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Systematic Review: Local Wisdom in Interactive E-Modules for Primary Education

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Abstract
The integration of local wisdom into interactive e-modules has emerged as an important strategy to provide contextual and meaningful learning in primary education. This study aims to examine its application in module development and use through a Systematic Literature Review (SLR) of relevant studies. Findings reveal that such e-modules are mainly implemented in science and social studies, embedding students' real-life environments and cultural values to enhance motivation, cultural identity, conceptual understanding, and active engagement, while also contributing to character building. These results highlight the potential of local wisdom-based e-modules to support culturally responsive and student-centered learning. However, the review is limited by the scarcity of long-term studies evaluating their sustained effectiveness.
Keywords*: local wisdom, interactive e-modules, primary education, contextual learning*

Abstrak
Integrasi kearifan lokal dalam e-modul interaktif menjadi strategi penting untuk menghadirkan pembelajaran yang kontekstual dan bermakna di pendidikan dasar. Penelitian ini bertujuan menelaah penerapannya dalam pengembangan dan penggunaan e-modul melalui metode Systematic Literature Review (SLR) terhadap studi relevan. Hasil kajian menunjukkan bahwa e-modul berbasis kearifan lokal banyak diterapkan pada pembelajaran IPAS dengan mengangkat lingkungan nyata serta nilai budaya siswa, sehingga mampu meningkatkan motivasi, identitas budaya, pemahaman konseptual, dan keterlibatan aktif, sekaligus berkontribusi pada pembentukan karakter. Temuan ini menegaskan potensi e-modul berbasis kearifan lokal untuk mendukung pembelajaran yang responsif budaya dan berpusat pada peserta didik. Namun, kajian ini terbatas oleh minimnya penelitian jangka panjang mengenai efektivitas berkelanjutan.
Kata kunci: kearifan lokal, e-modul interaktif, pembelajaran IPAS, pendidikan dasar

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INTRODUCTION

The rapid development of digital technology has significantly influenced the transformation of primary education, with interactive e-modules emerging as an important innovation in instructional media (Masie et al., 2025). These tools are valued for their ability to present content in flexible, visual, and engaging ways that align with the learning styles of digital-native students. Scholars argue that e-modules enhance accessibility and allow for differentiated learning, which contributes to improved academic outcomes and learner autonomy. Yet, the success of digital learning is not only defined by technological sophistication but also by the extent to which the materials reflect students' social and cultural realities. Without such contextual grounding, e-modules risk becoming generic resources that fail to connect with learners' identities and daily experiences.

The integration of local wisdom into e-modules has become a promising response to this challenge, as it enriches digital content with cultural relevance and authenticity. Local wisdom refers to the knowledge, practices, and values rooted in community traditions that are transmitted across generations. Embedding such elements in instructional design provides a dual benefit: improving learning outcomes while preserving cultural heritage. Research in educational technology increasingly emphasizes that contextualization through local wisdom fosters motivation, deeper understanding, and stronger identity formation. This approach ensures that modern innovations do not erode cultural values but instead use technology to sustain and transmit them. For countries like Indonesia, where cultural diversity is vast, such integration is not only pedagogically effective but also socially and politically significant for strengthening national identity in the era of globalization.

Empirical studies provide substantial evidence of these benefits, although they vary in scope and approach. Winangun and Suma (2024) demonstrated that case-based e-modules grounded in traditional ecological cycles simplified complex science concepts while fostering critical thinking. Tamba et al. (2022) concluded that combining folktales and traditional games with digital pedagogy enhanced comprehension, motivation, and participation, underscoring the importance of linking modern formats with familiar cultural narratives. Nurhayati and Jaenudin (2025) highlighted how culturally embedded ecosystem modules improved ecological awareness and responsibility, showing the potential of local wisdom to address global sustainability goals at the classroom level. Wiyanarti et al. (2024) revealed that ethnoastronomy-based modules enriched teacher competence and increased student engagement, illustrating how cultural knowledge can enhance professional practice as well as student outcomes. Annam et al. (2024) showed that problem-based learning infused with cultural values developed collaboration and problem-solving skills, while Rahman et al. (2024) demonstrated that modules tied to local practices encouraged independent inquiry and self-identity formation. These studies collectively affirm that local wisdom-based e-modules strengthen not only cognitive but also affective and psychomotor domains.

Beyond individual classroom interventions, research has begun to explore broader institutional and systemic implications. Rizal et al. (2025) found that schools adopting locally based e-modules were more adaptive to students' needs and more responsive to cross-cultural learning, suggesting that such tools can contribute to inclusive education. Raharjo et al. (2024) emphasized the decisive role of teachers, showing that competence in technological and cultural literacy determines whether e-modules are effectively integrated. These findings highlight the need for continuous professional development to ensure that educators can design and implement culturally grounded digital materials. At the same time, global scholarship offers complementary insights. Lubiano (2018) demonstrated that interactive e-learning platforms enriched with simulations, digital quizzes, and games enhanced conceptual understanding,

offering a model of how advanced digital features can be synergized with local wisdom for holistic learning experiences. Together, these studies illustrate both the promise and the challenges of integrating cultural heritage into digital pedagogy Despite this growing body of research, several gaps remain evident. Many studies are descriptive, focusing on module development or short-term implementation without assessing long-term effectiveness. The majority are situated in the Indonesian context, limiting the generalizability of findings to other cultural settings. Few investigations address how local wisdom-based e-modules can be scaled across diverse curricula or integrated into national education policies. These limitations constrain the ability of current scholarship to inform broader reforms in digital learning and cultural preservation. This study responds to these gaps by applying a Systematic Literature Review (SLR) to synthesize evidence from 2015 to 2025. By consolidating empirical findings, analyzing recurring themes, and evaluating practical implications, the study aims to identify best practices and provide recommendations for the design, implementation, and policy support of culturally responsive e-modules in primary education. Positioning local wisdom within digital learning is not only an educational strategy but also a cultural imperative, bridging global technological advancement with the preservation of national identity

RESEARCH METHOD

This study applied a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize scholarly articles on the development and implementation of interactive e-modules incorporating local wisdom in primary education. The SLR method was chosen for its structured, transparent, and replicable nature, making it appropriate for exploring the integration of cultural elements in digital learning environments (Sharma & Panja, 2025; Snyder, 2019). The review followed the PRISMA 2020 framework to ensure methodological rigor and clarity in reporting (Moher et al., 2021).

Relevant literature was collected from Google Scholar, DOAJ, and Garuda using the search terms “interactive e-modules,” “local wisdom,” “contextual learning,” and “primary education.” The search was limited to articles published between 2015 and 2025 in English or Indonesian. Articles were included if they focused on the development or application of e-modules integrating local wisdom, involved elementary school students, and were published in peer-reviewed national or international journals. Studies were excluded if they were conceptual or opinion-based, lacked empirical data, were not peer-reviewed, or did not explicitly address the integration of local culture. These criteria were adapted from established educational research frameworks (Saputro & Wijaya, 2025; Bahijah et al., 2025).

The initial search identified 150 articles. After screening titles and abstracts, 20 were reviewed in full, and 12 met all inclusion criteria. The selection process was guided by the PRISMA flow model, as shown in Figure 1 (Lyesmaya & Hidayat, 2025). To ensure rigor, each article then underwent a quality appraisal focusing on methodological clarity, peer-review status, transparency of data reporting, and relevance to the research questions. The appraisal process confirmed that all selected articles met the minimum standards for inclusion, which strengthened the reliability of the synthesis. Following this stage, data were systematically extracted from each study, including information on author, year of publication, research design, subject area, and main findings. The extracted data were then organized for thematic synthesis, enabling the identification of recurring themes and cross-study patterns that highlight the role of local wisdom in digital learning.

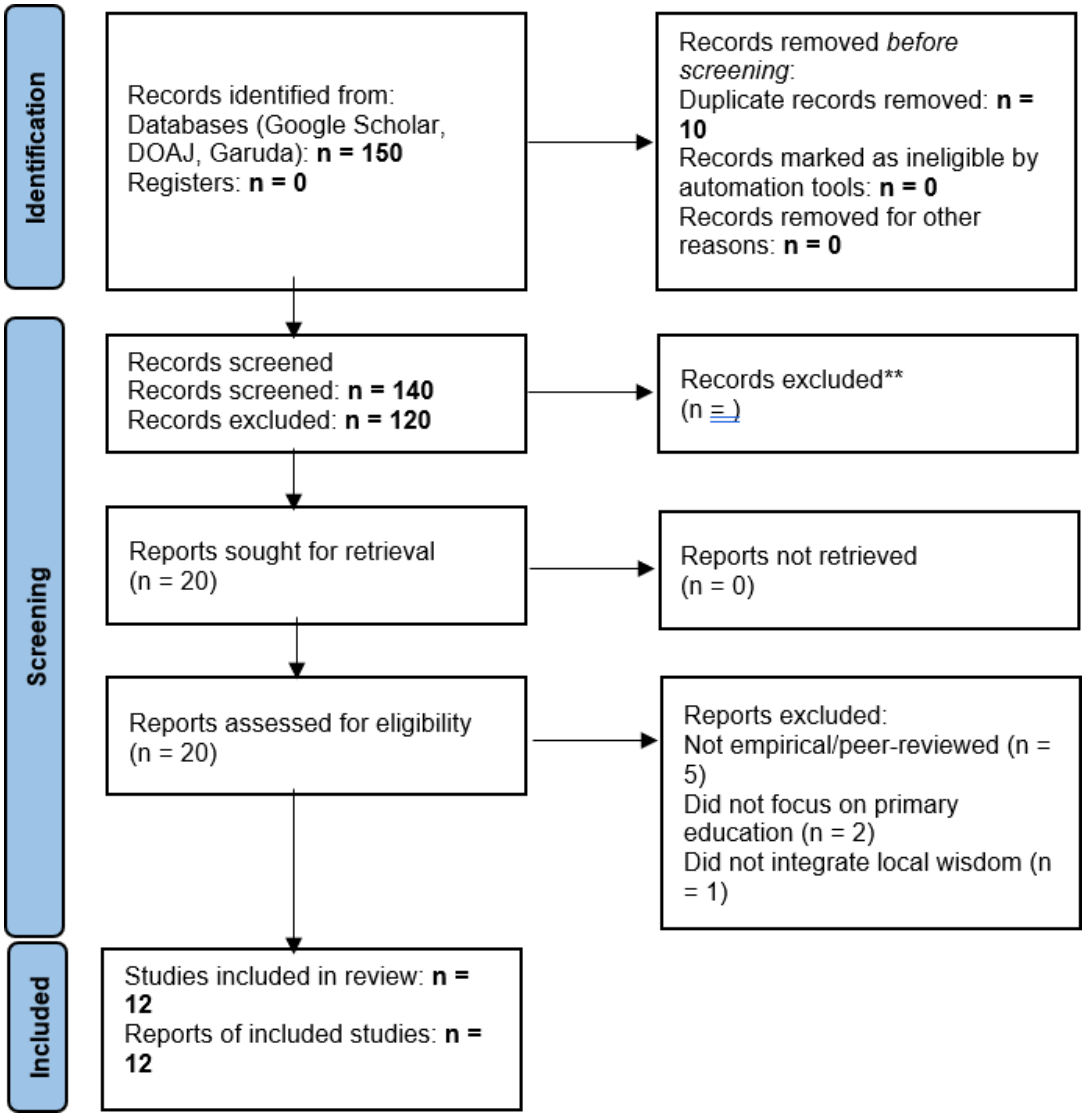

Figure 1. PRISMA Flow Diagram

Thematic synthesis was subsequently applied to analyze the selected studies, allowing key themes and patterns to be identified across the literature (Gunawan et al., 2025; Sharma & Panja, 2025). Each article was reviewed to extract details such as author, year, journal, methodology, and main findings regarding the role of local wisdom in digital learning. The results were presented both narratively and in tabular format to support clarity and comparison (Citariani et al., 2025).

RESULT AND DISCUSSION

A systematic analysis of twelve relevant journal articles forms the foundation of this comprehensive synthesis, which is designed to provide an in-depth overview of the development of interactive e-modules. This review specifically aims to identify key patterns, the methodological approaches employed, and the tangible impacts resulting from the implementation of e-modules that incorporate elements of local wisdom in primary school education. The articles reviewed, drawn from both national and international publications, were rigorously selected based on predefined inclusion and exclusion criteria to ensure data relevance and quality. The scope of the studies is. diverse, reflecting various methodologies and

implementation contexts across subject areas such as language, science, social studies, and mathematics. This diversity offers a rich and multidimensional perspective. The systematic process enables the formulation of strong conclusions regarding the effectiveness and potential of e- modules based on local wisdom. To provide a complete overview of research development in this area, key findings from each study including author information, research title, journal source, and main conclusions are presented in a structured format in Table 1 below.

Table 1. Summary of Analyzed Articles

Author and Year	Research Title	Journal Name	Conclusion
Rivaldo Paul Telussa et al. (2023)	Local Wisdom-Based E-Module to Improve Elementary School Students' Critical Thinking Skills	International Journal of Elementary Education	The e-module improves students' critical thinking skills through the integration of folklore and local figures as learning contexts.
I Made Ari Winangun et al. (2024)	Development of Local Culture-Based E-Modules in Social Studies Learning	Revista de Gestão Social e Ambiental	The e-module enhances students' cultural awareness and social studies understanding through interactive media based on local wisdom.
Fatina, Salsabila Widya et al. (2024)	Design of Interactive E-Modules with Local Context to Enhance Reading Comprehension	Journal of Technology and Humanities	Interactive modules based on local contexts effectively improve students' reading comprehension.
Syarful Annam et al. (2024)	Integrating Indigenous Knowledge into Science E-Modules for Elementary Students	Pedagogy Review	Local knowledge supports science learning and strengthens environmental conservation values.
Real Fandi et al. (2025)	A Scoping Review on Local Wisdom in Digital Learning Resources for Primary Schools	JSEP (Journal of Science Education and Practice)	The literature review confirms the importance of local values in designing digital media for primary education.
Daluti Delimanugari (2024)	Evaluation of Culture-Based E-Modules in Indonesian Language Learning	International Journal of Basic Educational Research	Culturally-based e-modules enhance students' literacy and appreciation of their own culture.
I Made Ari Winangun (2024)	Development of Thematic Interactive E-Modules Containing Balinese Local	Jurnal Ilmiah Pendidikan dan Pembelajaran	The module supports students' character development and connects subject matter with

	Wisdom		Balinese culture.
Arista Nufus Afifah & Sri Sukasih (2025)	Development of Science Interactive E-Module Containing Local Culture	Jurnal Pendidikan Progresif	Science modules infused with local culture improve elementary students' engagement in learning.
Uyung Amilul Ulum et al. (2025)	Local Wisdom as a Source of Contextual Learning in Primary Schools	Qalamuna: Jurnal Pendidikan, Sosial dan Agama	Local wisdom serves as a relevant learning source for thematic education.
Nindya Nurdianasari et al. (2023)	Interactive E-Module Based on Local Wisdom for Mathematics Learning	Fundadikdas: Jurnal Fundamental Pendidikan Dasar	The e-module aids conceptual understanding in mathematics through cultural illustrations and traditional games.
Kadek Agus Suantara et al. (2023)	Implementation of Indonesian Language E-Module Containing Regional Locality	Jurnal Ilmiah Pendidikan dan Pembelajaran	The Indonesian language e-module improves learning outcomes and strengthens students' cultural identity.
Hidayati Azkiya et al. (2024)	Development of Thematic E-Module on Environmental Subthemes Based on Local Culture	EDUKASI: Jurnal Pendidikan	The module enhances students' understanding of environmental conservation based on local culture.

Based on a systematic review of twelve articles examining the development and implementation of interactive e-modules incorporating local wisdom in primary education, it can be concluded that culturally-based e-modules have a positive impact on various aspects of learning. These impacts include enhanced conceptual understanding, strengthened student character and cultural identity, improved critical thinking skills, and increased active engagement in the learning process. This section elaborates on these findings and discusses their broader implications.

2.1. The Effectiveness of Local Wisdom-Based E-Modules in Improving Learning Outcomes and 21st-Century Skills

Consistent findings from multiple studies indicate that integrating local wisdom into e-modules significantly enhances the relevance of subject matter to students' everyday lives. As demonstrated in the study by Telussa et al. (2023), the use of folklore and local figures as learning contexts in e-modules not only improves students' critical thinking skills but also makes learning materials more comprehensible and engaging. Similarly, Winangun et al. (2024), through the development of culture-based e-modules in social studies, reported increased cultural awareness among students alongside deeper understanding of social concepts. This suggests that when learning materials reflect students lived realities and experiences, their motivation and interest in learning rise substantially. Learning becomes less abstract and more concrete and personal.

Furthermore, local wisdom-based e-modules also show strong potential in developing students' literacy skills. Fatina et al. (2024) emphasized how modules

that incorporate illustrations, language, and examples drawn from local contexts are

effective in improving reading comprehension. This confirms that the success of educational technology lies not only in its interactivity, but also in the cultural relevance and meaning it provides for learners. In addition to reading literacy, Delimanugari (2024) and Suantara et al. (2023) highlighted the contribution of Indonesian language e-modules infused with local elements in fostering students' appreciation of and identification with their culture. These modules help students understand language structure and meaning within familiar contexts, while also cultivating pride in their cultural heritage. Thus, e-modules serve as effective mediums for introducing and preserving cultural values.

In the domains of science and mathematics, Annam et al. (2024) and Fandi et al. (2025) offer broader perspectives on the use of indigenous knowledge. The integration of traditional practices such as environmental conservation methods or traditional processing techniques has been proven to improve students' understanding of scientific concepts while instilling values of environmental preservation. In this context, e-modules function not only as learning media but also as vital tools for preserving cultural heritage and local knowledge.

Further studies by Afifah and Sukasih (2025), Nurdianasari et al. (2023), and Azkiya et al. (2024) confirm the effectiveness of local wisdom-based e-modules in science and mathematics education. They agree that learning grounded in cultural contexts not only introduces cultural values but also serves as a pedagogical strategy to enhance students' cognitive comprehension of abstract concepts. For example, mathematical concepts integrated with traditional weaving patterns or local folk games can help visualize abstract material in a more concrete and contextually relevant way.

The interactive features of e-modules also provide substantial added value, as emphasized by I Made Ari Winangun (2024). The reviewed modules do not merely present content passively but actively involve students through simulations, culturally-based quizzes, interactive videos, and collaborative projects drawn from their immediate surroundings. The use of interactive media within local cultural contexts successfully stimulates students' emotional and cognitive engagement simultaneously, creating a more dynamic and effective learning experience.

2.2. E-Module of Local Wisdom in the Context of Education Policy

The results of this research have significant implications for education policy in Indonesia, particularly the implementation of the curriculum. Local wisdom-based e-modules concretely realize the principles of relevant, contextual, and student-centered learning that form the philosophical foundation of the curriculum in Indonesia. The widespread adoption of such e-modules can make significant contributions in several aspects:

- Differentiated Learning: E-modules have great potential to be tailored to the specific local wisdom of various regions in Indonesia, ensuring that learning remains relevant to the diversity of students across the archipelago. This supports the principle of differentiation within the framework of the national curriculum.
- Digital Learning Resource Enrichment: Local wisdom-based e-modules provide rich alternatives and supplements to traditional textbooks, aligning with schools' needs for innovative and technology-based learning resources. This also helps reduce dependence on a single type of learning resource and encourages broader exploration.
- Encouraging Educator Innovation: Educators are encouraged to develop and use creative and contextual teaching materials, which is one of the main objectives of curriculum development to foster innovative and adaptive teachers.

- Strengthening the Pancasila Student Profile: The integration of local wisdom

directly supports the achievement of the dimensions of the Pancasila Student Profile, particularly in the elements of "Believing, Being Devout to God Almighty, and Having Noble Character" (through the noble values of culture), as well as "Global Diversity" (by understanding and appreciating one's own culture as a foundation for understanding other cultures). As mentioned by Ulum et al. (2025), local wisdom can serve as a relevant teaching resource for thematic learning contexts, in line with the principle of contextual learning.

National studies from Indonesia specifically reinforce that this e-module can become the backbone of national curriculum implementation. For example, Nurdianasari et al. (2023) who developed an interactive e-module based on local wisdom from Jember, demonstrated the direct relevance of these findings to national education policy

2.2. The Role of Educators and Implementation Challenges

Although the potential of e-modules based on local wisdom is very great, their success highly depends on the active role of educators. Teachers not only act as technology facilitators but also as 'guardians' and 'translators' of local wisdom values into pedagogical digital forms. They need to have a deep understanding of local wisdom in their area and be able to meaningfully integrate it into the curriculum. However, several significant challenges also emerged from the reviewed study:

- Availability of Local Wisdom Content: Real Fandi et al. (2025) highlight the issue of the lack of systematic documentation of indigenous knowledge and local wisdom in a digital format ready to be integrated into e-modules. This becomes an initial obstacle in content development.
- Educator Competence: There is still a need to enhance educators' skills in integrating cultural values into the digital curriculum and in effectively utilizing technology. Kadek Agus Suantara et al. (2023) and Hidayati Azkiya et al. (2024) state that teacher training remains a crucial factor in the successful use of e-modules. Without a good understanding from teachers of local content and digital approaches, the effectiveness of e-modules cannot be optimized.
- Harmonization of Knowledge: Another challenge is addressing the potential "incompatibility" or misunderstanding between contemporary science and traditional beliefs or practices. This requires a careful and culturally sensitive pedagogical approach to ensure that local wisdom is integrated as an enrichment, not as a replacement for fundamental science.

Therefore, a continuous professional training program focused on digital-cultural literacy for teachers becomes essential. This training must encompass not only the technical aspects of developing and using e-modules but also a deep understanding of relevant pedagogy and ways to authentically identify and integrate local wisdom.

2.3. Future Directions of Research and Development

Based on the analysis results, several future research and development directions need to be considered to further optimize the utilization of local wisdom-based e-modules:

- Long-Term Effectiveness Studies: Most of the reviewed studies focus on development, validation, and limited trials. More research is needed to measure the long-term impact of local wisdom-based e-modules on learning outcomes, cultural retention, student character development, and even their

impact on national identity.

- Exploration of Innovative Technologies: Investigating the potential of cutting-edge technologies such as Augmented Reality (AR), Virtual Reality (VR), and
  Artificial Intelligence (AI) to create more immersive, personalized, and adaptive learning experiences that deeply integrate local wisdom, as suggested by Ulum et al. (2025).
- Development of a Comprehensive Evaluation Framework: Designing and testing evaluation instruments that can measure not only cognitive learning outcomes but also affective impacts (e.g., cultural appreciation, empathy) and psychomotor skills, as well as broader cultural preservation.
- Cross-Cultural Comparative Study: Conducting a comparative study of local wisdom-based e-modules in various cultural and national contexts to identify best practices, common challenges, and nuanced differences in their implementation. This can provide valuable insights for the development of more universal yet locally relevant modules.
- Multidisciplinary Collaborative Research: Encouraging closer collaboration between academics (education, technology, anthropology), education practitioners (teachers, school principals), indigenous communities (holders of local wisdom), and technology developers. This collaboration is important to ensure that the developed e-modules are not only pedagogically relevant but also culturally accurate, technologically effective, and accepted by the user community.

Sustained and collaborative research and development efforts will be key to ensuring that local wisdom-based e-modules are not merely a temporary innovation, but serve as a strategic component in building an inclusive, contextual, and sustainable education system for the future.

CONCLUSIONS AND SUGGESTIONS

The results of a systematic review of twelve journal articles indicate that the development of interactive e-modules incorporating local wisdom significantly contributes to improving the quality of learning at the primary education level. These culturally embedded digital tools effectively enhance conceptual understanding, foster 21st-century skills such as critical thinking and digital literacy, and strengthen students' character and cultural identity. By integrating traditional knowledge, values, and practices into digital content, these e-modules create learning experiences that are engaging, meaningful, and closely connected to students' sociocultural environments.

The benefits of local wisdom-based e-modules extend beyond pedagogy, serving as powerful media for cultural transmission and contextualized education. They bridge the gap between modern educational technology and indigenous heritage, enabling learning that is technologically advanced while remaining culturally grounded. Their successful implementation, however, depends on the active role of educators, the availability of well-documented cultural content, and adequate teacher competence in designing and applying such tools. The current body of evidence remains limited in scope, with most studies concentrated in the Indonesian context and few addressing long-term or cross-cultural effectiveness.

Practical recommendations arise from these findings. Teachers require continuous professional development in digital-cultural literacy, e-module developers should collaborate with educators and cultural experts to ensure authenticity and quality, and policymakers need to establish frameworks that support teacher training and systematic documentation of local wisdom. With these supports in place, local wisdom-based e-modules can function not only as innovative instructional tools but

also as strategic bridges between technological innovation and cultural preservation, with lasting value for both present educational practices and the heritage passed on to future generations.

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