

ARTICLE

Local Wisdom-Based Learning and Scientific Article Writing: A Classroom Action Research at SDN 3 Subulussalam

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ABSTRACT ENGLISH:

This paper offers an innovative approach to teacher professional development through the integration of local wisdom into the practice of Classroom Action Research (CAR), which has not been widely optimized in the context of basic education. The focus of this activity is to equip SD Negeri 3 Subulussalam teachers with conceptual understanding and practical skills in preparing, implementing, and reporting local wisdom-based, as well as writing scientific articles on the results of the research. The uniqueness of this approach lies in the utilization of local wisdom as a source of value, learning context, and authentic and contextual classroom problem-solving strategies. Results show a significant improvement in teachers' ability to design learning that matches students' local characteristics, while strengthening their capacity as reflective practitioners and scientific contributors. This finding strengthens the position of local wisdom not only as teaching material, but also as a methodological foundation in the implementation of meaningful and impactful.

ABSTRACT INDONESIAN:

Artikel ilmiah ini menawarkan sebuah pendekatan inovatif dalam pengembangan profesionalisme guru melalui integrasi kearifan lokal ke dalam praktik Penelitian Tindakan Kelas (PTK) yang belum banyak dioptimalkan dalam konteks pendidikan dasar. Fokus kegiatan ini adalah membekali guru-guru SD Negeri 3 Subulussalam dengan pemahaman konseptual dan keterampilan praktis dalam mempersiapkan, melaksanakan, dan melaporkan PTK berbasis kearifan lokal, serta menulis artikel ilmiah hasil penelitian. Keunikan pendekatan ini terletak pada pemanfaatan kearifan lokal sebagai sumber nilai, konteks pembelajaran, dan strategi pemecahan masalah di kelas yang autentik dan kontekstual. Hasil penelitian menunjukkan adanya peningkatan yang signifikan pada kemampuan guru dalam merancang pembelajaran yang sesuai dengan karakteristik lokal siswa, sekaligus memperkuat kapasitas mereka sebagai praktisi yang reflektif dan kontributor ilmiah. Temuan ini memperkuat posisi kearifan lokal tidak hanya sebagai bahan ajar, tetapi juga sebagai landasan metodologis dalam pelaksanaan pembelajaran yang bermakna dan berdampak.

Introduction

Education has a strategic role in shaping a generation that is intelligent, characterized, and able to face the challenges of the times. In the context of basic education, teachers play an important role as the spearhead of effective and meaningful learning (Suwanto & Rahman, 2022). Therefore, teacher competencies must always be developed and adapted to the needs of the times and the environment in which they teach (Ulfiah et al., 2024; Sari, 2021). One approach that is now getting more attention in the world of education is local wisdom-based learning (Jumriani et al., 2021; Uge et al., 2019). This approach not only instills noble values of regional culture to students, but also makes the surrounding environment an authentic source of learning (Fadhilah et al., 2024). Unfortunately, there are still many teachers, especially in the regions, who do not deeply understand the concept and application of local wisdom-based learning (Ningrum & Sungkawa, 2018; Ranggayoni, 2024). This can be caused by lack of training, lack of literature, and lack of awareness of the importance of local culture integration in learning (Razali et al., 2024).

Local wisdom reflects the identity, values and norms of local communities that have been passed down from generation to generation. In Subulussalam, Aceh, various forms of local wisdom such as customs, traditions of *gotong royong*, *pantun*, folk games, and traditional agricultural practices have very rich educational values. Unfortunately, this wealth has not been fully utilized as a medium or source of learning in schools. In fact, the application of local wisdom in learning can increase student involvement, facilitate understanding of the material, and instill character values early on (Maawiyah, A., & Zulmaulida, 2023).

In addition to mastering learning materials and strategies, teachers are also required to have competence in writing scientific works, such as scientific articles (Sundana et al., 2024; Yuzar, 2022). This ability is not only important as a form of developing teacher professionalism, but also as a forum for documenting and disseminating good learning practices that they have carried out. Unfortunately, the reality on the ground shows that the ability to write scientific papers among teachers is still very limited. This is often due to a lack of understanding of the structure of scientific writing, lack of motivation, and the absence of adequate mentoring.

In this case, Classroom Action Research (CAR) is one of the strategic solutions that can bridge these problems. PTK not only helps teachers identify and solve learning problems in the classroom, but also provides a means for teachers to compile scientific papers based on their own findings. Through PTK, teachers can reflect on their learning practices, make improvements, and develop local wisdom-based learning innovations. In other words, CAR is a vehicle for transforming teachers from mere curriculum implementers to active and reflective classroom researchers. This research was conducted at SDN 3 Subulussalam, which is one of the primary schools in Aceh Province. This school has great potential to develop local wisdom-based learning because it is located in a community that still upholds traditional and cultural values. However, there is no systematic effort to integrate local wisdom into the learning process at the school. Therefore, this study aims to explore the extent to which local wisdom-based learning can be implemented at SDN 3 Subulussalam and how teachers can write the results of this implementation in the form of scientific articles through a Classroom Action Research approach.

The problem behind this research arises from the fact that there are still many teachers who do not understand and implement local wisdom-based learning optimally (Iqbal et al., 2023). In fact, local wisdom has high educational value and is very relevant to students' lives. In addition, the ability of teachers to write scientific papers, especially articles on the results of Classroom Action Research (CAR), is also still relatively low. This is an obstacle in documenting and disseminating innovative and contextualized learning practices. Based on these conditions, this study was designed to explore more deeply the implementation of local wisdom-based learning at SDN 3 Subulussalam through the CAR approach. In addition, this study also sought to answer how CAR activities can improve teachers' ability to write scientific articles, as well as identify challenges and solutions faced by teachers in integrating local wisdom into learning and scientific writing.

This study aims to provide a clear picture of the implementation of local wisdom-based learning through Classroom Action Research at SDN 3 Subulussalam. The main focus of this research is to describe how teachers design, implement and reflect on learning that promotes local values as a learning resource. In addition, this research is also directed at improving teachers' competence in writing scientific articles, based on real findings and experiences during the CAR process. This research is expected to reveal various obstacles faced by teachers during the process of integrating local wisdom and writing scientific papers, and present various alternative solutions that can be applied to overcome these problems. Thus, this research is not only descriptive, but also solutive and applicable.

Practically, this study are expected to provide various benefits for various parties involved in the world of education. For teachers, this research can be a source of inspiration as well as a guide in developing contextualized learning, in accordance with the environment and local culture of students (Sari, Ilham, Fuadi, & Nurviani, 2024). In addition, through CAR activities, teachers will be more trained in compiling scientific articles that can be published and used as evidence of professional development. For students, local wisdom-based learning will present a learning experience that is more enjoyable, meaningful, and close to their daily reality. This will certainly increase students' motivation and understanding of the subject matter. Meanwhile, for schools, the results of this research can be the basis for developing a more adaptive and contextualized curriculum. Schools can also encourage the creation of a writing culture among teachers, which in turn will strengthen the scientific culture and innovation in the educational environment. With an approach based on local potential, education becomes more relevant, down-to-earth, and effective in shaping a generation with superior character.

Method

This study used the Classroom Action Research (CAR) approach which was carried out collaboratively between researchers and teachers at SDN 3 Subulussalam. CAR was chosen because it is suitable for overcoming practical problems that occur in the learning process in the classroom and at the same time provides space for reflection and continuous improvement. In its implementation, this CAR follows systematic stages, namely: planning, acting, observing, and reflecting. This research was conducted in two cycles, each with the aim of improving the quality of local wisdom-based learning

and teachers' ability to write scientific articles based on the process. The subjects in this study were teachers and grade students at SDN 3 Subulussalam who became partners in the implementation of the action. Data collection techniques were conducted through observation, interviews, documentation, and analysis of scientific articles produced by teachers after the implementation of the action. The data collected were analyzed descriptively qualitatively to see the changes and improvements from the aspects of learning and scientific writing. This study also identified challenges faced by teachers in the process of integrating local wisdom and scientific writing, and formulated relevant solutions based on the results of the reflection of each cycle. With this method, positive changes are expected both in classroom learning practices and in the culture of scientific writing among teachers.

Result and Discussion

The results of the classroom action research conducted at SDN 3 Subulussalam showed that most teachers did not have an adequate understanding of the importance of local wisdom as a learning resource. At the beginning of the action, teachers were generally not accustomed to linking local cultural values to the teaching and learning process in the classroom. They also found it difficult to elaborate local wisdom in the form of teaching materials in accordance with the curriculum. Local wisdom, which is actually very close to students' daily lives, has not been widely utilized as a contextual and meaningful educational force.

Subulussalam city as the research location is an area rich in culture and tradition. The uniqueness of Subulussalam culture lies not only in its natural beauty, but also in the noble values contained in various rituals, traditions and regional arts. One of the cultural treasures of interest in this study is Pantomime Aceh, a traditional dance that depicts the life stories of local people in an expressive way and is full of moral messages. However, in practice, teachers in schools have not made this kind of dance or cultural expression part of the learning strategy.

Through the implementation of Classroom Action Research (CAR) consisting of two cycles, various stages such as planning, implementation, observation, and reflection were carried out systematically. In the early stages, teachers were given a conceptual understanding of the meaning and importance of local wisdom. Group discussions were held to identify elements of local wisdom that could be incorporated into the learning process, such as folklore, customs, traditional games, and local artworks such as the Aceh Pantomime. Then, teachers tried to design lesson plans (RPP) that integrated these elements.

During the implementation of the action, there was an increase in enthusiasm from teachers and students. Teachers became more creative in developing learning materials that raised the theme of local culture. For example, in Indonesian lessons, students were asked to write short stories based on Subulussalam folk legends. In Cultural Arts lessons, they were introduced to traditional dances and musical instruments that they had only seen at traditional events. Learning became more lively, closer to the context of students' daily lives, and evoked a sense of pride in regional culture.

In terms of the ability to write scientific articles, there was a significant increase in teacher competence. At first, many teachers felt less confident because they had never written scientific

papers before. However, through mentoring and guidance carried out in each CAR cycle, teachers began to understand the structure of scientific articles, systematic writing techniques, and the importance of presenting data based on learning practice experiences in the classroom. Each teacher was asked to write an article based on their PTK process, focusing on how they integrated local wisdom into the teaching materials.

The reflection process showed that some teachers experienced challenges in finding appropriate scientific references on local topics. The lack of formal documentation on Subulussalam's local wisdom was one of the obstacles. In addition, some teachers had difficulty in adjusting local content to the basic competencies listed in the curriculum. To overcome this, discussions between teachers and more intensive article writing training were conducted, including the use of local sources as supporting references. This proves that collaboration between teachers and support from the principal were instrumental in supporting the success of this research. As a result, teachers at SDN 3 Subulussalam managed to produce several scientific articles recording their local wisdom-based learning process. These articles not only illustrate innovative teaching practices, but also serve as a means of documenting experiences and self-reflection as educators. In addition, students' involvement in learning about their own culture has improved their engagement and understanding of the subject matter. Many students feel prouder and more interested when their culture is used as teaching material in the classroom.

In the long run, this approach has the potential to encourage the emergence of a more systematic locally-based curriculum. Schools can develop modules or teaching materials that are relevant to the surrounding cultural environment. The application of local wisdom not only enriches learning content, but also strengthens students' character, such as love for the country, social care and respect for tradition. In addition, teachers' ability to write scientific articles also has a positive impact on their professional career development. The results of scientific work can be used as portfolio material for promotion and also open up opportunities for wider scientific publications.

The findings of this study show that the integration of local wisdom and learning is not only possible but crucial to creating education that is contextual, inclusive and relevant to the needs and culture of the local community. CAR as a research method has proven to be an effective tool to encourage changes in teaching practices while developing teachers' reflective skills (Elviani et al., 2024). In this context, teachers are not only teachers but also researchers in their own classrooms who are able to generate new knowledge from their practical experiences (Larisa et al., 2023). Overall, the results and discussion indicate that local wisdom-based learning and scientific article writing can coexist and strengthen each other. On the one hand, learning becomes more meaningful because it touches students' local reality. On the other hand, this process encourages teachers to be more reflective and productive in writing and sharing their teaching experiences scientifically. Thus, this combination of approaches deserves to be developed and replicated in other schools, especially those in areas with abundant local cultural wealth such as Subulussalam City.

Conclusion

Based on the results of classroom action research conducted at SDN 3 Subulussalam, it can be concluded that the integration of local wisdom in learning can increase the relevance and meaning of the student learning process while enriching the teacher's experience in designing contextualized materials. Although initially many teachers did not have a deep understanding of local cultural values such as Pantomime Aceh, through the CAR cycles they managed to explore and utilize this cultural wealth as an effective teaching resource. In addition, training and mentoring in writing scientific articles also encouraged teachers to be more reflective and productive in sharing their good learning practices. Thus, the local wisdom-based learning approach combined with scientific writing has proven to be effective in improving the quality of education and teacher professionalism, as well as encouraging the creation of learning that is more contextual and rooted in the culture of the local community.

Ethical considerations

The study was conducted in accordance with ethical principles, with voluntary participation based on informed consent. Teachers and students were given an explanation of the purpose, procedures, and risks of the study. The identity of the participants was kept confidential, and the data was stored securely and only accessed by the researcher. The results of the study will be shared with the school and academics without revealing the identity of the participants.

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