to emerge (Hikmah et al., 2023).

At this stage, education is critical to building students' character to deal with future difficulties. It is expected that learning that integrates local wisdom can enhance students' resilience by instilling values that are relevant to their socio-cultural context. Values such as perseverance, courage, and solidarity are examples of values that local wisdom can use to teach students how to wisely and responsibly face challenges (Nevelichko et al., 2022). Through this approach, it is expected that students will not only learn about resilience theoretically, but also practice it in their daily lives.

## **2.3. Learning social studies in elementary school**

What social studies are for in elementary schools is to develop pupils' awareness of their social surroundings and critical thinking skills in response to a range of social phenomena. Social studies includes the study of society, human relationships, and human interactions with their environment. Giving pupils a comprehensive grasp of their social environment is the aim of social studies. Permendikbud/Regulation of the Minister of Education and Culture Number 22 of 2016 on Primary and Secondary Process Standards Secondary Education states that social studies instruction should foster virtues like accountability, empathy, and camaraderie, all of which are necessary for surviving in society Indonesian Minister of Education and Culture (2016).

Incorporating local knowledge into social studies instruction is one successful strategy. In addition to fostering attitudes and character traits that are suitable for their local culture, this method aids pupils in improving their learning. Students learn and apply social concepts in a more authentic setting when they are exposed to local knowledge that embodies moral, cultural, and social values in day-to-day interactions (Ibrahim & Sundawa, 2023). This enhances students' academic performance while also assisting them in forming attitudes and actions consistent with regional values, such as empathy, collaboration, and reverence for the environment.

What social studies are for in elementary schools is to grow pupils' awareness of their social surroundings and critical thinking skills about social issues. Social studies includes the study of society, human relationships, and human interactions with the world around them. Permendikbud No. 22/2016 on Process Standards for Primary and Secondary Education

stipulates that social studies learning should instill social attitudes such as a sense of responsibility, empathy and solidarity (Minister of Education and Culture, 2016). In such a situation, incorporating local wisdom into social studies learning not only makes the lessons better, but also helps students build attitudes and traits that are appropriate to their local culture.

Local knowledge may be included into social studies instruction in a variety of ways. This includes using folklore, traditional rituals and social practices related to the subject matter. This method allows students to understand social studies concepts in a more contextualized manner as the material taught is directly related to their daily lives (Karmila & Chanifudin, 2023). According to Indawati (2022) By using local wisdom in learning, students gain a better understanding of the material because they are more familiar with their cultural background and the material becomes more relevant. As a result, students not only acquire theoretical knowledge, but they can also see how the lessons are applied in the social and cultural context they are familiar with.

In addition, local wisdom-based learning plays an important role in developing attitudes and values that support community life, such as mutual cooperation, tolerance, and respect for nature (Mustakim & Salman, 2019a). These values are closely related to social and environmental issues faced by modern society. Local wisdom-based social studies learning helps students become more caring, responsible and actively contribute to their social environment. It also aids in bringing to light the importance of local culture in navigating the complexities of the modern world.

#### **2.4. Contextual Learning Theory**

Local wisdom-based education aligns with the Contextual Teaching and Learning (CTL) philosophy, which was created by (Teles & Tomimatsu, 2014). This theory emphasizes that learning will be more effective if academic lessons are connected to students' daily lives. This is because students can relate abstract concepts to things they do every day. This method encourages students to not only memorize or understand theories theoretically, but also to apply the knowledge to real-world situations (Selvianiresa & Prabawanto, 2017).

Contextualized learning according to GÜth & Van Vorst (2024) that a learning strategy that links the material being studied to the everyday lives of students such as their families, schools, communities, or civic settings with the goal of real context learning as the initial learning step in order to give the material's content meaning during the learning process. Learning has characteristics or characteristics of contextual learning, namely problem-based, use of various contexts, describing student diversity, supporting independent learning, using learning groups with an atmosphere of interdependence, utilizing original assessment.

Using local knowledge as a teaching tool in social studies classes may provide students a tangible basis for comprehending the social and cultural processes in their environment (Vatan, 2021). This can deepen students' understanding of social studies material, as they not only learn about social theory in general, but also through values and practices that are familiar to them. In addition, this approach also contributes to the formation of resilient character in students. Local wisdom that contains distinctive moral, social, and cultural values can be an effective medium to foster attitudes of perseverance, responsibility, and social adaptation (Lestari et al., 2019). Thus, local wisdom-based social studies learning not only provides knowledge, but also prepares students to face increasingly complex social challenges in their environment.

#### **2.5. The Relationship between Local Wisdom and Resilient Character Building**

Incorporating local wisdom into social studies instruction serves as both a knowledge base and a crucial instrument for developing students' resilient character. Through a learning process that is pertinent to the students' culture and everyday life, the virtues found in local wisdom such as tenacity, bravery, responsibility, and cooperation have a high chance of being assimilated. Students have the chance to comprehend and embody these ideals in a more tangible and significant setting when social studies instruction is grounded in local knowledge. For instance, characteristics like tenacity and diligence are ingrained in everyday life,

particularly in agricultural pursuits, and are transmitted from generation to generation in agrarian civilizations (Ayu Shaleha & Purbani, 2019). These principles may be modified for use in social studies instruction to highlight the significance of tenacity and diligence in accomplishing objectives, both individually and collectively. As a result, social studies instruction combined with local knowledge enhances students' understanding of culture and social values while fortifying their ability to deal with changing social and environmental issues.

### 3. Method

#### 3.1. Research Design

To assess the effects of local wisdom-based learning in traditional games including stick dancing, *engklek*, *eggrang*, and *sondak* on the formation of resilient character in the classroom, this research used the pre-experiment approach. The approach is a one-group pretest-posttest design, which falls within the pre-experiment category of quantitative research designs (Moon et al., 2024). The study variables are measured both before (pretest) and after (posttest) the intervention in this design. This research attempts to determine if the incorporation of local knowledge into the learning process has changed students' resilient character by comparing the outcomes of pretest and posttest assessments. This method eliminates the requirement for a control group and enables a direct assessment of the intervention's impact.

**Table 1.** Pre-Experiment Research Design One Goup Pretest-Posttest

Group	Pretest	Treatment	Posttest
Experiment	O <sub>1</sub>	X	O <sub>2</sub>

Pretest (O<sub>1</sub>), treatment (X), and posttest (O<sub>2</sub>) are the three steps of the pre-experiment study design using the one group pretest-posttest paradigm, as shown in Table 1. An overview of the study participants' beginning circumstances was provided by the pretest stage, which was used to gauge the pupils' resilient character prior to therapy. The goal of the intervention therapy, which is the main focus of the study, is to help pupils develop resilient character. To ascertain the changes that took place, a posttest measuring the kids' resilient character was administered after the therapy. This methodology makes it possible to compare the results of the pretest and posttest in order to assess how well the therapy affected the growth of the students' resilient character.

#### 3.2. Respondent

The respondents in this study were fourth grade students from SDN Cikumpay, which is located in an environment with a strong local cultural background. The selection of respondents was done purposively, with the criteria that the students involved were those who had received local wisdom learning for one semester. The total number of respondents in this study was 24 students (See Table 2).

**Table 2.** Number of research respondents

Gender		Total
Male	Female	
11 students	13 students	24 students

#### 3.3. Data Collection

Two main tools, questionnaires and observation, were used to collect data for this study. The questionnaire serves as a tool to measure the progress of students' resilient character, especially in terms of discipline, courage, hard work and not giving up. To provide an accurate

assessment of students' attitude change towards local wisdom-based learning, each item in the questionnaire was designed using four Likert scales: "Not Yet Seen", "Sometimes", "Often", and "Very Often." Additionally, throughout learning activities, observation is employed to monitor the application of local wisdom-based learning and identify actions that demonstrate students' resilient attitudes. This was done through an observation sheet containing indicators of resilient attitudes such as the courage to ask questions when facing challenges, perseverance to try again after failing, and the ability to help friends solve problems. To ensure data consistency and credibility of the research results, each of these indicators was rated using a comparable scale on the questionnaire, ranging from "Not Seen" to "Very Often."

The use of validated observation sheets ensures that the data obtained is not only consistent, but also in-depth in describing student behavior in the context of local wisdom-focused learning (See Table 3).

**Table 3.** Poll Psychomotor/Skill Evaluation

No.	Student Name	Demonstrating Traditional Games (no items 1-4)					Display an attitude of upholding Unity and Unity while playing Traditional Games				
		1	2	3	4	Total	5	6	7	8	Total
1	PA										
2	NM										
3	M										
4	R										
5	A										
6	C										
7	NH										
8	LAR										
9	F										
10	A										
11	MR										
12	T										
13	NCA										
14	SA										
15	A										
16	SK										
17	RP										
18	R										
19	RA										
20	TJR										
21	TA										
22	DN										
23	YA										
24	KL										

Based on the data in Table 3 in order to assess psychomotor skills and attitudes during conventional game play, observations of learners' abilities were conducted. There are two primary categories in this table: conventional game demonstrations and play behaviours that show unity. The ability to demonstrate fundamental gaming abilities (indications 1-4) and the capacity to exhibit favourable social attitudes (indicators 5-8) are two examples of the several

indicators that make up each category. Every learner on the list is evaluated by assigning a score to each indication, which is then added together to obtain the overall assessment for each category. In order to provide more effective interventions to enhance conventional game-based learning, this data attempts to determine the degree of psychomotor skills as well as the role that learners play in fostering an inclusive and peaceful play environment.

**Table 4.** Skill Observation Sheet

No.	Aspects observed	SS	S	KK	BT
1	Follow the work steps according to the instructions				
2	Describe the actions that have been taken in relation to the topic.				
3	Dare to ask questions when experiencing difficulties in traditional games				
4	Always try when you can't practice traditional games.				
5	Help solve problems for friends when they find difficulties in practicing traditional games.				
6	Motivate friends who are having difficulty during discussion and practice of traditional games.				
7	Adhere to the agreements that have been made with the group				
8	Not underestimating other friends when learning in class and during traditional game practice.				

Table 4 is a tool for evaluating students' social skills and involvement in the learning process, particularly as it relates to playing conventional games. Eight observed aspects are included in this tool: the ability to follow instructions, explain actions taken related to the topic, have the courage to ask questions when faced with challenges, persevere in trying despite setbacks, support friends who are struggling, encourage friends during discussions and practices, follow group agreements, and respect for one another among students. A behavior frequency scale SS (Very Often), S (Frequently), KK (Sometimes), and BT (Not Yet Seen) is used to evaluate each component, enabling researchers or educators to determine the degree to which students exhibit the behavior. The information gathered from these observations may be utilized to assess how well students are developing their social skills and serve as the foundation for a learning process intervention or enhancement.

#### 4. Findings

In order to develop the resilient character of primary school pupils, this research intends to examine the efficacy of social studies instruction based on local knowledge in traditional games including *engklek*, *eggrang*, *sondak* and stick dance. The outcomes of this study provide some significant findings that support the research hypothesis, as determined by the data analysis that was done.

##### 4.1. Descriptive Statistics of Research Results

Inferential and descriptive statistics were used to statistically examine the questionnaire data. Both the average score of resilient character before and after therapy, as well as the profile of the responders, were described using descriptive statistics. To evaluate the study hypothesis that is, if there is a significant difference in the development of resilient character between the



control group and the experimental group inferential statistics were performed using the t-test. Software called SPSS was used to analyze the data.

**Table 5.** Descriptive Statistics of Pretest and Posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	4.50	7.00	5.7917	.55003
Posttest	24	6.50	9.00	7.7708	.75151
Valid N (listwise)	24				

Based on the Table 5, Two measurement groups the pretest and the posttest each with a sample size of 24 comprised the data. 5.7917 on average, with a standard deviation of 0.55003, the pretest had a minimum score of 4.50 and a maximum score of 7.00. This suggests that there was modest variance in the pretest data, with the majority of results falling within the range of the mean. With a standard deviation of 7.7708 and a mean score of of 0.75151, the posttest had a minimum score of 6.50 and a maximum score of 9.00. Compared to the pretest, the mean posttest score was higher, indicating that performance or outcomes had improved after the intervention. The larger standard deviation on the posttest also indicates that the posttest results were slightly more different from the pretest. In general, this data indicates a significant improvement from the pretest to the posttest.

**Table 6.** T-Test Statistics of Pretest and Posttest

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-1.97917	.58009	.11841	-2.22412	-1.73422	-16.714	23	.000

Based on the table 6, The pretest and posttest a t-test was used to compare the findings. The standard deviation was 0.58009, The mean's standard error was 0.11841, and the mean difference between the pretest and posttest was -1.97917. The difference's 95% confidence interval was between -1.73422 and -2.22112. With a degree of freedom (df) of 23 and a t value of -16.714, the significance value (Sig. 2-tailed) is 0.000.

The test's findings demonstrated indicating there was a statistically significant ( $p < 0.05$ ) difference between the pretest and posttest results. Therefore, it may be said that there was a substantial difference between the two assessments, which would suggest that the study participants benefited from the intervention.

#### 4.2. Improvement of Resilient Character in Experimental Group Students

Analysis of the data showed that pupils in the experimental group who engaged in social studies instruction based on local knowledge had a significant improvement in the development of resilient character. This method uses traditional games such as *engklek*, *engrang*, *sondak*, and stick dance. These games were chosen because they have cultural values and educational elements that are relevant to the purpose of character building. Prior to the intervention, the resilient character scores of the experimental group's pupils were on

average moderate. Persistence and adaptability scored lower among the aspects measured, when compared to discipline and responsibility, which initially received higher scores.

Thereafter, the overall average resilient character score increased significantly. The influencing factors include, among others, the most significant perseverance and adaptability. This can be seen from the students' ability to face certain challenges presented in the game such as staying focused and diligent in completing the game despite several failures and resilience in adjusting to the different rules and situations of each type of game experienced. This means that local wisdom-based social studies learning is not only a means of transferring cultural values, but also succeeds in strengthening aspects of social skills and resilience in student character. This research demonstrates that including components of local knowledge into the curriculum benefits kids' character development, which emphasizes resilience in the face of a variety of challenges and changes they may face in the future.

#### **4.3. Effectiveness of Local Wisdom-Based Learning on Each Aspect of Resilient Character**

According to other research, the impact of traditional wisdom-based learning differs depends on the resilient character traits that are assessed. Students' tenacity and adaptability are greatly impacted by learning from traditional games that include local knowledge, which emphasizes hard effort and flexibility in overcoming obstacles in life. Meanwhile, the aspects of discipline and responsibility also improved, but not as much as the previous two aspects. This is due to the interconnectedness of the values in the local wisdom of traditional games that focus a lot on cooperation, mutual cooperation, and resilience in facing difficult natural or social conditions.

#### **4.4. Effectiveness of Local Wisdom-Based Learning Model**

A Social Studies curriculum that emphasizes traditional activities and local knowledge may successfully mold the resilient character of elementary school pupils. This method encourages a deeper comprehension of the subject matter via contextualized learning in addition to giving students the chance to embrace local values that are pertinent to their everyday lives. This research demonstrates the value of contextualization in the educational process, which greatly enhances students' comprehension of the subject matter and fosters the development of their whole character.

### **5. Discussion**

The study results on implementation of social studies learning using local wisdom as an effort to strengthen resilient character in elementary school students are discussed in this topic. This discussion's primary goal is to understand the data's findings, relate them to previous research, and consider how they may affect teaching methods. The findings demonstrate how teaching social studies using traditional games and local knowledge may strengthen students' resilient character, particularly in the areas of adaptability and tenacity. These findings align with the contextual learning theory, which highlights how learning resources that are applicable to students' daily lives may enhance their comprehension and implementation of these principles. Students' resilient character is strengthened when local knowledge is included into the social studies curriculum and they are able to learn from the virtues found in their culture. This study supports earlier findings that local context-based learning might improve learning relevance and student engagement. Local customs like "Bakar Batu" might serve as a vehicle for character education in primary schools, according to a research by Yampap (2023). Cooperation, solidarity, and accountability are characteristics that are taught in this tradition and are important for developing students' character. According to research by Santika et al. (2024), local wisdom-based teaching methods, such community customs and regional culture, may improve students' collaboration, responsibility, and discipline. Particularly in the age of globalization, which often undermines traditional values. Ayu Shaleha & Purbani (2019) investigated how local cultural values might be included into instruction to develop students' character. According to research by Jana et al. (2024), teaching kids about local customs like *Ngarot* aids in their understanding of the ideals of social justice, solidarity, and responsibility all

of which are critical for developing strong character. The research by Mustakim et al. (2019) emphasizes how local culture-based education is crucial for fostering the virtues of tolerance, collaboration, and respect for the environment values that help children develop their character.

This method helps pupils grasp the social and cultural values that are crucial to their character development in addition to the academic material. The analysis's findings demonstrate that traits like tenacity and flexibility saw more advancements than traits like accountability and discipline. One possible explanation for this might be because local wisdom values like perseverance and hard work are more applicable and genuine in the context of students' everyday lives. In the meanwhile, even if they have also improved, the qualities of responsibility and discipline could need a more focused strategy to advance. Character development is not always equally distributed across all components, as this study demonstrates. This emphasizes how crucial it is to create complete, context-based learning programs that address a variety of character dimensions. Some parts of character may be more affected than others by instruction that places more emphasis on particular local values. The favorable reaction of students to learning based on local knowledge suggests that they are more engaged with the subject matter and have a greater desire to learn. In order to boost student motivation and engagement, learning materials should be relevant and meaningful, according to the intrinsic motivation theory (Husnawati et al., 2024). Learning local values also helps students feel more appreciated and understood in their cultural setting. The learning process as a whole benefits from this as it might boost their self-esteem and feeling of community with the material. The findings of this study have important ramifications for teaching methods. Including local knowledge in the social studies curriculum is a helpful strategy to help children develop resilient character. In addition to improving students' educational experiences, culturally sensitive education helps students build dispositions that are applicable to daily life. But it's crucial to keep refining and modifying this strategy to fit various regional requirements and situations. To guarantee successful implementation, teacher training programs and the creation of locally relevant resources should be taken into account.

## 6. Conclusion

Several key conclusions can be made from the findings of the study implementation of social studies using local wisdom to inform learning as an attempt to strengthen resilient character in elementary students. The findings demonstrated the effectiveness of local wisdom-based education in developing the resilient character of primary school pupils, especially when implemented via traditional activities including stick dance, *engklek*, *egrang*, and *sondak*. persistence, adaptability, discipline, and responsibility were among the qualities that the intervention was successful in enhancing; persistence and adaptability in particular saw notable gains. Students are able to integrate moral and social values in addition to understanding academic subjects since traditional games provide socially and culturally relevant learning experiences. Through practical experiences, this method gives students the chance to overcome obstacles, fostering collaboration, resiliency, and the incorporation of regional cultural values into the curriculum. In order to enhance students' character, fortify their cultural identity, and equip them to handle global issues while retaining their local cultural roots, local wisdom-based learning might be a useful tactic.

## Limitation

Some limitations need to be noted for the interpretation of the results of this study. First, there was no control group in this study's pre-experiment design, which used a one-group pretest-posttest methodology. This might make it more difficult to pinpoint local wisdom-based education as the only cause of children' developing resilient character. Other uncontrolled variables that may affect the outcomes, such the kids' emotional states, the surroundings, and family support, are allowed under this design and were not assessed in this research.

Second, this study's findings are constrained limited to one elementary school because the sample was small and limited. The demographic and cultural characteristics of the students in

the study may not be representative of the overall population of primary school students, especially in a more diverse setting. In addition, this study did not take into account how local wisdom is used in different schools, It might impact the effectiveness of social studies instruction. As a consequence, the study's findings could vary among educational institutions with diverse cultural origins.

Third, although not ideal, the evaluation of the accuracy and consistency of the research instruments revealed a significant degree of consistency, indicating that measurement bias may have an impact on the precision of the data produced by the study. This limitation highlights the need to develop stronger and more reliable instruments for more accurate evaluation of students' resilient character.

Fourth, the time constraints of this study had an impact on the data collection process. The short time between intervention and outcome measurement may affect the overall achievement of resilient character as character development is a long-term process that was not fully covered in this study. Therefore, the findings may not represent the long-term impact of local wisdom-based learning.

Overall, these limitations suggest that while this study provides important insights into how local wisdom-based social studies learning helps foster resilient character of elementary students, further research is needed with more robust experimental designs, wider samples, and more reliable measurements to strengthen the internal and external validity of the findings.

## **Recommendation**

To raise the quality of education, a number of recommendations may be implemented and enhance the understanding of students' resilient character development. First, it is recommended to expand the scope of the study by including more schools with diverse cultural and demographic backgrounds. This is important to increase the generalizability of the research results and to understand how variations in the implementation of local wisdom can affect students' resilient character development in various contexts.

In addition, the measurement instruments used in the study should be updated and renewed to improve their validity and reliability. Better instruments will make the assessment of students' character change more accurate, which will give a clearer picture of how effective Learning based on local knowledge is. It is advised to use data triangulation techniques by including other data sources, such as in-depth interviews and direct observation, to bolster the findings of the quantitative instruments.

Furthermore, local wisdom-based learning should be incorporated more systematically into the social studies curriculum with the support of appropriate and well-crafted teaching materials. To utilize local wisdom effectively and in accordance with learning objectives, teachers must be trained. Training programs and workshops for educators will improve their understanding and skills in implementing this approach effectively.

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## Conflict of Interest

The Author(s) declare(s) that there is no conflict of interest.

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