

The Influence of Local Wisdom-Based Learning on Students' Learning Motivation

Diah Susanti¹, Rofi'ah Nurhayati²

¹Faculty of Education and Teacher Training, ²Teacher of SDN 1 Tempursari Wonosobo, Center Java
Jl. Jl. Puspita Jaya, Krajan, Pintu, Kec. Jenangan, Kabupaten Ponorogo, Jawa Timur 63492.

Corresponding author

¹sdiah345@gmail.com

Abstract: Inappropriate learning design will have an impact on students' low learning motivation so that students' enthusiasm for learning does not increase. Therefore, it is important to prepare learning with a design that is liked by students so that students' learning motivation increases and has an impact on increasing students' understanding. One of the learning designs that is considered to be able to increase students' learning motivation is a learning design based on local wisdom, where learning will be carried out by continuing to bring students closer to the existing culture and environment, so that the impressions obtained can be stronger and the knowledge received is more implementative. Unfortunately, studies on the influence of wisdom-based learning on students' learning motivation have not been studied optimally, especially at SDN 1 Tempursari. In fact, this study is important because it can provide comprehensive knowledge in learning. This encourages researchers to conduct studies on the influence of wisdom-based learning on students' learning motivation has not been studied optimally, especially at SDN 1 Tempursari. The purpose of this study is to determine whether exist or not there is an influence of local wisdom-based learning design on students' learning motivation at SDN 1 Tempursari. The research method used is a mixed method, with data collection techniques through observation, interviews and distributing questionnaires to 15 respondents. The research data that has been collected is then analyzed in depth so that the results of the research are known to be accountable. The results of the study indicate that local wisdom-based learning is liked by students because students not only learn in the classroom but are also integrated with the culture and environment around the school so that the impression obtained is even stronger. In addition, it is also known that local wisdom-based learning can increase student learning motivation as evidenced by 80% of students feeling enthusiastic about learning with local wisdom-based learning. With this, it can be seen that local wisdom-based learning can provide a positive influence on student learning motivation at SDN 1 Tempursari.

Keywords: Learning design, Learning motivation, Local wisdom.

Introduction

Education is an important aspect that must be considered because it has an impact on the quality of the nation's future generations (Qadir et al., 2022) (Makkawaru, 2019). The success or failure of education is influenced by several things, one of which is the teacher or educator. This is because educators are the driving force of learning in the classroom who have efforts to create a variety of learning conditions so that students feel interested in actively participating in learning (Sanjani, 2020). Unfortunately, student activity is influenced by the

learning design carried out by educators. This is because an interesting and appropriate learning design will encourage the creation of appropriate learning methods so that the teaching and learning process becomes optimal.

Learning design is a plan of learning activities carried out by the teacher in the classroom (Habibullah, 2020; Kurniawati, 2021; Ruliah, 2021). Determining the learning design must be in accordance with the learning material that will be implemented because this will affect the accuracy of using learning media. One learning design that can be used in learning Islamic Religious Education

and Character is a learning design based on local wisdom. Where the learning of Islamic Religious Education and Character is not only in the classroom but can be carried out outside the classroom or even in the community around the school so that students' knowledge increases as well as the practice of the religious values contained therein.

Islamic Religious Education and Character Education are mandatory subjects at every level of education which are aimed at improving the quality of students' character so that they become students who are not only intellectually intelligent but also morally intelligent (Permana & Fadriati, 2023; Tisna Nugraha et al., 2020). The achievement of the learning objectives of Islamic Religious Education and Character is certainly due to several factors including the use of learning design. Learning design based on local wisdom encourages educators to be able to design learning that is linked to the cultural conditions that exist in the school environment (Endayani, 2023; Jufrida, 2021). SDN 1 Tempursari is one of the elementary schools in the Central Java area where the community tends to be religious and has a good code of behavior. The entire community in Tempursari village is Muslim so it is easy to collaborate in learning Islamic Religious Education and Character.

This cultural situation can of course be used as a learning medium that utilizes local wisdom, where Tempursari village is known as a religious community, hard workers, a center for making opak, and so on. By utilizing the wisdom of kokal around the school, it is hoped that it can increase the learning motivation of students at SDN 1 Tempursari, especially class 5, in learning PAI and Characteristics on moral elements. This is because, at the previous meeting, it was seen that students were lazing around while studying, sleepy, chatting to themselves and less enthusiastic about participating in learning. Therefore, teachers try to create a different and enjoyable learning atmosphere and it is hoped that students will be happy and enthusiastic about learning so that the impression of learning can be stronger and more applicable in everyday life considering that the moral element is an important thing that can be

used to improve relationships with humans. or each other.

There are several studies that examine local wisdom-based learning, for example research conducted by Arizkylia Yoka Putri Pafa in 2024 regarding analysis of local wisdom-based elementary school learning designs in Bebek Kanupaten village, Sidoarjo (Arizkylia Yoka Putr, 2024), research conducted by Titi Solihati in 2022 regarding the use of local wisdom learning media and learning motivation to improve learning outcomes (Solihati, 2022), research conducted by Aprita Nur Damayanti, Ika Oktaviani, and Sekar Dwi Ardianti in 2023 regarding the influence of Pati local wisdom-based learning with the help of modules learning on the learning outcomes of class IV students at SD Negeri Jrahi 01 (Damayanti, 2023), and so on. However, none of the various studies that have been carried out have examined the influence of local wisdom-based learning on students' learning motivation, which has not been studied optimally, especially at SDN 1 Tempursari. In fact, studying this matter is quite important considering that basic education is something that must be considered to increase students' learning motivation so that their character becomes good as well as their intellectual abilities. This encouraged researchers to conduct a study on the influence of wisdom-based learning on student learning motivation, especially at SDN 1 Tempursari. The aim of this research is to determine whether or not there is an influence of local wisdom-based learning design on student learning motivation at SDN 1 Tempursari.

Materials and Methods

Research Method and Theory

1. Learning design based on local wisdom

Learning design is a design used in the teaching and learning process where it is used to activate learning (Husnaeni & Siti Munfiatik, 2024). Learning design includes several things such as material, teaching methods, evaluation and various other things needed to achieve learning objectives (Avila,

2021). Therefore, learning design is an important thing that every educator must pay attention to when designing learning in the classroom according to the characteristics of students, material and also learning objectives.

Learning objectives will be difficult to achieve if the learning design implemented is not in accordance with the material and student characteristics because this will have an impact on the pace of learning being ineffective. Meanwhile, appropriate learning design can encourage the achievement of effective learning goals because learning is designed according to the circumstances of the learning components. Apart from that, with a learning design, the learning process becomes more efficient, effective and structured. One of the learning designs that can be used in Islamic Religious Education and Moral Elements subjects is a learning design based on local wisdom.

Local wisdom-based learning design is an approach used in learning where the learning process is integrated with various values, knowledge and practices so that learning not only focuses on the material in the book but is also able to relate it to the cultural life and environment around the students (Endayani, 2023)

The use of learning design based on local wisdom can be done by applying various key components in this learning design, namely identifying local wisdom, integrating it into the curriculum used (independent learning curriculum), implementing or determining active learning methods and evaluating the learning process. teaching that has been carried out so that it can be seen whether the learning design used has had a positive impact or is still lacking in helping to achieve learning objectives.

2. Motivation to learn

Learning motivation is defined as a drive that exists within or outside an individual that directs a learning activity so that the individual is interested in participating equally in the teaching and learning process (Evita Candra, et al 2023).

There are several indicators used to

measure student learning motivation, including (Hanna Sirait et al., 2022)

- a. Interest, namely interest in the learning material, which can be shown through the attitude of students who often ask questions and are active in discussions.
- b. Perseverance, namely having enthusiasm in completing tasks, being diligent and not easily giving up in the face of various difficulties.
- c. Focus, namely concentration on the learning process so that students do not joke or talk to themselves but pay attention and follow every learning step taken.
- d. Independent, that is, he can learn by himself and does not depend on the help of other people to complete his tasks and responsibilities as a student, for example when studying he does not order or ask his parents for help in doing his assignments, because studying is his responsibility as a student.
- e. Have a goal. There are clear learning goals that each student has so that the learning activities they participate in are not in vain.
- f. Have a high curiosity, which is shown by the attitude of students who actively ask questions in the learning process.
- g. Creativity is the student's ability to create a valuable object or project. For example, you always have a way to complete the tasks you have.
- h. Discipline, namely having the ability to obey applicable learning rules.

With the presence of several indicators above in students, it is known that students have high motivation in the teaching and learning process, which can have an influence on the learning outcomes of each student.

3. Research method

This research uses mixed methods, namely quantitative and qualitative. Where data collection techniques are carried out through observation, interviews and distribution of questionnaires. Quantitative methods will be used to analyze the data produced through the

method of distributing questionnaires to 15 respondents, through calculating questionnaires on a Likert scale. Meanwhile, qualitative methods are used to analyze data collected through observation and interviews. The research was conducted at SDN 1 Tempursari in August 2024, especially for grade 5 students. The research results that have been analyzed will then be presented in sentences that are easy to understand. The Likert scale guidelines used are as follows (Afif, 2019):

Table 1. Scale based on Likert scale

Statement	Score
Strongly Agree	5
Agree	4
Enough	3
Don't Agree	2
Strongly Disagree	1

Results and Discussion

Results

This research was conducted in class 5 with 15 students consisting of 8 boys and 7 girls. The subjects studied are Islamic Religious Education and Character Education with moral elements, specifically material regarding the beauty of togetherness. The research results show the following data:

Table 2. Research results

Motivational Aspects/Indicators	Statements					Amount
	Strongly Agree	Agree	Enough	Don't Agree	Strongly Disagree	
Interest	20%	60%	20%	0%	0%	100%
Perseverance	20%	40%	40%	0%	0%	100%
Focus	60%	40%	0%	0%	0%	100%
Independent	40%	40%	20%	0%	0%	100%
Have a goal	40%	20%	40%	0%	0%	100%

Have curiosity	20%	20%	60%	0%	0%	100%
Creative	20%	40%	40%	0%	0%	100%
Discipline	40%	40%	20%	0%	0%	100%

Based on the data above, the following things are known:

First, the interest aspect. In the interest aspect, it is known that there are no students who feel lazy in participating in learning because all students are interested in participating in learning, where 20% said they were very interested, 60% were interested and 20% were quite interested. With this, it is known that learning designs based on local wisdom can attract students to be interested and like the learning that is carried out. This is as stated by DS that the learning that is carried out is more interesting compared to the learning that is always in the classroom.

Second, the aspect of persistence. In the aspect of persistence, it is known that 100% of students feel more diligent in carrying out the various tasks given because learning is carried out in an interesting way. The survey results showed that 20% of students felt very diligent, 40% were diligent and the other 40% were moderate. This is also in line with what SR and FH said that with learning based on local wisdom, he feels happier and more diligent in doing assignments, and does not easily give up if there is a difficult assignment to do because he has many friends who can help him understand. In learning there are also teachers who are ready to provide explanations on things that are not yet understood.

Third, focus. In the focus aspect, it is known that all students focus and pay attention to learning even though they have thoughts outside of learning, but because the design is attractive, it can divert their attention again. This is as stated by FF, that he had time to pay attention to other things, but because at TPQ the atmosphere was fun. so he refocused himself. The research results showed that 60% of students were very focused and the other 40% were focused.

Fourth, be independent. In the independent aspect, it is known that all students are independent in carrying out the various tasks they

have. This is in line with the survey results which show that 40% of students are very independent, 40% of students are independent and the other 20% are quite independent. The survey results were in line with what SF said that he dared to do his own assignments because he had had a pleasant learning experience and he still remembered it so that the tasks at hand could be done alone and needed help from other people.

Fifth, have a goal. This aspect is owned by students, even though their learning goals are different. For example, there are students who aim to become teachers, to know things that no one else knows, to please their parents, and so on. This is as stated by RT that he is studying with the aim of pleasing his parents, because currently studying is his responsibility. The survey results on the aspect of goal ownership were that 40% of students really understood the goal, 20% of students understood the goal and the other 40% quite understood the goal. With this, there is not a single student who does not have a learning goal.

Sixth, have curiosity. The curiosity shown by each student is different, some ask the teacher, some ask their peers, some look for further information on the internet, and so on. With curiosity, the knowledge possessed by each student can increase. This is what RR said, that he dared to ask if there was something he didn't understand or wanted to know. Survey data shows that 20% of students are very curious, 40% of students are curious and the other 40% are quite curious. So there is not a single student who is indifferent and doesn't want to know anything.

Seventh, creative. In the creative aspect, students have high creativity, which can be seen from the way students socialize with community members in the school environment, at TPQ and in carrying out their assignments. As the results of the interview revealed by CT, he admitted that he found it easy to socialize with TPQ residents because he had already studied the Koran there and knew how to start conversations with children without them feeling afraid. The survey results also showed that 20% of students said they were very creative, 20% said they were creative and the other 40% were quite creative.

Eight disciplines. In the aspect of discipline, students have tried to be disciplined in carrying

out each learning process so that the planned learning objectives can be easily achieved. The survey results show that there are 40% of students who are very disciplined, 40% of students are disciplined and 20% are quite disciplined

Based on the data above, it is also known that students' enthusiasm for participating in learning is quite good, where 80% of students stated that they were enthusiastic about participating in learning and another 20% stated that they were very enthusiastic.

Discussion

The implementation of a learning design based on local wisdom has been proven to increase students' learning motivation in learning Islamic Religious Education and Character elements, precisely in the material of the beauty of respect. The impact of high learning motivation is that students become more focused and active in the learning process so that the learning impressions obtained by students become stronger. With strong impressions of student learning, it is a sign that the learning carried out is meaningful and student learning outcomes can improve.

According to the (Diah Susanto & Chankook Kim, 2020).The study focuses on using ethno-pedagogy combined with traditional ecological knowledge (TEK) to support environmental education among pre-service teachers in Indonesia, specifically in the Ponorogo region of East Java. Ethno-pedagogy incorporates local wisdom, cultural practices, and environmental elements into teaching, allowing students to connect classroom learning with their cultural backgrounds. This approach aims to preserve biocultural diversity and enhance students' awareness of local ecological practices. It reflect that learning by local wisdom approach has meaningful impact on students leaning. It is proven not only in science subject but also in learning Islamic Religous education and charater elements. Teachers were generally positive about using ethno-pedagogy, although some found it challenging due to limited knowledge and the additional effort required. They observed that this approach encouraged students' engagement and supported social and academic growth, particularly by fostering confidence and self-expression. The study suggests that

incorporating traditional ecological knowledge through ethno-pedagogy could enrich environmental education in Indonesia, preserving local traditions while enhancing educational relevance. It also highlights the need for further training to help teachers adapt to culturally relevant teaching methods effectively.

Learning design is important to use as a design in the learning process because it will influence student activities in the classroom. As a teacher, you must be able to adapt to the characteristics of the students you teach, where class 5 at SDN 1 Tempursari is the Alpha generation who is close to gadgets. So the learning carried out must utilize technology and also social conditions so that students not only understand and know the material but can also implement it in everyday life. In a learning design context, the incorporation of local wisdom through ethno-pedagogy supports an experiential learning model where students actively participate in activities that mirror real-life practices, such as rituals and traditional ceremonies. This connection enables students to draw parallels between classroom content and their natural and social environments, fostering a deeper understanding

Learning outcomes increased because learning motivation increased quite significantly, where initially the average score was 70 then after learning was carried out with local wisdom-based design it became 85. With this, student learning motivation not only encourages active learning but can also improve learning outcomes. This is in line with research conducted by Aprita Nur Damayanti, Ika Oktavianti, and Sekar Dwi Ardianti in 2023 which stated that learning based on local wisdom had an influence on student learning outcomes (Damayanti, 2023). Apart from that, there was also research conducted by Emi D Sanam, Matheos J Takaeb and Agsen H.S. Billik in 2024 stated that the application of an experimental model based on local wisdom could increase student learning motivation, which in this case was carried out on biodiversity material (Sanam, 2024), and various other studies.

The ethnopedagogical approach in learning provides significant benefits for enhancing students' motivation by connecting educational

content with their cultural identity and local wisdom. By integrating elements of students' own cultural backgrounds, ethnopedagogy creates a more engaging learning environment, where students find the material relevant to their lives. This approach, which uses local traditions, rituals, and knowledge in teaching materials, supports students in recognizing the value of their heritage and encourages active participation and enthusiasm for learning. In science education, for example, incorporating cultural practices helps students see direct applications of scientific principles in their communities, which boosts their intrinsic motivation and fosters a stronger, culturally grounded interest in the subject matter. (Susanti et al., 2023)

Moreover, by implementing fun learning can shape students with high intellectual abilities while also cultivating skills that empower them to compete on both national and international stages. This approach not only enhances students' knowledge but also promotes creativity, adaptability, and enthusiasm for learning, which are essential for success in a competitive global environment.

Conclusions

The use of learning designs based on local wisdom can have an influence on increasing students' learning motivation in the subjects of Islamic Religious Education and Moral Elements with beautiful, appreciative material. This can be seen from the enthusiastic and active behavior of students during learning. Apart from that, students also show interest, perseverance, focus, independence, have clear goals, curiosity, creativity and discipline as well as increased enthusiasm for learning. With this, learning motivation increases which also has an impact on improving learning outcomes.

Researchers hope that teachers can continue to develop their competencies to be able to provide the best learning for each student that is tailored to their character, needs and material so that students can actively participate in learning and get a strong learning impression because learning is fun. Apart from that, the researcher also hopes that the results

of this research can contribute ideas to readers and become a reference for researchers in the following period.

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