



Strengthening Local Wisdom-Based Strategic Management In Elementary Schools for Character Development and Generational Competitiveness: A Systematic Literature Review

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ARTICLE INFO	ABSTRACT
Keywords: Character education; Elementary school; Local wisdom; Strategic management; Systematic literature review. Article History Received: April 17, 2026 Revised : June 27, 2026 Accepted : August 03, 2026	Strengthening local wisdom-based strategic management in elementary schools is important for improving educational quality, preserving cultural identity, and fostering students' character amid globalization. However, evidence regarding its implementation and contribution to character development and students' competitiveness remains fragmented. This study systematically synthesizes evidence on the implementation of local wisdom-based strategic management in elementary schools and examines its contribution to character development and student competencies. A Systematic Literature Review was conducted following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses 2020 guidelines. Relevant studies published between 2020 and 2026 were identified through Scopus, Google Scholar, Crossref, and Garuda. After applying predefined inclusion and exclusion criteria and conducting methodological quality appraisal using the Joanna Briggs Institute Critical Appraisal Checklist, 30 studies were included in the synthesis. Data were coded and analyzed using thematic synthesis, producing four themes: integration of local wisdom into school vision, mission, curriculum, and organizational culture; strategic leadership and stakeholder collaboration; contributions to character development and competencies; and implementation challenges and supporting factors. The findings show that local wisdom-based strategic management strengthens discipline, responsibility, cooperation, integrity, cultural awareness, and social responsibility while creating culturally responsive and sustainable learning environments. These character attributes also support students' readiness to face future educational and societal challenges. Effective implementation depends on visionary school leadership, teacher professionalism, supportive policies, adequate learning resources, and collaboration among schools, families, and local communities. The review concludes that local wisdom-based strategic management provides an evidence-based framework for strengthening character education and supporting students' competencies in elementary schools.

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INTRODUCTION

The development of education in the twenty-first century has been characterized by globalization, rapid technological advancement, and increasing demands for high-quality and globally competitive human resources (Pertwi et.al, 2025). Elementary schools are therefore expected not only to transmit academic knowledge but also to cultivate character, preserve

cultural identity, and prepare students to respond to global challenges while maintaining their local values (Astuti & Apriliani, 2025).

One of the major challenges in contemporary educational management is how schools can effectively integrate local wisdom into strategic planning and educational governance. Local wisdom encompasses values, norms, customs, traditions, and indigenous knowledge that have developed within communities and have been transmitted across generations as part of their cultural identity (Mansur & Sholeh, 2024). Within the educational context, these cultural values provide an important foundation for developing students' attitudes, behaviors, and moral character while strengthening their sense of identity amid the pressures of globalization (Haq et al., 2022). Consequently, integrating local wisdom into school management has become increasingly important for ensuring that educational development remains culturally relevant, socially responsive, and sustainable.

Numerous studies have demonstrated that integrating local wisdom into educational practices contributes positively to students' character development by promoting discipline, responsibility, mutual cooperation, social awareness, and respect for cultural diversity (Sadri & Temaja, 2025). Nevertheless, existing practices remain largely fragmented because local wisdom is frequently incorporated only into classroom learning or extracurricular activities rather than being systematically embedded within school strategic management, including the school vision, mission, organizational culture, curriculum planning, leadership practices, and institutional policies (Maimunah et al., 2026). This condition indicates that the strategic role of local wisdom within educational management has not yet been fully optimized.

Strategic management in education is a systematic process involving environmental analysis, planning, implementation, monitoring, and evaluation to achieve institutional goals effectively and sustainably (Pratiwi, 2025). When these strategic processes are integrated with local cultural values, schools are better positioned to create learning environments that strengthen students' cognitive, affective, and social development while preserving cultural identity (Nurdiansyah et al., 2025).

Despite these potential benefits, the implementation of local wisdom-based strategic management continues to encounter several challenges. School leaders often have limited experience in culturally responsive strategic planning, teachers receive insufficient professional development regarding the integration of local wisdom into educational programs, and policy support from local governments is frequently inconsistent across regions (Nurdin et al., 2025). Furthermore, the rapid development of digital technology and standardized educational assessment has increased the emphasis on academic achievement, sometimes reducing attention to character education and local cultural preservation (Shufa & Adj, 2024). These conditions indicate the need for educational management strategies that balance academic excellence with character formation rooted in local wisdom.

Another important aspect highlighted in previous studies is the necessity of collaboration among schools, families, local communities, governments, and other educational stakeholders. Visionary leadership, community participation, and institutional collaboration significantly influence the successful implementation of local wisdom-based educational management (Massang, 2025). However, these studies generally examine educational leadership, character education, stakeholder collaboration, or local wisdom independently, rather than explaining how these components are integrated through strategic management in elementary schools.

Although the number of publications on local wisdom, educational management, and character education has increased substantially in recent years, comprehensive evidence

synthesizing these interrelated dimensions remains limited. Existing studies predominantly employ empirical case study, qualitative, or quantitative approaches conducted within specific educational contexts, making it difficult to identify consistent patterns across different settings (Dewi et al., 2024). Moreover, previous reviews have primarily focused on curriculum implementation or character education without systematically examining how local wisdom is strategically integrated into school management and how such integration contributes to students' competencies and preparedness for future educational and societal challenges. Therefore, a rigorous Systematic Literature Review is needed to consolidate existing evidence, identify research gaps, and provide an evidence-based conceptual framework for future educational management practices.

A Systematic Literature Review (SLR) provides an appropriate methodological approach because it enables researchers to identify, critically appraise, synthesize, and interpret empirical evidence using transparent and reproducible procedures. Through this approach, broader research trends, consistent findings, methodological limitations, and practical implications can be identified more comprehensively than through individual empirical studies. The novelty of this study lies in its comprehensive synthesis of previous research by integrating four interrelated dimensions strategic management, local wisdom, character education, and stakeholder collaboration within the context of elementary education. Unlike previous studies that generally discuss these issues separately, this review develops an integrated understanding of how local wisdom-based strategic management supports character development while strengthening students' competencies required to respond to future educational and societal challenges (Mansur & Sholeh, 2024).

Accordingly, this study aims to systematically analyze previous research on the implementation of local wisdom-based strategic management in elementary schools and examine its contribution to character development and students' competencies through a Systematic Literature Review. The findings are expected to contribute to the development of educational management literature and provide evidence-based recommendations for policymakers, school leaders, and educators in designing culturally responsive and sustainable educational management practices.

METHOD

This study employed a Systematic Literature Review (SLR) following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (Page et al., 2021) guidelines to systematically identify, critically appraise, and synthesize empirical evidence concerning local wisdom-based strategic management in elementary schools. The SLR approach was selected because it provides a transparent, rigorous, and reproducible procedure for synthesizing empirical evidence and minimizing bias throughout the review process (Williams, 2026).

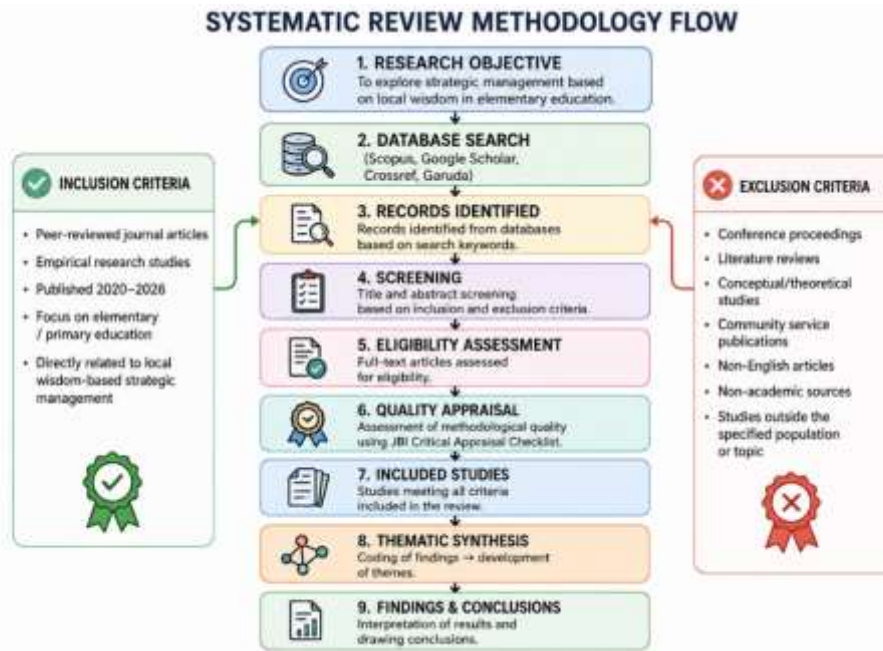


Figure 1. Research Framework of the Systematic Literature Review

The literature search was conducted using four academic databases, namely Scopus, Google Scholar, Crossref, and Garuda. These databases were selected because they provide comprehensive coverage of international and Indonesian publications related to educational management, local wisdom, and elementary education. The search was restricted to articles published between 2020 and 2026 to ensure that the synthesized evidence reflected recent developments in local wisdom-based strategic management, character education, and elementary education.

To maximize the retrieval of relevant studies, the search strategy employed Boolean operators by combining keywords related to strategic management, local wisdom, elementary education, and character education. The search string used in this review was as follows: ("strategic management" OR "educational management" OR "school management") AND ("local wisdom" OR "local culture" OR "indigenous knowledge") AND ("elementary school" OR "primary school") AND ("character education" OR "character development")

To minimize the risk of overlooking relevant studies, a manual search was also performed by examining the reference lists of eligible articles identified during the database search. Before the screening process, inclusion and exclusion criteria were established to ensure the relevance of the selected studies. The criteria used in this review are presented in Table 1.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Publication type	Peer-reviewed journal articles	Books, theses, dissertations, editorials
Language	English and Indonesian	Other languages
Publication year	2020–2026	Before 2020
Research topic	Strategic management, local wisdom, character education, elementary school	ASN, village government, migrant community, santripreneurship, secondary education
Study type	Empirical and conceptual studies	Irrelevant studies

All records identified from the four databases were imported into a single database before duplicate articles were removed. Subsequently, title and abstract screening was conducted to evaluate the relevance of each study. Articles that met the initial criteria were further assessed through full-text review. Reasons for exclusion were documented to ensure transparency throughout the selection process. Following this procedure, 30 studies fulfilled all eligibility criteria and were included in the final synthesis. The complete article selection process is presented in Figure 2.

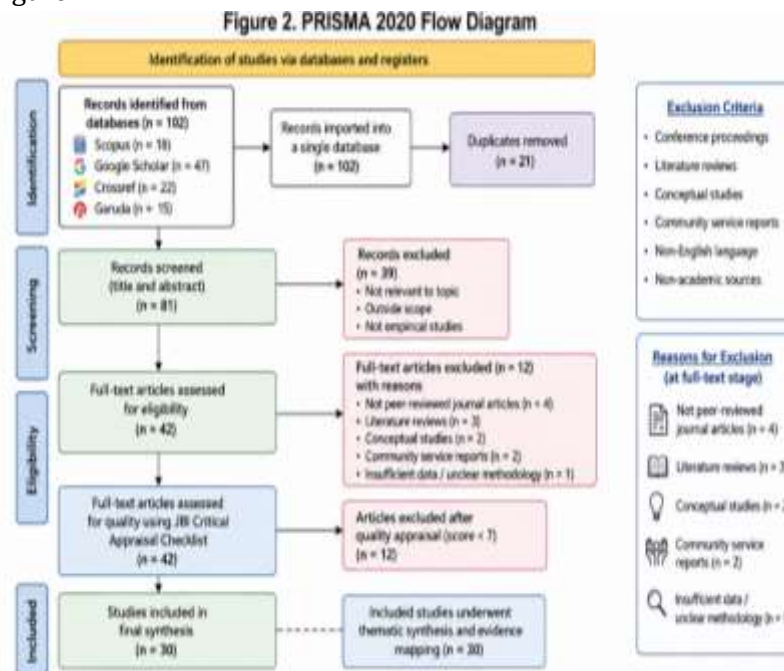


Figure 2. PRISMA 2020 Flow Diagram

To ensure methodological rigor, all eligible studies underwent quality appraisal using the Joanna Briggs Institute (JBI) Critical Appraisal Checklist (Olaussen et al., 2022). The checklist consisted of ten assessment criteria covering research objectives, methodological appropriateness, research design, sampling, data collection, data analysis, validity, reliability, consistency of findings, and conclusions. Each criterion was scored as 1 (Yes) or 0 (No/Unclear), resulting in a maximum score of 10. Studies obtaining a score of 7 or higher were considered methodologically adequate and included in the review. The appraisal was independently conducted by two reviewers, and any disagreements were resolved through discussion until consensus was reached. The quality assessment criteria are summarized in Table 2.

Table 2. JBI Quality Appraisal Criteria

No	Assessment Criteria	Score
1	Clear research objectives	1
2	Appropriate methodology	1
3	Suitable research design	1
4	Appropriate sampling	1
5	Data collection procedures	1
6	Data analysis	1
7	Validity of findings	1
8	Reliability	1
9	Evidence supports conclusions	1
10	Clear conclusions	1

Maximum score = 10

Eligibility threshold = ≥ 7

The methodological quality assessment was conducted for all studies that met the inclusion criteria using the appropriate Joanna Briggs Institute (JBI) Critical Appraisal Checklists according to the respective study designs (Steen 2025). Qualitative studies were assessed using the JBI Critical Appraisal Checklist for Qualitative Research, quasi-experimental studies using the JBI Critical Appraisal Checklist for Quasi-Experimental Studies, analytical cross-sectional studies using the JBI Critical Appraisal Checklist for Analytical Cross-Sectional Studies, randomized controlled trials using the JBI Critical Appraisal Checklist for Randomized Controlled Trials, and review studies using the JBI Critical Appraisal Checklist for Systematic Reviews and Research Syntheses (Robin 2025). Each study was evaluated using the criteria appropriate to its methodological design, and only studies meeting the predetermined quality threshold were included in the final thematic synthesis. The appraisal results indicated that all included studies satisfied the required methodological standards, ensuring that only methodologically robust evidence contributed to the findings of this review. The complete methodological quality appraisal results for all included studies are presented in Table 3.

Table 3. Methodological Quality Appraisal Results of Included Studies

No.	Author (Year)	JBI Score	Decision
1	Afdilah et al. (2025)	8	Included
2	Amin, Erawati, and Hilmy (2026)	9	Included
3	Ammar (2024)	9	Included
4	Anderson (2024)	9	Included
5	Asror et al. (2024)	8	Included
6	Astuti & Apriliani (2025)	9	Included
7	Bahiyah (2025)	8	Included
8	Cholifah & Faelasup (2024)	8	Included
9	Dewi et al. (2024)	8	Included
10	Febrianti (2026)	8	Included
11	Fikri, Istifadah, and NawangSari (2025)	8	Included
12	Haq et al. (2022)	10	Included
13	Komara et al. (2021)	9	Included
14	Maimunah et al. (2026)	9	Included
15	Mansur and Sholeh (2024)	10	Included
16	Massang (2025)	8	Included
17	Nurdiansyah et al. (2025)	9	Included
18	Nurdin et al. (2025)	9	Included
19	Pertiwi et al. (2025)	8	Included
20	Pratiwi (2025)	8	Included
21	Rafsanjani (2025)	9	Included
22	Rasidi & Istiningsih (2025)	9	Included
23	Rugaiyah et al. (2025)	8	Included
24	Sadri & Temaja (2025)	8	Included
25	Sawitri (2024)	8	Included
26	Shufa & Adji (2024)	8	Included
27	Suhermi et al. (2026)	8	Included
28	Syafiulia & Annur (2025)	9	Included
29	Waluyo et al. (2026)	8	Included
30	Yunianto and Sriyanto (2026)	9	Included

As presented in Table 3, all included studies achieved methodological quality scores ranging from 7 to 10, indicating that each study satisfied the predetermined eligibility threshold established in this review. Most studies obtained scores between 8 and 9, demonstrating generally good methodological quality, while a small number of studies achieved the maximum score of 10. Consequently, all selected studies were considered sufficiently rigorous to be included in the thematic synthesis and subsequent analysis.

Table 3. Study Characteristics and Quality Appraisal Results

No.	Author (Year)	Country/Location	Education Level	Research Design	Participants/Object	Main Findings	Quality Score (JBI)	Theme
1	Afdilah et al. (2025)	International	Primary School	Quantitative (Ex-post Facto)	Elementary school students	Character education based on local wisdom effectively strengthens students' moral values and positive behaviour.	8/10	Character Education and Moral Development
2	Amin, Erawati, and Hilmy (2026)	Indonesia	Regional Education Governance	Qualitative	Civil Servants (Education Sector)	Effective human resource management and stakeholder collaboration improve education quality and support local educational governance.	8/10	Government and Stakeholder Collaboration
3	Ammar (2024)	Indonesia & Europe	Elementary Education	Comparative Literature Review	Educational documents	Local wisdom integration strengthens culturally responsive curriculum and helps preserve cultural identity.	9/10	Local Wisdom Integration
4	Anderson (2024)	Indonesia	Primary Education	Literature Review	Previous studies	Local wisdom promotes holistic learning and supports sustainable and culturally responsive education.	9/10	Local Wisdom Integration
5	Asror et al. (2024)	Indonesia	Schools	Systematic Literature Review	Literature Source	The Gusjigang model strengthens local wisdom-based character education by promoting students' moral values, religious knowledge, digital literacy, and entrepreneurial competencies while preserving cultural identity.	8/10	Character Education and Student Competencies
6	Astuti & Apriliani	Indonesia	Elementary School	Experimental	Elementary students	Traditional games based on local wisdom improve	9/10	Character Education and

	(2025)					students' character development.		Student Competencies
7	Bahiyah (2025)	Indonesia	General Education	Literature Review	Previous studies	Religious values provide an important foundation for strengthening character education in the era of globalization.	8/10	Character Education and Student Competencies
8	Cholifah & Faelasup (2024)	Indonesia	Elementary School	Qualitative	Teachers and students	A supportive educational environment contributes to the successful implementation of character education.	8/10	Character Education and Student Competencies
9	Dewi et al. (2024)	Indonesia	General Education	Literature Review	Previous studies	Religious character education contributes to the development of human resources with stronger competencies and competitiveness.	8/10	Character Education and Student Competencies
10	Febrianti (2026)	Indonesia	Islamic Education	Conceptual Study	Educational management	Integrating Qur'anic values, local wisdom, and modern management can strengthen human resource quality and educational management.	8/10	Strategic Management
11	Fikri, Istifadah, and NawangSari (2025)	Yogyakarta, Indonesia	Elementary School	Qualitative Case Study	Principal, teachers, and students	Local wisdom integrated into learning and extracurricular activities strengthens students' multicultural character by fostering tolerance, mutual respect, cooperation, and appreciation of diversity.	9/10	Local Wisdom and Character Education
12	Haq et al. (2022)	Indonesia	Schools	Qualitative	Schools	Character education management based on local wisdom strengthens school culture and character formation.	10/10	Strategic Management
13	Komara et al.	Indonesia	Schools	Literature	Previous studies	Character education is	9/10	Character

	(2021)			Review		essential for developing competencies required for 21st-century learning.		Education and Student Competencies
14	Maimunah et al. (2026)	SDN 006 Palaran	Elementary School	Case Study	Principal and teachers	Principal managerial strategies optimize local wisdom-based extracurricular activities within the school curriculum.	9/10	Strategic Management
15	Mansur and Sholeh (2024)	Indonesia	Islamic Elementary School	Qualitative Descriptive	Teachers and students	The implementation of local wisdom-based character education effectively strengthens students' moral values through classroom learning and school culture.	9/10	Local Wisdom and Character Education
16	Massang (2025)	Indonesia	Schools	Qualitative	Schools and stakeholders	Collaboration among schools, local communities, and stakeholders strengthens character education management and social responsibility.	8/10	Stakeholder Collaboration
17	Nurdiansyah et al. (2025)	Indonesia	Schools	Qualitative	Schools	Character strengthening based on local wisdom supports students' readiness to face the demands of the Society 5.0 era.	9/10	Character Education and Student Competencies
18	Nurdin et al. (2025)	Indonesia	Primary School	Qualitative	Teachers	Teachers play a central role in integrating local wisdom into primary education and character formation.	9/10	Local Wisdom Integration
19	Pertiwi et al. (2025)	Indonesia	Schools	Literature Review	Previous studies	A local wisdom-oriented curriculum can support digital transformation while maintaining cultural identity.	8/10	Local Wisdom Integration
20	Pratiwi (2025)	Indonesia	Elementary School	Qualitative Case Study	Teachers	Integrating local wisdom into the primary school	9/10	Curriculum Integration and

						curriculum strengthens students' character through thematic learning, extracurricular activities, and local culture.		Character Education
21	Rafsanjani (2025)	Deliserdang	Elementary School	Quantitative	Elementary students	Local wisdom-based character education has a positive influence on students' behavior.	9/10	Character Education and Student Competencies
22	Rasidi & Istiningsih (2025)	Indonesia	Schools	Literature Review	Previous studies	Cultural values should be systematically integrated into the school curriculum to strengthen culturally responsive education.	9/10	Local Wisdom Integration
23	Rugaiyah et al. (2025)	Bali	Elementary School	Qualitative	Muslim students	Pancasila Student Profile-based PAI learning strengthens local wisdom and supports students' character development.	8/10	Character Education and Student Competencies
24	Sadri & Temaja (2025)	Indonesia	Schools	Literature Review	Previous studies	Local wisdom-based education supports the continuity of cultural values within the national education system.	8/10	Local Wisdom Integration
25	Sawitri (2024)	Indonesia	Primary School	Qualitative	Teachers	Digital character education should integrate local wisdom to maintain cultural relevance in primary learning.	8/10	Character Education and Student Competencies
26	Shufa & Adji (2024)	Indonesia	Schools	Literature Review	Previous studies	Independent learning strategies should preserve and integrate local wisdom into contemporary education.	8/10	Local Wisdom Integration
27	Suherni et al. (2026)	Indonesia	Elementary Schools	Qualitative Case Study	Principal, Islamic Education teachers, classroom teachers,	Local wisdom-based Islamic Religious Education strengthens students'	8/10	Character Education and Student

					school staff	Islamic character, learning outcomes, and social competencies through contextual learning.		Competencies
28	Syafiulia & Annur (2025)	Indonesia	Elementary School	Case Study	Students	Karawitan extracurricular activities support the preservation of local culture and students' cultural awareness.	8/10	Character Education and Student Competencies
29	Waluyo et al. (2026)	South Nias	Elementary Schools	Quantitative	300 students	Local wisdom significantly predicts students' religiosity, responsibility, tolerance, and environmental awareness.	9/10	Local Wisdom and Student Competencies
30	Yunianto and Sriyanto (2026)	Indonesia	Elementary School	Qualitative Ethnography	Teachers, students, community leaders	Participation in the Sowan Ngalas tradition strengthens character education while preserving local cultural values.	9/10	Local Wisdom and Character Education

As presented in Table 3, all included studies fulfilled the methodological quality criteria established in this review based on the Joanna Briggs Institute (JBI) Critical Appraisal Checklist. The quality appraisal indicated that the included studies demonstrated adequate methodological rigor in terms of research objectives, study design, data collection procedures, data analysis, and the validity of findings. Consequently, all studies were considered suitable for inclusion in the thematic synthesis, ensuring that the conclusions of this review were derived from methodologically sound and relevant evidence.

To enhance the transparency and evidence traceability of this Systematic Literature Review, an evidence mapping matrix was developed after the characteristics and findings of the 30 included studies had been systematically extracted, compared, and verified. The matrix demonstrates how each included study contributed to one or more of the four thematic categories identified through the thematic synthesis: Strategic Management, Local Wisdom Integration, Character Education and Student Competencies, and Stakeholder Collaboration. Because several studies examined more than one aspect of local wisdom-based strategic management, individual studies were allowed to contribute to multiple thematic categories.

The evidence mapping served as a traceability mechanism linking the findings reported in the Results and Discussion sections to the studies included in the final synthesis. Accordingly, thematic claims presented in the subsequent analysis were derived only from studies identified in the evidence mapping and study characteristics table. Studies marked with a check symbol (✓) represent direct evidence used to support the corresponding thematic finding, whereas studies marked with a dash (–) were not used as evidence for that theme. This procedure reduces the risk of introducing unsupported claims or references outside the predetermined study set.

For transparency, each thematic subsection in the Results and Discussion should explicitly cite the included studies that provide evidence for the specific claim being discussed. Thus, a claim related to strategic management should be traceable to studies marked (✓) under Strategic Management, while claims concerning local wisdom integration, character education and student competencies, or stakeholder collaboration should be supported by the corresponding studies identified in Table 5. The mapping therefore functions not merely as a descriptive table but as an analytical link between the evidence extraction process and the thematic synthesis. The complete evidence mapping of the 30 included studies is presented in Table 5.

Table 5. Evidence Mapping of Included Studies by Theme

No.	Author (Year)	Strategic Management	Local Wisdom Integration	Character Education and Student Competencies	Stakeholder Collaboration
1	Afdilah et al. (2025)	–	✓	✓	–
2	Amin, Erawati, and Hilmy (2026)	✓	✓	✓	–
3	Ammar (2024)	✓	✓	✓	✓
4	Anderson (2024)	–	✓	✓	–
5	Asror et al. (2024)	–	–	✓	–
6	Astuti & Apriliani (2025)	–	✓	✓	–
7	Bahiyah (2025)	–	–	✓	✓

8	Cholifah & Faelasup (2024)	—	—	✓	✓
9	Dewi et al. (2024)	—	—	✓	—
10	Febrianti (2026)	✓	✓	✓	—
11	Fikri, Istifadah, and NawangSari (2025)	—	✓	✓	—
12	Haq et al. (2022)	✓	✓	✓	✓
13	Komara et al. (2021)	—	—	✓	—
14	Maimunah et al. (2026)	✓	✓	✓	✓
15	Mansur and Sholeh (2024)	✓	—	✓	✓
16	Massang (2025)	✓	—	✓	✓
17	Milleer (2026)	—	✓	✓	—
18	Nurdiansyah et al. (2025)	✓	✓	✓	—
19	Nurdin et al. (2025)	✓	✓	✓	✓
20	Pertiwi et al. (2025)	✓	✓	✓	—
21	Pratiwi (2025)	✓	✓	✓	—
22	Rafsanjani (2025)	—	✓	✓	—
23	Rasidi & Istiningsih (2025)	✓	✓	✓	—
24	Rugaiyah et al. (2025)	—	✓	✓	✓
25	Sadri & Temaja (2025)	—	✓	✓	—
26	Sawitri (2024)	—	✓	✓	—
27	Shufa & Adji (2024)	✓	✓	✓	—
28	Suhermi et al. (2026)	—	—	✓	—
29	Syafiulia & Annur (2025)	✓	✓	✓	✓
30	Yunianto and Sriyanto (2026)	✓	✓	✓	—

The thematic synthesis followed the approach proposed by [Heyvaert et al., \(2016\)](#). The synthesis consisted of three sequential stages: (1) open coding, (2) development of descriptive categories, and (3) generation of analytical themes. During the coding process, meaningful concepts related to strategic management, local wisdom, character education, student competitiveness, and stakeholder collaboration were identified. Similar codes were subsequently grouped into broader categories through an iterative comparison process before being synthesized into the major themes discussed in this review. To ensure consistency and reliability, the coding process was independently conducted by two reviewers, and any discrepancies were resolved through discussion until consensus was reached. The resulting analytical themes formed the basis for organizing the Results and Discussion section and interpreting the evidence synthesized from the included studies.

RESULTS AND DISCUSSION

A. Strategic Management in Elementary Schools

The thematic synthesis identified Strategic Management in Elementary Schools as one of the four major themes emerging from the analysis of the 30 included studies. During the coding

process, findings related to school strategic planning, principal leadership, organizational management, resource allocation, monitoring and evaluation, and stakeholder collaboration were grouped into this theme because they consistently described the managerial processes supporting effective school governance. Twelve studies primarily examined strategic management, whereas the remaining studies discussed this theme in relation to local wisdom integration, character education, and stakeholder participation. This synthesis demonstrates that strategic management functions as the organizational foundation for integrating local wisdom into elementary education while improving institutional effectiveness.

The reviewed studies consistently define strategic management as a systematic process comprising planning, implementation, monitoring, evaluation, and continuous improvement to achieve educational objectives effectively while adapting to changing educational environments (Febrianti, 2026). Rather than functioning merely as an administrative requirement, strategic management enables schools to establish long-term goals, coordinate institutional resources, improve organizational performance, and ensure educational sustainability. Across the reviewed literature, strategic management is consistently regarded as an essential mechanism for strengthening school governance and improving educational quality.

Evidence from the selected studies indicates that strategic planning has become an important component of elementary school management through the preparation of planning documents such as the School Work Plan (*RKS*) and the School Activity and Budget Plan (*RKAS*). However, several studies reveal that these documents are frequently prepared only to satisfy administrative requirements and are not consistently implemented as operational instruments for school improvement (Syafiulia & Annur, 2025). While some schools successfully transform strategic plans into measurable educational programs, others continue to experience considerable gaps between planning and implementation. These findings indicate that effective strategic management depends not only on planning documents but also on institutional commitment and managerial competence.

Another important finding concerns the central role of school leadership. The reviewed studies consistently emphasize that principals possessing strong managerial competencies are better able to translate school vision and mission into operational programs, allocate educational resources effectively, coordinate teachers, and establish productive collaboration with parents and communities (Suherni et al., 2026). Conversely, several studies report that school leaders remain heavily focused on administrative compliance rather than strategic innovation, thereby reducing schools' capacity to respond proactively to educational challenges and local community needs. These findings suggest that leadership effectiveness depends not only on managerial authority but also on strategic vision and the capacity to implement sustainable school improvement.

The synthesis also demonstrates that integrating local wisdom into school strategic management contributes significantly to educational quality. Several studies indicate that many schools still adopt standardized management models without adequately incorporating local traditions, community values, and regional characteristics into strategic planning (Asror et al., 2024). These findings indicate that local wisdom should be positioned not merely as complementary learning content but as a strategic organizational resource supporting culturally responsive school management.

Despite these positive findings, several challenges remain. Monitoring and evaluation systems continue to emphasize administrative reporting rather than evidence-based performance assessment, limiting their contribution to strategic decision-making and

continuous organizational improvement. Likewise, stakeholder participation remains relatively limited because parents, community leaders, and local governments are generally involved only during program implementation rather than participating actively in strategic planning and evaluation processes (Bahiyah, 2025). Consequently, participatory governance has not yet been fully institutionalized within many elementary schools.

The reviewed studies further indicate that organizational capacity remains a significant challenge. School principals and teachers frequently experience difficulties in implementing strategic management because of limited competencies in educational leadership, strategic planning, and the integration of local wisdom into school management (Rugaiyah et al., 2025). Similar findings reported across different educational settings strengthen the conclusion that continuous professional development is essential for improving strategic management practices and ensuring sustainable school improvement.

Overall, the thematic synthesis indicates that strategic management in elementary schools consists of five interconnected dimensions: strategic planning, school leadership, local wisdom integration, monitoring and evaluation, and stakeholder collaboration. These dimensions show that effective strategic management is achieved through systematic planning, collaborative leadership, cultural integration, and continuous evaluation. Together, these elements support the implementation of character education while fostering students' competencies and competitiveness in elementary schools.

B. Integration of Local Wisdom in Education

The thematic synthesis identified Integration of Local Wisdom in Education as the second major theme emerging from the analysis of the 30 included studies. During the coding process, findings related to culture-based learning, local content curriculum, contextual learning, ethnopedagogy, school culture, cultural preservation, and community participation were grouped under this theme because they consistently described how local wisdom was incorporated into educational processes. Nine studies primarily examined the integration of local wisdom, while the remaining studies discussed this issue in relation to strategic management, character education, and stakeholder collaboration. The synthesis indicates that integrating local wisdom has become one of the most widely adopted approaches for creating culturally responsive elementary education while maintaining the relevance of education within local communities.

Across the reviewed literature, local wisdom is consistently defined as a collection of cultural values, norms, traditions, indigenous knowledge, and social practices inherited across generations that shape community identity and influence individual behaviour (Waluyo et al., 2026). Although the cultural contexts differ across regions, the reviewed studies demonstrate remarkable consistency in identifying core values such as *gotong royong*, mutual respect, responsibility, deliberation, honesty, cooperation, and social solidarity as educational values that remain relevant in twenty-first-century elementary education. These values provide a strong cultural foundation for strengthening students' character while preserving local identity amidst globalization.

The reviewed studies reveal that local wisdom has been integrated into elementary education through various educational strategies. The most common approaches include incorporating local wisdom into classroom instruction, thematic learning, local content subjects, project-based learning, extracurricular activities, school traditions, and the development of school culture (Rasidi & Istiningsih, 2025). These approaches allow students to connect academic concepts with their daily cultural experiences, thereby making learning more

contextual, meaningful, and relevant. However, the degree of implementation varies considerably among schools. Some schools have systematically embedded local wisdom into curriculum planning, school vision and mission, and educational management, whereas others continue to implement local wisdom only through isolated classroom activities or ceremonial events. This variation indicates that successful implementation depends largely on institutional commitment rather than solely on individual teacher initiatives.

Another important pattern identified through the thematic synthesis concerns the contribution of local wisdom to character development. The reviewed studies consistently report that integrating local cultural values promotes students' discipline, responsibility, cooperation, empathy, tolerance, respect for diversity, and social awareness (Anderson, 2024). Several studies also indicate improvements in students' learning motivation and classroom participation because culturally relevant learning enables learners to understand educational content through familiar cultural contexts. Nevertheless, the synthesis suggests that these positive outcomes become sustainable only when local wisdom is reinforced through school culture, teacher role modelling, and continuous collaboration with families and local communities. Therefore, character formation cannot rely solely on classroom instruction but requires consistent reinforcement across multiple educational environments.

Despite these positive findings, the reviewed literature identifies several challenges that continue to hinder the effective implementation of local wisdom-based education. One of the most frequently reported constraints is the limited capacity of teachers to transform local cultural values into measurable learning objectives, instructional strategies, classroom activities, and authentic assessment because professional development opportunities remain limited and pedagogical guidance is insufficient (Milleer, 2026). In addition, many schools still experience shortages of contextual learning resources that accurately represent local traditions and indigenous knowledge. These findings suggest that successful integration depends not only on teachers' commitment but also on curriculum support, learning materials, and institutional capacity.

The thematic synthesis further reveals a noticeable gap between educational policy and educational practice. Although national education policies encourage the preservation of cultural identity through education, practical implementation remains largely oriented toward standardized academic achievement and curriculum completion. Consequently, local wisdom is frequently treated as supplementary content rather than being systematically integrated into curriculum planning, educational management, and school governance. This discrepancy illustrates that policy support alone is insufficient without corresponding institutional commitment and implementation strategies at the school level.

Another recurring finding concerns the importance of stakeholder collaboration in strengthening the implementation of local wisdom. Schools that establish effective partnerships with parents, traditional leaders, local communities, cultural practitioners, and local governments demonstrate more sustainable implementation than schools operating independently (Ammar, 2024). Community participation enriches students' learning experiences through direct exposure to local traditions, while local governments contribute by providing curriculum support, teacher training, educational policies, and cultural preservation programs. These findings consistently indicate that collaboration among educational stakeholders enhances both the effectiveness and sustainability of local wisdom integration within elementary education.

Overall, the thematic synthesis demonstrates that integrating local wisdom should be viewed as a comprehensive educational strategy rather than merely an additional curriculum component. Across the reviewed studies, five recurring issues emerged: (1) variations in implementation across schools, (2) limited teacher competencies, (3) inadequate contextual learning resources, (4) inconsistencies between educational policy and classroom implementation, and (5) the importance of stakeholder collaboration. Collectively, these findings indicate that strengthening local wisdom integration requires coordinated efforts involving curriculum development, professional development for teachers, strategic school leadership, and active community participation. Accordingly, this synthesis demonstrates that local wisdom represents a strategic educational resource capable of strengthening character education, preserving cultural identity, and supporting culturally responsive elementary education while preparing students to respond effectively to contemporary global challenges.

C. Character Education of Students

The thematic synthesis identified Character Education of Students as the third major theme emerging from the analysis of the 30 included studies. During the coding process, findings related to moral values, student behaviour, value internalisation, school culture, teacher roles, family involvement, and character-building programmes were grouped into this theme because they consistently described how educational processes contribute to students' moral and social development. Seven studies primarily focused on character education, whereas the remaining studies discussed this theme in relation to local wisdom, strategic management, and stakeholder collaboration. The synthesis demonstrates that character education represents one of the principal outcomes of local wisdom-based strategic management in elementary schools.

The reviewed studies consistently indicate that character education is most effective when integrated throughout the educational process rather than delivered as a separate subject. Schools commonly strengthen students' character through classroom instruction, daily habituation, teacher role modelling, extracurricular programmes, and school-wide cultural practices (Cholifah & Faelasup, 2024). Nevertheless, the implementation varies considerably across schools. Some institutions systematically embed character values into curriculum planning, school regulations, and organisational culture, whereas others continue to emphasise classroom instruction without sufficient reinforcement through broader school activities. These differences suggest that the effectiveness of character education depends largely on the consistency of implementation across all dimensions of school life.

Another important finding concerns the influence of school culture. Schools that consistently promote discipline, honesty, mutual respect, collaboration, responsibility, and shared organisational values generally demonstrate stronger character development than schools relying solely on classroom instruction (Komara et al., 2021). Similarly, several reviewed studies indicate that students are more likely to internalise positive values when those values are consistently practised within the school environment rather than merely explained during lessons (Rafsanjani, 2025). Therefore, school culture should be regarded as an essential mechanism for translating educational values into students' everyday behaviour.

The thematic synthesis also highlights the pivotal role of teachers in facilitating character education. Beyond delivering academic content, teachers serve as role models whose daily attitudes, communication, and interactions substantially influence students' moral development. However, several reviewed studies reveal that many teachers continue to encounter challenges in integrating character education consistently into classroom practice because of limited pedagogical preparation, increasing administrative responsibilities, and institutional emphasis

on academic achievement rather than affective development (Sawitri, 2024). These findings suggest that strengthening teachers' professional competencies remains an important prerequisite for improving character education in elementary schools.

Another recurring issue emerging from the reviewed literature concerns the imbalance between academic achievement and character development. Although national educational policies consistently recognise character education as a priority, practical implementation frequently places greater emphasis on standardised assessment and cognitive achievement than on students' moral development. Consequently, opportunities to cultivate integrity, responsibility, empathy, and ethical behaviour often receive less attention during educational planning and implementation. This discrepancy indicates that character education has not yet been fully integrated into strategic educational management within many elementary schools.

The reviewed studies further demonstrate that successful character education depends on effective collaboration among schools, families, communities, and other educational stakeholders. Students are more likely to internalise positive values when educational practices implemented at school are consistently reinforced within family and community environments. Schools maintaining active partnerships with parents and local communities generally report more sustainable character development than schools operating independently. These findings reinforce the view that character education represents a shared responsibility requiring continuous collaboration among multiple educational stakeholders.

Overall, the thematic synthesis identified five recurring issues concerning character education in elementary schools: (1) the integration of character values across all educational activities; (2) the importance of school culture; (3) teachers as role models; (4) the imbalance between academic achievement and affective development; and (5) collaboration among schools, families, and communities. Collectively, these findings demonstrate that character education should be implemented through a comprehensive, continuous, and collaborative approach. Such an approach strengthens students' integrity, responsibility, social awareness, resilience, and moral competence while supporting the broader objective of developing culturally grounded and globally competitive future generations.

D. The Role of Local Governments and Stakeholders in Supporting Local Wisdom-Based Strategic Management

The thematic synthesis identified the role of local governments and stakeholders as the fourth major theme emerging from the analysis of the 30 included studies. During the coding process, findings related to educational policy, decentralized governance, stakeholder participation, community engagement, institutional collaboration, leadership support, capacity building, and monitoring systems were grouped into this theme because they consistently described the external factors supporting the implementation of local wisdom-based strategic management in elementary schools. Four studies primarily examined this issue, whereas the remaining studies discussed stakeholder collaboration in relation to strategic management, local wisdom integration, and character education. The synthesis demonstrates that sustainable implementation of local wisdom-based strategic management depends not only on effective school leadership but also on coordinated collaboration among governments, schools, families, communities, and other educational stakeholders.

Another recurring finding concerns the importance of stakeholder collaboration in supporting sustainable educational management. The reviewed studies consistently demonstrate that partnerships among schools, parents, local communities, cultural organisations, and government agencies strengthen the implementation of local wisdom-based

education by increasing community participation, enriching educational resources, and facilitating the preservation of local cultural values (Amin et al., 2026). Schools maintaining active collaboration with external stakeholders generally report more successful implementation of local wisdom-based programmes than schools operating independently. These findings suggest that educational quality can be strengthened when schools function as collaborative learning communities rather than isolated educational institutions.

Despite these positive developments, the reviewed literature also identifies several challenges affecting collaborative educational governance. Coordination among stakeholders frequently remains constrained by fragmented communication, bureaucratic procedures, overlapping responsibilities, and limited stakeholder participation during policy formulation and strategic planning (Fikri et al., 2025). Several studies further indicate that schools often function primarily as policy implementers rather than strategic partners involved in educational decision-making. Consequently, opportunities to adapt educational programmes to local cultural contexts are sometimes limited by top-down administrative approaches. These findings illustrate that collaborative governance remains uneven across different educational settings despite strong policy commitments.

Overall, the thematic synthesis identified five recurring issues regarding the role of local governments and stakeholders: (1) supportive educational policies, (2) stakeholder collaboration as the foundation of sustainable educational management, (3) inconsistencies between policy formulation and implementation, (4) the importance of institutional capacity development, and (5) evidence-based monitoring and evaluation. Collectively, these findings demonstrate that strengthening local wisdom-based strategic management requires collaborative governance involving schools, local governments, families, communities, and cultural institutions. Accordingly, this synthesis supports the overall objective of the present review by demonstrating that culturally responsive educational management becomes more effective when supported by coordinated policies, active stakeholder participation, institutional capacity development, and continuous organisational learning.

CONCLUSIONS

This systematic literature review shows that local wisdom-based strategic management can strengthen character education, cultural identity, and students' competencies in elementary schools. The synthesis of 30 studies indicates that effective implementation requires the integration of local wisdom into school vision, curriculum, organizational culture, leadership practices, and stakeholder collaboration. This approach supports the development of discipline, responsibility, cooperation, integrity, cultural awareness, and social responsibility, while preparing students to respond to future educational and societal challenges.

However, its effectiveness is influenced by school leadership, teacher competence, policy support, learning resources, and collaboration among schools, families, communities, and local governments. Challenges remain in teacher preparation, resource availability, policy implementation, and evaluation systems. Therefore, schools and policymakers should strengthen professional development, contextual curriculum design, community participation, and evidence-based monitoring. Future studies should examine its effectiveness through longitudinal, comparative, and mixed-method research across diverse cultural contexts.

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AUTHOR CONTRIBUTION STATEMENT

B contributed to the conceptualization, research design, literature search, data interpretation, and preparation of the original manuscript. RF contributed to the methodological development, database searching, study screening, quality appraisal, and manuscript revision. H contributed to data extraction, thematic coding, evidence synthesis, and interpretation of the findings. TR contributed to the verification of the included studies, methodological quality assessment, thematic analysis, and critical review of the manuscript. R contributed to the literature validation, interpretation of educational implications, manuscript editing, and final review. All authors participated in discussing the findings, critically revising the manuscript, approving the final version, and accepting responsibility for the accuracy and integrity of the work.

AI DISCLOSURE STATEMENT

Generative artificial intelligence tools were used only to support language refinement, grammatical correction, and improvements in the clarity and readability of the manuscript. These tools were not used to determine the research questions, select the included studies, conduct methodological quality appraisal, extract or analyze data, generate the thematic findings, or formulate the scholarly interpretations and conclusions. All AI-assisted outputs were critically reviewed, verified, and revised by the authors. The authors assume full responsibility for the accuracy, originality, integrity, and final content of the manuscript.

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