

Edisi : Vol. 10, No. 1, April/2026, hlm. 293-309

The Shifting of Local Values of Sundanese Elementary Students in The Digital Era

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Abstract

This study aims to analyze the shift of Sundanese local wisdom values among elementary school students in the digital era, identify the factors causing it, and formulate relevant and contextual preservation strategies. Using a literature study approach with a descriptive qualitative method, data were collected from scientific literature, research reports, and education policy documents published in the last five years indexed by Scopus or Sinta. The data analysis technique used was descriptive qualitative analysis including the stages of data collection, reduction, data presentation, and conclusion drawing. The results showed that values such as gotong royong, manners, and the use of Sundanese language have experienced a indications of decline, mainly due to the dominance of global culture through digital media, weak value transmission in families and schools, limited integration of local values in the basic education curriculum. To address these challenges, this study recommends four main strategies to preserve local wisdom, namely the integration of local cultural values in the curriculum, strengthening tradition-based extracurricular activities, utilizing digital media for culture-based education, and actively involving communities and traditional leaders through participatory leadership.

Keywords: Local Wisdom; Sundanese Culture; Digital Era; Elementary School.

Abstrak

Penelitian ini bertujuan untuk menganalisis pergeseran nilai-nilai kearifan lokal Sunda di kalangan siswa sekolah dasar pada era digital, mengidentifikasi faktor-faktor yang menyebabkannya, serta merumuskan strategi pelestarian yang relevan dan kontekstual. Dengan menggunakan pendekatan studi literatur dan metode kualitatif deskriptif, data dikumpulkan dari literatur ilmiah, laporan

penelitian, dan dokumen kebijakan pendidikan yang diterbitkan dalam lima tahun terakhir dan terindeks di Scopus atau Sinta. Teknik analisis data yang digunakan adalah analisis kualitatif deskriptif yang mencakup tahap pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa nilai-nilai seperti gotong royong, tata krama, dan penggunaan bahasa Sunda mengalami penurunan yang signifikan, terutama disebabkan oleh dominasi budaya global melalui media digital, lemahnya transmisi nilai di keluarga dan sekolah, serta integrasi nilai-nilai lokal yang belum optimal dalam kurikulum pendidikan dasar. Untuk mengatasi tantangan ini, penelitian ini merekomendasikan empat strategi utama untuk melestarikan kearifan lokal, yaitu integrasi nilai-nilai budaya lokal dalam kurikulum, penguatan kegiatan ekstrakurikuler berbasis tradisi, pemanfaatan media digital untuk pendidikan berbasis budaya, serta keterlibatan aktif masyarakat dan tokoh adat melalui kepemimpinan partisipatif
Kata kunci: Kearifan Lokal; Budaya Sunda; Era Digital; Sekolah Dasar.

INTRODUCTION

In the digital era, elementary school children are increasingly exposed to technology through the use of gadgets, internet access and social media. This has an impact on their mindset, behavior, and values. One phenomenon that has emerged is the shift of local wisdom values in the daily lives of elementary school students in the Sundanese community. Values such as mutual cooperation, respect for parents, and social care are being eroded by the culture of individualism and materialism that is often presented by digital media.

Sundanese society is known to have rich local wisdom, reflected in various aspects of life such as language, literature, art, and tradition. These values are passed down from generation to generation and become a strong cultural identity (Hurri & Widiyanto, 2018). However, in recent decades, globalization and modernization have brought significant changes in the social and cultural life of Sundanese society. The rapid development of digital technology has affected the way individuals interact, learn and understand their own culture (Nurjanah & Srihilmawati, 2025).

Research by (Sinta & Lulu Lutfiah, 2022) highlighted the concept of “Sabilulungan” in the Sundanese community of Karawang, which emphasizes the value of caring and cooperatio. hey found that these values are fading among the younger generation due to the influence of a more individualistic modern culture. This shows the challenge of maintaining traditional values in the midst of modernization. Data shows that there is a decline in appreciation of Sundanese culture among the younger generation. A study indicates that the appreciation of traditional Sundanese art is diminishing, with the tendency for the younger generation to prefer modern art (Hermawan & Bandung, n.d.). In addition, the use of

Sundanese language in daily communication is also declining, especially in urban environments (Hakim et al., 2022).

Previous studies have extensively discussed the shift in local wisdom values caused by globalization and digitalization, particularly regarding the weakening of local culture, the decline in the use of regional languages, and the decreasing appreciation of younger generations toward local traditions. Research conducted by (Ramlan et al., 2023), for example, highlighted the shift in values such as mutual cooperation and respect for parents due to the influence of individualistic and materialistic digital culture. Meanwhile, (Hakim et al., 2022) focused more specifically on the decline in the use of the Sundanese language in daily communication, especially in urban areas. Another study by (Sinta & Lulu Lutfiah, 2022) examined the fading of the “Sabilulungan” value within the Sundanese community of Karawang as a consequence of modern social changes. In addition, (I. Hermawan & Bandung, n.d.) concentrated on the declining appreciation of younger generations toward traditional Sundanese arts compared to modern arts.

Although these studies provide important contributions to understanding the phenomenon of local cultural degradation, most previous research has primarily focused on society in general, adolescents, or broader socio-cultural contexts. Previous studies also tend to examine cultural shifts mainly from social and cultural perspectives without specifically linking them to the context of elementary education and the daily realities of elementary school students as an emerging digital generation. In fact, elementary school students represent a highly strategic age group in the process of character formation, cultural identity development, and the internalization of local values. The limited focus on elementary school students has resulted in a lack of in-depth understanding regarding how digitalization influences the transformation of local wisdom values among children, particularly within the Sundanese cultural context.

Furthermore, most previous studies have predominantly emphasized the forms of local cultural decline without comprehensively exploring contextual revitalization strategies that are relevant to students’ digital lives. Earlier research generally provides normative recommendations for cultural preservation, such as strengthening cultural education or implementing local content subjects, but does not clearly explain how local wisdom values can be creatively integrated through digital media, contextual learning approaches, and students’ social environments in the technological era. Therefore, there remains a significant

limitation in studies discussing adaptive models for integrating local wisdom values that align with the characteristics of the digital generation at the elementary school level.

Based on these conditions, the novelty of this research lies in its specific focus on analyzing the shift in Sundanese local wisdom values among elementary school students in the digital era through an integrated perspective of education, culture, and technology. This study not only identifies the forms and contributing factors of local value shifts but also offers an analysis of revitalization strategies that are relevant to students' lives in the digital era, such as integrating local wisdom into the elementary school curriculum, utilizing digital media based on Sundanese culture, strengthening school-based cultural activities, and promoting collaboration among schools, families, and indigenous communities. Therefore, this research provides a new contribution to the development of local wisdom-based education that is more adaptive, contextual, and relevant to the challenges of globalization and digital technological development among younger generations.

RESEARCH METHODS

The type of research used in this study is qualitative research employing a literature review approach. A literature review is a research method that uses various sources of literature as the primary data source to examine, analyze, interpret, and synthesize concepts, theories, research findings, and various scientific documents relevant to the research focus (Paul et al., 2024; Thomas, 2021). The approach used in this study is a descriptive-qualitative approach. This approach was chosen because the study aims to gain an in-depth understanding of the shift in the values of Sundanese local wisdom among elementary school students in the digital age through the interpretation of various relevant sources of literature (Seixas et al., 2017).

The data sources for this study consist of secondary data obtained from various scientific literature, such as national and international journal articles, academic books, seminar proceedings, theses, dissertations, government policy documents, and other scientific sources relevant to the research topic. Literature selection was conducted purposively based on several criteria, namely relevance to the research topic, source credibility, and recency of publication. Priority was given to literature published within the last five years to obtain up-to-date information; however, several classic references were still used as a theoretical foundation to support the research analysis (Deta et al., 2025).

Since this study is a qualitative study using a literature review approach, the data collection methods employed did not involve field observations, interviews, questionnaires,

or tests, but rather a review of various relevant literature sources related to the study's focus. The data collected in this study consists of qualitative data in the form of narratives, concepts, theories, research findings, scientific arguments, empirical findings, educational policies, and various information related to Sundanese local wisdom values, cultural shifts resulting from digitalization, character education, and strategies for preserving local culture among elementary school students. This data was obtained from national and international journal articles, academic books, seminar proceedings, theses, dissertations, research reports, government policy documents, and other relevant and academically accountable scientific sources.

The data collection process was conducted in several stages. The first stage involved identifying relevant literature sources through various scientific databases such as Google Scholar, Garuda, SINTA, Scopus, and other digital libraries. The second stage involved selecting literature based on specific criteria, namely relevance to the research topic, source credibility, publication quality, and the recency of references. Priority was given to literature from publications within the last five years so that the data obtained would reflect the latest conditions and developments, although some classic references were still used as a theoretical foundation. The third stage involved critical reading of the selected sources to identify relevant concepts, theories, findings, and arguments. The fourth stage involves recording and organizing the data based on the predetermined research themes (Cheong et al., 2023).

To ensure data validity, this study employs source triangulation, which involves comparing information obtained from various sources to gain a more comprehensive and objective understanding of the phenomenon under study. Additionally, the researcher evaluates the quality of sources by considering the publisher's reputation, journal indexing, the author's credibility, and the relevance of the content to the research focus. Both primary and secondary sources were used simultaneously to enhance the accuracy and depth of the analysis (Meydan & Akkaş, 2024).

The data analysis technique used in this study is descriptive qualitative analysis employing a content analysis approach. This technique was chosen because the study aims to understand, interpret, and synthesize various concepts, theories, and findings from previous research regarding shifts in the values of Sundanese local wisdom among elementary school students in the digital age. Content analysis allows researchers to identify patterns, themes, trends, relationships between concepts, and the meanings contained within various literature sources used as research data.

The selection of content analysis is based on the characteristics of literature review research, which relies on documents and scientific literature as the primary data sources. Through this approach, researchers can systematically examine various information found in journal articles, academic books, conference proceedings, dissertations, theses, and policy documents related to the research focus. The analysis is conducted not only to describe the content of the literature but also to compare, critique, and synthesize various perspectives, thereby yielding a more comprehensive understanding of the phenomenon under study.

Data analysis in this study employed the interactive model of Miles and Huberman, consisting of four stages: data collection, data reduction, data display, and conclusion drawing/verification. Data collection was conducted by identifying and reviewing relevant literature, including books, journal articles, conference proceedings, and policy documents related to the shift in Sundanese local wisdom values in the digital era. The data were then reduced by selecting, classifying, and organizing information into key themes, namely forms of value shifts, influencing factors, and preservation strategies. The findings were subsequently presented in a narrative form to identify patterns, relationships, and themes across the literature. Finally, conclusions were drawn through interpretation and synthesis of the findings, followed by cross-checking among sources to ensure the credibility and consistency of the results. This process enabled a comprehensive understanding of the shift in Sundanese local wisdom values among elementary school students, its contributing factors, and potential preservation strategies in the digital era (Humble & Mozelius, 2022; Kara, 2023).

RESULT AND DISCUSSION

Shifting Values of Sundanese Local Wisdom in Elementary School

In recent decades, Indonesia has experienced profound socio-cultural transformations driven by globalization and the rapid development of digital technology. Beyond reshaping communication patterns and access to information, digitalization has significantly influenced societal values, lifestyles, and cultural orientations, particularly among younger generations. One of the most concerning consequences is the gradual weakening of local cultural identity and local wisdom values that have historically served as the moral foundation of Indonesian society. Values such as gotong royong, mutual respect, politeness, and collective solidarity are increasingly challenged by global cultural influences that promote individualism, consumerism, pragmatism, and materialism (Ramlan et al., 2023). This condition suggests

that technological advancement is accompanied by cultural disruption that affects the continuity of local cultural inheritance.

The erosion of local wisdom values is particularly evident among children and adolescents, whose daily lives are increasingly dominated by digital media. Platforms such as YouTube, TikTok, Instagram, and online games have become primary spaces for entertainment, learning, and social interaction. Consequently, traditional cultural activities that once functioned as important media for character formation are gradually being abandoned. Traditional Sundanese *kaulinan barudak*, including *galasin*, *sapintrong*, and *cingciripit*, which embody values of cooperation, honesty, discipline, and social interaction, are increasingly replaced by digital forms of entertainment that emphasize individual engagement (Toharudin et al., 2021). This phenomenon indicates a shift from community-based cultural experiences toward more virtual and individualized patterns of interaction.

Previous studies consistently acknowledge the impact of digitalization and globalization on local cultural values, although they differ in emphasis (Ramlan et al., 2023). focus on the weakening of collective identity and the rise of individualistic behavior, whereas (Toharudin et al., 2021) highlight the decline of traditional cultural practices among children. Together, these studies demonstrate that cultural degradation occurs not only at the level of values and beliefs but also through the disappearance of everyday cultural expressions. Therefore, the decline of local wisdom should be understood as a broader transformation affecting both social structures and identity formation among younger generations.

The transformation of social interaction further accelerates this process. Traditional Sundanese values such as *silih asih*, *silih asah*, and *silih asuh* emphasize mutual care, guidance, and social responsibility. However, digital communication tends to prioritize speed, instant gratification, and virtual recognition, often reducing opportunities for empathy and meaningful interpersonal relationships. (Sjafirah et al., 2024) argue that technology mediated interactions can weaken social sensitivity and emotional connectedness, creating a paradox in which communication networks expand globally while local social bonds become increasingly fragile.

Another important indicator of cultural change is the declining use of the Sundanese language among elementary school students. Language functions not only as a means of communication but also as a carrier of cultural values, social ethics, and collective identity. (Ropiah et al., 2023) found that the marginal position of Sundanese as a local content subject contributes to students' limited motivation to learn and use the language. This finding

broadens previous explanations by suggesting that cultural decline is influenced not only by external pressures such as globalization but also by structural limitations within the educational system itself.

A similar trend can be observed in students' decreasing participation in traditional cultural activities, including traditional dance, music, and customary ceremonies. (Sinyor et al., 2024) found that exposure to global popular culture has led many young people to perceive local traditions as less attractive and outdated. This condition reflects an imbalance between the accessibility of global culture and the transmission of local culture. While global culture is effectively packaged through digital technology, local cultural expressions often struggle to adapt to the preferences and lifestyles of contemporary youth.

Digitalization also influences ethical values and social manners. Traditional Sundanese norms emphasize respect toward parents, teachers, and elders through the practice of *unggah-ungguh*, yet contemporary communication patterns increasingly reflect informality and egalitarianism. (Prayoga, 2023) observed that many adolescents no longer consistently adhere to traditional norms of linguistic politeness, indicating that digital culture has begun to reshape social and ethical standards. Similarly, the fading value of *éra* (shame) as a mechanism of social control illustrates how unrestricted digital exposure can reduce sensitivity to social norms. (Sarifudin et al., 2022) emphasize that inadequate cultural education contributes to the weakening of moral awareness among young people, highlighting the importance of schools in preserving local wisdom through character education.

Overall, the existing literature demonstrates that the shift in Sundanese local wisdom values among elementary school students is a multidimensional phenomenon shaped by cultural, technological, educational, and social factors. While previous studies agree that globalization and digitalization contribute to cultural transformation, they differ in identifying its primary causes and consequences. Some emphasize external cultural influences, whereas others highlight weaknesses in educational policies and cultural transmission mechanisms. This synthesis suggests that preserving local wisdom requires a holistic and adaptive approach involving families, schools, communities, and digital media. Therefore, efforts to strengthen local wisdom values should move beyond symbolic cultural preservation toward innovative strategies that integrate local cultural values into the realities of the digital generation.

Factors Affecting The Shifting Values Of Sundanese Local Wisdom In Elementary School Students

The shift in Sundanese local wisdom values among elementary school students is a complex phenomenon shaped by the interaction of cultural, educational, familial, and technological factors. One of the most influential drivers of this transformation is globalization, which has intensified the exposure of young people to foreign cultural products through digital media, social networks, films, music, and online entertainment. As global culture becomes increasingly accessible and attractive, many children and adolescents perceive it as more modern, practical, and prestigious than local traditions. (Dewi et al., 2024) found that more than half of Indonesian adolescents show greater interest in foreign culture than in local culture, indicating that globalization not only affects lifestyle preferences but also reshapes cultural orientation and identity among younger generations.

Nevertheless, the decline of local wisdom cannot be attributed solely to the dominance of global culture. Several studies suggest that local culture has struggled to adapt to the characteristics of the digital generation. While global culture is often presented through innovative, interactive, and technology based formats, local cultural values are frequently delivered through conventional approaches that are less engaging for contemporary youth. Consequently, the issue is not merely the strength of foreign cultural influence but also the limited capacity of cultural and educational institutions to reinterpret local wisdom in ways that remain relevant within modern society. This perspective suggests that cultural shifts among young people should be understood as the result of an imbalance between the rapid expansion of global culture and the slower adaptation of local cultural systems.

Educational limitations further contribute to the weakening of local wisdom values. Research consistently shows that schools encounter difficulties in integrating Sundanese cultural values into learning processes due to inadequate facilities, learning media, and supporting resources. (Nurfadhillah et al., 2024) highlight the pedagogical challenges faced by teachers in implementing culturally relevant learning, while (Anjani & Kusdiana, 2020) emphasize the limited availability of Sundanese language learning materials for students. (Rohaeni et al., 2022) extend this discussion by identifying institutional and infrastructural constraints that hinder the implementation of cultural programs and extracurricular activities in schools. Taken together, these studies indicate that the erosion of local wisdom is not only the result of external cultural pressures but also reflects structural weaknesses within the educational system. In many cases, local culture remains positioned as a supplementary

component of education rather than as a central element of character formation and cultural identity development.

The transformation of family parenting practices also plays a significant role in this process. Traditionally, Sundanese families functioned as primary agents of cultural transmission, instilling values such as respect, humility, cooperation, and social responsibility through everyday interactions. However, modernization has shifted parental priorities toward academic achievement, technological competence, and practical skills. (Simarmata et al., 2024) found that parenting practices rooted in local wisdom are increasingly being replaced by modern approaches influenced by globalization and changing social expectations. While such orientations may enhance children's competitiveness in a globalized world, they simultaneously weaken the intergenerational transmission of cultural values. As a result, children become more familiar with global norms while developing weaker connections to their own cultural heritage.

Another important factor is the limited integration of local wisdom within the formal education curriculum. (Wulandari et al., 2024) argue that local cultural values remain insufficiently represented in learning materials and classroom activities, resulting in limited student exposure to local traditions and philosophical teachings. Unlike studies focusing on pedagogical or social challenges, this finding highlights curriculum orientation as a fundamental issue. The comparison of these studies suggests that preserving local wisdom requires more than isolated cultural programs; it demands systemic educational reform. Local wisdom should be integrated not only into local content subjects but also into character education, school culture, interdisciplinary learning, and broader educational policies.

The synthesis of these findings demonstrates that the shift in Sundanese local wisdom values is a multidimensional phenomenon emerging from the combined influence of globalization, educational limitations, changing family dynamics, and curriculum orientation. Although previous studies emphasize different aspects of the issue, they collectively reveal that cultural decline is driven by interconnected structural, social, and technological transformations. Therefore, preserving local wisdom in the digital era requires a holistic and adaptive approach involving schools, families, communities, and digital media. Rather than viewing technology solely as a threat, it should be utilized as a strategic tool for cultural revitalization through digital storytelling, educational applications, social media content, and culturally based learning platforms. In this way, local wisdom can be

reconstructed as a living, dynamic, and meaningful foundation for character development among elementary school students in the digital age.

Strategies That Can Be Implemented To Sustain Local Wisdom Values

Strategies to sustain local wisdom values in the digital era require a holistic approach that integrates education, culture, technology, leadership, and community participation. Within the educational context, the integration of local wisdom such as the Sundanese language, traditional arts, customs, and cultural values into the school curriculum represents a strategic effort to strengthen students' cultural awareness and identity while preparing them to face the challenges of globalization. Schools serve not only as institutions for academic instruction but also as important spaces for value transmission and character formation. Research by (Hanifa & Hidayah, 2024) demonstrates that the integration of local culture, such as Garutan batik in elementary school learning, enhances students' understanding and appreciation of cultural heritage despite limitations in educational resources and learning media. However, these findings also suggest that the effectiveness of cultural education depends not merely on the inclusion of cultural content in the curriculum but on the use of contextual and participatory learning approaches that enable students to internalize cultural values through meaningful experiences.

Beyond formal classroom instruction, culture-based extracurricular activities provide important opportunities for students to engage directly with their cultural heritage. Activities such as cultural literacy programs, traditional music, regional dance, angklung, and pencak silat function as living spaces for cultural transmission and character development. (Saputra, 2024) found that participation in angklung and pencak silat activities contributes significantly to strengthening students' discipline, cooperation, responsibility, and patriotic character. Compared with curriculum-based cultural learning, extracurricular activities offer more direct cultural experiences, allowing students to learn local values through practice rather than theory alone. This finding reinforces the view that cultural preservation becomes more effective when students actively participate in cultural practices embedded within their daily lives.

The implementation of traditional ceremonies and local cultural traditions in educational settings further strengthens students' connection with local wisdom. Research on the Seren Taun ceremony in Kampung Adat Urug, Bogor, identified important values such as gratitude, mutual cooperation, courtesy, ethics, and religious devotion that can be transmitted through participation in cultural rituals (Hayanis & Nurman, 2025). Unlike

studies emphasizing classroom learning and extracurricular activities, this research highlights the importance of collective cultural experiences involving families, traditional leaders, and the wider community. It suggests that schools should collaborate with cultural institutions and indigenous communities to ensure that cultural education remains connected to authentic social realities rather than becoming merely symbolic instruction.

At the same time, digital technology should be viewed not only as a source of cultural challenges but also as a potential instrument for cultural revitalization. (Rahmawati et al., 2024) found that the use of digital learning media through the Canva application increased student engagement in learning Sundanese script while simultaneously supporting cultural preservation efforts. These findings challenge the assumption that digitalization inevitably weakens local culture. Rather, the critical issue lies in how technology is utilized. When local cultural content is creatively adapted into digital formats, technology can become a powerful medium for introducing and preserving cultural values among younger generations. Consequently, cultural preservation strategies must move beyond conventional approaches and embrace innovative forms of digital engagement that connect traditional values with contemporary learning environments.

The sustainability of local wisdom values also depends on the roles of leadership and community participation. In Sundanese society, traditional leaders such as kokolot lembur serve not only as custodians of cultural heritage but also as mediators of social harmony and collective identity. (H. Hermawan et al., 2024) explain that their influence derives from integrity, exemplary behavior, and close emotional relationships with community members rather than from formal authority alone. Likewise, active community participation in social, religious, and cultural activities contributes significantly to cultural resilience. (Anane-Simon & Olusegun Atiku, 2023) emphasize that community participation reflects a society's capacity to sustain social order and cultural continuity independently. This argument is reinforced by (Darmawan et al., 2022), who highlight the importance of contextual education, local leadership development, and community involvement in culture-based development initiatives.

The findings of this study indicate that the shift in Sundanese local wisdom values among elementary school students is driven by digitalization, globalization, and the weakening of intergenerational cultural transmission. These findings are consistent with Anthony Giddens' concept of disembedding, which explains how individuals become increasingly detached from the local social and cultural contexts that traditionally shaped

their identities (Nevelichko et al., 2022). Similarly, Pierre Bourdieu's concept of habitus suggests that cultural practices and values formed through traditional social interactions are gradually replaced by new structures originating from external influences (Zhu, 2023). The declining practice of values such as gotong royong, politeness, and the use of the Sundanese language reflects disruptions in the local cultural habitus that was historically nurtured by families, schools, and indigenous communities. These findings also support (Ramlan et al., 2023), who identified the growing dominance of individualistic and materialistic values among younger generations as a consequence of digital media exposure.

Overall, the literature demonstrates that preserving local wisdom in the digital era requires more than symbolic cultural conservation. Effective preservation demands transformative strategies that integrate local wisdom into curricula, extracurricular activities, community cultural practices, and digital learning environments while strengthening the roles of families, schools, traditional leaders, and local communities. Through such collaborative and adaptive efforts, local wisdom can continue to function as a living foundation for character development, cultural identity, and social resilience among elementary school students in an increasingly globalized and digitalized world.

CONCLUSION

Based on the results of the literature analysis, this study concludes that there has been a significant shift in Sundanese local wisdom values among elementary school students in the digital era. This shift is reflected in the declining practice of values such as gotong royong (sabilulungan), politeness, and the use of the Sundanese language, which are increasingly being replaced by individualistic, materialistic, and globally oriented cultural values. The findings indicate that this phenomenon is influenced by several interrelated factors, including the weakening transmission of cultural values within families and schools, the limited availability of local culture-based learning resources, and the insufficient integration of local wisdom into the elementary education curriculum. The study also identifies several strategic efforts to preserve and revitalize local wisdom values, including integrating local wisdom into the curriculum through thematic and contextual learning approaches, strengthening culture-based extracurricular activities such as angklung, pencak silat, kaulinan barudak, and traditional arts, utilizing educational digital media to support the learning of Sundanese language and script, and enhancing the roles of traditional leaders, teachers, parents, community organizations, and local governments in cultural preservation through

collaborative and participatory initiatives. However, this study is limited by its reliance on a library research approach, which does not involve direct field observations or empirical data collection. Therefore, future studies are recommended to employ empirical research methods to examine the effectiveness of local wisdom preservation strategies in educational practice and to develop more applicable and context-responsive local wisdom-based educational models for elementary school students in the digital era.

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