

LEARNING INNOVATION BASED ON MALACCA LOCAL WISDOM IN THE ERA OF THE INDEPENDENT CURRICULUM

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Abstract

This research aims to examine learning innovations based on Malacca's local wisdom in supporting the implementation of the Independent Curriculum. The method used is qualitative research with a literature study approach. Data was collected through the analysis of journals, scientific articles, and documents related to local culture-based learning. The results of the study show that the integration of local wisdom in learning is able to increase student involvement, strengthen cultural identity, and instill character values such as mutual cooperation, responsibility, and tolerance. In addition, learning innovations can be carried out through contextual approaches, culture-based projects, and collaboration with local communities. The challenges faced include limited resources, lack of understanding of teachers, and lack of cultural documentation. Therefore, teacher training and policy support are needed to optimize the use of local wisdom in learning. Thus, learning based on local wisdom is an effective strategy in creating education that is meaningful and relevant to the lives of students in the era of the Independent Curriculum.

Keywords: *Learning Innovation; Local Wisdom; Independent Curriculum*

Introduction

Education is one of the main pillars in the development of quality human resources. In facing the challenges of globalization and rapid technological development, the education system is required to be able to adapt and produce students who are not only academically intelligent, but also have strong character and a strong cultural identity. Therefore, the Indonesian government presents the Independent Curriculum policy as a form of innovation in the national education system that is more flexible, contextual, and oriented to the needs of students (Ministry of Education and Culture, 2022). The Merdeka Curriculum emphasizes *student-centered learning*, character strengthening through the Pancasila Student Profile, and project-based learning that is contextual with students' real lives.

In its implementation, this curriculum gives teachers the freedom to develop innovative learning strategies that are relevant to the surrounding environment (Sufyadi et al., 2021). One of the approaches that is considered effective in supporting this goal is the integration of local wisdom in the learning process. Local wisdom is a cultural heritage that contains noble values that develop in society and are inherited from generation to generation. These values include social, moral, spiritual, and ecological aspects that can be used as a source of meaningful learning (Koentjaraningrat, 2009). In the context of education, local wisdom plays an important role in shaping the character of students and strengthening cultural identity in the midst of globalization trends that tend to erode local values (Tilaar, 2012). Malacca Regency as one of the regions in East Nusa Tenggara Province has great potential to be used as a source of learning. The tradition of belis as part of the customary marriage system reflects the values of responsibility, respect for the family, and social solidarity (Da Costa et al., 2025). In addition, ikat weaving not only functions as a cultural product, but also as a symbol of community identity and aesthetic values (Southern Indonesia, 2024). Meanwhile, the Likurai dance depicts

the spirit of togetherness, courage, and respect for ancestral history and traditions (De Carvalho et al., 2025).

The use of local wisdom in learning has great potential in creating contextual and meaningful learning. Learning that is associated with students' real experiences will be easier to understand and able to increase learning motivation. This is in line with the theory of constructivism which states that knowledge is built on the experience and interaction of the individual with his or her environment (Piaget, 1970). Thus, the integration of local wisdom in learning not only improves cognitive understanding, but also shapes students' attitudes and character. However, in practice, the use of local wisdom in learning still faces various obstacles. Some of them are the lack of teachers' understanding of the concept of local wisdom, the limited number of cultural-based learning resources, and the lack of documentation of local culture that can be used as a learning reference (Neolaka et al., 2025). In addition, the increasingly strong influence of global culture is also a challenge in instilling local cultural values in the younger generation.

Therefore, innovation in learning is needed that is able to effectively integrate local wisdom in the Independent Curriculum. These innovations can be carried out through the development of contextual learning models, the use of cultural-based learning media, and collaboration with local communities as learning resources. Thus, learning not only functions as a means of knowledge transfer, but also as an effort to preserve culture and shape the character of students. Based on this description, this study aims to examine learning innovations based on Malacca's local wisdom in supporting the implementation of the Independent Curriculum. This research is expected to contribute to the development of more relevant, contextual, and sustainable learning practices, especially in areas with local cultural richness.

Literature Review

1. Learning Innovation

Learning innovation is an effort to update the educational process that aims to improve the quality of learning, both in terms of methods, media, and strategies used. This innovation is not only limited to the use of technology, but also includes the development of learning approaches that are more creative, effective, and relevant to the needs of students (Sanjaya, 2016).

In the context of modern education, learning innovation is very important because of changes in the characteristics of students and the demands of 21st century competencies which include critical, creative, collaborative, and communicative thinking skills (Trilling & Fadel, 2009). Therefore, teachers are required to be able to create learning that is not only teacher-centered, but also actively involves students in the learning process.

Some forms of learning innovations that are relevant to the Independent Curriculum include *Project Based Learning* (PjBL), *Problem Based Learning* (PBL), and *Contextual Teaching and Learning* (CTL). These models allow students to learn through real-life experiences and problem-solving related to everyday life. Thus, learning innovation plays an important role in creating a meaningful and sustainable learning process.

In addition, learning innovations can also be carried out by integrating local cultural values as learning resources. This approach not only increases the relevance of learning, but also helps in the preservation of culture and the formation of students' character (Hamalik, 2013).

2. Local Wisdom

Local wisdom is a cultural value that develops in society and is inherited from generation to generation as a guideline in life. According to Koentjaraningrat (2009), local wisdom includes knowledge systems, beliefs, customs, and social norms that become the identity of a community.

Local wisdom has an important role in shaping individual character, because it contains moral values such as mutual cooperation, tolerance, responsibility, and respect for others. These values are very relevant to be integrated in education, especially in an effort to form a generation with character and culture (Tilaar, 2012).

3. Independent Curriculum

The Independent Curriculum is an education policy developed by the Indonesian government as an effort to improve the quality of education through more flexible and student-centered learning. This curriculum gives teachers the freedom to develop learning methods and strategies that suit the needs of students (Ministry of Education and Culture, 2022).

One of the main characteristics of the Independent Curriculum is the Pancasila Student Profile Strengthening Project (P5) which aims to develop students' character through project-based learning. In its implementation, students are invited to explore various contextual issues, including local culture, so that learning becomes more relevant and meaningful (Sufyadi et al., 2021).

In addition, the Independent Curriculum also emphasizes differentiated learning, which is learning that is tailored to students' abilities, interests, and needs. This allows each student to learn optimally according to their respective potential. This approach also provides space for teachers to integrate local wisdom as part of the learning process.

The Independent Curriculum also encourages the use of various learning resources, not only from textbooks, but also from the surrounding environment. Thus, local wisdom can be used as an authentic and contextual learning resource. The integration between the Independent Curriculum and local wisdom is expected to be able to create learning that is not only knowledge-oriented, but also on the formation of students' character and cultural identity.

4. Integration of Learning Innovation, Local Wisdom, and Independent Curriculum

The integration between learning innovation, local wisdom, and the Independent Curriculum is a strategic approach in improving the quality of education. Learning innovations provide creative methods and strategies, local wisdom provides relevant context, while the Independent Curriculum is a policy framework that supports the implementation of learning.

Learning that integrates these three aspects will result in a more meaningful learning experience, as students not only learn theoretically, but also understand the cultural values that exist in their environment. This is in line with the concept of contextual education which emphasizes the relationship between learning materials and students' real lives (Johnson, 2002).

In addition, this integration also plays a role in shaping student characters in accordance with the Pancasila Student Profile. Students not only become academically intelligent individuals, but also have a strong cultural identity and are able to adapt to the times.

Thus, learning innovations based on local wisdom in the Independent Curriculum are an effective approach in creating quality, relevant, and sustainable education.

Research methods

This research uses a qualitative approach with a type of literature study research (*library research*) which aims to examine in depth the concept of learning innovation based on Malacca's local wisdom in the context of the implementation of the Independent Curriculum. The qualitative approach was chosen because it was able to provide a comprehensive understanding of contextual social and educational phenomena, especially those related to local cultural values.

The data sources in this study were obtained from various relevant literature, such as scientific journals, academic books, research articles, and education policy documents related to the Independent Curriculum and learning based on local wisdom. In addition, the data is also supported by the results of a study on cultural practices in Malacca Regency that have the potential to be a source of learning, such as the tradition of belis, ikat weaving, and Likurai dance.

The data collection technique is carried out through documentation studies by identifying, reading, and reviewing various written sources that are relevant to the research topic. This process is carried out systematically to ensure that the data used

has high validity and credibility. The researcher also conducts a selection process of the sources used to match the focus of the research.

Data analysis was carried out in a qualitative descriptive manner using *content analysis techniques*. In this process, the data that has been collected is reduced, categorized, and interpreted to find patterns, concepts, and relationships between variables related to learning innovations based on local wisdom. The results of the analysis are then presented in the form of a systematic and logical description so that it can provide a clear picture of the implementation of learning based on local wisdom in the era of the Independent Curriculum.

By using this method, the research is expected to be able to produce an in-depth, relevant study, and can be a reference in the development of local culture-based learning, especially in Malacca Regency.

Results and discussion

1. Forms of Learning Innovation Based on Malacca's Local Wisdom

The results of the study show that learning innovations based on local wisdom in Malacca Regency can be implemented through various contextual and adaptive approaches to the Independent Curriculum. One of the most effective forms of innovation is *Project Based Learning* (PjBL), where students are actively involved in projects related to local culture (Sufyadi et al., 2021).

For example, students can create a documentation project about the process of making ikat weaving, from the selection of materials, natural dyeing techniques, to the symbolic meaning of the resulting motifs. This project not only involves the cognitive aspect, but also the affective and psychomotor aspects of the students (Hamalik, 2013).

In addition, the integration of local wisdom can also be done through interdisciplinary *learning* (Johnson, 2002). For example: Mathematics: analysis of patterns and symmetry in weaving motifs, Social Studies: socio-cultural studies in the belisis tradition, Bahasa Indonesia: writing a description text or narrative about local culture, Cultural Arts: Likurai dance practice

2. The Impact and Benefits of Local Wisdom-Based Learning

Learning based on local wisdom has a significant impact on various aspects of student development. Cognitively, students understand the material more easily because it is associated with real experiences in daily life. This is in line with the theory of constructivism which states that knowledge is built on experience. In terms of affectiveness, this learning is able to foster a sense of pride in local culture. Not only learning about culture, but also internalizing the values contained in it, such as mutual cooperation, responsibility, and respect for others.

From a social perspective, learning based on local wisdom encourages interaction between students and the community. For example, in project activities, students can interact directly with weaving artisans or traditional leaders. This strengthens students' communication and collaboration skills.

In addition, this learning also contributes to character formation in accordance with the Pancasila Student Profile, such as: Faith and noble character, Global diversity, mutual cooperation, Creative and critical reasoning.

Thus, learning based on local wisdom focuses not only on knowledge transfer, but also on the formation of students' character and identity.

3. Challenges in the Implementation of Local Wisdom-Based Learning

Despite having many advantages, the implementation of learning based on local wisdom in Malacca still faces various challenges. One of the main obstacles is the limited understanding of teachers to the concept and practice of local wisdom. Not all teachers have sufficient knowledge of the local culture, making it difficult to integrate it into learning. Another challenge is the limited time in learning. A dense curriculum often makes it difficult for teachers to develop

project-based learning that takes longer. From the student side, not all students have the same interest in local culture, especially in the digital era which is more dominated by global culture. This is a challenge in itself in fostering cultural awareness in the younger generation.

4. Development Strategies and Innovative Solutions

To overcome these challenges, a systematic and sustainable development strategy is needed. One of the strategies that can be done is to improve teacher competence through training and workshops on learning based on local wisdom. Teachers need to be equipped with cultural knowledge and skills in designing innovative learning.

In addition, collaboration with local communities is an important step. Schools can work with traditional leaders, artists, and artisans to become a learning resource for students. This approach not only enriches the learning material, but also strengthens the relationship between the school and the community.

The use of digital technology is also a relevant solution in the modern era. Local culture can be documented in the form of videos, e-books, or other interactive media. This digitalization not only facilitates access to learning, but also helps preserve culture.

Another strategy is the integration of local wisdom in the Pancasila Student Profile Strengthening Project (P5). Themes such as local wisdom, sustainability, and entrepreneurship can be attributed to the cultural potential of Malacca.

Conclusion

Learning based on Malacca's local wisdom is a relevant innovation in the implementation of the Independent Curriculum. This approach is able to improve the quality of learning by making it more contextual and meaningful. In addition, the integration of local culture also plays an important role in shaping the character of students and preserving regional culture.

However, its implementation still faces various challenges that need to be overcome through teacher training, policy support, and collaboration with the community. Thus, learning based on local wisdom can be a solution in creating quality and sustainable education.

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