

INTEGRATION OF LOCAL WISDOM VALUES IN EARLY CHILDHOOD COLLABORATIVE LEARNING STRATEGIES: A STUDY ON CULTURE-BASED EARLY CHILDHOOD EDUCATION

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Abstract

This study aims to explore the integration of local wisdom values in collaborative learning strategies for early childhood education in culture-based institutions. Local wisdom values, such as cooperation, tolerance, and respect for parents, are an important part of cultural identity that can be instilled early on through a contextual and meaningful learning approach. This study uses a qualitative approach with a case study method in several early childhood education institutions that carry the concept of local culture-based education. Data were collected through observation, in-depth interviews, and documentation. The study's results indicate that integrating local wisdom into collaborative learning strategies can strengthen children's social character, increase their involvement in group activities, and foster cultural awareness from an early age. The learning strategies implemented involve traditional games, folklore, and community-based activities that support cooperation and noble values. These findings recommend the importance of teacher training to understand and apply local wisdom-based learning approaches as an effort to enrich the educational process that is relevant to the child's social and cultural context.

Keywords: : Local wisdom, Collaborative learning, Early childhood education

INTRODUCTION

Early childhood education is a crucial stage in developing children's character, social values, and basic life skills (Nurlina, 2020). However, currently, many early childhood educators still adopt a universal learning approach and pay less attention to the local cultural context that can enrich children's learning experiences (Idhayani et al., 2023). One of the main problems that arises is the lack of integration of local wisdom values in early childhood learning, which should be an important foundation in the formation of children's character and cultural identity (I. Wulandari et al., 2024). Local values have great potential in forming children who are not only academically intelligent but also have strong

character, especially in a society rich in tradition, such as in Yogyakarta (Aulia et al., 2025).

On the other hand, Yogyakarta, as the center of Javanese culture, has many potentials that can be developed in early childhood education (W. Wulandari et al., 2022). Aisiyiah Bustanul Athfal's early childhood education in Yogyakarta has become an example of an educational institution that seeks to integrate local cultural values into its curriculum. As an institution oriented towards culture-based education, Aisiyiah Bustanul Athfal's early childhood education has a great opportunity to become a model in developing collaborative learning that integrates local values such as cooperation, mutual respect, and social awareness. Therefore, it is important to conduct research on how collaborative learning strategies can be integrated with local wisdom values in early childhood education, especially in Yogyakarta, to improve the quality of early childhood education.

In this study, the insights that will be explored focus on how Aisiyiah Bustanul Athfal Early Childhood Education integrates local wisdom values in collaborative learning strategies. The problem-solving plan will be carried out by exploring learning practices that prioritize local values in every activity involving children, whether in the form of traditional games, folklore, or other social activities. This study aims to explore the process and benefits obtained from this integration, as well as the challenges faced by educators and institutions in implementing local culture-based learning strategies.

Theoretically, this study is based on two main concepts. First, the theory of social-constructivist learning by Vygotsky emphasizes the importance of social interaction in children's cognitive development. This concept is relevant because collaborative learning can be a vehicle for children to learn actively through social cooperation (Alzahrani, 2025). Second, the concept of local wisdom, according to Keraf, refers to knowledge and values that are passed down from generation to generation and can be applied in an educational context (Inayati et al., 2024). By combining these two theories, this study will explore how social interaction in

collaborative learning can bring local wisdom values in shaping children's character.

The novelty of this study lies in the approach that combines local wisdom values with collaborative learning strategies in the context of culture-based early childhood education, which has not been widely explored in previous studies. Unlike Rochimah's research, which examines local wisdom in early childhood education but does not link it to collaborative learning (Rochimah, 2024), Or Khadijah's which only focuses on traditional games without considering the collaborative aspect, this study focuses on the synergy between the two in learning practices (Khadijah, 2024). Meanwhile, Khairiyyah discusses more about cooperative learning theory without linking it to the local cultural context (Khairiyyah, 2024), and Made Ayu Anggreni, who emphasizes the importance of local wisdom in education but does not pay attention to the collaborative learning approach in early childhood (Anggreni et al., 2025). This study differs from previous studies by providing a practical overview of how local cultural values can be introduced to children through learning strategies that involve social interaction and cooperation in groups. Thus, this study offers new insights into the integration of cultural values and collaboration in early childhood learning in culture-based early childhood education.

This research is useful in developing an Early Childhood Education curriculum based on local wisdom integrated with collaborative learning strategies. The results can be a practical guide for educators in creating contextual and meaningful learning experiences. In addition, this research supports the preservation of local culture and the formation of children's character from an early age.

RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study design to explore in depth the integration of local wisdom values in collaborative learning strategies at the Aisyiyah Bustanul Athfal Early Childhood Education unit, Yogyakarta, located at Jl. Wates Km 3.5, Ngestiharjo, Kasihan District, Bantul Regency,

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Special Region of Yogyakarta. The main research subjects were group B teachers while supporting informants included the principal, parents of students, and local community leaders who understood the local culture. The presence of researchers was participatory, namely directly involved in learning activities to observe the process of integrating local values in children's collaborative activities. Data collection techniques were carried out through observation, in-depth interviews, documentation studies, and field notes, with instruments in the form of interview guidelines, observation sheets, and documentation guides developed based on collaborative learning theory and local wisdom indicators (Sugiono, 2010). All data obtained were analyzed using the Miles and Huberman interactive model which includes three main stages, namely data reduction, data presentation, and continuous drawing and verification of conclusions throughout the research process. This research was conducted for three months, namely from February to April 2025, taking place in two local culture-based early childhood education institutions in Sleman Regency, Special Region of Yogyakarta, which consistently apply local cultural values in their learning process (Miles, M.B, Huberman, A.M, 2014).

RESULTS AND DISCUSSION

Results

Based on the results of observations, in-depth interviews with teachers and principals, and documentation of learning activities at Aisyiyah Bustanul Athfal Yogyakarta Early Childhood Education, it was found that the learning process at this institution has actively integrated local wisdom values in collaborative learning strategies. This integration is not only symbolic, but is also manifested in various thematic activities and based on children's direct experiences, in accordance with the characteristics of early childhood learning that emphasizes elements of play, cooperation, and contextual learning.

One of the dominant local values in learning is the value of gotong royong (cooperation). This value is manifested in group play activities such as traditional

games "engklek" and "benthik" which are played in groups, as well as in cooking activities together, where children are encouraged to share tasks and complete activities collectively. Teachers actively facilitate the process of children's interaction so that they help each other, discuss, and appreciate each other's roles in small groups. This activity effectively fosters a positive interdependence attitude and a sense of shared responsibility.

The value of tepo seliro (tolerance) is also seen to be integrated in a way that touches the emotional aspects of children. Through storytelling activities, especially Javanese folk tales that are rich in moral messages, children are invited to understand the feelings of others, learn to restrain themselves, and appreciate the diversity of expressions of their peers. Role-playing games that depict the atmosphere of a traditional market or an extended family become a social learning medium that teaches the importance of putting oneself in the shoes of others and building empathy from an early age.

Meanwhile, the value of manners (etiquette) becomes an important part of character formation through daily habits. In everyday life in early childhood education, children are accustomed to greeting, kissing the teacher's hand, and using polite Javanese language in greeting adults. This activity is carried out consistently and integrated into the class routine, so that it does not feel like a burden, but rather becomes a natural culture. This approach strengthens the child's affective dimension in the context of a local culture that values politeness and respect.

The values of togetherness and family are also highly emphasized, especially through the involvement of parents in class activities. Activities such as "cultural day" and "traditional food bazaar" are not only moments of sharing, but also strengthen the relationship between children, teachers, and parents. Teachers act as facilitators who open up a space for collaboration between families and schools, creating a community-based and warm learning ecosystem. The family values that are instilled are not only limited to interactions at school, but also extend to the context of children's social lives at home and in the community.

Finally, the use of local language (Javanese) is an inseparable element of the learning process. In the bilingual approach, children are introduced to Javanese vocabulary through dolanan songs, folk tales, and simple dialogues. Teachers not only use this language as an alternative communication medium, but also as a means of introducing local cultural identity and heritage. Children appear enthusiastic in imitating words or songs in Javanese, which simultaneously enriches their vocabulary and strengthens their sense of pride in local culture.

Overall, the results of this study indicate that Early Childhood Education Aisyiyah Bustanul Athfal Yogyakarta has succeeded in implementing the integration of local wisdom values in collaborative learning strategies in a contextual, fun, and meaningful way for children. This strategy not only supports children's social and emotional development but also strengthens the foundation of character and cultural identity that are important for their future.

To clarify how local wisdom values are integrated into collaborative learning strategies, the following table summarizes the value categories, forms of implementation, and media or learning activities used:

Table
Local Wisdom Values Integrated Into Collaborative Learning Strategies

Local Wisdom Values	Implementation Form	Learning Media/Strategy
Mutual cooperation	Children work in small groups to complete projects.	Traditional games (engklek, benthic), cooking together
Tepo Seliro (Tolerance)	Children understand the feelings and needs of friends	Folk tales, role plays, small group discussions
Unggah-ungguh (Manners)	Typical Javanese cultural politeness habits	Morning greetings, kissing the teacher's hand, smooth language in interactions

Togetherness and Family	Involvement of parents and community in learning activities	Cultural Day, traditional food bazaar, collaborative projects
Local Language (Javanese)	The use of Javanese in the context of playing and learning	Folk songs, folk tales, simple dialogues

The table above shows that the process of integrating local values is not only symbolic but has become an integral part of the collaborative learning strategy implemented. Each value is brought to life through activities that are appropriate to the developmental stage of early childhood, by paying attention to aspects of play, cooperation, and cultural contextualization.

Discussion

The results of the study show that the collaborative learning strategy implemented in Aisyiyah Bustanul Athfal Early Childhood Education, Yogyakarta, has actively integrated local wisdom values into various learning activities. This integration not only enriches the content and methods of learning but also strengthens the formation of children's character and cultural identity from an early age. Local values such as cooperation, tolerance, manners, and togetherness are instilled through group play activities, folklore, and collaborative projects that involve children in a fun and meaningful atmosphere. This approach reflects the application of culturally responsive pedagogy, namely a learning strategy that integrates the cultural background of students to increase the relevance and effectiveness of learning (Irwandi, 2024).

Theoretically, this practice affirms the principle of socio-cultural learning as put forward by Lev Vygotsky, who emphasized that children's cognitive development occurs through social interaction in a cultural context (Kurniati, 2025). When the learning process takes place in an environment rich in local cultural symbols, practices, and values, children not only gain cognitive understanding but also shape their social and cultural identities. Vygotsky also emphasized the importance of the zone of proximal development (ZPD), where

children can develop more optimally with the help of adults or peers in a meaningful social context, as seen in collaborative culture-based activities in early childhood education (Susanti, 2024).

Furthermore, this approach also supports the development of children's affective and social aspects, as emphasized in Erikson's theory of children's moral and social development, where early childhood is at the "initiative vs. guilt" stage, which is the right time to instill social values through direct experience and interaction with the environment (Habsy et al., 2023). In this context, local culture-based learning that involves social interaction, empathy, and cooperation through group games and activities is a very effective strategy in supporting children's moral and social development (Sari, 2024).

However, this practice faces challenges in its sustainability, especially related to teacher readiness. In the theory of teacher agency and pedagogical content knowledge (Handayani & Iqbal, 2025), teachers play an important role in integrating culture into learning creatively and contextually. This requires ongoing training and mentoring so that teachers become not only classroom managers but also reflective and innovative cultural facilitators. Without this capacity, local values risk becoming mere symbolic ornaments, not an integral part of children's learning experiences.

Support from institutions and policies is also an important requirement in creating an education system that respects local culture. Tilaar stated that education rooted in national culture is an important foundation in building a resilient and characterful multicultural society (Lia & Albina, 2024). Therefore, there needs to be a curriculum regulation that provides flexible space for a culture-based approach, as well as institutional support that encourages the creation of a contextual and relevant education ecosystem. Within this framework, the practice of integrating local wisdom in Aisyiyah Bustanul Athfal Early Childhood Education can be a collaborative learning model that not only forms a generation that is academically intelligent, but also strong in cultural identity and human values

CONCLUSIONS

Integration of local wisdom values in collaborative learning strategies in culture-based Early Childhood Education has a positive impact on the development of children's character and social skills. Values such as cooperation, mutual respect, responsibility, and discipline are successfully instilled through learning activities involving traditional games, folklore, and group activities based on local culture. The collaborative learning strategies implemented not only strengthen social interactions between children but also foster awareness of cultural identity from an early age. In addition, teacher involvement and support from the social environment, including the role of the family and the surrounding community, are important factors in the successful integration of these values into the learning process. Thus, this approach is relevant and effective in shaping the character of early childhood contextually and meaningfully.

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