

Empowering local wisdom for enhancing students' social skills in the global era

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Abstract – In the era of globalization, preserving local cultural identity poses a significant challenge, especially within the educational context. This study aims to explore how integrating local knowledge into the classroom can enhance the social skills of secondary school students in Palu City, particularly in fostering empathy, cooperation, and conflict resolution. The research employed a quantitative methodology involving a survey of 152 students from various educational institutions, including public and private high schools, vocational schools, Islamic schools, and Islamic boarding schools. Data were collected through questionnaires distributed both offline and online. The instrument comprised five variables focusing on the application of local wisdom and the development of students' social skills. The analysis revealed that students perceive a positive correlation between the use of local knowledge and the improvement of their social competencies. Approximately 70% to 80% of respondents agreed that incorporating values such as mutual respect, cooperation, and adat-based leadership into learning had positively impacted their behaviour and interactions. The findings highlighted significant improvements in students' empathy, collaborative abilities, and conflict resolution skills when local cultural principles were embedded in educational content. In conclusion, the study demonstrates that empowering local wisdom within the classroom environment not only contributes to the preservation of cultural identity but also plays a critical role in nurturing essential social skills among students. By embracing local knowledge, educators can better equip students to navigate the challenges of a globalized world while remaining rooted in their cultural heritage. This approach serves as a strategic educational response to globalization, promoting both cultural sustainability and student development.

Keyword: local wisdom; social skills; secondary education, empowering students, cultural identity

1. Introduction

In today's globalized world, education stands at the crossroads of tradition and modernity. With increased human mobility, technological innovation, and rapidly shifting cultural landscapes, the global education system is under tremendous pressure to adapt. While globalization has brought many benefits—including ease of information access, cross-cultural exchange, and international collaboration—it has also presented serious challenges. One of the most pressing concerns is the erosion of cultural identity and the marginalization of local wisdom in formal education settings (Liu et al., 2024; Stofkova & Sukalova, 2020).

Global education trends often promote standardized knowledge and international best practices that may inadvertently suppress local cultures and values. Westernized curricula, for instance, tend to dominate educational paradigms, leaving little room for indigenous knowledge systems or local values to be meaningfully integrated (Sutoris, 2022). This form of homogenization can lead to the cultural alienation of students, particularly in ethnically and culturally diverse nations like Indonesia, where traditional knowledge and communal wisdom form the backbone of social cohesion and identity.

Indonesia, home to more than 1,300 ethnic groups and hundreds of languages, is particularly

vulnerable to the impact of globalization on education (Arif et al., 2023). As the country aspires to participate competitively in the global economy, its educational priorities have shifted towards science, technology, engineering, and mathematics (STEM), often at the expense of subjects related to local culture and social development. While this pivot is essential for national growth, it risks ignoring the socio-cultural needs of Indonesian learners. Cultural education, local traditions, and indigenous knowledge are frequently viewed as outdated or non-essential, which could lead to the gradual loss of intangible cultural heritage (Ahmar et al., 2023).

Regions like Palu City in Central Sulawesi exemplify the tension between globalization and cultural preservation. Known for its diverse ethnic makeup—including Kaili, Bugis, Javanese, and other communities—Palu is a microcosm of Indonesia's broader multicultural landscape. In such settings, local wisdom encompasses not only language and folklore but also community ethics, environmental practices, and social rituals that foster harmony and cooperation (Hanafie Das et al., 2022). However, as younger generations are increasingly exposed to global media, urban migration, and digital technologies, the transmission of these cultural elements is diminishing. The disconnect between modern schooling and traditional life practices has made it difficult for students to develop a strong sense of cultural identity or social responsibility.

This cultural disintegration is compounded by an education system that does not adequately train teachers to incorporate local content into the curriculum. Many educators feel ill-equipped to relate formal learning to the lived experiences of their students, especially when curriculum standards are centrally determined and do not allow flexibility for regional adaptations (Alghamdi, 2023). Moreover, teaching materials and textbooks rarely highlight local knowledge, thereby reinforcing the notion that global or urban knowledge is superior. The lack of culturally relevant pedagogy not only alienates students from their roots but also reduces the effectiveness of education in fostering critical social skills such as empathy, cooperation, and community engagement (Sukmawati et al., 2023).

In contrast, integrating local wisdom into education has shown promising outcomes in both academic performance and character development. Local wisdom, often rooted in the lived experiences of indigenous communities, offers practical lessons in ethics, environmental stewardship, and conflict resolution—skills that are increasingly important in a globalized world. For example, the practice of *gotong royong* (mutual cooperation), which is prevalent in many Indonesian communities, teaches values of teamwork, solidarity, and collective responsibility. Embedding such values into the school curriculum can bridge the gap between academic knowledge and real-world challenges (Sitorus et al., 2023).

Recent research also underscores that students who engage with culturally responsive pedagogy demonstrate greater self-esteem, stronger community ties, and more robust problem-solving skills (UNESCO, 2022). These students are not only better equipped to navigate their local environment but are also more adaptable to global contexts because their sense of identity provides them with a stable foundation from which to explore other cultures. Thus, the integration of local wisdom does not negate globalization but complements it by grounding students in their heritage while preparing them for international engagement.

In light of the above, it becomes essential to re-evaluate the purpose and direction of Indonesia's education system. The future of education should not lie in choosing between globalization and tradition, but in harmonizing both. By embedding local wisdom into educational policies and classroom practices—particularly in culturally diverse regions such as Palu City—Indonesia can create a generation of learners who are both globally competent and deeply rooted in their cultural values. This study seeks to explore how empowering local wisdom in educational practice can enhance students' social skills while preserving the rich cultural identity of Palu City. Local wisdom, encompassing customs, values, and knowledge passed down through generations, holds significant potential for enhancing education and character development. However, integrating local knowledge into education faces obstacles such as limited resources, inadequate teaching materials, and teachers' difficulties in incorporating these values into the curriculum (Ahmar et al., 2023).

Despite these challenges, incorporating local knowledge into education offers substantial benefits. It can serve as a foundation for developing students' moral qualities, such as respect, teamwork, and unity, and foster a deeper understanding and appreciation of their cultural identity (Alghamdi, 2023; Sutoris, 2022). Teaching that includes local cultural elements can also enhance students' social skills, including empathy, cooperation, and conflict resolution.

This study is crucial in re-establishing the balance between globally centered education and regionally and culturally centered education. In Palu City, with its rich local culture and traditions, it is essential to integrate local values into the educational system to preserve cultural identity and enhance



students' social skills.

By investigating the extent to which incorporating local knowledge into education can improve students' social abilities, this study aims to provide insights into how education can address the rapidly changing social and cultural challenges of the modern world. It also seeks to highlight the opportunities and difficulties associated with implementing local wisdom-based education in Indonesia, focusing on its impact on students' social skill development.

The findings of this study are expected to contribute to the development of more contextual and culturally grounded education, particularly in regions with diverse local cultures like Palu City. Education that incorporates local wisdom can help preserve cultural identity while equipping students with the social skills necessary to navigate global issues.

Previous research has emphasized the importance of integrating local wisdom into education to enhance students' social skills and preserve cultural identity. For instance, Arif et al. (2023) discuss the challenges and opportunities of incorporating local wisdom into Indonesia's educational system, highlighting the need for policies that support this integration.

Alghamdi (2023) explores the role of educational leadership in fostering local knowledge and wisdom in globalized education, emphasizing the importance of multiple theories and approaches to effectively integrate local wisdom into the curriculum.

Sutoris (2022) examines the potential of ethno-pedagogy in revitalizing local wisdom within early childhood character education in Indonesia. The study demonstrates how ethno-pedagogy can reshape societal dynamics by preserving cultural values and reinforcing a multicultural national identity.

Ahmar et al. (2023) identify potential drawbacks in the use of local wisdom principles, such as limited resources and teaching materials, as well as teachers' inability to effectively incorporate these values into the prescribed curriculum. They also note the perception that local knowledge may no longer be applicable to the requirements of contemporary education, which emphasizes academic prowess and global competencies.

Despite these challenges, studies have shown that integrating local wisdom into education can significantly improve students' social skills. For example, Sukmawati et al. (2023) found that local knowledge can serve as a solid basis for forming students' moral qualities, including respect for one another, teamwork, and unity. Additionally, learning from local knowledge helps students better comprehend and appreciate their own culture, enhancing their pride in their cultural identity and love for the nation.

This study aims to address the following research problems: (1) To what extent does incorporating local knowledge into the educational process enhance students' social abilities in Palu City? (2) What are the opportunities and challenges associated with implementing local wisdom-based education in Indonesia, particularly in Palu City? (3) How can education that incorporates local wisdom contribute to preserving cultural identity while equipping students with the social skills necessary to navigate global issues?

By exploring these research problems, the study seeks to provide a comprehensive understanding of the role of local wisdom in enhancing students' social skills and preserving cultural identity in the context of globalization.

2. Method

This study employs a survey design and quantitative research. The purpose of this study is to assess how local wisdom empowerment affects Palu City kids' development of social skills. Communication, cooperation, empathy, and social adaption abilities that are taught within the framework of regional cultural norms are among the social skills that are measured in this instance. In order to gather data for this study, 152 students from a variety of Palu City institutions including public and private senior high schools, public vocational high schools, Islamic schools, and Islamic residential schools were given questionnaires.

All Palu City high school students and their equivalents, from a variety of educational institutions, made up the study's population. The study's sample consisted of 152 pupils who were chosen at random (random sampling) based on the distribution percentage of Palu City's school kinds. To obtain a representative picture, the sampling was based on the distribution of students from different kinds of schools. A questionnaire created to assess the study's two primary variables the students' social skills and the empowerment of local knowledge was used to collect data. The questionnaire is divided into two primary sections: the first section asks questions about using local knowledge to study, and the second section measures the social skills that students acquire as a result of learning using local knowledge.

Table 1. Distribution of respondents

Type of School	Number of Respondents	Percent of Respondents (%)
State High School	40	26.32
Private High School	30	19.74
State Vocational High School	35	23.03
Islamic School	25	16.45
Islamic Boarding School	22	14.47
Total	152	100

The questionnaire will be disseminated both physically and online in order to streamline data gathering. internet Questionnaire, Students will find it easier to complete the questionnaire at any time and from any location because it is disseminated via internet tools like Google Forms. Students will receive the link to this survey through email or social media, allowing for effective data collection. Offline questionnaires, Students in schools without internet access or more accustomed to traditional techniques will also receive questionnaires directly. At a time determined by the school, students will be requested to complete the questionnaire, Descriptive analysis, which seeks to thoroughly and methodically summarise the research findings, will be used to examine the information gathered from the questionnaire. The following steps will be part of the data analysis process, processing data to facilitate processing, the gathered data will be arranged and classified. Verifying the legitimacy and completeness of the questionnaires that the respondents have completed will be part of the initial data processing.

Analysing Descriptively, Frequency and Percentage, the frequency and percentage of the respondents' responses will be determined in order to analyse the data. This will give a general idea of how much the use of local knowledge influences students' social skills. The average score provided by respondents to each statement in the questionnaire is computed in order to assess the degree to which local wisdom empowerment affects students' social skills.

Validity Test, the questionnaire will undergo a validity test prior to additional analysis. Content validity, which assesses how well the questionnaire captures the intended concept, is used in the validity test. To make sure that every item on the questionnaire can reliably measure the intended variable, the validity of the questionnaire will also be examined using Pearson's correlation coefficient. Reliability Test, Using the Cronbach's alpha coefficient, a reliability test will be conducted to make sure the questionnaire is consistent and reliable. A reliability score of 0.7 or above on the Cronbach's alpha scale is considered good.

The purpose of this study approach is to get reliable and representative data about how local knowledge empowerment affects Palu City students' social skills development. The outcomes of this study are expected to significantly contribute to the development of a more locally-based curriculum while enhancing students' social skills in addressing global concerns through the use of quantitative design and descriptive analysis methodologies.

3. Results and Discussion

3.1 Results

The purpose of this study is to assess how local wisdom empowerment affects Palu City kids' social skills development. A questionnaire that was given to 152 high school students from different kinds of schools was used to gather data. Twenty-five statements covering the use of local knowledge and students' social skills comprised the questionnaire's five primary indicators. To characterise the research findings, a descriptive analysis was conducted using the data that was gathered.

Distribution of the Questionnaire Application of Local Wisdom Values in Learning, Student Understanding of Local Wisdom, Role of Local Wisdom in Developing Student Character, Impact of Local Wisdom on Social Skills, and Student Reaction to Local Wisdom-Based Learning are the five primary indicators that are measured by the questionnaire. A Likert scale with five statements ranging from "Strongly Disagree" to "Strongly Agree" is used to score each indicator.

The findings of each indicator's questionnaire distribution are listed below; they have been converted into percentage statistics to provide a summary of each indicator's accomplishments.



Table 2. Results of the Distribution of Questionnaires on Student Responses to Learning Based on Local Wisdom

Indicator	Average Score	Percentage of Respondents (Agree + Strongly Agree)
Application of Local Wisdom Values in Learning	4.02	70%
Students' Understanding of Local Wisdom	4.02	73%
The Role of Local Wisdom in Shaping Students' Character	4.10	80%
The Effect of Local Wisdom on Social Skills	4.04	71%
Student Response to Local Wisdom-Based Learning	4.08	75%

We can carry out additional research on the use of local knowledge and its effects on Palu City students' social skills based on the findings in the above table. A clear image of how pupils react to many facets of education based on local wisdom can be obtained from the average questionnaire score. The majority of students evaluate the use of local knowledge in learning favourably, as evidenced by the average score, which falls between 4.02 and 4.10.

3.1.1 Learning through the Use of Local Wisdom Values (Average: 4.02)

The findings indicate that a significant majority—approximately 70%—of students recognize and apply the principles of local wisdom in their learning process. This positive response is reflected in the average score of 4.02, which suggests a high level of acceptance and integration of local wisdom values into educational settings. The implementation of local wisdom in learning has been widely acknowledged by students, highlighting its effectiveness in shaping both academic and social competencies.

Many students have expressed their appreciation for local wisdom-based learning, citing its ability to make lessons more relatable, culturally relevant, and applicable to their daily lives. The incorporation of local knowledge into various subjects, such as Civics, Social Studies, Indonesian Language, Religious Education, and even Science, allows students to connect classroom learning with real-life experiences. This connection fosters a sense of identity and belonging, which, in turn, strengthens their motivation to engage actively in the learning process.

However, despite this generally positive reception, approximately 30% of respondents remained neutral or expressed disapproval regarding the implementation of local wisdom-based learning. Several possible factors may contribute to this lack of enthusiasm. One primary reason could be the varying levels of understanding among educators regarding effective teaching strategies that incorporate local wisdom. In some cases, teachers may struggle to integrate these values into the curriculum in an engaging and dynamic manner, leading to a lack of student interest. Without clear and interactive pedagogical methods, students may perceive local wisdom-based learning as abstract or irrelevant to their academic progress.

Additionally, differences in students' cultural backgrounds and personal learning preferences may also influence their perception of local wisdom-based education. While some students deeply resonate with these values, others who have been exposed to diverse educational philosophies may find it challenging to relate to or appreciate them. This disparity suggests the need for adaptive and flexible instructional strategies that cater to the diverse needs and perspectives of students.

To enhance the effectiveness of local wisdom-based learning, it is crucial to address these challenges by refining teaching methodologies. Educators should be provided with specialized training on how to effectively integrate local wisdom into lesson plans, making learning more interactive and engaging. Incorporating storytelling, experiential learning, role-playing, and community-based projects can help students grasp the significance of local wisdom in a practical and meaningful way. Encouraging collaborative discussions and reflections on how these values apply to modern-day scenarios can also foster greater student interest and participation.

Moreover, leveraging technology can further strengthen the appeal of local wisdom-based education. Digital resources, such as multimedia presentations, virtual field trips, and interactive modules, can enhance student engagement and offer more dynamic learning experiences. By modernizing the

delivery of local wisdom values, educators can bridge the gap between traditional knowledge and contemporary educational expectations, making learning more accessible and relevant to today's students. In conclusion, the findings underscore the importance of local wisdom in education and its potential to positively impact students' learning experiences. While the majority of students appreciate and apply these values, efforts must be made to improve teaching strategies and engagement methods to ensure that all students benefit from this approach. By refining instructional techniques, embracing technological advancements, and fostering a more inclusive learning environment, local wisdom-based education can continue to play a vital role in shaping well-rounded, culturally aware individuals who are prepared to navigate the complexities of the modern world.

3.1.2 Knowledge of Local Wisdom by Students (Average: 4.02)

According to this finding, 73% of respondents believe they have a solid understanding of local wisdom as a result of the instruction they received. The average score of 4.02 suggests that the majority of students acknowledge and appreciate the importance of local wisdom in their daily lives. This knowledge is crucial in shaping students' cultural identities, influencing their perspectives, and enhancing their ability to interact with others in a respectful and meaningful manner.

Local wisdom plays a fundamental role in reinforcing students' sense of belonging and identity. Understanding traditional values enables them to engage more deeply with their cultural heritage and apply these principles in their social interactions. The integration of local knowledge into education fosters a sense of pride in students' cultural backgrounds while also equipping them with essential interpersonal skills that help them navigate social relationships in a diverse society.

Despite the positive reception, some respondents expressed uncertainty or disagreement regarding their understanding of local wisdom. This suggests that while local wisdom is being taught, there is room for improvement in the methods used to communicate its values effectively. Some students may struggle to fully grasp these concepts due to variations in teaching strategies, lack of contextual examples, or limited opportunities for hands-on application.

To address this, educators should implement more experiential learning approaches that allow students to actively engage with local wisdom principles. Interactive activities such as storytelling, cultural immersion programs, field visits, and discussions with community elders can deepen students' comprehension and appreciation of these values. Encouraging students to participate in cultural events, traditional ceremonies, or local community projects can provide firsthand experience and reinforce their knowledge in practical settings.

Moreover, a multidisciplinary approach can be adopted to integrate local wisdom into various subjects beyond social studies or religious education. Incorporating cultural narratives into literature, historical contexts in history lessons, and ethical discussions in science and business studies can make the learning process more engaging and comprehensive. Additionally, leveraging digital resources such as virtual cultural tours, online archives, and interactive learning platforms can further enhance accessibility and interest in local wisdom-based education.

While the majority of students recognize and appreciate local wisdom, there is an opportunity to strengthen its teaching by adopting more engaging and interactive instructional methods. By refining pedagogical approaches and incorporating experiential learning, educators can ensure that students develop a deeper and more meaningful understanding of local wisdom, ultimately fostering a stronger sense of identity, cultural awareness, and social responsibility.

3.1.3 The Influence of Local Knowledge on Students' Character Development (Average: 4.10)

With 80% of respondents affirming that local wisdom significantly influences their character development, this indicator holds the highest average score of 4.10. This strong correlation demonstrates that the integration of local wisdom in education positively impacts students' moral and social growth, shaping traits such as social responsibility, mutual respect, and collaboration.

Students who are exposed to local wisdom principles tend to internalize and apply these values in their everyday interactions. They develop a deeper appreciation for community-oriented practices, ethical decision-making, and harmonious conflict resolution. Local wisdom fosters empathy, patience, and a collective mindset, enabling students to navigate social challenges with a sense of respect and cooperation. To further strengthen this impact, continuous efforts should be made to integrate local wisdom into character education initiatives, mentorship programs, and real-life applications. By ensuring that students actively engage with these values in both academic and extracurricular activities, educators can cultivate responsible, compassionate, and culturally aware individuals who are well-prepared for the complexities of the modern world.



3.1.4 Local Wisdom's Effect on Social Skills (Average: 4.04)

With an average score of 4.04, this indicator reveals that 71% of respondents believe that local knowledge helps them develop their social skills. Social skills, including cooperation, empathy, communication, and conflict resolution, play a fundamental role in everyday social interactions, and incorporating local wisdom into the learning process significantly contributes to the development of these abilities. The traditional values embedded within local knowledge, such as mutual cooperation (gotong royong), respect for elders, and adherence to customary laws, provide students with a moral and social foundation that aids them in navigating complex social environments.

Students who engage with local wisdom in their education tend to demonstrate better interpersonal skills. For example, students exposed to traditional communal activities, such as cultural ceremonies, local problem-solving mechanisms, and collective decision-making practices, learn to appreciate teamwork, patience, and respect for diverse perspectives. These interactions help them understand how cultural heritage fosters a sense of belonging and cooperation within a community. Additionally, the reinforcement of local proverbs, folktales, and ethical teachings within the classroom environment encourages students to internalize values such as honesty, humility, and generosity, which are essential for social cohesion.

Despite the generally positive response to local wisdom-based education, some students do not feel as deeply affected. This discrepancy suggests the need for a more inclusive and interactive approach to ensure that all students benefit equally. A possible reason for this variation could be the teaching methods used to deliver lessons on local wisdom. Some students may find conventional teaching methods, such as rote learning or lectures, less engaging. Instead, integrating more experiential learning approaches—such as role-playing, group discussions, and project-based learning—could enhance their understanding and appreciation of social skills derived from local knowledge.

Furthermore, collaboration between educators, cultural experts, and local community leaders could enhance the implementation of local wisdom in education. Inviting community elders to share their experiences, organizing field visits to traditional villages, and involving students in local events can provide them with first-hand exposure to the practical applications of local wisdom. Such activities help bridge the gap between theoretical knowledge and real-world social interactions, making learning more impactful.

Another challenge that needs to be addressed is the adaptation of local wisdom-based learning to modern educational contexts. While traditional values remain highly relevant, their application must be contextualized to contemporary social settings. For instance, students should be encouraged to apply principles of mutual cooperation and respect in digital interactions, online collaborations, and diverse cultural environments beyond their immediate community. This approach ensures that local wisdom does not remain confined to history but continues to shape students' social development in meaningful ways.

In conclusion, local wisdom plays a crucial role in fostering students' social skills by providing them with ethical guidelines for interaction, cooperation, and community engagement. However, for its impact to be fully realized, educational strategies should be refined to cater to different learning preferences and to bridge generational and technological gaps. Strengthening the integration of local wisdom in social learning will ultimately contribute to the development of well-rounded individuals who are culturally aware, socially responsible, and equipped to engage effectively in a diverse and interconnected world.

3.1.5 Local Wisdom-Based Student Responses to Learning (Average: 4.08)

With an average score of 4.08, the final indicator demonstrates that 75% of respondents responded favourably to learning from local wisdom. This suggests that the majority of students appreciate and find value in teaching strategies that incorporate local knowledge. Many students express that learning based on local wisdom is not only relevant to their daily lives but also provides them with a deeper understanding of their cultural identity. This form of education fosters a sense of belonging and reinforces the importance of heritage, making learning more meaningful and relatable.

Local wisdom-based learning helps bridge the gap between traditional knowledge and modern education by providing students with applicable life skills, ethical values, and a sense of responsibility toward their communities. Students who engage with local wisdom in their learning process tend to demonstrate improved awareness of societal norms, respect for diversity, and an ability to resolve conflicts peacefully. This approach to education aligns well with character-building and holistic student development.

However, despite the largely positive response, some students express a lack of enthusiasm or engagement with local wisdom-based learning. This suggests a need for more diverse and dynamic

teaching methodologies to cater to different learning preferences. Traditional lecture-based methods may not be effective for all students, and integrating interactive elements such as storytelling, role-playing, and multimedia resources could make local wisdom more engaging and accessible.

Furthermore, teachers should be encouraged to contextualize local wisdom in ways that resonate with contemporary issues. For example, demonstrating how traditional conflict resolution methods can be applied to modern social dilemmas can help students see the relevance of these values in today's world. Similarly, linking local wisdom to environmental conservation, leadership skills, and teamwork in school activities can enhance students' appreciation for its practical applications.

The purpose of this study is to investigate how much Palu City schools incorporate local wisdom values into their curriculum and how this affects students' development of social skills. The following table shows the kinds of local wisdom that are incorporated into different disciplines and the outcomes attained by students, based on the questionnaire's results and observations.

It is evident from the data that various forms of local wisdom are integrated across multiple academic disciplines, including Civics, Social Studies, Indonesian Language, Religious Education, and Biology. These subjects serve as platforms for teaching values such as mutual cooperation (*gotong royong*), respect for elders, environmental stewardship, and ethical leadership. Students exposed to these teachings tend to demonstrate increased social awareness and improved interpersonal skills.

A thorough explanation of each type of local wisdom used and the outcomes of student achievement is provided below. By examining these details, educators and policymakers can identify areas for improvement and further enhance the effectiveness of local wisdom-based learning in schools. To maximize its impact, schools should continue refining their pedagogical approaches, ensuring that all students find local wisdom-based learning both engaging and educational. Strengthening teacher training programs, fostering collaboration with cultural practitioners, and incorporating real-world applications of local wisdom will further enhance students' learning experiences and ensure that these values continue to shape their social and moral development in meaningful ways.

Table 3. Application of local wisdom in subjects

Types of Local Wisdom	Subjects that Integrate Local Wisdom	Student Achievements	Explanation
The Value of Mutual Cooperation	Pancasila and Citizenship Education (PPKN), Social Studies	Increased cooperation in groups, increased participation in discussions and joint activities	Students demonstrate a deeper understanding of the value of mutual cooperation through group discussions and local culture-based projects. This improves their ability to work together and support each other.
Respect for Others	Religious Education, Indonesian Language	Increased empathy and appreciation for friends, reduced conflict between students	Local religious and cultural learning teaches students to value differences and respect one another. Students show improvement in their ability to interact positively with their peers.
Simplicity and Cleanliness	Environmental Education, Biology	Increased awareness of environmental cleanliness, more frequent participation in community service activities	Learning that emphasizes cleanliness and simplicity, which are part of the local culture, has strengthened students' concern for cleanliness and their surroundings.



Custom-based Leadership	Social Studies, History, Arts and Culture	Improve leadership skills in groups and social activities	Through learning leadership values taken from customary traditions, students show improved skills in leading discussions and group activities, with an approach based on local cultural values.
Peace and Conflict Resolution	Social Studies, Arts and Culture	Reducing the level of conflict between students, increasing the ability to resolve problems peacefully.	By teaching local wisdom values about peaceful conflict resolution, students learn how to dialogue and resolve problems without violence, which improves their social relationships.

3.2 Discussion

3.2.1 The Importance of Cooperation Between Parties

In Indonesian local culture, particularly in Central Sulawesi, the idea of mutual collaboration (gotong royong) is highly valued. This cultural principle is deeply rooted in the community's way of life and is demonstrated by how people work together to accomplish shared objectives. It fosters a spirit of unity, support, and collective problem-solving, which is essential for both personal and societal growth. The integration of this value into education is crucial for preparing students to function effectively in a social environment, where cooperation is a key determinant of success.

In schools, the principles of mutual cooperation are embedded within subjects such as Pancasila and Civics Education (PPKN) and Social Studies (IPS). These subjects emphasize the importance of teamwork, social responsibility, and communal harmony. Through lessons and discussions, students are taught how collaborative efforts contribute to the well-being of a group or community. This education extends beyond theoretical knowledge, as students are encouraged to apply these values in practical settings, including group projects, extracurricular activities, and community service programs.

One of the significant outcomes of incorporating mutual cooperation in education is its impact on student achievement. Students actively participate in group discussions and activities, demonstrating improved cooperation when working with peers. These collaborative experiences enhance their ability to communicate, negotiate, and contribute effectively to group efforts. Such engagement not only strengthens academic performance but also builds essential life skills such as empathy, leadership, and problem-solving.

Beyond academic settings, students who embrace the value of mutual cooperation exhibit positive social behaviours in their daily lives. They become more willing to help their peers, resolve conflicts amicably, and engage in community initiatives. This fosters a more inclusive and supportive school environment, reducing instances of social isolation and misunderstandings among students. Additionally, the practice of mutual cooperation helps students appreciate the diverse perspectives and strengths of their peers, promoting a culture of respect and collaboration.

Despite its evident benefits, some challenges remain in fully implementing the value of mutual cooperation in education. Some students may initially struggle with teamwork due to differences in personality, communication styles, or past experiences. Additionally, there may be instances where students feel hesitant to contribute due to a lack of confidence or fear of being overshadowed by more dominant voices in group settings. To address these challenges, teachers can implement structured cooperative learning strategies that ensure equal participation and create an environment where all students feel valued and heard.

Furthermore, educators and schools should continue to reinforce the importance of cooperation by integrating real-world applications. This can be done through collaborative school projects that involve the local community, allowing students to experience first-hand how mutual cooperation leads to tangible results. For example, organizing environmental clean-up campaigns, cultural preservation projects, or social outreach programs can provide students with meaningful experiences that reinforce the value of working together.

The integration of mutual cooperation into the educational curriculum is a powerful tool for shaping socially responsible and engaged students. By fostering collaboration through academic subjects and practical applications, schools help students develop essential social skills that will benefit them throughout their lives. Strengthening the implementation of mutual cooperation in education will not only enhance student achievement but also contribute to a more cohesive and harmonious society in the long run.

3.2.2 Consideration for Others

In traditional communities, respect for one another is a fundamental part of daily life (Fakhurrozi et al., 2022; Lindsay et al., 2022). This virtue is deeply rooted in Indonesian culture, particularly in Central Sulawesi, where social interactions are built on the values of respect, harmony, and mutual understanding. The importance of respect for parents, instructors, and peers is explicitly taught in Religious Education and Indonesian language classes. Through these subjects, students learn the cultural and moral foundations that guide their interactions within society.

Respect is a core value that influences various aspects of daily life, from simple gestures such as greeting elders to demonstrating patience and understanding in conversations. The local culture places a strong emphasis on the importance of using polite language, listening attentively, and considering the feelings of others before making judgments or taking actions. These values are instilled in students through structured lessons, discussions, and real-life examples provided by teachers.

The implementation of local wisdom-based education in fostering respect has yielded notable improvements in students' behaviour and attitudes. Observations indicate that students exhibit a greater level of consideration for their peers, particularly in collaborative activities. They have become more mindful of their words and actions, resulting in fewer conflicts and misunderstandings. This development is particularly evident in group discussions and teamwork assignments, where students display enhanced cooperation and a willingness to listen to differing perspectives.

Additionally, students have shown increased empathy toward their classmates, leading to a more inclusive and supportive learning environment. Instances of bullying or social exclusion have diminished, as students are more aware of the importance of treating others with kindness and understanding. The emphasis on respectful communication has also led to improved teacher-student relationships, fostering an atmosphere where students feel comfortable expressing their thoughts and concerns.

The positive changes in student behaviour have contributed to a more peaceful and conducive classroom environment. Teachers report a decline in disruptive behaviour, as students are more engaged and willing to participate in class activities respectfully. The practice of showing appreciation for others' contributions during discussions has reinforced a culture of mutual respect, where students feel valued and heard.

Despite these achievements, some challenges remain in fully integrating respect-based learning into all aspects of the curriculum. Some students, particularly those from backgrounds where respect is not emphasized as strongly, may require additional guidance and reinforcement. To address this, educators can incorporate more interactive teaching methods, such as role-playing scenarios and storytelling, to help students internalize these values in a meaningful way.

The integration of respect-based learning through local wisdom has proven to be an effective approach in shaping students' social interactions. By emphasizing respect for parents, teachers, and peers, students develop essential interpersonal skills that extend beyond the classroom. As these values become ingrained in their daily lives, they contribute to a more harmonious school environment and prepare students for constructive engagement in society. Moving forward, continuous efforts should be made to refine teaching strategies and ensure that all students can fully grasp and practice the principles of respect in their interactions.

3.2.3 Cleanliness and Simplicity

Simple living and environmental cleanliness are key components of local wisdom, which is frequently imparted in traditional civilizations (Marwany, 2022; Sadi et al., 2023). These values reflect a community's deep-rooted philosophy of maintaining harmony with nature and living a balanced, modest lifestyle. In many indigenous societies, the principles of cleanliness and simplicity are passed down through generations, emphasizing that a clean environment leads to a healthy life and a peaceful mind.

In the educational context, these values are integrated into subjects such as Biology and Environmental Education. These courses teach students to be more conscious of their surroundings and encourage them to develop a sense of responsibility for the environment. The inclusion of local wisdom



in these lessons ensures that students do not only acquire theoretical knowledge but also engage in real-life applications. Teachers emphasize how the principles of environmental cleanliness and simple living contribute to overall well-being, promoting sustainable practices that benefit both individuals and the community.

To reinforce the value of cleanliness and simplicity, students participate in various hands-on activities that allow them to experience these principles first-hand. School programs, such as regular cleaning drives, waste management campaigns, and tree-planting initiatives, help students internalize these values. Through these activities, students learn that keeping their environment clean is not merely an obligation but a shared responsibility that fosters a healthier and more sustainable community. Teachers also incorporate discussions on how traditional societies practice minimalism and avoid excessive materialism, encouraging students to adopt a lifestyle that prioritizes necessity over excess.

The effectiveness of integrating local wisdom into education is reflected in students' behaviour. By taking part in community service projects like cleaning the school grounds more frequently, students demonstrate a greater understanding of the value of preserving cleanliness and the environment. Observations indicate that students are more proactive in keeping their classrooms and surroundings tidy, showing a heightened awareness of their environmental impact. Furthermore, students report feeling a

greater sense of satisfaction and personal responsibility after engaging in such activities, which positively affects their overall attitude towards cleanliness and simplicity.

Additionally, students exhibit more environmentally conscious behaviours, such as reducing plastic use, recycling, and conserving water. These habits align with the traditional wisdom of using resources efficiently and avoiding unnecessary waste. The principle of simplicity also fosters a mindset that values contentment and gratitude, helping students develop a balanced perspective on material possessions and consumerism.

Despite the positive impact of teaching cleanliness and simplicity through local wisdom, some challenges persist. Some students may initially perceive cleaning activities as tedious or unrelated to their academic progress. To address this, educators should employ more engaging teaching strategies, such as gamification, interactive workshops, and storytelling, to make learning more appealing. Encouraging student-led initiatives, where students take the lead in environmental campaigns and cleanliness projects, can also enhance their sense of ownership and enthusiasm.

Overall, incorporating the values of cleanliness and simplicity into education significantly enhances students' environmental consciousness and social responsibility. These principles not only improve student behaviour but also contribute to a healthier, more sustainable future. By instilling these values early, schools can help shape responsible citizens who uphold cleanliness and simple living as essential aspects of their daily lives.

3.2.4 Custom-Based Leadership

In many traditional societies, leadership is deeply rooted in local customs and values, where leaders are expected to be wise, responsible, and just (Ahmar et al., 2023; Jääskä et al., 2022). Custom-based leadership emphasizes a leadership style that fosters harmony, inclusivity, and collective decision-making. These values are often passed down through generations and remain integral to community governance. Local wisdom teaches that leadership is not merely about authority but also about service, responsibility, and maintaining social cohesion.

Students are exposed to the principles of custom-based leadership through Pancasila and Civics Education (PPKN), history, and cultural arts courses. In PPKN, students learn about leadership principles that align with democratic and ethical governance, highlighting the importance of accountability and moral integrity in leadership roles. History lessons provide insights into past leaders who upheld traditional values while guiding their communities through challenges. Cultural arts courses emphasize the role of traditional leaders in preserving cultural heritage, fostering creativity, and ensuring social stability.

The incorporation of custom-based leadership into educational curricula has positively influenced students' ability to take on leadership roles in classroom activities, discussions, and social events. Many students demonstrate increased confidence in leading group projects, organizing community service activities, and facilitating peer discussions. Those who internalize the values of traditional leadership exhibit stronger decision-making skills, a sense of responsibility, and the ability to mediate conflicts effectively.

A key outcome observed is the ability of students to apply these leadership principles beyond the classroom. For instance, students who appreciate the importance of local customary leadership often

emerge as role models among their peers, showing qualities such as fairness, patience, and a willingness to listen. Additionally, the emphasis on collective leadership helps students develop empathy and an understanding of diverse perspectives, which are crucial for fostering unity in a multicultural society.

Despite the benefits, some challenges persist in fully integrating custom-based leadership into modern education. One obstacle is the potential perception that traditional leadership models may not align with contemporary governance structures. Some students may also struggle to reconcile traditional leadership principles with modern expectations of individualism and competitiveness. Additionally, not all students have access to first-hand experiences with traditional leadership figures, which may limit their understanding of its practical application.

To enhance the effectiveness of custom-based leadership education, educators can adopt interactive teaching strategies, such as role-playing, case studies, and leadership simulation exercises. Bringing in community leaders to share their experiences with students can also provide valuable real-world insights. Furthermore, incorporating digital resources, such as documentary films and online discussions on indigenous leadership, can make learning more engaging and relevant to modern contexts.

The study highlights the significance of custom-based leadership in shaping students' leadership skills and social responsibilities. By integrating traditional leadership values into education, students develop a more holistic understanding of leadership that balances wisdom, cooperation, and ethical decision-making. As society continues to evolve, nurturing leadership grounded in local wisdom ensures that students are prepared to lead with integrity, respect, and a commitment to community well-being.

3.2.5 Resolution of Conflict and Peace

Conflict resolution in indigenous communities is deeply rooted in traditional values that emphasize harmony, mutual respect, and collective decision-making. Unlike adversarial or punitive approaches, indigenous conflict resolution relies on open discussions, consensus-building, and reconciliation. This process ensures that disputes are settled in a manner that maintains social cohesion and strengthens communal ties. In the educational context, students are introduced to these values through subjects such as PPKN (Civic Education) and Seni Budaya (Cultural Arts). These courses integrate local customs of peacekeeping, helping students understand the importance of nonviolent communication and the benefits of conflict resolution through dialogue rather than confrontation.

Educators incorporate real-life scenarios and case studies where students analyse historical and contemporary conflicts and explore possible resolutions based on local wisdom. Classroom discussions often include role-playing exercises that allow students to practice peaceful negotiation and mediation techniques. Teachers also encourage students to reflect on personal experiences where they had to resolve conflicts and discuss how indigenous conflict resolution strategies could have been applied. Furthermore, guest speakers, such as community elders or cultural practitioners, are invited to share first-hand experiences of traditional dispute resolution practices.

Students who engage in this form of learning demonstrate an increased ability to manage interpersonal conflicts constructively. Many students report that they feel more confident addressing disagreements with peers in a rational and composed manner. School-wide observations indicate a noticeable decline in the frequency of student conflicts, suggesting that the application of local wisdom has a tangible effect on improving student behaviour.

Another positive outcome is the development of enhanced emotional intelligence. By understanding the perspectives of others and practicing patience and active listening, students become more empathetic and cooperative. These social skills are essential not only in academic settings but also in their future professional and personal lives. Teachers and school administrators have noted that classrooms have become more harmonious, fostering a culture of mutual understanding and collaboration.

Despite these successes, certain challenges remain in fully integrating indigenous conflict resolution methods into the educational system. Some students, especially those from urbanized backgrounds, may find it difficult to relate to traditional practices, perceiving them as outdated or less applicable to modern conflicts. Moreover, students who have grown up in environments where confrontation or competition is the norm may initially struggle with adopting more cooperative approaches to dispute resolution.

To address these challenges, educators should adapt teaching strategies to make conflict resolution lessons more relatable and engaging. One way to achieve this is by incorporating



contemporary conflict scenarios that resonate with students, such as social media disagreements, classroom disputes, or team conflicts in extracurricular activities. Additionally, interactive activities like mediation simulations, collaborative storytelling, and peer-led conflict resolution initiatives can provide students with hands-on experience in applying traditional peace-building techniques.

Local wisdom-based learning in conflict resolution plays a crucial role in fostering a peaceful and respectful school environment. By instilling traditional values of dialogue, empathy, and cooperation, students develop essential life skills that contribute to their overall personal growth and societal harmony. Schools should continue to strengthen this approach by integrating more experiential learning opportunities, fostering cross-cultural exchanges, and ensuring that indigenous peacekeeping practices remain a valuable and relevant component of modern education

4. Conclusion

4.1 Conclusion

The findings of the study titled "Empowering Local Wisdom to Improve Students' Social Skills in the Global Era" highlight the significant role that local wisdom plays in shaping students' social competencies. This research demonstrates how the integration of local wisdom values into various subjects in schools across Palu City has contributed to the enhancement of students' social skills. By embedding local knowledge in subjects such as Civics, Social Studies, Indonesian Language, Religious Education, and Biology, students are exposed to essential cultural values, including respect, cooperation, simplicity, customary-based leadership, and peaceful conflict resolution. These values are not only understood but also actively practiced in daily student interactions, leading to meaningful improvements in their social behaviours.

One of the primary conclusions of this study is that integrating local wisdom into the learning process provides a culturally relevant and effective approach to education. The incorporation of local

wisdom elements into the curriculum has proven to be beneficial in fostering a sense of identity and belonging among students. By learning within a framework that resonates with their cultural heritage, students find it easier to relate to the concepts being taught, thereby increasing their engagement and understanding. This study reaffirms that education should not be detached from cultural contexts; rather, it should embrace and reflect the values that shape students' everyday lives.

The study also reveals that the majority of students responded positively to the inclusion of local wisdom in their lessons. Approximately 70% to 80% of students acknowledged that exposure to local knowledge has played a pivotal role in enhancing their social skills. This positive reception suggests that students not only recognize the importance of these values but are also able to apply them in their daily interactions. Notably, the ability of students to participate in social activities, exhibit leadership, and work collaboratively has significantly improved. This can be attributed to the emphasis placed on mutual cooperation, collective responsibility, and ethical leadership—values deeply embedded in local wisdom traditions.

Another key finding of this study is the broad impact of local wisdom education on students' social competencies. Beyond enhancing their understanding of cultural heritage, this educational approach has cultivated essential social skills such as communication, empathy, teamwork, and conflict resolution. Students have demonstrated greater ease in cooperating with peers, engaging in constructive dialogue, and resolving disputes amicably. Additionally, by fostering a sense of respect and responsibility, this approach has contributed to a more harmonious classroom environment, reducing instances of conflict among students. A peaceful and inclusive learning atmosphere not only supports academic growth but also nurtures students into socially responsible individuals who are prepared to interact positively in society.

Despite the promising outcomes, challenges remain in ensuring that all students benefit equally from local wisdom-based education. Some students perceive the content to be confusing or unengaging, which suggests a need for innovative and interactive teaching methodologies. To address these concerns, educators should adopt more dynamic instructional approaches, such as experiential learning, role-playing, storytelling, and collaborative projects. Providing students with practical experiences—such as engaging in community activities or participating in traditional ceremonies—would allow them to witness the relevance of these values first-hand. Furthermore, integrating digital resources and multimedia content could enhance the appeal of local wisdom education, making it more engaging and accessible to students in an increasingly technology-driven world.

Ultimately, this study underscores the critical role of local wisdom in education. In an era of

rapid globalization, it is essential to balance modern knowledge with cultural heritage to cultivate well-rounded individuals. Local wisdom imparts timeless values such as cooperation, mutual respect, and social harmony—principles that remain relevant in today's fast-paced and interconnected world. By empowering students with both knowledge and character, education can prepare them to navigate the complexities of modern society while staying rooted in ethical and cultural foundations.

Therefore, strengthening local wisdom in education not only enriches students' knowledge but also equips them with the social skills necessary to engage constructively in an evolving global landscape. This approach ensures that students develop into compassionate, responsible, and culturally aware individuals who contribute positively to their communities and beyond. As education continues to evolve, it is imperative to recognize and preserve the invaluable insights offered by local wisdom, ensuring that future generations inherit not only academic proficiency but also the ethical and social strengths required to thrive in the modern world.

4.2 Suggestions

The secondary education curriculum should systematically integrate elements of local wisdom into relevant subjects, such as Civics and Citizenship, Indonesian Language, and Social Sciences. This integration is crucial to preserving cultural heritage, fostering national identity, and equipping students with a contextual understanding of their socio-cultural environment. To achieve this, a multi-pronged approach should be adopted, involving curriculum redesign, teacher training, community involvement, and the development of suitable learning resources.

A structured and strategic incorporation of local wisdom into the secondary education curriculum requires a policy-level intervention. Educational authorities should mandate the inclusion of local wisdom elements across subjects, ensuring that cultural values and traditional knowledge are systematically taught. For instance, in Civics and Citizenship, students can explore indigenous governance systems, communal decision-making processes, and traditional conflict resolution methods. This will help them appreciate the richness of Indonesia's pluralistic society and understand democratic values from a local perspective.

Similarly, the Indonesian Language curriculum should emphasize folklore, traditional poetry, and oral storytelling traditions, which have long served as mediums for transmitting values and knowledge.

Encouraging students to engage with these literary forms can enhance their linguistic competence while deepening their cultural appreciation. In Social Sciences, the focus can be placed on studying local economic systems, customary laws, and historical narratives that are often overlooked in mainstream education.

Integrating local wisdom effectively into the curriculum necessitates well-trained educators who are proficient in delivering culturally relevant content. Teacher training programs should include specialized modules on incorporating indigenous knowledge systems into teaching. Additionally, professional development workshops can provide educators with pedagogical strategies for making lessons more engaging and contextually meaningful. For example, project-based learning, storytelling, and experiential learning methods can be used to immerse students in local traditions and practices.

Moreover, teachers should be encouraged to collaborate with cultural experts and community elders to bring authentic voices into the classroom. By inviting guest speakers, organizing field trips to historical and cultural sites, and facilitating hands-on activities, educators can provide students with first-hand experiences of their cultural heritage. This not only enriches the learning process but also fosters a sense of pride and connection to their roots.

The successful integration of local wisdom into secondary education requires active participation from various stakeholders, including local governments, cultural institutions, and indigenous communities. Schools should establish partnerships with these entities to create opportunities for students to engage with traditional practices and knowledge keepers. Cultural festivals, storytelling sessions, and collaborative research projects can serve as platforms for students to interact with their heritage in meaningful ways.

Furthermore, local communities can contribute to the development of educational materials that reflect authentic cultural narratives. These resources can include textbooks, digital content, and interactive media that highlight traditional values and practices. Such collaborations ensure that local wisdom is accurately represented and remains relevant to contemporary educational needs.

Incorporating local wisdom into the secondary education curriculum is essential for fostering a culturally informed and socially responsible generation. Through curriculum redesign, teacher



training, community involvement, and the development of appropriate learning resources, schools can create an enriching educational experience that bridges traditional knowledge with modern learning. By doing so, students will develop a deep appreciation for their heritage while gaining critical skills that prepare them for an increasingly globalized world.

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