



School Management Based on Local Wisdom: An Inclusive Model for Enhancing Community Involvement in Education

I Dewa Ayu Eka Purba Dharma Tari¹, Putu Abda Ursula², Ni Ketut Erawati³,
Nurfidianty Annafi⁴, Hairil Wadi⁵

¹Universitas PGRI Mahadewa Indonesia, Denpasar Bali, Indonesia

²Universitas Panji Sakti, Singaraja Bali, Indonesia

³Universitas PGRI Mahadewa Indonesia, Denpasar Bali, Indonesia

⁴Universitas Nggusuwaru, NTB, Indonesia

⁵Universitas Mataram, NTB, Indonesia

E-mail: purba@mahadewa.ac.id, abdaursula@gmail.com, Ketuterawati@mahadewa.ac.id,
nurfidianty89@gmail.com, wadifkipunram@gmail.com

ABSTRACT

Keywords:

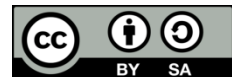
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*Corresponding Author:

purba@mahadewa.ac.id

Education that draws inspiration from local cultural values can contribute greatly to building a more inclusive and sustainable school management system. This research aims to explore school management based on local wisdom as an inclusive model to increase community participation in education. The method applied is Literature Review (LR), which involves analysing previous studies on integrating local wisdom in school management. The findings show that a number of cultural approaches have been applied in various locations, such as the Tri Hita Karana concept in Bali, Panjang Mulud in Banten and Sigaro Malaha in Ternate. These models have been shown to improve the effectiveness of leadership in schools, strengthen community involvement and create learning environments that are more in line with local cultural characteristics. However, there are some challenges in implementing these models, including lack of support from national policy, limited resources, teacher readiness and resistance from some communities. To overcome these challenges, this study recommends several strategies, including strengthening local culture-based education regulations, providing training for teachers and principals, developing cooperation between schools and communities and developing learning modules that emphasise local culture. With these strategies, school management based on local wisdom can be an effective solution to build a more accountable, inclusive and competitive education system.

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1. INTRODUCTION

Education plays an important role in creating a competitive, culturally rich and sustainable society. However, school management faces various challenges, especially in getting the community to be more active in education. One way to address this issue is by implementing local wisdom-based school management, which is a method of incorporating local cultural values in school management to create a more appropriate and inclusive learning environment. The idea of local wisdom-based school management emerged as a response to an education system that often prioritises central policies without taking into account local social and cultural characteristics. Many schools experience difficulties in building community participation because the methods used do not fully reflect local values and norms (Gonjo et al., 2024). In this case, an approach that focuses on local wisdom is believed to be an effective solution to strengthen school-community cooperation and improve school management capabilities. Similar to Gairhe's opinion, (2023) that local knowledge and community involvement are very important to improve school governance and overcome existing challenges.

Integrating local wisdom in school management can improve the effectiveness of education management as well as community participation. Research by Agung *et al* (2019) exploring Tri Hita Karana (THK) values in school management in Bali explained that THK principles contributed significantly to improvements in teacher performance (57.80%) and principal leadership effectiveness (19.37%). These results suggest that when school management blends with local cultural values, a quality and harmonious learning environment is created. In line with these findings, a study conducted by Pribadi *et al* (2024) in Banten showed that education based on Panjang Mulud-a religious tradition that emphasises the value of gotong royong and social-strengthened the connection between the school and the community. This tradition is not only an avenue of learning for children but also makes parents more actively involved in supporting school activities. However, in practice, there are challenges in the form of different views in the community regarding this celebration. This shows that while local wisdom can be an effective tool for building community engagement, it requires a systematic and flexible management approach to overcome resistance from certain groups that may hinder its implementation.

Kwaah & Nishimuko (2023) discussing the decentralisation of education stated that although schools gain freedom in their management, community participation remains limited. This is due to the absence of an organised mechanism to incorporate local values into the way schools are run. Faozanudin & Sulistiani (2023) stated that although community involvement in school management is high, the integration of local wisdom into national education policy is still not regularly implemented. Gonjo *et al.* (2024) showed that community participation in school management is highly dependent on how early they are invited to be involved in programme planning and implementation. When communities feel they have a stake in decision-making, education programmes are usually more appropriate and long-lasting. In practice, however, many schools still face socio-economic challenges that hinder active community involvement in school management. This is reinforced by the results of Paul's research (2022), regarding how local practices and community involvement intersect with education funding.

In Indonesia, approaches based on local wisdom have also encountered challenges related to standardisation and sustainability. Local values have proven to be significantly successful in school management in various regions, although there is limited evaluation of the long-term impact on improving education quality and overall community participation (Adhikari, 2022). From the various studies that have been conducted, it can be concluded that although local wisdom has great possibilities to strengthen school management and increase community participation, there are still some major challenges that need to be faced, including: First, the absence of a well-planned and evidence-based management model - Many schools have adopted local wisdom in their management but do not yet have a standardised model or guidelines that can be widely applied across different educational contexts. This means the importance of understanding community perspectives to improve the quality of education, which is in line with local practices and values (Martin, 2023).

Secondly, lack of policy support for the incorporation of local wisdom in formal education - Many culturally-focused programmes are still run on the initiative of particular schools or communities, without strong support from education policy at the national level. Thirdly, shortcomings in building co-operation between schools, communities and other parties - Not all members of the community share the same views on culturally-based education, so a more inclusive approach is needed to cover a range of perspectives. Fourthly, lack of research and evaluation on the long-term effects of implementing local wisdom in school management - Most of the existing studies are preliminary and not many have examined the effect of local wisdom-based policies on the quality of education over a long period of time.

Based on the above explanation, this study aims to (1) Describe how local wisdom-based school management works in the context of sustainable education; (2) Describe the role of local wisdom in increasing the effectiveness of school management; (3) Review and describe the challenges in implementing local wisdom-based school management; (4) Review the strategies implemented as an inclusive local wisdom-based school management model.

2. METHODS

This study uses a literature review approach by examining various scientific articles relevant to the topic of inclusive local wisdom-based school management models in order to increase community involvement in education. Literature sources were obtained from databases such as Scopus, Google Scholar, and ScienceDirect, with inclusion criteria, namely articles published in the period 2015–2024, relevant to the topic, and available in full-text.

The search was conducted using the keywords local wisdom-based school management, inclusive models in school management, community involvement in education and resulted in 75 articles, which were then selected into 30 articles for analysis. The analysis was carried out thematically by grouping findings based on the main

issues, methodology, and conclusions of each study. This method serves to select the most relevant studies to the theme discussed and ensure that the literature evaluated has a high level of academic credibility (Moher et al., 2009). After that, data collection and synthesis of results were carried out, where information from each selected study was grouped based on main themes, such as the concept of school management based on local wisdom, the role of local wisdom in school management, implementation models, challenges in implementation, and strategies to increase its effectiveness.

3. RESULTS AND DISCUSSION

Management Based on Local Wisdom in the Context of Sustainable Education

Local wisdom school management is emerging as a strategic approach to address the gap between the education system and the values and culture of local communities. By incorporating local wisdom in school management, this model not only strengthens community participation but also builds a more relevant and sustainable education system (Kabelele & Machumu, 2022). Research has shown how the effectiveness of School Management Teams (SMTs) can be seen in the management of capitation grants using a cultural approach. It shows that schools implementing this model have clearer and more accountable financial management due to community involvement in monitoring and decision-making (Kabelele & Machumu, 2022). Adhikari (2022) points out that school management systems that follow the principles of New Public Management (NPM) are not able to accommodate community participation properly. For this reason, strengthening models based on local wisdom can be a solution to connect government policies and community desires in the education sector (Adhikari, 2022).

Maharani and Imron (2024) show that Islamic schools in Indonesia that use local cultural practices such as Suranan, Nyadran, and Mujahadah Kamis Wage succeed in creating a more open education system. It also builds collective awareness in supporting the students' learning process. These practices not only make religious values stronger but also strengthen the relationship between school, students and community (Maharani & Imron, 2024). On the other hand, in Indonesia's coastal communities, research conducted by Sinthya & Ramadan (2021) revealed that education based on Malay culture-such as gotong royong, Imtaq, and religious celebrations-has increased community participation in education. However, the study also indicated that the implementation of local wisdom-based models is often hampered by a rigid and uniform curriculum (Sinthya & Ramadan, 2021).

Based on the results of existing research, it shows that the school management approach that integrates local wisdom has proven to be an effective strategy in bridging the gap between the national education system and the cultural values of the local community. This model not only strengthens community participation, but also increases transparency, accountability, and sustainability of education management, as demonstrated by the success of the School Management Team in managing grant funds in a participatory manner based on culture. Findings from various studies show that the integration of local cultural practices in school management, both in Islamic environments and coastal communities, encourages the creation of a more open, religious, and shared value-oriented education system. However, the effectiveness of this model still faces challenges in terms of curriculum flexibility that does not fully support the application of local values contextually. Therefore, it is necessary to adjust the curriculum policy to be more inclusive of local cultural wealth so that education truly belongs to and reflects the community itself.

The Role of Local Wisdom in Improving School Management Effectiveness

The effectiveness of school management depends largely on how well schools accommodate community participation and integrate cultural values in educational leadership. Research by Kwaah & Nishimuko in (2023) highlights that schools that provide more opportunities for community involvement in the decision-making process show higher levels of accountability. In this context, the school community acts not only as recipients of decisions but also as stakeholders in education management. Yusuf (2024) in his research on the implementation of culture-based programmes in Ternate proved that the school management system that implemented the Sigaro Malaha and Dodoto se Biasa programmes succeeded in increasing community participation in education management. These programmes aim not only to shape students' characters but also to forge stronger bonds between schools and local communities, thus creating a higher sense of ownership of educational institutions.

Ngwa et al (2023) in their study emphasised the importance of improving school-community relations through more transparent communication and collaborative leadership. This approach allows for co-operation between principals, teachers and the community in managing education policies based on local wisdom, thus having a positive impact on overall school management. This statement is supported by research conducted by Asrial et al (2022) which showed that the application of the 'Ngubat Padi' module that focuses on local wisdom in basic education is more effective in instilling peace-loving attitudes than traditional learning methods. This proves that learning approaches based on local culture can be one way to increase the involvement of both students and communities in education. Integration of Local Wisdom, namely local cultural values, such as mutual

cooperation, tolerance, and manners, are integrated into learning activities to build an inclusive educational environment (Yunita, 2024).

From many existing studies, it is clear that the effectiveness of school management is largely determined by the extent to which schools are able to accommodate community participation and integrate local cultural values into leadership and the educational process. Various studies have shown that community involvement in decision-making and school program planning encourages the creation of a more accountable, inclusive, and sustainable education system. Initiatives such as *Sigaro Malaha*, *Dodoto se Biasa*, and the "Ngubat Padi" module are concrete evidence of how cultural values can be used as a basis for building student character, strengthening the relationship between schools and communities, and increasing the sense of community ownership of educational institutions. The local wisdom values of the Buton community also support school management and culture (Nanik, 2025). In addition, open communication and collaborative leadership strengthen the connection between education stakeholders and increase the opportunity for effective school management that is rooted in the local context. Therefore, school management based on local culture is a strategic approach that needs to be continuously developed to support the quality of education that is relevant to the needs of the community.

Challenges in Implementing Local Wisdom-Based School Management

While a number of studies have shown that local knowledge can improve the effectiveness of school management and encourage community participation, there are some barriers to implementation. These barriers relate to policy, teacher readiness, different community views and the sustainability of the programme.

1. Lack of Integration of Local Wisdom in National Education Policy

One of the main obstacles in implementing school management rooted in local wisdom is the absence of a national education policy that clearly supports cultural values in school management. Research conducted by Suastra *et al* (2017) showed that although culture-based approaches can improve students' academic understanding and character, the uniformity of education policies makes it difficult for many schools to incorporate local values into the official curriculum. Research by Velarde & Ghani (2019) found that international schools implementing programmes with local cultural foundations have difficulty aligning their policies with global academic standards. These findings emphasise the importance of striking a balance between preserving local culture and meeting both national and international education standards in order to keep the implementation of culture-based models relevant and not contradict broader policies.

2. Limited Resources and Shortage of Teaching Staff

The implementation of school management based on local wisdom is closely related to the extent to which educators are prepared to understand and incorporate cultural values in the teaching and learning process. Research in the field of inclusive education shows that many teachers do not fully understand how to apply cultural values in inclusive learning, especially when dealing with students with special needs. The lack of training for teachers on local culture-based approaches results in the suboptimal implementation of this model (Ramadhan & Maryani, 2024). The minimal number of special assistant teachers also causes limitations in implementing inclusion in schools (Yuninda *et al.*, 2023).

Maharani & Imron (2024) in their study suggested that in madrasahs that adopt the values of local Islamic traditions such as *Nyadran* and *Mujahadah Kamis Wage*, many teachers are not in line in understanding how to integrate these practices into formal learning. This finding indicates the need for specialised training for teachers to enable them to implement more effective education based on local culture.

3. Differences in Community Perceptions and Resistance to Culture-Based Models

Not all community groups easily accept the integration of local wisdom in school management. Research conducted by Pribadi and colleagues (2024) in Banten showed that culture-based programmes, such as *Panjang Mulud*, were rejected by some groups who did not agree with the celebration in an educational context. This rejection shows the importance of paying attention to different opinions in the community so that culture-based approaches can be better accepted (Pribadi *et al.*, 2024). According to Ochola & Malenya (2020), participation from local stakeholders in education projects is often hindered by different interests and lack of common understanding between the community, government and schools. This dissatisfaction can lead to conflict when implementing policies based on local culture if not addressed with effective communication. Other studies highlight that low parental living standards and poor school-community relations are significant factors influencing the role of local wisdom in managing schools effectively (Godfrey, 2016).

4. Sustainability of Local Wisdom Based Programmes

Programmes that focus on local culture often do not last long because there is no good evaluation system and no ongoing support from the government or educational institutions. Research by Yusuf *et al* (2024) in Ternate revealed that the *Sigaro Malaha* and *Dodoto se Biasa* programmes have been successful in increasing community participation in education, but the main challenge is how to ensure the sustainability of these programmes without relying on initiatives from school principals or specific individuals.

Although various studies have shown that the integration of local knowledge and values can improve the effectiveness of school management and community participation, its implementation in the field still faces a number of significant challenges. The main obstacle lies in the absence of strong integration between local wisdom and national education policies that are still uniform, making it difficult for schools to officially accommodate local culture in the curriculum and school management. In addition, limited resources, especially in terms of teacher readiness and lack of training on culture-based approaches, also hamper the effectiveness of implementing this model. Differences in perception and resistance from some communities towards certain cultural practices are also factors that hinder social acceptance of local-based school programs. On the other hand, the sustainability of local culture programs in schools often depends on certain figures and is not supported by an adequate evaluation system and institutional support. Therefore, the successful implementation of local wisdom-based school management requires more inclusive policies, ongoing teacher training, a participatory communication approach, and systemic support to ensure the sustainability of programs that have proven effective.

An Inclusive Local Wisdom Based School Management Model

To deal with these issues, it is important to create a school management model that focuses on local wisdom and is more open, organised and sustainable. Some of the main strategies that can be implemented are:

1. Strengthening Regulations that Support the Integration of Local Culture in National Education Policy

If the education system is to be more open to local cultural values, then education policy should allow schools to adapt the curriculum to the existing social and cultural environment. Research conducted by Hidayati *et al* (2020) indicates that education policies that include local wisdom in character teaching can improve the quality of learning and shape a more inclusive school environment. Therefore, the government can design education policies that value cultural diversity by providing flexible guidelines for schools to implement strategies that focus on local wisdom.

2. Teacher and Principal Training in the Application of Local Cultural Values in Learning

Training for educators is needed so that they can understand how to incorporate cultural values into the curriculum and learning methods. Research conducted by Maharani & Imron (2024) showed that schools that provided specialised training to teachers to implement cultural values showed more effective learning outcomes compared to schools that did not provide such training. This is due to the lack of training related to inclusive education (Hisbollah, 2023). Kwaah & Nishimuko (2023) suggested that when principals are given increased capacity to understand local cultural values, this can bring about improvements in leadership quality and create more participatory school governance.

3. Developing School Partnerships with Local Communities

Solid cooperation between educational institutions and neighbourhoods can increase community participation in the teaching and learning process. Research conducted by Faozanudin & Sulistiani (2023) revealed that schools that establish good communication with the community through committees and forums can be more successful in involving the community in education management (Faozanudin & Sulistiani, 2023). Gairhe (2023) in his study found that involving local parties in the decision-making process in schools can improve transparency in management and increase the responsibility of educational institutions (Gairhe, 2023). This is also in line with what was conveyed by Nanik (2025) who stated that public relations management is collaboration with parents and the community to support inclusion programs.

4. Making Local Culture-Based Learning Modules

The development of learning materials that incorporate local cultural values can support schools in implementing this model more regularly. A study by Asrial *et al* (2022) showed that the utilisation of the "Ngubat Padi" module as part of local culture-focused learning proved more successful in improving students' character when compared to traditional teaching methods. Furthermore, other research results state collaboration with the Community: Community leaders and local experts contribute to curriculum design, ensuring cultural relevance and strengthening relationships between schools and the Community (Wahyuni, 2024).

To overcome the various challenges in managing schools based on local wisdom, it is necessary to develop an open, orderly, and sustainable model, emphasizing the integration of local culture in every aspect of education management. Strengthening regulations is a crucial first step so that national education policies are more flexible in accommodating local cultural values. Training teachers and principals is also a key factor in ensuring their understanding and ability to apply cultural values contextually and effectively in the school environment. In addition, developing close partnerships between schools and local communities can encourage active community participation in decision-making, increase transparency, and strengthen a sense of shared responsibility. On the other hand, the preparation of learning modules based on local culture is an important strategy to support the implementation of these values in teaching and learning activities systematically. By integrating these four strategies synergistically, schools can build a management system that is not only responsive to local needs, but also relevant to national and global educational developments.

4. CONCLUSIONS AND SUGGESTIONS

Conclusions

School management that integrates local wisdom has proven to be a strategic approach in realizing an inclusive, accountable, and relevant education system to the needs of the community. This approach is able to bridge the gap between national education policies that tend to be uniform with diverse local cultural values. By involving the community in decision-making and adopting local cultural practices such as Sigaro Malaha, Dodoto se Biasa, and Ngubat Padi, a more open, religious, and togetherness-oriented educational climate is created. However, the successful implementation of this model still faces various challenges, such as limited regulations, readiness of educators, social resistance, and lack of a sustainable support system.

Therefore, strategic steps are needed that include strengthening regulations that support cultural integration in education, ongoing training for teachers and principals, developing solid partnerships with local communities, and compiling culture-based learning modules. With a comprehensive and contextual approach, local wisdom-based school management has great potential to create education that is not only academically qualified, but also deeply rooted in community identity and values.

Suggestions

In order for local wisdom-based school management to be implemented optimally, real support from various stakeholders is needed. The government, especially the Ministry of Education, Culture, Research, and Technology, needs to formulate more inclusive regulations and provide space for schools to adjust the curriculum and education governance to the local cultural context. Such policies will encourage the creation of an education system that is more adaptive to local diversity without sacrificing national standards. At the regional level, the education office is expected to play an active role in providing ongoing training for teachers and principals so that they are able to integrate local cultural values into the learning process and school management. The readiness of human resources is key to bridging cultural values with modern education practices. In addition, principals and school management teams need to build strong partnerships with local communities. The involvement of community leaders, traditional institutions, and parents of students in planning and decision-making will strengthen the sense of shared ownership of educational institutions. This step can also increase community trust and participation in advancing schools. No less important, teacher training institutions and universities are advised to enrich their curriculum with local culture-based learning materials. This will equip prospective teachers with the contextual insights and cultural sensitivity needed in the field. Finally, support from academics and non-governmental organizations is also needed in the form of studies, mentoring, and documentation of good practices. With synergistic cooperation from various parties, school management based on local wisdom can become a strong foundation for education that is relevant, empowering, and rooted in community values. Therefore, it is important to conduct further research to assess the effectiveness of models based on local wisdom in the long term and to record best practices that can be applied by other schools.

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