



Local Wisdom–Based Educational Management: Integrating Cultural Values into School Governance

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ABSTRACT

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This study aims to analyze a local wisdom–based educational management model at SDN 96/X Rantau Indah and its effectiveness in enhancing student engagement, motivation, and knowledge construction. A qualitative approach with a case study design was employed. Data were collected through in-depth interviews, participant observation, and document analysis, and analyzed using interactive techniques involving data reduction, data display, and conclusion drawing. The findings indicate that the integration of local cultural values is implemented through three main pillars: curricular integration, co-curricular activities, and school culture, which collectively foster meaningful and contextually relevant learning practices. Local wisdom serves as cognitive scaffolding, enabling students to actively construct knowledge by connecting academic concepts with cultural experiences. Teachers' roles transform into facilitators and cultural mediators linking the national curriculum with local values, while collaborative social interactions reinforce knowledge construction. The model is effective in improving students' motivation and academic understanding. However, challenges include uneven teacher competencies, limited time to align national and local curricula, and sustainability of community involvement. Strengthening educational management, teacher professional development, and formal partnerships between schools and local communities are essential to sustain local wisdom integration.

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INTRODUCTION

Globalization and the modernization of education have brought significant implications for primary education practices worldwide. While national curricula aim to standardize quality and ensure educational equity, they often fail to respond adequately to the socio-cultural context of students (Hasan, 2019). Such a mismatch generates what scholars describe as cultural alienation in

education, where the content, teaching methods, and values imparted in schools feel disconnected from students' lived experiences (Hendra, Shopiana, & Suzatmiko Wijaya, 2023). This detachment can render learning abstract and less meaningful, potentially eroding students' local cultural identity from an early age (Efendy & Karim, 2024). The societal consequence is not limited to reduced student engagement but also undermines the broader educational function of transmitting culturally rooted values and character (Najiburohman et al., 2025). Addressing this issue is essential, as education serves not only academic purposes but also the preservation of cultural heritage and social cohesion. Understanding the integration of local wisdom into education can inform strategies to make learning more relevant, engaging, and contextually grounded.

Despite the recognized importance of culturally responsive education, many schools still implement national curricula in a uniform manner, overlooking local cultural nuances (Chuan Chen & Zaini, 2023; Hasanah et al., 2023). This approach creates a disconnection between students' lived realities and the learning experiences provided in school (Sanjani & Safitri, 2024; Zain & Mustofa, 2024). As a result, students often perceive education as irrelevant, leading to diminished motivation, engagement, and academic achievement (Hasan, 2019; Hendra et al., 2023). Moreover, the lack of integration of local wisdom limits the opportunity for students to internalize values, customs, and social norms embedded in their communities (Basri et al., 2024; Huda et al., 2024). Consequently, schools risk producing learners who excel in standardized assessments but remain culturally detached and unprepared to participate meaningfully in community life. This gap highlights the urgent need to examine educational management practices that intentionally incorporate local knowledge, cultural practices, and community participation. By addressing this problem, research can contribute to designing educational models that reconcile national standards with local realities, thereby enhancing both learning outcomes and cultural sustainability.

In practice, some schools have begun experimenting with local wisdom-based education, yet its implementation is often sporadic and symbolic, lacking systematic integration into school management (Mimin, 2023). SDN 96/X Rantau Indah provides a contrasting example: the school actively incorporates local cultural values into daily management and learning practices. Traditional principles such as *gotong royong* (mutual cooperation), *musyawarah* (deliberation), and respect for local customs are embedded in curricular and co-curricular activities, as well as in broader school culture. Unlike schools treating local wisdom as an incidental addition, SDN 96/X ensures that cultural values function as foundational pillars guiding teaching, student interaction, and community engagement (Putri et al., 2024; Yakin et al., 2025). This phenomenon

illustrates a practical response to the broader challenge of cultural alienation in education. Examining this context offers an opportunity to understand how schools can operationalize local wisdom in a way that enriches learning, strengthens cultural identity, and fosters meaningful student experiences.

Previous studies have explored the integration of local wisdom within specific subjects or learning contexts. Handayani and Abdulkarim (2024) and Lokal and Ibtidaiyah (2025) investigated how cultural values are embedded in religious education, social studies, or character education curricula. Their findings suggest that local wisdom can enhance students' understanding and internalization of academic concepts when properly contextualized. Similarly, research by Sabir et al. (2025) and Anista (2024) demonstrates that incorporating local culture strengthens students' character formation and cultural identity. However, these studies primarily focus on discrete subject areas or pedagogical strategies rather than the broader organizational and managerial aspects of educational practice. As such, there remains limited evidence on how local wisdom can be systematically managed across the entire school ecosystem, encompassing curriculum planning, school culture, co-curricular activities, and community collaboration.

The current literature highlights a critical gap: while many studies emphasize the pedagogical potential of local wisdom, few address its integration at the school management level through a holistic and strategic framework (Mimin, 2023). Additionally, most research lacks explicit connections to social constructivist theory, which positions knowledge construction as a culturally mediated process (Vygotsky, as cited in Aditya et al., 2024). Understanding how educational management can scaffold students' knowledge using local wisdom is essential for developing culturally responsive pedagogical models. This gap is significant, as it impedes the design of evidence-based interventions that not only enhance academic achievement but also foster cultural continuity and identity development. Addressing these deficiencies is crucial for informing both theory and practice in culturally responsive educational management.

The novelty of this study lies in examining local wisdom-based educational management holistically, employing a social constructivist lens to understand its influence on student knowledge construction. Unlike prior research that treats cultural integration as an ancillary activity, this study situates local wisdom as a central element of school management, influencing curriculum design, instructional strategies, school culture, and community involvement. By focusing on a primary school embedded in a traditional community context, the research captures the dynamics of implementing culturally grounded practices in everyday school operations. Such an approach contributes to the advancement of theory by linking educational management with constructivist pedagogy and

provides practical insights for schools aiming to balance national educational standards with cultural responsiveness. This study thus addresses an important knowledge gap while offering actionable recommendations for educators and policymakers.

Based on the identified gaps, this research seeks to answer the question: how can local wisdom be effectively managed in primary schools to enhance student engagement, motivation, and knowledge construction? It argues that systematically integrating local cultural values into school management functions as cognitive scaffolding, supporting students in connecting academic content with lived experiences (Aditya et al., 2024). The study positions teachers as facilitators and cultural mediators, bridging the national curriculum with local values, while collaborative practices reinforce social learning. By analyzing SDN 96/X Rantau Indah, this research contributes both theoretically and practically: it informs models of culturally responsive educational management and provides guidance for schools and policymakers on fostering meaningful learning, preserving cultural identity, and developing student character in a contextually relevant manner.

RESEARCH METHOD

This study employed a qualitative approach with a case study design. The qualitative approach was chosen because the study aims to gain an in-depth understanding of the phenomenon of local wisdom-based educational management in a natural context, rather than to test hypotheses or conduct statistical generalizations (Muhamad, 2008). The case study design allows the researcher to comprehensively explore the processes, dynamics, and meanings behind the integration of cultural values in teaching practices and educational management within a particular educational unit, namely SDN 96/X Rantau Indah.

The research site was purposively selected at SDN 96/X Rantau Indah, considering that the school consistently implements local wisdom integration in educational management and is situated within a community that strongly upholds traditional values. The research subjects included the principal, teachers, students, as well as local leaders and community representatives involved in school activities. Participants were selected using purposive sampling, based on their knowledge, experience, and direct involvement in the implementation of local wisdom-based education. Data were collected through in-depth interviews, participant observation, and document analysis. In-depth interviews were conducted with the principal, teachers, and students to explore their perspectives, experiences, and interpretations regarding the planning, implementation, and evaluation of local wisdom integration in teaching and school culture. Participant observation was conducted to directly observe

classroom practices, social interactions within the school community, and the implementation of local wisdom in curricular, co-curricular, and school cultural activities. Document analysis examined supporting documents such as lesson plans, school programs, meeting minutes, and archives related to strengthening local wisdom (Tanzeh, 2018).

Data analysis was conducted qualitatively using an interactive analysis model, which includes data reduction, data display, and conclusion drawing. During data reduction, the researcher selected and focused on data relevant to the study's objectives, particularly regarding educational management models, strategies for integrating local wisdom, and the roles of teachers and the community. The data were then presented in descriptive and thematic narratives to facilitate understanding of emerging patterns, relationships, and meanings. Conclusions were drawn continuously throughout the research process, accompanied by verification to ensure consistency and depth of analysis (Sugiyono, 2015). Data validity was ensured through triangulation of sources and techniques, comparing information from interviews, observations, and documentation, and confirming information with various informants. Member checking was also conducted with key informants to ensure that the researcher's interpretations aligned with the intended meaning. Therefore, the findings are expected to possess adequate credibility, dependability, and confirmability.

RESULT AND DISCUSSION

Model of Integrating Cultural Values in Learning at SDN 96/X Rantau Indah

The study findings indicate that the integration of cultural values at SDN 96/X Rantau Indah is carried out through a structured and systematic model, built upon three main pillars: curricular integration, co-curricular activities, and school culture. These three pillars are interconnected and form a unified framework in the implementation of local wisdom-based educational management. Curricularly, cultural values such as mutual cooperation (gotong royong), honesty, responsibility, and deliberation (musyawarah) are not treated as supplementary materials but are thematically integrated into lesson planning and implementation. Analysis of Lesson Plans (RPP) shows that teachers consciously design learning activities that encourage students to practice these values through group work, discussions, and problem-based projects. Integration of these values spans various subjects, including Social Studies, Civics, Indonesian Language, Mathematics, and Science.

The integration of cultural values is also realized through co-curricular activities, such as the regular "Sabtu Budaya" (Cultural Saturday) program. This program actively involves local leaders and community members as resource persons, introducing students to folklore, traditional games, and local skills passed down through generations. Direct involvement of cultural figures enables

students to acquire cultural knowledge from primary sources, making learning more authentic and contextually relevant.

Observational data indicate that school culture serves as a pillar that reinforces the sustainability of this integration model. Cultural values are not only taught but also embedded in daily interactions among the school community. The use of local greetings between teachers and students, deliberative practices for resolving classroom conflicts, and collective work habits are part of everyday school life. The principal plays a key role in strengthening this culture through policy, exemplary behavior, and support for teacher initiatives. The use of local cultural artifacts as learning media is another distinctive feature of the integration model at SDN 96/X Rantau Indah. Teachers utilize culturally relevant objects familiar to students, such as traditional weaving tools, indigenous houses, and agricultural implements, to explain abstract academic concepts. This strategy helps students understand subject matter more concretely and meaningfully.

Managerially, the model's implementation is supported by participatory school policies. The school actively involves the school committee and community leaders in planning the local content curriculum. The principal explained that regular dialogues between the school and the community serve as a means of aligning the educational vision with cultural values living in the surrounding environment.

"We do not want local wisdom to be just ornamental. Therefore, the school always discusses with cultural leaders to ensure that the values taught correspond to our community's way of life," (Principal Interview).

To clarify the findings, the model of integrating cultural values at SDN 96/X Rantau Indah can be summarized in Table 1:

Table 1. Model of Integrating Cultural Values in Learning

Integration Pillar	Implementation Form	Example Practice
Curricular	Integration of cultural values into lesson plans and learning	Group work based on gotong royong
Co-curricular	Cultural Saturday program	Folktales and traditional games
School Culture	Habituation of cultural values	Deliberation in conflict resolution
Learning Media	Utilization of cultural artifacts	Weaving tools for pattern concepts
Managerial	Participatory policy	School-community dialogue forum

Student Knowledge Construction through Local Wisdom

Observations of classroom processes show that students at SDN 96/X Rantau Indah actively construct knowledge by connecting academic content with their cultural experiences. In learning activities, students do not merely receive information from teachers but spontaneously relate concepts to practices and phenomena encountered in daily life. For example, when learning about ecosystems, some students connected the concept of environmental balance with local conservation practices, such as the “lubuk larangan” system in the community. These connections emerged naturally in class discussions without direct guidance from the teacher.

Social interactions among students are crucial in this knowledge construction process. Observations revealed that much of the learning occurs through small group discussions following the principles of local deliberation. Students share opinions, respond to peers’ perspectives, and reach consensus on task completion. This process enables students to build collective understanding and develop oral communication skills.

Local language and cultural symbols also serve as important tools in helping students comprehend lesson material. Teachers consistently employ proverbs, folktales, and local terms to explain abstract concepts. Classroom observations show that stories, such as tales of the clever mouse-deer, help students grasp problem-solving strategies more easily. Students appear more engaged and are better able to recall material when explanations are connected to familiar cultural narratives.

Beyond classroom learning, involvement of cultural leaders in co-curricular activities further supports students’ knowledge construction. Students gain opportunities to learn directly from individuals with deeper cultural knowledge. Observations indicate that students participate attentively when cultural leaders guide activities such as weaving or playing traditional instruments. This mentorship allows students to acquire knowledge and skills through direct experience rather than only verbal explanation.

Interviews with students reveal that values learned through these activities are understood conceptually and applied in daily learning practices. For instance, the values of mutual cooperation and responsibility are evident in collaborative group work and helping peers when challenges arise.

“When working in a group, we have to help each other because if we are not cohesive, the task cannot be completed,” (Student Interview).

Overall, these findings demonstrate that students’ knowledge construction at SDN 96/X Rantau Indah occurs through the interplay of cultural experience, social interaction, and contextual learning. Local wisdom functions as a foundation that enriches students’ learning experiences and enables active, meaningful knowledge building.

Teachers’ Roles as Facilitators and Cultural Mediators

The study shows a significant shift in teachers' roles at SDN 96/X Rantau Indah. Teachers no longer serve solely as primary knowledge providers dominating the learning process; instead, they act as facilitators who design and manage contextual learning experiences. Classroom observations reveal that teachers guide discussions, stimulate problem-solving, and encourage students to relate academic material to their cultural experiences. This pattern is evident in group discussion and problem-based learning activities that position students as active participants.

In addition to facilitation, teachers function as cultural mediators. Observations show that teachers consistently connect academic concepts with local cultural values and practices, using proverbs, folktales, and cultural artifacts to explain abstract topics. For example, while teaching cooperation, teachers link it to the community practice of gotong royong. This approach helps students understand lessons through cultural frameworks familiar to them.

Being a cultural mediator requires teachers to possess a deep understanding of students' social and cultural context. Interviews indicate that this understanding is gained not only through formal training but also through direct involvement in community life. Teachers actively participate in local social and cultural activities, providing them with references relevant for classroom integration.

"If we rely only on textbooks, cultural values cannot enter the classroom. We learn directly from the community so what we convey to students aligns with their lives," (Teacher Interview).

Collaboration with cultural leaders is also crucial in strengthening teachers' roles. Teachers use cultural figures as resource persons in co-curricular and thematic learning activities. Interviews show that this collaboration ensures accuracy of cultural values presented and enriches learning perspectives. Thus, teachers serve not only as content providers but also as bridges between academic knowledge and living local wisdom. Overall, teachers' roles as facilitators and cultural mediators are key to the success of integrating local wisdom in learning, enabling meaningful, contextual, and culturally aligned education.

Dynamics of Social Interaction and Cognitive Scaffolding

Participant observation shows that social interaction in learning at SDN 96/X Rantau Indah occurs in a highly collaborative atmosphere influenced by the local value of gotong royong. Students are accustomed to working in small groups and tend to assist each other in completing tasks. During group discussions and activities, students share responsibilities, exchange ideas, and

support peers in difficulty without dominance from any individual. This interaction pattern reflects the communal social structures familiar to students from family and community life.

Classroom observations indicate that teachers consistently encourage equal social interaction by arranging learning groups and assigning collaborative tasks. In project-based learning, students are guided to reach consensus through deliberation in task distribution and decision-making. This creates a conducive learning environment where students feel comfortable expressing opinions and learning from each other.

Beyond collaborative social interaction, cultural context serves as cognitive scaffolding in learning. Teachers leverage students' prior cultural knowledge to bridge understanding of abstract academic concepts. One example is using the local agrarian calendar to explain seasons, weather, and natural cycles in Science. Students' knowledge of planting and harvesting periods becomes a reference point to understand seasonal changes and environmental impacts.

The use of cultural artifacts is also consistent. Teachers employ traditional agricultural tools, carved motifs, and indigenous houses to explain specific academic principles. In Art and Mathematics, local carving motifs introduce concepts of patterns, symmetry, and balance. Such concrete objects help students visualize abstract concepts, facilitating comprehension.

Teacher interviews support these observations, confirming that connecting lessons to students' daily experiences and cultural objects enhances understanding and engagement.

"When linked to habits and objects they see every day, children understand faster and ask more questions," (Teacher Interview).

In sum, collaborative social interactions and cultural scaffolding create a learning environment that promotes active student engagement, demonstrating that learning rooted in local wisdom fosters concrete, contextual, and meaningful understanding.

Effectiveness and Challenges of Local Wisdom-Based Educational Management

The study shows that implementing local wisdom-based educational management at SDN 96/X Rantau Indah positively impacts student engagement and motivation. Classroom observations indicate that students participate more actively in discussions, group work, and project activities when learning materials are connected to culturally familiar experiences. Students appear more enthusiastic across both social and science subjects because the examples and contexts used are understandable and relevant.

Student interviews corroborate these findings, indicating that learning

utilizing local cultural values makes the content more interesting and prevents boredom. Beyond increasing motivation, this approach fosters pride in local cultural identity.

“When lessons use examples from our own life, it feels easier to understand and makes us more excited,” (Student Interview).

Academically, teachers report that cultural artifacts and local contexts help students grasp previously abstract concepts. Analysis of assignments and portfolios shows that students can explain material using examples from their environment and culture, indicating that local wisdom integration deepens conceptual understanding, not just interest.

However, several implementation challenges were identified. Uneven teacher competencies in integrating cultural values into learning were noted, with some teachers lacking deep cultural understanding or pedagogical skills to creatively relate curriculum content to local wisdom. Implementation quality depends heavily on individual teachers’ initiative and capacity.

Time constraints in aligning national curriculum with local content also pose challenges. Teachers face pressure to cover national curriculum targets, leaving limited space to explore cultural values deeply. The absence of standardized learning resources specifically designed for local wisdom further complicates implementation.

Sustainability of cultural leaders’ participation is another challenge. Although their involvement enriches learning, their presence depends on availability and willingness, and the lack of formal institutional mechanisms may result in inconsistent engagement.

Overall, findings suggest that local wisdom-based educational management at SDN 96/X Rantau Indah effectively enhances student engagement, motivation, and learning comprehension, though its effectiveness faces implementation constraints requiring attention, particularly regarding teacher capacity, curriculum adaptation, and strengthening school-community partnerships.

DISCUSSION

Findings indicate that local wisdom-based educational management at SDN 96/X Rantau Indah is implemented systematically and institutionally through curricular, co-curricular, and school cultural integration. This holistic approach positions local wisdom not as an ancillary component but as a pedagogical and cultural foundation for education. Success in local wisdom-based education is influenced by the school’s managerial ability to ensure cultural values are consistently internalized across educational activities.

Learning designed to relate cultural values and students’ experiences

fosters active engagement and deeper understanding. From a social constructivist perspective, students build new knowledge grounded in their prior social and cultural experiences. Local wisdom functions as cognitive scaffolding bridging abstract academic concepts with real-life experiences, aligning with Vygotsky's view that learning is optimized through social interaction within relevant cultural contexts (Ternate, 2024).

Social interactions based on cultural values, such as deliberation and mutual cooperation, create spaces for students to negotiate meaning and build collective understanding. Group discussions and collaborative work reflecting local social practices enable the development of academic, social, and cultural competencies. These findings support previous research showing that integrating local wisdom enriches learning and strengthens students' cultural identity (Hasibuan et al., 2023), while extending insights by demonstrating that effective implementation relies on structured and sustainable management.

Teachers' roles undergo a significant transformation, acting as facilitators and cultural mediators bridging the national curriculum with local values (Sari & Salistina, 2024). Their ability to use language, folktales, and cultural artifacts as mediating tools makes lessons more comprehensible and culturally relevant. This aligns with Sudrajat (2019), Asep (2019), and Suyitno (2021), who emphasize the importance of teachers as cultural mediators in local wisdom-based learning. The study also highlights that teachers' cultural understanding, gained not only through formal training but direct community involvement, is crucial for success.

Effectiveness is reflected in increased student motivation, active participation, and the ability to link academic concepts to cultural context. Contextual learning fosters pride in local identity and strengthens character. However, challenges remain, particularly in teacher competency gaps, limited time to integrate national and local curricula, and sustainable cultural leader participation. These challenges indicate that successful integration requires pedagogical commitment, supportive policies, and strong management.

In conclusion, local wisdom-based educational management is a strategic approach to creating contextual, meaningful, and culturally responsive learning. The study's uniqueness lies in emphasizing that local wisdom is optimally effective when holistically managed and supported by synergy among schools, teachers, and cultural communities, contributing to a model of education that balances academic achievement with cultural preservation and sustainable character development.

CONCLUSION

Based on the findings at SDN 96/X Rantau Indah, several key conclusions can be drawn regarding the implementation of local wisdom-based educational management. The integration model of cultural values is systematic and holistic, built on three main pillars: curricular, co-curricular, and school culture. Values such as mutual cooperation (gotong royong), deliberation (musyawarah), and responsibility are embedded not as additional content but as integral parts of daily learning. The involvement of cultural leaders and the use of local cultural artifacts enrich the learning context, making academic content more meaningful, contextual, and relevant for students. Local wisdom also functions as cognitive scaffolding, supporting students' knowledge construction through collaborative social interactions, group discussions based on deliberative principles, and culturally grounded learning media. Teachers play dual roles as facilitators and cultural mediators, effectively linking academic knowledge with students' cultural experiences.

The effectiveness of this model is reflected in increased student engagement, motivation, and understanding, both academically and in character development. Learning that is contextual and rooted in local culture not only enhances academic achievement but also fosters pride in students' cultural identity. However, several implementation challenges were identified, including uneven teacher competence in integrating cultural values, limited time to align national and local curricula, and the sustainability of cultural leaders' participation. These challenges highlight the importance of professional teacher development, flexible curriculum planning, and formalized school-community partnerships. Overall, this study emphasizes that local wisdom-based educational management has significant potential to create meaningful, culturally responsive learning, with success dependent on human resource readiness and institutional support, offering both theoretical contributions and practical guidance for schools and policymakers.

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