DIDAKTIKA:
Jurnal Penelitian Tindakan Kelas
https://didaktika.lombokinstitute.com/index.php/JPTK

Vol.3, No.1 (April– 2025)
E-ISSN: 2987-4343
pp. 11-16

The Existence of Minangkabau-Based Learning in Elementary Schools in Strengthening Local Wisdom

Beta Infertania Putri*, Adrias, Aisy Putri Zulkarnaini
Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidkan, Universitas Negeri Padang
*Corresponding Author: binfertaniaputri@gmail.com

Abstract. Indonesia is widely recognized for its rich cultural diversity and indigenous customs and traditions. One of the most valuable local cultures is the Minangkabau natural culture, which has developed in the West Sumatra region. This culture contains values that serve as guiding principles in community life. This study investigates the significance of integrating Minangkabau-based learning in elementary schools. The purpose is to incorporate this cultural knowledge into elementary education and to understand the extent to which such learning is necessary for elementary students. The study adopts a quantitative method with a descriptive approach. The findings indicate that integrating Minangkabau-based learning in elementary schools is essential. This can be achieved by applying interactive teaching methods that enhance students' understanding, increase learning motivation, preserve local wisdom, and foster student character development. The study also reveals that effective implementation of Minangkabau-based learning requires interactive pedagogical methods and collaboration among various stakeholders, including government authorities, teachers, traditional leaders, and families.

Article History
Received: April 1, 2025
Reviewed: April 23, 2025
Published: April 30, 2025

Key Words
Elementary school students, local wisdom, Minangkabau natural culture

How to Cite: Putri, B. I., Adrias, A., Zulkarnaini, A.P. (2025). The Existence of Minangkabau-Based Learning in Elementary Schools in Strengthening Local Wisdom. *DIDAKTIKA: Jurnal Penelitian Tindakan Kelas, 3*(1). 11-16.

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Introduction

Indonesia is a country rich in cultural diversity, encompassing distinct traditions and customs unique to each region, with over 300 ethnic groups and 200 different languages (Meyniar, 2024). Among these cultural riches, the Minangkabau culture, which has developed in the West Sumatra region, holds significant value. The Minangkabau culture is known for its matrilineal system, *rumah gadang* (traditional longhouses), strong moral values, and unique culinary traditions—preserving essential elements of local wisdom (Widiatmaka, 2022). Local wisdom serves as a guiding principle considered valid and effective in resolving various social challenges, and the values embedded within it become foundational principles in social life. These noble values play a key role in strengthening national identity and fostering patriotism (Rakhmawati & Alifia, 2018). Etymologically, the term "local wisdom" is composed of two words: "wisdom" and "local." "Local" refers to a specific region or area, while "wisdom" refers to truth or knowledge accepted as valid. According to Njatrijani (2018), local wisdom is a life guideline believed to be true and practiced from generation to generation in a particular region. A common manifestation of local wisdom is culture (Maros & Juniar, 2016). Culture functions as a set of values and principles ingrained within society. It is intimately linked to the arts, customs, and moral norms passed down from ancestors, containing social rules that guide behavior. These cultural values are crucial in maintaining national identity (Hamisa et al., 2023).

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However, with the passage of time and the advancement of technology, local wisdom that once symbolized regional identity is gradually being forgotten. Cultural values once upheld with pride are now marginalized, and preserving them has become increasingly difficult. This erosion is largely attributed to the strong influence of globalization (Jadidah et al., 2023). Globalization promotes openness and free flow of information, allowing many foreign particularly Western cultures to enter Indonesia. As a result, local cultural values are fading, posing a serious threat to preserving identity and indigenous wisdom (Hafizah, 2023).

Preserving local wisdom is crucial because it reflects the distinctive character of a nation's culture. One way to conserve local wisdom is through the integration of local cultural content into school curricula, often referred to as "local content learning" (*muatan lokal*) (Illahi et al., 2024). One form of this is Minangkabau-based learning, which introduces students to Minangkabau culture. This learning typically includes both theoretical and practical components, such as the traditional *randai* performing art. *Randai* is an indigenous Minangkabau performance art passed down from generation to generation. Through exposure to *randai*, students are expected to help preserve local arts (Arifninetrirosa et al., 2019). According to Warmansyah et al. (2023), Minangkabau-based learning can potentially foster character development in elementary school students. Education plays a fundamental role in character formation and in preserving local cultures (Wulandari, 2024). Therefore, by integrating Minangkabau-based learning into the educational system, elementary students are expected to become more aware of and committed to preserving cultural heritage.

The main issue addressed in this study is the "Existence of Minangkabau-Based Learning in Elementary Schools in Strengthening Local Wisdom" to introduce Minangkabau culture to elementary students. Through this approach, students are expected to uphold and embody the noble values contained within local wisdom. This study also aims to examine how essential the implementation of Minangkabau-based learning is for elementary-level students.

Research Method

This study employed a quantitative descriptive approach to objectively depict the importance of implementing Minangkabau-based learning in preserving local wisdom at the elementary school level (see Figure 1). This approach was chosen because it allows for the presentation of numerical data that can be analyzed statistically to measure the perceptions and views of respondents concerning the research topic (Sugiyono, 2021).

Population and Sample

The population in this study consisted of elementary school educators and community figures in the West Sumatra region. The sample was selected purposively based on specific considerations relevant to the research objectives—such as direct involvement in Minangkabau-based educational practices or influence on cultural preservation. A total of 37 respondents were selected to participate in this study.

Data Collection and Analysis Techniques

Data collection was conducted via an online survey using a closed-ended questionnaire designed to assess the extent to which the implementation of Minangkabau-based learning influences the preservation of local cultural values. The questionnaire comprised several indicators, including (a) students' understanding of Minangkabau culture, (b) educators' perceptions of the effectiveness of Minangkabau-based learning, and (c) students' attitudes toward preserving local culture. The collected data were analyzed using descriptive statistical

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Vol.3, No.1 (April– 2025)
E-ISSN: 2987-4343
pp. 11-16

methods, including calculations of frequencies, percentages, and general trends in respondent responses. This analysis aimed to identify the degree of importance of Minangkabau-based learning in maintaining local cultural identity. The empirical conclusions derived from this analysis highlighted the role of local education in addressing the challenges posed by globalization.

Instrument Validity

To ensure content validity of the questionnaire, a validation test was conducted by experts in education and local culture. This step was crucial in ensuring that the research instrument aligned with the context of Minangkabau-based learning and the study's objectives (Azwar, 2016).

Research Ethics

This study adhered to ethical research principles, including maintaining the confidentiality of respondent identities, ensuring the data were used solely for academic purposes, and confirming voluntary participation in the questionnaire process.

Figure 1. Research stages

Results and Discussion

The Minangkabau natural culture is a regional heritage passed down from generation to generation in West Sumatra. This cultural heritage distinguishes the region from others; therefore, every region must safeguard and preserve its traditions. Preserving Minangkabau culture is essential for maintaining unique local wisdom that may not exist elsewhere. Moreover, the Minangkabau region still upholds traditional values inherited from ancestral generations.

Various strategies can be implemented to preserve Minangkabau culture, including early education (Warmansyah et al., 2023). Introducing Minangkabau culture to elementary school students is deemed appropriate since this educational stage plays a pivotal role in shaping children's character (Akhyar et al., 2023). Implementing Minangkabau-based learning at the elementary level can significantly contribute to preserving local wisdom. Local wisdom serves as a guideline that is considered correct and effective for solving problems and establishing a moral foundation for societal life. Elementary students can better appreciate the importance of preserving Minangkabau culture if they are introduced to it through formal education. A survey was conducted to explore the current existence and impact of Minangkabau-based learning in elementary schools. The results are presented in Table 1.

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Table 1. Implementation of Minangkabau-Based Learning in Elementary Schools

No	Question	Strongly Agree	Agree	Somewhat Agree	Disagree
1	Implementing Minangkabau-based learning in elementary schools is essential for shaping regional identity.	29.7%	67.6%	2.7%	0%
2	The implementation of Minangkabau-based learning in elementary schools can shape students' character.	2.7%	73%	0%	0%
3	Minangkabau-based learning in elementary schools plays a vital role in introducing local culture.	27%	70.3%	2.7%	0%
4	Minangkabau-based learning helps reduce the negative impacts of globalization.	21.6%	73%	0%	5.4%
5	The implementation of Minangkabau-based learning in elementary schools supports cultural preservation.	32.4%	67.6%	0%	0%
6	Elementary students are very enthusiastic when learning about Minangkabau culture.	18.9%	78.4%	2.7%	0%
7	Minangkabau-related subjects are easy for elementary students to understand.	13.5%	78.4%	8.1%	0%
8	Some elementary students show low interest in learning about Minangkabau culture.	10.8%	51.4%	21.6%	16.2%
9	After watching traditional arts and music performances, elementary students are more interested in Minangkabau-based learning.	21.6%	75.7%	2.7%	0%
10	Elementary students are more interested in Minangkabau-based learning when directly related to their daily lives.	21.6%	75.7%	2.7%	0%

The results in Table 1 indicate that integrating Minangkabau-based learning into elementary education is highly important. Students introduced to Minangkabau culture through enjoyable and interactive approaches tend to understand the subject more easily and better apply the values and rules embedded in the culture. According to Fitriah & Putri (2024), interactive learning is a pedagogical strategy that creates an enjoyable learning atmosphere and enhances students' motivation. Observations reveal that when students are introduced to Minangkabau culture through engaging and interactive methods, they are more likely to comprehend and appreciate the traditions and customary values embedded in the culture. Learning strategies that integrate theory and practice—such as folklore, visual presentations of *rumah gadang* (traditional houses), models, or direct field visits—help students better grasp cultural concepts. Additionally, introducing cultural aspects through traditional arts like dance, music, and handicrafts enhances student participation and engagement.

Instructional methods that involve direct student participation—such as learning traditional dances, playing Minangkabau musical instruments, or wearing traditional costumes—provide meaningful and enjoyable experiences. Such activities allow students to gain theoretical knowledge and a direct sense of how Minangkabau culture is practiced in daily life. Ultimately, these experiences help shape students' character and foster a love for their local culture. Introducing Minangkabau culture at the elementary level is critical because it represents an

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optimal period in which children are highly receptive to new knowledge, including regional traditions and cultural practices. Children are more likely to form genuine understanding and affection toward their culture when presented in developmentally appropriate and enjoyable ways. This cultural introduction should go beyond historical facts and rituals it also serves to shape identity and character (Warmansyah et al., 2023).

The findings suggest that Minangkabau-based learning positively contributes to character development in elementary school students. Students are expected to recognize and help preserve their cultural heritage through its integration into the school curriculum. The nation's future generation must be taught cultural values from an early age. Additionally, involving parents and the local community in cultural education is crucial. Collaboration among schools, families, and communities will enhance students' understanding of their national culture and instill a sense of responsibility for its preservation. In this way, Minangkabau culture is taught in schools and practiced in everyday life.

Conclusion

The analysis results show that the introduction of Minangkabau culture should begin early by integrating Minangkabau learning into elementary school education. It is hoped that through this approach, students will be able to recognize their own local culture and foster a sense of love for it. By linking Minangkabau cultural learning directly to their lives, it will be easier for children to understand the values embedded in that culture. Moreover, Minangkabau learning should be conducted using interactive methods and practical activities to make the learning process more enjoyable.

Suggestions

Minangkabau cultural learning is crucial for elementary school students to cultivate a love for local culture. Given the great benefits of this learning, it is essential to continue efforts to preserve Minangkabau learning at the elementary school level. Local cultural education, such as Minangkabau culture, should be prioritized in the curriculum. The government needs to improve the quality of educators and allocate more time for Minangkabau learning, covering arts, traditional houses, clothing, and the noble values contained within them. Additionally, teacher training is necessary to implement interactive Minangkabau learning so that it does not cause boredom for elementary school students. Support from parents and community leaders is also needed to back up Minangkabau's cultural education. Through the enhancement of Minangkabau cultural learning in elementary schools, it is hoped that students will understand the material and develop a sense of love and pride in Minangkabau culture.

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