

Development of Local Wisdom-Based Student Worksheets: Needs Analysis in Elementary Schools in Situbondo Regency

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Abstract: Rapid advances in technology and science can be a challenge in maintaining local wisdom. Education is one alternative way to overcome these problems. Educational innovations carried out by teachers in learning activities can integrate local wisdom into teaching materials such as Student Worksheets. This study aims to describe the analysis of local wisdom-based Student Worksheets in Situbondo Regency, which includes the curriculum analysis process. These mapping materials will be integrated with local wisdom culture, and materials will be determined based on learning achievements and indicators. This study uses a qualitative descriptive approach with teachers in Situbondo Regency as research subjects. The sampling technique uses purposive sampling. Data collection uses observation, documentation, and interviews. The study was conducted by analyzing the curriculum, focusing on Student Worksheets, mapping materials, determining Student Worksheets, and making Student Worksheets. The results of this study show that there is a need for the development of local wisdom-based Student Worksheets so that students have knowledge about culture and values that can be taken. Furthermore, this study recommends that teachers develop Student Worksheets by incorporating local wisdom values from their respective regions.

Keywords: Culture, Local Wisdom, Student Worksheets.

1. INTRODUCTION

Local wisdom is a wealth owned by the local community that includes various insights, moral values, and traditions passed down from generation to generation, so it plays a crucial role in forming individual character (Mahendra, 2021). The value of local wisdom is an important component in the characteristics of pedagogical practices, including products, attitudes, and processes that are integrated into learning activities (Ladona et al., 2022). This idea aligns with the current learning curriculum in the context of the Independent Curriculum, which combines learning materials with local values that are adjusted to students' situations and needs (Febyana et al., 2024). The involvement of local wisdom in education enriches the curriculum and becomes a contextual learning resource integrated into educational activities.

Local wisdom is a characteristic of each region, creating differences in each region (Hikmah, 2024). Indonesia has a variety of cultural diversity owned by each region. This diversity can form a multicultural society with various points of view (Windayani et al., 2024). In the rapid advancement of technology and science, it can be a challenge in itself to maintain local wisdom because of the easy entry of foreign cultures and the elimination of local cultures (Nababan, 2023). This condition is one of the reasons for the principle of local wisdom in each region, which is now starting to disappear. Local culture can go hand in hand with foreign cultures without eliminating one's culture.

Education is one alternative way to overcome these problems. Quality education is essentially derived from high-quality human resources combined with the character and ethics inherent in each individual (Fimala et al., 2022). To improve the quality of education, the government is innovating its curriculum. The Independent Curriculum established in current education aims to develop students' potential independently (Risana et al., 2021). The curriculum asks students to participate more in learning activities so that they can train student skills, such as being able to think critically and creatively and be able to solve problems (Anjelina et al., 2024).

Student skills must be distinct from the role of teachers in the educational environment, especially in formulating pedagogical strategies outlined in teaching materials. Teachers must be able to instill cultural values contained in local wisdom by integrating these concepts effectively into the learning process (Murwaningsih et al., 2020). This position is under Permendikbud No. 12 of 2024, which regulates the implementation of the Independent Curriculum in Indonesia. This regulation gives teachers the authority to adjust their pedagogical strategies to meet the needs of students and focuses on creating creative and independent learning. (Fitriyah & Wardani, 2022). Meaningful learning can be designed by teachers based on the characteristics of students and integrating concepts about local culture into educational activities at school (Ariyanti et al., 2021).

Education must integrate local knowledge principles into educational resources (Nurfurqon et al., 2023). This integration can be achieved through various local practices and approaches relevant to the educational curriculum. However, teachers experience various challenges in its implementation, starting from planning, implementing, and assessing learning activities. These challenges include 1) Lack of understanding in articulating learning outcomes into educational objectives, 2) Limitations in understanding subject matter and relevant knowledge, and 3) Lack of understanding of formative assessment (Nisa et al., 2023). Understanding the curriculum, learning activities, and assessment strategies are important in overcoming these problems. Appropriate learning objectives, contextual subject matter, and appropriate formative assessments can improve students' conceptual understanding supported by practical worksheets (Saifani & Adawiyah, 2023).

Learning activities that integrate local wisdom can be presented in the Student Worksheet. With the diversity possessed by each region, Vast Indonesia is a unique wealth for each region (Purwanto et al., 2020). Likewise, Situbondo Regency is one of the most famous areas in East Java Province and has *Pasir Putih* Tourism. The majority of Situbondo people are Madurese. These conditions are examples of characteristics of the local wisdom of Situbondo Regency. Furthermore, Situbondo has a diversity of cultures and traditions that the local community has well maintained. Local wisdom possessed by Situbondo includes the *Petik Laut* tradition, *Ojhung*, *Landhung* dance, and Situbondo batik. In 2024, Situbondo held an annual event, "Situbondo Ethnic Festival", by

presenting various regional dances and local cultures. The diversity of local wisdom can be used as material in educational activities. The principle of local wisdom can be operationalized through Student Worksheets, which function as a means for students to interact and gain knowledge about their culture during the educational process. (Asrial et al., 2022).

Student Worksheets are pedagogical instruments needed by instructors to facilitate the achievement of learning outcomes when teachers are about to give assignments related to the material (Baihaki et al., 2021). In line with one of the dimensions of the Pancasila student profile in the Independent Curriculum, the primary purpose of the Student Worksheet is to help students understand the material more independently (Destiara, 2021). The Student Worksheets used by teachers must attract students' interest in learning. However, the Student Worksheets currently used, especially the contents of the Student Worksheets contained in the textbook package, often need to be more relevant to the environment around the students. This inconsistency causes a need for greater understanding of the content or topics and exercises presented in the Student Worksheets (Sapriani et al., 2024). One innovation in learning is the Student Worksheet, which uses local wisdom from Situbondo. The initial stage of this research was based on a literature review and identification of field study needs. The main objective of this study is to explain the presentation of Student Worksheets oriented towards local wisdom in the Situbondo area, which will be integrated as a component of the pedagogical framework reviewed based on the Independent Curriculum. Furthermore, the needs analysis methodology is used to describe the procedural framework for developing Student Worksheets centered on local wisdom in the Situbondo area, as well as to examine the content that will be included in the Student Worksheets so that they align with learning achievements and objectives.

2. METHODS

This study uses a qualitative descriptive method with a novelty that will later be obtained through field situations (Sugiyono, 2024, p. 275). One of the initial steps in analyzing the need to develop Student Worksheets based on Situbondo's local wisdom is data collection. The data used in this study came from elementary school teachers who were randomly selected in the Situbondo area. This study used purposive sampling to collect samples, and data selection was done with specific considerations (Sugiyono, 2024, p. 289). Data was collected through observation and documentation activities. Figure 1 shows the research process:



Figure 1. Research Method

First, in the planning stage, guidelines for observation and interviews are made, and the necessary documentation is made. Second, in the research stage, preliminary studies include literature and field studies, including curriculum analysis and mapping of subject matter that will be used in making Student Worksheets. Literature studies and field studies are also carried out to obtain data. Student Worksheets based on local wisdom become research variables, as printed teaching materials containing materials, summaries, and directions for tasks related to local wisdom and learning outcomes. Data collection is carried out through interviews and observations, while data analysis includes data presentation, data reduction, and formulation of conclusions. The stage related to research results includes analysis of observation findings and synthesis of research conclusions, culminating in preparing a report. This method aligns with the structure Miles and Huberman created (Sugiyono, 2024, p. 321). Indicators relevant to the preliminary study stage are presented in Table 1 below:

Table 1. Aspects of the Need for Local Wisdom-Based Student Worksheets

No.	Aspects of the Need	Indicator
1.	Literature study	Theoretical study includes: 1. Student Worksheets 2. Subject matter 3. Local wisdom of Situbondo regency
2.	Field study	1. Observation of learning activities observation 2. Observation of Student Worksheets used by teachers
3.	Curriculum analysis	Learning tools used by teachers
4.	Environmental analysis	Local wisdom in Situbondo Regency that is following the material

3. RESULTS AND DISCUSSION

1. Literature Study

The first stage in this study is a literature study that aims to determine the basis needed to strengthen the Student Worksheet based on local wisdom in Situbondo. Based on the findings of this study, several theoretical studies are needed to support the development of Student Worksheets based on local wisdom. Initial analysis requires a deep understanding and interpretation of the concept of the Student Worksheet itself. Student Worksheets serve as learning resources that can be utilized in educational environments to improve cognitive abilities. These worksheets are carefully designed to facilitate understanding complex concepts while guiding students logically (Rizky et al., 2022). There is a possibility that a Student Worksheet not only contributes to cognitive development but also instills social values that have an important meaning in society (Ariyanti et al., 2021).

The next stage is to integrate learning materials into questions or exercises in the form of Student Worksheets. Each subject has its materials and differs according to learning achievements and objectives. Learning materials in Student Worksheets can measure students' understanding of the material studied to make the lesson more straightforward. Student Worksheets have an important role in improving student competence and learning activities. The theoretical study in the preliminary study is described in Table 2 below:

Table 2. Theoretical Review Analysis

No	Theory	Theoretical Review Analysis
1	Student Worksheets	Student Worksheets are learning stimuli teachers provide, manifested in written form, emphasizing visual elements to increase student engagement. These Student Worksheets serve as a framework for students to improve cognitive abilities in high-level thinking.
2	Subject matter	Each subject certainly has its material and sub-material, which is adjusted to learning achievements relevant to the curriculum's provisions in achieving cognitive, affective, and psychomotor competencies according to the objectives of the curriculum.
3	Local wisdom of Situbondo Regency	Situbondo Regency, which is famous for its <i>Pasir Putih</i> Tourism, in the horseshoe area, which includes coffee plantations, tobacco, and the Baluran protected forest, has a variety of local wisdom, such as the <i>Landhung</i> Dance and the Madurese Tribe, which are attractions for the community. This culture has moral values that students can learn.

The next stage is the analysis of local wisdom in Situbondo, the chosen area as a research location, to examine the need to develop Student Worksheets integrated with local wisdom. Situbondo, located in the horseshoe area, is known for its strong Madurese cultural influence. Local wisdom in Situbondo is diverse, including Situbondo traditional clothing, Situbondo batik, *Landhung* dance, and *Ojhung* art (Finali et al., 2023). This local wisdom has values that students can quickly learn through learning activities at school. Local wisdom can be contextual teaching material with their background (Risidiana & Andalas, 2022). Implementing Situbondo local wisdom in learning materials and supported by effective teaching materials in the form of Student Worksheets can improve students' competence in learning and getting to know the culture of the area where they live.

2. Field Study

Direct observation of the Student Worksheets used by elementary school teachers in Situbondo is the initial step of the field study, which includes the collection of Student Worksheets. Furthermore, an in-depth analysis was carried out to assess the accuracy of the content in the Student Worksheets presentation. This study shows that the Student Worksheets used have yet to be fully developed in the context of local wisdom in their area. Based on interviews conducted, teachers experience obstacles in allocating time to research and create Student Worksheets that are contextually appropriate to the needs of students. Students need to learn and understand the culture in their area, and they have difficulty understanding the questions given because the questions are not close to their lives. In situations like this, teachers can only use practice questions in student and companion books to help students learn without further developing their knowledge (Lestari et al., 2023).

Improving a quality culture based on local wisdom is an absolute requirement for educational institutions to improve the excellence and competitiveness of schools (Asrin et al., 2021). Students can recognize local wisdom as an integral part of culture, primarily through integrating local wisdom culture into education. The design of Student Worksheets is carefully adjusted to align with the learning materials while reflecting the principles of local wisdom contained therein. Therefore, the material concept must still be integrated with local wisdom (Anjelina et al., 2024).

Table 3. Field Study

No	Implementation	Data collection technique	Result
1	October 22, 2024	Student worksheet observation	The Student Worksheets used during the education process mostly still use conventional formats and still need to integrate elements of local wisdom. Questions and exercises in the Student Worksheets are presented harmoniously with learning outcomes. By combining local wisdom, it is hoped that the Student Worksheets will encourage increased moral values related to cultural appreciation among students.
2	October 24, 2024	Interview to teachers in elementary schools	The results of interviews conducted with teachers in the Situbondo area showed that most elementary school teachers need more time to create student worksheets integrated with the local wisdom of Situbondo culture and have limited information and knowledge about regional culture in Situbondo.

3. Curriculum Analysis

Following government policy to change the curriculum, elementary school teachers in Situbondo use the Independent Curriculum. This curriculum provides freedom and flexibility in the learning process at school. The Independent Curriculum is designed to increase the effectiveness and significance of the education process while fostering student character development (Yusniarti & Herosian, 2023). To achieve this goal, teachers can integrate local wisdom into the learning process closely related to students' lives. Through the independent curriculum, educational institutions can integrate regional cultures determined by local government bodies, reflecting indigenous knowledge and regional characteristics. Local wisdom-based learning is an important step in fostering and actualizing students' interest in national culture in dealing with the impact of the widespread influence of foreign cultures (Pristiwanti et al., 2024). Mapping of subject matter with the implementation of local wisdom carried out by teachers as shown in Table 4:

Table 4. Adaptation of Situbondo Local Wisdom with Materials

No	Local wisdom	Theme	Subject matter	Materials
1	<i>Landhung</i> Dance	Indonesia is rich in culture	Natural and Social Sciences	<ol style="list-style-type: none"> 1. The uniqueness of the customs of the surrounding community 2. The richness of Indonesian culture 3. The benefits of preserving cultural diversity
2	<i>Ojhung</i>	Building Identity in Diversity	Pancasila Education	<ol style="list-style-type: none"> 1. Cooperation in the diversity of the surrounding environment 2. Respecting cultural diversity in the surrounding environment
3	<i>Petik Laut</i>	The origin	Indonesian Language	<ol style="list-style-type: none"> 1. Understand the message and information of narrative text 2. Conjunctions between sentences
4	Situbondo Batik	Image and number patterns	Math	<ol style="list-style-type: none"> 1. Enlarged and reduced image pattern 2. Enlarged and reduced number pattern

Adapting Situbondo's local wisdom to the material shows that integrating local wisdom into the subject matter is very important and can make it easier for students to get to know and learn about their culture through Student Worksheets. Presentation of Student Worksheets based on local wisdom enriches the learning experience and increases students' awareness of the value of local wisdom their region possesses (Latifah et al., 2023). The involvement of local cultural elements can make students more adept at connecting educational content with their real lives. This condition makes the pedagogical process more interesting and relevant. Concrete learning based on local wisdom in the surrounding environment can facilitate students' increased memory and understanding of subject matter (Pana et al., 2024).

4. Analysis of the Surrounding Environment

The surrounding environment also plays a significant role in the learning process, namely using local wisdom in the surrounding environment to design Student Worksheets according to student needs. In learning activities, students can use much local wisdom to learn. This knowledge can be manifested in the form of various potentials inherent in an area that are the characteristics or advantages of the area (Supriatin et al., 2022). The flow in compiling Student Worksheets is presented in Figure 2 below:

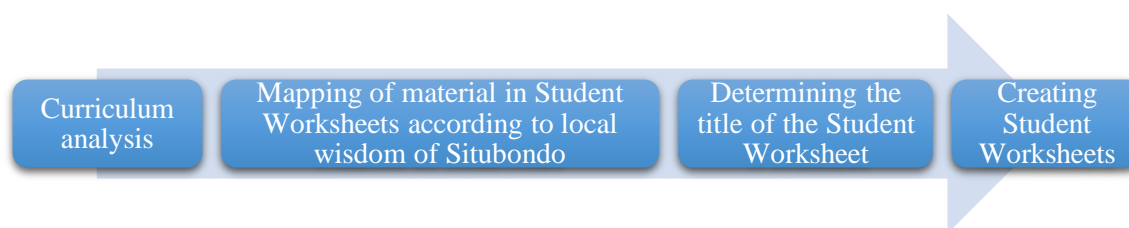
**Figure 2. Procedure for Compiling Student Worksheets**

Figure 2 provides the procedure for compiling Student Worksheets in creating Student Worksheets based on Situbondo's local wisdom. The first stage is conducting a curriculum analysis and mapping the material for Student Worksheets following Situbondo's local wisdom. The various

cultures that Situbondo has can be contextual learning resources for students so that learning is close to their lives. Situbondo local wisdom, such as the *Petik Laut* culture, *Landhung* Dance, *Ojhung* Art, and Situbondo Batik, can be used as learning resources in creating Student Worksheets. These Student Worksheets will later be adjusted to the materials, learning outcomes, and learning objectives relevant to the curriculum.

One of the many local wisdom-based Student Worksheets compiled by teachers is the *Petik Laut* Tradition, a tradition in Situbondo Regency. This tradition is a form of showing gratitude for the sustenance given to them. In elementary schools, the Indonesian Language subject with the theme “Origins” combines Student Worksheets with the local wisdom of *Petik Laut*. The presentation of the Student Worksheet includes reading materials about the *Petik Laut* Tradition, which is one example of the culture owned by Situbondo Regency. This tradition is not only to showcase regional wisdom but also a moment to strengthen the bonds of brotherhood between residents and uphold the cultural values that residents truly preserve. The *Petik Laut* Tradition also attracts the attention of tourists, who want to witness the uniqueness of this ritual and feel close to the local community (Rahma, 2022). It is hoped that students will be able to recognize their own culture and learn the values of local wisdom contained in the culture presented (Minawati, 2020).

Learning outcomes and objectives serve as guidelines for creating Student Worksheets integrated with local wisdom. One example is in the Indonesian Language subject in Grade 4 in Chapter 7 with the theme “Origins,” integrating local wisdom in the form of the *Petik Laut* Tradition. Through the Indonesian Language learning outcomes in phase B, students are taught reading and viewing elements to understand messages and information in everyday life, narrative texts, and children’s poetry in printed or electronic form. The learning objectives in the Student Worksheet on narrative text material are so that students can understand messages and information in everyday life through reading narrative texts, explain the messages contained in narrative texts, and identify connecting words between sentences in narrative texts. This local wisdom-based Student Worksheet can help students learn about cultural diversity and the benefits and ways to preserve culture so that it does not fade. In addition, integrating Student Worksheets with local wisdom values is also very important for students to apply what they have learned as a guideline in solving real problems that occur in their lives (Deviana & Sulistyani, 2021).



Figure 3. Integration of Local Wisdom in the Form of Student Worksheets

Integration of local wisdom in the educational environment, especially in the form of Student Worksheets, requires adjustments to the subject matter being taught. Local wisdom must be adjusted to each subject's learning achievements and objectives. The local wisdom must be concrete in students' lives and exist in the surrounding environment. Selecting relevant local wisdom will increase student involvement and make learning more meaningful and contextual (Sari et al., 2022). The use of local wisdom as a source of material for Student Worksheets has yet to be widely explored in previous studies. Hence, this provides an innovation in learning to incorporate local wisdom into developing Student Worksheets. This idea is in line with previous research, which states that integrating local wisdom into the learning process to strengthen the profile of Pancasila students can increase the active involvement of students in the learning process (Seno et al., 2022). Integrating local wisdom can enrich the experience and strengthen the relationship between students and their own culture. The results of this study state that the use of Student Worksheets integrated with local wisdom can be effectively provided in teaching and learning activities in elementary schools (Sapriani et al., 2024).

Integrating the local wisdom of Situbondo in Student Worksheets can be an innovation in education as a means for students to get to know their culture through the worksheets they work on. Student Worksheets are also able to train students' thinking skills so that they can improve their existing competencies. Integrating local wisdom in Student Worksheets ensures that students not only know their own regional culture. However, it can also distinguish its own culture from foreign cultures to maintain its cultural wisdom amidst increasingly advanced technological developments (Finali et al., 2023). The hope is that integrating local wisdom into Student Worksheets can increase students' environmental awareness in subjects (Nafisah et al., 2024).

4. CONCLUSION AND RECOMMENDATION

One important part of the local wisdom-based Student Worksheet is to create contextually meaningful learning for elementary school students. In reality, most school teachers still need to include local wisdom in preparing student worksheets for their learning. The first step in creating Student Worksheets is to analyze the curriculum and select materials that can be linked to the Student Worksheets. This step aligns with increasing student understanding and involvement in learning activities. Student Worksheets need to be developed by integrating local wisdom into the important elements of education. One is the local wisdom of Situbondo Regency, which includes the *Petik Laut* Tradition, *Landhung* Dance, *Ojhung* Art, and Situbondo Batik. This local wisdom can be a learning resource to help students understand and appreciate their culture.

The Independent Curriculum provides space to integrate local culture into educational activities. However, several challenges hinder the implementation of the curriculum, such as teachers' need for more understanding regarding local wisdom in their area and limited time to develop Student Worksheets that are under student needs. Teachers' efforts to compile relevant and interesting Student Worksheets, which not only meet learning objectives but can also strengthen student character through local cultural values. This research also aims to study and preserve the local cultural heritage, especially Situbondo Regency. Furthermore, this local cultural heritage can be integrated into the Student Worksheet so that students can understand the meaning and cultural values that can be taken from the heritage. This initial research can be the basis for developing further Student Worksheets based on local wisdom to be applied in elementary school education environments to foster positive values among students and increase their appreciation of regional cultural heritage.

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