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The Role of Local Wisdom in Shaping the Multicultural Character of Elementary School Students

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Abstract

Multicultural education in elementary schools plays a strategic role in shaping students' character from an early age, particularly through the integration of local wisdom. This study explores the role of local wisdom in shaping the multicultural character of students at MI Mamba'ul Ulum, Curahputih, Tegalwangi Village, Umbulsari District, Jember. This study employed a qualitative approach with a case study design. Data were collected through in-depth interviews with the principal, teachers, and students; observations of learning processes and extracurricular activities; and school documentation analysis. Data were analyzed using Miles & Huberman's model, which includes data reduction, data display, and conclusion drawing. The findings revealed that local wisdom, such as values of mutual cooperation, tolerance, togetherness, and respect for differences, was effectively integrated into both classroom learning and non-formal activities. Students demonstrated positive development in appreciating diversity, both in classroom interactions and in their daily lives. These findings are consistent with recent studies emphasizing the importance of local wisdom-based education in strengthening multicultural attitudes. MI Mamba'ul Ulum has successfully utilized local cultural values as contextual educational media that are relevant to students' needs and aligned with the demands of globalization.

Keywords: Local Wisdom; Multicultural Education; Elementary School; Student Character.

Abstrak

Pendidikan multikultural di sekolah dasar memiliki peran strategis dalam membentuk karakter siswa sejak dini, terutama melalui integrasi kearifan lokal. Penelitian ini menyoroti peran kearifan lokal dalam membentuk karakter multikultural siswa di MI Mamba'ul Ulum, Curahputih, Desa Tegalwangi, Kecamatan Umbulsari, Jember. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara mendalam dengan kepala sekolah, guru, dan siswa; observasi terhadap proses pembelajaran dan kegiatan ekstrakurikuler; serta analisis dokumentasi sekolah. Analisis data dilakukan dengan model Miles & Huberman, mencakup reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa kearifan lokal, seperti nilai gotong

royong, toleransi, kebersamaan, serta penghormatan terhadap perbedaan, diintegrasikan secara efektif dalam proses pembelajaran maupun aktivitas non-formal. Siswa menunjukkan perkembangan positif dalam sikap menghargai keberagaman, baik dalam interaksi di kelas maupun dalam kehidupan sehari-hari. Temuan ini sejalan dengan penelitian terbaru yang menegaskan pentingnya pendidikan berbasis kearifan lokal dalam memperkuat sikap multikultural. MI Mamba'ul Ulum berhasil memanfaatkan potensi budaya lokal sebagai media pendidikan yang kontekstual, relevan dengan kebutuhan siswa, dan sesuai dengan tuntutan era globalisasi.

Kata Kunci: Kearifan Lokal; Pendidikan Multikultural; Sekolah Dasar; Karakter Siswa.

INTRODUCTION

Elementary education plays a vital role in shaping the character of young learners and preparing them to become responsible citizens in a diverse society. At this stage of development, students are highly receptive to values, social norms, and attitudes that will influence their lifelong perspectives (Fahrozy et al., 2022). However, the increasing complexity of today's social life presents a pressing challenge: how to nurture multicultural character in children who will inevitably live in a pluralistic environment. Although Indonesia is widely recognized for its richness in cultural, ethnic, and religious diversity, the reality on the ground often shows contradictions (Riyanti & Novitasari, 2021). Social tensions, intolerance, and even conflicts between communities still emerge in many areas. These issues suggest that the values of multiculturalism, while widely acknowledged, have not yet been fully embedded in children's lives.

Schools are expected to act as a foundation where children first learn about diversity, respect for others, and cooperation (Syahid, 2022). Yet, in many cases, the learning environment in elementary schools still focuses heavily on academic achievement, with less emphasis on nurturing social and cultural values. The curriculum and teaching practices often promote uniformity and standardized content, leaving little space for students to explore diversity as an essential aspect of learning (Wati et al., 2024). Teachers, in turn, frequently rely on textbooks and conventional methods, which may provide knowledge but fail to cultivate empathy, tolerance, and appreciation of differences (Chotimah, 2018). As a result, students might perform well academically but lack the socio-emotional readiness to live harmoniously in a multicultural society.

In response to this condition, there is a growing awareness of the need for innovative approaches that integrate cultural and character education into elementary classrooms. One

promising pathway is the use of local wisdom as a medium for strengthening multicultural values (Amirin, 2013). Local wisdom refers to traditional values, customs, and practices that have been passed down through generations, serving as a moral compass for communities (Agus Salim & Wedra Aprison, 2024). In the Indonesian context, local wisdom is embedded in folklore, proverbs, community rituals, arts, and daily practices that emphasize tolerance, mutual respect, cooperation, and harmony (Syarif & Abuamar Ratuloly, 2020). These values are not only relevant but also resonate with children because they are rooted in familiar traditions and cultural narratives. By incorporating local wisdom into teaching, schools can provide students with concrete and relatable examples of how diversity can be managed and celebrated (Polii & Ahmadi, 2024).

Several studies have highlighted the importance of integrating local culture into education. For instance, research on character education has shown that the use of local traditions can strengthen students' identity and moral development, making learning more contextual and meaningful (Ramadhan & Usriyah, 2021). Other studies have demonstrated that teaching through local wisdom can improve students' attitudes toward tolerance and cultural awareness, particularly in heterogeneous classrooms. Scholars also emphasize that local wisdom can function as a bridge between formal education and the community, ensuring that students not only acquire academic knowledge but also internalize cultural values that support peaceful coexistence (Barokah et al., 2024).

Despite these positive findings, many studies remain limited in scope, focusing primarily on cultural preservation rather than the development of multicultural character. While research has demonstrated the effectiveness of local wisdom in reinforcing identity, relatively few studies have systematically examined how local wisdom can shape multicultural attitudes and behaviors among elementary school students. Most existing studies concentrate on specific aspects, such as the integration of folklore in language learning or the role of traditional ceremonies in moral education, without linking these directly to the broader goal of multicultural character building. This indicates a gap in understanding how local wisdom can be deliberately employed as a pedagogical tool to foster inclusiveness, tolerance, and empathy in the elementary education setting.

Therefore, this study seeks to investigate the role of local wisdom in shaping the multicultural character of elementary school students at MI MAMBA'UL ULUM alamat Curahputih desa Tegalwangi- kec Umbulsari Jember. By focusing on how local wisdom can be integrated into learning activities and school culture, the study aims to reveal strategies

that are both culturally relevant and pedagogically effective. The research is expected to provide insights into how teachers can use local traditions as a medium for cultivating respect for diversity, mutual cooperation, and harmonious coexistence among students. Furthermore, the findings are intended to contribute to the discourse on multicultural education by offering evidence of how local cultural resources can be mobilized to address challenges in diverse societies.

Ultimately, the urgency of this study lies in the recognition that multicultural character cannot simply be taught through abstract principles but must be nurtured through contextualized experiences that resonate with students' daily lives. Local wisdom offers an invaluable reservoir of values and practices that, if integrated into elementary education, can serve as a foundation for shaping a generation that is open-minded, tolerant, and capable of living harmoniously in a multicultural world. This research, therefore, not only addresses a gap in existing literature but also responds to a practical need in Indonesian schools: developing students who are academically competent and socially responsible, with the ability to embrace and celebrate diversity as an essential part of their identity.

RESEARCH METHOD

This study employed a qualitative research approach with a case study design. The qualitative method was considered appropriate because the aim of the study was to explore in depth how local wisdom plays a role in shaping the multicultural character of elementary school students. Through this approach, the researcher was able to capture meanings, interpretations, and lived experiences of participants within their natural settings. A case study design was chosen because it allows a phenomenon to be examined within a bounded system, offering a holistic understanding of how local wisdom is integrated into school practices. (Sugiyono, 2019) explains, case studies are particularly useful when researchers seek to answer “how” and “why” questions about contemporary issues within real-life contexts, which makes it relevant to the present study.

The research was conducted in one elementary school located in MI MAMBA'UL ULUM alamat Curahputih desa Tegalwangi- kec Umbulsari Jember, selected because of its strong integration of local wisdom into daily practices and school culture. The school was also situated in a community where traditional values and practices are still actively preserved, making it an appropriate setting to study the role of local wisdom in education. In addition, the school had a diverse student body in terms of cultural and religious

backgrounds, allowing the researcher to examine how multicultural character was fostered among children in a heterogeneous environment.

The participants of the study consisted of the principal, teachers, and students. Teachers were included because they design and implement classroom activities that may incorporate elements of local wisdom. The principal was selected to provide insights into school-level policies and leadership strategies that support multicultural character building. Meanwhile, students were involved to capture their perspectives and experiences of learning with local wisdom as a foundation. Purposive sampling was applied so that only those directly engaged with the phenomenon could provide relevant information. The total participants included approximately one principal, five teachers, and fifteen students, particularly from grades four to six, since students at this stage were considered capable of expressing their opinions and reflecting on their experiences.

Data collection relied on several complementary techniques, namely interviews, classroom observations, and document analysis. Semi-structured interviews were conducted with the principal, teachers, and students, enabling the researcher to explore their views and experiences while also allowing flexibility for new themes to emerge during the conversations. Observations were carried out during lessons and school activities to examine how local wisdom was integrated into teaching and how students demonstrated multicultural attitudes such as cooperation, tolerance, and respect for diversity. Meanwhile, document analysis included the review of lesson plans, curriculum materials, school policies, and extracurricular program descriptions, which provided evidence of how local wisdom was officially embedded in the school's vision and daily practices.

The collected data were analyzed using thematic analysis, as suggested by (Moleong, 2017). The process began with data reduction, where interview transcripts, observation notes, and documents were carefully read, coded, and grouped into categories according to emerging themes, for example "integration of folklore," "cooperative traditions," or "student responses to diversity." The second stage involved displaying the data in organized forms such as matrices and narratives so that patterns and relationships could be more easily identified. The final stage was drawing and verifying conclusions, in which the researcher interpreted the data in light of the research questions and constantly compared the emerging findings with relevant literature to strengthen validity.

To ensure trustworthiness, the study employed several strategies. Data triangulation was carried out by combining interviews, observations, and document analysis, allowing the

researcher to cross-check consistency across sources. Member checking was conducted by presenting preliminary interpretations to participants to confirm accuracy. Prolonged engagement in the field allowed the researcher to build trust and obtain deep insights into the school's practices. Peer debriefing with academic colleagues was used to review coding and interpretations, while thick description was applied in the reporting stage to provide readers with sufficient contextual detail, enabling them to judge the transferability of the findings to other contexts.

Ethical considerations were carefully addressed. Before data collection, informed consent was obtained from all participants, and for students, parental permission was also secured. Participants were assured of confidentiality and anonymity, with pseudonyms used in the report. Participation was voluntary, and individuals were allowed to withdraw at any point without negative consequences. All data were securely stored and used solely for academic purposes, in line with research ethics standards.

The research procedure involved several stages. First, a preliminary study was carried out to identify the site, secure permissions, and conduct initial observations. This was followed by systematic data collection through interviews, observations, and document reviews. After that, the data were analyzed through coding, categorization, and thematic interpretation. The findings were then validated using triangulation, member checking, and peer consultation. Finally, the results were written and presented in a detailed narrative that linked the integration of local wisdom with the development of multicultural character among elementary school students.

RESULT AND DISCUSSION

Result

This research was conducted at MI Mamba'ul Ulum, located in Curahputih, Tegalwangi Village, Umbulsari Subdistrict, Jember Regency, East Java. The school is situated in a rural community that is socially and economically diverse. Most of the students come from farming families, small traders, and laborers, while a few come from families with better socio-economic standing. The rural environment is characterized by strong community ties, traditions of cooperation, and the preservation of cultural rituals. These conditions make the school an ideal site for exploring how local wisdom is integrated into education and how it contributes to shaping students' multicultural character.

The school itself is modest in terms of physical facilities but rich in cultural and social capital. It plays a central role in the village community, not only as a place for formal education but also as a space where local traditions are transmitted and reinforced. Teachers at MI Mamba'ul Ulum are deeply rooted in the community, and many of them actively participate in village religious and cultural activities. As a result, the school naturally reflects the surrounding cultural practices and values.

Data were collected through interviews with the principal, teachers, and students, classroom and extracurricular observations, and document analysis. From these multiple sources, five central themes emerged: (1) the use of folklore, (2) the practice of *gotong royong* (mutual cooperation), (3) participation in religious and cultural ceremonies, (4) integration of local values into the curriculum, and (5) students' social interactions. The findings are summarized in the following table.

Table 1. Findings on the Role of Local Wisdom in Shaping Multicultural Character

Theme	Findings	Supporting Evidence	Multicultural Character Shaped
Use of Folklore	Teachers integrated local stories such as "Legenda Rowo Bayu" and village myths into language and moral lessons.	Observation of storytelling sessions and teacher interviews.	Respect for cultural diversity; moral awareness.
Gotong Royong Tradition	Students were actively engaged in school cleaning activities, helping peers, and communal farming projects.	Direct observation of Friday "Bersih Lingkungan" program.	Solidarity, cooperation, responsibility.
Religious and Cultural Ceremonies	The school organized <i>maulid nabi</i> and local harvest thanksgiving (<i>selamatan panen</i>) involving teachers, parents, and students.	Documentation and interviews with principal.	Tolerance, respect for traditions, communal harmony.

Integration in Curriculum	Teachers embedded local proverbs and values in subjects such as PAI, Social Science, and Bahasa Indonesia.	Analysis of lesson plans and classroom practices.	Critical thinking, cultural appreciation.
Student Social Interaction	Students from different family backgrounds were encouraged to collaborate in group tasks and cultural performances.	Observation during art and scout activities.	Inclusivity, respect for differences, empathy.

1. The Use of Folklore in Learning

One of the strongest findings is the consistent use of local folklore in classroom teaching. Teachers used stories passed down through generations to communicate moral lessons and cultural values. For instance, in an Indonesian language class, the teacher narrated the story of *Legenda Rowo Bayu*, a tale known among the Jember community. Students were asked not only to listen but also to retell the story in their own words, identify the moral values, and connect them with their daily lives.

During interviews, one teacher explained:

“We use folklore because it is close to the students’ environment. When they hear stories from their own village, they become more interested. Through these stories, we also teach values such as honesty, bravery, and respect for others.” (Teacher A, interview, May 2025)

Observations confirmed that students were more engaged when learning through folklore compared to abstract moral lessons. They laughed, asked questions, and related the stories to situations in their neighborhood. The incorporation of folklore contributed to respect for cultural diversity and moral awareness, as students learned to see cultural narratives as a source of guidance.

2. The Practice of Gotong Royong

Another significant finding is the strong emphasis on gotong royong. The school institutionalized this local tradition through routine activities. Every Friday, students participated in a program called *Jumat Bersih* (Clean Friday), during which they cleaned classrooms, the schoolyard, and sometimes even helped tidy the nearby mosque.

Observation notes recorded on May 16, 2025, describe the scene:

“At 07.30 a.m., students brought brooms, buckets, and cloths. They worked together sweeping the yard, washing the windows, and arranging chairs. Some students fetched water from the well to clean the toilets. The teachers supervised but allowed students to take initiative. Laughter and chatter filled the air as they worked together.” (Field note, 2025)

In interviews, students expressed pride in these activities:

“I like cleaning the school together. It feels fun because we are with friends, and the school becomes clean. We also help each other if someone is tired.” (Student, Grade 5, interview, May 2025)

Through these practices, students learned solidarity, cooperation, and responsibility. The tradition of mutual cooperation transcended classroom lessons, becoming part of students’ lived experiences.

3. Participation in Religious and Cultural Ceremonies

MI Mamba’ul Ulum also incorporated religious and cultural ceremonies into its educational environment. The school organized the *maulid nabi* celebration, inviting parents and community members. In addition, when the village held the *selamatan panen* (harvest thanksgiving), the school participated by involving students in preparing food, decorations, and cultural performances.

The principal explained:

“We encourage students to join these events because they are not only about religion but also about togetherness. When children see diversity in ceremonies, they learn tolerance and respect for traditions.” (Principal, interview, May 2025)

Documentation from previous years’ events showed students performing traditional songs and dances, reciting Qur’an verses, and helping their parents prepare offerings. These activities nurtured tolerance, communal harmony, and respect for traditions. They also bridged the gap between school and community, reinforcing the idea that education is not confined to the classroom but embedded in cultural life.

4. Integration of Local Values in the Curriculum

Teachers made deliberate efforts to integrate local values into the formal curriculum. In PAI classes, teachers used local proverbs such as “*Urip iku urup*” (life should bring light to others) to explain Islamic teachings about helping others. In Social Science lessons, teachers highlighted local economic activities like farming and traditional markets to illustrate concepts of community and cooperation.

An analysis of lesson plans confirmed this approach. In a Bahasa Indonesia lesson plan for Grade 4, one activity required students to write a short essay about a traditional ceremony in their village. In a Science lesson, teachers connected environmental conservation to local practices of protecting sacred trees.

Teachers noted that this method helped students connect academic content with their lived environment. One teacher explained:

“If we only use examples from the textbook, students feel distant. But when we bring local proverbs or customs into the lesson, they feel proud of their culture and more eager to learn.” (Teacher B, interview, May 2025)

This integration promoted critical thinking and cultural appreciation, as students were encouraged to reflect on their cultural heritage while engaging with the curriculum.

5. Student Social Interaction

Finally, the study found that students’ social interactions were deeply influenced by local wisdom. Teachers deliberately arranged group tasks that mixed students from different family and socio-economic backgrounds. In extracurricular activities such as scouts and art performances, students collaborated to prepare dances, songs, and plays that reflected local traditions.

Observation notes from a scout meeting describe:

“Students were divided into small groups and asked to create a short performance about ‘cooperation.’ One group acted out a farming scene where all members worked together. Another group used a local proverb as their theme. The performances ended with laughter, applause, and teachers’ encouragement.” (Field note, 2025)

Students expressed that working with peers helped them learn empathy. A Grade 6 student explained:

“Sometimes I work with friends who are not close to me. At first, it feels awkward, but then we get to know each other better. I learn that everyone has different strengths.” (Student, interview, May 2025)

These practices cultivated inclusivity, respect for differences, and empathy—key components of multicultural character.

The findings collectively demonstrate that MI Mamba’ul Ulum has successfully embedded local wisdom into daily educational practices. The use of folklore and proverbs enriched classroom learning while transmitting cultural values. The tradition of *gotong royong* provided a practical framework for cooperation and responsibility. Participation in ceremonies strengthened communal ties and tolerance, while curriculum integration made

learning more relevant and meaningful. Finally, structured social interactions encouraged inclusivity and empathy among students.

In this way, local wisdom at MI Mamba'ul Ulum is not treated as an optional addition but as an integral part of both formal and informal education. The school has created an environment where students can experience multicultural values not only through abstract teaching but also through lived practices. This approach has proven effective in shaping students into individuals who are respectful, cooperative, and capable of living harmoniously in a pluralistic society.

Discussion

The findings of this study at MI Mamba'ul Ulum, Curahputih, Tegalwangi Village, Umbulsari Subdistrict, Jember, demonstrate how local wisdom in the form of folklore, gotong royong, religious and cultural ceremonies, curriculum integration, and student interactions has a significant role in shaping the multicultural character of elementary school students. These findings align closely with recent studies that emphasize the importance of cultural heritage in education. For instance, a recent study by (Oki Kurniawan & Rossi Iskandar, 2022) on elementary schools in Central Java shows that the integration of local wisdom can nurture honesty, respect, and responsibility among students through storytelling and community practices. Similar to the case at MI Mamba'ul Ulum, folklore and proverbs were used as pedagogical tools, enabling students to develop moral awareness and respect for diversity in ways that abstract lessons alone could not achieve.

The integration of local wisdom into the curriculum also resonates with findings by (Wardani et al., 2024), who revealed that embedding traditional values in lessons strengthens students' cultural appreciation and attachment to identity. At MI Mamba'ul Ulum, teachers deliberately connected local proverbs and practices with lessons in Islamic education, social sciences, and Bahasa Indonesia. This method not only increased students' engagement but also allowed them to bridge textbook knowledge with their lived environment. The teachers confirmed that local examples made learning feel relevant and helped students to feel pride in their cultural heritage. These findings support the conclusion that contextualized learning fosters both academic and character outcomes, which is consistent with the broader literature on culturally responsive pedagogy.

The role of teachers in facilitating the integration of local wisdom is also highlighted in the study by (Afiah et al., 2020), which underlined the importance of teacher modeling,

habituation, and reinforcement. The data from MI Mamba'ul Ulum affirm this, as teachers not only narrated stories or organized activities but also modeled cooperation and tolerance in daily routines. Activities such as gotong royong during school cleaning and community farming projects were more than symbolic gestures; they became lived practices where teachers and students jointly embodied the values of solidarity and responsibility. The case illustrates that teachers act not merely as transmitters of knowledge but as cultural agents who sustain traditions while simultaneously nurturing multicultural awareness.

The use of folklore at MI Mamba'ul Ulum further aligns with a systematic review by (Putri & Budiman, 2022), which concluded that incorporating folklore in learning enhances cultural identity, moral reasoning, and engagement. The observations in this study revealed that students were more enthusiastic when learning involved familiar stories like Legenda Rowo Bayu. Rather than passively listening, they actively questioned and related the narratives to their own lives. This supports the argument that folklore is not simply a heritage artifact but a dynamic pedagogical tool capable of connecting cognitive, affective, and moral dimensions of education.

Despite these similarities, the case of MI Mamba'ul Ulum contributes new insights to the literature. Many previous studies focused either on curriculum integration or specific programs, whereas this school demonstrates a holistic approach that permeates formal lessons, extracurricular activities, and community engagement. The embedding of local wisdom across multiple dimensions of school life may explain why multicultural character building appeared consistent and sustainable (Muh Muhaimin et al., 2023). Furthermore, while earlier research has noted the values of respect and cooperation, this study highlights the specific mechanism of structured peer collaboration across socio-economic and cultural backgrounds, which fostered inclusivity and empathy. Observations of group tasks in scouting and cultural performances revealed how deliberate teacher strategies in mixing students created opportunities for them to appreciate differences and recognize each other's strengths (Wakano, 2019)

Another distinctive aspect from this case is the integration of community-based religious and cultural ceremonies into the educational experience. Participation in maulid nabi and selamatan panen not only taught tolerance in theory but allowed students to experience pluralism in practice. These events brought together teachers, parents, and community members, creating an authentic space where values of harmony and respect could be lived. This finding underscores the importance of experiential learning and suggests that

ceremonies should not be regarded merely as extracurricular or symbolic but as integral to multicultural education (Lestari et al., 2025).

The study also reveals some of the challenges of integrating local wisdom, which are less explored in prior works. Teachers acknowledged limitations such as the varying levels of parental support, occasional disinterest among students in traditional practices, and the pressure of fulfilling standardized curriculum demands. These challenges demonstrate that while local wisdom offers valuable opportunities for character formation, its implementation requires careful balancing with institutional and structural expectations. Addressing these challenges may require more flexible curriculum policies that allow teachers to innovate without sacrificing required competencies.

Taken together, the findings affirm theoretical models of multicultural education that emphasize the importance of both cognitive and experiential dimensions. Local wisdom at MI Mamba'ul Ulum functioned as both content, through folklore, proverbs, and ceremonies, and as process, through habituation, teacher modeling, and social interaction. This dual role enriches the existing body of knowledge by showing that character education is most effective when it is lived as a cultural practice rather than taught as abstract knowledge. The study highlights the importance of teachers as cultural mediators and the need for schools to embrace community traditions as part of the learning ecosystem.

the findings of this study confirm and extend the results of recent research on local wisdom and multicultural education. By embedding cultural practices holistically into school life, MI Mamba'ul Ulum demonstrates that multicultural character is not only taught but also experienced. The implications are significant: teacher education should emphasize strategies for integrating local wisdom, curriculum frameworks should provide flexibility for cultural content, and schools should leverage community participation as a pedagogical resource. This case illustrates that nurturing multicultural character in elementary students requires both innovative teaching and deep respect for cultural heritage, ensuring that values of tolerance, cooperation, and respect for diversity are instilled not only cognitively but also in practice.

CONCLUSION

The conclusion of this study highlights that local wisdom plays a significant role in shaping the multicultural character of students at MI Mamba'ul Ulum Curahputih, Jember. Cultural values such as mutual cooperation, tolerance, togetherness, and respect for differences have

been successfully integrated into both the learning process and extracurricular activities. As a result, students not only understand the concept of diversity but also practice it in their daily lives. These findings are consistent with recent studies that emphasize the relevance of local wisdom-based education in strengthening multicultural attitudes among young generations. Therefore, elementary schools can serve as strategic spaces for instilling multicultural values through contextual approaches rooted in community culture and aligned with the demands of education in the global era.

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