



The Curriculum of Islamic Educational Institutions Integrated with Local Wisdom

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Abstract

A curriculum, like a map, is not merely a route to knowledge it also reflects who we are and where we come from. Thus, the development of Islamic educational institutions cannot occur in isolation; it must be interwoven with the broader fabric of life. This study is grounded in the belief that active participation from various stakeholders, local communities, village clerics, dedicated teachers, parents who offer silent prayers, and local governments, is essential to ensure that the curriculum becomes more than a formal document. It should instead become a living, breathing entity within the learning environment. Utilizing a systematic approach, this research applies rigorous screening based on inclusion and exclusion criteria and draws from scholarly databases. The findings reveal that integrating local wisdom into the curriculum of Islamic educational institutions not only deepens students' religious understanding but also cultivates social awareness, ethical values, and interpersonal skills. Academically, this has significant implications for the development of culturally rooted curricula, context-based teaching methodologies, and character education grounded in local traditions. Designing educational experiences in Islamic institutions with local wisdom as their foundation is not merely about adding customary elements to religious teachings. Rather, it requires synthesis a convergence of traditional values and divine guidance, ensuring that neither negates the other, but instead mutually reinforces both. In conclusion, a curriculum based on local wisdom imbues the learning process with new meaning: it becomes more contextual, grounded, and ultimately more capable of shaping students' comprehension of the religious and cultural values that thrive in their own native soil.

Keywords: Islamic Educational Institutions, Curriculum, Local Wisdom, National Curriculum, Integration.

INTRODUCTION

The curriculum of Islamic educational institutions that incorporates local wisdom emphasizes the strengthening of individual cultural and religious identity. It fosters a deeper and more contextual understanding of Islamic teachings, enhances the relevance of Islamic education in daily life, and encourages students to appreciate and preserve local

traditions and cultural heritage (Firmansyah, 2024). Local wisdom encompasses the values, traditions, and practices inherited across generations. This wisdom not only enriches the curriculum but also helps students comprehend and value their cultural identities. By integrating local wisdom, the content of all subjects in Islamic educational institutions becomes more contextualized and responsive to the specific challenges faced by local communities (Andini & Sirozi, 2024).

The integration of local wisdom values into the curriculum represents a strategic approach to creating contextual, meaningful, and life-relevant learning experiences. Through this approach, Islamic educational institutions are no longer seen merely as transmitters of religious knowledge but as spaces that cultivate holistic understanding connecting Islamic teachings with local cultural values (Inayati et al., 2024). The inculcation of Islamic educational values within the framework of local wisdom is implemented through the internalization of faith-based principles, such as belief in the afterlife; spiritual practices exemplified through remembrance (*dhikr*) and supplication (*du'ā'*) as constant means of remembering God (Afif, 2022); and moral virtues reflected in politeness, hospitality, respectful greetings, and compassion toward all beings.

Developing a local wisdom-based curriculum model across all levels of Islamic education, especially in rural areas, is a strategic effort to enhance both the relevance and effectiveness of Islamic educational institutions. A curriculum model that integrates Islamic values with the indigenous wisdom of rural communities not only reinforces the students' religious identity but also strengthens the cultural values that define their local environment (As'ari, 2024).

Challenges in developing a local wisdom-based curriculum for Islamic education are evident in findings by Nudiati and Sudiapermana (2020), who highlight the insufficient emphasis on students' understanding of cultural diversity and civic responsibility. They also note the limited variety of instructional materials and curricula that fail to fully align with the local contexts of students. Similarly, research by Rahmayanti et al. (2018) reveals the difficulties teachers encounter in integrating local wisdom into the learning process, largely due to a lack of experience in applying culturally grounded pedagogies.

In addition, the study by Febriyanni et al. (2022) identifies the lack of teacher training and professional development as a major barrier to improving teacher competencies in embedding local wisdom into the Islamic education curriculum. Therefore, the development of an effective curriculum for Islamic educational institutions particularly in areas that require greater stakeholder engagement necessitates the active involvement of local communities, village religious leaders, teachers, parents, and local government officials. These stakeholders play a vital role in ensuring that the evolving curriculum meets communal needs and expectations and is implemented effectively within educational settings.

Considering the various social, cultural, and educational dynamics in different regions, alongside the limitations inherent in national curriculum implementation, the development of a localized curriculum model in Islamic educational institutions emerges as both a strategic and contextually relevant endeavor. This study aims to contribute meaningfully to improving the quality of education in Islamic institutions, thereby nurturing a generation of morally upright, faithful individuals who are deeply rooted in the cultural values and local wisdom of their communities.

RESEARCH METHODOLOGY

The curriculum plays a pivotal role in the educational system, as it determines the direction, content, and process of education ultimately shaping the type and qualifications of graduates produced by an educational institution. Curriculum content encompasses not only instructional planning and delivery but also the design and implementation of education at classroom, institutional, regional, and national levels.

In efforts to develop a curriculum rooted in local wisdom, education should contribute to the preservation and advancement of regional cultures. This process aims to equip students with life skills and adaptive attitudes suited to modern challenges while remaining grounded in local traditions, particularly Islamic cultural heritage. Therefore, discussions surrounding curriculum development within Islamic educational institutions that uphold local wisdom represent a critical and timely area for scholarly exploration.

This study employed a comprehensive literature review method, involving the examination of books, peer-reviewed journals, and other scholarly publications relevant to the research topic. Reference materials were retrieved from academic databases such as Scopus, Google Scholar, and others, ensuring the inclusion of credible and up-to-date sources.

Inclusion and exclusion criteria were established to ensure that selected studies aligned with the research objectives and were capable of answering the formulated research questions. These criteria were determined prior to the literature search process. By nature, inclusion and exclusion criteria serve opposite functions. The table below outlines the criteria used in this study:

Table 1: Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Studies addressing Islamic education curriculum with local wisdom in Indonesia	Non-experimental studies unrelated to local wisdom
Journal publications or articles published within the last five years (2020–2025)	Publications dated before 2020
Written in either Indonesian or English	Written in languages other than Indonesian or English

This research adopted a systematic approach, which included the development of a research protocol, comprehensive literature searches, quality appraisal of selected studies, and integrated analysis of findings. The literature review followed a systematic and critical process of collecting, evaluating, and synthesizing relevant scholarly work. The purpose of this process was to understand the evolution of prior research, identify existing knowledge gaps, and provide a strong theoretical foundation for the current investigation (Ardiansyah et al., 2023).

Data collection was conducted by reviewing theories and findings from prior developmental research. The sources included academic books, national journals, and international peer-reviewed journals. Data analysis employed a content analysis approach, involving a deep examination of relevant theoretical frameworks and the drawing of conclusions based on the synthesized data (Waruwu, 2024).

WHY IS A LOCAL WISDOM-BASED CURRICULUM IMPORTANT?

The curriculum is one of the most vital components in education, serving as the foundation upon which educators especially teachers design innovative learning processes aimed at achieving intended educational outcomes (Rahayu, 2023). Among the key aspects that must be addressed in curriculum development is the integration of local wisdom, which functions as a marker of national identity. In the context of Indonesia, local wisdom serves as a cultural vehicle through which indigenous values are transmitted across generations and transformed through intercultural encounters, ultimately shaping the nation's cultural identity and influencing various dimensions of social life (Yulianti & Nisa, 2023). Curriculum development must also align with contemporary developments to ensure that learners are adequately prepared to face present-day challenges (Uktolseja et al., 2022). A curriculum rooted in local potential grants each educational institution a distinctive character that differentiates it from others, thus serving as a unique asset (Latifah, 2023).

The formulation of curriculum content must be realized through concrete learning activities. In this regard, the authority to design and implement learning and assessment processes based on local wisdom is often delegated to teachers by school leaders. This is premised on the belief that each teacher possesses unique pedagogical approaches tailored to their students' needs. Nevertheless, such autonomy must still operate within the educational framework and guidelines established by the institution (Arifin, 2020).

The application of local wisdom within the framework of the *Kurikulum Merdeka* (Independent Curriculum) encourages a contextual learning approach. This allows students to develop a deeper understanding of local values within a globalized context. One practical method involves project-based learning, which incorporates folktales, traditions, and cultural knowledge as relevant and engaging content. The concept of Local Genius 6.0 promotes the cultivation of unique and innovative local skills as adaptive responses to global challenges. By embedding local wisdom into the educational process, Islamic schools can foster cultural awareness, integrate technological advancements such as the Internet of Things (IoT), and promote sustainable solutions tailored to local realities (Nurohman et al., 2024).

Kurikulum Merdeka is characterized by its diverse intracurricular learning structures, with content designed to allow students sufficient time for conceptual understanding (Ministry of Education, Directorate of Elementary Education). This curriculum grants students the freedom to learn according to their own potential and individual characteristics. One of the strategic pathways to realizing this flexibility is through the integration of local wisdom (Hasibuan, 2022). In fact, the *Merdeka Belajar* ("Freedom to Learn") philosophy aligns closely with the principles of local wisdom (Lidi et al., 2022).

Research by De Gomes and Sidi (2022) underscores the importance of integrating local wisdom into Islamic educational institutions. They report two main findings: first, most values introduced through local content tend to focus on cultural traditions, while the distinctive features and potentials of specific regions are often underrepresented in the classroom. Second, the implementation of local values is generally conducted through the introduction of simple, everyday concepts that resonate with students' lived experiences.

The implication of developing a local wisdom-based curriculum in Islamic schools is the creation of learning experiences that are both meaningful and relevant, thereby enhancing students' understanding of religious teachings and local cultural values. This not only strengthens national identity and fosters pride in Indonesia's cultural

diversity but also empowers teachers with the skills and confidence needed to cultivate dynamic and inspiring classroom environments ultimately contributing to improved student learning outcomes (Husni, 2024).

Findings from Suryadi and Jasiah (2023) further indicate that integrating local wisdom into the curriculum supports students in understanding their cultural identities, increases engagement in the learning process, and strengthens the bond between schools and surrounding communities. Localized curriculum adaptation enhances students' cultural competence and promotes education that is both inclusive and locally relevant. Their study emphasizes the importance of a participatory approach to curriculum development, in which students, teachers, and parents actively collaborate in designing and implementing value-based learning drawn from local traditions.

FORMS OF LOCAL WISDOM INTEGRATION IN ISLAMIC EDUCATIONAL INSTITUTIONS

Education centered on local wisdom, when grounded in Islamic principles, provides learners with the means to remain connected to the concrete realities of their lives while guided by Islamic teachings (Harahap & Hamka, 2023). The foundational pillars of a local wisdom-based education include:

1. Nurturing educated individuals by recognizing human existence from the prenatal stage;
2. Upholding truth and noble character while rejecting deviant modes of thinking;
3. Prioritizing moral and spiritual development (affective domain) alongside cognitive and psychomotor aspects; and
4. Fostering synergy between culture, education, and tourism to promote character-based education (parmin et al., 2022). Local wisdom must be cultivated based on the unique potential of the surrounding region (susanto et al., 2022).

The introduction of local culture or indigenous wisdom can be implemented within Islamic educational institutions through local wisdom-based learning approaches, which emphasize the transmission of core values derived from local traditions and the lived philosophies of the community. Such education leverages regional advantages across various domains to develop student competencies. Integrating local wisdom into Islamic education enhances teachers' capacities through the acquisition of indigenous knowledge, application of culturally rooted pedagogies, and involvement in local economic empowerment initiatives.

Planning strategies for local wisdom integration within Islamic schools include: identifying local wisdom resources, developing culturally relevant instructional materials, selecting appropriate teaching methods, delivering content effectively, and assessing learning outcomes. A curriculum grounded in local wisdom plays a critical role in ensuring that the curriculum is contextually relevant, socially acceptable, and attractive to both students and key stakeholders (Yuniarti & Sirozi, 2024).

Integrating local wisdom into Islamic education enhances religious understanding, fosters social awareness, and promotes the ethical and social development of students. Academically, this integration leads to the development of culturally responsive curricula, contextual teaching methods, and further research on character education rooted in local traditions. Parental involvement and the use of technology are essential in sustaining cultural preservation. Such integration not only strengthens cultural identity but also

fosters social harmony and enhances the overall quality of values-based education (Walad et al., 2025). Furthermore, the values embedded in local wisdom can be instrumental in strengthening students' character by cultivating moral knowledge, moral sentiment, and moral action, all grounded in the ethical traditions of their cultural heritage (Rispan & Sudrajat, 2019).

Learning processes in Islamic educational institutions that draw from local wisdom integrate Islamic teachings with indigenous cultural values and traditions. In religious subjects such as Qur'an, Hadith, Fiqh, and Islamic Creed and Ethics (*Aqidah Akhlaq*), teachers can contextualize lessons by linking Islamic principles to local practices. For example, the Islamic injunctions on *zakat* can be related to how local communities understand and practice charitable giving. In doing so, fiqh concepts are explained through concrete local examples, thereby facilitating comprehension and relevance. This approach helps students apply Islamic teachings to their daily lives while reinforcing local identity and preserving deeply rooted cultural values (Andriana, 2024).

Research by Nudiati and Sudiapermana (2020) identified a major issue: insufficient emphasis on cultivating students' understanding of cultural diversity and civic responsibility. A lack of diverse learning resources and limited access to culturally reflective materials adversely impacts students' cultural and civic literacy. These shortcomings hinder students' awareness of their socio-cultural environment, indicating that the existing curriculum has not been fully aligned with students' local realities, thus weakening the link between academic content and real-life experiences.

Febriyanni et al. (2022) highlight the lack of training and professional development for teachers as a critical barrier to implementing local wisdom-based education in Islamic schools. Without adequate training, teachers lack the skills necessary to apply culturally grounded pedagogies. Additionally, limited career development opportunities reduce teachers' motivation for continuous professional growth, ultimately affecting teaching quality.

Nudiati and Sudiapermana (2020) further suggest that insufficient attention to students' cultural diversity poses a barrier to effective learning. By integrating local wisdom into the curriculum, educators can offer more engaging and contextually relevant experiences, which may boost student interest and motivation.

Fathurrozi (2023) outlines a curriculum development model based on local wisdom that includes: the design of pluralistic curricula, intercultural learning, multicultural value education, and collaboration between schools and the community. Multicultural education empowers the younger generation to act as agents of peace, mitigating intergroup conflicts particularly those based on ethnic, religious, racial, and intergroup differences (SARA), which remain prevalent in Indonesia. However, challenges include: the recognition and appreciation of local wisdom, the need for a balanced curriculum, teacher training, and active community participation.

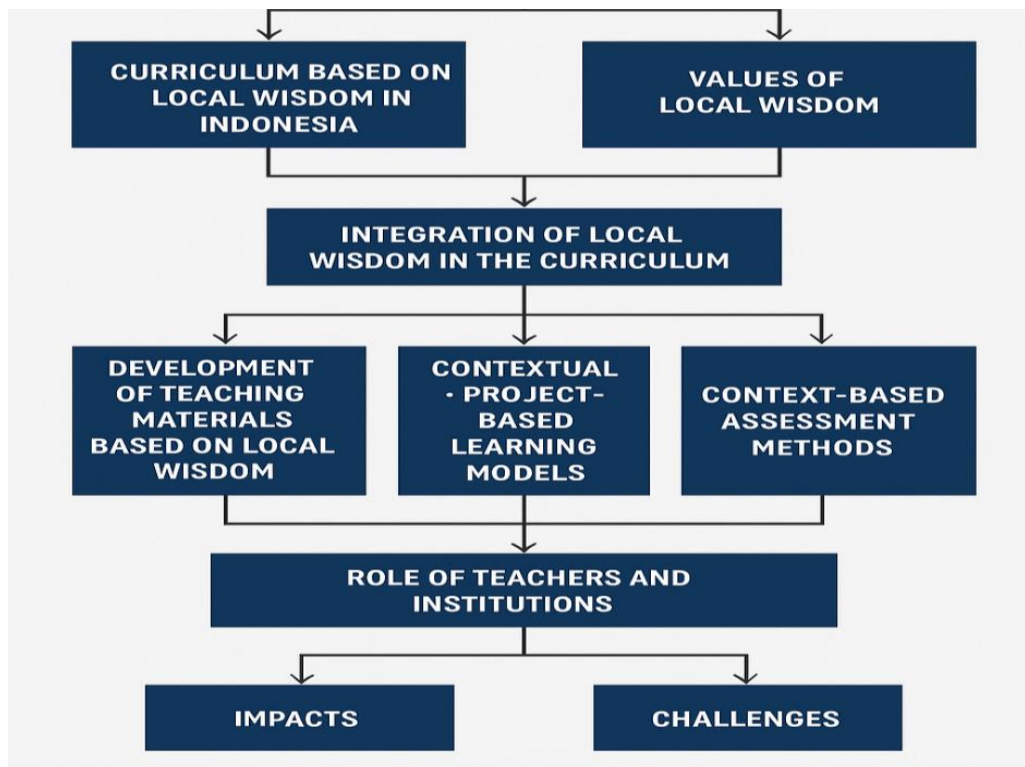
Wahyuni et al. (2025) found that the integration of local wisdom into educational practices in schools contributes to deeper student understanding of Islamic teachings and instills values of tolerance and social cohesion. This is particularly relevant to Islamic educational institutions. However, implementation challenges persist, including limited resources, inadequate teacher knowledge, and divergent community perspectives on cultural integration in religious education. Therefore, the development of a value-based local curriculum and comprehensive teacher training is essential for effective implementation.

Designing local wisdom-based learning in Islamic institutions requires an approach that synthesizes traditional values with Islamic teachings (Siratjudin & Dewi, 2024). The first step is identifying forms of local wisdom relevant to the cultural setting of the educational institution, including values, customs, and long-standing community practices. Subsequently, the curriculum must be adapted to reflect these values. For instance, in teaching ethics (*akhlak*), educators may utilize local folktales that embody moral values aligned with Islamic teachings, or reference historical local figures who contributed to the spread of Islam.

Teaching methods should reflect the local context, which may involve project-based learning initiatives such as documenting cultural or religious practices. Instructional content should be contextualized for example, by explaining Islamic festivals in relation to how they are observed by the local community. Regular evaluations and revisions are necessary to maintain the relevance and effectiveness of the curriculum. Through this approach, learning in Islamic institutions becomes not only more engaging and relevant but also helps students comprehend the intersection between religious doctrine and everyday life.

In applying practical approaches to local wisdom-based learning, teachers can integrate indigenous values and practices with Islamic teachings (Musyafak & Subhi, 2023). For instance, when teaching ethical behavior, educators might draw from local legends that promote honesty and generosity virtues consistent with Islamic ethics. Stories of well-known local figures who exemplified integrity and piety can serve as effective tools for conveying and internalizing Islamic values. Teachers may also facilitate group discussions that encourage students to reflect on how such values can be applied in their own lives. This study offers fresh insights, as illustrated in Figure 1.

Figure 1. Analytical Framework of Local Wisdom-Based Curriculum in Islamic Education



CONCLUSION

The integration of local wisdom into Islamic educational institutions holds significant potential for enhancing students' religious understanding, fostering social awareness, and cultivating ethical behavior and interpersonal skills. Academically, this approach contributes to the development of culturally responsive curricula, the implementation of contextually grounded teaching methods, and the enrichment of character education through local traditions.

Designing learning processes that incorporate local wisdom within Islamic educational institutions requires a pedagogical framework capable of harmoniously blending traditional cultural values with the core principles of Islamic teachings. It is strongly recommended that Islamic educational institutions systematically and structurally embed local wisdom into their curriculum to ensure contextual relevance in instruction.

Nevertheless, the limited scope of existing literature on this topic remains a challenge, particularly in terms of empirical findings and analytical depth. This study acknowledges several limitations, both in methodological scope and interpretive nuance. Despite these constraints, the study underscores the importance of developing Islamic Religious Education (IRE) curricula rooted in local wisdom. Such an approach aims to create more meaningful and relevant learning experiences. It not only strengthens students' comprehension of religious and cultural values but also supports the preservation and revitalization of local traditions within the broader framework of Islamic education.

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