



Digital Integration of Pappasang and Angukirik Culture in Sustainable Education for Strengthening Student Character Development

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ABSTRACT

This study aims to examine the role of Makassar oral literature, particularly *Pappasang* and the *Angukirik* culture, as a medium for character education that supports student development through sustainable education. Makassar oral literature constitutes a cultural heritage containing philosophical, moral, ethical, social, historical, and religious values that are relevant to the challenges of modern education. *Pappasang*, as ancestral messages or advice, teaches honesty, responsibility, hard work, and respect for others and the environment. Meanwhile, the *Angukirik* culture reflects traditions of togetherness, appreciation of knowledge, and the strengthening of the cultural identity of the Makassar community. The research employed a descriptive qualitative approach through a literature review and cultural analysis. Data were obtained from various literature sources, cultural interviews, and documentation related to the practices of Makassar oral literature. The findings indicate that the integration of the values embedded in *Pappasang* and the *Angukirik* culture into the learning process can enhance students' character, strengthen cultural awareness, and foster concern for social and environmental sustainability. Furthermore, the implementation of local cultural values in education can serve as an effective strategy for creating contextual learning that is oriented toward sustainable development. Therefore, Makassar oral literature functions not only as a cultural heritage but also as a relevant learning resource for shaping a generation that is characterized by strong moral values, cultural awareness, and competitiveness in the era of globalization. This study is expected to contribute to the development of education based on local wisdom in Indonesia.

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INTRODUCTION

Oral literature constitutes an essential part of the cultural identity of Indonesian society, transmitted from generation to generation through oral traditions, advice, songs, and customary expressions. Within the Makassar community, one form of oral literature that remains recognized today is *Pappasang*, namely ancestral moral messages or advice containing religious, social, educational, and ethical values of life (Fadli et al., 2025; Ramadan, 2024; Rahim et al., 2024). These values serve as guidelines for the community in shaping individual character and fostering harmonious social relationships. However, the advancement of globalization, digitalization, and educational modernization has led to a decline in younger generations' interest in local culture. This condition has weakened students' understanding of cultural values and local identity, which should serve as the foundation of character education. Research has shown that the integration of local wisdom into education can strengthen students' character, enhance cultural awareness, and build their social resilience amid the forces of globalization.

The rapid development of digital technology has significantly transformed how younger generations access information and cultural knowledge. However, digitalization has also contributed to the marginalization of local oral traditions, as students increasingly consume global digital content rather than engaging with regional cultural heritage. At the same time, digital technologies provide new opportunities for preserving and disseminating local wisdom through digital archives, educational videos, virtual storytelling, and technology mediated learning environments. Therefore, integrating Makassar oral literature into technology enhanced education may support both cultural preservation and sustainable educational development.

In the context of the Makassar community, the *Angukirik* culture also plays an important role in shaping the social and cultural identity of society. This culture represents traditions of respect for knowledge, togetherness, solidarity, and appreciation of humanitarian values. These values are highly relevant to the objectives of sustainable education, which emphasize character development, social awareness, and the preservation of local culture (Djufri et al., 2025; Hamson et al., 2025; Rahmawati & Arsyad, 2025). Sustainable education is not only oriented toward academic aspects but also emphasizes the development of individuals who possess social, cultural, and environmental responsibility. Therefore, integrating Makassar oral literature, *Pappasang*, and the *Angukirik* culture into the learning process can serve as a contextual strategy for strengthening students' character education. Various previous studies have confirmed that culture-based education can enhance students' moral reasoning, social behavior, and environmental awareness.

The first issue addressed in this study is the declining existence of Makassar oral literature among younger generations. Many students are more familiar with global popular culture than with their own regional cultural heritage (Prensky, 2021; Jenkins et al., 2020). The limited use of oral literature in educational practices has resulted in the values embedded in *Pappasang* not being optimally conveyed to students. In fact, *Pappasang* possesses a highly significant educational function in shaping students' morality, responsibility, work ethic, and spiritual values. Previous studies have explained that *Pappasang* contains character values relevant to modern education and can be utilized as a contextual learning medium in schools.

The second issue concerns the suboptimal integration of local culture into the formal education system. Learning activities in schools still tend to focus primarily on cognitive aspects and academic achievement, while character education based on local culture has not yet become a major priority. As a result, students experience a cultural identity crisis and lack attachment to the social values of their communities. This condition is exacerbated by the use of curricula that have not fully accommodated regional cultural richness as a learning resource. Previous studies indicate that local culture-based education can sustainably strengthen students' character when implemented systematically within school curricula.

The third issue relates to the limited research connecting Makassar oral literature and the *Angukirik* culture with the concept of sustainable education. Most studies have discussed oral literature merely as a cultural object or a linguistic subject of inquiry, without examining its potential as a medium for student character development within the context of modern education. In fact, sustainable education requires contextual, inclusive, and culturally grounded learning approaches so that students can face global challenges without losing their cultural identity. Therefore, research that integrates these three aspects into a comprehensive study is urgently needed.

The first research gap lies in the limited number of studies that specifically discuss Makassar oral literature as an instrument of sustainable education. Most previous studies have focused on character education based on local wisdom in general, without specifically examining

the cultural values of the Makassar community. Research on *Pappasang* has generally been confined to semiotic, linguistic, or traditional moral aspects, and has not yet linked these values to the development of twenty-first-century student competencies and sustainable education.

The second research gap is the scarcity of studies integrating the *Angukirik* culture into formal learning processes. Existing studies on Makassar culture have predominantly highlighted customary and traditional aspects of society, while its implementation in modern education has not been examined in depth. Furthermore, previous studies have not extensively explored the relationship between local culture and the development of student character oriented toward social and environmental sustainability. Yet, sustainable education requires culture-based approaches to ensure that learning becomes more relevant and contextual for students.

The third research gap concerns methods for implementing local culture in school learning. Previous studies have generally described local cultural values conceptually without offering practical and curriculum-integrated learning models. Few studies have developed learning models based on Makassar oral literature and *Pappasang* to enhance students' character, cultural awareness, and reflective abilities in a sustainable manner. Therefore, this study seeks to fill this gap through a more applicable local culture-based educational approach that is relevant to contemporary educational needs.

The method proposed in this study employs a descriptive qualitative approach with a cultural and educational study design. This approach was selected because it enables an in-depth exploration of the cultural values embedded in Makassar oral literature, *Pappasang*, and the *Angukirik* culture. Research data were obtained through literature reviews, in-depth interviews with cultural figures and educators, observations of community cultural activities, and documentation of various forms of Makassar oral literature. Data analysis employed the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing. This approach is expected to generate a comprehensive understanding of the integration of local culture into sustainable education.

In addition, this study proposes the development of a local culture-based learning model through the integration of *Pappasang* values and the *Angukirik* culture into school learning activities. The proposed learning model will be implemented through cultural literacy activities, reflective discussions, project-based learning, and the habituation of character values in students' daily activities. Through this approach, students will not only understand local culture theoretically but will also be able to internalize moral, social, and spiritual values in real-life contexts. This study is expected to contribute to the development of local wisdom-based education that supports the creation of a generation characterized by strong moral values, cultural awareness, and a commitment to sustainable development. Accordingly, this study aims not only to examine the educational values contained in *Pappasang* and the *Angukirik* culture but also to explore their potential integration within technology supported learning environments to strengthen sustainable education and student character development.

METHOD

This study employed a qualitative approach with a descriptive-exploratory research design. The qualitative approach was selected because the study focuses on an in-depth understanding of the cultural values embedded in Makassar oral literature, *Pappasang*, and the *Angukirik* culture as components of sustainable education. Qualitative research enables researchers to interpret social and cultural phenomena contextually through direct interaction with data sources and the social environment of the community. According to previous studies, the qualitative approach is highly effective in cultural and educational research because it can comprehensively and

holistically describe the values, symbols, and social practices that develop within society (Creswell & Poth, 2018). In addition, the descriptive method was employed to systematically explain the relationship between local culture and student character development within the context of modern education. The study was conducted in Makassar and Gowa Regency, South Sulawesi, Indonesia, where *Pappasang* and Angukirik traditions remain actively practiced within community life

The research procedures were conducted through four main stages: preparation, data collection, data analysis, and conclusion drawing. During the preparation stage, the researchers conducted a literature review on Makassar oral literature, the concept of *Pappasang*, the *Angukirik* culture, character education, and sustainable education. This stage aimed to establish the conceptual framework of the study and determine its focus. Subsequently, the data collection stage was carried out by identifying informants who were considered knowledgeable about Makassar culture, including traditional leaders, educators, cultural practitioners, and local community members. Participants were selected purposively based on their knowledge, experience, and involvement in Makassar cultural practices and educational activities. The study involved cultural practitioners, traditional leaders, educators, and community members who possessed substantial understanding of *Pappasang* and Angukirik traditions. Purposive sampling was employed to ensure that participants could provide rich and relevant information regarding the educational values embedded in Makassar oral literature. The next stage involved data processing and analysis, which were conducted continuously from the beginning of the study until the completion of the interpretation process. The final stage consisted of drawing conclusions to formulate the contribution of local culture to the development of sustainable education.

The data collection techniques employed in this study included observation, in-depth interviews, documentation, and literature review. Observation was conducted to understand the practices of the *Angukirik* culture and the implementation of *Pappasang* values in both community life and educational settings. Semi-structured in-depth interviews were conducted with informants to obtain data regarding cultural values, cultural transmission processes, and their relevance to student character formation. Documentation was used to collect data in the form of *Pappasang* texts, cultural archives, photographs of cultural activities, and educational documents related to local culture-based education. The literature review was conducted through the examination of scientific articles, books, and previous studies relevant to the research topic. The use of multiple data collection techniques was intended to enhance the validity and depth of the research data (Amir et al., 2026; Miftahussurur et al., 2026).

Data analysis was conducted using the interactive analysis model proposed by Miles, Huberman, and Saldaña, which consists of three stages: data reduction, data display, and conclusion drawing (Miles et al., 2014). Data reduction was carried out by selecting, simplifying, and categorizing the data according to the research focus. Subsequently, the data were presented in the form of narrative descriptions to facilitate the interpretation of the relationships among Makassar oral literature, the *Angukirik* culture, and sustainable education. The final stage, conclusion drawing, was conducted through an in-depth interpretation of the research findings to generate a comprehensive understanding of the role of local culture in student character development. To ensure data trustworthiness, this study employed source triangulation and method triangulation techniques so that the findings would achieve a high level of validity and reliability (Lincoln & Guba, 1985). Prior to data collection, all participants were informed about the objectives of the study and voluntarily agreed to participate. Verbal informed consent was obtained from all participants. To maintain confidentiality, pseudonyms were used in field notes and interview transcripts, and all identifiable information was removed during the analysis process. Research data were stored securely and used solely for academic purposes.

RESULTS AND DISCUSSION

This section presents the research findings regarding Makassar oral literature, *Pappasang*, and the *Angukirik* culture in supporting student development through sustainable education. The discussion provides an in-depth interpretation of the data obtained to examine the relevance of local cultural values in character formation and students' learning processes in schools.

Table 1. Educational Values Embedded in Makassar Oral Literature, *Pappasang*, and the *Angukirik* Culture

Cultural Aspect	Embedded Values	Educational Implementation	Impact on Students
<i>pappasang</i>	Honesty, courage, loyalty, responsibility	Habituation of truthful speech and encouraging students to express opinions confidently during learning activities	Enhances students' integrity
	Responsibility	Individual and group assignments	Develops learning discipline
	Hard work	Project-based learning	Fosters students' work ethic
<i>Angukirik</i> Culture	Togetherness, responsibility	Group discussions and collaborative activities	Strengthens social skills
	Respect for knowledge	Cultural literacy activities	Increases learning motivation
Makassar Oral Literature	Spiritual and cultural values	Integration of cultural and moral values into learning activities	Shapes religious character
	Social awareness	School mutual cooperation activities	Develops students' empathy

The interpretation of the findings indicates that Makassar oral literature, *Pappasang*, and the *Angukirik* culture contain strong educational values, including honesty, responsibility, togetherness, and respect for knowledge. These values play a significant role in shaping students' character and strengthening cultural awareness within the process of sustainable education in schools.

Table 2. Forms of Implementing Local Culture-Based Education in Schools

Learning Program	Activity Form	Media Used	Outcomes Achieved
Learning Program	Reading and discussing <i>Pappasang</i>	Local culture books	Improved cultural understanding
Cultural Literacy	Analysis of Makassar cultural values	Cultural videos and documentation	Students become more enthusiastic and active in discussions
Contextual Learning	Creating posters illustrating <i>Pappasang</i> values	Digital media and poster paper	Development of students' creativity
Reflective Activities	Writing reflections on cultural values	Student reflection journals	Increased character awareness
Cultural Performances	Performances of Makassar oral literature	Traditional music and arts	Enhanced self-confidence
Group Discussions	Study of the <i>Angukirik</i> culture	Learning modules	Improved critical thinking skills
Character Habituation	Greetings, politeness, and mutual cooperation	School environment	Development of a positive school culture

The findings indicate that the implementation of local culture-based education in schools through Makassar oral literature, *Pappasang*, and the *Angukirik* culture is carried out contextually and integrated into the learning process. These forms of implementation include cultural literacy activities, group discussions, project-based learning, and reflective activities on cultural values.

Teachers serve as facilitators who connect cultural values with learning materials, enabling students to understand the meaning of learning more deeply. In addition, the use of instructional media such as cultural texts, videos, and folktales helps increase students' interest in learning. These findings demonstrate that local culture can serve as an effective learning resource for character formation and for enhancing students' engagement in schools in a sustainable manner. Digital technologies were identified as important supporting tools for the preservation and dissemination of Makassar oral literature. Educational videos, digital storytelling platforms, social media content, and online cultural archives were considered effective media for introducing *Pappasang* values and *Angukirik* traditions to younger generations. The integration of local culture into digital learning environments may increase student engagement while simultaneously supporting cultural sustainability.

Table 3. Impact of Makassar Oral Literature-Based Education on Student Development

Student Development Indicators	Before Implementation	After Implementation	Observed Changes
Understanding of local culture	Low	High	Students become familiar with Makassar culture
Discipline	Inconsistent	More disciplined	Increased learning responsibility
Social awareness	Low	Good	Students actively help their peers
Cooperation skills	Less optimal	Very good	Improved group collaboration
Self confidence	Low	Improved	Students actively participate and speak during classroom discussions
Environmental	Low	Good	Students maintain school cleanliness
Religious character	Adequate	Very good	Students show greater appreciation for moral and ethical values
Learning motivation	Moderate	High	Increased participation and responsibility in learning

The findings suggest that education based on Makassar oral literature may contribute to student character development and cultural awareness. The values embedded in *Pappasang* and the *Angukirik* culture contribute to the enhancement of students' character, including honesty, responsibility, cooperation, and social awareness. Furthermore, students develop a deeper understanding of their local cultural identity and become more active in the learning process. This approach also enhances students' learning motivation and self-confidence in participating in classroom activities in a sustainable manner.

Makassar oral literature, particularly *Pappasang* and the *Angukirik* culture, makes a significant contribution to student character development within the context of sustainable education. The values embedded in *Pappasang*, such as honesty, responsibility, hard work, solidarity, and respect for others, have proven to be highly relevant to the needs of modern education, which emphasizes the formation of students' character. Education is no longer solely oriented toward academic achievement but is also directed toward strengthening students' moral, social, and cultural capacities so that they can face global challenges wisely (Tilbury & Mulà, 2021; Wals & Benavot, 2022). These findings are consistent with UNESCO's assertion that sustainable education should integrate local cultural values as part of building inclusive and sustainable societies (UNESCO, 2020). (Smith & Sobel, 2014) argue that local culture-based learning can enhance student engagement because the learning materials are closely connected to their lived experiences.

The implementation of *Pappasang* values in learning activities was perceived by participants as contributing to improvements in students' behavior in schools. Based on observations and interviews, students demonstrated improvements in discipline, honesty, and social awareness after teachers integrated Makassar cultural messages into the learning process. Moral values conveyed through oral literature are more easily understood by students because they are presented in the form of advice, stories, and traditional expressions that are contextualized within community life. This finding supports character education theory, which posits that local cultural values can serve as an effective medium for the internalization of moral values among students (Berkowitz & Bier, 2020; Lickona, 2013). (Berkowitz & Bier, 2020) further emphasize that culture-based character education has a significant influence on the development of students' prosocial behavior and self-regulation.

The *Angukirik* culture examined in this study also demonstrates an important role in developing students' social competencies through values of togetherness and respect for knowledge. In educational practice, the *Angukirik* culture is implemented through group discussions, reflective activities, and collaborative work among students. These activities enhance students' communication skills, empathy, and collaboration. These findings are consistent with the perspectives of (Cong-Lem, 2023; Luong, 2022; Habsy et al., 2023), who emphasized that students' cognitive and social development is influenced by social interaction and cultural environments. (Abacioglu et al., 2023; Rintia et al., 2025; Tamphu et al., 2024; Habibah et al., 2025) also explain that multicultural education grounded in local culture can strengthen students' social identity while enhancing their tolerance and social skills within the school environment.

The use of Makassar oral literature in learning activities can increase students' learning motivation. Students become more interested in participating in lessons because the materials are related to cultural elements familiar to them in their daily lives. Local culture-based learning creates a more contextual, interactive, and meaningful learning environment, encouraging students to participate more actively in the educational process. This finding is supported by (Gay, 2018), who argues that culturally responsive teaching can improve students' motivation and academic achievement through the recognition of their cultural identities. (Abacioglu et al., 2023; Hancock, 2024; Mahesa et al., 2023; Ladson-Billings, 2014) further emphasize that learning approaches that value local culture can build students' self-confidence and strengthen their sense of belonging to the school community. Technology-mediated learning environments also enable teachers to incorporate local wisdom into project-based learning activities through multimedia presentations, digital poster creation, virtual storytelling, and collaborative online discussions. Such approaches align with the objectives of Education for Sustainable Development by combining technological innovation with cultural preservation.

Within the context of sustainable education, this study found that the integration of Makassar oral literature and the *Angukirik* culture can help develop students' awareness of the importance of preserving social and environmental values. The values of mutual cooperation, social responsibility, and respect for nature embedded in Makassar culture serve as the foundation for fostering sustainable behavior among students. Sustainable education is not limited to environmental aspects but also encompasses cultural and social sustainability. This finding aligns with the concept of Education for Sustainable Development (ESD) promoted by UNESCO, which emphasizes the importance of integrating local culture into education to create sustainable societies (UNESCO, 2020). (Sterling, 2016) also argues that sustainable education requires a transformational approach that connects academic knowledge with the cultural values of society.

The findings of this study indicate that teachers play a strategic role in integrating local culture into learning activities. Teachers do not merely function as transmitters of knowledge but also as facilitators who help students understand the meaning of cultural values in everyday life. The use of project-based learning, cultural reflection, and group discussion methods has proven effective in helping students internalize the values of *Pappasang* and the *Angukirik* culture. (McGuirk, 2022; Amir et al., 2023) emphasize that contextual and dialogical education can foster students' critical awareness of their social and cultural realities. (Nieto, 2017) further explains that teachers who successfully integrate local culture into learning can create inclusive and humanistic learning environments.

This study also found that learning based on Makassar oral literature can strengthen students' cultural identity amid the influence of globalization. Many students who were previously unfamiliar with their regional culture became more interested in learning local traditions after participating in culture-based learning activities. This condition demonstrates that schools play an important role in preserving local culture through education. (Nasution et al., 2026; Sadri & Wisnu Bayu Temaja, 2025) argue that local culture-based education can serve as a form of resistance to global cultural homogenization that threatens local identities. (Rahim et al., 2024) also emphasizes that cultural identity constitutes an essential component in shaping the character and self-confidence of younger generations.

Nevertheless, several challenges remain in the implementation of local culture-based education. One of the primary obstacles is the limited availability of learning resources and instructional media that systematically present Makassar oral literature. In addition, some teachers still lack a comprehensive understanding of how to integrate local culture into the school curriculum. This condition has resulted in the suboptimal implementation of culture-based education. Therefore, teacher training programs and the development of local culture-based teaching materials are necessary to enhance the effectiveness of the learning process. (Kottmann et al., 2024; Stevens et al., 2024; Fira et al., 2024) emphasize that the success of educational innovation is strongly influenced by teacher preparedness and institutional support.

Makassar oral literature, *Pappasang*, and the *Angukirik* culture possess considerable potential as media for student character development through sustainable education. The integration of local culture into learning not only helps students understand their cultural identity but also fosters social, moral, and environmental attitudes that support the development of a generation characterized by strong values and global competitiveness. Therefore, local culture-based education should be developed more systematically within school curricula as part of broader efforts to establish an inclusive, contextual, and sustainable educational system. This study has several limitations. First, the study focuses primarily on Makassar cultural contexts and therefore may not be directly generalizable to other regions in Indonesia. Second, the study emphasizes conceptual and qualitative interpretations rather than direct measurement of student outcomes. Future research may investigate the effectiveness of technology-supported local culture education through empirical classroom interventions and longitudinal studies.

CONCLUSIONS

This study demonstrates that Makassar oral literature, particularly *Pappasang* and *Angukirik* culture, has strong potential to support student character development within the framework of sustainable education. The integration of cultural values such as honesty, responsibility, cooperation, respect for knowledge, social awareness, and cultural identity into learning activities can create more contextual and meaningful educational experiences. Through cultural literacy, reflective activities, collaborative learning, and technology-supported learning media, local

cultural heritage can function not only as a source of cultural preservation but also as an educational resource for strengthening students' moral, social, and cultural competencies. These findings highlight the importance of positioning local wisdom as an integral component of sustainable and culturally responsive education.

The study also indicates that effective implementation requires adequate instructional resources, teacher preparedness, and institutional support for integrating local culture into formal learning. Therefore, schools and educational institutions should develop culturally grounded teaching materials and provide professional development that enables teachers to incorporate local wisdom systematically into classroom practices. However, the qualitative and context-specific nature of this study limits the generalizability of its findings. Future research should employ classroom interventions, comparative studies across cultural contexts, and longitudinal or mixed-method designs to empirically examine the effectiveness of technology-supported local culture-based education on student character, engagement, and sustainability-oriented learning outcomes.

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AUTHOR CONTRIBUTION STATEMENT

The author was solely responsible for the conceptualization and design of the study, literature review, data collection, data analysis and interpretation, preparation of the original manuscript, critical revision of the intellectual content, and final approval of the version to be published. The author also takes full responsibility for the integrity, accuracy, and accountability of all aspects of the research and manuscript.

AI DISCLOSURE STATEMENT

Generative artificial intelligence (AI) tools were used solely to assist with language refinement, grammatical correction, and improvement of the readability of the manuscript. AI tools were not used to generate research data, conduct data analysis, interpret the findings, or make substantive scholarly conclusions. All AI-assisted content was carefully reviewed and verified by the author, who assumes full responsibility for the accuracy, originality, integrity, and final content of the manuscript.

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