

Integrated Learning of Local Wisdom in South Kalimantan

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Abstract. Analysis of the situation and problems of partners, namely members of the Tanah Bumbu Regency Physics Subject Teachers' Deliberation forum, shows that there are problems related to SDG issues with the priority issue of quality education, where the quality of education is not evenly distributed. This service focuses on three main activities as solutions to identified problems. The solution related to the problem of teachers not integrating local wisdom through learning technology is to hold a Workshop on Integrated Learning with Local Wisdom in South Kalimantan. This is related to outcomes in the form of increasing partner empowerment in social aspects, namely increasing partner skills and knowledge. The achievement of increasing partner empowerment in social aspects, namely increasing partner skills and knowledge is measured using an observation sheet. Achievement is calculated through the average score obtained. The service activities continued with assistance in planning innovative learning related to the wetland environment. Learning that is integrated with local wisdom will contain global community issues that each individual can use to explore problems or phenomena that occur in the environment around where they live.

Keywords: Integrated learning of Local Wisdom, Workshop, Community Service

1 Introduction

This service focuses on the SDG's issue with the priority of quality education issues, where the quality of education is not evenly distributed. The service partners in this case are Physics Teachers in Tanah Bumbu Regency who are members of the Physics Subject Teachers' Deliberation Forum (MGMP) of Tanah Bumbu Regency. This forum is under the auspices of the Education and Culture Office of the South Kalimantan Provincial Government. This forum consists of 23 physics teachers in Tanah Bumbu Regency, with details as in Table 1.

Table 1. MGMP Physics Participants in Tanah Bumbu Regency

School	Number of physics teachers
SMAN 1 Kusan Hilir	2
SMAN 1 Simpang Empat	3
SMAN 1 Sungai Loban	4
SMAN 1 Satui	2
SMAN 2 Satui	2
SMAN 1 Angsana	2
SMAN 1 Kusan Hulu	1
SMAN 1 Kuranji	1
SMAN 1 Karang Bintang	2
SMAN 1 Mantewe	2
SMA IT Al Asmaul Husna	1
SMA IT Plus Ar-rasyid	1

Tanah Bumbu Regency, where the partner is located, is approximately 200 km away with a travel time of approximately 5 hours by land from Banjarbaru City, the capital of South Kalimantan Province. Teacher competency improvement training by the provincial education office is generally held in Banjarmasin City or Banjarbaru City, so not all teachers from the regions can participate directly, although there is still an impact. Therefore, the partner enthusiastically and happily welcomed the offer from the ULM community service team to conduct a Workshop on Integrated Learning with Local Wisdom in South Kalimantan. Tanah Bumbu Regency has a fairly large area, namely approximately 4,890 km² along the coastline, so the community service team felt that the implementation of ULM's vision, namely to become a leading and competitive university in the field of wetland management, was appropriate for this area.

In order to face the challenges of the 21st century, education in Indonesia has implemented the latest curriculum, namely the Merdeka curriculum. The Merdeka curriculum focuses on 21st century skills and its learning emphasizes character education known as the Pancasila student profile [1]. The profile of Pancasila students is a lifelong learner who has global competence and behaves in accordance with the values of Pancasila with six elements, namely: noble character, global diversity, independence, mutual cooperation, critical thinking, and creativity. The Ministry of Education and Culture formulates 21st century learning that requires students to be students who are open to diversity and differences, and actively contribute to improving the quality of human life as part of Indonesian and world citizens [2], [3]. Quality of life depends greatly on how students live their daily lives.

Learning will be more meaningful if it is linked to students' daily lives, including local wisdom in students' lives [4], [5], [6], [7], [8], [9], [10], [11], [12], [13], [14], [15]. Local wisdom is part of a society's culture and cannot be separated and is often passed down from generation to generation by word of mouth. Integrating elements of local wisdom into learning activities can bring significant benefits by enriching students' learning experiences, developing students' skills and helping students become more engaged individuals, more connected to the environment and culture [16], [17], [18], [19], [20], [21], [22], [23], [24], [25]. By linking local wisdom to learning, students will experience more meaningful learning because the context being taught is close to the students [26], [27]. The

importance of including local wisdom in teaching modules not only provides additional insight into traditions and cultural values but also helps students develop a sense of pride in their own cultural roots [28], [29].

Interview data also shows that most partner teachers have not linked learning with local wisdom and have not linked learning with local wisdom in the surrounding area. The data shows that learning that contains local wisdom and the wetland environment is still lacking and needs to be trained for teachers at the Tanah Bumbu Regency Physics MGMP. Based on the analysis of the partner's situation and problems, teachers at the Tanah Bumbu Regency Physics MGMP need to be trained to integrate Learning with Local Wisdom in South Kalimantan. Specifically, the purpose of implementing this community service activity is to optimize teachers' abilities in integrating Learning with Local Wisdom in South Kalimantan.

2 Method

The implementation method consists of 3 main stages, namely:

A. Preparation

In the preparation stage, the community service team carries out the preparation of the activity rundown, and various other technical preparations related to the implementation of this community service. For the preparation of the activity rundown, the community service team asks for suggestions and input from partners to optimize the implementation of the South Kalimantan Local Wisdom Integrated Learning Workshop. The training is carried out online.

B. Implementation

The entire community service team, including team leaders, lecturers, students, and field assistants are involved in implementing this activity. Partners will be participants in this training activity. The implementation stages are as follows:

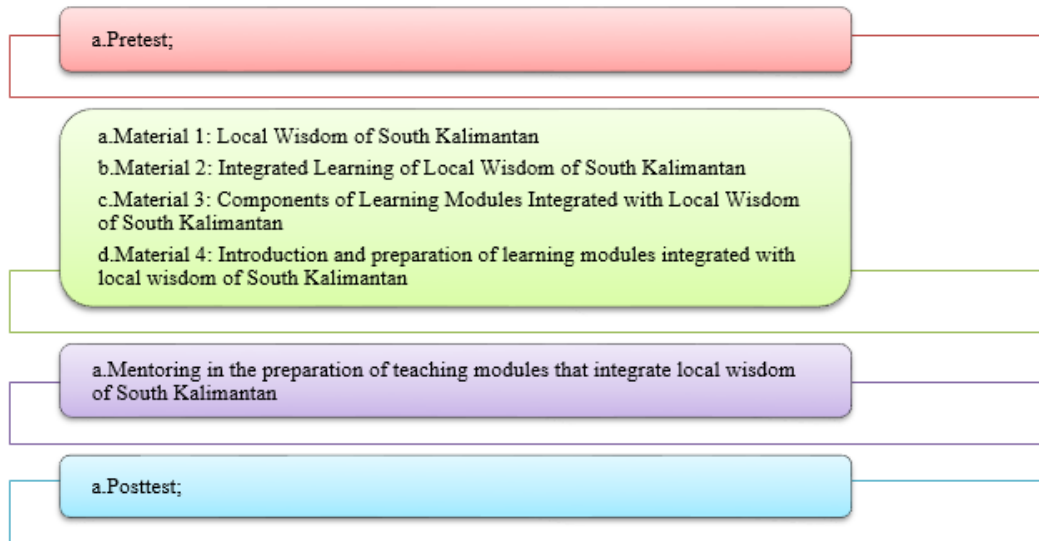


Fig. 2. Stages of Workshop Implementation

C. Mentoring and Evaluation

Community service activities are continued with mentoring for innovative learning planning with a wetland environment. Learning integrated with local wisdom will include global community issues that can be utilized by each individual to explore problems or phenomena that occur in the environment around their residence. The community service team will evaluate activities based on the evaluation form distributed to community service partners. The achievement of increasing partner empowerment in the social community aspect, namely increasing partner skills and knowledge is measured using an observation sheet.

3 Result And Disccussion

3.1 Preparation

In the preparation stage, the community service team carried out the preparation of the activity rundown, and various other technical preparations related to the implementation of this community service. To prepare the activity rundown, the community service team asked for suggestions and input from partners to optimize the implementation of the South Kalimantan Local Wisdom Integrated Learning Workshop. The training was carried out online.

3.2 Implementation

The entire community service team, including team leaders, lecturers, students, and field

assistants were involved in implementing this activity. Partners will be participants in this training activity. The material presented during the workshop is South Kalimantan local wisdom; Learning integrated with South Kalimantan local wisdom; components of teaching modules integrated with South Kalimantan local wisdom; Preparation of teaching modules integrated with local wisdom.

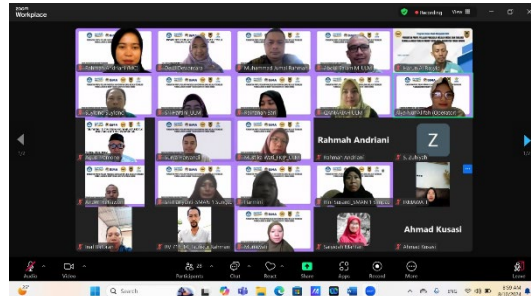


Fig. 2. During the Workshop

In this workshop, the material presented focuses on the local wisdom of South Kalimantan, which is a cultural wealth and traditional knowledge owned by the local community. This local wisdom covers various aspects of life such as customs, arts, and environmental knowledge that have been passed down from generation to generation. Through the understanding and application of this local wisdom, it is hoped that workshop participants can better appreciate and preserve the unique and relevant cultural heritage in the context of education and teaching.

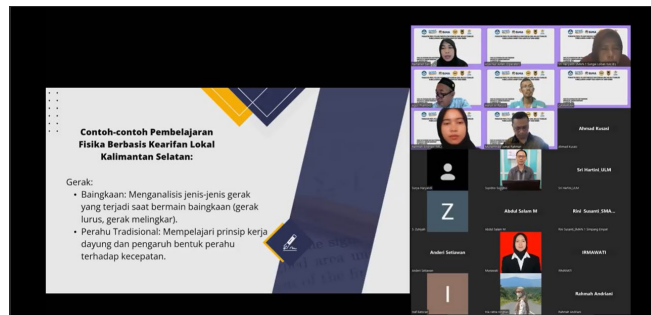


Fig. 3. Delivery of Material on Local Wisdom

Learning integrated with local wisdom of South Kalimantan is an approach designed to incorporate local values and knowledge into the education curriculum. With this method, teaching materials not only introduce academic concepts, but also relate them to the cultural realities and daily lives of the people of South Kalimantan. This aims to make learning more contextual and relevant, and encourage students to better understand and appreciate their own environment and culture.

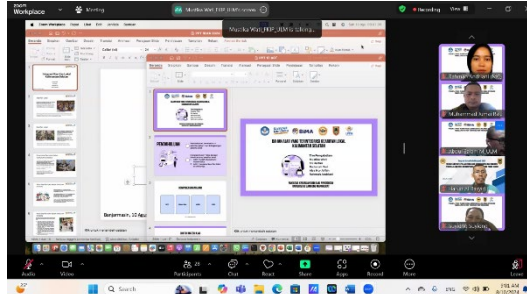


Fig. 4. Delivery of Material on Learning Integrated with South Kalimantan Local Wisdom

The components of the teaching module integrated with South Kalimantan local wisdom include several key elements, such as local cultural knowledge, community-based activities, and learning resources that reflect traditional wisdom. The preparation of effective teaching modules requires a deep understanding of relevant aspects of local wisdom, as well as skills in integrating them into existing educational structures. This process involves collaboration with community leaders, cultural experts, and educators to ensure that the teaching module is not only culturally accurate but can also be practically applied in educational settings.

3.3 Mentoring and Evaluation

The community service activity is continued with mentoring for innovative learning planning with a wetland environment. Learning integrated with local wisdom will include global community issues that can be used by each individual to explore problems or phenomena that occur in the environment around their homes. The community service team will evaluate activities based on the evaluation form distributed to community service partners. Achievement of increased partner empowerment in the social community aspect.

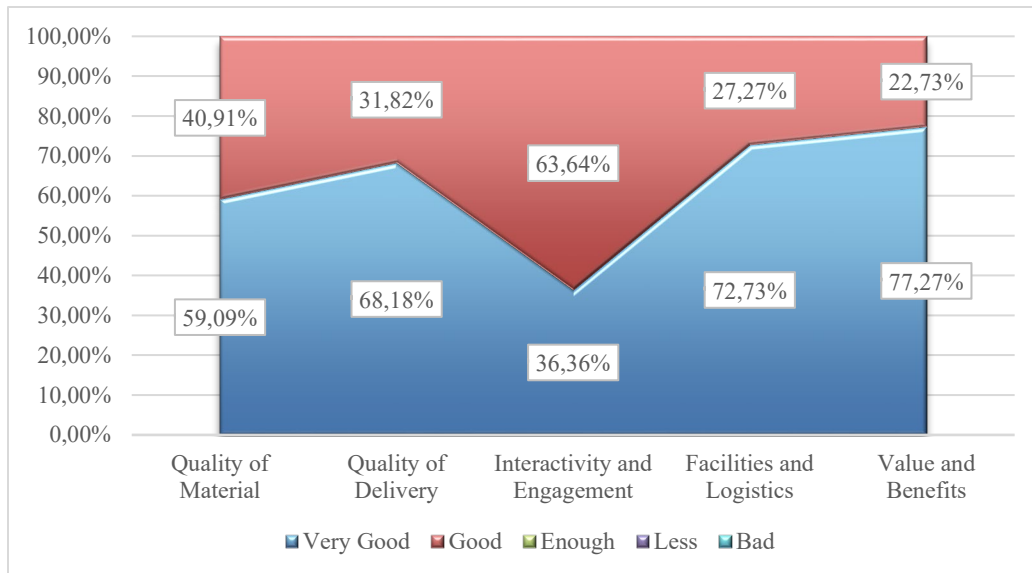


Fig. 5. Result of Participant Responses

In analyzing the feedback from workshop participants, several key areas of performance emerge, reflecting both strengths and areas for improvement. Quality of Material received the highest rating of "Very Good" from 59.09% of participants. This suggests that the majority of attendees found the content presented to be highly relevant and valuable. The high satisfaction with the material underscores its alignment with participants' expectations and needs, indicating that the workshop's content effectively met its intended objectives.

Quality of Delivery also received a substantial "Very Good" rating of 68.18%. This indicates that participants were generally pleased with how the facilitators conveyed the material. The effectiveness of delivery is crucial in ensuring that complex concepts are communicated clearly and engagingly. The strong performance in this area highlights the facilitators' skill in engaging participants and delivering content in a manner that resonates well with the audience.

In contrast, Interactivity and Engagement shows a notable discrepancy, with only 36.36% rating it as "Very Good." This lower percentage indicates that while some participants found the workshop interactive and engaging, a significant portion felt that this aspect could be improved. Enhancing interactivity through more dynamic activities and encouraging participant involvement could address this gap and lead to a more immersive learning experience.

Facilities and Logistics achieved a "Very Good" rating of 72.73%, reflecting high participant satisfaction with the logistical aspects of the workshop. This includes the adequacy of the venue, equipment, and overall organization. Good logistical support is essential for creating a conducive learning environment, and this high rating suggests that the workshop was well-organized and met the participants' needs in terms of facilities.

Finally, Value and Benefits received the highest "Very Good" rating of 77.27%, indicating that participants felt the workshop provided significant value and benefits. This high rating implies that

the workshop successfully delivered practical value and met participants' expectations regarding the outcomes and benefits. Overall, the feedback suggests a positive reception of the workshop, though there is room to enhance engagement to further elevate the overall participant experience.

4 Conclusion

Overall, the workshop was considered successful in delivering the material and achieving the stated objectives. However, there were several areas that needed further attention to improve the quality of future training. Implementing the recommendations put forward by participants could help improve the workshop experience and ensure that each element of the activity better meets participants' expectations. The Integrated Learning of Local Wisdom in South Kalimantan workshop activity has been carried out well, so that teachers can prepare learning plans that integrate local wisdom in South Kalimantan.

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