

# Integration of Local Wisdom in Sociology Learning to Strengthen Cultural Identity

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## ABSTRACT

This study examines the integration of local wisdom into sociology learning and its contribution to strengthening students' cultural identity at SMA Negeri 2 Sinjai. The research was motivated by the growing influence of globalization, which has led to shifts in cultural values among younger generations, highlighting the need for educational strategies that preserve and reinforce cultural identity. A descriptive qualitative approach was employed, with data collected through observations, interviews, and documentation. The participants consisted of sociology teachers, students, the school principal, and community leaders selected through purposive sampling. Data were analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing, while data validity was ensured through triangulation techniques. The findings reveal that the integration of local wisdom in sociology learning is implemented by connecting learning materials with local cultural values, such as mutual cooperation, Bugis traditions, and the social norms of the Sinjai community. These values are incorporated through discussion-based learning, case studies, and environment-oriented assignments. Teachers facilitate this process by utilizing students' experiences, real-life social situations, and local social phenomena, making the learning process more contextual and meaningful. The integration of local wisdom positively influences students by enhancing their understanding of local culture, fostering appreciation for social values, and strengthening pride in their regional cultural identity. Therefore, local wisdom-based sociology learning not only improves students' academic comprehension but also contributes to character development and the reinforcement of cultural identity in the contemporary era.

## I. INTRODUCTION

The rapid growth of globalization and advancements in information technology have significantly transformed various aspects of society, including the perspectives and behaviors of younger generations [1-7]. The rapid flow of information makes it easier for students to access outside cultures than to understand the local culture that grows in their own environment [6-10]. This condition causes a shift in cultural values, where some of the younger generation begins to lose attachment to traditions, customs, and local values that become the identity of the community. This phenomenon is a serious challenge in the world of education, especially in an effort to maintain cultural identity in the midst of the rapid influence of global culture [13-16].

In Indonesia, cultural diversity is a national wealth that must be maintained and inherited to the younger generation. Each region has local wisdom values that contain moral, social, and cultural teachings that are relevant to people's lives [17-19]. Local wisdom not only functions as cultural heritage, but also as a guideline in building individual character, social attitudes, and identities in community life. Therefore, strengthening students' cultural identity is important so that they do not lose their identity in the midst of increasingly modern developments [20-23].

Integrating local knowledge into the educational process is one of the strategic initiatives that can be carried out. In order to change cultural values in students in a methodical and long-lasting way, education is crucial [24], [25]. In this setting, learning is centered on internalizing deeply ingrained cultural values as well as imparting academic knowledge. It is anticipated that incorporating local

knowledge into the educational process will provide a more contextual, pertinent, and significant learning experience that closely corresponds with students' daily lives and social realities.

The subject of sociology is one of the fields of study that has a close relationship with the social and cultural life of the community [26], [27]. Sociology studies social interactions, values, norms, social changes, and the dynamics of people's lives that are highly relevant to the introduction of local culture. Therefore, sociology learning has great potential to be a medium in integrating the values of local wisdom to students. Through learning that is based on local culture, students not only understand social concepts theoretically, but are also able to relate them to the socio-cultural realities that exist in their environment.

Numerous earlier research have shown that incorporating local wisdom into the educational process improves students' character development, increases their motivation to learn, and deepens their comprehension of local cultural values. Additionally, other research has shown that culture-based learning increases students' engagement and active participation in class activities while fostering a more contextual and meaningful educational experience [28-30]. However, most of the research still focuses on character development and learning outcomes in general, while research that specifically examines the integration of local wisdom in sociology learning to strengthen students' cultural identity is still relatively limited. In addition, studies on teachers' strategies in integrating local cultural values into sociology learning and their impact on students' cultural identities have also not been widely carried out, especially at SMA Negeri 2 Sinjai. Therefore, this research has a novelty (research gap) because it focuses on the form of integration of local wisdom, teachers' strategies in its implementation, and its impact on strengthening students' cultural identity in sociology learning.

Sinjai Regency as one of the regions in South Sulawesi has various forms of local wisdom that are still alive and developing in the community. Bugis cultural values, such as *gotong royong* (mutual cooperation), *sipakatau* (mutual respect), *sipakalebbi* (mutual appreciation), and *sipakainge* (mutual reminder), embody important social and moral principles that guide community life. These values are highly relevant for integration into sociology learning, as they can help students develop an understanding of social solidarity, foster tolerance, and promote harmonious relationships within society. However, in reality, sociology learning in schools still tends to be oriented towards textual and theoretical materials, so it does not provide space for students to understand local culture contextually. As a result, students lack awareness of the importance of local culture as part of their self-identity and social life. SMA Negeri 2 Sinjai is one of the educational institutions that has great potential in developing learning based on local wisdom because it is located in a community environment that still holds strong Bugis cultural values. This condition is an important capital in the process of cultural integration into sociology learning. By utilizing the richness of local cultural resources, teachers can create learning experiences that are more relevant, contextual, and closely connected to students' everyday lives, thereby fostering a deeper sense of cultural awareness. Consequently, research on the integration of local wisdom into sociology learning is essential as an effort to strengthen the cultural identity of students at SMA Negeri 2 Sinjai. Based on this background, the study seeks to address three main research questions: (1) how local wisdom is integrated into sociology learning, (2) what strategies teachers employ to incorporate local wisdom into sociology instruction, and (3) what impact the integration of local wisdom has on students' cultural identity.

## II. METHODS

This study employed a descriptive qualitative approach to gain an in-depth understanding of how the integration of local wisdom in sociology learning contributes to strengthening students' cultural identity at SMA Negeri 2 Sinjai. This approach was selected because the research emphasizes the exploration of processes, experiences, and meanings that occur naturally within the school setting.

The study was conducted on January 10, 2026, at SMA Negeri 2 Sinjai. The participants included sociology teachers, students, the school principal, and community leaders who possess a strong understanding of local wisdom values. Informants were selected through purposive sampling based on the consideration that they were directly involved in and relevant to the focus of the study [31], [32].

**Table 1. Interview informant**

No	They report	Quantity
1	Guru Sociology	2 Person
2	Principal	1 Person
3	Students	6 Person
4	Community Leaders/Indigenous Leaders	2 Person
	<b>Total</b>	<b>11 Person</b>

Observations, interviews, and documentation were used to gather data. In order to investigate how teachers incorporated local knowledge values into the learning process, the nature of teacher-student interactions, and students' reactions during teaching, direct observations were made during sociology learning activities in the classroom. The chosen informants were interviewed in-depth to get specific information about the methods used by teachers, the ways in which local wisdom is incorporated into instruction, and how these methods affect students' cultural identities. Additionally, lesson plans, photos of learning activities, school records, and other pertinent study-related papers were used to supplement the research data.

The Miles and Huberman methodology, which consists of three stages data reduction, data display, and conclusion drawing was used to examine the data. The researcher chose, concentrated, and streamlined the data gathered from observations, interviews, and documentation throughout the data reduction phase. In order to make it easier to interpret research findings, the data was methodically arranged in the form of descriptive narratives during the data display stage. In order to find patterns, meanings, and responses to the research questions, conclusions were finally reached by analyzing the data. This study used both source triangulation and procedure triangulation to guarantee the validity and reliability of the results, allowing the researcher to confirm the consistency and dependability of the data gathered [33].

### III. RESULTS AND DISCUSSION

#### **Forms of Integration of Local Wisdom in Learning**

The form of integration of local wisdom in sociology learning at SMA 2 Sinjai is carried out by associating the subject matter with local cultural values such as mutual cooperation, Bugis customs, and social norms that develop in the Sinjai community. Teachers not only convey concepts theoretically, but also connect them to the reality of students' daily lives, so learning becomes closer to their experiences. The learning process is carried out through discussions, case studies, and assignments based on the surrounding environment, for example by observing social practices in the community or analyzing local social events. This makes students not only understand concepts, but also able to apply them in real life. With this approach, learning becomes more meaningful because students can see firsthand the relationship between sociological theory and the social practices they experience on a daily basis.

The findings of the study indicate that the integration of local wisdom into sociology learning at SMA Negeri 2 Sinjai is implemented by linking learning materials with local cultural values, including mutual cooperation, Bugis traditions, and the social norms practiced within the Sinjai community. Teachers do not merely present sociological concepts in a theoretical manner; rather, they relate these concepts to students' daily experiences and social realities, making the learning process more relevant and meaningful. As a result, students are better able to understand sociological concepts within the context of their own cultural environment. Based on interviews conducted with sociology teachers, it was found that local wisdom values are systematically incorporated into learning activities through the use of examples drawn from community life, discussions of local social phenomena, and learning materials that reflect the cultural characteristics of the Sinjai community. This approach enables students to connect academic knowledge with their cultural background, thereby fostering a deeper understanding of both sociological concepts and local cultural values:

*“Dalam mengajar sosiologi, saya selalu mengaitkan materi dengan budaya masyarakat Sinjai, misalnya nilai gotong royong dan sipakatau agar siswa lebih mudah memahami materi karena mereka melihat langsung praktiknya di lingkungan sekitar.”*

Classroom observations revealed that teachers frequently incorporated real-life examples related to social interactions within the Bugis community and encouraged students to discuss their connection to sociological concepts, values, and social norms. Students were also organized into small groups to analyze various social phenomena occurring in communities surrounding the school. Through these activities, learners were actively engaged in examining sociological issues within their own cultural and social contexts, making the learning process more interactive and relevant to their daily experiences. Documentation in the form of lesson plans and photographs of classroom activities demonstrated that teachers consistently integrated elements of local culture into the learning process. The Learning Implementation Plans (RPP) included references to local cultural values, while student assignments were designed around social issues and community life within the local environment. These findings indicate that the integration of local wisdom was systematically incorporated into both instructional planning and classroom implementation. The learning process is carried out through discussions, case studies, and assignments based on the surrounding environment, for example by observing the social practices of the community or analyzing local social events. This makes students not only understand concepts, but also able to apply them in real life. One of the students said that:

*“Kalau belajar dengan contoh budaya di sekitar kami, materi lebih mudah dipahami karena sesuai dengan kehidupan sehari-hari.”*

These findings show that experiential learning is able to create a more meaningful learning process. The integration of local wisdom is also seen in the way teachers build participatory and reflective learning interactions. Students are given the opportunity to express opinions, share cultural experiences, and discuss the social values that prevail in their environment. Based on the results of observations, students appear to be more active in expressing their opinions when learning is associated with their own social experiences. This situation shows that learning based on local culture is able to increase student involvement in the learning process.

The integration of local wisdom is also seen in the way teachers build participatory and reflective learning interactions. Students are given the opportunity to express opinions, share cultural experiences, and discuss the social values that prevail in their environment. This process not only improves cognitive understanding, but also fosters social awareness and sensitivity to the surrounding environment. This experiential learning activity indirectly encourages students to be more active, critical, and able to relate sociological concepts to the dynamics of people's lives. The analysis of these findings, when linked to the results of previous studies, indicates that local wisdom-based learning plays a strategic role in enhancing the quality of education [34-38]. Previous research has shown that

the integration of local cultural values in learning can increase the relevance of the material, strengthen the understanding of concepts, and increase students' motivation and involvement in the learning process [39-44]. This approach is also in line with contextual teaching and learning theory which emphasizes the importance of connecting the subject matter with the real situation experienced by students [45-50].

Other research has also shown that the use of local environment-based discussion methods and case studies is able to develop students' critical, analytical, and reflective thinking skills. Students not only receive information passively, but are also trained to analyze social phenomena, identify problems, and find solutions based on their cultural values. This is very important in the learning of sociology which is indeed oriented towards understanding social phenomena in depth [51-54]. Incorporating local knowledge into sociology education serves as both a pedagogical tactic to improve learning outcomes and a crucial way to maintain local culture in the face of globalization's problems. Students gain academic knowledge as well as a greater understanding of the significance of upholding, valuing, and conserving their cultural heritage through culture-based learning. Through this process, they are encouraged to uphold local values in their daily lives while also strengthening their feeling of identification and belonging. In light of these benefits, the integration of local wisdom should continue to be developed and implemented systematically within educational practices. Schools and teachers need to consistently incorporate local cultural values into learning activities to ensure that education remains relevant to students' social and cultural contexts. By doing so, local wisdom-based learning can make a more substantial contribution to improving educational quality, fostering character development, and strengthening cultural identity among future generations.

### **Teachers' Strategies in Integrating Local Wisdom**

The findings of the study indicate that teachers at SMA Negeri 2 Sinjai integrate local wisdom into sociology learning through a contextual approach that emphasizes students' real-life experiences. Teachers utilize concrete examples from local community life, including practices of mutual cooperation, Bugis cultural traditions, and patterns of social interaction that exist within the surrounding environment. Furthermore, students' personal experiences are employed as valuable learning resources, encouraging them to narrate, analyze, and reflect upon their everyday social interactions. Teachers also consistently relate sociological concepts to contemporary social phenomena occurring within the community, making the learning process more relevant, contextual, and accessible to students. As a result, students are actively engaged in connecting theoretical knowledge with the social realities they encounter, creating a more dynamic and meaningful learning experience.

This strategy also reflects a transformation in the role of teachers from mere transmitters of knowledge to facilitators who guide students in constructing their own understanding. Teachers provide opportunities for students to participate in discussions, ask questions, and express their perspectives based on personal experiences and observations. Such practices foster a participatory and dialogical learning environment that encourages active student involvement. Moreover, the use of local social phenomena as learning materials enhances students' sensitivity to their social surroundings and helps them develop a deeper understanding of the social dynamics within their communities. Therefore, this instructional strategy is not solely directed toward improving cognitive achievement but also toward nurturing social attitudes, cultural awareness, and students' appreciation of local wisdom.

Analysis of these findings, when associated with various available research results, shows that learning strategies based on local wisdom have high effectiveness in improving the quality of learning. Previous studies have shown that using real-world examples and student experiences in

learning can increase active engagement, strengthen concept understanding, and increase motivation to learn [55-57]. This is in line with the theory of constructivism which states that knowledge is built through individual experiences and interactions with their environment. In addition, other research has also shown that learning that links material to the local context is able to improve students' critical and analytical thinking skills, as they are required to examine and solve real social problems [58], [59-61].

The results of previous research also confirm that contextual learning strategies based on the local environment are able to create a more meaningful learning process. Through this approach, students do not merely memorize sociological concepts but develop a deeper understanding of their meaning and relevance, enabling them to apply these concepts in their daily lives. Previous studies have similarly demonstrated that the integration of local wisdom into the learning process can strengthen important character values, including cooperation, responsibility, and mutual respect. By connecting academic content with local cultural values and real-life experiences, students are encouraged to internalize these values and translate them into positive social behaviors [62-64]. Thus, teachers' strategies in integrating local wisdom in sociology learning at SMA 2 Sinjai can be said to be effective and relevant to educational needs in the modern era. This strategy not only supports the achievement of learning objectives academically, but also contributes to shaping the character of students who have a strong social and cultural awareness. Therefore, the integration of local wisdom needs to continue to be developed and supported by various learning innovations in order to have a more optimal impact in the world of education.

### **Impact on Students' Cultural Identity**

The findings of the study indicate that the integration of local wisdom into sociology learning at SMA Negeri 2 Sinjai has a positive impact on strengthening students' cultural identity. By connecting sociological concepts with the local culture of the Bugis community and the social values practiced within the Sinjai environment, students develop a greater understanding and appreciation of their own cultural heritage. Teachers incorporate cultural values such as *gotong royong* (mutual cooperation), *sipakatau* (mutual respect), *sipakalebbi* (mutual appreciation), and *sipakainge* (mutual reminder) into classroom discussions, learning activities, and assignments that are closely related to students' social surroundings. As a result, students are able to recognize the relevance of these cultural values in their daily lives and social interactions. Based on interviews conducted with sociology teachers, it was revealed that the integration of local wisdom not only enhances students' understanding of local culture but also fosters a sense of pride and responsibility toward preserving their cultural heritage. Teachers observed that students became more aware of the importance of maintaining local traditions and values amid the growing influence of globalization. This suggests that sociology learning grounded in local wisdom serves as an effective medium for strengthening cultural identity while simultaneously promoting positive social attitudes and cultural awareness among students.

*“Ketika siswa mempelajari materi sosiologi yang dikaitkan dengan budaya Bugis, mereka lebih mudah memahami pentingnya menghargai sesama dan menjaga hubungan sosial di masyarakat.”*

The results of observations during the learning process showed that students seemed more enthusiastic when discussing examples of local cultures that were close to their lives. In the group discussion activity, several students actively shared their experiences related to the culture of mutual cooperation and community traditions in their neighborhoods. In addition, based on the documentation of learning activities and student assignments, it was found that students were able to identify local cultural values that were still practiced in daily life. This shows that learning based on

local wisdom not only improves students' theoretical understanding, but also helps them understand the application of cultural values in social life. In addition, the results of the study also show an increase in the attitude of respecting cultural values in students, such as the attitude of togetherness, tolerance, mutual respect, and social concern. One of the students said that:

*“Setelah belajar tentang budaya Bugis di pelajaran sosiologi, saya jadi lebih memahami pentingnya menghargai orang lain dan menjaga budaya daerah sendiri.”*

This statement was reinforced by the results of observations that showed changes in student behavior in social interaction in the classroom, such as increased cooperation in group discussions and mutual respect when expressing opinions. Documentation of school activities also shows the active involvement of students in activities related to local culture, such as school community service and regional cultural activities. This condition shows that the integration of local wisdom in learning not only has an impact on cognitive aspects, but also shapes students' social attitudes and character.

The results of the study show that incorporating local knowledge into sociology classes at SMA Negeri 2 Sinjai strengthens students' sense of cultural identity. Students gain a deeper comprehension and appreciation of their local customs by connecting sociological principles with Bugis cultural heritage and the social setting of the Sinjai community. Activities, debates, and tasks in the classroom incorporate ideals like mutual cooperation, *sipakatau*, *sipakalebbi*, and *sipakainge*. Students are able to make connections between theoretical knowledge and actual social activities in their surroundings thanks to this method. As a result, learning takes on greater significance as students integrate cultural norms in their everyday lives in addition to understanding sociological theories. Additionally, this integration raises awareness of the significance of maintaining regional culture in the face of industrialization and globalization, so reinforcing.

Furthermore, the findings reveal an improvement in students' attitudes toward cultural values, including togetherness, tolerance, mutual respect, and social responsibility. Students increasingly demonstrate pride in their local cultural identity through active participation in school programs and community activities related to local traditions and culture. Learning that is grounded in local wisdom brings students closer to the social realities of their communities, enabling cultural values to be internalized not merely as knowledge but also as practices reflected in their daily behavior. These findings suggest that the integration of local wisdom contributes not only to cultural awareness but also to the development of students' social character and cultural identity within both school and community contexts. The interpretation of these results is in line with a number of earlier research that highlight the importance of local wisdom-based education in fostering students' sense of cultural identity. Students have contextual learning opportunities that deepen their comprehension of cultural heritage and promote character development when local cultural values are incorporated into the educational process. Through continuous exposure to local wisdom in educational settings, students are better equipped to appreciate, preserve, and promote their cultural traditions, thereby reinforcing their sense of identity in an increasingly globalized world [65], [66], [67]. The integration of local cultural values in learning can foster social solidarity, mutual cooperation character, and cultural awareness of students [65], [66], [67].

Another relevant research was conducted by Octavian Hendra Priyatno et al. regarding the integration of local wisdom of the Osing tribe in social studies learning. The results of the study show that ethnopedagogy-based learning can reduce the cultural identity crisis in the younger generation and increase students' awareness of their local culture [68]. These findings strengthen the results of research at SMA 2 Sinjai that learning that utilizes local culture as a learning resource can be an effective means of building students' cultural identity in the midst of an increasingly strong global cultural current. Furthermore, research on local culture-based character education in sociology learning also confirms that local culture can be used as an effective learning resource to shape

students' character and social identity [69], [70]. Thus, the integration of local wisdom in sociology learning at SMA 2 Sinjai not only functions as a contextual learning strategy, but also becomes a real effort in maintaining the sustainability of local culture and forming a young generation that has cultural awareness, social character, and a sense of pride in their regional identity.

#### IV. CONCLUSION

Based on the findings of this study, it can be concluded that the integration of local wisdom into sociology learning at SMA Negeri 2 Sinjai is implemented by linking learning materials with local cultural values, including mutual cooperation, Bugis traditions, and community social norms. The learning process is conducted through contextual approaches such as discussions, case studies, and environment-based assignments, enabling students to understand the relationship between sociological concepts and the realities of everyday life. Teachers' strategies, which involve utilizing students' experiences, real-life examples, and local social phenomena, have proven effective in creating a more active, participatory, and meaningful learning environment. The integration of local wisdom has a positive impact on strengthening students' cultural identity. Students become more aware of, knowledgeable about, and appreciative of their local culture while also demonstrating stronger values of togetherness, tolerance, and social responsibility. A growing sense of pride in their regional cultural identity is reflected in their participation in various social and cultural activities. Therefore, the integration of local wisdom into sociology learning functions not only as an effective pedagogical strategy but also as a valuable means of preserving cultural heritage and fostering students' character development in the face of globalization and contemporary social change.

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