

# Local Wisdom Integration Training in PAIKEM Learning at MTs Salafiyah Syafi'iyah Mojokerto

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**Abstract.** One form of student-centered learning is by integrating local wisdom into PAIKEM learning. Integrating local wisdom into PAIKEM learning is something new at MTs Salafiyah Syafi'iyah Mojokerto because teachers still rarely use local wisdom as a context and content of learning and its use in PAIKEM so that there needs to be community service in the form of training on integrating local wisdom into PAIKEM learning at MTs Salafiyah Syafi'iyah Mojokerto. The purpose of this activity is to train the skills of MTs Salafiyah Syafi'iyah Mojokerto educators in developing PAIKEM learning based on local wisdom to improve the quality of learning. The methods in this activity include (a) expository; (b) question and answer; (c) discussion; (d) demonstration; (e) FGD. The results of this community service activity are that there is an increase in the skills of MTs Salafiyah Syafi'iyah Mojokerto educators in developing PAIKEM learning based on local wisdom in the high category of 23 people and low category of 2 people. The results of these activities can be concluded that the training activities for integrating local wisdom into PAIKEM learning at MTs Salafiyah Syafi'iyah Mojokerto can improve the skills of educators in developing PAIKEM learning based on local wisdom to improve the quality of learning.

**Keywords:** Integration, Local Wisdom, PAIKEM learning

## 1 Introduction

Learning is a conscious effort by a teacher to teach his/her students in the form of directing student interaction with other learning resources to achieve the expected goals. The expected goal is a change in behavior as a result of learning that is owned and mastered by students after the learning process. Students actively develop their potential to have self-potential in the form of spiritual religious strength, self-control, personality, intelligence, noble morals, and certain skills. This is in line with Law Number 20 of 2003 concerning the National Education System which is essentially a continuous process in the framework of changing student behavior.

In realizing learning objectives, teachers can analyze the concept of learning materials, review student characteristics and learning environments, and create learning designs. According to research by Nurdiansyah et al. (2022) and Zydziunaite et al. (2022) teachers need to analyze competencies, student characteristics, learning experiences and motivations, learning situations, and learning resources. The results of this analysis are used to design appropriate learning. Activities reflected in learning objectives take into account motivation, student conditions, task complexity, and the environment.

The success of learning is largely determined by the design used by teachers in the classroom. Learning can be presented actively, innovatively, creatively, effectively, and enjoyably, which can be called PAIKEM. This learning is used with certain methods and various teaching media accompanied by environmental arrangements in such a way that the learning process becomes active, innovative, creative, effective, and enjoyable. Students feel interested and easily absorb the knowledge and skills taught (Indrayati, 2019; Rasidi & Susana, 2020). In addition, PAIKEM also allows students to carry out various activities to develop their own attitudes, understanding, and skills (Fallarina & Sidiq, 2023).

PAIKEM as a learning orientation is closely related to the contextuality of phenomena. The contextual phenomena presented in PAIKEM learning study facts, concepts, principles, and scientific discoveries by providing direct learning experiences to students. The presentation of PAIKEM learning arouses the interest and

attention of students to be able to actively discover the concepts, principles, theories and facts of science that are developed (Hidayati, A. & Dharin, A., 2023; Suryawati, E. & Osman, K., 2018).

However, in reality, teachers are often fixated on the target of completing the material presented to students, without paying attention to the process and meaningful understanding in learning. Teachers orient phenomena textually, not contextually (Yasir et al., 2020). Students have not received direct learning experience (Yusa et al., 2023). Learning feels boring, marked by students' lack of interest and attention so that students tend to be passive in learning (Yasir & Wulandari, 2020). The learning that is designed is not optimal for realizing the essence of learning and achieving learning objectives.

One way to realize PAIKEM-based learning is by integrating local wisdom into PAIKEM learning. Local wisdom that comes from the culture in the community greatly determines the orientation, function, and objectives of the learning that is applied. Education and learning develop from a culture from the community. Communities in the regions have an obligation to return to their identity through the exploration and interpretation of the noble values of culture that come from local wisdom. Contextual local wisdom values can be integrated into PAIKEM-based learning.

Integration of local wisdom in PAIKEM learning can be as a learning context, learning resource, or learning media. Several previous studies emphasized student-centered learning that is faced with authentic problems, for example sourced from local wisdom (Yasir, 2023), student progress in scientific reasoning is driven by the use of local wisdom in learning (Yasir et al., 2022), learning is more interesting with Pedagogical Content Culture Knowledge (PCK) and constructivism orientation (Setiawan, 2023), and student responses to local wisdom learning are very positive and attract students' attention (Suryani, Yasir, Sidik, 2022; Nadifah et al., 2023).

MTs Salafiyah Syafi'iyah Mojokerto is a school that has implemented the Independent Curriculum based on the local cultural potential of Mojopahit. This school is located in Mojokerto Regency with a boarding school base that carries out student-centered learning by integrating the content of the subject matter, PAIKEM characteristics and the potential of Mojopahit local wisdom as a context in learning. The difficulty experienced during the implementation of the Independent Curriculum with local wisdom nuances at MTs Salafiyah Syafi'iyah Mojokerto is the lack of understanding regarding the integration of local wisdom into PAIKEM learning. Therefore, the author conducted community service in the form of Local Wisdom Integration Training in PAIKEM Learning at MTs Salafiyah Syafi'iyah Mojokerto. The purpose of this activity is to train the skills of MTs Salafiyah Syafi'iyah Mojokerto educators in integrating local wisdom into PAIKEM learning.

## 2 Method

This community service activity took place on Thursday, June 6, 2024 at 09.00-12.00 WIB at MTs Salafiyah Syafi'iyah Mojokerto. The target of the training was 25 teachers and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto. The training methods used in this community service activity are as follows: (a) expository; (b) question and answer; (c) discussion; (d) demonstration; (e) Focus Group Discussion (FGD). The expository was carried out by providing an explanation of the material on the theory of PAIKEM learning and Local Wisdom. A question and answer session was held between the presenter and teachers and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto about PAIKEM learning and local wisdom by providing real examples of the integration of local wisdom in PAIKEM learning. To sharpen knowledge of PAIKEM learning and local wisdom, this training constructs the integration of local wisdom in PAIKEM learning as an assignment to be demonstrated and presented. Training participants exchange opinions through active and interactive discussions to construct the integration of local wisdom in PAIKEM learning. The results of the assignment are in the form of a PAIKEM learning design integrated with local wisdom that has been created, then demonstrated and presented in front of the class. After conducting the demonstration, training participants conduct FGD to strengthen the acquisition of skills in integrating local wisdom in PAIKEM learning. The data collection method uses interviews, observations, and documentation, then the data is analyzed qualitatively according to the Miles & Huberman model (Cresswell, 2009).

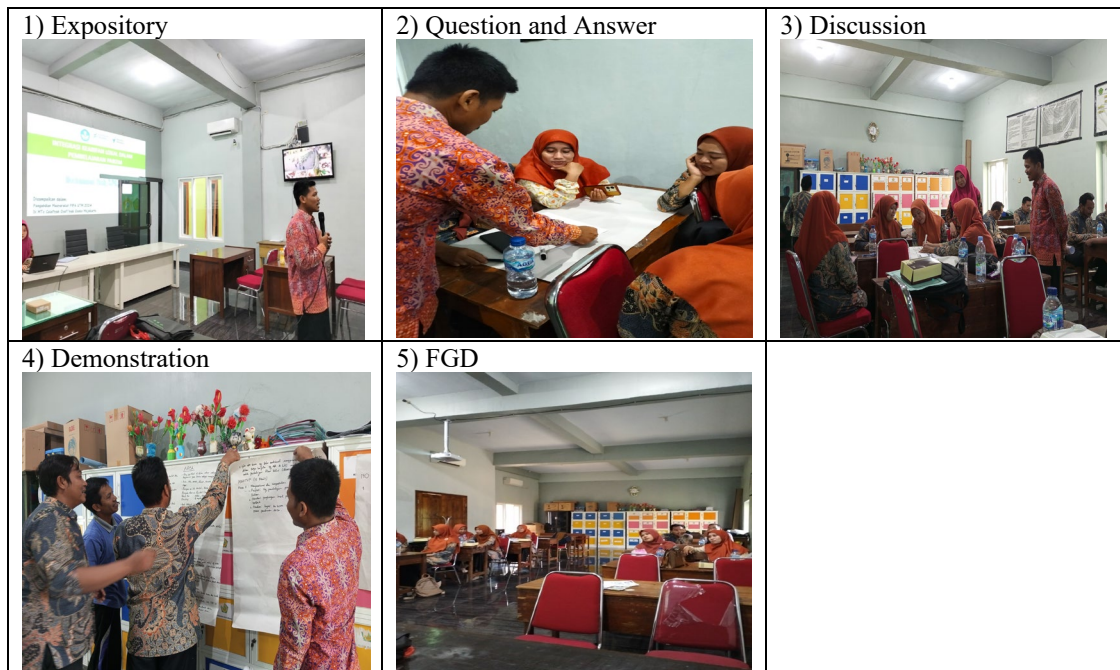
Evaluation of program implementation and program sustainability after the completion of community service activities in the field in the form of: participation of educators and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto in program implementation, strategic position of the community around the school (Sub-district and District) as supporting elements, integration and togetherness with educators and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto, while increasing skills in developing PAIKEM learning integrated with local wisdom is seen from the success of educators and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto in performing work in designing, developing, and implementing integration of local wisdom in PAIKEM learning.

## 3 Results and Discussion

Local wisdom integration training in PAIKEM learning uses the following methods: (a) expository; (b) question and answer; (c) discussion; (d) demonstration; (e) Focus Group Discussion (FGD). The training steps

are presented in **Table 1**.

**Table 1.** Steps for Integration Training in PAIKEM Learning

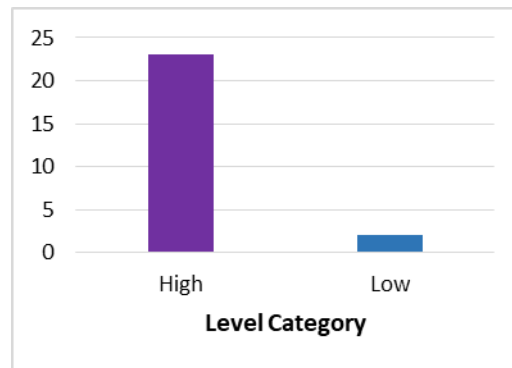


In the training on the integration of local wisdom in PAIKEM learning, working groups were formed. Each working group raised one of the local wisdoms of Mojopahit which has characteristics, uniqueness, and distinctiveness after going through an expository presentation and detailed questions and answers. Some raised the types of local wisdom of Mojopahit about Mojopahit statues, potato onde-onde, Trowulan shoes, and red stone buildings of Mojopahit. Each local wisdom of Mojopahit is currently almost extinct because students feel less self-aware to know, recognize, use, and preserve it in their daily lives. So that the local wisdom of Mojopahit raised by each group does not become extinct, a solution is sought. The solution offered is to integrate local wisdom of Mojopahit into PAIKEM learning in certain subjects. From several types of local wisdom of Mojopahit that are raised differently, different material content, learning models, and products will emerge (Yanti et al, 2022; Wahyuni, 2022).

The instructor exemplifies how to integrate Mojopahit local wisdom in PAIKEM learning. Starting with determining certain local wisdom, finding out the characteristics, uniqueness, and distinctiveness of the local wisdom, reviewing the local wisdom using the STEM/STEAM (Science, Technology, Engineering, Art, and Mathematics) review, reviewing the characteristics, uniqueness, and distinctiveness of local wisdom in each review, correlating the results of each review with the concept of learning materials at certain grade levels, subjects, semesters, and KI/KD/CP, and determining how to bring out PAIKEM elements. The results of the correlation are then used to design PAIKEM learning integrated with local wisdom. The learning design that has been made is described in the form of RPP/Teaching Modules.

The method of integrating Mojopahit local wisdom in PAIKEM learning that has been exemplified by the instructor is adapted by each group. Each group holds a discussion to determine the method used, the timeline for the work, the division of tasks between group members, and the effectiveness of the method and time used. After being discussed, each group does group work. The instructor as a facilitator monitors to accompany and ensure that the group has worked according to the steps exemplified. Several types of material content, learning models, and products that emerge from Mojopahit local wisdom as a solution to preserving the extinct Mojopahit local wisdom. These solutions are made, then tested and applied to PAIKEM learning in certain subjects. The results of this trial and application are described in the RPP/Teaching Module which is demonstrated in front of the class. Demonstration of RPP/PAIKEM learning teaching modules integrated with local wisdom that have been simulated, then given reinforcement, sharing experiences on how to integrate Mojopahit local wisdom in PAIKEM learning, mutual reflection and providing input for future improvements.

The results of this training activity significantly increased the skills of educators and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto in integrating local wisdom in PAIKEM learning. Overall, 25 educators and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto have improved their skills in integrating local wisdom in PAIKEM learning. The categories of improving skills in integrating local wisdom in PAIKEM learning of MTs Salafiyah Syafi'iyah Mojokerto are presented in **Figure 1**.



**Figure 1.** Categories of Skill Improvement in Developing Differentiated Learning and Projects for Educators and Stakeholders of Yas'a Middle School, Sumenep

From **Figure 1**, it can be seen that the increase in skills in integrating local wisdom in PAIKEM learning at MTs Salafiyah Syafi'iyah Mojokerto is categorized as high for 23 people and low for 2 people. This shows that educators and stakeholders of MTs Salafiyah Syafi'iyah Mojokerto have mastered the practice of integrating local wisdom in PAIKEM learning as a result of the explanation of the material on PAIKEM learning theory and Local Wisdom from the expository. The results of the material content, learning models, and products that emerged during the discussion and demonstration were in accordance with the characteristics, uniqueness, and uniqueness of the local wisdom raised, as well as the elements of PAIKEM as a solution. The solution to overcome the extinction of Mojopahit local wisdom was carried out in collaborative groups so that the results were obtained in the form of RPP/PAIKEM Learning Teaching Modules integrated with local wisdom in certain subjects. The learning developed positions local wisdom to be studied broadly and in depth with a STEM/STEAM review and local wisdom is used to bring out active, innovative, creative, effective, and enjoyable elements in learning so as to characterize PAIKEM learning (Yasir & Wulandari, 2020).

The development of PAIKEM learning integrated with local wisdom as one of the strategies for implementing the Independent Curriculum. The Independent Curriculum emphasizes content simplification focusing on essential materials, based on collaborative applicative projects, and is flexible. To encourage the three characteristics of the Independent Curriculum, it is recommended to use local content, in this case local wisdom. Local wisdom as a characteristic of a region is integrated into subjects (Yasir et al., 2023). The integration of local wisdom into subjects makes learning contextual by focusing on certain material content that emerges from the results of local wisdom studies through collaborative group work. This makes learning more applicable and flexible in adjusting to local situations and conditions in the learning resources and learning media used.

The focus of material content, collaborative applicative projects, and the flexibility of integrated local wisdom characterize active, innovative, creative, effective, and enjoyable learning (PAIKEM). The natural phenomenon of local wisdom makes students active in learning by asking questions, answering with scientific arguments, and discussing to construct solutions. Local wisdom raised in learning shows innovation that is new to students so that it attracts students' attention to want to learn. During the discussion process, brainstorming occurs to provide creative ideas for constructing effective, applicable solutions. This makes the content of the material learned by students directly relevant so that it is effective in terms of time, cost, and energy. Local wisdom learning also makes the learning atmosphere enjoyable because it is close to students and students give positive responses.

The Mojopahit community is rich in knowledge, technology, and relevant local wisdom values integrated into the Merdeka Curriculum according to class level. This local wisdom knowledge includes the nature of humans, methods for gaining knowledge, the creation of the universe, the technology used, the utilization and preservation of natural resources, and others. The local wisdom technology of the Mojopahit community covers all aspects of their traditional life, including technology to meet the needs of food, medicine, clothing, shelter, and technology to produce tools to support daily life activities. Exploration and integration of knowledge, technology, and local wisdom values into PAIKEM learning will make learning contextual. In addition, learning will provide an accompanying impact in the form of understanding of knowledge, technology, and local wisdom values, and prevent students from the phenomenon of being uprooted from their own cultural roots after studying Western science. In addition, lectures will be more meaningful because the material studied is in accordance with the needs of students.

Integration of local wisdom into PAIKEM learning needs to be done selectively, and is not intended to add to the burden of learning materials for students. The material presented must be easy to understand, potentially able to increase students' pride as heirs of local culture, complete with the social and socio-ecological wisdom they have. Learning must also be packaged to provide scientific values to the local wisdom that is integrated into

it. This makes students active in class, the innovation produced to create ideas, methods and products makes learning effective and the learning atmosphere becomes enjoyable. Teachers who act as facilitators must organize learning materials, activities, daily assignments completed in class and at home, and final assessments based on development, interests, and talents, as well as the environment close to students (Qomari et al, 2022). Based on the above, the objective of this Community Service has succeeded in training the skills of MTs Salafiyah Syafi'iyah Mojokerto educators in integrating local wisdom in PAIKEM learning.

## 4 Conclusion

The results of these activities can be concluded that community service in the form of training on the integration of local wisdom in PAIKEM learning at MTs Salafiyah Syafi'iyah Mojokerto can train the skills of MTs Salafiyah Syafi'iyah Mojokerto educators in integrating local wisdom in PAIKEM learning.

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