

The Role Of Local Culture In Social Studies At Madrasah Ibtidaiyah

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Abstract:

The study aims to analyze to what extent the role of local culture in Social Studies (IPS) learning in Islamic Elementary Schools (MI). The background of this study is based on the increasingly waning interest of the younger generation in local culture due to globalization and technological developments. Therefore, IPS learning in elementary schools/MI is seen as a strategic means of instilling local cultural values in students from an early age. The research method used library research with a qualitative approach. Data were obtained from various literatures such as books, journals, and previous research results that are relevant to IPS learning based on local wisdom and cultural preservation. The results of the study indicate that: 1) The role of local culture through social studies learning in Islamic elementary schools or Madrasah Ibtidaiyah plays an important role in preserving local culture and fostering students' understanding, attitudes, and character development towards their local culture. 2) Social studies learning based on local wisdom can increase social awareness, environmental awareness, and foster tolerance and responsibility in students. 3) The role of teachers is very important in integrating local cultural values into learning, especially by utilizing technological advances without reducing these cultural values. Therefore, teaching social sciences in elementary schools or Islamic elementary schools (Madrasah Ibtidaiyah) can be a strategic effort to maintain local culture amidst the rapid changes of the times and the currents of the globalization era.

Abstrak:

Penelitian ini bertujuan untuk menganalisis sejauh mana peran budaya lokal dalam pembelajaran Ilmu Pengetahuan Sosial (IPS) di Madrasah Ibtidaiyah (MI). Latar belakang penelitian ini didasarkan pada semakin memudarnya minat generasi muda terhadap budaya lokal akibat arus globalisasi dan perkembangan teknologi. Oleh karena itu, pembelajaran IPS di sekolah dasar/MI dipandang sebagai salah satu sarana strategis dalam menanamkan nilai-nilai budaya lokal kepada peserta didik sejak dini. Metode penelitian yang digunakan adalah penelitian kepustakaan (library research) dengan pendekatan kualitatif. Data diperoleh dari berbagai literatur seperti buku, jurnal, dan hasil penelitian terdahulu yang relevan dengan pembelajaran IPS berbasis kearifan lokal dan pelestarian budaya. Hasil penelitian menunjukkan

bahwa:1) Peran budaya lokal melalui pembelajaran ilmu sosial di sekolah dasar Islam atau Madrasah Ibtidaiyah memainkan peran penting dalam menjaga budaya lokal dan menumbuhkan pemahaman, sikap, dan pengembangan karakter siswa terhadap budaya lokal mereka. 2) Pembelajaran ilmu sosial berbasis kearifan lokal dapat meningkatkan kesadaran sosial, kesadaran lingkungan, dan menumbuhkan toleransi serta tanggung jawab pada siswa. 3) Peran guru sangat penting dalam mengintegrasikan nilai-nilai budaya lokal ke dalam pembelajaran, khususnya dengan memanfaatkan kemajuan teknologi tanpa mengurangi nilai-nilai budaya tersebut. Oleh karena itu, pengajaran ilmu sosial di sekolah dasar atau sekolah dasar Islam (Madrasah Ibtidaiyah) dapat menjadi upaya strategis untuk mempertahankan budaya lokal di tengah perubahan zaman yang cepat dan arus era globalisasi.

A. Introduction

Indonesia has a rich cultural diversity across every province. Indonesia's rich natural resources attract thousands of tourists every day. The diverse cultures, races, ethnicities, and religions of Indonesia make it a beautiful country with its own distinct characteristics. This diversity fosters tolerance, respect, and social awareness. Indonesia, without realizing it, has had a significant positive impact on its environment.

According to Romarak (2018), culture is a way of life that develops and it is shared by a group of people and it is passed down from generation to generation. Culture is made up of many complex elements, including religious and political systems, customs, language, tools, clothing, buildings, and works of art. Furthermore, (Ryan & Danial, 2016) states that culture is a complex whole that includes knowledge, beliefs, arts, morals, laws, customs, and other abilities, as well as habits acquired by humans as members of society. It means that the culture is the whole thing relates to society aspects in the context where they live.

Local culture is a custom that grows and develops within a community and is recognized by the local community and ethnic group. Parapat & Aritonang, (2019) states that culture usually develops through generations,

inherited from ancestors. It means that the essence of culture and local culture are not significantly different. It is a custom that has grown and developed in Indonesia have various differences, located in each place and region, including ethnicity, race, clothing, housing, language, knowledge, and even beliefs. They have developed and become globalized over generations, born from the heritage of each ancestor.

The diversity of cultures found in each province in Indonesia, including traditional houses, clothing, and dances, demonstrates Indonesia's cultural diversity. Each region has its own unique traditional house, such as the Honai from Papua, the Joglo from Yogyakarta, the Krong Bade from Aceh, and the Rumah Gadang from West Sumatra. Traditional clothing, such as the Biliu and Makuta from Central Sulawesi and the Kebaya and Beskap from Central Java, also reflects the country's rich cultural values that deserve to be preserved. Regional dances with their own meanings and symbolism, such as the Legong Dance from Bali and the Seudati Dance from Aceh, represent the identity and cultural values of each region (Mutria Farhaeni, 2023).

However, local culture phenomena are currently fading, even disappearing. Therefore, one of the efforts of the Indonesian government and society to maintain local culture is to incorporate local cultural materials into learning materials, starting from an early age or in elementary school (SD/MI), with the aim of fostering a love for Indonesian cultural heritage. One form of local culture that can be introduced is the Rumah Gadang from West Sumatra, the Honai House. Through this material, students can understand the architecture contained within. Furthermore, students can also learn about regional traditional clothing. Examples are Ulos from North Sumatra, Bodo clothes from South Sulawesi, Kebaya from Java, Koteka, the traditional clothing from Papua. They give a mutual respect for various cultural diversities in every region. There are also regional specialties like Pempek from South Sumatra, Gudeg from Yogyakarta, Papeda from Papua. It means that students can understand the various types of culinary delights that exist in every region of Indonesia.

Social studies learning in elementary schools, including Islamic elementary schools (Madrasah Ibtidaiyah) continue to evolve. Madrasah Ibtidaiyah schools require students to be academically intelligent and possess a strong understanding of Islamic values. According to Daradjat (2011), Madrasah ibtidaiyah is an educational institution that combines the teaching systems of public schools and madrasahs. Its goal is to develop students who are not only academically intelligent but also possess a strong understanding of Islamic values.

The previous studies show that some result of the study about local culture. The first study is conducted by Hazlim et al., (2024) with the title “Pengaruh Pembelajaran IPS Berbasis Kearifan Lokal terhadap Kesadaran Budaya Siswa Sekolah Dasar” the result shows that local wisdom-based social studies learning has a positive impact on students' cultural awareness. The second study is conducted by Juniar, Bicky, et al. (2022), with the title “Budaya Lokal Dan Pembelajaran IPS: Studi Tentang Kontribusi Kebudayaan Lokal Sindir Tuban Sebagai Sumber Pembelajaran IPS” the results of the study states that there are three local wisdom values in the Sindir culture that can be used as a source of social studies learning and can increase students' knowledge of character education. The local wisdom values include: the values of mutual cooperation and tolerance, divine values (gratitude) and moral values. It means that previous research has focused on the benefits of social studies learning in increasing students' awareness of existing cultures and has not fully addressed the role of social studies learning as a means of preserving local cultural values in Islamic Elementary Schools (MI). Therefore, this research focuses on to what extent local culture role in social studies learning, particularly in elementary schools or Madrasah Ibtidaiyah, can preserve local cultural values and foster a sense of love for their culture.

B. Methods

This research was literature-based, and falls under the category of library research. Library research was researched in which data was collected by various sources. The literature studied was not limited to books but can also include

documentation, magazines, journals, and newspapers. The emphasis of library research is to discover various theories, laws, propositions, principles, opinions, ideas, and other sources that can be used to analyze and solve the problem being studied.

According to Zed (2004), library research is a series of activities related to library data collection methods, reading, recording, and processing library collection materials without requiring field research. According to Saleh (2019), library research is research that uses methods to obtain information data by using facilities available in the library, such as books, magazines, documents, and historical stories.

The study used a qualitative research, emphasizing the analysis on the process of drawing comparative conclusions and analyzing the dynamics of the relationships between observed phenomena using scientific logic. Qualitative research is an approach that produces written descriptive data from the individuals observed that are not expressed in the terms used in quantitative research.

C. Result(s)

No	Title	Writer	The Result Of The Study
1.	Pembelajaran IPS Berbasis Kearifan Lokal	Iyan setiawan, sri mulyani (2020)	This learning finding makes the learning principle more environmentally oriented to be used as a learning resource which is very important to pay attention to in order to achieve success in Social Studies learning.
2.	Relevansi Metode Pembelajaran IPS Terpadu Berbasis Kearifan Lokal di Era	Ahmad Tohri, Huldya Syamsiar, Abdul Rasyad, Abdul Hafiz, Rizka	The result shows that integrated Social Studies Learning Based on Local Wisdom in the Digital

	Masyarakat Digital	(2022)	Era. It can increase social awareness, concern for others, care for peer and social relationships, and build self-control in facing the future.
3.	Implementasi Pembelajaran Ilmu Pengetahuan Sosial Berbasis Kearifan Lokal di Sekolah Dasar	Dhaifa Shafya Khasyia, Naila Azzahra, Yona Wahyuningsih (2025)	The result shows that the implementation of local wisdom through modules and LKPD Stories, Artifacts, local videos makes social studies learning more meaningful and supports culture-based learning in elementary schools.
4.	Membangun Kecerdasan Ekologi Dengan Menggunakan Konten Kreatif YouTobe Berbasis Kearifan Lokal Dalam Pembelajaran IPS	Dedi Setiawan, Nana Suprianata, Enok Maryani ((2024)	The result of the study shows that Social studies learning based on YouTube Creative content that highlights local wisdom is able to increase students' ecological intelligence by strengthening knowledge, skills, and concern for environmental conservation.
5.	Upaya Pelestarian Kebudayaan Lokal	Hasna Muthi Luthfiah, Dinie	The result shows that a teacher is center of

	Melalui Pembelajaran Berbasis Teknologi di Sekolah Dasar	Anggraeni Dewi dan Rizky Saeful Hayat (2022)	education. A teacher must be able to utilize technological advances as a learning medium and encourage young students to preserve local culture.
6.	Implementasi Nilai-Nilai Kearifan Lokal Pada Pembelajaran IPS: Studi Kasus Guru SDN INPRES WORA DALAM	Arfaton, Surya Arafah, Mhd Asrian syah, Wijayadi (2025)	The result shows that the implementation of local wisdom through social studies can increase enthusiasm in learning, forms positive character and it can increase pride in their own local culture, strengthening the relationship between schools and local communities in preserving cultural traditions.
7.	Penguatan Pendidikan karakter Melalui pembelajaran IPS Berbasis Kearifan Lokal di Lampung	Karsiwan, Lisa Retnosari, Anita Lisdiana, Wellfarina Hamer (2023)	The result shows that (1) strengthening character education is carried out through integrating local wisdom in social studies learning (2) local content makes social studies learning more contextual and meaningful. (3) Local wisdom provides

			character strengthening in students in strengthening the identity of students with the character.
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D. Analysis and Discussion

Local wisdom-based social studies learning emphasize the use of the environment as a crucial learning resource for achieving success in social studies learning (Setiawan and Mulyani, 2020). Similarly, Arfaton et al. (2025) states that implementing local wisdom values in social studies learning can increase enthusiasm for learning, shape positive character, and foster pride in local culture. It means that local wisdom values can be a positive subject or medium in social studies learning process. It is shown by the result that study can increase enthusiasm of the students in learning social studies.

Other research findings also show that local wisdom serves not only as supplementary material but also as a foundation for character building and students' cultural identity. Karsiwan et al. (2023) explains that integrating local wisdom into social studies learning can strengthen character education, make learning more contextual, and strengthen the identity of students with character and noble morals. Local wisdom-based social studies learning have also been shown to increase students' social awareness and concern. This is further supported by Tohri et al. (2022) who states that local wisdom-based social studies learning in the digital era can increase social awareness, concern for others, and self-control in facing the challenges of future social life. The findings of a study was conducted by Setiawan et al. (2024) shows that the use of creative content based on local wisdom, such as YouTube, can improve students' ecological intelligence through strengthening skills and awareness of the surrounding environment. It means that, social studies learning not only focus on social knowledge but also shape students into individuals with a socially conscious attitude toward the surrounding environment.

Furthermore, the application of local wisdom in social studies learning can also be achieved through the use of digital learning media and technology. Khasyia et al. (2025), states that this can be supported by modules, story worksheets, artifacts, and local videos. It will accelerate learning and significantly facilitate student understanding. This is certainly in line with Lutfiyah et al. (2022), who emphasizes that teachers must play a central role in utilizing technology as a learning medium to encourage, not eliminate, local culture, but instead, strengthen its maintenance. The maintenance of local culture through social studies learning in elementary schools or Islamic elementary schools (MI/SD) can be achieved by integrating local wisdom as a source of learning media. This is supported by various research findings that have shown that local wisdom-based social studies learning plays a crucial role in shaping students' understanding, attitudes, and characteristics toward regional culture.

E. Conclusion

Based on the result of the study, it can be concluded that:

1. The role of local culture through social studies learning in Islamic elementary schools or Madrasah Ibtidaiyah plays a crucial role in preserving local culture and fostering students' understanding, attitudes, and character development toward their local culture. Integrating local wisdom into social studies learning serves not only as learning material but also as a means of character building, cultural identity, and fostering patriotism.
2. Local wisdom-based social studies learning can increase social awareness, environmental awareness, and foster tolerance and responsibility in students. Furthermore, utilizing learning media such as modules, student worksheets (LKPD), videos, and content based on local culture can also support a more engaging and meaningful learning process.
3. The role of teachers is crucial in integrating local cultural values into learning, particularly by leveraging technological advancements without diminishing those cultural values. Therefore, social studies instruction in elementary schools or Islamic elementary schools (Madrasah Ibtidaiyah) can

be a strategic effort to maintain local culture in the changing times quickly and the currents of globalization era.

SUGESSTION

The suggestions of the study are:

1. The study is expected to give the reader information about how the local culture can be a subject or a medium in learning social studies at elementary schools or Madrasah Ibtidaiyah in order to maintain local culture of the society in every region.
2. The study is only focused on the local culture role through social studies in elementary schools or Madrasah Ibtidaiyah. It means that the next study will be more gaps to research about local culture in difference area.

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