

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

Amidst the rapid currents of globalization, preserving cultural identity poses a significant challenge to the education system in Indonesia. This research aims to develop a model for integrating cultural values into the school curriculum in Indonesia as an alternative approach to strengthening cultural identity amidst the challenges of globalization. The research method involves analyzing 4 national policies, 3 developing culture-based curricula, 10 providing teacher training, and collaborating with local communities. Data collection was conducted through document reviews, observations, and interviews with various stakeholders, including teachers, school principals, and cultural figures. Data analysis uses a qualitative approach with data classification, data base creation, frequency analysis, pattern identification, and data visualization. The research findings demonstrate that integrating cultural values into education positively contributes to students' understanding of cultural diversity, enhances their engagement in learning, and strengthens their character and cultural identity. The integration of cultural values into the school curriculum is a crucial step toward fostering a sense of national identity and cultural pride among Indonesian students. By implementing the SIEMEI 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, developing culturally relevant teaching materials, and evaluating the effectiveness of cultural integration programs. To overcome these challenges, conducting ongoing research and developing evidence-based strategies to support the implementation of culture-based education is essential. By prioritizing cultural integration, Indonesia can equip future generations with the knowledge, skills, and values needed to thrive in a globalized world while preserving its cultural heritage.

Keywords

Local wisdom, Cultural integration, School curriculum, National identity

Published:
April 15, 2025

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Selection and Peer-review under the responsibility of the 6th BIS-HSS 2024 Committee

Introduction

Education has a crucial role in strengthening the cultural identity of a society. Cultural identity is the essence of heritage passed on from generation to generation [1], [2], [3]. However, in an era of increasingly integrated globalization, the challenges of maintaining and preserving local culture are increasingly complex. Globalization brings a flow of new information and values that can shift attention from local cultural values that have been formed over the years. Therefore, it is important for education to be the main stage in strengthening and maintaining cultural identity [4], [5], [6].

Cultural diversity is an invaluable wealth for a nation. Understanding and appreciating cultural diversity is essential in building an inclusive, tolerant, and harmonious society. Education has an important role in raising awareness about the importance of cultural diversity and encouraging the integration of cultural values in social life. As Kofi Annan, former UN Secretary-General, stated, "Education is the key to opening the door to a more peaceful and tolerant world." Paulo Coelho, a famous writer, also emphasized that "Cultural diversity is a strength, not a weakness." E.M. Forster, the famous writer, added, "Understanding other cultures is the key to understanding yourself." In line with this, Nelson Mandela, former President of South Africa, emphasized that "Good education must foster a sense of love and appreciation for local and other cultures."

The Indonesian government has seriously committed to integrating cultural values into the school curriculum to strengthen national character. The 2013 curriculum emphasizes character development, teaching noble values through subjects such as citizenship education and Indonesian, and 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 to integrating cultural values in all aspects of learning.

According to the Ministry of Education and Culture data, 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, launched in 2022, the government emphasizes student-centered learning with a focus on natural integration 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 and strengthens 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 refresh the world of Indonesian education, raises challenges related to integrating cultural values into the school curriculum. This problem lies in differences in understanding between policymakers, school principals, teachers, and teaching staff regarding the concept and implementation of cultural value integration. Often, policymakers 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. Teachers and educational staff may not understand or even misinterpret the cultural values that need to be integrated, so 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 the evaluation of the effectiveness of this program unclear. To overcome this problem, efforts are needed to increase communication and understanding between all relevant parties and develop clear and contextual guidelines regarding the integration of cultural values. Establishing qualitative and quantitative measurement indicators and 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 integrating cultural values in the Independent Curriculum, 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, weaknesses still 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 integrating cultural values also need to be formulated more clearly, including developing 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 on forming the nation's next generation with character.

Education Based on Local Wisdom: An Alternative Model of Integration of Cultural Values in The School Curriculum in Indonesia, the 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 policymakers to support local wisdom-based education in a sustainable manner at the national and regional levels.

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 [7]. Pela Gandong-based education can foster an understanding of conflict and peace while reducing trauma and prejudice [8]. In Bali, Hindu cultural values such as Catur Asrama and Tri Hita Karana are used to develop students' holistic intelligence [9]. Madrasah heads have a key role in improving the quality of education through managing extracurricular activities and collaboration [10]. Character education based on local wisdom using digital flipbook media has been proven effective in increasing students' interest, motivation, and cultural awareness [11]. 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 [12].

Previous efforts still have limitations, so research in this area is fundamental. One of the main reasons for overcoming measurement limitations is that, currently, there is no transparent and standardized method for assessing the extent to which cultural values have been integrated into 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 practical models. Thus, research on integrating cultural values in the independent curriculum can help overcome current limitations and provide clear guidance for educational practitioners in integrating

cultural values effectively, ultimately improving the quality of education in Indonesia and producing the next generation with strong character., have a national outlook, and love the nation's culture. This research offers several novel contributions. Firstly, it develops a practical operational model for integrating cultural values into the learning process. This model is designed to be user-friendly and easily implemented by teachers and school staff. Secondly, it establishes a comprehensive success measurement strategy that incorporates both qualitative and quantitative indicators to provide a holistic understanding of the program's impact. Thirdly, it focuses on local contexts and specific school needs, recognizing the diversity of Indonesian schools and emphasizing the need for flexible models that can be adapted to local conditions and specific requirements. Finally, the research addresses existing gaps by providing clear guidance for educators on how to effectively integrate cultural values into the independent curriculum.

One of the primary challenges encountered in this research is the disparity in understanding regarding the integration of cultural values among various educational stakeholders. From the policy-making level to the classroom, there is a significant divergence in the interpretation of the concept and practice of integrating cultural values. The lack of concrete and contextual guidelines within the Merdeka Curriculum exacerbates this situation. Moreover, the difficulty in measuring the success of cultural value integration poses a significant challenge. To date, there has been no standardized and widely applicable measurement model. Another challenge lies in adapting models of cultural value integration to the diverse local contexts and specific needs of individual schools.

Objective

This article discusses integrating cultural values in education by formulating 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 successfully integrating 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. This section also explains how precise 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.

Method

This study employs a multi-method approach to delve deeply into how national policies on cultural value integration are translated into classroom practices. Through an in-depth analysis of four national policies: 1) Law Number 20 of 2003 on the National Education System, 2) Government Regulation Number 57 of 2021 on National Education Standards, and 3) the Minister of Education, Culture, Research, and Technology Regulation Number 12 of 2024, which establishes the Merdeka Curriculum as the fundamental framework for all educational institutions in Indonesia, this study identifies gaps and opportunities in its implementation. Furthermore, by developing three culture-based curricula that integrate local cultural elements, create a learning environment imbued with cultural values, and respect students' cultural backgrounds and prior experiences, this research aims to offer a more contextually relevant learning model. Through ten teacher training sessions, this study equips educators with the necessary skills to implement the new curriculum. Collaboration with local communities ensures that the research findings can be adopted and sustained.

In the realm of national policy, integrating cultural values in education begins with formulating a comprehensive national cultural character and values policy [13]. 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 with relevant and representative cultural aspects and 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 into 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 are conducted to assess this integration's effectiveness and refine the curriculum, materials, and teaching strategies. Collaboration with the community, cultural figures, and other stakeholders is crucial in ensuring the success and sustainability of integrating cultural values. With active participation from local communities and stakeholders, this effort is expected to strengthen the nation's cultural identity and positively shape students' character.

Integrating 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, 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, globalization and

popular culture often divert 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 integrating 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 the government, schools, teachers, communities, and other stakeholders. This includes intensive training for teachers, developing a curriculum responsive to cultural diversity, and strengthening the role of parents and local communities in supporting culture-based education programs.

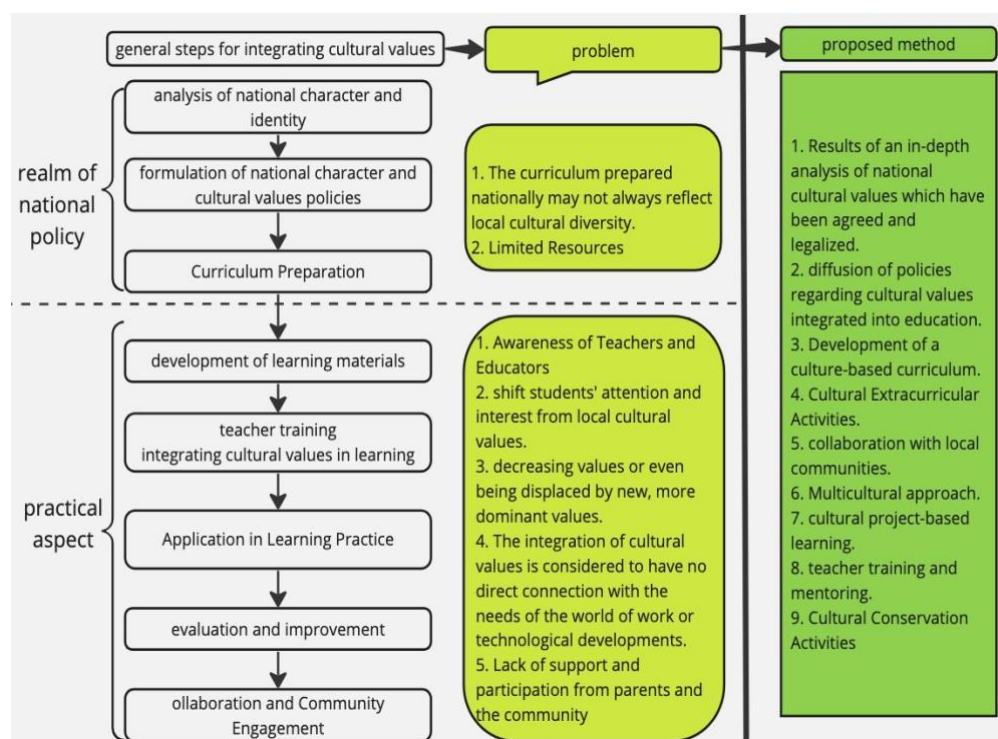


Figure 1. Proposed method (right) of integrating cultural values in education in general (left)

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 considers local cultural values, intensive training for teachers to strengthen their understanding of the integration of cultural values, and 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 a lack of clarity in measuring the success of integrating cultural values, a lack of consistency in implementation across schools, and a 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 integrating cultural values in education can be more effective, positively impact students' character, and strengthen the Indonesian nation's cultural identity.

Results

Efforts to maximize and improve the integration of cultural values

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 fundamental values of Pancasila are the moral and spiritual foundation that directs social actions and relationships in society. Understanding the local cultural context, such as regional languages, traditional arts, customs, and belief systems, is also key in integrating cultural values into 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.

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, outreach and advocacy should be carried out through outreach activities, media campaigns, and collaboration with civil society organizations to expand public awareness about cultural values. Third, teaching materials and learning media should be developed to integrate cultural values into various modern learning platforms. Fourth, collaboration between schools, cultural figures, local communities, and research institutions should be strengthened 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 into the curriculum and daily educational activities.

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 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 can develop the creativity, skills, and commitment of the younger generation toward national unity and unity.

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 cultures, such as traditional dance, traditional music, choir, dramatic arts, batik, wood crafts, and cooking traditional food, help students develop talents and interests in arts and traditions. Apart from that, participation in this extracurricular activity increases students' creativity and practical skills and builds positive character through 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.

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 culture, making the learning process more enjoyable and meaningful. In addition, this collaboration strengthens the relationship between schools and communities, enabling schools to understand better 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.

6. Multicultural approach

A multicultural approach to education is a philosophy and methodology emphasizing 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 into 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 diverse society.

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 critical because it provides opportunities for students to develop critical thinking, problem-solving, communication, and collaboration skills. 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 relevant to local culture, formulate clear and achievable learning objectives, and develop structured activity plans. Guidance and support throughout the project are

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.

8. Teacher training and mentoring

Teacher training and mentoring are key factors in developing and implementing an effective culture-based curriculum, where teachers need to be equipped with adequate knowledge, skills, and motivation to integrate cultural values into the learning process. This training aims to increase teachers' understanding of local culture, including history, traditions, customs, arts, and the values contained therein, and 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 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 empowered intellectually and supported in practical application to provide a more meaningful and contextual education for their students.

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 protecting 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 concrete conservation efforts. 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, the use of technology, and collaboration between government, society, and the private sector are needed.

A model that can be an alternative practical guide

This model (Figure 2) was prepared based on the steps recommended by efforts to optimize the integration of cultural values in Indonesia. It includes Schools and

Communities, Integrating Culture into Learning, Igniting the Spirit of Creativity, Exploring Local Wisdom, maintaining and Preserving Culture, Exploring the Potential of Local Culture, and Integrating Culture into Daily Life. The model is then used to make it easier to use the acronym SIIEMEI.

A MODEL THAT CAN BE AN ALTERNATIVE PRACTICAL GUIDE

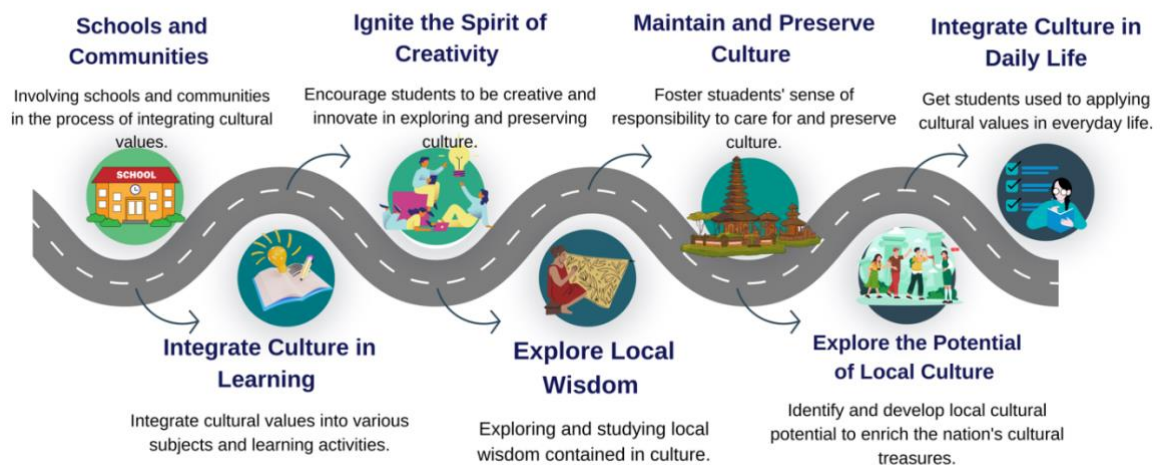


Figure 2. SIIEMEI Model

The SIIEMEI model is a comprehensive approach to 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 identifying and developing 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.

1. 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 integral parts of a broader cultural ecosystem. By involving local communities, cultural figures, or artists, students can interact directly with authentic sources of cultural knowledge. The "Cultural Adoption" program allows students to dig deeper into an aspect of a particular culture, from its history and social practices to its values. The results of this exploration are then shared with the entire school community or the broader community so that cultural knowledge becomes a shared property. In addition,

holding joint activities such as cultural festivals, art competitions, or art performances enriches students' learning experiences. It strengthens a sense of togetherness and appreciation for cultural diversity in society. Through this close collaboration, schools become places for transferring knowledge and centers for preserving and developing local culture.

2. The second stage of the SIEMEI model, Integrating Culture in Learning, is a strategic step to integrate cultural values into daily learning. In this stage, culture is no longer an additional material but becomes a common thread connecting various subjects. Connecting subject matter to cultural context makes learning more relevant and meaningful for students. For example, in history lessons, students study significant events and explore local cultural history, such as the origins of traditions, cultural figures, and historical heritage. Likewise, in language lessons, students learn grammar, vocabulary, and culturally specific expressions that reflect a society's values and worldview. 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 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 gain knowledge and develop critical, creative, and collaborative thinking skills to solve real problems.
3. 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 uniquely and innovatively. Creativity competitions are an effective vehicle for honing students' self-expression abilities. By raising themes 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 are important 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 a means to introduce students' work to the broader community and increase awareness of the importance of preserving culture. Thus, this third stage aims to develop students' creative potential and foster a sense of ownership and responsibility for cultural preservation.
4. The fourth stage in the SIEMEI model, Exploration of Local Wisdom, is crucial in bridging the younger generation with their cultural roots. Through this stage, students are invited to explore and study the local wisdom in their culture. This

exploration process is limited to theoretical knowledge and 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. As representatives of previous generations, cultural figures have valuable knowledge and experiences to share. Through direct interaction, students can explore the meaning behind various existing traditions and values. Digital libraries containing local wisdom information are also valuable learning resources. With digital libraries, students can access information anytime and anywhere and conduct 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 culture and encourage students to become successors who will preserve the nation's cultural heritage.

5. 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 actively cares for and preserves 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 their knowledge and skills in real action. For example, they can clean historic 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 understand the values contained in culture and be motivated to become agents of change in efforts to preserve the nation's culture.
6. 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 identifying cultural potential, the next step is encouraging 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 preserve culture and can also be a source of income for the community. Schools can collaborate with local Small and Medium Enterprises (SMEs) to expand the marketing reach of cultural products. This collaboration allows student products to be mass-produced and marketed more widely. Besides that, collaboration with UKM can also provide opportunities for students to learn about business management and entrepreneurship.

7. The 7th stage, Integrate Culture in Daily Life, is the culmination 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 apply cultural values in various aspects of their lives actively. One of the keys to success at this stage is the role model. Teachers and school staff need to be examples of 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 critical. 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 improving their implementation quality. Through self-evaluation, students can also develop a stronger sense of self about their cultural identity.

The SIEMEI 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 integrating 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, reliable, and easy for teachers and educational staff to apply.

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 detail how teachers create a learning environment 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.

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 how students can integrate cultural values into 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? Providing assignments and projects related to cultural values can encourage students to think critically, creatively, and reflectively about their culture.

3. Attitude and Behavior Assessment: Seeing Changes over Time

Assessment of student attitudes and behavior is important in measuring the effectiveness of integrating 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.

4. Statistical Data Analysis: Measuring Quantitative Change

Statistical data analysis can provide a more objective picture of the success of integrating cultural values. We can identify trends and patterns that indicate positive change by collecting quantitative data, such as student participation in cultural activities, academic achievement, and satisfaction survey results. 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.

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 improving the quality of learning by focusing on cultural values.

It is important to use various measurement methods to obtain a comprehensive picture of the progress of integrating 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 helpful information for decision-making, and to increase the accountability of the cultural values integration program.

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

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 seen in the students' enthusiasm for participating in the flag ceremony, solemnly singing the national anthem, 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, can work together in heterogeneous groups, and respect other people's opinions and beliefs. The sense of responsibility to preserve culture is also proliferating. 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 can show politeness, cooperation, and tolerance in various situations, both in the school environment and at home.

2. Involvement of Teachers and Educators

Teachers and educational staff are crucial to the success of cultural values integration programs. Understanding of the importance of integrating cultural values is increasing. Teachers and educational staff realize that education focuses on the transfer of knowledge and the formation of students' noble character. Skills for integrating cultural values in learning also continue to develop. Teachers can prepare subject matter relevant to the local cultural context, use active and fun learning methods, and create a learning environment 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, support students fully, and involve parents in the learning process.

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 to preserve and develop local culture. The sense of ownership of the cultural values integration program is getting stronger. The community feels that this program benefits the younger generation and contributes positively to community development.

This measurement provides a comprehensive picture of the effectiveness of integrating cultural values in education and encouraging continuous improvement through systematic and structured feedback. The SIEMEI model is a comprehensive approach to integrating cultural values into the formal education system. This model consists of seven interrelated strategic steps, from school and community collaboration to internalizing cultural values in everyday life. Effective implementation of the SIEMEI model requires cross-sector collaboration, commitment from all relevant parties, and

ongoing monitoring and evaluation. Implementing this model is hoped to 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.

Discussion

Culture-based education in Indonesia still needs to overcome 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 [14], [15], [16]. 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 supporting cultural learning activities, such as libraries with cultural collections or unique rooms for arts and cultural activities [17], [18], [19]. Teachers' lack of competence in integrating cultural values is also a problem. Not all teachers deeply understand 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 education is often limited. Finally, a too dense and exam-oriented curriculum 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 and limited infrastructure to a lack of community support, are why culture-based education in Indonesia has not reached its full potential.

Culture-based education is an essential component of the education system in Indonesia, thanks to the support of relevant theory and research. Several studies have shown great benefits from this approach. 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 [20], [21], [22]. The research found that students who learn in their cultural context tend to be more motivated and achieve better learning outcomes because they feel more connected and easily understand the learning material. Culture-based education also supports the development of 21st-century skills, such as critical thinking, communication, collaboration, and creativity. Research stated that this approach provides students with opportunities to understand various perspectives and cultures, which helps them become critical thinkers and effective communicators [23], [24].

Furthermore, it emphasized that culture-based education strengthens positive characters, such as respect, tolerance, and responsibility, by instilling moral and spiritual values [25]. Globalization emphasizes 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 [26]. Therefore, integrating local cultural values into education enriches the learning experience and 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 the learning material is relevant to their own experiences and culture [27]. This approach allows students to understand and appreciate cultural diversity through the concept that education that integrates cultural values deepens their understanding of the world. 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 [28]. In line with this, integrating cultural values in education creates a learning environment that is inclusive and respectful of diversity. Research shows that students who learn in their cultural context are more motivated and achieve better learning outcomes [29], [30], [31]. At the same time, Kohl finds that culture-based education can help students develop 21st-century skills, including thinking critically and collaboratively [32], [33]. Emphasized that culture-based education can foster a sense of love for the country and national identity in students [34]. 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 [35]. Program evaluation theory 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 helpful information for future improvements. The proposed multi-method assessment approach suggests using various data collection methods, such as observation, interviews, and document analysis, to obtain a comprehensive picture of program effectiveness [36]. Research emphasizes the importance of formative assessment in monitoring student progress and providing constructive feedback [37] and discusses the importance of summative assessment for measuring student achievement at the end of the program [38]. suggests various data collection methods, such as classroom observation, analysis of student work, and interviews, to assess the effectiveness of cultural integration in learning.

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 critical to ensuring the success of cultural education programs. With the support of relevant theory, research, and quality indicators, this research makes an important contribution to 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 with character, national insight, and a high love for their country. By combining the various strategies and approaches 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, implementing culture-based education must be supported by adequate 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 significant for the success of culture-based education.

Based on this research's findings, several recommendations 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 adapted to local contexts and student needs. Teachers must 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 by participating in school activities and supporting 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 practical.

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, using qualitative research methods in this study limits the ability to conduct broader quantitative measurements and replicate research results. Finally, the focus on integrating 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 the 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 research scale by involving more schools and students from various regions in Indonesia to obtain more generalizable and nationally representative findings. 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, and 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 that integrates cultural values, accommodates cultural diversity in Indonesia, and creates 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 build cultural awareness and readiness to face global challenges. Thus, this advanced research will significantly contribute to the development of education in Indonesia and the preservation of its rich cultural heritage.

Conclusion

The integration of cultural values into the school curriculum is a crucial step toward 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, developing culturally relevant teaching materials, and evaluating the effectiveness of cultural integration programs. To overcome these challenges, conducting ongoing research and developing evidence-based strategies to support the implementation of culture-based education is essential. By prioritizing cultural integration, Indonesia can equip future generations with the knowledge, skills, and values needed to thrive in a globalized world while preserving its cultural heritage.

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