

Local Wisdom for Enhancing Contextual Education: A Literature Review on Values and Practices

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Abstract

Local wisdom is an integral part of community life that contains cultural values and practices with strong potential to support contextual learning. This study aims to analyze the values and practices embedded in local wisdom and their implications for contextual learning through a literature review approach. The study employed a systematic review of 35 relevant articles from various cultural and national contexts. Data were analyzed using thematic analysis to identify patterns of values, practices, and their relationships with learning processes. The findings reveal that local wisdom encompasses social, ecological, and cultural identity values. These values are reflected in the strengthening of community solidarity, traditional ecological knowledge for environmental management, and efforts to preserve cultural identity amid globalization. In terms of practices, local wisdom is manifested in cultural rituals and festivals, livelihood systems based on traditional knowledge such as agriculture and medicinal practices, and cultural transformations in modern forms such as creative products and cultural commodification. These findings indicate that local wisdom is dynamic and adaptive across changing social contexts. Furthermore, local wisdom serves as a contextual learning resource that connects real-life experiences with academic concepts and contributes to strengthening students' character development. Thus, local wisdom functions not only as cultural heritage but also as a relevant pedagogical resource for meaningful contextual learning.

Keywords: *local wisdom, contextual learning, cultural values, cultural practices, literature review*

Abstrak

Kearifan lokal merupakan bagian integral dari kehidupan masyarakat yang memuat nilai dan praktik budaya yang berpotensi mendukung pembelajaran kontekstual. Penelitian ini bertujuan untuk menganalisis nilai dan praktik kearifan lokal serta implikasinya terhadap pembelajaran kontekstual melalui kajian literatur. Metode yang digunakan adalah tinjauan literatur terhadap 35 artikel yang relevan dari berbagai konteks budaya dan negara. Data dianalisis menggunakan analisis tematik untuk mengidentifikasi pola nilai, praktik, dan keterkaitannya dengan pembelajaran. Hasil kajian menunjukkan bahwa kearifan lokal mengandung nilai sosial, ekologis, dan identitas budaya yang tercermin dalam penguatan solidaritas komunitas, pengelolaan lingkungan berbasis pengetahuan tradisional, serta upaya mempertahankan identitas budaya di tengah perubahan global. Dari sisi praktik, kearifan lokal muncul dalam bentuk ritual dan festival budaya, sistem penghidupan berbasis pengetahuan lokal seperti pertanian dan pengobatan tradisional, serta transformasi budaya dalam bentuk modern seperti produk kreatif dan komodifikasi budaya. Temuan ini menunjukkan bahwa kearifan lokal bersifat dinamis dan adaptif. Lebih lanjut, kearifan lokal berperan sebagai sumber belajar kontekstual yang menghubungkan pengalaman nyata masyarakat dengan konsep akademik serta memperkuat pendidikan karakter peserta didik. Dengan demikian, kearifan lokal tidak hanya berfungsi sebagai warisan budaya, tetapi juga sebagai sumber pedagogis yang relevan dalam pembelajaran kontekstual yang bermakna.

Kata kunci: *kearifan lokal, pembelajaran kontekstual, nilai budaya, praktik budaya, literature review*



INTRODUCTION

Local wisdom is part of community life that contains values and cultural practices that have developed over generations (Harmawati et al., 2016). In various studies, local wisdom is understood as a system of knowledge, values, and social practices that shape the way of life of the community and serve as a guideline in interacting with the social and natural environment (Arsal et al., 2022; Ufie et al., 2021). Values such as moral, social, cultural, and environmental are reflected in various cultural practices, such as traditions, rituals, and community-based activities that have survived until now. In the context of education, local wisdom has the potential to be a relevant source of learning because it is directly related to the real life of students (Lusiana, 2018; Shufa, 2018; Widiarini et al., 2025).

However, in current educational practice, there is still a tendency that learning has not fully accommodated the context of students' lives (Mutiawati, 2023; Silseth & Erstad, 2018). The learning process is often oriented towards delivering general and abstract material, thus providing little space for students to connect knowledge with their real-life experiences (Silseth & Erstad, 2018). This condition impacts the low meaningfulness of learning as well as the limited ability of students to apply knowledge in daily life (Liberali, 2025). On the other hand, social and cultural environments rich in local wisdom values and practices have not yet been optimally utilized as learning resources.

Theoretically, contextual learning emphasizes the importance of the connection between learning material and the experiences and environment of learners (Mutiawati, 2023). This approach views that knowledge will be more meaningful if it is constructed through real experiences that are close to students' lives. Therefore, learning that integrates the local context is believed to enhance understanding, engagement, and the relevance of learning. In this regard, local wisdom has a strong alignment with the principles of contextual learning because both are rooted in the experiences and realities of community life (Aulia et al., 2024).

This research is important to conduct because there has not been a comprehensive study regarding the values and cultural practices in local wisdom, the implications of these values and practices for contextual learning in various studies have not been fully portrayed, and there is a need for a conceptual foundation to understand the potential of local wisdom as a relevant source of learning..

A number of studies have examined local wisdom from various perspectives, both as a value system (Arsal et al., 2022; Masitoh & Sudrajat, 2022; Windari & Putra, 2025), traditional knowledge, and social practices of the community (Aji et al., 2025; Indrawardana, 2013). The results of these studies show that local wisdom contains important values that can support character building and strengthening the competencies of students. In addition, cultural practices such as traditions, rituals, and community-based activities can be utilized as contextual and meaningful learning media (Yasri et al., 2025). On the other hand, research on contextual learning also shows that the connection between learning materials and the real life of students can improve the quality of the learning process and outcomes (Papatungan & Siradjang, 2025; Suprihatin & Nurhayati, 2022; Welerubun et al., 2022).

Nevertheless, these studies still tend to develop separately. Research on local wisdom generally focuses on exploring cultural values and practices in a social context, while research on learning mostly discusses learning strategies and approaches without specifically linking them to local wisdom. As a result, the connection between the values and practices of local wisdom and contextual learning has not been comprehensively illustrated in the literature. In fact, if examined more deeply, the two are closely related and mutually supportive. The novelty of this research lies in the effort to integratively synthesize the values and cultural practices in local wisdom and

to examine their implications within the framework of contextual learning. This study not only presents local wisdom as a cultural phenomenon but also positions it as a conceptual basis for understanding contextual learning. This study aims to analyze the values and practices embedded in local wisdom and their implications for contextual learning through a literature review approach.

METHOD

This study uses a Systematic Literature Review (SLR) approach to synthesize research findings (Crawford, 2025) related to local wisdom in the context of education. The research data consisted of scientific articles obtained through the Science Direct, Emerald, and Google Scholar databases. The search was conducted using the keywords "local wisdom," "cultural values," "cultural practices," and "education" with a publication range from 2015 to 2025. The data collection technique was carried out through identification, selection, and screening of articles based on established inclusion and exclusion criteria, resulting in 35 relevant articles for analysis. Data analysis was carried out using thematic analysis, namely by identifying, grouping, and synthesizing patterns of values and cultural practices in local wisdom. In addition, a simple quality assessment of the articles was conducted to ensure the validity of the sources used. The results of the analysis were then used to reveal the relationship between the values and practices of local wisdom and their implications for contextual learning.

RESULT AND DISCUSSION

Table 1. List of the 35 selected articles reviewed in this study

ID	Title	Author, Year	Country	Method
1	Subsistence Fishing Methods of Nicobari Tribes Using Traditional Knowledge	(Ravikumar et al., 2016)	India	Qualitative
2	Festival of flowers (Fulaich): Unique traditional culture and custom of Kinnaura tribes in Himachal Pradesh, North Western Himalaya, India	(Lata et al., 2024)	India	Qualitative
3	Regional sustainability of the Kattunayakan tribe in Kerala, India through the enhancement of agricultural, livestock, and livelihood options	(Ramakrishnan et al., 2024)	India	Quantitative
4	Well-being and cultural identity for Maori: Knowledge of iwi (tribal) affiliations does not strongly relate to health and social service outcomes	(Greaves et al., 2023)	New Zealand	Quantitative
5	A Study Of Composite Index: With Special Context To Gond Tribe Of Central India	(Sunder & Sharma, 2019)	India	Quantitative
6	Why pastoralists grow tomatoes: Maasai livelihood dynamics in Amboseli, southern Kenya	(Hemingway et al., 2022)	Kenya	Mixed (Comparative Agriculture)
7	Traditional alcoholic beverages of the Bonda tribe in Odisha, India: evidence from the field	(Sahoo et al., 2024)	India	Mixed
8	Ethnomedicinal plants of Kuki-Chin tribes in Kaihlam wildlife sanctuary of Manipur, India	(Thangliankhup et al., 2023)	India	Quantitative

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9	A traditional American Indian death ritual: Developing nursing knowledge through aesthetic exposure	(Charbonneau-Dahlen, 2018)	USA	Qualitative
10	Traditional Usage of Medicinal Plants by Temiar Tribes in The State of Kelantan, Peninsular Malaysia	(Zaki et al., 2019)	Malaysia	Mixed
11	Traditional ecological knowledge and medicinal plant diversity usage among the Mullu Kuruman tribes of Wayanad district of Kerala, India and its implications for biodiversity conservation in the face of climate change	(Anju & Kumar, 2024)	India	Quantitative
12	Elicūra: The “Feasts of Merit” Shawl of the Chakhesang Naga of Northeast India	(Yekha-ü & Marak, 2021)	India	Qualitative
13	Reclaiming energy justice in Taiwan? Insights on deliberation democracy from the Thao Tribe's renewable energy initiative	(Fan, 2024)	Taiwan	Qualitative
14	Traditional herbal practices associated with malaria and associated symptoms: Mishmi tribe cohort study from Arunachal Pradesh, Northeast India	(Talukdar, 2025)	India	Quantitative
15	Oral health status and behaviour among Kanikkaran tribes of Mundandhurai Hills in Tirunelveli district, Tamil Nadu	(P et al., 2024)	India	Quantitative
16	The Lifestyle of Indigenous People from the Perspective of Sustainability. The example of an Aeta tribe in the Philippines	(Nennstiel, 2024)	Philippines	Qualitative
17	Higher Education among Warli Tribe Girls of Maharashtra: Perceptions and Barriers	(Ingole & Mandal, 2025)	India	Qualitative
18	Landscape Characteristics of the Nae-oe-dam (wall) of Traditional Houses in Gyeongsangnam-do	(Han & Lim, 2024)	South Korea	Mixed
19	Kyoto's Gion Festival in Late Classical and Medieval Times: Actors, Legends, and Meanings	(Teeuwen, 2022)	Japan	Qualitative
20	The essence of ilobolo and zulu traditional marriage as depicted in Nelisiwe Zulu's literary work	(Ntshangase, 2021)	South Africa	Qualitative
21	Regulating community well-being through traditional mourning rituals: Insights from the Luhya People of Kenya	(Asatsa et al., 2025)	Kenya	Qualitative
22	The Sustainability of Ohanami Cherry Blossom Festivals as a Cultural Icon	(Moriuchi, 2019)	Japan	Mixed
23	Climbing the Trail to Heaven: traditional funerals and burial practices in Dane-Zaa territory - an ethnographic account from North-eastern British Columbia	(Girsang et al., 2025)	UK	Qualitative
24	Traditional Intricate Paper Cutting	(Virunanont,	Thailand	Qualitative

	Techniques of Southern Thailand: Background, Beliefs, and Cultural Animation of Thai Buddhist Culture	2020)		
25	Turkish gypsy music and examples from different regions	(Özkan et al., 2024)	Turkey	Qualitative
26	Creative Products Based on Local Wisdom Derived from Mural Paintings of Suphan Buri Province, Thailand	(Netwong et al., 2024)	Thailand	Mixed
27	UAE Abaya Fashion: From Cover to Prestige (and Social Liberalization)	(Radeljić, 2025)	UAE	Qualitative
28	Music in Mevlevi Rituals in the Mevlevi Tekke (Lodge) in Nuremberg / Germany	(ÖKSÜZOĞLU, 2024)	Germany	Qualitative
29	The dilemma between cultural rituals and hedonism for tourism in a cultural festival: a case study of the Lanna Songkran festival in Chiang Mai, Thailand	(Intason, 2023)	Thailand	Qualitative
30	Asante Kente: A Home Craft and a Cultural Repository of the Place Identity History of the Asantes	(Adom, 2024)	Ghana	Qualitative
31	Millets in India: exploring historical significance, cultural heritage an ethnic foods	(Ankita & Seth, 2025)	India	Literature Review
32	Dialogue Performance and Re-Establishment Of “Tradition” In The Tầm Vu Vegetarian Festival In Long An, Vietnam	(Thi & Diep, 2023)	Vietnam	Qualitative
33	Tea-Tasting Culture Symbols in Contemporary China: Times and Spirit	(F. Hu et al., 2025)	China	Qualitative
34	Eating rubbish? Exploring the herbal secrets of Laji-He, a traditional herbal rice snack from southern China	(R. Hu et al., 2025)	China	Mixed
35	Traditional costume experience at a cultural heritage festival	(Lee & Lee, 2019)	South Korea	Quantitative

1. Values Contained in Local Wisdom

The analysis results show that local wisdom in various communities around the world contains fundamental values that form the basis of social, cultural, and ecological life in society. Religious and spiritual values are strongly evident in various cultural practices such as death rituals and traditional beliefs, which are interpreted as part of the transcendent life of communities, as seen in Native American and Dane-Zaa communities in Canada, where death rituals are considered part of the formation of life's meaning (Charbonneau-Dahlen, 2018; Girsang et al., 2025). Spiritual values are also evident in cultural rituals such as the Gion Festival in Japan, which contains religious and historical dimensions (Teeuwen, 2022), and the Mevlevi rituals in Germany, which are rooted in Sufi Islamic spirituality (Öksüzoğlu, 2024).

Social values such as solidarity, togetherness, and community cohesion are also very dominant. This is evident in the Luhya community in Kenya, which uses mourning rituals as a mechanism to strengthen social welfare (Asatsa et al., 2025), as well as in the Zulu community in South Africa, which emphasizes social values in

the traditional ilobolo marriage system (Ntshangase, 2021). The value of togetherness is also reflected in the practice of harvest and cultural festivals such as Fulaich in India (Lata et al., 2024) and Songkran in Thailand (Intason, 2023).

In addition, ecological values and sustainability have become important findings in many studies. The Nicobari (Ravikumar et al., 2016), Kattunayakan (Ramakrishnan et al., 2024), and Mullu Kuruman (Anju & Kumar, 2024) communities show a harmonious relationship with the environment through the management of natural resources based on traditional knowledge. Sustainability values are also evident in the Aeta community in the Philippines, who maintain a nature-based way of life (Nennstiel, 2024), as well as in the Maasai community in Kenya, who adjust their life strategies to environmental changes (Hemingway et al., 2022).

Local wisdom values also serve as cultural identity, as seen in Kente Asante in Ghana (Adom, 2024), abaya in the United Arab Emirates (Radeljić, 2025), as well as cultural traditions in Taiwan and China that strengthen community identity (Fan, 2024; F. Hu et al., 2025). Thus, local wisdom not only functions as a value system but also as a collective identity of society (Adom, 2024; F. Hu et al., 2025; Radeljić, 2025).

2. Cultural Practices in Local Wisdom

Findings indicate that local wisdom is manifested in various cultural practices that are dynamic, adaptive, and passed down through generations. These practices include religious rituals, social traditions, livelihood systems, as well as expressions of art and material culture.

Ritual practices are the dominant form in many communities. The Fulaich Flower Festival in India (Lata et al., 2024), the Gion Festival in Japan (Teeuwen, 2022), Songkran in Thailand (Intason, 2023), and the vegetarian festival in Vietnam (Thi & Diep, 2023) show that cultural rituals function as means of transmitting values, strengthening identity, and social bonding. In addition, death rituals among the Dane-Zaa (Girsang et al., 2025) and Luhya (Asatsa et al., 2025) communities demonstrate that cultural practices also regulate the human life cycle socially and spiritually.

In terms of economy and livelihood, local wisdom practices can be seen in subsistence systems such as traditional fishing among the Nicobari community (Ravikumar et al., 2016), Maasai agriculture (Thangliankhup et al., 2023), and the use of medicinal plants by various communities in India and Malaysia (Anju & Kumar, 2024; Talukdar, 2025; Thangliankhup et al., 2023; Zaki et al., 2019). These practices demonstrate local adaptation to the environment as well as resource-based economic sustainability.

In addition, cultural practices are also evident in expressions of art and material culture such as Thai paper carving (Virunanont, 2020), traditional Turkish music (Özkan et al., 2024), Suphan Buri murals (Netwong et al., 2024), and Kente culture in Ghana (Adom, 2024). These practices show that local wisdom is not only functional but also aesthetic and symbolic.

Cultural practices also encompass aspects of modern life that remain rooted in tradition, such as the abaya fashion in the UAE (Radeljić, 2025), Warli women's education in India (Ingole & Mandal, 2025), as well as the culture of consuming traditional foods in China (R. Hu et al., 2025). This shows that local wisdom is adaptive to social changes.

3. The Implications of Local Wisdom on Contextual Learning

Local wisdom has very strong implications for the development of contextual learning in education. The integration of local cultural values and practices can increase the relevance of learning to students' lives. Firstly, local wisdom can be an authentic learning resource to strengthen the understanding of concepts. For example, agricultural, fisheries, and traditional medicine practices can be used as the context for learning science and social studies (Anju & Kumar, 2024; Hemingway et al., 2022; Ravikumar et al., 2016; Talukdar, 2025; Thangliankhup et al., 2023). This aligns with the need for learning based on meaningful real-life experiences.

Second, local wisdom contributes to strengthening character education. The values of solidarity, mutual cooperation, and social care reflected in various cultural rituals such as festivals and traditional ceremonies (Asatsa et al., 2025; Intason, 2023; Lata et al., 2024; Teeuwen, 2022; Thi & Diep, 2023) can be integrated into learning to shape students' cultured and ethical character. Third, local wisdom also strengthens students' cultural identity while preserving cultural sustainability amid globalization. Cultural practices such as Ghana's Kente (Adom, 2024), the Mevlevi ritual (Öksüzoğlu, 2024), and Japanese and Chinese culture (F. Hu et al., 2025; Teeuwen, 2022) show that culture-based education can reinforce identity while broadening global insight.

Fourth, learning based on local wisdom supports an interdisciplinary and contextual approach. The integration of culture, environment, economy, and society in local wisdom allows for more holistic and meaningful learning (Adom, 2024; R. Hu et al., 2025; Nennstiel, 2024; Ramakrishnan et al., 2024). Local wisdom is not only a subject of cultural study but also a strategic pedagogical resource in developing contextual learning that is relevant, meaningful, and sustainable.

CONCLUSION

Local wisdom in various studies shows quite diverse patterns, both in terms of values and practices. The value of local wisdom is strongly seen in social, ecological, and cultural identity aspects, where communities build togetherness and solidarity through various traditions, maintain balance with the environment through inherited knowledge, and preserve cultural identity amid changing times. In terms of practice, local wisdom is not only present in the form of rituals and cultural festivals but is also evident in daily activities such as agriculture, traditional medicine, and the ways communities manage natural resources, even developing into more modern forms such as cultural products and community creativity. These findings indicate that local wisdom plays an important role in contextual learning because it can connect the real-life experiences of the community with the concepts learned in the classroom, while also helping to strengthen students' character, such as cooperation, responsibility, and social awareness. Thus, local wisdom can become a meaningful learning resource that is close to students' lives. In the future, further research needs to be conducted through direct classroom studies to see how local wisdom is actually applied in learning, as well as to develop more practical learning models that are easier for teachers to use in various educational contexts.

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