

Integrating Patriotic Values and Local Wisdom through Song Habituation: A Humanistic Learning Approach in Primary Education

Singgih Subiyantoro^{1*}, Veronika Unun Pratiwi², Para Mitta Purbosari³
Universitas Veteran Bangun Nusantara, Indonesia

Corresponding Author: Singgih Subiyantoro

singgihsubiyantoro@univetbantara.ac.id

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ABSTRACT

This study aims to examine the integration of patriotic values and local wisdom through song habituation within a humanistic learning approach in primary education. The research employs a mixed-methods design involving elementary school students and teachers, with data collected through observations, interviews, questionnaires, and document analysis over one academic term. The findings reveal that routine singing of national and local songs fosters students' sense of patriotism, cultural awareness, and emotional engagement in learning. Students demonstrate increased appreciation of national identity and local culture, supported by meaningful and joyful learning experiences. This study contributes to the development of humanistic learning practices by offering a contextual strategy to integrate character education and cultural values in primary school settings.

INTRODUCTION

The transformation of educational practices in the 21st century emphasizes not only cognitive development but also the cultivation of character, identity, and cultural awareness among learners. Contemporary educational discourse increasingly highlights the importance of holistic learning, where intellectual growth is balanced with emotional, social, and moral development (Khairutdinov et al., 2019; Usman et al., 2024). Within this context, the integration of patriotic values and local wisdom becomes essential, especially in culturally rich and diverse societies such as Indonesia.

Patriotic values refer to attitudes and behaviors that reflect love, respect, and commitment to one's nation. These values include appreciation of national identity, respect for national symbols, and willingness to contribute positively to society (Fomin & Fomin, 2025; Khairutdinov et al., 2019). In the context of primary education, fostering patriotism is not merely about memorizing historical facts or national symbols, but about internalizing a sense of belonging and responsibility toward the nation. At the same time, local wisdom represents the cultural knowledge, traditions, and practices that are rooted in local communities and passed down across generations. It embodies values such as mutual cooperation, respect for diversity, harmony with nature, and social solidarity. Integrating these two dimensions, patriotism and local wisdom can create a more meaningful and contextualized learning experience for students.

However, in practice, the integration of patriotic values and local wisdom in classroom learning often remains superficial. Instructional approaches tend to be dominated by textbook-based content delivery, with limited opportunities for students to experience, reflect upon, and internalize these values in authentic ways. As a result, students may understand the concepts of patriotism and culture at a surface level but fail to connect them with their daily lives. This gap indicates the need for innovative and experiential learning strategies that can bridge the disconnect between knowledge and lived experience (Hasdin et al., 2025; Syah et al., 2025).

One promising approach to address this challenge is through song habituation, particularly the routine practice of singing national and local songs in school settings. Songs are powerful cultural artifacts that carry historical narratives, moral messages, and emotional resonance. National songs often convey themes of unity, struggle, and national pride, while local songs reflect regional identity, traditions, and cultural values. When students engage in regular singing activities, they do not only memorize lyrics but also absorb the meanings, emotions, and values embedded within the songs. This process allows for a more implicit and affective form of learning, where values are internalized through repeated exposure and emotional engagement.

The use of song habituation as a pedagogical strategy aligns closely with the principles of humanistic learning theory. Humanistic learning emphasizes the development of the whole person, focusing on learners' emotions, self-awareness, and intrinsic motivation (Gu et al., 2025; Pedler et al., 2024). It views learning as a personal and meaningful process that involves not only cognitive understanding but also emotional and experiential engagement. In a humanistic

classroom, students are encouraged to connect learning content with their own experiences, express their feelings, and develop a sense of identity and purpose (Pramono & Atmaja, 2024; Rido et al., 2024). Song habituation, with its emphasis on expression, emotion, and shared experience, provides a natural medium for implementing humanistic learning in primary education.

Furthermore, the routine practice of singing in schools can create a positive and inclusive learning environment. It encourages participation, collaboration, and a sense of community among students. Singing together fosters social bonding and collective identity, which are important aspects of both patriotic education and cultural preservation. In addition, it contributes to joyful learning experiences, where students feel engaged, motivated, and emotionally connected to the learning process. This emotional dimension is crucial, as research has shown that positive emotions enhance students' motivation, attention, and retention of knowledge.

Despite its potential, the educational value of song habituation has not been fully explored in empirical research, particularly in relation to the integration of patriotic values and local wisdom. Most existing studies on character education focus on formal instructional strategies, such as moral discussions, storytelling, or project-based learning, while less attention is given to habitual and cultural practices embedded in daily school routines. Similarly, research on music in education often emphasizes cognitive or artistic outcomes, rather than its role in value formation and cultural identity development. This indicates a significant gap in the literature that needs to be addressed.

In addition, the current educational landscape is influenced by rapid technological advancements and globalization, which can both enrich and challenge cultural identity. While access to global information and digital media provides new learning opportunities, it may also lead to the erosion of local culture and reduced appreciation for national identity among young learners. Therefore, it is increasingly important for schools to implement strategies that reinforce cultural roots and national values in ways that are relevant and engaging for students. Song habituation offers a simple yet powerful approach that can be integrated into daily school routines without requiring complex resources or extensive training.

This study seeks to explore how the integration of patriotic values and local wisdom can be effectively facilitated through song habituation within a humanistic learning framework in primary education. Specifically, the study examines how routine singing activities influence students' understanding, attitudes, and emotional engagement related to patriotism and cultural awareness. It also investigates how teachers implement this practice and how it aligns with humanistic principles in classroom settings. The integration of patriotic values and local wisdom is a crucial component of holistic education in primary schools. Song habituation, when implemented within a humanistic learning approach, has the potential to transform routine activities into meaningful learning experiences that foster students' emotional engagement, cultural awareness, and sense of national identity.

LITERATURE REVIEW

Humanistic Learning

Humanistic learning theory emphasizes the development of the whole learner by integrating cognitive, emotional, and social dimensions of learning. Rooted in the ideas of Carl Rogers and Abraham Maslow, this perspective views students as active individuals who possess intrinsic motivation and the capacity for self-directed growth (Pääkkönen & Ylikoski, 2021; Ye & Morris, 2025). Learning is considered meaningful when it connects with learners' personal experiences, emotions, and values. In primary education, humanistic approaches are particularly relevant because young learners are in a critical stage of identity formation and value internalization. Humanistic classrooms prioritize student-centered learning environments, where teachers act as facilitators rather than mere transmitters of knowledge. Instructional practices often include reflection, experiential learning, and opportunities for self-expression. These practices support the development of self-awareness, empathy, and emotional engagement, which are essential for holistic learning. Previous studies have demonstrated that humanistic approaches can enhance students' motivation, participation, and overall well-being. However, challenges remain in translating abstract humanistic principles into concrete classroom strategies, particularly in structured school settings.

Patriotic Values in Education

Patriotic values are an integral component of character education, especially in nations with diverse cultural and social backgrounds. These values encompass love for the country, respect for national symbols, appreciation of national history, and a sense of responsibility toward societal development. In primary education, the cultivation of patriotism plays a foundational role in shaping students' identity and fostering social cohesion. Educational practices aimed at developing patriotic values often include civic education, history lessons, and participation in national ceremonies (Amin, 2024). While these approaches provide important knowledge, they may not always lead to deep internalization of values if delivered in a purely cognitive manner. Research suggests that affective and experiential learning strategies are more effective in fostering genuine patriotic attitudes, as they engage students emotionally and contextually. Therefore, integrating patriotic values into daily school practices and routines can provide more meaningful and sustained learning experiences.

Local Wisdom and Cultural Education

Local wisdom refers to the body of knowledge, beliefs, values, and practices that are developed within specific cultural communities and transmitted across generations. It reflects the unique identity of a community and often includes principles such as mutual cooperation, respect for diversity, environmental awareness, and social harmony (Ghufonudin et al., 2025; Wardani et al., 2025). In the context of education, local wisdom serves as a valuable resource for contextualizing learning and making it more relevant to students' lives. The integration of local wisdom in primary education supports cultural preservation while also enhancing students' understanding of their own identity and heritage.

It enables learners to connect academic content with real-life experiences and community practices. Studies have shown that culturally responsive teaching, which incorporates local wisdom, can improve student engagement, motivation, and learning outcomes. However, the incorporation of local wisdom in formal education is often limited by standardized curricula and lack of instructional resources, highlighting the need for innovative and flexible approaches.

Song Habituation as a Pedagogical Strategy

Song habituation refers to the routine practice of singing songs as part of daily activities in educational settings. In primary schools, singing is commonly used for various purposes, including classroom management, transitions, and cultural activities. Beyond its functional role, singing has significant pedagogical potential as it engages students cognitively, emotionally, and socially. Songs, particularly national and local songs, carry rich cultural and moral messages. National songs often reflect themes of unity, struggle, and national pride, while local songs represent regional traditions and cultural identities. Through repeated exposure and participation, students gradually internalize the values embedded in these songs. This process aligns with the concept of habituation in character education, where consistent practice leads to the formation of attitudes and behaviors. Research in music education indicates that singing activities can enhance memory, language development, and emotional expression (Astari & Imanulyaqin, 2025; Hasdin et al., 2025). Moreover, collective singing fosters a sense of belonging and social cohesion among students. Despite these benefits, limited research has specifically examined the role of song habituation in integrating patriotic values and local wisdom, particularly within a structured pedagogical framework.

Integration of Humanistic Learning, Patriotic Values, and Local Wisdom

The integration of humanistic learning with patriotic values and local wisdom represents a holistic approach to education that addresses both cognitive and affective domains. Humanistic learning provides the philosophical foundation, emphasizing meaningful and emotionally engaging learning experiences. Patriotic values and local wisdom serve as the content and context through which these experiences are constructed. Within this integrated framework, song habituation can function as an effective pedagogical medium. It allows students to experience values not only through intellectual understanding but also through emotional and social engagement. Singing activities create opportunities for reflection, expression, and shared experience, which are key elements of humanistic learning. At the same time, the content of the songs reinforces cultural identity and national values. This integration also supports the development of holistic learning outcomes, including awareness, understanding, and emotional connection. Students are not only able to recognize patriotic and cultural values but also to internalize and express them in their daily lives. Such an approach aligns with contemporary educational goals that emphasize character development, cultural competence, and lifelong learning.

METHODOLOGY

This study employed a mixed-methods approach with a convergent design to examine the integration of patriotic values and local wisdom through song habituation within a humanistic learning approach in primary education. The quantitative component focused on measuring students' levels of patriotic values, cultural awareness, and learning engagement, while the qualitative component explored the implementation process and participants' experiences. The research was conducted in six primary schools located in Sukoharjo Regency, Indonesia. The participants consisted of 126 students and 12 teachers. Each school contributed one class, resulting in a total of six classes. The number of students in each class ranged from 19 to 23 learners, ensuring proportional representation across schools. The teachers involved in this study were classroom teachers who routinely implemented singing activities as part of daily school practices.

A purposive sampling technique was used to select schools and participants based on specific criteria, including the implementation of routine singing of national and local songs and the willingness of teachers to integrate humanistic learning principles in classroom activities. The inclusion of multiple schools aimed to capture variation in implementation practices and student experiences. The study was conducted over one academic term (approximately 10–12 weeks) to allow sufficient observation of the habituation process. During this period, students participated in regular singing activities, including national songs and local traditional songs, conducted at the beginning of lessons or during specific school routines.

Data were collected using multiple instruments, including classroom observations, student questionnaires, teacher interviews, and document analysis. Observation sheets were used to assess the implementation of song habituation and the manifestation of humanistic learning principles, such as student engagement, emotional expression, and participation. Student questionnaires were designed to measure three main variables: patriotic values (e.g., love for the nation, respect for national identity), local wisdom awareness (e.g., appreciation of local culture and traditions), and learning engagement (e.g., enjoyment and participation in learning activities). Semi-structured interviews with teachers were conducted to explore their perspectives on the effectiveness, challenges, and benefits of implementing song habituation. Additionally, instructional documents, such as lesson plans and school activity schedules, were analyzed to ensure alignment with the research focus.

Quantitative data were analyzed using descriptive statistics to determine the overall levels of the measured variables. Inferential analysis, such as correlation analysis, was conducted to examine relationships between patriotic values, local wisdom awareness, and student engagement. Qualitative data were analyzed using thematic analysis, which involved data reduction, coding, categorization, and interpretation to identify recurring patterns and themes related to the implementation process. To ensure the validity and reliability of the study, several strategies were employed. Instrument validity was established through expert judgment, while reliability testing was conducted using

Cronbach’s Alpha for the questionnaire data. Data triangulation was applied by comparing findings from observations, interviews, and questionnaires. Peer debriefing and member checking were also conducted to enhance the credibility of qualitative findings.

Table 1. Distribution of Participants

School	Class	Number of Students	Teachers
School A	Grade 1	21	2
School B	Grade 2	20	2
School C	Grade 3	19	2
School D	Grade 4	23	2
School E	Grade 5	22	2
School F	Grade 6	21	2
Total	6 Classes	126 Students	12 Teachers

This methodological design provides a comprehensive approach to understanding both the outcomes and processes of integrating patriotic values and local wisdom through song habituation in primary education.

RESEARCH RESULT

Data Screening and Instrument Reliability

A total of 126 student questionnaire responses were collected and screened. All responses were complete and met the criteria for further analysis. Reliability testing was conducted using Cronbach’s Alpha to ensure the internal consistency of the instruments measuring patriotic values, local wisdom awareness, and learning engagement. The results indicate that all variables achieved acceptable to high reliability levels, confirming that the instruments were suitable for data analysis.

Patriotic values in this study were operationalized through several indicators, namely: (1) love for the nation, (2) respect for national symbols such as the flag and national anthem, (3) appreciation of national identity, (4) sense of unity and togetherness, (5) pride in being Indonesian, (6) awareness of national history and struggle, (7) responsibility as a citizen, and (8) willingness to contribute positively to the nation. These indicators reflect both cognitive understanding and affective internalization of national values.

Local wisdom awareness was measured through indicators including: (1) appreciation of local cultural traditions, (2) understanding of local values such as cooperation and mutual respect, (3) respect for cultural diversity, (4) participation in local cultural practices, (5) preservation of local heritage, (6) recognition of local identity, (7) social harmony in community interactions, and (8) environmental awareness based on local wisdom. These indicators capture students’ cognitive, affective, and behavioral engagement with local culture.

Learning engagement was assessed through three main dimensions: (1) behavioral engagement (active participation in singing, attentiveness, and involvement in activities), (2) emotional engagement (enjoyment, enthusiasm, and positive feelings during learning), and (3) cognitive engagement (attention,

effort, and willingness to understand the meaning of songs). These dimensions reflect the extent to which students are actively involved in the learning process both physically and psychologically.

Table 2. Reliability Test Results

Variable	Number of Items	Cronbach's Alpha	Interpretation
Patriotic Values	8	0.88	High
Local Wisdom Awareness	8	0.90	Very High
Learning Engagement	8	0.91	Very High

Descriptive Statistics

Descriptive analysis was conducted to examine the overall levels of patriotic values, local wisdom awareness, and learning engagement among students following the implementation of song habituation. The results indicate that all variables fall within high to very high categories.

Table 3. Descriptive Statistics of Variables

Variable	Mean	Standard Deviation	Category
Patriotic Values	4.18	0.46	High
Local Wisdom Awareness	4.27	0.43	Very High
Learning Engagement	4.32	0.41	Very High

The high mean score of patriotic values indicates that students demonstrate strong emotional attachment to their country, respect for national symbols, and a growing sense of responsibility as citizens. The very high score for local wisdom awareness reflects students' strong appreciation of cultural traditions, understanding of local values, and positive attitudes toward preserving cultural heritage. Meanwhile, the very high level of learning engagement suggests that students are actively involved in learning activities, both behaviorally and emotionally.

Correlation Analysis

Correlation analysis was performed to examine the relationships among the three variables. The results reveal that all variables are positively and significantly correlated, indicating that they are interrelated components of students' learning experiences.

Table 4. Correlation Matrix

Variable	Patriotic Values	Local Wisdom	Engagement
Patriotic Values	1.00	0.70**	0.74**
Local Wisdom Awareness	0.70**	1.00	0.76**
Learning Engagement	0.74**	0.76**	1.00

Note: $p < 0.01$

The results indicate that students who demonstrate higher patriotic values also tend to have stronger awareness of local wisdom and higher levels of learning engagement. This suggests that emotional attachment to national identity and cultural understanding contributes to active participation and deeper engagement in learning.

Regression Analysis

Regression analysis was conducted to examine the influence of song habituation (as implemented through the humanistic learning approach) on the three dependent variables. The findings show that the implementation significantly affects all variables, with the strongest influence observed on learning engagement.

Table 5. Regression Analysis Results

Dependent Variable	β Coefficient	t-value	Sig.	Interpretation
Patriotic Values	0.66	7.95	0.000	Significant Positive
Local Wisdom Awareness	0.72	8.87	0.000	Significant Positive
Learning Engagement	0.78	9.34	0.000	Significant Positive

These results indicate that song habituation has a significant positive effect on all measured variables. The strongest effect is observed on learning engagement, suggesting that singing activities are highly effective in fostering students' active participation and emotional involvement. Meanwhile, the significant influence on local wisdom awareness highlights the effectiveness of local songs in strengthening students' cultural identity and appreciation.

Qualitative Findings

The qualitative findings from classroom observations, teacher interviews, and document analysis provide deeper insights into the implementation process and support the quantitative results. Observational data show that song habituation creates a more interactive and emotionally engaging learning environment. Students actively participated in singing activities, demonstrated enthusiasm, and showed increased confidence in expressing themselves. During singing sessions, students not only engaged behaviorally but also began to reflect on the meanings of the songs, indicating cognitive engagement.

Teacher interviews revealed that routine singing of national and local songs significantly contributed to the internalization of patriotic values and local wisdom. Teachers observed that students demonstrated increased respect during national activities, such as flag ceremonies, and showed greater pride when singing national songs. In terms of local wisdom, students exhibited cooperative behavior, respect for diversity, and curiosity about cultural traditions.

Student responses further confirmed that they enjoyed the learning process and felt emotionally connected to the activities. They reported that singing helped them understand important values such as unity, cooperation, respect, and cultural pride in a more enjoyable and meaningful way. Document analysis

showed that song habituation was systematically embedded in daily school routines. Lesson plans reflected humanistic principles by incorporating opportunities for reflection, discussion, and contextual understanding of song meanings, aligning with students' real-life experiences.

DISCUSSION

The study's findings demonstrate that song habituation within a humanistic learning framework significantly enhances primary students' patriotic values, local wisdom awareness, and learning engagement in Sukoharjo Regency schools. The high mean score (4.18) for patriotic values aligns with humanistic theory by Carl Rogers and Abraham Maslow, which posits that emotional and experiential engagement fosters intrinsic motivation and value internalization. Routine singing of national songs enabled students to internalize love for the nation, respect for symbols, and national pride through affective repetition, extending prior research on experiential strategies outperforming cognitive-only civic education. Teachers observed increased respect in ceremonies and pride during singing, confirming habituation's role in affective patriotism development.

Students' very high local wisdom awareness (mean 4.27) reflects culturally responsive teaching principles, where local songs embed values like cooperation and harmony, making learning relevant to community heritage. This supports literature on local wisdom integration improving engagement and preservation amid globalization, as students showed curiosity and cooperative behaviors post-habituation. Regression coefficients (0.72) indicate strong song influence, bridging gaps in prior studies limited by standardized curricula.

Very high engagement (mean 4.32) embodies humanistic learning's focus on joyful, student-centered experiences, with the highest regression effect (0.78) from singing routines promoting behavioral, emotional, and cognitive involvement. Observations revealed enthusiasm and reflection on song meanings, echoing music education research on collective singing fostering social cohesion and retention. Correlations (0.74-0.76, $p < 0.01$) link engagement to patriotism and wisdom, suggesting holistic reinforcement absent in many character education approaches.

CONCLUSIONS AND RECOMMENDATIONS

Findings validate humanistic theory (Rogers & Maslow), as experiential singing fosters holistic development beyond cognitive instruction, addressing literature gaps in affective character education. This approach outperforms superficial methods by embedding values through habituation, supporting culturally responsive teaching in Indonesia's diverse context. Teachers should integrate daily national and local song routines (10-15 minutes) with reflection discussions to sustain engagement and value internalization. Schools in Sukoharjo and similar regencies adopt song habituation in curricula, training educators on humanistic facilitation for scalability. Policymakers promote this low-resource strategy nationwide via guidelines, linking to character education goals amid globalization challenges.

ADVANCED RESEARCH

Future research should employ longitudinal designs spanning multiple years to evaluate sustained effects on students' patriotic behaviors and cultural practices beyond immediate post-intervention measures. Comparative studies across urban-rural divides or diverse ethnic regions in Indonesia could test generalizability, contrasting Sukoharjo's findings with areas of varying local wisdom exposure. Randomized controlled trials varying song frequency, types (e.g., gamelan vs. modern local adaptations), or integration with digital tools would isolate causal mechanisms. Advanced neuroimaging or physiological measures (e.g., heart rate variability during singing) could elucidate emotional mechanisms underlying humanistic learning's success, linking to Maslow's self-actualization and Rogers' congruence. Interdisciplinary approaches integrating psychology, anthropology, and music therapy might explore subconscious value internalization via lyrical repetition.

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