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IMPLEMENTATION OF LOCAL WISDOM-BASED HISTORY TEACHING MATERIALS AT SMA MUHAMMADIYAH KATINGAN TENGAH

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ABSTRACT

This research aims to develop history teaching materials based on local wisdom at SMA Muhammadiyah Katingan Tengah. The focus is on local figures H. Ikap and Minun Dehen, as well as the Dayak tradition of Handep Hapakat. The study employed a descriptive qualitative method, utilizing interviews, observations and documentation studies to understand the implementation of these teaching materials. The findings indicate that integrating local wisdom into history education significantly enhances students' comprehension, motivation and cultural pride. The teaching approach, which includes interactive lectures, group discussions, and field activities, makes the material more contextual and relevant to students' lives. Despite some challenges, such as limited visual media, creative and flexible teaching methods effectively overcome these obstacles. This research highlights the importance of integrating local wisdom to strengthen students' historical understanding, character development, and nationalism, aligning with the principles of the Independent Curriculum (*Kurikulum Merdeka*).

I. INTRODUCTION

Historical education fundamentally aims to provide a profound understanding of the past, analyze significant events, and examine their impact on contemporary life (Supriatna, 2019). The constructivist theories proposed by Piaget and Vygotsky offer a theoretical framework for understanding how history education enables students to construct knowledge based on their

experiences and cultural context (Loppies, 2023). Emphasizing the integration of local wisdom in history education offers a way to connect historical studies with students' daily lives. This aligns with John Dewey's progressive education principles, which advocate for education's relevance to students' concrete experiences (Ramdani 2018). In this context, a contextual approach to history education not only enhances students' understanding but also boosts their motivation, providing a foundation for developing a self-identity rooted in local culture (Angela & Triadi, 2022).

Introduced in 2020, the Independent Curriculum (*Kurikulum Merdeka*) aims to foster students' critical thinking and creativity through an education centered on Pancasila values (Amboro, 2020). This approach grants schools the autonomy to design flexible and locally relevant teaching methods (Angela & Triadi, 2022). A key component is the Pancasila Student Profile Reinforcement Project (P5) (Jasiah, 2024). Here, constructivist learning theory is again applied, emphasizing social interaction and students' cultural context to strengthen their understanding of both cultural identity and nationalism (Printina, 2017).

Integrating local wisdom into history education also plays a vital role in the process of cultural modification. Through education, cultural values are transferred from one generation to the next (Kaviza, 2020). Incorporating local customs as part of the history curriculum not only enriches the teaching material but also strengthens students' awareness of the importance of preserving local culture (Khairani et al. 2019). Furthermore, studies on local wisdom-based learning, such as that by Putri, demonstrate that students become more active in discovering and connecting their knowledge to daily life, reinforcing pride in their cultural heritage (Putri et al., 2021).

In Katingan Tengah, the development of local wisdom-based teaching materials offers an opportunity to enhance students' understanding of local history and foster a love for their culture. Values such as mutual cooperation (*gotong royong*) and bravery become crucial aspects of this education, enriching their learning experience (Kaviza, 2020). This instruction must adopt a systematic approach to ensure relevance with the existing curriculum and students' needs, thereby increasing their motivation and comprehension (Novayani, 2022).

Ultimately, this research aims to identify and develop teaching materials that align with local wisdom for history education at SMA Muhammadiyah Katingan Tengah. It is hoped that this study can create a teaching model that is both contextual and culturally based, strengthening students' nationalism and preparing them to better appreciate and preserve their local cultural heritage (Bau et al. 2022).

II. METHODS

The research method employed in this study is descriptive qualitative. This method allows the researchers to explore meaning and comprehend the context holistically (Daulay et al. 2023). In this study, the descriptive qualitative method was applied to analyze the process of developing

and implementing history teaching materials based on local wisdom at SMA Muhammadiyah Katingan Tengah. This included gathering perspectives from both students and teachers. Data collection was carried out through interviews, observations and documentation studies, all aimed at gaining an in-depth understanding of how these teaching materials were used (Firmansyah & Chalimi, 2021). The primary data sources consisted of one history teacher and six students, who were purposively selected from three class representatives (X Phase E1, E2, and E3), considering variations in their learning interests and participation (Firmansyah & Chalimi, 2021).

The primary data sources for this study consisted of one history teacher and six students. These participants were purposively selected from three representative classes (X Phase E1, E2, and E3), taking into account variations in their learning interests and participation (Firmansyah & Chalimi, 2021).

The data collected from classroom observations, interactions with students, and documentation related to learning activities involving local wisdom were then analyzed using qualitative data analysis techniques with an inductive approach. This approach allowed the researchers to draw conclusions based on patterns that emerged during the data collection process (Firmansyah & Chalimi, 2021).

III. RESULT AND FINDINGS

Integrating Local Wisdom into Hero History Materials

Integrating local wisdom into history education provides a strong foundation for developing relevant and contextual teaching materials. Constructivist theories, put forth by Piaget and Vygotsky, offer a theoretical framework for understanding how history education allows students to construct knowledge based on their experiences and cultural context (Loppies, 2023). In this regard, learning that connects historical studies with students' daily lives becomes more meaningful, aligning with John Dewey's progressive education principles. Dewey proposed that education should be relevant to students' concrete experiences, making learning more vibrant and easier to grasp (Ramdani, 2018). Within this context, the integration of local wisdom into teaching materials is crucial because it not only introduces local history but also delves into students' cultural identity.

Teaching materials are a crucial element in effective education. High-quality materials enable teachers to deliver lessons more easily, while also allowing students to learn more deeply and independently. Teaching materials can be developed in various formats, both print and non-print, to suit the needs and characteristics of the content being presented (Sumiyati & Nurjannah, 2022; Setiyowati et al., 2023). According to Magdalena et al. (2020), effective teaching materials should not only serve as a source of information but also be capable of fostering interaction and enhancing students' critical and creative thinking skills. Developing effective teaching materials, especially those rooted in local wisdom, aligns with efforts to make educational content more

relevant and connect students with their regional cultural and historical contexts (Sukarismanti & Samsudin, 2021; Syamsurizal & Ardianti, 2021).

Integrating local wisdom into history teaching materials is crucial because local history is more than just a subject; it's a tool for exploring a region's identity. Research by Sumiyati and Nurjannah demonstrates that developing project-based teaching materials, such as Bo' Sangaji Kai, can enhance students' critical thinking skills in comprehending local history. (Sumiyati & Nurjannah, 2022). Furthermore, integrating local wisdom into anthropolinguistics teaching materials can also strengthen students' understanding and character (Sukarismanti & Samsudin, 2021). Therefore, it is crucial for teaching material developers to conduct a thorough needs analysis to ensure the relevance of the taught material to students' daily lives (Firmansyah & Chalimi, 2022).

Furthermore, the development of teaching materials must also consider critical thinking skills. According to Abdillah and Hamami, developing teaching materials should not solely focus on knowledge transfer but also involve activating students' critical thinking skills (Syamsurizal & Ardianti, 2021). The utilization of technology in learning, through e-modules or other digital formats, can help deliver more engaging material and facilitate independent student learning (Chalimi, 2023). Furthermore, research by Syamsurizal and Ardianti indicates that using booklets as supplementary teaching materials can enhance students' comprehension of more complex subjects, such as biology (Syamsurizal & Ardianti, 2021).

Ultimately, the development of relevant and contextual teaching materials will lead to successful teaching and learning processes. By actively engaging students in the learning process and tailoring teaching materials to their needs, the quality of education can significantly improve. This enables students to not only acquire knowledge but also develop the critical thinking skills and adaptability necessary for various contexts (Hidayati et al., 2022; Almahera et al., 2023). Thus, integrating local wisdom into history teaching materials not only enriches the learning process but also strengthens students' cultural identity and awareness of their surrounding environment.

Based on the fieldwork findings, the content components of the history and local hero materials, integrated with local wisdom, for the Social Studies History subject in Class X/Phase E at SMA Muhammadiyah Katingan Tengah can be explained in the following table:

Table 1. Learning Components of Integrated Local Wisdom-Based Hero History Materials

No	Learning Components	Observation Result
1	Learning objectives	1. To understand the roles of H. Ikap and Minun Dehen in the local history of Katingan Tengah. 2. To appreciate the values of local wisdom, such as the tales of Riam Mangkikit, Bawin Oya, and Batu Badinding 3. To develop an attitude of patriotism and preservation of local culture.

2	Basic competencies	1. To describe the definitions of history and local wisdom-based heroes accurately and correctly. 2. To describe the roles of heroes and local wisdom in regional development accurately and correctly. 3. To identify the values of heroic figures' roles and local wisdom in regional development accurately and correctly. 4. To analyze the relevance of local history and local wisdom to the formation of national character. 5. To describe the comparison of local heroes with national historical figures in the context of heroic values.
3	Performance indicators	1. To explain the roles of H. Ikap, Minun Dehen, and H. Atak Sa'ad in the history of the struggle in Katingan Tengah. 2. To analyze the cultural values and moral messages from the tales of Riam Mangkikit, Bawin Oya, and Batu Badinding. 3. To compose a report on the relevance of local wisdom values to students' contemporary lives.
4	Learning materials	1. Biographies of H. Ikap and Minun Dehen: Their background, struggles, and influence on local history. 2. Local Wisdom of Katingan Tengah: The tales of Riam Mangkikit, Bawin Oya, and the history of Batu Badinding. 3. Values of patriotism and bravery that can be learned from local heroes and local wisdom.
5	Learning methods	1. Interactive Lectures: Presentation of material on H. Ikap and Minun Dehen, along with local wisdom, through discussion. 2. Group Discussions: Students are divided into groups to discuss one local wisdom tale and present it to the class. 3. Group Discussions: Students are divided into groups to discuss one local wisdom tale and present it to the class.
6	Learning media and resources	1. Required history textbook, "<i>Tumbang Samba Kota Pahlawan</i>" by Prof. Rizali Hadi 2. Documentary videos about H. Ikap and Minun Dehen. 3. Articles about the struggles of local heroes in the Battle of Mare Lake and the local wisdom in Katingan Tengah. 4. Map of the Katingan Tengah region.

Based on fieldwork findings, the content components of history and local hero materials, integrated with local wisdom, for Class X/Phase E at SMA Muhammadiyah Katingan Tengah, encompass several important aspects. The learning objectives include understanding the roles of local figures like H. Ikap and Minun Dehen in the history of Katingan Tengah, as well as appreciating the values of local wisdom through tales such as Riam Mangkikit, Bawin Oya, and Batu Badinding. Additionally, fostering patriotism and the preservation of local culture is a primary focus of this learning experience. (Setiawan & Mulyati, 2020). The basic competencies (KD) expected from students include the ability to describe the definition of history and local wisdom-based heroes, understand the role of heroes and local wisdom in regional development, and analyze the relevance of local history to the formation of national character (Yuniar et al., 2022).

Students are expected to compare local heroes with national historical figures within the context of heroic values. The established achievement indicators for students include the ability to explain the roles of H. Ikap, Minun Dehen, and H. Atak Sa'ad in the local struggle, analyze the cultural values and moral messages within local narratives and compile a report on the relevance of local wisdom values to their contemporary lives (Yuniar et al., 2022). The learning materials focus on the biographies of H. Ikap and Minun Dehen, the local wisdom of Katingan Tengah, and the values of patriotism and bravery that can be learned from local heroes.

Regarding teaching methods, an interactive lecture approach is employed to deliver material on local figures and local wisdom. This is complemented by group discussions to deliberate on local wisdom tales, and project assignments where students are tasked with creating written works or documentary videos about the values derived from local stories (Sururuddin et al., 2023). The media and learning resources utilized include the history textbook *"Tumbang Samba Kota Pahlawan"* by Prof. Rizali Hadi, documentary videos about H. Ikap and Minun Dehen, articles detailing the local heroes' struggle in the Battle of Mare Lake and a map of the Katingan Tengah region (Wibowo, 2016).

With these components, the teaching materials are expected to provide students with a deeper understanding of local history, while integrating cultural values and local wisdom into a learning process that is both appropriate and relevant to their cultural context (Saleh & Wekke, 2021).

Integrating Constructivist Theory into Local Wisdom-Based History Teaching Materials at SMA Muhammadiyah Katingan Tengah.

Constructivist Theory in Local Wisdom-Based History Materials at SMA Muhammadiyah Katingan Tengah

Constructivist theory, as articulated by Piaget and Vygotsky, offers a crucial framework for developing history teaching materials based on local wisdom at SMA Muhammadiyah Katingan Tengah. Piaget's perspective emphasizes active learning, where students construct knowledge through direct experience and interaction with their environment (Pramana et al. 2024). In this context, history education that integrates local wisdom provides students with the opportunity to connect the learned material with their daily lives. This allows them to build a deeper and more contextual understanding. Through this approach, students don't just learn historical facts; they also grasp how local values play a role in shaping their identity and their influence on modern life (Haluti et al., 2024).

Meanwhile, Vygotsky emphasized the importance of social and cultural context in learning. According to him, social interaction with teachers, peers and the local community are crucial factors that enrich students' learning experiences. In this regard, local wisdom-based history education should involve activities that strengthen social interaction, such as group discussions,

interviews with community figures or field activities that involve exploring local history and culture (Sudirgayasa et al., 2021). Thus, students learn not only from books or lectures but also from social experiences that enrich their understanding of local values and the history they are studying (Sururuddin et al., 2023).

However, while connecting historical studies with local culture is highly relevant, some areas need improvement for constructivist theory to be optimally applied. One such area is strengthening the exploratory aspect of learning. Piaget stated that learning should offer students opportunities to explore and derive their own knowledge through concrete experiences (Rizkiana et al., 2021). In the context of local wisdom-based history education, teachers need to provide more opportunities for students to engage in practical activities, such as local wisdom-based projects that involve direct research at historical sites or on local heroes. Such activities allow students to actively discover answers to their questions and deepen their understanding of the material being studied.

Additionally, Vygotsky's theory, which emphasizes the importance of scaffolding (gradual guidance), needs to be reinforced in the context of local wisdom-based history education. Teachers should not only function as information providers but also as facilitators who provide support appropriate to students' developmental levels (Rizkiana et al., 2021). In its implementation, local wisdom-based history education should place a greater focus on strengthening social interaction and collaboration among students through activities such as group discussions and collaborative projects. By providing space for students to work together, discuss, and apply their knowledge in a social context, learning will be more effective in developing critical and creative thinking skills, as well as profound social values (Nuraini, 2019).

Overall, while local wisdom-based history education offers numerous benefits, it's crucial to continually refine its approach to better accommodate constructivist theory. By ensuring students are more actively involved in their learning and providing ample room for exploration, history education can become more profound and meaningful (Haluti et al., 2024). The fundamental principles of constructivism, which emphasize active, social, and contextual learning, will significantly contribute to creating more beneficial and relevant learning experiences for students at SMA Muhammadiyah Katingan Tengah (Nuraini, 2019).

Implementing Local Wisdom in Hero History Education Materials

Based on findings from interviews with teachers and students at SMA Muhammadiyah Katingan Tengah, the understanding of history and local wisdom in the region is closely tied to cultural values and the struggles of local heroes. According to the history teacher, the local history taught not only focuses on past facts but also on conveying values such as bravery, mutual cooperation (*gotong royong*) and sincerity, derived from local figures (Rochmah et al., 2024). This aligns with the view of Karyo Pamungkas and Yuniyanto, who state that values of mutual

cooperation (*gotong royong*) can be applied in teaching activities through cooperative teaching designs (Kaldianus et al., 2023). This understanding aligns with Karyo Pamungkas and Yuniyanto's assertion that mutual cooperation (*gotong royong*) values can be applied in teaching activities through cooperative teaching designs. Such designs can foster enhanced creative thinking and positive social behaviors, including environmental awareness and collaboration among students, which can be cultivated through dialogue or group work (Ansyari, 2023).

The implementation of local wisdom-based hero history education at SMA Muhammadiyah Katingan Tengah is designed to help students feel more connected to the material while making it easier for them to understand the relevance of history in their daily lives (Pramayogi et al., 2019). This is expected to provide a contextual, interactive and culturally relevant approach for students. The implementation of the learning process begins with the teacher conducting research on local figures such as H. Ikap and Minun Dehen, H. Atak Sa'ad, Bawin Oya, the origin of Batu Badinding Village, and traditions like Handep Hapakat, to integrate them into the teaching materials (Rochmah et al., 2024). The teaching method began with interactive lectures, followed by group divisions and discussions and culminating in field visits. The purpose of these activities was to enhance students' understanding of the relevance of local struggles to their lives (Kaldianus et al., 2023).

The teacher initiated the lesson with interactive lectures, then engaged students in group discussions and field activities. Based on the researcher's fieldwork findings, one particularly engaging activity for students was direct interviews with community figures about local heroes. Although some students appeared less active at the beginning of the lesson, the classroom atmosphere gradually became livelier as other students became involved (Senoprabowo et al., 2021). Through this approach, students are expected to better understand the historical material taught due to its close relevance to their own environment.

Students' enthusiasm for the lesson was evident when the material about local heroes was presented. However, there were some shortcomings in the teaching that can be evaluated for future lessons. These include limited teaching materials, which were largely restricted to textbooks, and a lack of visual media like images or videos. Consequently, for students, the lesson became quite monotonous when conducted solely indoors (Kaviza, 2021). This highlights an opportunity for teachers to maximize student comprehension of historical material. Nevertheless, the teacher endeavored to utilize simple tools like whiteboards and creative assignments, such as mini-research projects and presentations, to keep the learning engaging (Wijaya et al., 2021).

Field activities, such as interviews and visits to historical sites, were the most memorable moments for students. They gained firsthand experience exploring the history of local heroes, which previously might have only been stories from parents or neighbors. The struggles of local heroes, linked with traditions like Handep Hapakat from Dayak culture, made this learning experience more meaningful (Kaviza, 2019). These values, such as togetherness and mutual

cooperation (*gotong royong*), taught by these heroes, inspired students to apply them in their daily lives.

Group discussions and interview sessions encouraged students to think critically and be more active during the lesson. They were prompted to analyze the relevance of the local heroes' struggles to their current lives (Musanna, 2012). Despite some obstacles, such as the distance between assignment locations and students' homes that made group coordination difficult, the teacher ensured the activities ran smoothly. Direct feedback from the teacher after group presentations was one way to build better understanding. Based on interview results, students stated that learning about local heroes felt more vivid and easier to understand when connected to their surrounding environment (Senoprabowo et al., 2021).

Students could imagine the struggles of these figures because some groups were chosen based on their proximity to the locations and stories they were working on. The story of Minun Dehen, for instance, offered inspiration about bravery and sacrifice that could be applied in their daily lives. Student feedback suggested that the learning could be more engaging, and they hoped for more visual media, such as documentary videos or images, to enrich the teaching materials (Iswatiningsih, 2019). The learning process also involved community figures, with student groups assigned by the subject teacher to conduct direct visits to historical sites or interview community figures to share stories.

Integrating local wisdom into history education is expected to bring significant positive impacts. Students not only learn about past events but also about values they can apply in their daily lives (Mawarti, 2023). This teaching simultaneously cultivates a sense of love and pride for their homeland. From learning about mutual cooperation (*gotong royong*) to bravery, students gain tangible examples from local heroic figures. By bringing local stories into the classroom, students not only learn about their regional history but also build a strong cultural identity. This approach is expected to strengthen students' nationalism in a way that is more immediate, real and relevant to their lives.

If the teaching materials are continually improved and enriched, future generations are expected to increasingly understand, appreciate and preserve their local cultural heritage (Suryani, 2016). For assessment, the subject teacher divides it into several criteria namely, Cognitive assessment includes written tests on hero biographies and analyses of local wisdom tales. Affective assessment involves observing attitudes during discussions and diligence in projects. Psychomotor assessment covers project presentations and student reports. Subsequently, students undertake a final project or assignment to create a short video or group written work about a local wisdom-based historical story. This could be about figures like Minun Dehen, H. Ikap, H. Atak Sa'ad, or tales such as Riam Mangkikit, Bawin Oya and Batu Badinding, along with their relevance to the community of Katingan Tengah. After the learning is complete, students reflect on the values that can be applied in daily life. This includes understanding the influence of heroes' struggles and local

wisdom on both regional and national history, as well as the values of bravery, perseverance and environmental love.

Learning Outcomes of Local Wisdom-Based History Materials

Local wisdom-based history education yields significant outputs, reflecting students' active engagement in understanding local historical material. One anticipated outcome is articles/mini short stories, where students can write narratives or articles based on their comprehension of local heroes and the local wisdom values they've learned. These articles aim to delve deeper into the roles of local figures like H. Ikap and Minun Dehen in the local history and integrate cultural values into engaging and easy-to-understand narratives.

Furthermore, documentary videos serve as a creative output, allowing students to record and preserve the stories of local heroes and their culture. These videos function not only as a learning medium but also as a means to introduce and preserve local cultural heritage for a wider audience. Finally, student projects based on the Merdeka Curriculum's P5 provide an opportunity for students to apply their learning outcomes in tangible projects, connecting historical education with their life context. These projects emphasize not only cognitive aspects but also involve the development of attitudes and skills, aligning with the Merdeka Curriculum's primary goal of fostering character development and local culture within students.

IV. CONCLUSION

Based on research findings from SMA Muhammadiyah Katingan Tengah, it can be concluded that integrating local wisdom into history education significantly and positively impacts student comprehension, learning motivation, and the preservation of local cultural values. History lessons rooted in local wisdom allow students to feel more connected to the material taught, as it stems from their own environment and culture. The stories of local heroes like H. Ikap and Minun Dehen enrich students' learning experiences and foster a sense of pride in their homeland.

The teaching methods, which involved interactive lectures, group discussions, direct interviews with community figures, and field activities like visits to historical sites, provided a more lively and meaningful learning experience. Although there were some constraints, such as limited visual teaching materials and props, as well as difficulties coordinating field assignments due to distance, the teacher endeavored to overcome these with creative and flexible approaches. This demonstrates that history education can be effectively conducted even with facility limitations.

Students' positive responses to the local wisdom-based learning indicate that the material is easier to understand, relevant to daily life and inspiring for applying values like mutual cooperation (*gotong royong*), bravery, and togetherness. Students also suggested adding more visual media, such as images and videos, and interactive activities, such as direct visits and the presence of community figures, to enrich the learning process.

Overall, integrating local wisdom into history teaching materials not only enhances students' academic understanding but also strengthens their character in line with the Pancasila Student Profile values. This approach helps students recognize their cultural identity, preserve local traditions and strengthen their sense of nationalism. With further development of more innovative and creative teaching materials, the integration of local wisdom in history education has significant potential to create contextual, meaningful and sustainable learning.

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